

| Pillar: Mental Health & Counseling | | | | | | | |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|---|--|------------------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| Goal 1) Improve integration of restorative practices in order to encourage use-of and trust in these support systems. | a) Increase Restorative Specialists to 1 at each K-8 site/Alternative High School(s), and increase to 2.0 at each comprehensive high school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All positions were hired (with some staffing turnover in occasional spots); new staff is trained by W&E staff as they are onboarded. Training includes Restorative Resources, Community Matters, and job shadowing as well as other training resources. | Wellness & Engagement Department | Mental Health and Student Supports |
| | i) Integration with campus supervisors and student aids. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | New SSA position approved in June, and much hiring has been done. Training has begun through a W&E series of PD held monthly including TIC, Restorative Practices taught by both RSS in house as well as SCOE, Community Matters and Restorative Resources. | | |
| | ii) Increase all Restorative Specialist positions to eleven months to allow for training opportunity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Done | | |
| | b) Restorative campaign and assemblies: mindfulness/social-emotional learning | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Part of the RS framework currently in development. | | |
| | i) Wayfinder at high schools | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Done: Wayfinder has been replaced by Panorama Playbook, which serves SEL K12 | | |
| | ii) Toolbox at elementary schools | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Done: Toolbox SEL resources are available at K6, occasional resource refresh funding needed. | | |
| Goal 2) Improve school culture; prioritize initiatives to increase social emotional wellness and opportunities for youth voice. | a) Reimplementation of Safe School Ambassadors | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Funded 7-12 by grant through SCOE and funded in LCAP for 6 of the Elementary. Efforts to find grant funding to sustain elementary implementation; not all schools using SSA. | Wellness & Engagement Department | Mental Health and Student Supports |
| | b) De-escalation and restorative professional development trainings. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W&E PD series began in August. Ongoing | | |
| | c) Staff professional development: positive connections, community building, de-escalation training; (Pro-ACT in district), and restorative practices. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Plans for specific trainings (de-escalation, recognition of the behavior cycle) for January PD. Safety trainings provided at all sites Nov 1. | | |
| Goal 3) Provide varied and alternative educational opportunities for elementary to high school students to access nontraditional learning. | a) Organize a committee to explore currently available data (truancy, credits, behavior) and produce a new alternative education menu of offerings such as independent study, online, explore 0-7 period days at the secondary level, and alternative small programs with built in supports to be implemented on campus at the secondary level. Collaborate with the Alternative Education Coordinator to design and implement the program options. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aaron Gildengorin is working with a team on planning a community school in the alternative program | Educational Services via CTE and Alternative Education | |
| | b) Early identification of academically/ behaviorally struggling students, focusing on the elementary school level, and providing interventions K-3 to foster academic success. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Using Panorama for SEL early identification, new Aeries Analytics to identify other risk factors to name the students they need to support. | | |

| Pillar: Mental Health & Counseling | | | | | | | |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|--|--------------------------------------|----------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| MOVED from PILLAR S&S | I. Strategic opportunities and programs to re-engage students to get back on track academically. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Tier 1 best practices | Ed Services | |
| | <input type="checkbox"/> Smaller instructional settings provide a closer student-adult connection and relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| | <input type="checkbox"/> Variety of instructional models. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | |
| | <input type="checkbox"/> Additional summer school or afterschool programs. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | |
| Goal 4) Provide additional mental health supports. | a) Hire more staff to reduce student to counselor ratios and student to school-based therapist ratios. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This is per SRTA contract 400:1 for counselors | Ed Services | |
| | b) Implement wellness centers at secondary schools: staffed with crisis intervention, community resources, and a mindfulness/calming space within the wellness center. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | In progress--four schools are looking at development and hiring of Wellness Coaches using the SCOE WC grant, Capacity grant is in progress to potentially hire a MediCal billing accounts person (?) | Wellness & Engagement | |
| | c) Encourage classroom-level calming spaces (i.e. bean bag chair, crash pad, couch, recliner/rocking chair, fidgets, plushies/squishmellows, OT supplied items if needed) provide inexpensive supplies through COVID funds to teachers who want to set up calming spaces. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Furniture pilots are ongoing at a variety of schools during the 2024-2025 school year Teachers will visit created classroom during Nov 1 PD | Facilities/ Maintenance & Operations | |

