MT. LEBANON SCHOOL DISTRICT

LEADING THE WAY

2025-2031
STRATEGIC PLAN

Dear Mt. Lebanon School District Community,

Leadership begins with vision, grows through collaboration, and thrives when every voice is valued. In developing the 2025-2031 strategic plan for Mt. Lebanon School District,, we engaged with key stakeholders from across the community through surveys, focus groups, and collaborative discussions. Throughout the process a powerful theme emerged, the importance of helping students grow as leaders and ensuring that our District continues to lead the way in public education. We heard consistently that families, staff, and community members want Mt. Lebanon to equip students not only with academic knowledge but also with the confidence, character, and skills to lead in their schools, communities, and beyond.

That vision is captured in the plan's central theme: Mt. Lebanon L.E.A.D.S., an acronym representing our five focus areas:

- Leading the Way
- Engagement
- Academic Excellence and Innovation
- District Systems and Supports
- Safe, Supportive, and Inclusive Environment

This strategic plan reflects our commitment to nurturing leadership at all levels: in classrooms, on stages and fields, within our schools, and throughout our community. Thank you for your continued support and partnership as we lead the way, together.

Sincerely,

Dr. Melissa Friez
Superintendent of Schools

MT. LEBANON SCHOOL DISTRICT 2025-2031 STRATEGIC PLAN

ABOUT MT. LEBANON SCHOOL DISTRICT

Mt. Lebanon School District is the second largest suburban school District in Allegheny County serving more than 5,000 students residing in the Municipality of Mt. Lebanon. Founded in 1912, our mission is to provide the best education possible to each and every student. The staff at MTLSD is committed to excellence in education, offering students a wealth of opportunities for academic, artistic, and athletic achievement. We take pride in our award-winning programs and consistent top rankings. Our staff of more than 1,000 employees is continuously innovating to offer outstanding educational opportunities and foster a lifelong love of learning.

OUR VISION: A relentless pursuit of excellence.

In order to achieve our mission, the District must pursue organizational excellence. The Mt. Lebanon School District uses criteria recognized throughout the nation as the best measure for defining organizational excellence and manages the performance of the school district by aligning to the strategic plan goals and by deploying and continually improving all systems and processes.

OUR MISSION: Our mission is to Provide the Best Education Possible to Each and Every Student.

As defined by its constituents, students, staff, parents and community, the mission of the Mt. Lebanon School District is to provide the best education possible in a fiscally responsible manner. This means operating within the constraints of local, state, and federal resources and limitations. Additionally, the Mt. Lebanon School District provides the best education possible for each individual student and every student collectively. Mt. Lebanon School District constituents will know this mission has been accomplished when the strategic plan goals have been achieved.

OUR VALUES

- High Expectations for All
- Respect, Honesty, and Integrity
- Student Centered Learning
- Teamwork and Collaboration

- Continuous Improvement
- Data-Informed Decisions
- Value Stakeholder Contributions

PLANNING PROCESS

Leadership is not a solo endeavor. It is built through collaboration, shaped by shared values, and strengthened by the voices of a community. The development of this strategic plan was a collective effort that brought together stakeholders across all perspectives of our school community. Throughout each phase, our guiding principle was clear: to lead the way into the future by listening to those we serve and building a plan that empowers every learner and leader in our community.

We are deeply grateful to the dedicated individuals who served on the Strategic Planning Committee and to all those who contributed their time, insight, and leadership throughout this process. Below is a list of the individuals who served on the Strategic Planning Committee and helped bring this vision to life.

Strategic Planning Timeline

October 2024
Community input through online surveys of staff, students, parents/guardians, and the community.

November – December 2024
Reviewed and analyzed survey data and presented findings during the December Board of School Directors' meeting.

January – February 2025
Conducted in-person and virtual focus groups. Presented the findings at the February Board of School Directors' meeting.

February – April 2025
Held work sessions with planning group to develop focus areas, objectives, and tactics.

May – July 2025
Presented the plan draft to the Board of School Directors for final approval at the June 2025 meeting.

