Oxford Community Schools
Three Year Plan: Ongoing Recovery Efforts

2022-2025

Purpose:
To serve Oxford students, staff, families, and community in our recovery with these key intentions:

- Restore physical and psychological safety and well-being
- Coordinate purposeful efforts within and outside the district
- Reclaim our school, district, and community
- Create a cohesive approach to engagement with stakeholders
- Continue to learn and make ongoing revisions for growth
- Strengthen current practices and initiatives

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Last updated October 2023

Safety and Security

Goal	Objectives	Action Steps/Strategies	Evidence/Metrics
1. Create a physically safe school environment	a. Conduct building/vulnerability assessments	• Conduct annual vulnerability assessments for each building using one building/vulnerability assessment tool developed from the following resources: Homeland Security, Federal Emergency Management Agency (FEMA), Occupational Safety and Health Administration (OSHA), Texas School Safety Center (TXSSC), Partner Alliance for Safety Schools (PASS), Cybersecurity and Infrastructure Agency (CISA), PREPaRE curriculum (National Association of School Psychologists), Crime Prevention through Environmental Design (CPTED), and National Institute of Justice (NIJ)	• Assessments will be conducted, document completed for each campus • Worked orders entered as appropriate • Results discussed with the district safety committee
	b. Add 24/7 weapons detection system and upgrade visitor management system, silent alarm, geo fencing, and vape detection	• Install Drift Net, run redundantly with current systems, evaluate performance	• Collect performance data on new system, evaluate need for redundant systems
	c. Utilize weapons detection dog for service at all schools with district handler	• Weapons detection dog will train over the summer across the district with district handler • Weapons detection dog will be used as appropriate at all schools across the district	• Weapons detection dog performs searches at OCS campuses
	d. OCS continues to employ two SROs who are housed at OHS and OMS to support the district.	• SROs are part of BTAM teams • SROs support campuses as needed to ensure the safety and security of our stakeholders • SROs present information for Parent University • SROs will attend training	• SROs are visible at schools • SROs participate in Parent University • SROs participate on BTAM teams as needed
	e. Maintain use of clear backpacks at secondary schools based on student survey results.	• Clear backpacks have been purchased for incoming sixth and ninth grade students	• Students at secondary schools carry clear backpacks while at school.
	f. Maintain AED fleet, add additional Stop the Bleed kits and conduct ongoing staff training.	• Continue to update AED fleet as appropriate • Add additional Stop the Bleed kids as appropriate • Schedule training for staff	• AED fleets and Stop the Bleed kits are present in schools. • Sign in sheets from training
	g. Ask parents to acknowledge safe gun storage as part of the registration process	• Continue to educate stakeholders on the need for safe gun storage • Update links and resources, as appropriate, on the OCS website	• Parent acknowledgement of safe gun storage in registration materials
2. Refine safety procedures and communication to identify and respond to safety concerns	a. Hold Monthly Behavioral Threat Assessment and Management (BTAM) meetings with each school	• OCS uses the NTAC model for Threat Assessment and the Columbia Suicide Severity Scale for Suicide Risk Assessments • The Executive Director of School Safety, Operational Technology, and Student Services will facilitate monthly meetings with each school's BTAM team to review data; school/district trends; calibration; and professional learning.	• Sign-in sheets • Agendas • Improvement in reporting practices

