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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## Safety and Security

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<th>Action Steps and Strategies</th>
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<th>Staff Training or Professional Learning</th>
<th>Communication/ Education for all stakeholders</th>
</tr>
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<tr>
<td>1. Create a physically safe school environment</td>
<td>Physical Safety creates an environment which allows for academic learning and contributes to a supportive environment where students can reach their maximum potential.</td>
<td>a. Install Evolv weapons detection kiosks at three entrances at OHS</td>
<td>Installation (8/18)</td>
<td>Installation completed</td>
<td>OHS staff and security training conducted May 2022</td>
<td>Entrance and exit procedures will be communicated to staff, students and parents prior to the start of school year</td>
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<td>Potential community/staff open houses</td>
<td>Review student entry process each semester with building team</td>
<td>Additional staff and security training needed August 2022</td>
<td>Invite parents and students to interact with the Evolv system at OHS during 8/16-8/18 registration activities</td>
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<td>System manufacturing delay, delivery after student registration</td>
<td>Assess felt safety and effect on students' and staff's perception of safety</td>
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<td>b. Utilize weapons detection dog for service at OHS with district handler</td>
<td>&quot;Daisy&quot; is being trained in Liberty Hills, TX</td>
<td>Secure a highly-trained weapons detection dog</td>
<td>Dog handling responsibilities have been woven into our district security officer’s duties</td>
<td>Introduce Daisy in our Wildcat Review and building communications prior to the start of the school year</td>
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<td>Our handler will participate in a two-week training in mid-September and accompany Daisy home to Oxford</td>
<td>Secure a highly-trained dog handler</td>
<td>Handler will be trained in September</td>
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<td>c. Secure private security company to provide trained, armed personnel in every school building</td>
<td>Contracted with Eternal Security Services to fill these positions</td>
<td>Regular attendance of personnel at each building</td>
<td>ESS will train their staff on agreed-upon district procedures</td>
<td>Introduce ESS company values in the Wildcat Review</td>
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<td>Armed security present during the school day in each building; after school at OHS M-F until 10 PM, and at mandatory school events</td>
<td>Assess felt safety and effect on students' and staff's perception of safety</td>
<td>OCS security will have August kick-off training with all ESS personnel</td>
<td>Introduce security personnel in the building and explain role and responsibilities to students and staff in communications</td>
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<td>New OCS policies created</td>
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<td>School staff will be trained on policies, roles and responsibilities of security and SRO</td>
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<td>d. Install digital ID readers for student entry at OHS</td>
<td>Hardware ordered</td>
<td>Scanners present at entry points and successfully functioning</td>
<td>OHS Staff and security monitoring student entry will be trained, August 2022</td>
<td>Communicate entrance and exit procedures to staff, students and parents prior to the start of school year</td>
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<td>Software exists in district already</td>
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<td>e. Employ a second school resource officer at OMS</td>
<td>Completed, ongoing</td>
<td>Regular presence of a second Oakland County Sheriff’s deputy at OMS</td>
<td>The new SRO is completing state training by July, 2022</td>
<td>Introduce deputy in the Wildcat Review with other new staff</td>
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<td>The deputy has been introduced to OMS staff, parents, and students</td>
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<td>The new SRO is going to be ALICE trained in Fall 2022</td>
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<td>f. ZeroEyes weapons detection software on 80-100 cameras at OHS</td>
<td>Software present on 30 cameras</td>
<td>Review monthly false positive reports with safety team and committees</td>
<td>District technology team, OHS security team, and local law enforcement have been trained</td>
<td>A comprehensive safety letter will be sent out from the district to all families and staff prior to the start of school</td>
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<td>Page 1 (Continued)</td>
<td>2. Refine safety procedures and communication to identify and respond to safety concerns</td>
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<td><strong>g.</strong> NightLock safety shades on door windows in classrooms</td>
<td>Exploring expansion and strategically identifying cameras for the program</td>
<td>Assess students’ and staff psychological or perception of safety</td>
<td>Our new OHS administrative staff will be trained August 2022</td>
<td>Individual schools will also review safety information in school-level newsletters and communication</td>
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<td>All materials ordered and awaiting their arrival for installation</td>
<td>Completion of installation and presence of working shades</td>
<td>Staff and students will require training to add this element (closing the shades) to our Emergency Operations Plan and ALICE training following installation</td>
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<td><strong>h.</strong> Update AED fleet, add additional Stop the Bleed kits and conduct ongoing staff training.</td>
<td>Certifications at all elementary schools, OMS, OVA, and OHS</td>
<td>Presence of working, stocked AEDs in all strategic locations throughout the district</td>
<td>Administrative Team will receive CPR training during annual retreat in August</td>
<td>A comprehensive safety letter will be sent out from the district to all families and staff prior to the start of school</td>
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<td>Completed, ongoing</td>
<td>Maintain status as MI HeartSafe school certifications</td>
<td>Bus drivers, childcare workers, and food service staff will be trained August 2022</td>
<td>Individual schools will also review safety information in school-level newsletters and communication</td>
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<td><strong>i.</strong> Maintain use of clear backpacks at secondary schools based on student survey results</td>
<td>Completed, ongoing</td>
<td>Every student must have access to a backpack</td>
<td>Staff will be trained on entry procedures including the visual scanning for clear backpacks</td>
<td>This has been presented at multiple board meetings</td>
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<td>1400 new backpacks have been ordered for 6th and 9th grade students and any others in need of one</td>
<td>Assess felt safety and effect on students’ and staff’s perception of safety</td>
<td>Assistant Superintendent of Safety &amp; School Operations, Assistant Superintendent of Business &amp; Maintenance, building administrators, and technology leadership must all inform and review the assessments</td>
<td>The Wildcat Review will highlight this new designation</td>
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<td>Parents at OMS, OHS, and Bridges have been reminded to purchase a clear backpack this summer</td>
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<td><strong>j.</strong> Partner with Secure Education Consultants to perform annual critical building assessments</td>
<td>Completed in December 2021; ongoing</td>
<td>Assessment completion with action steps for improvement</td>
<td>The results of the most recent assessment have been presented to the board and the community</td>
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<td>Annually, we will similarly present any findings and potential improvements</td>
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<td><strong>a.</strong> Update staff on safety procedures and communication, visibly post four-digit emergency access code to initiate a safety concern in each building and code of PA announcements</td>
<td>Completed, ongoing</td>
<td>Completion of training</td>
<td>ALL staff will be trained annually at the beginning of the year</td>
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<td>Informally poll staff for awareness and comfort with the procedures</td>
<td>Place stickers in a universal location on phones in all buildings</td>
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<td>Updated Emergency Operations Plans at each building</td>
<td>Building-level discussions during August PD</td>
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| **b. Install Audio-Visual mass notification system**  
  ○ OMS/OHS - August 2022  
  ○ Elementaries - December 2022 | OMS and OHS are currently being installed  
  Additional alert stations have been proposed and will go before the board 8/9 | Completion of installation | OMS and OHS staff will be trained annually at the beginning of the year | A comprehensive safety letter will be sent out to all families prior to the start of school |
| **c. Enhanced ALICE training and drills, resume fire and severe weather drills** | Completed, ongoing - minimally 3x/year  
  We will reintroduce ALICE drills in a sensitive way in all buildings  
  5x/year for 5 drills and 2x/year for severe weather | Completion of drills and training  
  Informally poll staff and students for awareness and comfort with the procedures | All new staff trained as part of HR onboarding  
  Some staff might become ALICE trainers  
  Transportation staff trained August 2022  
  Students will need training on using Nightlocks with doors and shades | Our return to drills will be slow and deliberate - this will include staff, parent and student communications prior to and following any drills, including detailed information on this practice  
  Additional district information provided on website for parents and students  
  Communicate safety and security updates to first responders |
| **d. Additional Threat Assessment training** | August 9 training scheduled with new and returning OHS staff; delivered by Secure Education Consultants  
  OMS admin will join to align practices | Completion of training  
  Informally poll staff for awareness and comfort with the procedures | Regular reflection opportunities between counseling, admin, SRO, and other key personnel  
  Ongoing staff training and training for new staff on process for communicating observed concerns | This has been presented at multiple board meetings |
| **e. Utilize electronic student monitoring software - GoGuardian & Gaggle** | Completed, ongoing | Annual contract agreement and completion of onboarding for new staff (August) | New admin and counselors will be trained in fall (each year) | A comprehensive safety letter will be sent out to all families prior to the start of school  
  Staff will be updated on procedures |
| **f. Signs on interior/exterior doors for emergency response** | Most buildings completed  
  New signs ordered and currently being printed for remaining buildings  
  Anticipated September completion | Completion of installation | Make staff aware and familiar with the door numbers - building maps, building walk-throughs, etc. | Internal communication  
  Communicate and walk-through with First Responders |
| **g. Update radio system to enhance communication between all schools** | Plan approved and materials ordered  
  Awaiting arrival for installation  
  Anticipated September completion | Completion of installation and successful testing | All administrative assistants and admin are receiving updated emergency communication protocols during August PD  
  Practice using the radios | Completion of this project will be announced to staff and the community |