STRATEGIC PLANNING COMMITTEE

Shira Akamatsu
Jocelyn Artinger
Paul Asmann
Josh Baringer
Brett Bielewicz
Melinda Berdyck
Tyler Bluemling
Kristen Bruder
Becki Campanaro
Andrew Cappucci
Lynn Cogan
Patricia Connolly
Katie Cornell
Brenna Crable
Greg Engle
Jeff Elias
Dianne Evangelista
Valerie Fleisher

Paige Flore
Bruce Fronk
Jaclyn Fulton
Dawn Davenport
Ronald Davis
Mark DeBernardis
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Todd Hoffman
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Theresa Mitchell
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Christy Parsyck
Heather Pessy
Jason Phillips
Jason Ramsey
Matthew Rizzutto
Jamie Rosnick
Benjamin Sagucio
Dana Schmidt

Joseph Sciullo
Sarah Shaw
Jennifer Shuman
Nina Skaggs
Julianne Slogick
Brandi Smith
Christa Smith
Maureen Staub
Margaret Satersmoen
Christopher Stengel
Joel Thompson
Brook Webb
Kristan Weir
Chris Wolfson
Karen Wolling
Jacob Wyland

MT. LEBANON SCHOOL DISTRICT 2025-2031 STRATEGIC PLAN

Community Feedback

Throughout the 2024-2025 school year, staff, students (grades 7-12), families, and community members were invited to participate in the strategic and comprehensive planning process.

COMMUNITY SURVEY HIGHLIGHTS

33%
SURVEY RESPONSE RATE
2,530 total survey responses

OF THE RESPONSES RECEIVED
STAFF (53%)
STUDENTS (28%)
PARENTS/GUARDIANS (30%)

TOP FOUR OPEN-ENDED FEEDBACK THEMES
Academics
Support Services
School Culture & Climate
Management of District Finances

84%
Are satisfied or highly satisfied with the overall quality of the District

TOP FOUR AREAS OF FOCUS FOR THE DISTRICT
- Maintaining A Fiscally Responsible And Balanced Budget
- Physical, Emotional, & Social Well-being Support Services
- Classroom Instruction
- School Culture & Climate

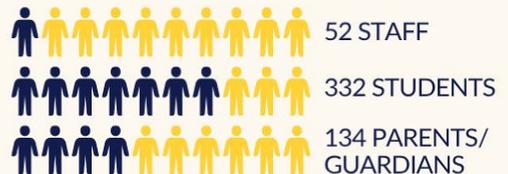## IN-PERSON & VIRTUAL FOCUS GROUPS

- **28** Focus Group Opportunities
- **16** Student Sessions
- **9** Family Sessions
- **3** Staff Sessions

518 TOTAL PARTICIPANTS

OF THE PARTICIPANTS
52 STAFF
332 STUDENTS
134 PARENTS/GUARDIANS

MT. LEBANON SCHOOL DISTRICT 2025-2031 STRATEGIC PLAN

KEY TERMS

FOCUS AREA

Clear, high-level statements that define the long-term outcomes we aim to achieve for our students, staff, families, and community. They outline the big-picture vision that guides our district's growth and success.

OBJECTIVE

Statements that describe the overall results we want for our students, staff, families, and community. The objective descriptions are a broad overview of how the District plans to address the focus area. Objectives are supported by tactics.

TACTIC

Concrete actions, programs, or initiatives implemented to achieve the stated objectives. Tactics outline the "how," detailing the steps the district will take to put the plan into motion.

PERFORMANCE INDICATORS & TARGETS

The standard we set to help us determine our progress toward meeting our goals. We will set specific, measurable targets once we have determined our priority objectives for the year and collected baseline data. We will monitor and share our progress toward reaching our goals annually with a focus on transparency and continuous improvement.

STRATEGIC PLAN

Focus Areas

Our community's input helped us identify key focus areas that will shape our path forward. To lead the way and ensure all students are future-ready, our plan will be built around five strategic priorities, with clear goals, objectives and action steps established within each area.

1 **L** — ## Leading For The Future
Cultivate an environment that prioritizes leadership development by strengthening programs, enhancing professional learning, and equipping all learners and employees with future-ready skills.

2 **E** — ## Engagement
Foster strong partnerships between students, families, staff, and the community through transparent communication, collaboration, and opportunities for involvement, ensuring every voice is valued.

3 **A** — ## Academic Excellence and Innovation
Deliver a high-quality, innovative education that meets the unique needs of all learners through a rigorous and relevant curriculum that empowers students to reach their full potential.

4 **D** — ## District Systems and Supports
Advance long-term student success by supporting staff, improving technology and infrastructure, and ensuring efficient operations and fiscal responsibility.