	b. Host PREPaRE 1 Training for new CRISIS team members	• The Executive Director of School Safety, Operational Technology, and Student Services is certified to provide PREPaRE 1 training and will provide this to the district.	• Sign-in sheets • Certificates of completion
	c. Host BTAM training for new BTAM Team Members.	• The Executive Director of School Safety, Operational Technology, and Student Services and the School Safety Administrator are certified to provide BTAM training and will provide this to the district. • OCS uses the NTAC model for Threat Assessment and the Columbia Suicide Severity Scale for Suicide Risk Assessments	• Sign-in sheets
	d. Host Threat Assessment/Suicide Risk Assessment training for support staff and the community	• The Executive Director of School Safety, Operational Technology, and Student Services and the School Safety Administrator will lead trainings for support staff • A Parent University session will address this through a partnership with the police, OCS, and Dr. Melissa Reeves • OCS uses the NTAC model for Threat Assessment and the Columbia Suicide Severity Scale for Suicide Risk Assessments	• Sign-in sheets
	e. All staff will complete appropriate Safety/Security Trainings	• Bloodborne Pathogen Exposure Prevention • Bullying: Recognition and Response • Seclusion and Restraint Awareness • Youth Suicide: Awareness, Prevention, and Postvention • Threat Assessment • ALICE • Mandatory Reporting	• Certificates of completion
	f. Complete all state required drills	• Campus principals will schedule drills and submit schedules to Oakland County and the Executive Director of School Safety, Operational Technology, and Student Services. • Executive Director of School Safety, Operational Technology, and Student Services and, as appropriate, Assistant Superintendent of Secondary Instruction and Assistant Superintendent of Elementary Instruction will complete drill observation forms. • OCS will use trauma-informed practices to guide the drills.	• Evidence posted on the website as required • School evaluations completed
	g. Become an ALICE certified organization	• Complete the requirements to become an ALICE certified organization.	• OCS becomes an ALICE certified organization
	h. Review data	• Review data at each school and the district to identify trends, needs, and success ○ Discipline ○ Threat ○ Suicide ○ Bullying	• Regular communication to the board and community with the data
	i. OK2Say	• Continue to partner with Michigan State Police to use OK2Say as a confidential reporting tool. • Continue to train students, staff, families • Post information about OK2Say using ongoing school wide campaigns.	• When OK2Say tips lead to a threat assessment, Navigate360 data • Outcome reports • Advisory lessons at OMS and OHS • Grade level meeting presentations • Building parent/student newsletters

		• Ongoing training and related metrics for staff that are triaging incoming tips. • Michigan State Police communicates school related threats to the Executive Director of School Safety, Operational Technology, and Student Services, School Safety Administrator, and School Resources Officers • The School Safety and Security Department in partnership with the Oakland County Sheriff's Office will screen tips and determine the next steps such as threat assessment and enhanced security measures.	

Social Emotional Learning & Mental Health

Goal	Objectives	Action Steps/Strategies	Evidence/Metrics

1. **Reinforce a positive, supportive learning environment to promote improved academic performance, healthy relationships, and mental wellness**	a. Improve overall attendance and sense of student belonging through a district-created campaign	• Engage in effective attendance and belonging messaging to the school community
		   ○ Family Handbooks/Newsletters/Peachjar
		   ○ Social media
		   ○ Website
		• Professional learning for staff on building relationships and emphasizing the message of "You Matter" in all aspects of the school environment
		   ○ You belong here
		   ○ You have support here
		   ○ You do important things here
		• Develop trauma-informed tiered intervention process for responding to chronic absenteeism, including the implementation of "You Matter" meetings to support individual students
		• Pilot the Pupil Attitudes to Self and School (PASS) screener to help identify barriers to learning
			• Evidence of communication and professional learning
			• Evidence of an identified process for responding to chronic absenteeism
			• Improve the overall behavioral health of the district
			   ○ Decrease in chronic absenteeism
			   ○ Overall improvement in attendance rates
			   ○ Increased number of students receiving supports
			   ○ Decrease the number of behavior incidents/suspensions
			• Increase agree & strongly agree responses on the Overall Student Perception portion of the School Quality Survey

	b. Strengthen our school support teams by aligning district initiates as a multi-tiered system of support (MTSS)	• Building teams will learn from and work with Ali Hearn to evaluate practices and develop cohesion across MTSS initiatives ○ Align and strengthen PBIS, SEL and restorative practices, with a trauma-informed lens	• Evidence of meeting dates, agendas, and notes with Ali Hearn • Improve the overall behavioral health of the district (as referenced above)

