



Legacy Jr. High

Composite School Plan
2019-2020

Principal Chadli Bodily

PURPOSE

DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Legacy Junior High is to promote the district mission of "Learning First!" academically, socially, and emotionally for all educational stakeholders. To accomplish our purpose, LJH promotes individualized academic achievement in a safe, nurturing learning environment.

Teachers, counselors, and administrators work with students daily to individualize the learning experience. Our variety of course offerings allows students to customize their educational experience. Differentiation for students academic needs ensures a challenging and engaging education program that stretches students to meet their academic and career goals.

Course offerings are then complimented by extra curricular activities and athletics, club organizations, and student support groups to elevate the academic experience with social and emotional support. Remediation programs are also provided for at-risk students. Counselors assist with lunch programs and visit remediation classes to provide emotional and behavior support. Involving students in a variety of programs

builds individual emotional strength allowing students to positively support their peers.

Additionally, parents and community members are encouraged to play an active role in student learning. A variety of volunteer opportunities are provided each month to involve outside stakeholders in our students education. These outside influences allow students to visualize their academic, career, and social goals in a real-world setting.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Legacy Junior High school is a suburban middle school in Layton, Utah, about four miles southwest of Hill Air Force Base. Residential communities surround LJH with the majority of the students coming from Layton, Syracuse and Clearfield neighborhoods. The students of LJH come from three different elementary schools that are located in the surrounding communities including, Sand Springs Elementary, Cook Elementary, and Bluff Ridge Elementary.

STUDENT BODY

Legacy Junior High currently serves 1460 students in grades 7-9. Of these, 88% identify themselves as Caucasian, 6% Hispanic/Latino, 1% Asian, 1% African America, 1% Pacific Islander, and less than 1% identify as Native American. Of our 1460 students, only a small amount of students who receive assistance for other categories; 13% are considered economically disadvantaged, 7% receive assistance for Special Education, and less than 1% are identified as students with Limited English Proficiency.

STAFF

As of May 2018, Legacy Junior High has 100 employees, which include three administrators, four counselors, 40 support staff and 60 faculty members. All faculty members are considered “highly qualified” by the state of Utah to teach in their specific content areas. The average career length for teachers at Legacy Junior High is 9 years, and 35% of teachers have a Master’s Degree.

SCHOOL CULTURE

Legacy Junior High school is characterized by high academic achievement in a safe and caring learning environment. Our priority is allowing students to explore a variety of experiences in both curricular and extra-curricular areas, which are aligned directly to middle level philosophy of meeting all student needs. We also place a large emphasis on

student inclusion. We currently have 24 student-initiated clubs for students to participate in after school. LJH operates under a 4x4-block schedule with 90-minute classes. This schedule allows students to select additional elective courses and allows teachers to provide more in-depth instruction during their class time. LJH allows those teachers who are diligently working in their Professional Learning Community (PLC) to share a common prep period in order to align curriculum and compare individual student data so that they can modify their instruction based on student needs. Additionally, all teachers have 60 minutes each week to work in their PLC as a full department during the early-out Friday collaboration time.

UNIQUE FEATURES & CHALLENGES

Legacy Junior High school is one of seventeen junior high schools in Davis School District. Built in 2009, the beautiful building and grounds provide students and teachers with a range of open areas for collaborative work. Mobile computer labs, built-in projections, voice amplification systems, and wireless accessibility throughout the building are used to increase student engagement in a 21st century learning environment.

One of the most unique features of Legacy Junior High is the number of students that enter into our building each day. The 1460 students make Legacy Junior High comparable to a small high school. This large student enrollment and the funding associated with it, has allowed for a growing instructional staff that allows PLC's to flourish from a variety of perspectives, support structures that have been built and ingrained into the school culture, and additional course offerings to meet the needs of a growing student-body. Alternative schedule options bring about the unique challenge of supporting teachers through adequate training in new technology standards, building their confidence in their ability to integrate this technology into their course standards as well as creating "portability" with their teaching instruction.