5 **S** — ## Safe, Supportive, and Inclusive Environment
Create a safe, supportive, and inclusive environment by prioritizing both physical safety and emotional well-being, and building a positive culture where every student and staff member feels respected and inspired to grow.

MT. LEBANON SCHOOL DISTRICT
LEADING THE WAY

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Leading For The Future

Cultivate an environment that prioritizes leadership development by strengthening programs, enhancing professional learning, and equipping all learners and employees with future-ready skills.

OBJECTIVES

1.1	Student Development & Empowerment
1.2	Program Review & Equity in Opportunities
1.3	Professional Learning & Leadership Development
1.4	Future-Ready Skills

L Leading For The Future

OBJECTIVE 1.1 Student Development and Empowerment

Initiatives that support student growth through a collaborative instructional model, peer-led programs, shared resources, leadership development, community engagement, and real-world learning.

TACTICS
- Develop a clear vision that defines the skills, knowledge, and mindsets students should have when they graduate from high school to guide instruction, culture, and student growth.
- Develop an instructional model that delivers a learning environment that encourages curiosity, collaboration, and experimentation among students and staff.
- Advance peer-led programs for tutoring, orientation, and/or mental health advocacy.
  - Create an internal directory of free resources that are used consistently across schools.
- Increase community engagement opportunities for students.
  - Provide cross-grade and cross-school opportunities to develop student leadership, including a leadership summit and advisory groups.
  - Create a Leadership Opportunities Guide for families (by grade level and by school/community/regional scope).
  - Internships and job shadowing opportunities for job-embedded learning experiences.
- Increase the number of district-level and school-level councils where students regularly meet with administrators to provide feedback and ideas in program and policy reviews, including curriculum, wellness, and extracurricular activities.
- Highlight student stories and achievements through communications and events to elevate their voices within the District.

OBJECTIVE 1.2 Program Review & Equity in Opportunities

Conduct comprehensive reviews of athletics, clubs, and extracurricular programs to ensure all students have access to high-quality, inclusive experiences. Promote equitable support, resources, and opportunities across all K–12 activities.

TACTICS
- Develop a clear vision that defines the skills, knowledge, and mindsets students Conduct comprehensive program reviews of athletics and extracurriculars, and clubs/activities.
  - Create consistent practices across groups by creating handbooks or shared documents.
- Ensure equitable support, access, and visibility across all sports teams, extracurricular programs, and other student activities, particularly with increasing participation.
- Champion the arts and music as core parts of the K–12 experience.
- As resources are available, expand opportunities for students to explore diverse interests through new and existing athletic experiences, extracurricular activities, and clubs.
- Increase awareness of extracurricular opportunities for ESL students, students with disabilities, or students in outside placements with the goal of increasing participation.

L Leading For The Future

OBJECTIVE 1.3 Professional Learning & Leadership Development

Develop a long-term professional learning plan for all staff.

TACTICS
- Develop a long-term professional learning plan that aligns with the Pennsylvania Department of Education's requirements, District goals, and evolving staff needs.
  - Provide annual, role-specific, and leveled training that supports each employee's responsibilities.
  - Expand individualized and specialized PD opportunities to address changes to our student population and community.
- Promote staff modeling of social/emotional and executive functioning skills.
- Create leadership development programming for aspiring teachers and administrative leaders.
- Design and implement an induction program for all staff roles—teachers, support staff, and administrators—that includes essential tools, training, and cultural onboarding.
- Efficiently and effectively use staff as a resource to better manage student needs due to staff/administration absences.
- Foster cross-department collaboration by creating opportunities for employees to work together, share strategies, and problem-solve.
- Explore professional learning opportunities with external providers, field experts or other school districts.
- Expand AI initiative (staff training) to elementary and middle levels.
- Develop and offer advanced training to staff on supporting English Language Learners.
- Provide professional development in Tier I instruction and differentiation best practices.
- Provide ongoing training for all staff on student social and emotional well-being, bullying prevention, and social inclusion practices.

OBJECTIVE 1.4 Future-Ready Skills

Empower students and staff to think critically, creatively, and ethically when using technology.

TACTICS
- Implement consistent experiences to build AI literacy and ethical technology use across K–12.
- Engage students in conversations about data privacy, informed consent, and algorithmic bias.
- Support project-based learning focused on solving community-embedded problems, and student agency through curricular enhancements and instructional practices.
- Provide clear pathways and tools for students to analyze problems, critically assess different types of media, evaluate evidence, and innovate collaboratively.