	c. Complete the development and implementation of the district wide Therapy facility dog program, Oxford Wildcat Pack (OWP)	● Integrate the final Therapy facility dog (Penny) into the school setting at Daniel Axford Elementary(12 dogs total) ● Maintain daily schedules for each dog to support students and classroom activities at their school site ● Maintain OWP dogs presence at events across the district and in the community 　○ Welcome back Events - OHS LINK Day, OMS WEB Day, Elementary's Open House, Curriculum Nights, etc. 　○ Athletic Events 　○ During highly activating events or accompany PREPaRE crisis response teams when responding across the district 　○ Graduation events and commencement ceremonies ● Engage in efforts to sustain the OWP as an ongoing district Therapy facility dog program 　○ Maintain handler handbook/contracts/expectations 　○ Promote potential program fundraising opportunities 　○ Facilitate additional partnerships to include dog food donations, grooming, etc.	● Evidence of all 12 Therapy facility dogs daily schedules at individual school sites ● Evidence of participation and presence at school and community events ● Evidence of fundraising, OWP Community Partners, and the program framework(handbook, contracts, workshops, dog certifications, etc.)
	d. Implement SEL lessons with consistency	● Elementary 　○ Establish weekly schedule for lessons using Second Step ● Secondary 　○ Establish a scope and sequence with SEL curriculum 　○ Implementing TRAILS lessons into Advisory schedule ● OVA 　○ Establish method of instruction and delivery 　○ Establish scope and sequence with SEL curriculum 　○ Implementing TRAILS lessons	● Implementation fidelity evidence ● Improve perceptual data in the School Climate Survey ● Improve the overall behavioral health of the district (as referenced above)
	e. Implement and continue to develop PBIS	● Elementary 　○ PBIS team meetings and professional learning three times per year 　○ Implementation check-ins 　○ Conduct Tiered Fidelity Inventory (TFI) and building walk-throughs annually ● Secondary 　○ PBIS team meetings to teach/integrate lessons into the Advisory class scope and sequence 　○ Tier II implementation check-ins 　○ Conduct Tiered Fidelity Inventory (TFI) and building walk-throughs annually	● Monitor Tiered Fidelity Inventory (TFI) ● Improve the overall behavioral health of the district (as referenced above)
	f. Enhance Bully Prevention efforts throughout the district	● Elementary 　○ Implementation of the Second Step Bully Prevention Unit 　○ Establish a confidential elementary-friendly reporting process that captures the same important information DK-12th grade with developmentally appropriate visuals and language. 　　■ DK-2nd grade reporting document in paper form, with age appropriate visual prompts(requires adult assistance to complete)	● Improvement in OLWEUS bullying survey results ● Improvement in student school quality survey results ● Advisory lessons ● Decrease in bullying incidents ● Improve the overall behavioral health of the district (as referenced above)

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- ■ 3rd-5th grade reporting document in paper form, with developmentally/age appropriate language.(can be completed independently)
- ■ 3rd-5th grade will have a confidential bully reporting link/app on their personal ChromeBooks to electronically access/submit confidential bully reporting documents.
- ■ 3rd-5th grade also has access to the current QR codes to electronically access/submit confidential bully reporting documents.
- Secondary
  - ○ OLWEUS bully prevention lessons taught from OHS Mentorship class to OMS students
  - ○ Bully Prevention Coordinator Trained as OLWEUS Coach
  - ○ 4-6 staff members trained as OLWEUS facilitators
  - ○ Reinforce confidential reporting system
  - ○ 9th-12th grade will have a confidential bully reporting link/app on their personal ChromeBooks to electronically access/submit confidential bully reporting documents.
  - ○ 9th-12th graders also have access to the current QR codes at OMS/OHS or via the district website to electronically access/submit confidential bully reporting documents.