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<tr>
<th>3. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and ownership by all.</th>
<th>a. Involve stakeholders (board member, staff, parents, students) in a committee or committees to help guide district decisions and identify measurables for the overall goal</th>
<th>Existing district safety committee continues to meet Creation of a parent sub-committee to discuss safety measures</th>
<th>Regular meetings scheduled and ongoing participation from parent group</th>
<th>NA</th>
<th>Recommendations and feedback from both committees will continue to be shared with administration, the school board, and the community</th>
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<td></td>
<td>b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation</td>
<td>Planning to hold parent forums for open communication Parent participation and implementation of ideas Improvement in parent climate and safety surveys</td>
<td>Parent participation and implementation of ideas Improvement in parent climate and safety surveys</td>
<td>NA</td>
<td>Share feedback with the community during a board meeting</td>
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<td></td>
<td>c. OHS - Provide parents and students opportunities to walk through buildings following building security updates</td>
<td>Planned for OHS in August 2022 Dates/opportunities identified, communicated and attendance will be recorded</td>
<td>Dates/opportunities identified, communicated and attendance will be recorded</td>
<td>NA</td>
<td>Communication to OHS students and parents prior to walk through in Principal's Welcome Back letter</td>
</tr>
<tr>
<td>Involve Stakeholders</td>
<td>h. OK2SAY awareness and student/staff reporting expectations</td>
<td>Students and staff are familiar with the process, but consistent reinforcement is needed Documentation of lessons with students, survey data, and statistics</td>
<td>Ongoing training to develop staff's understanding and purpose of OK2SAY Documentation of ongoing promotion and education</td>
<td>Secondary: Ongoing campaign to review expectations throughout the beginning of the school year. Students encouraged to download Ok2Say app Elementary: Training and understanding for parents/guardians Teach elementary students what is reportable and who is the trusted adult to report to</td>
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### Mental Health