The growing population at Legacy and surrounding junior high schools has brought about the need for the addition of Shoreline Junior High. Approximately 33% of Legacy's current student population will plan to attend Shoreline Jr. in the fall of 2019. Angst has grown among students and teachers as they prepare to lose friends and associates. Teachers recognize they will be losing valuable members of their collaboration teams and students grow anxious about losing friendships as students move to Shoreline Junior High. Furthermore, the increased population of students prior to the opening of a new school has led to large class sizes and overcrowded hallways. Regardless of recognition and positive programs for students, it is easy for them to feel lost in a sea of people. The idea of the "unknown" has been a distraction from teaching and learning while these groups consume time and energy with what lies ahead of them for the 2019-2020 school year.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Legacy Junior High continues to be a school committed to growth and success.

Academic:

Above district average in Math and Science SAGE testing scores

Attendance rate in 2019 of 97%

96.6% of 9th graders on track for graduation

82.7% of students go on to take AP, IB or Honors classes at the high school

Social/Emotional:

90.4% of students believe students are rewarded for acts of kindness in our school

95.05% of students have a friend/friends that they trust in our school

94.4% of staff believe Legacy has a school-wide program that teaches students pro-social behaviors

The majority of staff use terms like "Happy," "Competent," and "Appreciated," at LJH

AREAS OF RECENT IMPROVEMENT

Continued growth in SAGE testing. ELA +6%, Math +5%, Science +8% from 2017 scores

11% more students feel that "students and adults listen to each other" from 2017

52% increase of teachers utilizing canvas for curriculum accessibility from December, 2016

AREAS OF NEEDED IMPROVEMENT

33% of students score "Below Proficient" on the Scholastic Reading Inventory

ELA continues to score below the district average on standardized testing.

Although students believe other students are rewarded for "good behavior" only 28% believe they fall into this category of students

Only 32% of our students are utilizing canvas for peer-to-peer interaction

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

Demonstrate a 2% increase on current student proficiency with all common end of level assessments.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Legacy Junior High saw significant growth on their 2017-2018 SAGE end of level scores. ELA increased from 43% to 49% proficiency, Math increased from 51% to 56% proficiency, and Science increased from 51% to 59% proficiency. For both Math and Science this is the first time that students have been above the district average since starting the SAGE test.

Prior Year Goal #2:

Decrease the number of missing assignments for students each term by providing digital curriculum accessibility

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

After review of the goal, it was apparent that the goal measurements were not realistic. The measurement was to compare students 1st term missing assignments with their 3rd term missing assignments. The measurement should have been to compare similar students from their 7th and 8th grade to their 8th and 9th grade year term by term. However, we do believe that we still found success within this goal. All of our teachers attended professional development regarding the use of digital curriculum and curriculum accessibility through the Canvas Learning Management System. As of December, 2018 80% of our certified staff have course work available for students and parents through canvas. Furthermore, the DSD Canvas usage report indicates that 1,446 students are actively using Canvas for assignments, quizzes, content, and grade access.

Prior Year Goal #3:

Decrease the number of credit deficient students from 7.6% to 5.6% (using end of 3rd term reporting) and chronic absentee students from 6.7% to 5% (using a 14+ absences by the end of 3rd term equation).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Legacy Junior High continues to be the number one junior high preparing students for success at the next level. In 2018 we increased .69% to 95.5% of our students leaving LJH on track to graduate. Assisting Layton High and Clearfield High in being the two high schools with the highest graduation rate at 97.64%. We believe it is because of our efforts at the junior high level that these students continue to be successful at the high school level.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Increase SAGE growth scores in each content area by 5 points.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Although we will not be giving the SAGE assessment this school year due to state-wide testing changes, we believe that our continued focus on academics and remediation efforts in the classroom will produce significant growth for students in the core areas. Currently we are providing academic progress checkpoints for students at midterm and end of term. At the end of 1st term 94.1% of 7th grade students, 92.9% of 8th grade students, and 92.3% of 9th grade students were passing all of their classes. At the end of 2nd term our academic checkpoint was for students to show improvement/growth from 1st term to 2nd term grades. 28% of 7th graders, 23% of 8th graders, and 30% of 9th graders had growth in their overall GPA. At our 3rd term midterm checkpoint we had students create individual goals for their academic classes and 81% were on track to meet their term goal.