- Parents have access to confidentially report bully behavior via QR Codes posted at schools or the district website.
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g. Development of a Youth Action Board
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- North Oakland Community Coalition(NOCC) will continue to expand their role supporting student prevention education
  - ○ Students demonstrated an interest in developing a Youth Action Board in June 2023
  - ○ Youth Action Board sign up tables will be at OHS LINK orientation and Student registration
  - ○ Regular meetings will be scheduled and facilitated
- The 2023 Youth Action Board will promote the "All About Connections" campaign to identify student needs, plan and implement initiatives that involve students in educational activities that promote positive youth development impacting school culture and climate. Themes will include teaching life skills related to:
  - ○ Communication
  - ○ Acceptance
  - ○ Inclusion
  - ○ Kindness
  - ○ Compassion
  - ○ Teamwork
  - ○ Conflict Resolution
  - ○ Self-confidence
  - ○ Resiliency
- The Youth Action Board will help create the narrative to reduce stigma related to Mental wellness among their peers.
  - ○ Learn ways to support their personal mental health through experiential learning, finding new strategies that work for them.
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- Student membership on the Youth Action Board
- Student activities promoted and facilitated,Examples include:
  - ○ "It's all about connection" campaign
  - ○ No Vape November
  - ○ Underage drinking campaign in fall 2023/conjunction with homecoming
  - ○ Marijuana prevention
  - ○ QPR Suicide Prevention trainings
  - ○ Continued 988 awareness
  - ○ May Mental wellness activities
  - ○ OK2Say
- Students being "connected" and feeling good about school (specific areas of growth identified in the School Quality Survey)
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		○ Through narratives among peers about mental health, stigma is reduced and conversations are normalized about mental health and our students at OHS. ○ One goal is to support students who need professional support seek it and ensure that every member of the Wildcat family embraces the intentionality in maintaining their mental health	
	h. Integrate knowledge about trauma into school practices and settings	● Develop one-pager that defines what it means to be 'trauma-informed' that includes practices and strategies of which to be mindful within a classroom and school setting ● Anticipate activating events and provide access to support resources(Remembrance Day/Hearings/Third Party Reports/Legal Proceedings/Professional Development Topics/Daily Schedules/Events/Drills) ● Continue consultation with the Office of Victim of Crime Training and Technical Assistant Center (OVC TTAC) out of the Department of Justice (DOJ) for advice and recommendations related to trauma, vicarious trauma and recovery	● One-pager ● District communication ● Professional development agendas, presentations ● Introduce Trust-Based Relational Intervention (TBRI) as a Tier I resource at our Title I Elementary Schools ● Expand Cognitive Behavior Intervention for Trauma in Schools (CBITS) as a Tier II resource at OHS/OMS 　○ Support sustainability by training district Mental Health Professionals to facilitate CBITs interventions ● Through coaching and training with Ali Hearn/Rebekah Schippers expand common language and understanding that the MTSS Framework when implemented with fidelity is the foundation of a trauma informed climate and culture.
	i. Enhance Restorative Practice (RP) efforts	● Identify staff at each school who will be trained RP Champions/points of contact for their school 　○ Train these staff as RP facilitators to assist with restorative tier I/II/III implementation and sustainability at each school ● Ongoing training 　○ Training new secondary staff 　○ Developing a training plan for elementary staff to resume training ● Develop RP interventions for Tier I/II/III 　○ Classroom restorative circles to "check-in" with students, providing them with directions or confirming mastery of instructional content(Tier I) 　○ Using restorative circles for small groups of students identified for attendance support, social skill instruction(tier II) 　○ Restorative reentry plans for students who have been placed outside the school setting due to suspensions or behavioral health/threat assessments(Tier III)	● Roster of trained RP Champions/points of contact at each school ● List of instructional/ancillary staff participating in RP activities and training ● Monitor number of students identified and engaged in small group restorative interventions for attendance and social skill instruction (Tier II) ● Monitor number of students identified and engaged in the restorative reentry process(Tier III)
2. **Provide a continuum of supports, enabling schools to identify and provide increasingly intensive, data-driven services based on the individual needs of students**	a. Further develop an Early Warning System (EWS) that monitors grades, attendance, behavior and school readiness	● Continue identifying student behavior indicators which allow staff to progress monitor individual students and groups ● Develop EWS protocol for analyzing data and identifying appropriate interventions and monitoring plans ● Develop a EWS meeting calendar and on-going monitoring roles	● Evidence of student behavior indicators for ● Evidence of EWS protocols in meeting agendas ● Evidence of EWS meeting calendar and on-going monitoring roles

	b. Continue to screen students using SAEBRS	• Develop screening calendar • Develop a monitoring calendar • Capture the review and support process within the MTSS handbook	• MTSS handbook • Documentation of actions/interventions as a result of screening • Improve the overall behavioral health of the district (as referenced above)
	c. Further develop tier 2 and 3 interventions along the support continuum	• Continue/grow ongoing Cognitive Behavior Intervention for Trauma in Schools (CBITS) groups • Identify student groups within TRAILS curriculum to receive additional SEL lessons and support • Trust-Based Relational Intervention (TBRI) or any targeted trauma informed training work with staff • Develop continuum of supports for PBIS (i.e. check-in/check-out)	• Documentation of supports and interventions • Data around participation in groups • Attendance of staff who participate in training
	d. Continue and seek additional partnerships with outside agencies to provide school-based mental health services	• Provide space for EasterSeals and work with the agency to increase availability • Review School-Based EasterSeals referral process with support teams • Actively research school-based mental health supports and services	• MOU with EasterSeals • Referral data
	e. Staff will complete appropriate Safety/Security Trainings	• Bloodborne Pathogen Exposure Prevention • Bullying: Recognition and Response • Seclusion and Restraint Awareness • Youth Suicide: Awareness, Prevention, and Postvention • Threat Assessment • ALICE • Mandatory Reporting	• Certificates of completion

Staff Wellness and Retention

Please note that this focus area will continue to be developed through staff involvement as the year progresses. The majority of the work that lies ahead lives in needs assessments, perspective seeking, and forming committees (both district level and individual building/department levels).