OBJECTIVE 1
Performance Indicators and Targets

- Completion and board approval of a graduate profile document.
- Completion of an instructional model to include project based learning, social and emotional skills and executive functioning components.
- Curriculum units aligned to the graduate profile by content area and grade level.
- Completion of program reviews and updated procedures.
- Increase the number of peer-led programs implemented districtwide.
- Increase the percentage of students who report feeling supported by peers in annual climate surveys.
- Completion and launch of a digital resource directory.
- Internship or Job Shadowing Opportunities.
- Advance Leadership Opportunities for Students and Staff
- Increase Student participation rate across extracurricular categories.
- Increase the percentage of ESL, IEP, and outplacement students participating in at least one extracurricular.
- Completion and annual update of professional learning plan.
- Induction satisfaction and effectiveness survey scores.
- Increase awareness of AI literacy and ethical technology use.
- Decrease in bullying incidents.

MT. LEBANON SCHOOL DISTRICT

LEADING THE WAY

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Engagement

Foster strong partnerships between students, families, staff, and the community through transparent communication, collaboration, and opportunities for involvement, ensuring every voice is valued.

OBJECTIVES

2.1	Communication
2.2	Family Engagement & Community Partnerships
2.3	Transparency & Feedback

E Engagement

OBJECTIVE 2.1 Communication

Ensure consistent, clear, accessible, and proactive communication across the District.

TACTICS
- Maintain and continuously improve a comprehensive strategic communications plan that ensures timely, transparent, and engaging communication with all stakeholders.
- Streamline communications toward a consistent platform for families to access essential information.
- Reinforce and reintroduce staff and families to communication tools (newsletters, social media, alerts) with clear explanations of their purpose and how to access them.
- Maintain K–12 consistency in communication, with archives of newsletters and notices available online.
- Launch a redesigned, user-friendly district website with improved navigation, mobile responsiveness, and accessibility compliance.
- Enhance language accessibility in District and School communications to better serve multilingual families.

OBJECTIVE 2.2 Family Engagement & Community Partnerships

Build meaningful relationships with families and the wider community to support student success.

TACTICS
- Develop a comprehensive onboarding program for new families, considering those with limited English proficiency.
- Collaborate with local organizations, universities, and businesses to provide opportunities for students, staff, and families, including learning, internships, volunteering, and fundraising.
- Explore potential collaborations with the Municipality to enhance shared spaces like playgrounds, athletic fields, and safety infrastructure (e.g., crosswalks).
- Expand parent education through initiatives such as Lebo University and PTA-sponsored events.
- Increase outreach to community members without children in schools through newsletters, town halls, and local media.

E Engagement

OBJECTIVE 2.3   Transparency & Feedback

Provide opportunities for two-way communication between the District and the community

TACTICS
- Host annual forums and quarterly Superintendent Coffees for open dialogue with families and residents.
- Use surveys and focus groups to gather feedback on major district initiatives, calendars, and strategic decisions.
- Develop a system for collecting ongoing input from families, staff, and students.
- Create a plan for summarizing board meetings to be shared with the school community.
- Foster a communication culture that proactively anticipates cross-functional issues (e.g., coordination between departments/schools).

OBJECTIVE 2
Performance Indicators and Targets

- Onboarding programs for students, staff, and families.
- Communications Plan.
- Updated Website that is accessible to all families.
- Resource and process for internships.
- Forums for public discussion.
- Process for Collecting Feedback.
- Community Events with Partners.

Academic Excellence and Innovation

Deliver a high-quality, innovative education that meets the unique needs of all learners through a rigorous and relevant curriculum that empowers students to reach their full potential.

OBJECTIVES

3.1	Curriculum & Instruction
3.2	Student-Centered Support Systems
3.3	Special Education & Gifted Services
3.4	Technology Integration & Digital Wellness

A Academic Excellence and Innovation

OBJECTIVE 3.1 Curriculum & Instruction

Design and implement a rigorous, relevant, and future-focused curriculum that exceeds standards and nurtures deep learning.

TACTICS
- Implement a comprehensive curriculum review, development, training plan, and evaluation cycle across all content areas.
- Explore additional personnel resources to guide curriculum innovation and adoption.
- Expand interdisciplinary learning and performance-based assessments to connect content to real-world applications.
- Continue implementation and refinement of UDL (Universal Design for Learning) principles to support diverse learners.
- Evaluate and consider alternatives to the ESL staffing model.