| Pillar: Safety & Security | | | | | | | | |
|--|--|---|-------------------------------------|-------------------------------------|-------------------------------------|---|---|---|
| Goal | | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. Goal 2) Annually review and update all site safety plans. Goal 3) Annually review the site and district behavioral expectations and response to discipline. | No goal | a. Build and Implement a Comprehensive District/School Climate Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> Establish a stakeholder committee--SART 23-24 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| | | <input type="checkbox"/> Conduct an internal evaluation of the components of comprehensive school climate | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> Identify areas of strength and gap areas | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> Develop a Comprehensive District Climate Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> Identify priorities for growth and enact subcommittees to begin process | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| Goal 4) Provide adequate emergency response resources for each site. | Goal 4) Provide adequate emergency response resources for each site. | b. Establish equality of baseline services across district (not enrollment) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget, will be called a staff matrix. | Safety / equipment / signage / supplies | Safety / equipment / signage / supplies |
| Goal 5) Provide increased alternative educational opportunities for student re-engagement. (integrated with Alternative Ed under MH&C) | Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. | c. Establish equitable staffing also built on enrollment and areas of need across district | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget and in line with collective bargaining agreements. | HR/Business Services | |
| | | Establishing staffing ratios in regards to Restorative services, Family Engagement Facilitators and Campus Supervision staffing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each HS has 2 RS and 5 SSA positions, and 2 FEFs. Each Middle School has 1 RS, 2 SSA, and 1 FEF. Each Elementary has 1 RS and 1 FEF. | | |
| Goal 4) Provide adequate emergency response resources for each site. | Goal 4) Provide adequate emergency response resources for each site. | d. Explore the SRO program. Analyze new committee recommendations alongside the recommendations from the previous committee | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | In progress with 3x3 | Business Services | Safety / equipment / signage / supplies |
| Goal 4) Provide adequate emergency response resources for each site. | Goal 4) Provide adequate emergency response resources for each site. | e. Increase administrative access and availability through::: | | | | HR has strategic sub deployment to support school sites. | HR | |
| | | <input checked="" type="checkbox"/> Attracting additional substitute positions through incentives and strategic use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HR has strategic sub deployment to support school sites. | | |
| | | <input checked="" type="checkbox"/> Attaching roaming subs to campuses for additional support | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HR has strategic sub deployment to support school sites. | | |
| | | <input type="checkbox"/> Designing strategies to address LEA representation at 504 and IEP meetings | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | For IEP meetings, Special Services uses administrative designees (School Psychologists),to repreent the district at many IEP meetings for students placed at NPSs. Site administrators represent the LEA at non-program site IEP meetings. Program Managers represent the district at porgram IEP meetings. | Ed Services - this is mandated by law | |
| | | <input checked="" type="checkbox"/> Analyzing administrative to student ratios across all grade bands for better site coverage | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget. | HR/Business Services | |