Goal	Objectives	Action Steps/Strategies	Evidence/Metrics

1. Establish a culture of wellbeing that will provide employees the ongoing support and resources needed to be successful	a. Continue the work of the well-being committee with champions from all buildings
	  ○ Set Goals for 23-24, both district-wide and building specific
	  ○ Gather feedback from staff on what supports are needed
		● Create calendar of events for 23-24 that includes:
		  ○ Emotional and physical wellbeing
		  ○ Education/awareness opportunities
		  ○ Activities/challenges for behavior change
		● Continue recognition via #wildcatwellbeing and HR Thrive monthly newsletter
			● Documented participation rates
			● Archived ongoing communication records
			● Increase in overall wellness reported on pulse survey

	b. Increase traffic and utilization of the EAP - Resources for living	● Communication campaign ● Building visits	● Documented communication records ● Utilization metrics provided quarterly
	c. Inform and educate all staff on being a trauma-informed workplace	● Education corner in tHRive ● Include a Google form to gather further information on support needed	● Archived records of the tHRive newsletters with trauma-informed education included
2. Recruitment and Retention of staff	a. Implement programs to remain competitive in order to attract and retain staff	● Study the market to keep salaries and benefits in competitive range ● Develop recruitment materials and establish relationships with recruitment agencies ● Study exit interviews for items needing action ● Use LinkedIn and other social media channels as way to recruit potential stakeholders ● Utilize state resources, like Talent Together, to develop career paths for support staff	● Provide annual report on exit interviews, hiring history, resignations and retirements ● Documentation of additional recruitment/retention strategies on various channels and outlets

Community and Government Outreach

Goal	Objectives	Action Steps/Strategies	Evidence/Metrics
1. Develop partnerships to leverage the characteristics, resources, and strengths of a variety of community agencies	a. Seek opportunities that will help our students, staff and community access resources for recovery	● Sustain the current Community and Government Outreach(Strategic Planning) Committee ○ Sustain the 2022-23 involvement of partners ○ Invite and expand partnerships participating during the 2023-24 school year	● Current schedule includes 90 minute monthly meetings hosted at All For Oxford Resiliency Center ● Continued coordination of community and government resources, responses to needs, and planning for events
		● Expand offerings/activities facilitated by community partners to directly support student, staff and community recovery ● Provide community/government partners with district data to identify stakeholder needs related to recovery	● Oakland Schools offering staff workshops/Professional Development ● NOCC facilitating student led activities ● Resiliency Center providing staff, student and community resources ● Oxford/Addison Youth Assistance providing prevention services ● Easterseals is expanding services through co-located therapists at OELC, OMS and OHS.
2. Provide education & increase engagement	a. Implement a Parent University model	● Develop a calendar of events that help educate and empower parents and caregivers on important topics and ways they can support their children ● Develop a Parent University webpage ● Communication to all parents and caregivers ● Create a Parent University page on the website to house all topics and events for parents to reference	● Calendar of events ● Registration and attendance logs ● Feedback surveys
	b. Parent involvement in district schools will be encouraged and emphasized	● Each buildings continuous improvement plan will have an objective for increasing parent involvement either in the school or with the parent's student and their learning	● Review of the plan and results of the effort
	c. Maintain an updated mental and crisis support webpage	● Meet with mental health team and community partners to ensure supports and resources are current such as Common Ground, Resiliency Center, EasterSeals, Suicide and Crisis Hotline, Oakland County Health Network (OCHN), and Oakland Schools	● Webpage
3. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and	a. Survey community at large to determine perceptions about the school district	● Administer the Culture Survey to parents, students and staff annually	● Published results and trend data

ownership by all. **Promote transparency in the actions of our plan to gain support, commitment and ensure sustainability.**	b. Work with advisory groups of community members as called for in this plan,	● Establish/maintain advisory committees in Plan areas as called for: Safety, Mental Health, SEL, Curriculum, Student Advisories as needed,	● Dates, attendance, and agendas will be kept for committee meetings
	c. Progress reports and amendments will be communicated regularly	● Reports to the board of education and updates posted on the district website will keep the public informed on plan changes and progress	● Reports and postings will be archived
	d. Communications from individual buildings will continue and will contain important aspects of this plan and its progress.	● Each building will continue and maintain weekly newsletters to parents	● Building newsletters will be sent to the superintendent's office and then sent to board members to ensure effective and essential communications to parents