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<th>Action Steps and Strategies</th>
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<th>Implementation Evidence</th>
<th>Staff Training or Professional Learning</th>
<th>Communication/ Education for all stakeholders</th>
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</table>
| a. Refine student referral procedure for staff and MTSS process for support staff  
  ● Staff to support team  
  ● Support team utilizing building supports and community resource list (see b. below) | Current referral process in place  
  Referral process needs to be reviewed and updated | Implementation of a systematic counseling referral procedure  
  Regular meetings to review referrals and evaluate student data with a multidisciplinary team; meetings will take place both at the building and district levels | Professional learning for all staff on district process  
  Additional training on identifying and referring students for mental health issues needed (YMHFA) | Communicated to all staff at welcome back professional learning in August 2022 |
| b. Develop external counseling process for identifying and accessing mental health service | Current process in place; Needs to be reviewed and updated | Implementation of a systematic counseling referral procedure  
  Regular meetings to review referrals and evaluate student data with a multidisciplinary team | Professional learning for Mental Health staff on district process for referrals | Communicated to mental health staff at welcome back professional learning in August 2022 |
| c. Increase OK2SAY awareness and student/staff safety reporting expectations | Students and staff are familiar with the process, but consistent reinforcement is needed  
  Common lessons/scripts to be developed for consistency | Documentation of lessons with students, survey data, and statistics | Staff and students will receive review of the purpose and use of OK2SAY and how to share concerns to staff through class lessons  
  Establishing a consistent communication plan to encourage student reporting | Secondary: Reviewed during Advisory lesson expectations at the beginning of the school year  
  Students encouraged to download OK2SAY app |
| d. Increase parent awareness and use of GoGuardian Parent | Initial communication in April 2022 | Monitor parent usage | N/A | Email communication |
| e. Educate students on Suicide prevention awareness  
  Students are aware of suicide prevention resources through contact number on student ID | Documentation of lessons with students and survey data on effectiveness of lessons | Staff will need professional learning on delivering lessons | Lessons on prevention delivered to students during Advisory at the secondary level |
| f. Review suicide assessment protocol with mental health staff | Mental health staff are trained; Participate in ongoing training | Documentation of review meetings and agenda notes | Student support team professional learning and ongoing evaluation of internal | Communicated to mental health staff at welcome back professional learning in August 2022 |

1. Provide psychological education and the dissemination of information to help students, staff, and the community in understanding, preparing for, and responding to mental health challenges

Studies have shown the value of developing comprehensive school mental health programs in helping students achieve academically and have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community (Durjak, et al, 2011)
### 2. Increase personnel and operational capacity for supporting student mental health

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<tr>
<th>g. Increase parent education, outreach and workshops on mental health</th>
<th>Parent forums held Spring 2022</th>
<th>Scheduled events &amp; workshop artifacts</th>
<th>Provide ongoing training to internal staff leading community</th>
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<td>Trauma workshops held Winter 2021, and Spring 2022, by Dr. Henry</td>
<td>Documentation of parent participation &amp; attendance</td>
<td>Communication of forums and workshop opportunities; Regular updates regarding participation</td>
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<tr>
<td>h. Utilize and further develop our internal comprehensive PREPaRE model to help crisis survivors and their caregivers in understanding, preparing for, and responding to crisis events</td>
<td>Cohort 1 PREPaRE training - Spring 2022</td>
<td>Documentation of training participation &amp; attendance</td>
<td>Cohort 2 PREPaRE training - August 2022</td>
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<td>Partnered with Oakland Schools to implement PREPaRE practices at OHS</td>
<td>Documentation of PREPaRE model utilization in crisis intervention situations</td>
<td>Board of Ed Presentation and Parent Forums - Spring 2022</td>
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### 3. Reinforce best practices which support mental health in classrooms