| Pillar: Safety & Security | | | | | | | | |
|---|----|---|-------------------------------------|-------------------------------------|-------------------------------------|---|--|----------------------------|
| Goal | | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. Goal 2) Annually review and update all site safety plans. | f. | Increase Tier 1 and 2 safety and student-support training for all staff. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | In progress with W&E PD series; Ed Services working with schools on Tier 1 best practices which is the focus for the year. | Educational Services | Workforce Safety |
| | | <input type="checkbox"/> Negotiating with labor partners and outside agencies for expert training in the response to safety. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ProAct and NonViolent Crisis Intervention trainings are ongoing. | Wellness & Engagement | Workforce Safety |
| | | <input type="checkbox"/> Providing Pro-Act, Verbal Judo, Non-Violent Physical Confrontation Intervention, Ryan Dowd de-escalation workshops | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ongoing | Wellness & Engagement | Workforce Safety |
| | | <input type="checkbox"/> Providing increased Aeries training for improved data collection and data analysis | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aeries Analytics has been created; Data talks now built into every Admin Team meeting at the district level. | Information & Evaluation | |
| | | <input type="checkbox"/> Providing Mental Health First Aid and trauma-informed response training across all administrative, confidential, certificated and classified staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ongoing and additional opportunities provided in January PD day. | All Departments | |
| | | <input type="checkbox"/> Providing Tier 1 Restorative practices and circles training (both specialist and student-led) across all administrative, confidential, certificated and classified staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 trainings offered to all admin in Spring '24. Planned to offer again in Spring '25 annually. | Wellness & Engagement | |
| | | <input type="checkbox"/> Providing academic re-engagement training, strategies and alternative programming options across the district | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ongoing through PD opportunities; various sites are doing an analysis of grading practices. | Ed Services | |
| Goal 3) Annually review the site and district behavioral expectations and response to discipline. | g. | Annually evaluate, update and revise behavior expectations and consequences on campus, aligned with board policy and California Education Code with a clear process. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | While done, this is an ongoing process that is reviewed as new legislation rolls out. Training provided both in house and through F3 and School and College Legal Services. | Wellness & Engagement | |
| Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. | h. | Annually evaluate, update and modernize safety plans that take into account evacuation plans and disaster response. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | New training in the Essential 5 and Incident Command systems implemented in Fall '24. | Wellness & Engagement/ Business Services | Workforce Safety |
| | | <input type="checkbox"/> Implement communication systems to inform students, staff and families during drills and emergencies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Revised communications to align with new Essential 5 emergency response actions. Technology is researching and will recommend companion system to implement using bond funds under safety in the FMP. | Wellness & Engagement/ Business Services/ Communications | Workforce Safety |
| | | <input type="checkbox"/> Develop instructional messaging for students, staff and parents during drills. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Revised communications to align with new Essential 5 emergency response actions | Wellness & Engagement/ Business Services/ Communications | Workforce Safety |
| No goal | i. | Develop transition plans for orientation and onboarding of all students and community when they transition from one grade band to the next (elementary to middle, middle to high). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> Importance of building community and culture within the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |

| Pillar: Safety & Security | | | | | | | | |
|---------------------------|---|---|--------------------------|-------------------------------------|-------------------------------------|---|------------------------|----------------------------|
| Goal | | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| | | <input type="checkbox"/> Importance of attendance and engagement--both academic and social. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | | <input type="checkbox"/> How to fully engage in the school culture for both students and families through development of culturally responsive and linguistically welcoming engagement strategies for families and students. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | future work | | |
| | Goal 4) Provide adequate emergency response resources for each site. | j. Parent education series: Wellness Workshops--engaging in school, alternative education opportunities, parenting for success, mental health and wellness, importance of attendance, financial literacy, pathways after high school, ParentSquare and Parent Portal. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Planned trainings 3 x this year. | Wellness & Engagement | |
| | Goal 4) Provide adequate emergency response resources for each site. | k. Develop a wider archive of community partnerships and resources for students, families, and Community. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ongoing collaboration through CBO partnerships; more systemization through the Community Schools Implementation planning grant and development of Wellness Centers. | Wellness & Engagement | Community |
| | | l. Strategic opportunities and programs to re-engage students to get back on track academically. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | moved to Pillar 1 | Moved to Pillar MH&C | |
| | | Smaller instructional settings provide a closer student-adult connection and relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | moved to Pillar 1 | | |
| | | Variety of instructional models. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | moved to Pillar 1 | | |
| | | Additional summer school or afterschool programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | moved to Pillar 1 | | |

