

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

Goal	Purpose	Action Steps and Strategies	Current Status	Implementation Evidence	Staff Training or Professional Learning	Communication/ Education for all stakeholders
1. Create a physically safe school environment	Physical Safety creates an environment which allows for academic learning and contributes to a supportive environment where students can reach their maximum potential.	a. Install Evolv weapons detection kiosks at three entrances at OHS	Installation (8/18) Potential community/staff open houses System manufacturing delay, delivery after student registration	Installation completed Review student entry process each semester with building team Assess felt safety and effect on students' and staff's perception of safety	OHS staff and security training conducted May 2022 Additional staff and security training needed August 2022	Entrance and exit procedures will be communicated to staff, students and parents prior to the start of school year Invite parents and students to interact with the Evolv system at OHS during 8/16-8/18 registration activities
		b. Utilize weapons detection dog for service at OHS with district handler	'Daisy' is being trained in Liberty Hills, TX Our handler will participate in a two-week training in mid-September and accompany Daisy home to Oxford	Secure a highly-trained weapons detection dog Secure a highly-trained dog handler Dog and handler present at OHS	Dog handling responsibilities have been woven into our district security officer's duties Handler will be trained in September	Introduce Daisy in our Wildcat Review and building communications prior to the start of the school year
		c. Secure private security company to provide trained, armed personnel in every school building <ul style="list-style-type: none"> • Armed security present during the school day in each building; after school at OHS M-F until 10 PM, and at mandatory school events 	Contracted with Eternal Security Services to fill these positions Onboarding new staff New OCS policies created	Regular attendance of personnel at each building Assess felt safety and effect on students' and staff's perception of safety	ESS will train their staff on agreed-upon district procedures OCS security will have August kick-off training with all ESS personnel School staff will be trained on policies, roles and responsibilities of security and SRO	Introduce ESS company values in the Wildcat Review Introduce security personnel in the building and explain role and responsibilities to students and staff in communications
		d. Install digital ID readers for student entry at OHS	Hardware ordered Software exists in district already	Scanners present at entry points and successfully functioning	OHS Staff and security monitoring student entry will be trained, August 2022	Communicate entrance and exit procedures to staff, students and parents prior to the start of school year
		e. Employ a second school resource officer at OMS	Completed, ongoing The deputy has been introduced to OMS staff, parents, and students	Regular presence of a second Oakland County Sheriff's deputy at OMS	The new SRO is completing state training by July, 2022 The new SRO is going to be ALICE trained in Fall 2022	Introduce deputy in the Wildcat Review with other new staff
		f. ZeroEyes weapons detection software on 80-100 cameras at OHS	Software present on 30 cameras	Review monthly false positive reports with safety team and committees	District technology team, OHS security team, and local law enforcement have been trained	A comprehensive safety letter will be sent out from the district to all families and staff prior to the start of school

			Exploring expansion and strategically identifying cameras for the program	Assess students' and staff psychological or perception of safety	Our new OHS administrative staff will be trained August 2022 Students and staff will receive information at beginning of the school year	Individual schools will also review safety information in school-level newsletters and communication
		g. NightLock safety shades on door windows in classrooms	All materials ordered and awaiting their arrival for installation	Completion of installation and presence of working shades	Staff and students will require training to add this element (closing the shades) to our Emergency Operations Plan and ALICE training following installation	A comprehensive safety letter will be sent out from the district to all families and staff prior to the start of school Individual schools will also review safety information in school-level newsletters and communication
		h. Update AED fleet, add additional Stop the Bleed kits and conduct ongoing staff training.	Completed, ongoing	Certifications at all elementary schools, OMS, OVA, and OHS Presence of working, stocked AEDs in all strategic locations throughout the district Maintain status as MI HeartSafe school certifications	Administrative Team will receive CPR training during annual retreat in August Bus drivers, childcare workers, and food service staff will be trained August 2022	This has been presented at multiple board meetings The Wildcat Review will highlight this new designation
		i. Maintain use of clear backpacks at secondary schools based on student survey results	Completed, ongoing 1400 new backpacks have been ordered for 6th and 9th grade students and any others in need of one	Every student must have access to a backpack Assess felt safety and effect on students' and staff's perception of safety	Staff will be trained on entry procedures including the visual scanning for clear backpacks	This has been presented at multiple board meetings Parents at OMS, OHS, and Bridges have been reminded to purchase a clear backpack this summer
		j. Partner with Secure Education Consultants to perform annual critical building assessments	Completed in December 2021; ongoing	Assessment completion with action steps for improvement	Assistant Superintendent of Safety & School Operations, Assistant Superintendent of Business & Maintenance, building administrators, and technology leadership must all inform and review the assessments	The results of the most recent assessment have been presented to the board and the community Annually, we will similarly present any findings and potential improvements
2. Refine safety procedures and communication to identify and respond to safety concerns	To further develop an environment where students, staff and parents feel physically safe and help contribute to the safety and well being of our learning environment by utilizing procedures, tools and communicating concerns.	a. 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	Completed, ongoing	Completion of training Informally poll staff for awareness and comfort with the procedures Updated Emergency Operations Plans at each building	ALL staff will be trained annually at the beginning of the year Place stickers in a universal location on phones in all buildings	Building-level discussions during August PD