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<tr>
<th>a. Staff additions: Family School Liaisons (FSLs), School Social Worker, School Counselors, School Psychologist, Recovery Coordinator, Executive Director of Student Services and Wellness, Third OHS Assistant Principal</th>
<th>Continuing to interview candidates, August 2022</th>
<th>Documentation of all positions being filled</th>
<th>Professional learning for Mental Health staff on district process for referrals</th>
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<tr>
<td>Increasing staffing of highly qualified personnel to develop and utilize streamlined processes will support student mental health and environment of care and support.</td>
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<td>EasterSeals - Board of Ed Presentation and Parent Forums, Spring 2022</td>
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<tr>
<td>b. Partner with EasterSeals, Resiliency Center, and other organizations to support student needs</td>
<td>Current EasterSeals co-location Memorandum of Understanding</td>
<td>Documentation of scope of services, integrated referral process &amp; ongoing communication with stakeholders</td>
<td>Resiliency Center - Oxford staff Open Houses, August 2022</td>
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<td>Actively collaborating with Resiliency Center on their strategic planning</td>
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<th>a. Implement trauma-informed practices that support the learning and academic development of students experiencing trauma</th>
<th>All District Staff - Trauma informed professional learning delivered by Oakland Schools, Easter Seals and Dr. Henry, December 2021</th>
<th>OHS - Curriculum ('Unit Planners') adjustments</th>
<th>Ongoing training in creating trauma-informed classrooms</th>
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<td>o Instruction</td>
<td>OHS Staff - Ongoing Trauma training with Dr. Jim Henry</td>
<td>OHS - Observation of staff practices within classrooms</td>
<td>Ongoing collaborative work with content coaches for curriculum adjustments</td>
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<td>o Environment/Setting</td>
<td>OHS Staff - Trauma Informed Instructional Training, Spring 2022</td>
<td>Assess effect of trauma-informed practices through student, staff &amp; parent surveys</td>
<td>Intentional trainings for anticipated activating events</td>
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<td>o Emotional Safety (being mindful of potential triggering events)</td>
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<td>Principal/teacher newsletters to the school community with ongoing updates on practices being implemented</td>
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<td>Align mental health initiatives with academic programming</td>
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<td>4. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and ownership by all. Promote transparency in the actions of our plan to gain support, commitment and ensure sustainability.</td>
<td>Involve Stakeholders</td>
<td></td>
<td>OHS Staff - Youth Mental Health First Aid (YMHFA) training, Spring 2022 OHS Staff - Ongoing curriculum work during PLCs with content coaches from Oakland Schools</td>
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<td>b. Create OCS facility dog program (11 total dogs) with the intention to have a positive impact on emotional well-being and cognitive development</td>
<td>Eight dogs have been purchased, have staff handlers identified &amp; are currently in training Four dogs starting transition out of training - August 2022 Recruiting staff handlers for remaining three dogs</td>
<td>One dog in every building, except for OHS which will have 3 dogs</td>
<td>Building specific training to all staff regarding dog expectations Board of Ed Presentation - Winter 2022 Board of Ed Update - Spring 2022 Building specific introductions Wildcat Review as dogs are released to handlers</td>
</tr>
<tr>
<td>a. Involve stakeholders (board member, staff, parents, students) in a committee to help guide district decisions and identify measurable for overall area</td>
<td>Committee has not yet been created</td>
<td>Committee formation Mtg dates identified Mtg. minutes saved</td>
<td>N/A Communication to seek parent interest and share purpose of committee</td>
</tr>
<tr>
<td>b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation</td>
<td>Listening sessions have not yet been created</td>
<td>Participation in listening sessions Listening session dates identified and communicated</td>
<td>N/A Communication to seek parent input and feedback</td>
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<tr>
<td>c. Explore the development of a mental health youth advisory council</td>
<td>Beginning discussions</td>
<td>Documentation of discussions and meetings</td>
<td>N/A Communication to gauge student interest</td>
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## Social Emotional Learning