OBJECTIVE 3.2 Student-Centered Support Systems

Build a robust multi-tiered system of supports (MTSS) that ensures every student receives timely and effective interventions.

TACTICS
- Establish a districtwide MTSS framework with clear procedures for academic and behavioral supports.
- Expand executive functioning, Social and Emotional Learning, and Career Ready Skill instruction across all grade levels.
- Refine assessment and differentiation practices to promote data-driven small-group instruction and flexible interventions.
- Conduct a comprehensive review and development of curriculum benchmarks, student skills, and expectations for transition from elementary to middle school and middle school to high school to ensure students have tools needed to undertake these milestones of transition in their academic journey.
- Create a clearly defined process for teachers and families to discuss and request support for struggling learners.

A Academic Excellence and Innovation

OBJECTIVE 3.3 Special Education & Gifted Services

Implement inclusive and equitable services for students with unique needs that promote both academic growth and emotional well-being.

TACTICS

- Explore implementing a RtII (Response to Instruction and Intervention) model for eligibility in special education as a part of our MTSS framework.
- Review to enhance progress monitoring benchmarks and regular family communication.
- Increase opportunities for co-teaching K-12 and the appropriate training for implementation.
- Establish an emotional support classroom at the elementary level and continue to evaluate the need to increase the number of Autistic Support and Life Skill Support classrooms
- Update and enhance gifted education programming to ensure academic rigor and social-emotional support.
- Research, develop, and implement ways to increase in-school enrichment opportunities for gifted students.
- Review staffing model of specialized services and collaborate with the AIU to ensure adequate support is in place.
- Evaluate, research, develop, and implement district-based transition program options for students aged 18-22.
- Explore the possibility of adding acceleration opportunities in ELA and Science.

OBJECTIVE 3.4 Technology Integration & Digital Wellness

Leverage technology to enhance learning while supporting student well-being.

TACTICS

- Research, develop, and implement standards for developmentally appropriate technology and device use, including iPad, laptop, and cell phone guidelines, by grade span.
- Educate students on digital organization tools to support executive functioning.
- Provide learning opportunities focused on digital wellness and tech-integrated instruction to students, staff, and families.

OBJECTIVE 3
Performance Indicators and Targets

- Updated curriculum in all content areas using UDL principles.
- Evaluate curricular personnel resources.
- MTSS System K–12.
- Curriculum Benchmarks, Student Skills, and Expectations for students moving from Grades 5 to 6 and 8 to 9.
- Diversify exploration of Career, Education and Work opportunities for students.
- Revised Gifted Education Program.
- Revised Special Education Program.
- Technology Usage Guidelines

L E A D S

District Systems and Supports

Advance long-term student success by supporting staff, improving technology and infrastructure, and ensuring efficient operations and fiscal responsibility.

OBJECTIVES

4.1	Optimize Operations & Infrastructure
4.2	Strengthen Financial Stewardship
4.3	Strengthen Technology Systems for Efficiency and Access
4.4	Consistent Systems and Professional Resources
4.5	Centralize Enrollment and Improve Onboarding Experiences

D District Systems and Supports

OBJECTIVE 4.1 — Optimize Operations & Infrastructure

Ensure that our infrastructure effectively supports learning, safety, and community access by investing in long-term facility planning, safety improvements, and shared-use opportunities that benefit both students and the broader community.

TACTICS

- Create a 10-year facilities capital improvement plan aligned with District priorities and fiscal management.
- Evaluate facility safety devices and equipment in partnership with Mt. Lebanon Fire and Police departments and develop a funding plan for recommended improvements.
- Partner with the Municipality and other community assets to explore opportunities to grow and advance the District and our community.
- Establish clear procedures for the use of facilities by community partners, including a modernized application for permits and a scheduling process for use of district spaces.Continue positioning school facilities as valuable community assets through after-hours use.
- Evaluate, research, and implement additional sustainability measures and projects.
- Evaluate, develop, and implement updates to the food service program K-12 to meet student wellness needs and community expectations.
- Conduct a program review of Health Services, then develop and implement improvements.
- Research, evaluate, and implement a digital district-wide volunteer clearance system.

OBJECTIVE 4.2 — Strengthen Financial Stewardship

Maintain a strong financial foundation through transparent budgeting that supports long-term sustainability and strategic investments in student success and well-being.