		<p>b. Install Audio-Visual mass notification system</p> <ul style="list-style-type: none"> o OMS/OHS - August 2022 o Elementaries - December 2022 	<p>OMS and OHS are currently being installed</p> <p>Additional alert stations have been proposed and will go before the board 8/9</p>	<p>Completion of installation</p>	<p>OMS and OHS staff will be trained annually at the beginning of the year</p>	<p>A comprehensive safety letter will be sent out to all families prior to the start of school</p>
		<p>c. Enhanced ALICE training and drills, resume fire and severe weather drills</p>	<p>Completed, ongoing - minimally 3x/year</p> <p>We will reintroduce ALICE drills in a sensitive way in all buildings</p> <p>5x/year for 5 drills and 2x/year for severe weather</p>	<p>Completion of drills and training</p> <p>Informally poll staff and students for awareness and comfort with the procedures</p>	<p>All new staff trained as part of HR onboarding</p> <p>Some staff might become ALICE trainers</p> <p>Transportation staff trained August 2022</p> <p>Students will need training on using Nightlocks with doors and shades</p>	<p>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</p> <p>Additional district information provided on website for parents and students</p> <p>Communicate safety and security updates to first responders</p>
		<p>d. Additional Threat Assessment training</p>	<p>August 9 training scheduled with new and returning OHS staff; delivered by Secure Education Consultants</p> <p>OMS admin will join to align practices</p>	<p>Completion of training</p> <p>Informally poll staff for awareness and comfort with the procedures</p>	<p>Regular reflection opportunities between counseling, admin, SRO, and other key personnel</p> <p>Ongoing staff training and training for new staff on process for communicating observed concerns</p>	<p>This has been presented at multiple board meetings</p>
		<p>e. Utilize electronic student monitoring software - GoGuardian & Gaggle</p>	<p>Completed, ongoing</p>	<p>Annual contract agreement and completion of onboarding for new staff (August)</p>	<p>New admin and counselors will be trained in fall (each year)</p>	<p>A comprehensive safety letter will be sent out to all families prior to the start of school</p> <p>Staff will be updated on procedures</p>
		<p>f. Signs on interior/exterior doors for emergency response</p>	<p>Most buildings completed</p> <p>New signs ordered and currently being printed for remaining buildings</p> <p>Anticipated September completion</p>	<p>Completion of installation</p>	<p>Make staff aware and familiar with the door numbers- building maps, building walk-throughs, etc.</p>	<p>Internal communication</p> <p>Communicate and walk-through with First Responders</p>
		<p>g. Update radio system to enhance communication between all schools</p>	<p>Plan approved and materials ordered</p> <p>Awaiting arrival for installation</p> <p>Anticipated September completion</p>	<p>Completion of installation and successful testing</p>	<p>All administrative assistants and admin are receiving updated emergency communication protocols during August PD</p> <p>Practice using the radios</p>	<p>Completion of this project will be announced to staff and the community</p>