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<tr>
<td>1. Reinforce a positive, supportive learning environment to promote improved academic performance, healthy relationships, and mental wellness.</td>
<td>All young people and adults acquire and apply 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 supportive relationships, and make responsible and caring decisions. (CASEL)</td>
<td>a. <strong>Elementary</strong>&lt;br&gt; Review existing SEL and anti-bullying curriculums and evaluate needs; considerations for additional/different resources&lt;br&gt; Align curriculum with Early Childhood Center Preschool Programs&lt;br&gt; In the meantime, implement weekly lessons with existing curriculum resources</td>
<td>Committee for review needs to be established by the end of October&lt;br&gt; Second Step Curriculum being taught DK-5</td>
<td>Curriculum/Resources identified&lt;br&gt; Designated SEL time in master schedules&lt;br&gt; Committee(s) established&lt;br&gt; Student and staff feedback surveys&lt;br&gt; SAEBRS scores improving&lt;br&gt; Academic outcomes improving</td>
<td>Professional Learning on SEL Competencies&lt;br&gt; Expectations of weekly lessons&lt;br&gt; Professional Learning for staff on using SAEBRS scores</td>
<td>Principal/teacher newsletters to the school community with updates</td>
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<td>b. <strong>Secondary</strong>&lt;br&gt; Create/enhance secondary-level SEL Advisory lessons, committee and resource(s) which target MDE/CASEL SEL Competencies and Standards&lt;br&gt; Create SEL Advisory Committee&lt;br&gt; Identify and review SEL resources</td>
<td>Committees needs to be established&lt;br&gt; OHS - commitment and initial lesson development from Oakland Schools to help build Advisory lessons&lt;br&gt; OMS - Advisory committee currently established</td>
<td>Curriculum/Resources identified&lt;br&gt; SEL lessons aligned to competencies and advisory calendar completed&lt;br&gt; Student and staff feedback surveys improving&lt;br&gt; SAEBRS scores improving&lt;br&gt; Academic outcomes improving</td>
<td>Trauma Informed Instructional training (Spring, 2022)&lt;br&gt; To be completed: SEL lesson development&lt;br&gt; Embed SEL strategies into lessons&lt;br&gt; Staff lesson review and learning&lt;br&gt; Resource identified; resource implemented within lessons</td>
<td>Principal/teacher newsletters to the school community with updates</td>
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<td>c. <strong>Alignment of Social Emotional Competencies to IB’s Approaches to Learning (ATLs): Professional Learning and Alignment to Programmes of Inquiry/Units of Study</strong>&lt;br&gt;</td>
<td>Not started&lt;ref&gt;Not started&lt;/ref&gt;</td>
<td>Collaboration time between FSLs and IB coordinators&lt;br&gt; FSLs join grade level/PLC collaboration opportunities to help with alignment&lt;br&gt; Revised Units of Inquiry and Unit Planners</td>
<td>Professional Learning on SEL Competencies and relationship with ATLs within curriculum</td>
<td>Create infographics for all stakeholders to further explain and make connections between SEL Competencies and IB ATLs</td>
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</table>
| **d. Implement and enhance state-required Restorative Practices** | Varied training and implementation of Restorative Circles within classrooms across all levels | Inventory of trained staff | Administrator and teacher training led by K-12 Restorative Practice Coordinator | Workshops & professional learning opportunities to educate all stakeholders on:  
● The role/purpose of Restorative Practices in school culture & climate  
● The role of Restorative Practices within discipline, student code of conduct, and board policy/state law |
|   | Varied training and implementation of Restorative Practices within discipline settings | Professional Learning Calendar and artifacts |   |   |
| **e. Implement and enhance current Positive Behavior Intervention Support (PBIS) programs** | Varied implementation across levels | Countdown to PBIS Checklist Tiered Fidelity Inventory School Climate | Tiered professional development and training based on individual building status | Email and Newsletter communication Parent/Guardian workshops to assist families with how to support SEL at home |
|   |   |   |   |   |
| **f. Continue to implement the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)** | Administered/completed 3 times/year | SAEBRS scores improving Increase number of students placed in interventions and/or targeted supports | Additional staff training on how screener is used to make building-wide decisions and identify students and most needed supports. Documentation of protected time for instructional staff to input data and support staff to analyze results and created interventions | Communicate function and purpose to all stakeholders |
|   |   |   |   |   |
| **g. OMS - Calm Classroom Strategies** Consider training and implementation in other schools/levels | All staff trained (except newly hired) | Training status update Staff strategically choosing strategies to use with students during class | Provide training for newly hired staff Review strategies and implementation expectations with staff | Communicate expectations for implementation with staff Educate families through newsletters or workshops about the strategies used and what can be used at home |
|   |   |   |   |   |
| **h. SEL Summer & After-School Activities** | Summer - Currently being offered 2x/week at elementary, middle, and HS levels After-School - Beginning to brainstorm opportunities with administrative team | SEL Activities communicated and events held Student participation sustained or increased Feedback/surveys from parents | NA | Seek student input on possible activities to consider Ongoing weekly communication and social media advertising to parents and students |
2. Increase personnel and operational capacity for supporting student social and emotional needs

By increasing qualified staff we can better support the social and emotional needs of our students with targeted interventions and resources.

a. Staff additions: Family School Liaisons (FSLs), School Social Worker, School Counselors, Recovery Coordinator, Executive Director of Student Services and Wellness, Third OHS Assistant Principal

Continuing to interview candidates, August 2022

Documentation of all positions being filled

Provide initial onboarding & continued professional development

Board of Ed Presentation and Parent Forums - Spring 2022
Introduction of new staff at Staff Welcome Back - August 2022
Building specific introductions - August 2022

3. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and ownership by all.