TACTICS

- Maintain zero-based budgeting and increased transparency through regular community updates on budget planning and challenges.
- Develop a 10-year financial recovery plan that supports long-term district health and Moody's rating improvement.
- Rebuild and preserve the District's fund balance while investing in high-impact areas aligned to strategic priorities.
- Communicate clearly about factors influencing funding (state/federal/local) and guide stakeholders on appropriate advocacy actions.
- Continue to refine practices to improve efficiency and internal control associated with expenses and revenues.
- Continue to evaluate open positions and revise job descriptions.

D District Systems and Supports

OBJECTIVE 4.3 — Strengthen Technology Systems for Efficiency and Access

Streamline and integrate technology systems to improve access, reduce redundancies, and enhance the user experience for staff, students, and families, to engage with district systems efficiently and effectively.

TACTICS
- Implement Single Sign-On and automated rostering for all district systems to streamline access for staff, students, and families.
- Improve system integrations between the Student Information System PowerSchool and Learning Management System Schoology to reduce redundancies and increase usability.
- Evaluate all internal forms and communication channels; digitize and centralize them for better staff and family access.
- Launch a district intranet to support efficient internal communication and knowledge sharing.
- Develop a secure, user-friendly data system to centralize student, staff, and operational data, supporting informed decisions, improved outcomes, compliance, and transparent communication.

OBJECTIVE 4.4 — Consistent Systems and Professional Resources

Invest in clear, consistent procedures that empower all staff to be well-equipped to support students.

TACTICS
- Evaluate, research, develop, and implement District procedures for Communications, Technology, Finance, Human Resources/Employee Relations, Facilities, Curriculum Instruction, Special Education, Health Services, Student Services, Athletics, Activities, Registrar, Contributions.
  - Train staff and have a designated place to find procedures.
- Create asynchronous training by department to alleviate turnover concerns.
- Continue to update and provide training on School District policies and make them readily accessible to students, staff, and families.

OBJECTIVE 4.5 — Centralize Enrollment and Improve Onboarding Experiences

Centralize registration, improve information access, and standardize onboarding to create a welcoming, efficient experience for new families and strengthen early school connections.

TACTICS

- Expand centralized student registration using the SIS platform to streamline the experience for families and staff.
- Create a welcoming and unified enrollment experience with clearly defined steps, multilingual support, opportunities for school tours, and early engagement touchpoints.
- Establish a system for ongoing onboarding and communication for newly enrolled families to ensure smooth transitions into the district.

OBJECTIVE 4
Performance Indicators and Targets

- 10-year Facilities Capital Improvement Plan.
- Facilities Usage Plan
- Increase District Partnerships
- Completion of program reviews and updated procedures.
- Revised Food Service Program
- 10-year Financial Recovery Plan
- Improve Moody's Rating.
- Build the Fund Balance back to 8% of our total budget.
- Single Sign-On System for All Users.
- Data-System development integration.
- District procedures, handbooks, and training for Communications, Technology, Finance, Human Resources/Employee Relations, Facilities, Curriculum Instruction, Special Education, Health Services, Student Services, Athletics, Activities, Registrar, Contributions on district intranet.
- Centralized Registration and Onboarding Process.

Safe, Supportive, and Inclusive Environment

L E A D S

Create a safe, supportive, and inclusive environment by prioritizing both physical safety and emotional well-being, and building a positive culture where every student and staff member feels respected and inspired to grow.

OBJECTIVES

5.1	Strengthen District-Wide Culture of Inclusion and Belonging
5.2	Promote Student Well-being
5.3	Proactive Safety Measures and Responsive Supports
5.4	Continuity of Services and access to Student Services and Behavior Supports
5.5	Expand Access to Academic and Career Pathways that Support All Learners

OBJECTIVE 5.1   Strengthen District-Wide Culture of Inclusion and Belonging

Foster a learning environment where all students feel seen, heard, valued, and supported.