Strategic Process Alignment
Action steps identified in 3 year plan highlighted below

STRATEGIC INITIATIVE 1.1: Develop, implement and improve the written guaranteed and viable curriculum.
Strategies:
● 1.1.1 Systematically develop, align, and adopt curricula and instructional materials.
Portrait of a Graduate (PoG) Competencies: THINKER, KNOWLEDGEABLE

STRATEGIC INITIATIVE 1.2: Develop, implement and improve the taught guaranteed and viable curriculum.
Strategies:
● 1.2.1 Develop and implement a practical and rigorous instructional framework/model.
Portrait of a Graduate (PoG) Competencies THINKER, KNOWLEDGEABLE

● 1.2.2 Research, identify, and adopt Portrait of a Graduate
Portrait of a Graduate (PoG) Competencies BALANCED

STRATEGIC INITIATIVE 1.3: Maximize the District's effective use of technology and software.
Strategy:
● 1.3.1 Develop and implement a District Technology Plan that addresses instructional and operational needs.
Portrait of a Graduate (PoG) Competencies COMMUNICATOR, OPEN-MINDED

STRATEGIC INITIATIVE 1.4: Improve academic supports to meet the needs of all students.
Strategies:
● 1.4.1 Develop an effective MTSS at the elementary and secondary level
Portrait of a Graduate (PoG) Competencies BALANCED, KNOWLEDGEABLE

● 1.4.2 Develop academic programming that challenges all students
Portrait of a Graduate (PoG) CompetenciesTHINKER, RISK-TAKER, KNOWLEDGEABLE, INQUIRER

STRATEGIC INITIATIVE 2.1: Maintain a highly qualified staff who exemplify OCS value
Strategy:

- 2.1.1 Develop recruiting practices and processes that attract highly qualified candidates who exemplify OCS values

Portrait of a Graduate (PoG) Competencies REFLECTIVE, BALANCED, PRINCIPLED

STRATEGIC INITIATIVE 2.2: Value people and develop skills at all levels.
Strategies:
- 2.2.1 Review and update the staff evaluation process to ensure continued professional growth

Portrait of a Graduate (PoG) Competencies: INQUIRER, REFLECTIVE, RISK-TAKER

- 2.2.2 Implement effective professional learning for continued growth and development of all staff

Portrait of a Graduate (PoG) Competencies: OPEN-MINDED, REFLECTIVE, RISK-TAKER

- 2.2.3 Promote and recognize the contributions of volunteers and staff

Portrait of a Graduate (PoG) Competencies: PRINCIPLED

STRATEGIC INITIATIVE 2.3: Improve the working culture of Oxford Community Schools.
Strategies:
- 2.3.1 Establish and maintain a district culture based on OCS values

Portrait of a Graduate (PoG) Competencies: CARING, BALANCED, PRINCIPLED

- 2.3.2 Establish and maintain a trusted building culture

Portrait of a Graduate (PoG) Competencies: CARING, BALANCED, PRINCIPLED

STRATEGIC INITIATIVE 3.1: Improve the existing infrastructure and safety.
   Strategies:
- 3.1.1 Review and update district and school emergency plans to improve safety procedures.

Portrait of a Graduate (PoG) Competencies: PRINCIPLED

- 3.1.2 Annually review, evaluate, and improve the state of existing infrastructure, including physical safety, technology, transportation, and buildings/grounds.

Portrait of a Graduate (PoG) Competencies: CARING, PRINCIPLED

STRATEGIC INITIATIVE 3.2: Develop, implement and monitor equitable, district-wide student support programs that promote a trusting culture.
Strategy:
- 3.2.1 Improve and implement social-emotional programs at all levels that address student needs and support anti-bullying programs.