Promote transparency in the actions of our plan to gain support, commitment and ensure sustainability.

Involve Stakeholders

a. Involve stakeholders (board member, staff, parents, students) in a committee or committees to help guide district decisions, identify other SEL opportunities outside of the school day and identify measurables for the overall goal

Committee has not yet been created

Committee formation

Mtg dates identified

Mtg. minutes saved

N/A

Communication to seek parent interest and share purpose of committee

b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation

Listening sessions have not yet been created

Participation in listening sessions

Listening session dates identified and communicated

N/A

Communication to seek parent input and feedback

c. Explore the development of an SEL youth advisory council

Beginning discussions

Documentation of discussions and meetings

N/A

Communication to gauge student interest
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).

<table>
<thead>
<tr>
<th>Goal</th>
<th>Purpose</th>
<th>Actions Steps and Strategies</th>
<th>Current Status</th>
<th>Implementation Evidence</th>
<th>Staff Training or Professional Learning</th>
<th>Communication/ Education for all stakeholders</th>
</tr>
</thead>
</table>
| 1. Establish a culture of wellbeing that will provide employees the ongoing support and resources needed to be successful | To reduce employee stress and create a work environment that leads to flourishing for the district employees | a. Create a well-being committee with representation from all buildings  
- Mission  
- Roles and responsibilities  
- Set Goals  
  - District-Wide  
  - Building Specific | Well-being committee and goals will be established - Fall 2022 | Evidence and effectiveness will be evaluated by multiple means including:  
- Employee attendance data | Well-being committee will receive training and expertise from our benefits and third party wellness consultant, Gallagher | Communication to OCS employees to participate and outline purpose and goals of committee |
| | To improve employee retention | b. Identify wellbeing initiatives  
- Create annual calendar of resources and activities  
- Emotional and physical wellbeing  
- Education/awareness opportunities  
- Activities/challenges for behavior change  
- Potential activities for committee consideration:  
  - Provide physical activity opportunities  
  - Provide resource communication campaigns including mental health resources  
  - Promote primary care visit campaigns  
  - Promote a know your number or BMI campaign  
  - Offer nutrition/healthy eating activities  
  - Offer fitness activities such as 6-8 week challenges  
  - Offer seminars/webinars on education/awareness (prevention, fitness, nutrition, sleep, etc.)  
  - Promote existing benefits that support physical, emotional, and financial wellbeing  
  - Offer health challenges to work towards personal goals  
- Identify communication strategies  
- Email, internal communications, meetings, etc. | Communication campaign began - Summer 2022  
- Provided information related to the following areas:  
  - Blue Cross Online Behavioral Health Visits  
  - Employee Assistance Program (EAP)  
  - Blue Cross Virtual Wellbeing by WebMD  
  - Blue Cross Virtual Wellbeing Weekly Webinars | Documentation of wellbeing activities  
- Employee retention data including exit survey data  
- Qualitative data through ongoing formal and informal feedback processes  
- Benefits utilization and claims data  
- Outcome data from activities and campaigns and feedback gathered from ongoing interest surveys | Communication will be disseminated district-wide and at each building through the building committee representative |