		h. OK2SAY awareness and student/staff reporting expectations	Students and staff are familiar with the process, but consistent reinforcement is needed	Documentation of lessons with students, survey data, and statistics	Ongoing training to develop staff's understanding and purpose of OK2SAY Documentation of ongoing promotion and education	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
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 and identify measurables for the overall goal	Existing district safety committee continues to meet Creation of a parent sub-committee to discuss safety measures	Regular meetings scheduled and ongoing participation from parent group	NA	Recommendations and feedback from both committees will continue to be shared with administration, the school board, and the community
		b. Implement listening sessions over the next three years to receive feedback on the plan and its implementation	Planning to hold parent forums for open communication	Parent participation and implementation of ideas Improvement in parent climate and safety surveys	NA	Share feedback with the community during a board meeting
		c. OHS - Provide parents and students opportunities to walk through buildings following building security updates	Planned for OHS in August 2022	Dates/opportunities identified, communicated and attendance will be recorded	NA	Communication to OHS students and parents prior to walk through in Principal's Welcome Back letter



Mental Health

Goal	Purpose	Action Steps and Strategies	Current Status	Implementation Evidence	Staff Training or Professional Learning	Communication/ Education for all stakeholders
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 Durlak, et al, 2011	a. Refine student referral procedure for staff and MTSS process for support staff <ul style="list-style-type: none"> • 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 All OHS staff received Youth Mental Health First Aid Clarify roles of gen ed and special ed ancillary staff in supporting mental health needs of all students	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) Staff professional learning on multidisciplinary approach to mental health	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

					practice	August 2022
		g. Increase parent education, outreach and workshops on mental health	Parent forums held Spring 2022 Trauma workshops held Winter 2021, and Spring 2022, by Dr. Henry	Scheduled events & workshop artifacts Documentation of parent participation & attendance Documentation of offering community-based education opportunities	Provide ongoing training to internal staff leading community	Communication of forums and workshop opportunities; Regular updates regarding participation
		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	Cohort 1 PREPaRE training - Spring 2022 Partnered with Oakland Schools to implement PREPaRE practices at OHS	Documentation of training participation & attendance Documentation of PREPaRE model utilization in crisis intervention situations	Cohort 2 PREPaRE training - August 2022	Board of Ed Presentation and Parent Forums - Spring 2022
2. Increase personnel and operational capacity for supporting student mental health	Increasing staffing of highly qualified personnel to develop and utilize streamlined processes will support student mental health and environment of care and support.	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	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
		b. Partner with EasterSeals, Resiliency Center, and other organizations to support student needs	Current EasterSeals co-location Memorandum of Understanding Actively collaborating with Resiliency Center on their strategic planning	Documentation of scope of services, integrated referral process & ongoing communication with stakeholders	Professional learning for Mental Health staff on district process for referrals	EasterSeals - Board of Ed Presentation and Parent Forums, Spring 2022 Resiliency Center - Oxford staff Open Houses, August 2022
3. Reinforce best practices which support mental health in classrooms	Align mental health initiatives with academic programming	a. Implement trauma-informed practices that support the learning and academic development of students experiencing trauma <ul style="list-style-type: none"> o Instruction o Environment/Setting o Emotional Safety (being mindful of potential triggering events) 	All District Staff - Trauma informed professional learning delivered by Oakland Schools, Easter Seals and Dr. Henry, December 2021 OHS Staff - Ongoing Trauma training with Dr. Jim Henry OHS Staff - Trauma Informed Instructional Training, Spring 2022	OHS - Curriculum ('Unit Planners') adjustments OHS - Observation of staff practices within classrooms Assess effect of trauma-informed practices through student, staff & parent surveys	Ongoing training in creating trauma-informed classrooms Ongoing collaborative work with content coaches for curriculum adjustments Intentional trainings for anticipated activating events	Principal/teacher newsletters to the school community with ongoing updates on practices being implemented

			OHS Staff - Youth Mental Health First Aid (YMHFA) training, Spring 2022 OHS Staff - Ongoing curriculum work during PLCs with content coaches from Oakland Schools			
		b. Create OCS facility dog program (11 total dogs) with the intention to have a positive impact on emotional well-being and cognitive development	Eight dogs have been purchased, have staff handlers identified & are currently in training Four dogs starting transition out of training - August 2022 Recruiting staff handlers for remaining three dogs	One dog in every building, except for OHS which will have 3 dogs	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
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.	Involve Stakeholders	a. Involve stakeholders (board member, staff, parents, students) in a committee to help guide district decisions and identify measurables for overall area	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 a mental health youth advisory council	Beginning discussions	Documentation of discussions and meetings	N/A	Communication to gauge student interest