Portrait of a Graduate (PoG) Competencies: CARING, BALANCED, PRINCIPLED, REFLECTIVE

STRATEGIC INITIATIVE 3.3: Improve activities, connections, and partnerships between our community, families, and schools.
Strategies:
- 3.3.1 Improve awareness of issues surrounding diversity and implement processes to improve inclusion of all stakeholders

Portrait of a Graduate (PoG) Competencies: CARING, COMMUNICATOR, RISK-TAKER, OPEN-MINDED

- 3.3.2 Improve parent and community stakeholder involvement/partnerships with the district and schools

Portrait of a Graduate (PoG) Competencies: INQUIRER, RISK-TAKER, OPEN-MINDED

STRATEGIC INITIATIVE 3.4: Provide an excellent customer experience for students, parents and community.
  Strategy:
- 3.4.1 Annually review, evaluate, and improve the state of customer experiences.

Portrait of a Graduate (PoG) Competencies: CARING, COMMUNICATOR, REFLECTIVE

Glossary
Acronyms and Concepts Within the Three Year Plan

AED Machine

AED stands for automated external defibrillator. It is a medical device that helps re-establish effective heart rhythm in those experiencing sudden cardiac arrest.

ALI HEARN

"Ali Hearn, LCSW, is a national keynote speaker, trainer, and coach whose mission is to shift mindsets and ignite fires within others to create sustainable change and impact. Throughout her career, she has worked with thousands of educators across the country, emphasizing the importance of improving social/emotional skills, promoting the installation of Restorative Practices within school systems, and reinforcing multi-tiered systems of support frameworks to better support the current needs of students, staff, and families." www.heyalihearn.com

ALICE

Active shooter training for schools, workplaces and other communities. It empowers people to make good survival decisions. We will be taking a trauma-informed approach to drills as evidenced by transparent communication about timing, time for debriefing, slow and deliberate introductions of processes/technology.

ALICE stands for:
➔ Alert
➔ Lockdown
➔ Inform
➔ Counter
➔ Evacuate

BTAM: Behavioral Threat Assessment and Management

Behavioral Threat Assessment and Management (BTAM) is the systematic process of investigating and assessing concerning behaviors. The primary goal of BTAM is to evaluate the difference between making a threat and posing a threat to a school community and then to build a management plan that supports the safety of the entire community.

EAP:

Employee Assistance Program

MTSS: Multi-Tiered System of Support

A framework used in our schools to provide leveled support that varies in frequency and intensity based on student needs.

MOU: Memorandum of Understanding

A memorandum of understanding is a document that describes the broad outlines of an agreement that two or more parties have reached.

PREPaRE

PREPaRE trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams.

The PREPaRE model emphasizes that members of a school crisis team are involved in the following hierarchical and sequential set of activities.
  ➔ **P- Prevent** and prepare for crises
  ➔ **R- Reaffirm** physical health and welfare, and perceptions of safety and security
  ➔ **E- Evaluate** psychological trauma risk
  ➔ **P- Provide** interventions
  ➔ **a- and**
  ➔ **R-Respond** to mental health needs
  ➔ **E- Examine** the effectiveness of crisis preparedness

PBIS: Positive Behavior Intervention Support

PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes each day. PBIS creates schools where all students succeed by establishing proactive support while preventing unwanted behaviors as well as universal supports for all students. For example, what are expected behaviors in the various environments in the school (hallways, cafeteria, playground, etc.)? Ensuring students know the expectations and providing them opportunities to practice helps to create an environment of high expectations and accountability.

Restorative Practices

Practices aimed at strengthening relationships between individuals as well as social connections within communities. Restorative practices are based on the idea that when you feel part of a supportive community, we respect others in that community and become accountable to it. One strategy to implement in classrooms or with adults is restorative circles.

Under the Revised School Code Act 451 Section 380.1310c, the state of Michigan requires schools to consider using restorative practices as an alternative or in addition to suspension or expulsion.

SAEBRS: Social, Academic, and Emotional Behavioral Risk Screener

A brief, norm-referenced tool for screening all students to identify those who are at-risk for social-emotional behavioral problems.

SEL: Social Emotional Learning

Social and emotional learning is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain support, and make responsible and caring decisions. (CASEL.org)

Five Broad and Interrelated Areas of Competence
  ➔ Self Awareness
  ➔ Self Management
  ➔ Social Awareness
  ➔ Relationship Skills
  ➔ Responsible Decision-Making

SRO: School Resource Officer

Law enforcement officers trained in school-based law enforcement.