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<tr>
<th></th>
<th><strong>c. Research and implement an Employee Assistance Plan aimed at addressing employee needs identified in the employee interest survey</strong>&lt;br&gt;Fall 2022</th>
<th><strong>Utilization metrics</strong></th>
<th><strong>Building presentations and regular communication regarding EAP benefits and how to access supports</strong>&lt;br&gt;Presentation to all stakeholders regarding resources and how to access supports</th>
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<td></td>
<td><strong>d. Establish future contracts aimed at providing excellent benefits and compensation packages</strong>&lt;br&gt;Completed -Spring 2022</td>
<td>Continue to evaluate compensation packages against competitive school districts. Monitor staff retention data</td>
<td>N/A</td>
<td><strong>Ensure compensation and benefits packages are communicated to prospective employees</strong></td>
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<td></td>
<td><strong>e. Provide employee interest surveys and evaluate ongoing needs</strong>&lt;br&gt;Initial interest survey completed - Spring 2022</td>
<td>Interest survey dates planned for 2022-2023 school year</td>
<td>N/A</td>
<td><strong>Communicate outcome data to all employees</strong></td>
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<tr>
<td><strong>2. Create a supportive environment</strong></td>
<td>A supportive work environment is crucial to increasing employee well-being and to creating a productive organization</td>
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<td></td>
<td><strong>a. Integrate health education/awareness into professional development</strong>&lt;br&gt;Fall 2022</td>
<td><strong>Documentation of professional development opportunities</strong>&lt;br&gt;Utilize benefits consultants and district experts as needed</td>
<td><strong>Communicate opportunities to all stakeholders</strong>&lt;br&gt;Communicate opportunities to all stakeholders</td>
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<td><strong>b. Develop a support plan with the district Recovery Coordinator</strong>&lt;br&gt;Fall 2022</td>
<td><strong>Document activities and opportunities available for staff</strong>&lt;br&gt;Training and consultation provided by the district Recovery Coordinator</td>
<td><strong>Maintain ongoing communication with stakeholders to understand ongoing needs</strong>&lt;br&gt;Communicate opportunities to all stakeholders</td>
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<td><strong>3. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and ownership by all.</strong>&lt;br&gt;Promote transparency in the actions of our plan to gain support, commitment and ensure sustainability.</td>
<td><strong>Involve Stakeholders</strong>&lt;br&gt;Committee has not yet been created</td>
<td><strong>Committee formation</strong>&lt;br&gt;Mtg dates identified&lt;br&gt;Mtg. minutes saved</td>
<td><strong>Communication to seek parent interest and share purpose of committee</strong>&lt;br&gt;N/A</td>
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<tr>
<td></td>
<td><strong>a. Involve stakeholders (board member, staff, parents, students) in a committee or committees to help guide district decisions and identify measurables for overall goal</strong>&lt;br&gt;Committee has not yet been created</td>
<td><strong>Committee formation</strong>&lt;br&gt;Mtg dates identified</td>
<td>N/A</td>
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<td><strong>b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation</strong>&lt;br&gt;Listening sessions have not yet been created</td>
<td><strong>Participation in listening sessions</strong>&lt;br&gt;Listening session dates identified and communicated</td>
<td>N/A</td>
<td>Communication to seek parent input and feedback</td>
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## Community and Government Outreach

<table>
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<tr>
<th>Goal</th>
<th>Purpose</th>
<th>Actions Steps and Strategies</th>
<th>Current Status</th>
<th>Implementation Evidence</th>
<th>Staff Training or Professional Learning</th>
<th>Communication/ Education for all stakeholders</th>
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<tbody>
<tr>
<td>1. Develop partnerships to leverage the characteristics, resources, and strengths of a variety of community agencies</td>
<td>Partnerships can strengthen and support district initiatives resulting in improved program quality, more efficient use of resources, and better alignment of goals</td>
<td>a. Seek opportunities to partner with outside organizations to bring physical health, mental health, and dental services to underserved students and families</td>
<td>Exploring options for partnerships</td>
<td>Documentation of scope of services, integrated referral process &amp; ongoing communication with stakeholders</td>
<td>Inform all staff about the purpose and services of the community health clinic</td>
<td>Board of Ed Presentation, August 2022</td>
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<td>b. Partner with EasterSeals</td>
<td>MOU for co-location services in elementary and secondary buildings, January 2022</td>
<td>Documentation of scope of services, integrated referral process &amp; ongoing communication with stakeholders</td>
<td>Inform all staff about the purpose and services of the co-located services with EasterSeals</td>
<td>Board of Ed Presentation and Parent Forums, Spring 2022</td>
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<td>c. Partner with the Resiliency Center</td>
<td>Participated in strategic plan development, July 2022</td>
<td>Documentation of scope of services, integrated referral process &amp; ongoing communication with stakeholders</td>
<td>Professional learning for Mental Health staff on district process for referrals</td>
<td>Oxford helps to communicate events/information for the Resiliency Center</td>
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<td>d. Partner with Oakland County Sheriff Department for School Resource Officer (SRO)</td>
<td>Two SROs in the district: OHS and OMS</td>
<td>MOU with OCSD for 2 SROs</td>
<td>Staff training on SROs role in safety, security and threat assessment</td>
<td>Resiliency Center - Oxford staff Open Houses, August 2022</td>
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<td>e. Strengthening partnerships with existing structures or organizations, such as first responders, local government, faith-based institutions, PTO, Boosters, etc.</td>
<td>Established cooperative relationships with many organizations but these relationships need to be strengthened</td>
<td>Comprehensive list of active community groups</td>
<td>N/A</td>
<td>Community “Listen and Learn” Aug. 15 – Sept. 6</td>
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<td>f. Strengthen partner relationship with parents</td>
<td>Partnership with parents needs to be strengthened</td>
<td>Documentation of increased communication</td>
<td>N/A</td>
<td>Building communication of parent volunteer</td>
</tr>
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</table>
2. Provide education & increase engagement

Collaboration between families and school personnel is key to improving student development and learning outcomes.