| Pillar: Facilities | | | | | | | |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|---|------------------------|--------------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| Goal 1) Facilities that provide safe and secure environments to best support teaching and learning. | a) Risk Assessment for Facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete, but the report is confidential for security purposes. | Business Services | Structural security of schools |
| | <input type="checkbox"/> Cameras (more training, software, better quality, review blind spots) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Need input from sites for blind spots Training on-demand - Offering 1-to-1 training to end users - Training during principals' meeting Improvements - Each site needs a site map view NOTE: there should be one more row for PA - Need input from sites for areas with low/too high volume or missing speakers | Business Services | |
| | <input type="checkbox"/> Facility master planning via lens of safety and security | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The District hired Guidepost Solutions to do a full safety and security assesment of every school site | Business Services | |
| | <input type="checkbox"/> Schoolwide access to alarms where student/staff may be present: bathrooms, outside, halls, etc. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All fire alarm systems are fully up to code and annually tested to assure they are in good working order. | Business Services | |
| | <input type="checkbox"/> ADA compliance and accessibility | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | - Outdoor speakers with scrolling text for DHH students at HVES | Business Services | |
| | <input type="checkbox"/> Basic and timely repairs, maintenance (ie mold, rats) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | M&O continues to use Advanced Pest to help control pests across all SRCS campuses. They provide bi-weekly services as well as on call for any major pest issues. The maintenance department utilizes School Dude as our computerized work order system. M&O receives thousands of work orders per year. The maintneance manager prioritizes each work order with safety issues being taken care of immediately. | Business Services | |
| | <input type="checkbox"/> Columbine locks on as many doors as possible | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | All sites have all doors changed to Columbine locks | Business Services | |
| | b) Aesthetics | | | | | | |
| | <input type="checkbox"/> Encourage student murals, individual projects, community gardens | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Each school is working on this at various levels | Ed Services | |
| | <input type="checkbox"/> Outdoor classrooms | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | Ed Services | |
| | <input type="checkbox"/> Campus beautification days | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Each school is working on this at various levels | Ed Services | |
| | <input type="checkbox"/> Required community service for certain students → beautification on campus | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | Ed Services | |
| | <input type="checkbox"/> Engaging play areas for elementary schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | This is part of the facilities master plan. | Business Services | |
| | <input type="checkbox"/> Increased greenery | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | This is part of the facilities master plan. | Business Services | |
| | <input type="checkbox"/> Covered eating areas and outdoor heaters as necessary | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | This is part of the facilities master plan. | Business Services | |

| Pillar: Facilities | | | | | | | |
|--------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|--|--|--------------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| | c) Bathroom Maintenance and Security | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Restroom cleaning happens throught the school day as well as in the evening after all students have left. Single use all access restrooms are planned for all secondary sites as part of the Facilities Master Plan. | Business Services | |
| | <input type="checkbox"/> Secondary | | | | | | |
| | • Further supervision, limited numbers, accessible and clean | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Restroom cleaning happens throught the school day as well as in the evening after all students have left. | Business Services & Educational Services | Structural security of schools |
| | • Outdoor sinks and water closets/individual stall rooms | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Planning is happening now for every secondary site. Some sites are already in design | Business Services | |
| | • Vape sensors | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | The feedback we have received from other districts has not been encouraging in regards to effectiveness and ease of use. This item is recommended for further discussion/exploration before implementation. | Business Services | |
| | <input type="checkbox"/> Elementary | | | | | | |
| | • Outdoor sinks and water closet/individual stalls. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Planning is happening now for every secondary site | Business Services | Structural security of schools |
| | d) Access to Campus | | | | | | |
| | <input type="checkbox"/> Only one access point (or as few access points as possible) to parking lots during school day, all other access points to school closed/locked (ie gates, walking paths, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Security fencing and single point of entry is a part of the FMP and Implementation plan | Business Services | Structural security of schools |
| | <input type="checkbox"/> High visibility campus planning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Included in the facilities master plan | Business Services | |
| | <input type="checkbox"/> Higher fencing to further deter students from accessing/leaving school during inappropriate times | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | A high priority of the facilities master plan. Limited fencing has been completed at a few sites so far, based on specific safety concerns. | Business Services | |
| | • Make aesthetically pleasing (not immediate priority for high school) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Painting occurred at several sites this past summer and more are planned for next summer. Some outdoor space updates have occurred as part of other plans (RVMS, HLES) | Business Services | Structural security of schools |
| | e) Campus Layout and Parking | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Included in the facilities master plan | Business Services | |
| | <input type="checkbox"/> Secondary | | | | | | |
| | • Clear staff vs student parking | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | All lots will have appropriate signage/painting to clearly identify | Business Services | Structural security of schools |
| | • Ample space for counselors, potential wellness center, restorative specialists, and other employees on campus | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Space for wrap-around services was another priority of the FMP. The implemenatation plan shows expansion of most offices to provide the proper space. | Business Services | |
| | • Improvements to general facilities (gyms, cafeterias, etc) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Modernization is a high priority of the facilities master plan | Business Services | |
| | <input type="checkbox"/> Elementary | | | | | | |