WHERE THE GLOBE IS OUR CAMPUS

Social Emotional Learning

Goal	Purpose	Actions Steps and Strategies	Current Status	Implementation Evidence	Staff Training or Professional Learning	Communication/ Education for all stakeholders
1. Reinforce a positive, supportive learning environment to promote improved academic performance, healthy relationships, and mental wellness.	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)	a. Elementary Review existing SEL and anti-bullying curriculums and evaluate needs; considerations for additional/different resources Align curriculum with Early Childhood Center Preschool Programs In the meantime, implement weekly lessons with existing curriculum resources	Committee for review needs to be established by the end of October Second Step Curriculum being taught DK-5	Curriculum/Resources Identified Designated SEL time in master schedules Committee(s) established Student and staff feedback surveys SAEBRS scores improving Academic outcomes improving	Professional Learning on SEL Competencies Expectations of weekly lessons Professional Learning for staff on using SAEBRS scores	Principal/teacher newsletters to the school community with updates
		b. Secondary Create/enhance secondary-level SEL Advisory lessons, committee and resource(s) which target MDE/CASEL SEL Competencies and Standards Create SEL Advisory Committee Identify and review SEL resources	Committees needs to be established OHS - commitment and initial lesson development from Oakland Schools to help build Advisory lessons OMS - Advisory committee currently established	Curriculum/Resources Identified SEL lessons aligned to competencies and advisory calendar completed Student and staff feedback surveys improving SAEBRS scores improving Academic outcomes improving	Trauma Informed Instructional training (Spring, 2022) To be completed: SEL lesson development Embed SEL strategies into lessons Staff lesson review and learning Resource identified; resource implemented within lessons	Principal/teacher newsletters to the school community with updates
		c. Alignment of Social Emotional Competencies to IB's Approaches to Learning (ATLs): Professional Learning and Alignment to Programmes of Inquiry/Units of Study	Not started	Collaboration time between FSLs and IB coordinators FSLs join grade level/PLC collaboration opportunities to help with alignment Revised Units of Inquiry and Unit Planners	Professional Learning on SEL Competencies and relationship with ATLs within curriculum	Create infographics for all stakeholders to further explain and make connections between SEL Competencies and IB ATLs

		d. Implement and enhance state-required Restorative Practices	<p>Varied training and implementation of Restorative <i>Circles</i> within classrooms across all levels</p> <p>Varied training and implementation of Restorative Practices within discipline settings</p>	<p>Inventory of trained staff</p> <p>Professional Learning Calendar and artifacts</p>	Administrator and teacher training led by K-12 Restorative Practice Coordinator	<p>Workshops & professional learning opportunities to educate all stakeholders on:</p> <ul style="list-style-type: none"> • 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
		e. Implement and enhance current Positive Behavior Intervention Support (PBIS) programs	Varied implementation across levels	<p>Countdown to PBIS Checklist</p> <p>Tiered Fidelity Inventory</p> <p>School Climate</p>	Tiered professional development and training based on individual building status	<p>Email and Newsletter communication</p> <p>Parent/Guardian workshops to assist families with how to support SEL at home</p>
		f. Continue to implement the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Administered/completed 3 times/year	<p>SAEBRS scores improving</p> <p>Increase number of students placed in interventions and/or targeted supports</p>	<p>Additional staff training on how screener is used to make building-wide decisions and identify students and most needed supports.</p> <p>Documentation of protected time for instructional staff to input data and support staff to analyze results and created interventions</p>	Communicate function and purpose to all stakeholders
		g. OMS - Calm Classroom Strategies	All staff trained (except newly hired)	<p>Training status update</p> <p>Staff strategically choosing strategies to use with students during class</p>	<p>Provide training for newly hired staff</p> <p>Review strategies and implementation expectations with staff</p>	<p>Communicate expectations for implementation with staff</p> <p>Educate families through newsletters or workshops about the strategies used and what can be used at home</p>
		h. SEL Summer & After-School Activities	<p>Summer - Currently being offered 2x/week at elementary, middle, and HS levels</p> <p>After-School - Beginning to brainstorm opportunities with administrative team</p>	<p>SEL Activities communicated and events held</p> <p>Student participation sustained or increased</p> <p>Feedback/surveys from parents</p>	NA	<p>Seek student input on possible activities to consider</p> <p>Ongoing weekly communication and social media advertising to parents and students</p>

WHERE THE GLOBE IS OUR CAMPUS

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

WHERE THE GLOBE IS OUR CAMPUS

Staff Wellness and Retention

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

Goal	Purpose	Actions Steps and Strategies	Current Status	Implementation Evidence	Staff Training or Professional Learning	Communication/ Education for all stakeholders
1. Establish a culture of wellbeing that will provide employees the ongoing support and resources needed to be successful	<p>To reduce employee stress and create a work environment that leads to flourishing for the district employees</p> <p>To improve employee retention</p> <p>Reduce sick days and absenteeism and increase performance and productivity</p> <p>Provide employees with the incentives, tools, support, and strategies to build a healthy lifestyle</p>	<p>a. Create a well-being committee with representation from all buildings</p> <ul style="list-style-type: none"> ● Mission ● Roles and responsibilities ● Set Goals <ul style="list-style-type: none"> ○ District-Wide ○ Building Specific 	<p>Well-being committee and goals will be established - Fall 2022</p>	<p>Evidence and effectiveness will be evaluated by multiple means including:</p> <ul style="list-style-type: none"> ● Employee attendance data 	<p>Well-being committee will receive training and expertise from our benefits and third party wellness consultant, Gallagher</p>	<p>Communication to OCS employees to participate and outline purpose and goals of committee</p>
		<p>b. Identify wellbeing initiatives</p> <ul style="list-style-type: none"> ● Create annual calendar of resources and activities ● Emotional and physical wellbeing ● Education/awareness opportunities ● Activities/challenges for behavior change ● Potential activities for committee consideration: <ul style="list-style-type: none"> ○ 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. 	<p>Communication campaign began - Summer 2022</p> <ul style="list-style-type: none"> ● Provided information related to the following areas: <ul style="list-style-type: none"> ○ Blue Cross Online Behavioral Health Visits ○ Employee Assistance Program (EAP) ○ Blue Cross Wellbeing by WebMD ○ Blue Cross Virtual Wellbeing Weekly Webinars 	<p>Documentation of wellbeing activities</p> <p>Employee retention data including exit survey data</p> <p>Qualitative data through ongoing formal and informal feedback processes</p> <p>Benefits utilization and claims data</p> <p>Outcome data from activities and campaigns and feedback gathered from ongoing interest surveys</p>	<p>Building specific presentations about services/opportunities available</p> <p>Ongoing communication and collaboration with benefits and wellness consultant</p>	<p>Communication will be disseminated district-wide and at each building through the building committee representative</p>

		c. Research and implement an Employee Assistance Plan aimed at addressing employee needs identified in the employee interest survey	Fall 2022	Utilization metrics	Building presentations and regular communication regarding EAP benefits and how to access supports	Presentation to all stakeholders regarding resources and how to access supports
		d. Establish future contracts aimed at providing excellent benefits and compensation packages	Completed -Spring 2022	Continue to evaluate compensation packages against competitive school districts. Monitor staff retention data	N/A	Ensure compensation and benefits packages are communicated to prospective employees
		e. Provide employee interest surveys and evaluate ongoing needs	Initial interest survey completed - Spring 2022	Interest survey dates planned for 2022-2023 school year	N/A	Communicate outcome data to all employees
2. Create a supportive environment	A supportive work environment is crucial to increasing employee well-being and to creating a productive organization	a. Integrate health education/awareness into professional development	Fall 2022	Documentation of professional development opportunities	Utilize benefits consultants and district experts as needed	Communicate opportunities to all stakeholders
		b. Develop a support plan with the district Recovery Coordinator	Fall 2022	Document activities and opportunities available for staff	Training and consultation provided by the district Recovery Coordinator	Maintain ongoing communication with stakeholders to understand ongoing needs
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 and identify measurables for 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



Community and Government Outreach

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

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				presence in schools		opportunities
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 <ul style="list-style-type: none"> • 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	Documentation of parent participation & attendance Survey feedback on workshops	N/A	Mailings and flyers to school community
		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 Qualitative feedback from students	N/A	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	a. 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	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 a community outreach youth advisory council	Beginning discussions	Documentation of discussions and meetings	N/A	Communication to gauge student interest



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

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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

WHERE THE GLOBE IS OUR CAMPUS

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

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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.