### a. Parent/Guardian/Student Education Workshops
- Suicide prevention workshops
- Trauma education
- Referrals- OK2SAY
- Social Emotional Learning and strategies
- Previewing curriculum

OCS has hosted some workshops for parents by working with Easterseals and other community organizations.

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<tr>
<th>presence in schools</th>
<th>opportunities</th>
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<tr>
<td>Documentation of parent participation &amp; attendance</td>
<td>Mailings and flyers to school community</td>
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<tr>
<td>Survey feedback on workshops</td>
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</table>

### b. SEL/relationship summer activities/after-school activities

Activities were held summer of 22 and planned for summer of 23 and 24.

| attendance at summer activities | N/A |
| Qualitative feedback from students | Communication to parents and students about summer activities |

3. Ensure our plan reflects the needs and priorities of our community at large, leading to an environment of trust, empowerment and ownership by all. Promote transparency in the actions of our plan to gain support, commitment and ensure sustainability.

#### Involve Stakeholders

Involve stakeholders (board member, staff, parents, students) in a committee or committees to help guide district decisions and identify measurables for overall goal.

- Committee has not yet been created
- Mtg dates identified
- Mtg. minutes saved

| Committee formation | N/A |
| Mtg dates identified | Communication to seek parent interest and share purpose of committee |
| Mtg. minutes saved | |

#### b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation

Listening sessions have not yet been created.

| Participation in listening sessions | N/A |
| Listening session dates identified and communicated | Communication to seek parent input and feedback |

#### c. Explore the development of a community outreach youth advisory council

Beginning discussions.

| Documentation of discussions and meetings | N/A |
| Communication to gauge student interest | |

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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) Competencies THINKER, 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.

A/V
A/V stands for audio and visual. This means when mass notifications are needed, the notifications can be both seen and heard.

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

ATLs: Approaches to Learning
Approaches to learning are skills designed to enable students in the International Baccalaureate (IB) Programmes to "learn how to learn." They are intended to apply across curriculum requirements and provide common language for teachers and students to use when reflecting and building on the process. (IBO)

The IB Programmes support learners in developing:
➔ Thinking Skills
➔ Communication Skills
➔ Research Skills
➔ Self-Management Skills
➔ Social Skills

BAA: Business Associate Agreement
A written arrangement that specifies each party’s responsibilities and to maintain protected health information and overall Health Insurance Portability and Accountability Act (HIPAA). The HIPAA rules generally require that covered entities and business associates enter into contracts that ensure that they appropriately safeguard protected health information.

CASEL: Collaborative for Academic, Social, and Emotional Learning
An organization that conducts, creates commission, and synthesizes academic research to continuously advance the field and address the most pressing issues. CASEL key initiatives include: SEL, equity, research-practice partnerships and evaluation of SEL programs
EAP: Employee Assistance Program

ESS: Eternal Security Services
Third party security firm providing security support to all of our buildings.

Evolv:
Evolv Express is a security checkpoint screening system placed at student entrances. Students walk through the Evolv checkpoint at a natural pace without stopping or opening bags. The Evolv weapons detection system combines sensor technology with artificial intelligence (AI) to identify weapons placed on a person or in their belongings. Evolv checkpoints are monitored by trained school security and administration.

Gaggle
A web detection software program which monitors outgoing student activity and automatically alerts school officials with possible safety and student well-being concerns.

GoGuardian
A web detection software program which monitors incoming online student activity, filter content, and automatically alerts school officials to possible suicidal or self-harm ideations.

Interagency Agreement
The legal instrument used for an interagency acquisition to exchange funds or property between two organizations.

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.

Multidisciplinary Team
A diverse team of professionals with various backgrounds including general education, special education, social work, mental health, etc. that bring their expertise and skills together to help assess, plan, and manage joint care and support for students.

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.

Ok2Say
OK2SAY is the student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. It uses a comprehensive communication system to facilitate tip sharing among students, parents, school personnel, community mental health service programs, the Michigan Department of Health and Human Services, and law enforcement officials about harmful behaviors that threaten to disrupt the learning environment.
PLCs: Professional Learning Communities
Small groups of staff in job-alike (such as subject areas, grade levels, departments, etc.) groups that regularly collaborate to improve student learning outcomes by identifying core content, ways of measuring student learning, and responses to the outcomes including reteaching or enhancing learning opportunities.

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.

Zero Eyes: Weapons Detection Software
A proactive A.I. (artificial intelligence) weapon detection software program that integrates into existing Oxford High School security cameras and alerts front office staff and local police dispatch if a weapon is detected.