We have also put a large emphasis on encouraging growth with our special education sub-population. We have provided remediation and targeted courses for students in reading, math and science. In our reading classes we had an average lexile growth of 94, and more than 50% of students demonstrated a full-year's growth by the mid-year mark. Science had similar results with 50% of students passing at the mid-year mark. In our math co-teaching course 96% of students showed growth and were passing the class at the mid-year mark. This continued emphasis on academic growth should transfer into continued proficiency in academic standards and state standardized testing.

Current Year Goal #2:

Maintain the percentage of 9th grade students credit deficient and decrease the number of 8th grade students failing by 2% compared to previous year failing data.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Although we plan to see continued success with our 9th graders, tracking our 8th grade students has proven to be very difficult. Creating student and parent buy-in for 8th grade students through the same Lunch-and-Learn program did not happen like we had envisioned. Additionally, the large number of students overburdened our program and we began to lose track of 9th grade students. Following 1st term we decided to just continue to work with our 9th grade students to ensure they were on-track for graduation and look at other ways to influence our 8th graders.

Current Year Goal #3:

Increase teacher effectiveness on Evaluate Davis T2 strands by 4% on questions T2 strands with questions 11, 12 and 13.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Our mid-year observation data shows an overall increase for the Evaluate Davis Teach 2 strand with an increase from 2.51 to 2.58. We believe with the continued professional development and emphasis on student engagement in the classroom we will continue to see these numbers increase.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$21,263.00
B – Allocated new funds for 2018-2019	\$145,368.00
C – Total Budget for 2018-2019.....	\$166,631.00
D – Projected spending during 2018-2019.....	\$156,711.00
E – Expected carryover from 2018-2019 to 2019-2020	\$9,920.00
F – Projected new funding for 2019-2020	\$131,936.00
G – Total projected funding for 2019-2020	\$141,856.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Decrease the number of students scoring "below proficient" on the Reading Inventory reports by 2%.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Student Reading Inventory (RI) reporting

Action Plan:

Students identified as "below proficient" on the Reading Inventory Assessment at the end of the 2018-2019 school year will be placed into a Read 180 or English Extension course. These students will receive specialized instruction in English courses and differentiated reading instruction in all content areas so that they are able to be more successful in their current course work.

English readers will provide specific and consistent feedback to English teachers regarding student writing proficiency. Student data will be used to guide further instruction.

LJH will provide school-wide training on reading-writing alignment using ELA standards to increase reading and writing across all content-areas. All instructional staff members will be able to utilize the No Red Ink program to provide consistent feedback on student writing. We are hopeful that the specialized instruction, with the

increased practice for students (regardless of content area) will help students be more successful in their reading abilities.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$22,400.00	Reading Extension course productivity and English Reader
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$4,500.00	No Red Ink Software Licenses
Equipment	\$	\$	
Total	\$	\$26,900.00	

GOAL #2:

Maintain the number of students on track for graduation at 95.5% and increase the 9th grade students participating in career readiness courses (AP, CTE, and Honors courses) by 2% (from 83% to 85%).

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

9th grade course analysis report (enrollment and pass rates)

Graduation tracking report

Failing students report (9th grade)

Action Plan:

Continue Legacy Learning program with an emphasis on identifying at-risk populations of students and parents.

Modify current Study Skills/Study hall structure to include one-on-one mentoring and provide additional class availability for student intervention

Provide extension supplies and career readiness field experiences across multiple content areas, specifically for 7th & 8th grade populations, to help identify students for career readiness courses in their 9th grade year.

Continue Lunch and Learn program with student advocate and the addition of a Math tutor for specialized instruction

Add professional software to support student learning in their chosen career pathway.