| Pillar: Facilities | | | | | | | |
|--------------------|---|--------------------------|-------------------------------------|-------------------------------------|--|------------------------|--------------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| | <ul style="list-style-type: none"> Ample space for counselors, potential wellness center, restorative specialists, and other employees on campus | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Space for wrap-around services was another priority of the FMP. The implementation plan shows expansion of most offices to provide the proper space. | Business Services | Structural security of schools |
| | <ul style="list-style-type: none"> Mandatory Community garden space(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | Business Services | |
| | <ul style="list-style-type: none"> Improvements to general facilities (gyms, cafeterias, etc) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Modernization is a high priority of the facilities master plan | Business Services | |
| | ADA compliant Playgrounds | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | All playgrounds are compliant. However, as we understand that compliant does not always equate to usability, we are addressing the play surface as part of the facilities master plan. | Business Services | |

| Pillar: Communication & Transparency | | | | | | | |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|--|------------------------------|-----------------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| Goal 1) Student driven communication integrated among campuses (Student Advisory Team/Panel) | a) Student representation of each of the middle and high schools to sit on respective teams to brainstorm, inform, and lead activities through connections. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2024-2025 - Creation of Superintendent's Student Council | Various Depts and schools | |
| | b) Establish programs such as peer mediation/counseling (safe school ambassadors) for schools that do not have this in place | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Grant funding makes SSA available at all secondary; ongoing funding will need to be secured for elementary and ongoing secondary if funding sunsets. | Various Depts and schools | |
| Goal 2) Community building at each transition level (Middle to High, Elementary to Middle, and feeder districts into secondary) | a. Communicating clear expectations and boundaries to families and students of what will be happening and when - communicating this at a variety of times throughout the year. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Building a Culture of Belonging through Empwer-Engage-Embrace | Wellness & Engagement | |
| | b. Role modeling fearless conversations through vulnerable communication. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| | c. Following up on boundaries and how they are enforced throughout the year. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tied to annual review and refresh of discipline process and procedures (see Pillar Safety and Security) | Wellness & Engagement | |
| | d. Prioritizing positive messaging (what the administration, staff, students, etc., are doing wonderfully) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Building a Culture of Belonging through Embrace-Engage-Empower | Wellness & Engagement | |
| Goal 3) Cohesive, unified, timely crisis response through a tiered level system for emergency response including a post incident summary distributed to the community. | a. Differentiation of types of emergencies, and what to do in specific scenarios. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implementation of Essential 5 training and messaging for staff, students and the community. | All departments | Essential Five |
| | b. Categorize emergencies by color, for example, for clarity in communicating the type of issue. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Not color: Implementation of Essential 5 | All departments | Essential Five |
| | c. Provide prepopulated information related to safety, emergency, and crisis response (available in an appendix) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implementation of Essential 5 training and messaging for staff, students and the community. | All departments | Essential Five |
| | d. Education around communication systems via parent run through during back to school night. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implementation of Essential 5 training and messaging for staff, students and the community. | Superintendent Communication | |
| | e. Coordinate with first responders, police, and other community partners. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implementation of Essential 5 training and messaging for staff, students and the community. | Superintendent Communication | Collaboration with 1st responders |
| Goal 4) Fully utilize functions of Parent Square by all families, and students (if age appropriate) | a. Beginning of the year tutorials available for setting up account. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24-25 school year has increased site utilization of Parent Square resources | Communications | |
| | b. "Student Square" to complement Parent Square | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24-25 school year has increased site utilization of Parent Square resources | Communications | |
| | c. Annual if not twice a year update to capture current phone number and email for notifications | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24-25 school year has increased site utilization of Parent Square resources | Communications | |
| | d. Means of notifying support staff (through Parent Square or other system) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24-25 school year has increased site utilization of Parent Square resources | Communications | |
| | e. Long-term substitutes given access to Parent Square | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If assigned to classes via Aeries, staff has a PS account. | Communications | |

| Pillar: Communication & Transparency | | | | | | | |
|--------------------------------------|---|-------------------------------------|--------------------------|--------------------------|--|------------------------|----------------------------|
| Goal | Action | Complete | In Progress | Future Work | As of September 2024 | Department Integration | Safety Framework Alignment |
| | f. Communication system to alert contractors on campus, volunteers, etc., of protocol during an emergency | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Community contractors are embedded as a user group in Parent Square. Volunteers are only part of Parent Square if they play an additional role (as in a parent). | Communications | |