TACTICS

- Build awareness and appreciation of our school community through schoolwide and districtwide events, various forms of communications, and instructional resources.
- Establish a "Who's Your Person?" program K-12 to help students identify a trusted adult in school.
- Develop intentional transition supports between grade levels (e.g., 5–6 and 8–9) to build relationships and reduce student anxiety.
- Provide additional training on neurodiversity and trauma informed practices to staff and families.
- Develop a recruiting and hiring framework to staff schools with adults who are representative of our community.
- Develop a plan for ensuring equitable access and meaningful participation for K–12 students receiving special education services in athletics, arts, music, and extracurricular activities by removing barriers, fostering inclusive practices, and promoting a supportive environment that nurtures individual talents, social development, and a sense of belonging within the school community.
- Analyze data for students in other Special Education settings and develop a plan for including students in District schools.

OBJECTIVE 5.2   Promote Student Well-being

Prioritize student well-being by implementing age appropriate programs, providing resources to support mental health, and use a whole-child approach to learning and support.

TACTICS

- Employ the Curriculum Review cycle focused on the development of social and emotional skills, to help students manage stress, set goals, and communicate their needs effectively.
- Maintain and expand partnerships with regional mental health service providers and emergency responders.
- Provide clear and consistent communication about mental health services available for students, families, and staff.
- Provide ongoing information to students, families, and staff about managing and balancing the academic demands of the school experience.
- Annually advise students on how to report incidents of bullying and harassment in accordance with School Board policy and district procedures.
- Revise, provide training to students/staff/families, and implement a new District Code of Conduct that is developmentally appropriate, consistent across schools, and centered on restorative practices.
- Monitor and address chronic absenteeism with Tier I interventions across the district to address attendance, including consistent practices across buildings for addressing students with chronic absenteeism.
- Expand the number of trained Student Assistance Program (SAP) team members on each school team.

OBJECTIVE 5.3 — Proactive Safety Measures and Responsive Supports

Maintain a safe and secure learning environment through updated safety practices, clear communication, and investments in training and tools that keep students and staff protected and prepared.

TACTICS

- Continue regular collaboration with local police, fire, and emergency response departments to update and implement safety protocols.
- Evaluate, revise, and provide training on the District-wide Emergency Operations Plan.
- Continue to design, conduct, and evaluate best-practice school safety drills with faculty, staff, and students, ensuring continuous improvement in preparedness and response effectiveness.
- Expand CPI training, verbal intervention, and safety certifications for relevant staff.
- Provide de-escalation training to all staff members and intensive intervention training to selected building teams.
- Continue to provide timely, clear, and factual communications to families during emergency situations.
- Invest in security infrastructure and conduct ongoing evaluations of safety procedures, staffing, and equipment.
- Use tools like Safe2Say, Gaggle, and GoGuardian to proactively monitor and respond to safety concerns.

OBJECTIVE 5.4 — Continuity of Services and Access to Student Services and Behavior Supports

Ensure all students receive consistent, developmentally appropriate supports across their K–12 experience, from school counseling to behavior expectations and interventions.

TACTICS

- Provide professional learning opportunities for student services staff to refine their knowledge, skills, and abilities.
- Research, develop, and implement new student support services to students in grades K-12.
- Implement District procedures for Student Services.
- Evaluate and update the procedures for 504 evaluation, documentation, and case management.
- Implement and enhance communication tools to be used between staff, students and families.

OBJECTIVE 5.5 — Expand Access to Academic and Career Pathways that Support All Learners

Expand opportunities for all students to access learning experiences aligned with their goals, including college, vocational training, and dual enrollment.

TACTICS

- Expand access to career and technical education (e.g., Parkway), dual enrollment, shadowing, and mentorship opportunities.
- Expand career readiness programs K–12, including vocational training, real–world skill development, and career exploration.
- Promote inclusive narratives to all stakeholders around post–secondary options—removing stigma and supporting pathways to all types of higher education and careers.
- Provide information sessions and workshops for students and families on diverse academic and career options.
- Evaluate and update the K-12 guidance plan to ensure relevant services and post–secondary opportunities are referenced.
- Evaluate, design, and implement improvements to the Individualized Graduation Plan.

OBJECTIVE 5
Performance Indicators and Targets

- Revised Individualized Graduation Plan.
- Revised K–12 Guidance Plan.
- Revised Postsecondary and Career Readiness Plan.
- Revised District-wide Emergency Operations Plan and Training.
- Revised District Code of Conduct with training.
- Decreased absenteeism.
- Increased Mental Health Support
- Communicate with students and families ways to obtain mental health support and balance the academic demands of the school experience.
- "Who's Your Person?" Program K–12
- Recruiting and Hiring Framework.
- Transition program for students moving from Grades 5 to 6 and 8 to 9.