Will LAND Trust funds be used to support the implementation of this goal? Yes (*complete the budget sections below*) No (*skip the budget sections below*)**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$45,200.00	Student Advocate, Math tutor, Legacy Learning and extension productivities
Prof. Services	\$	\$3,440.00	Student career field experiences
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$5,000.00	Busing costs for career field experiences
General Supplies	\$	\$1,000.00	Supplies for students attending field experiences
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$640.00	procreate, smartMusic, stagewrite software
Equipment	\$	\$	
Total	\$	\$55,280.00	

GOAL #3:

Increase the numbers of students who believe they have "personally been rewarded for good behavior" (School Climate Survey) from 28.7% to 33.7% while also increasing the number of learners who are monitoring and reflecting on their own academic progress from 2.26 to 2.54.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input checked="" type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

School Culture Survey

DSD Observation reporting tool (C4 indicator)

Improved scores on end-of-level tests because of increased focus on academics

Action Plan:

Build student leadership population and peer-to-peer support through implementation of HOPE Squad.

Provide leadership training for student mentors.

Teachers will instruct students on setting and monitoring personal academic and behavioral term goals in each of their classes.

The school will communicate student goals with parents at the beginning of each term along with the students plan of action

Teachers will recognize student success on their individual goals

HOPE squad advisors will assist student leadership teams (including the HOPE Squad) in recognizing students for positive school-wide behavior.

Administration will recognize grade level groups and individual students as they accomplish their goals.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Currently our climate survey shows that students at LJH do not feel appreciated or successful in their classes. Our scores indicate that students are actually much more successful than in previous years. We believe this student perception is due to lack of regular and meaningful recognition by classroom teachers. Our hope is that through regular teacher recognition, partnered with HOPE squad peer-to-peer recognition, student perception of individual growth will raise.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$350.00	\$	HOPE Squad Advisor
Prof. Services	\$500.00	\$	Leadership presentation
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$1000.00	\$	Recognition supplies
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Equipment	\$	\$	
Total	\$1850.00	\$	

GOAL #4:

Learners will receive regular differentiated instruction as observed through P3 strand of the DSD Evaluate Davis to increase the average response rating from 2.52 to 2.72

District Strategic Plan Area:

- Student Growth & Achievement
- Safety & Security
- Parent & Community Connections
- Empowered Employees
- Fiscal Responsibility
- Culture

Academic area(s) addressed by the goal:

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

Measures to determine progress/successful completion of the goal

DSD Evaluate Davis Observation tool

Action Plan:

Teachers will receive specialized content area training and technology integration coaching from a teacher aide

Teachers will utilize collaboration days to align curriculum, identify student data-trends and share successful differentiation strategies in well-functioning PLC's

Singleton teachers will attend state-wide PLC training sessions to collaborate with content specific peer groups.

Students will have access to technology in all content areas to increase the availability to differentiated instructional strategies on a daily basis. The technology we are purchasing will be devices and storage units for devices in order to help students have regular daily access. Such as Cloudbooks, carts, projectors, mice, and headsets.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
- No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures	Expenditures	Description
	<i>Behavior, Character Education, Leadership</i>	<i>Academic</i>	
Salaries & Benefits	\$	\$24340.00	Content area trainings, PLC collaboration, Technology teacher aide
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$5,362.00	Conference travel
General Supplies	\$	\$28,061.00	Technology to support instruction
Textbooks	\$	\$	
Library Books	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$57,763.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$131,936.00

I – Total projected funding for 2019-2020 \$141,856.00

J – Total planned expenditures for 2019-2020 \$141,793.00

K – Planned carryover into 2020-2021 \$63.00

L – Is planned carryover more than 10% of projected new funds?

Yes

No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Productivity Salaries (Goal 1 and 2)

Technology (Goal 4)

Teacher trainings and collaboration (Goal 4)

Teacher Aide for technology coaching (Goal 4)

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/13/2019**

Number who approved: **15**

Number who did not approve: **0**

Number who were absent or abstained: **1**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY