The Power of Intentional Alignment

Aligning Our **Mindset**

Aligning Our **Actions**

Aligning Our **Team**

Aligning Our **Results**

Superintendent's Starting Line

August 27, 2026

2026-2027

Our Solid Foundation

THE POWER OF INTENTIONAL ALIGNMENT

Governor Mifflin School District Mission & Vision

OUR MISSION

"Educating, Inspiring, and Empowering Every Student, Every Day."

OUR VISION

"Where every student is empowered to pursue their passion, purpose, and path."

#yourpassionisourpurpose

Governor Mifflin School District Values are WISE

WORLD CLASS...

- Every student has the ability to learn.
- Parental support is crucial.
- Mutually respectful relationships.
- Preparing for global challenges.
- Embracing technology's impact.

INTENTIONAL...

- Hiring competent, caring staff.
- Encouraging risk-taking.
- Developing talents beyond the classroom.
- Team-based education for all.
- Understanding the global world.

SUPPORTIVE...

- Honesty, integrity, and respect.
- Safe and empowering environment.
- Critical interpersonal skills.
- Acceptance for all students.

ENGAGED...

- Rigorous curriculum for all.
- Problem-solving and teamwork.
- Opportunities to demonstrate talent.

#yourpassionisourpurpose



Customer Service Values

POSITIVITY
Responding to situations calmly, optimistically, and with a solution-focused mindset.

LISTENING
Actively receiving and processing the questions, concerns, and feedback of those with whom we interact.

EMPATHY
Acting with regard for the individual feelings, circumstances, and perspectives of those we serve.

WELCOMING ATMOSPHERE
Fostering a sense of belonging, connection, mutual respect, and support between our staff and all individuals who interact with our district.

CLEAR COMMUNICATION
Maintaining a straightforward exchange of information between those we serve and our district in a way that is easily understood and accessible to all parties.

#yourpassionisourpurpose

GMSD Instructional Framework

The vision must live in our practice

1:World

- Cultural Competency
- Global Connections
- Innovation & Literacy
- Customized Learning

Authentic Tasks

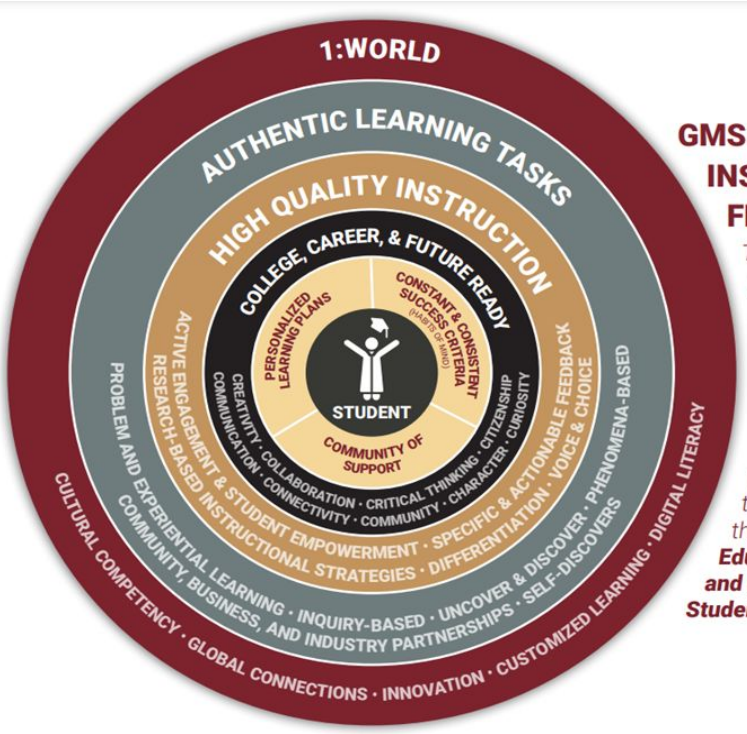
- Experiential Learning
- Inquiry-Based Study
- Uncover & Discover
- Industry Partnerships

High Quality Instruction

- Student Empowerment
- Actionable Feedback
- Research-based Methods
- Voice, Choice, & Diff.

Future Ready

- Critical Thinking
- Collaboration & Comm.
- Creativity & Curiosity
- Citizenship & Character



GMSD INSTRUCTIONAL FRAMEWORK:

The vision must live in our practice

The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of ***Educating, Inspiring, and Empowering Every Student, Every Day.***

Governor Mifflin Planning System (GPS)

Date(s): | Subject: | Grade:

Instructional Planning Criteria

01: What do you want students to learn?

Learning Goals & Standards – Domain 1c

- **Learning Objective:** What should students know/do by end of lesson? Use clear, measurable "Students will be able to..." statements.
- **Standards:** PDE Standards & eligible content addressed.

💡 ***Tip:*** *Post & say objective so students know the "why".*

02: How will you teach it?

Instructional Strategies – Domain 1a, 1b, 1d, 1e, 1f

- **Known to New:** Hook student interest; connect to prior knowledge.
- **Teach & Model:** Explicitly teach and model key ideas/skills.
- **Practice:** Guide students through supported & independent practice.
- **Supports:** Scaffolds for IEPs, ELLs, or advanced learners.

03: How will you assess understanding?

Assessment – Domain 1b, 1e, 1f

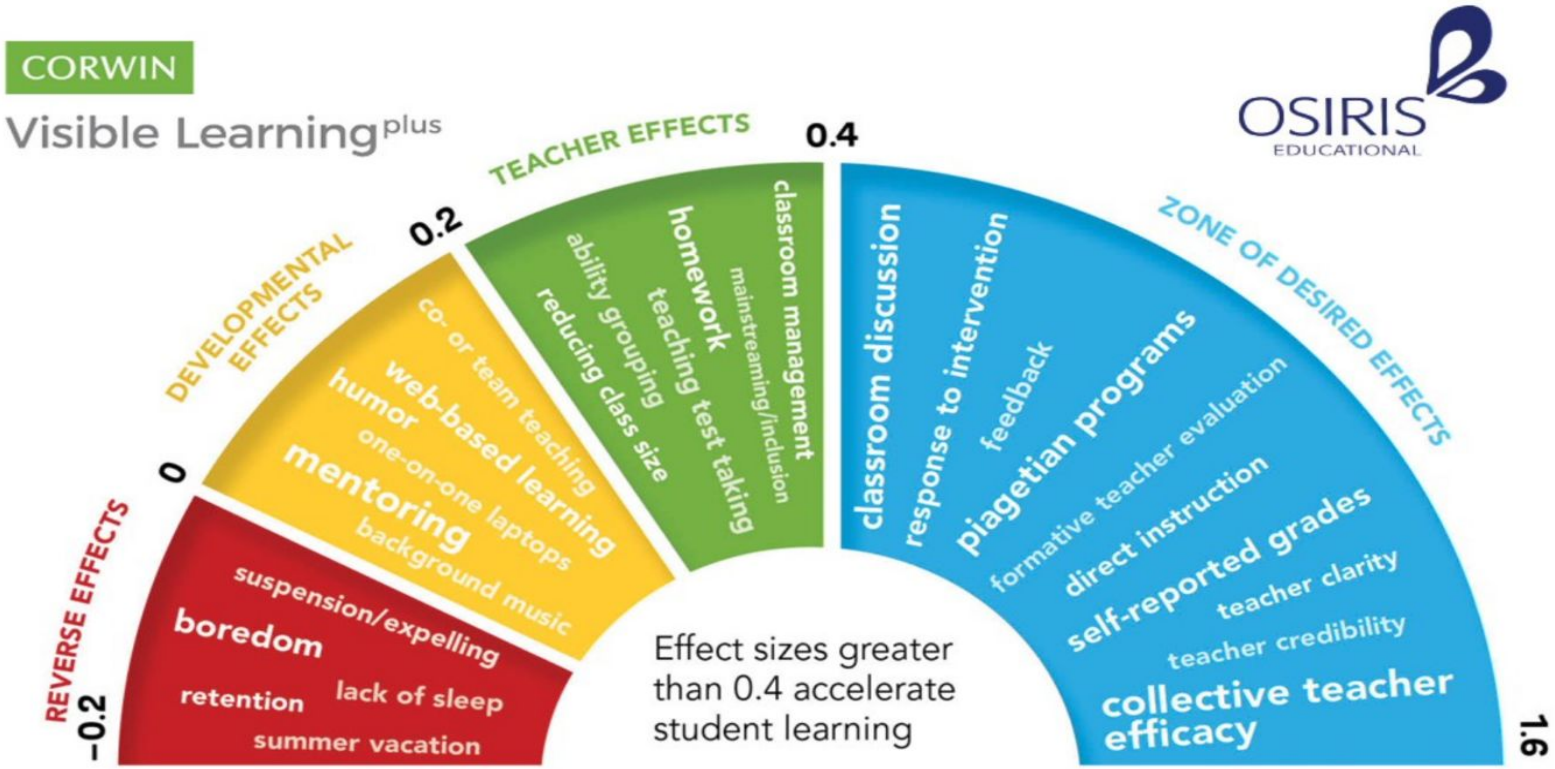
- **During the Lesson:** Ongoing checks (e.g., questioning, whiteboards, conferencing).
- **Formative Checks:** Monitor progress (e.g., exit tickets, think-pair-share).
- **Summative Checks:** Evaluate final mastery (e.g., quiz, project, writing sample).

04: What if they didn't achieve it?

Reteaching & Intervention – Domain 1b, 1f

- **Reteaching Plan:** Clarify and rebuild concepts (e.g., small group, manipulatives, visual aids).
- **Targeted Grouping & Tools:** Group by exact learning needs; provide graphic organizers or sentence starters.
- **Enrichment:** Deepen learning with extensions for those who got it.

John Hattie's Effect Size

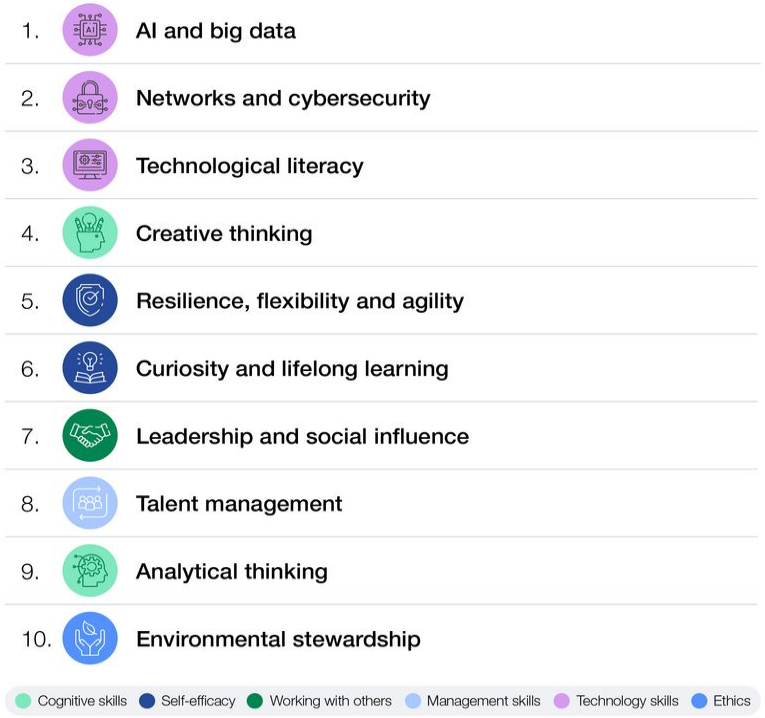


Passion, Purpose, & Path...

Future of Jobs Report 2025

Top 10 fastest growing skills by 2030

WORLD ECONOMIC FORUM



Note: The skills selected by surveyed organizations to be increasing most rapidly in importance by 2030.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Passion, Purpose, & Path...

Future of Jobs Report 2025

Fastest growing and declining jobs by 2030

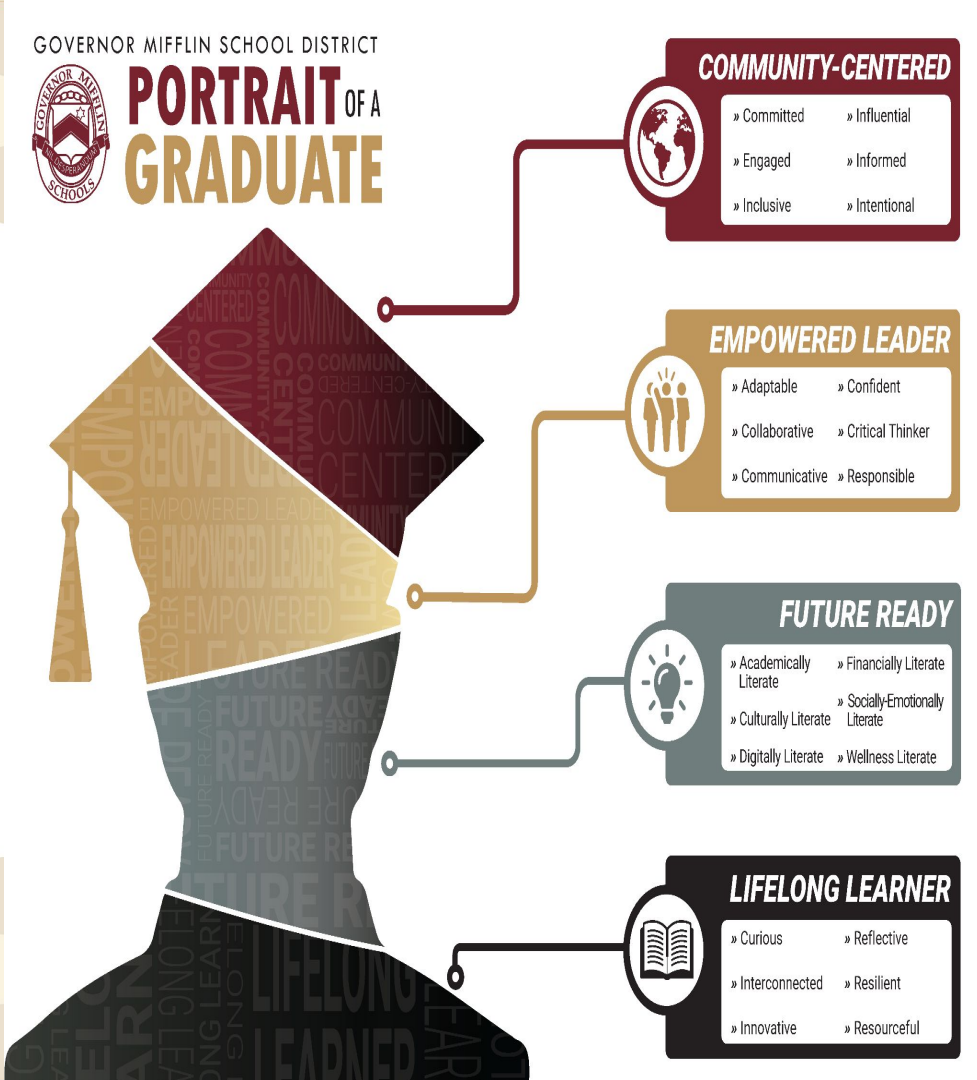
WORLD ECONOMIC FORUM

	Top fastest growing jobs		Top fastest declining jobs
1	Big data specialists	1	Postal service clerks
2	FinTech engineers	2	Bank tellers and related clerks
3	AI and machine learning specialists	3	Data entry clerks
4	Software and applications developers	4	Cashiers and ticket clerks
5	Security management specialists	5	Administrative assistants and executive secretaries
6	Data warehousing specialists	6	Printing and related trades workers
7	Autonomous and electric vehicle specialists	7	Accounting, bookkeeping and payroll clerks
8	UI and UX designers	8	Material-recording and stock-keeping clerks
9	Light truck or delivery services drivers	9	Transportation attendants and conductors
10	Internet of things specialists	10	Door-to-door sales workers, news and street vendors, and related workers
11	Data analysts and scientists	11	Graphic designers
12	Environmental engineers	12	Claims adjusters, examiners and investigators
13	Information security analysts	13	Legal officials
14	DevOps engineers	14	Legal secretaries
15	Renewable energy engineers	15	Telemarketers

Note: The jobs that survey respondents report the highest and lowest net growth (%) by 2030.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Our Promise to Our Community

Every student will graduate with these characteristics and skills to be College, Career, and Future Ready!



2026-2027

Our PSSA and Keystone Exam Preliminary Results

ONE MOMENT ON ONE DAY

2026 PSSA Exam Results

Elementary Grades 3 & 4 (Brecknock, Cumru, & Mifflin Park)

Brecknock Grades 3-4	178 Students	178 Students
Level	ELA	Math
Advanced	7.30%	15.73%
Proficient	32.02%	28.65%
Basic	42.13%	21.35%
Below Basic	18.54%	34.27%
Grand Total	39.32% Proficiency	44.38% Proficiency

Cumru Grades 3-4	181 Students	181 Students
Level	ELA	Math
Advanced	3.87%	12.15%
Proficient	26.52%	24.86%
Basic	45.86%	25.97%
Below Basic	23.76%	37.02%
Grand Total	30.39% Proficiency	37.01% Proficiency

Mifflin Park Grades 3-4	188 Students	190 Students
Level	ELA	Math
Advanced	5.85%	10.00%
Proficient	23.94%	21.58%
Basic	48.94%	27.89%
Below Basic	21.28%	40.53%
Grand Total	29.79% Proficiency	31.58% Proficiency

2026 PSSA Exam Results

GMIS Grades 5-6 & Middle School Grades 7-8

GMIS Grades 5 and 6	608 Students	608 Students
Performance Level	ELA	Math
Advanced	6.58%	9.38%
Proficient	30.59%	23.85%
Basic	45.07%	31.09%
Below Basic	17.76%	35.69%
Grand Total	37.17% Proficiency	33.22% Proficiency

Middle School Grades 7 and 8	613 Students	614 Students
Performance Level	ELA	Math
Advanced	6.04%	5.05%
Proficient	32.63%	16.94%
Basic	45.51%	23.78%
Below Basic	15.82%	54.27%
Grand Total	38.66% Proficiency	21.99% Proficiency

2026 Keystone Exam Results

Algebra I (Middle School and High School)

MS Algebra I Keystone	77 Students
Performance Level	Proficiency
Advanced	21%
Proficient	41%
Basic	28%
Below Basic	10%
Grand Total	62% Proficiency

High School Algebra I Keystone	316 Students
Performance Level	Proficiency
Advanced	6.0%
Proficient	16.8%
Basic	46.8%
Below Basic	30.4%
Grand Total	22.8% Proficiency

2026 Keystone Exam Results

Literature (English 10)

HS Literature Keystone	295 Students
Performance Level	Proficiency
Advanced	11.2%
Proficient	36.6%
Basic	20.3%
Below Basic	31.9%
Grand Total	47.8% Proficiency

2026-2027

The Everyday Impact Results

EVERY
MOMENT
OF
EVERY DAY

GOVERNOR MIFFLIN SCHOOL DISTRICT

AWARDED RIBBON AS A GREAT PA SCHOOL

At Governor Mifflin School District, we are proud of our students' accomplishments and staff's dedication. We are honored to be included among the Great Pennsylvania Schools across the commonwealth.



RIBBON TERM

2026-2029

READ ABOUT OUR SUCCESS STORIES

greatpaschools.com

Brecknock 4th Grade Students

PA Invention Convention State Champions

The Terra-Dri-Vator-Pro

Brecknock Elementary won first place over 17 other elementary finalists with an innovative tool designed to dry wet soil and prevent costly jobsite delays.

Smart Thinking. Real Impact.

An invention that directly tackles a real-world construction challenge.

Nationals

The team advanced to Dearborn, Michigan to represent GMSD at the National Invention Convention!







World Class Internship and School to Work Program

	Total	Internal	External
Spring 2025 School to Work	27	1	26
Spring 2025 Internship	71	41	30
Summer 2025 Internship	16	2	14
Fall 2025 Internship	58	30	28
Fall 2025 School to Work	29	0	29
Totals	201	74	127

2026 Governor Mifflin Berks Best Winners

Performing Arts

Alan “Rocky” Rochlin

Rocky is now attending Temple University, renowned for its jazz program, and major in music education. Before settling into a teaching role, he would like to expand his performance horizon by becoming a member of a military jazz band.

Social Studies

Elise “Nox” Clemmens

Nox is attending Yale University on a full scholarship with the initial goal of studying sociology and psychology, with aspirations of becoming a professor and researcher.

Business

Seth Toal

Seth is attending Cornell University on a full scholarship to pursue a Bachelor of Science in applied economics and management.

2026 Berks Best Finalists

Science and Environment: Addison Alexander and Alanna Eisenhower

Visual Arts: Kaylee Gall



Earning Associate's Degrees Before High School Graduation

Academic Partnership with Reading Area Community College (RACC)

- Providing students with exceptional opportunities to jumpstart their college careers through dual enrollment.
- In 2026, Joseph Wentzler became the first Governor Mifflin High School student to achieve an Associate's Degree prior to graduation



RACC
READING AREA COMMUNITY COLLEGE

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Threads of Success:
Student-Created and Student-Led Non-Profit







Mikayla’s Voice at the Middle School

Unified Reading Mentors

Yesterday, the GMMS Mikayla's Voice Unified Reading Mentors traveled to Cumru to read the story *Our Friend Mikayla* to second grade classes. Following the story, every student was invited to create a link on their class's inclusion chain.





The Mentor's Role

- **Inspire** peers to embrace individuals of all abilities.
- **Empower** youth through inclusive actions.
- **Educate** others on the importance of kindness and friendship.

Next week, the mentors will be traveling to Brecknock!



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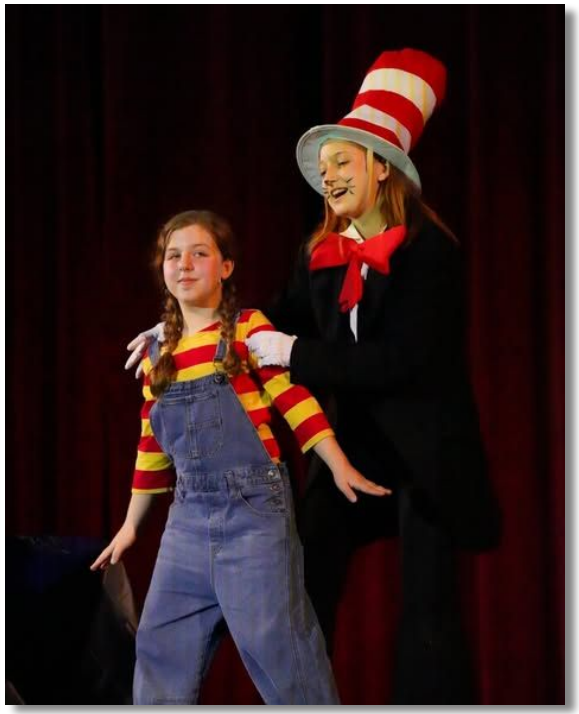
First Ever Spring Swing Jr. - April 2026









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Unified Bocce











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The Stang Gang and Student Voice Days







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High School World Quest Teams



Mifflin Market





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Trout in the Classroom













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Cumru's Groovy Garden







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Manilow Music Teacher Award Winner



Kutztown University Early College Academy



Future Business Leaders of America



QuestBridge National College Match

Scholarship Recipients

Yale University



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2026-2027

Intentional Alignment

EVERY DECISION
EVERY ACTION
EVERY RESOURCE

What do school systems that achieve uncommon results have in common?

High Quality Instructional Systems

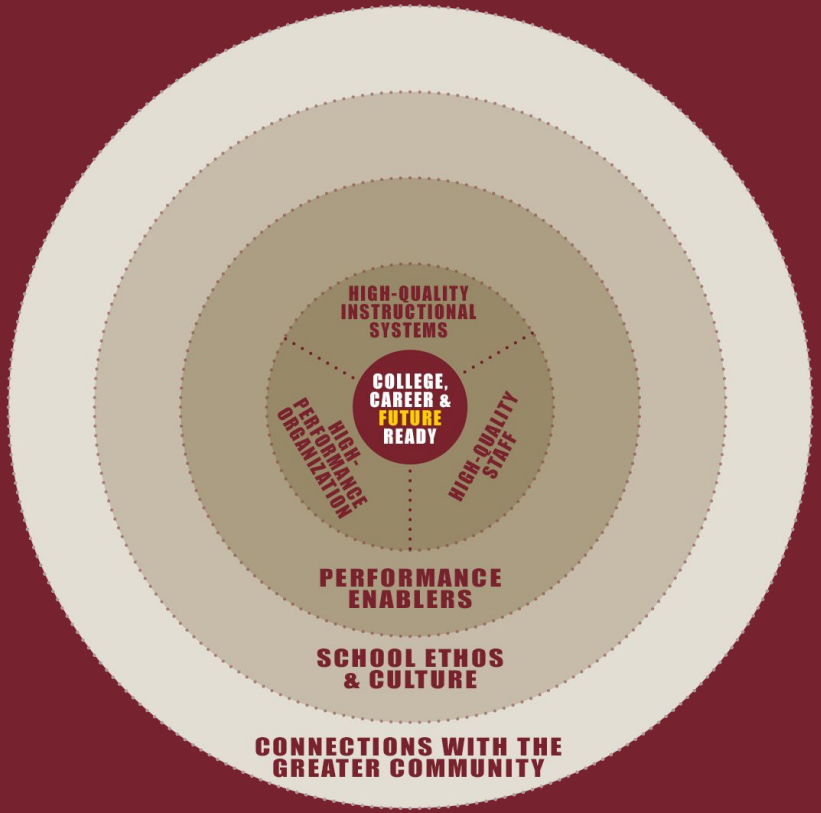
- High Standards for All Students
- Clear Pathways and Progressions
- A System of Many Supports & Opportunities

High Performance Organization

- Design for Excellence
- Benchmarking Culture
- Continuous Improvement
- Culture and Ethos

Connections with the Community

- Parents and Families
- School District Community
- Higher Education / Workforce
- Global Community



High Quality Staff

- Talent Recruitment/ Retainment
- Development of Enthusiasm & Expertise
- Role Models for our Students

Performance Enablers

- Allocation of Resources - Fiscal
- Healthy, Safe, and Supportive Facilities
- Technology as a Tool for Equity & Innovation

School Ethos and Culture

- Sense of Belonging
- Pride in Accomplishments
- Energizing Atmosphere

2026-2029 Comprehensive Plan Goals

#1 High Quality Instructional Systems

Math Achievement

#2 High Quality Instructional Systems

ELA Achievement

#3 School Ethos and Culture

Student Connections and Engagement

#4 High Performance Organization

Data-Driven Instruction and Integrated Support Systems - MTSS

#5 Connections with the Community

Strategic Business Partnerships and Increase in Family Engagement

#6 Performance Enablers

Technology-Proficient Students and Staff

#7 High Quality Staff

Improve Talent Retention and Recruitment - Reduction of Turnover, Increasing Talent Pool, and Implementing Individualized Development Plans

2026-2027

Intentional Parent and Family Reminders

EVERY FAMILY EVERY PARTNERSHIP

Attendance

EVERY STUDENT EVERY DAY

Regular school attendance is essential to student success. We encourage all families to review Board Policy 204 – Student Attendance and keep the following requirements in mind.

Excused Absences

Pennsylvania law permits:

- Up to **10 cumulative lawful (excused) absences** supported by parent or guardian notes each school year. **Please note, family educational trips count toward these absences.**
- After the tenth parent note, **all additional absences require documentation from a licensed physician** in order to be considered lawful.

Excused absences include the following:

- Personal illness/mental health days
- Death in the immediate family
- Religious holidays (*Granted upon prior written request from guardian; not to exceed 36 hours per school year*)
- Required court appearance
- Emergencies (*Must be approved by an administrator*)
- Educational family trips *(Up to five days per student, with a completed "Request for Excused Absence" form submitted at least five days prior to the trip.)*
    - *Educational family trip days will not be approved during state testing windows.*
    - *Approved educational family trip days count toward parent-note absences.*

Parent Note Requirements

- Written excuses must be submitted **within three (3) school days** after the student returns to school.
- If a note is not received within three days, the absence is permanently recorded as **unexcused (unlawful)**.

Unexcused Absences

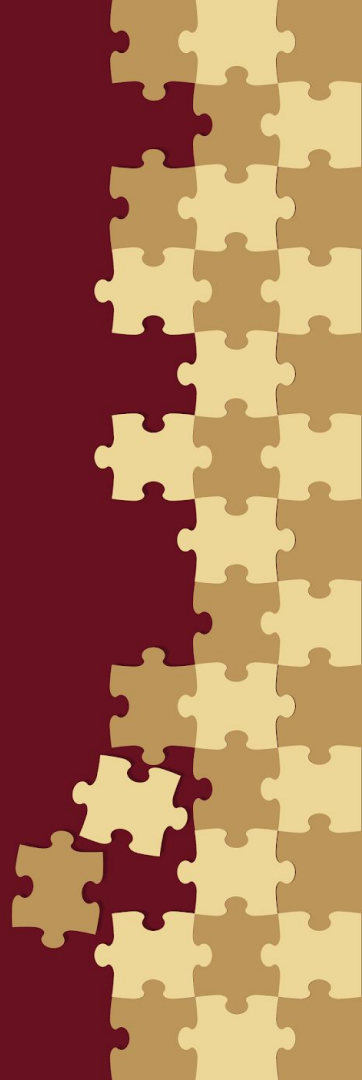
Under Pennsylvania law:

- **Three (3) unexcused absences** result in a student being classified as **truant**.
- **Six (6) unexcused absences** result in a student being classified as **habitually truant**, which may lead to legal notices and court proceedings.

Unexcused absences include, but are not limited to, the following:

- Oversleeping/alarm failure
- Late to school
- Leaving school during the regular school day without approval of a school official or other non-emergency situations.
- Personal grooming appointments (hair, nails, tanning, etc)
- Employment/job interview
- Shopping/errands
- Driver's Education (classroom or behind the wheel)
- Skipping class/leaving campus without following proper procedure
- Educational family trips that were not submitted at least five (5) days in advance and approved.
- Needed at home/babysitting
- Car trouble
- Missing the bus/ride
- Needing sleep or rest

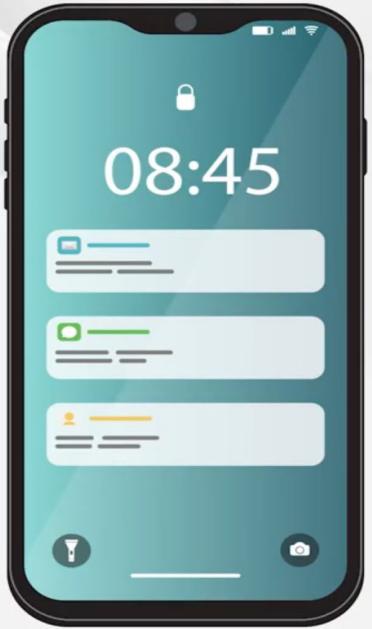
Daily school attendance helps to maximize learning opportunities and supports academic success. Thank you for your partnership and commitment to your student's educational experience.



New Electronic Device Procedure

INCREASED FOCUS
INCREASED ENGAGEMENT

Electronic Device Procedure



UPDATED ELECTRONIC DEVICE POLICY & PROCEDURES

Effective for the 2026-2027 School Year

- No personal electronic device use (including cell phones, smart watches, and AirPods or ear buds) during the full instructional school day
- Electronic devices must be powered off and stored in the student's backpack
- Exceptions will be made for students who require a cell phone for medical needs, such as glucose monitoring, seizure monitoring, and hearing aids.

Full Details at bit.ly/GMPhoneProcedures

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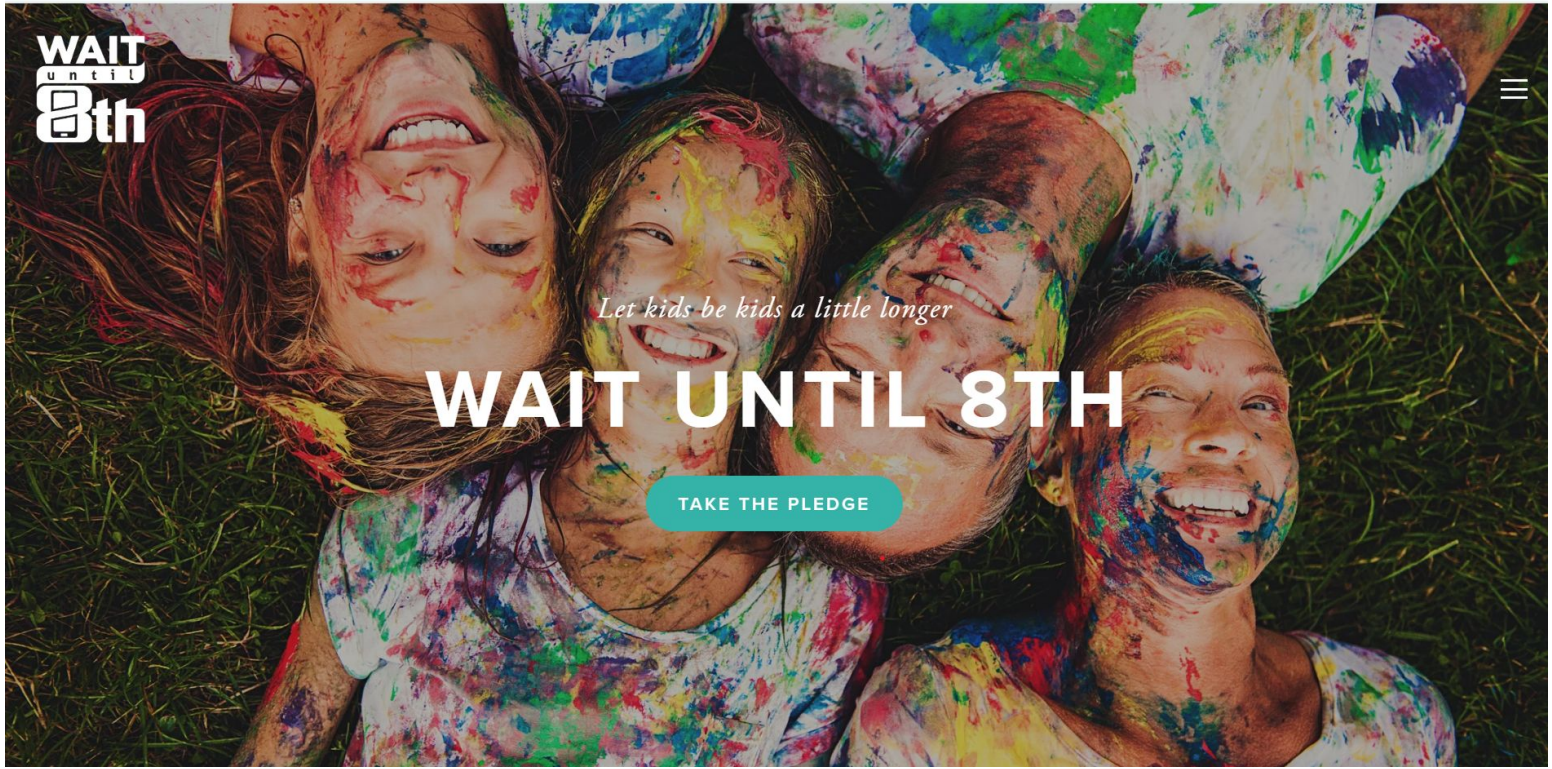
Wait Until 8th



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Board Policy 223 Use of Motor and Micromobility Vehicles

SAFE
CAMPUS
SAFE
STUDENTS

E-Bikes

VEHICLE QUICK GUIDE

GOVERNOR MIFFLIN SCHOOL DISTRICT

At Governor Mifflin School District, student safety is our top priority. This info sheet provides parents, guardians, and students with a quick visual reference regarding student transportation to and from school, based on GMSD Board Policy 223 and PA Department of Transportation (PennDOT) laws.



VEHICLE	Standard, Pedal-Powered Bicycle
PERMITTED ON CAMPUS?	☑ YES
REQUIREMENTS	• Must have permission from both a parent/guardian and the building principal or designee to ride to and from school. • Bikes ridden to and from school must be stored in the designated bike rack/storage area on campus • Helmets are mandatory for riders under age 12 per PA Law. • Bicycles are permitted on sidewalks (outside business districts) and bike lanes. • Lights are required if riding between sunset and sunrise.



VEHICLE	Car/Truck/Van
PERMITTED ON CAMPUS?	☑ YES
REQUIREMENTS	• Secondary students with valid license may drive registered motor vehicles to school provided that they follow established procedures. • Students may only park within the student lot if they have an official GMSD Parking Permit. Students without parking permit must park on adjacent streets in legal parking spots. • Infraction of driving/parking rules may result in immediate revocation of the parking permit.



VEHICLE	Motorcycle
PERMITTED ON CAMPUS?	☑ YES
REQUIREMENTS	• Secondary students with valid license may drive registered motor vehicles to school provided that they follow established procedures. • Students may only park within the student lot if they have an official GMSD Parking Permit. Students without parking permit must park on adjacent streets in legal parking spots. • Infraction of driving/parking rules may result in immediate revocation of the parking permit.



VEHICLE	Electric or Gas Scooters, E-Bikes, Mini-Bikes, ATVs, Scooters, Rollerskates/Rollerblades, and all other unregistered Micromobility Vehicles
PERMITTED ON CAMPUS?	☒ NO
NOTES	• As per School Board Policy 223, all of the above listed vehicles are prohibited for use on campus by all parties. Violation of this policy will result in disciplinary action. Violations may also be subject to legal charges, such as disorderly conduct. • **NOTE:** PennDOT classifies electric scooters as vehicles that cannot be legally operated on public roadways or public sidewalks—they are restricted to private property only.

IMPORTANT:

Governor Mifflin School District is not responsible for bicycles, motor vehicles, or micromobility vehicles that are lost, stolen, or damaged, nor for any injuries arising from their use.

All motor vehicles parked on school property are subject to search by district administration at any time if there is reasonable suspicion that the vehicle contains contraband or dangerous items.

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2026-2027

Family Engagement Series

SHARED
COMMUNITY
SHARED
RESPONSIBILITY

Parent and Family Engagement Series 2026-2027

Time: 6:30 - 8:00 p.m. - Location: GMIS Cafeteria

Wednesday, September 23, 2026: Attendance and School Avoidance

Thursday, October 29, 2026: Bullying versus Conflict (within a broader topic)

Thursday, November 5, 2026: Online Safety

Thursday, January 7, 2027: Vaping and Designer Drugs

Thursday, February 18, 2027: Giftedness

Thursday, March 18, 2027: Why are social workers needed in a school system?

Thursday, April 15, 2027: Trips - Educational Opportunities or Acceptance/Diversity/LRE

Thursday, May 20, 2027: Summer Safety

Back To School Behavioral Mental Health

Presented by:

Dr. Jean Solecki, *Director of Special and Gifted Education*
Leslie A. Shaud, M.Ed., *Supervisor of Behavioral Mental Health*

Why Behavioral Mental Health Matters...

- **Mental health affects learning, relationships, behavior, and attendance**
  - Just as important as physical health
- Early identification and intervention can lead to better outcomes
- Many students experience stress, anxiety, friendship challenges, or emotional regulation difficulties
- **Commonly reported concerns include..**
  - Anxiety
  - Depression
  - Emotional Regulation
  - Social challenges

Summer Challenges:

- Loss of routine
- Increased screen time
- Social isolation
- Anxiety about new school year
- Changes in sleep schedule



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Return To School

Mixed Emotional Responses

- **Students may express or demonstrate…**
  - Excitement about seeing friends
  - Nervousness about schedules and new teachers
    - Academic expectations
  - Concerns around friendships and social situations
  - Difficulty adjusting to a routine

Preparing for a Smooth Transition

Elementary students may demonstrate…

- Increased clinginess
- Frustration around change
- Trouble sleeping
- Increased worries
- Physical symptoms
  - *Ex: headaches or stomach aches*

Secondary students may demonstrate…

- Increased mood changes
- Social withdrawal
- Increased stress about academics
- Change in sleep patterns
- Resistance to returning to school

Most adjustment concerns improve within the first few weeks of school.

How To Support Your Student at Home

- Encourage sleep hygiene
- Create a structures morning routine
- Limit overscheduling
- Regular meal schedules
- Limit late-night screen time
- Validate emotions before problem-solving
- Encourage help-seeking
- Practice independence
    - Organizing materials
    - Reviewing schedules
    - Setting alarms



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Supports Available at School

- School Counselors
- School Social Workers
- School Psychologists
- Student Assistance Program (SAP)
- Small Groups/Check-Ins
- Classroom supports and interventions



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Community Supports

- **Berks County Intermediate Unit**
  - Parent Guide Link:
    - English
    - Spanish
  - How to talk about…
- **Safe2Say**
- **Parent Resources**
  - NAMI
  - Common Sense Media
  - SAMHSA

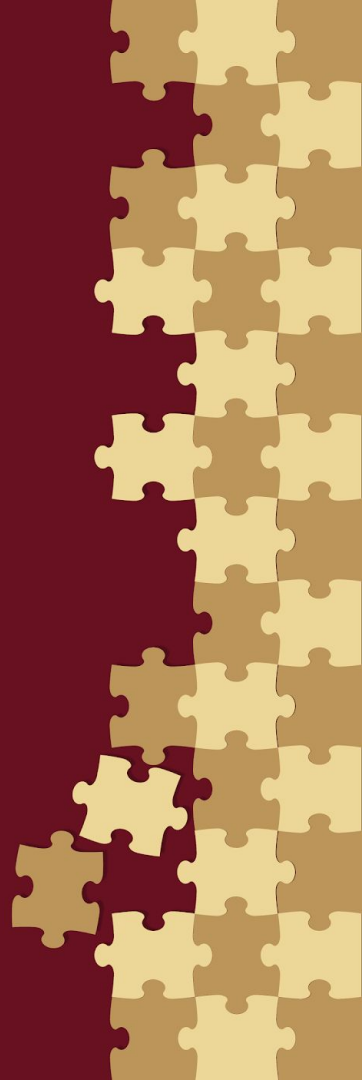
- **Crisis Support**
  - **988 Suicide & Crisis Lifeline**
    - Call or text 988
    - Available 24/7
  - **Berks County Crisis Services**
    - 610-379-2007

Key Takeaways

- **As we begin the school year:**
  - Establish routines early
  - Encourage open communication
  - Support healthy habits
  - Normalize feelings about transitions
  - Contact the school when concerns arise

You do not need to navigate concerns alone. We are here to partner with you in supporting your child's success and wellbeing.

Understanding varied needs in a school setting & meeting children where they are...





Think About a Trip to the Grocery Store…

A Trip to the Grocery Store

Everyone who walks into a grocery store enters the door with:

- A different list of items
- A different level of resources
- A different understanding of the store layout
- A different etiquette on how to shop in the store

A grocery store is very similar to a school building…

We All Respond Differently

All of us need different supports and experience events in different ways. Children lack many skills that adults use to cope and each child learns these skills at different rates and times. Here are some examples:

Adult Skills:

- Prioritizing Tasks based on due dates and urgency
- Perspective taking
- Decision making with the consequence in mind
- Developed Environmentally Accepted Sensory Habits (*Ex: Folding paper, morning run, fiddling with a pen)*

Child Skills:

- Completing the most desired task first, not the one that is due first
- Single lens or lens of a “like” person
- Acting without determining possible outcomes in advance
- Developing an understanding of how the body acts in space, trialing what is acceptable

Acceptance is NOT Approval

It can be misleading that acceptance is a mark of approval, it is not. Acceptance is the understanding that some people need something different at various times in their lives. Approval means that you find the behavior or actions favorable.

Acceptance:

- Acknowledging what is real
- Understanding through facts and perspective taking
- Making space for the future
- Reclaiming energy and agency

Approval:

- Agreement and encouragement for recurrence
- Pretending it's "okay" through emotional connections
- Ensuring the same conditions exist
- Possibly a component of resignation

Family Members: The First and Best Role Model

Parents are the first model of how to navigate varied interactions

- Acknowledge and Validate the observation
- Keep facts simple
- Focus on Share connections
- Model ways to positively interact

Think about the student who was not chosen as the line leader…
Also consider the student who has lost a loved one….

Partner with your School Team

Sometimes it can be hard to understand a situation that occurs in school when your child reports it to you.

Please know we are here to help, but there are guidelines:

- We can not give names, some specifics nor state what, if any, consequences were given
- We are able to give general information and speak with you about steps the school team took or can take to support your child
- We are able to give you resources and additional information to help with at home discussions
- We can check in with your child and you, based on our next steps and supports

Consider your Neighbor

Just as you have concerns pertaining to your child, the parent of the other child or children are equally as concerned. While you may be tempted to speak about events with your friends, social media followers, in public forums and so on, **it is important to remember that everyone is someone's loved one**. It is better to:

- Speak privately to those involved
- Frame your concerns around your discomfort or disapproval rather than blaming persons directly, including the child
- Do not speculate publicly
- Escalate concerns through the proper channels

Building Safer Schools Together

Presented by:

Mr. Jeffrey Reichart, Director of Safe Schools and School Culture

About the Office of Safe Schools

- Dedicated to maintaining a secure, supportive learning environment through proactive safety protocols, trained personnel, and clear community communication.
- **District Safety Team:** 4 dedicated District School Police Officers stationed across our schools.
- **Standardized Emergency Preparedness:** Implementing the "I Love U Guys" Foundation’s Standard Response Protocol (SRP) and Standard Reunification Method (SRM).
- **Active Threat Response:** Incorporating the FBI's Run-Hide-Fight framework for critical situation response.

Topics We're Covering Tonight:

1. Standard Response Protocols (SRP)
2. Standard Reunification Method (SRP)
3. Active Intruder Preparedness
4. Communications



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Standard Response Protocol (SRP)

The **Standard Response Protocol (SRP)** is a nationally recognized emergency response system used by thousands of schools, school districts, first responders, and public safety agencies throughout the United States and Canada. It provides a **common language** so that students, staff, and emergency responders all understand exactly what actions should be taken during an emergency.

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A Brief History of the I Love U Guys Foundation

The **I Love U Guys Foundation was established in 2006** after a tragic school shooting at Platte Canyon High School in Bailey, Colorado. During the incident, student Emily Keyes sent her parents a text message that simply read:

"I love you guys.“

Those were her final words.

In Emily's memory, her parents founded the organization to **improve school safety through standardized, easy-to-understand emergency procedures and training**. Today, the Foundation provides its programs and resources at no cost to schools and public safety agencies.

Standard Response Protocol (SRP) Actions

The SRP consists of five simple actions, each with a specific purpose:



“HOLD! In your area. Clear the halls.”

Used When: There is a situation inside the building requiring hallways to remain clear.

What Students & Staff Do: Remain in classrooms while normal instruction continues

Examples: Medical emergency, fight, or maintenance issue



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“Secure! Get inside. Lock outside doors.”

Used When: There is a potential threat outside the building

What Students & Staff Do: Go inside, exterior doors are locked, and normal activities continue indoors.

Examples: Police action in the area, wild animal outside.



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“Lockdown! Locks, Lights, Out of Sight.”

Used When: There is an immediate threat inside or near the building.

What Students & Staff Do: Doors are locked, lights are turned off, occupants move out of sight, remain quiet, and prepare to respond if necessary.

Examples: Active assailant inside the building, or agitated person attempting to enter the building.



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“Evacuate!. To your designated location.”

Used When: It is safer to leave the building.

What Students & Staff Do: Move to a designated evacuation location using established procedures.

Examples: Fire alarm, bomb threat.



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“Shelter! [State the hazard and safety strategy].”

Used When: Protection is needed from environmental hazards such as severe weather or hazardous materials.

What Students & Staff Do: Specific protective actions are taken depending on the hazard.

Examples: Tornado, hazardous materials, or earthquake.



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Why We Use the SRP

- Provides clear, consistent language during emergencies.
- Reduces confusion and panic.
- Aligns school staff with police, fire, and EMS responses.
- Allows students to quickly recognize what action is required.
- Reinforced through regular drills and staff training throughout the year.

What Parents Should Do

- Wait for information through the district's emergency communications system.
- **Do not come to the school.**
- **Do not attempt to contact your child by cell phone** – you could place them at risk of harm depending on the circumstances.
- **Please do not use social media or other means to send out unverified information**, this only creates panic and confusion.

Our Goal

Our goal is simple: Make certain every student and every staff member knows exactly what to do during an emergency. By using a common language and practicing these procedures regularly, we improve our ability to respond quickly, calmly, and safely.

Preparedness creates confidence.

Practicing these protocols helps ensure that if an emergency ever occurs, everyone can focus on staying safe rather than wondering what to do.

Standard Reunification Method (SRM)

The **Standard Reunification Method (SRM)** is a nationally recognized process developed by the **I Love U Guys Foundation** to safely and efficiently reunite students with their parents or authorized guardians following an emergency or evacuation.

The SRM provides a **structured, organized process** that helps schools maintain accountability for every student while reducing confusion and ensuring families are reunited as quickly and safely as possible.

STANDARD REUNIFICATION METHOD™

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A Brief History of the SRM

The Catalyst (2006): Founded after the Platte Canyon High School shooting to address crisis response gaps.

The Method: Collaborated with emergency personnel to standardize accountable student-parent reunification.

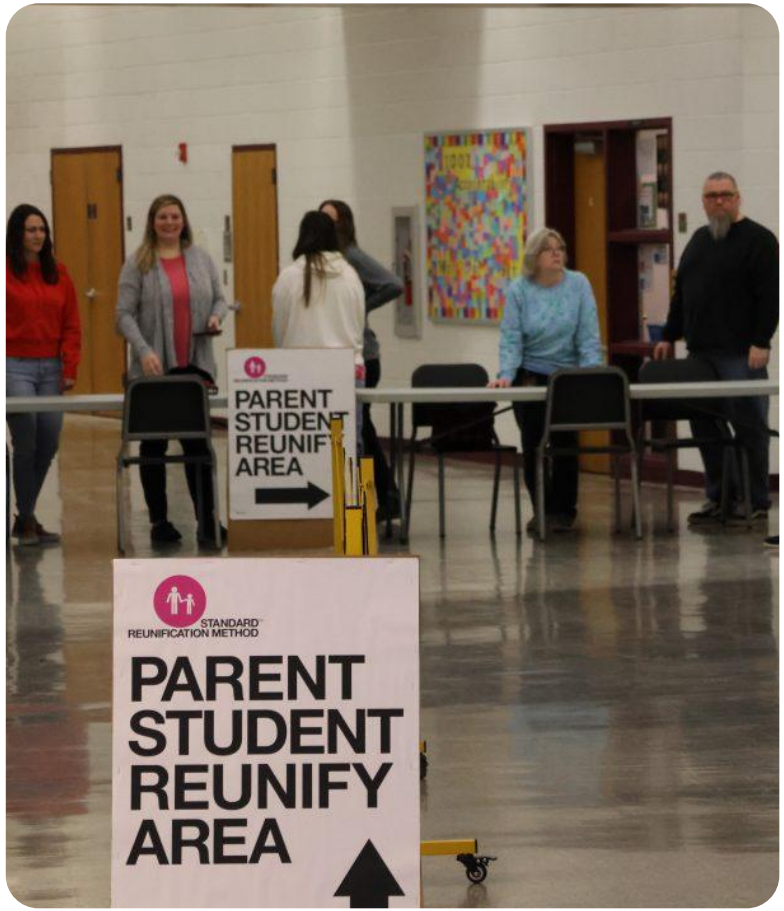
The Reach: Now implemented by thousands of schools and emergency services across the U.S. and Canada.

Why A Reunification Plan is Necessary:

In a major emergency, parents naturally want to go directly to their child's school. However, this can:

- Interfere with emergency responders.
- Create traffic congestion that delays police, fire, and EMS.
- Make it difficult to account for every student.
- Slow the reunification process.

Instead, students may be transported to a designated reunification site, where staff can safely verify identities and release students to authorized adults.



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The Four Principles of Reunification

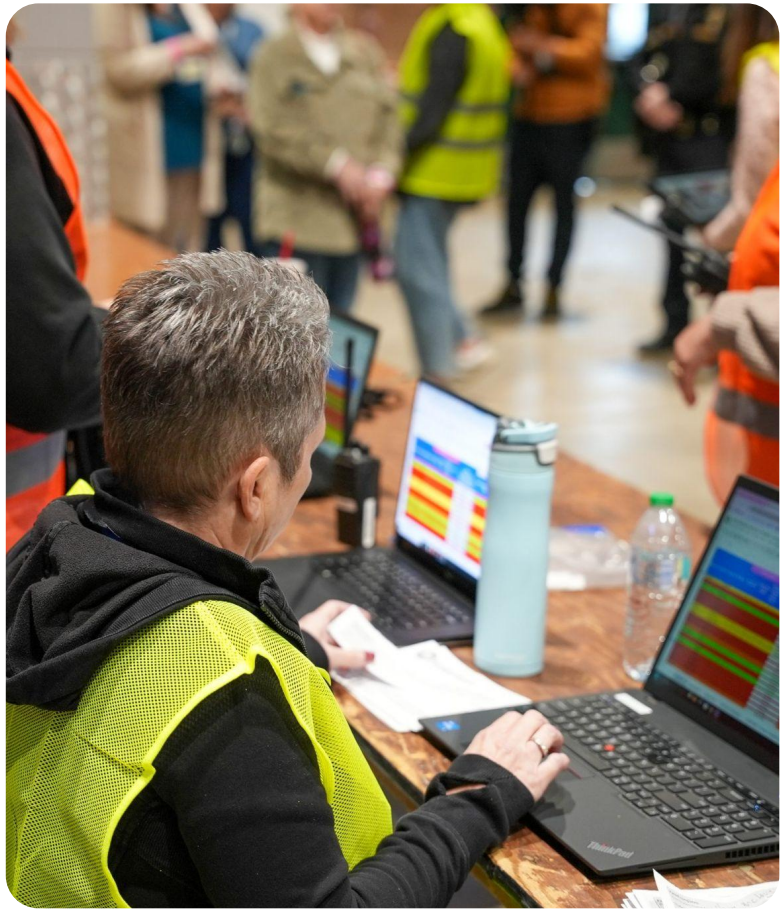
The Standard Reunification Method is built around four simple actions:

Assemble – Students are brought to a safe, supervised reunification area.

Verify – Parents or guardians present identification, and staff verify they are authorized to pick up the student.

Reunite – Students are escorted to their parent or guardian and formally released.

Document – Every student release is documented to ensure accountability



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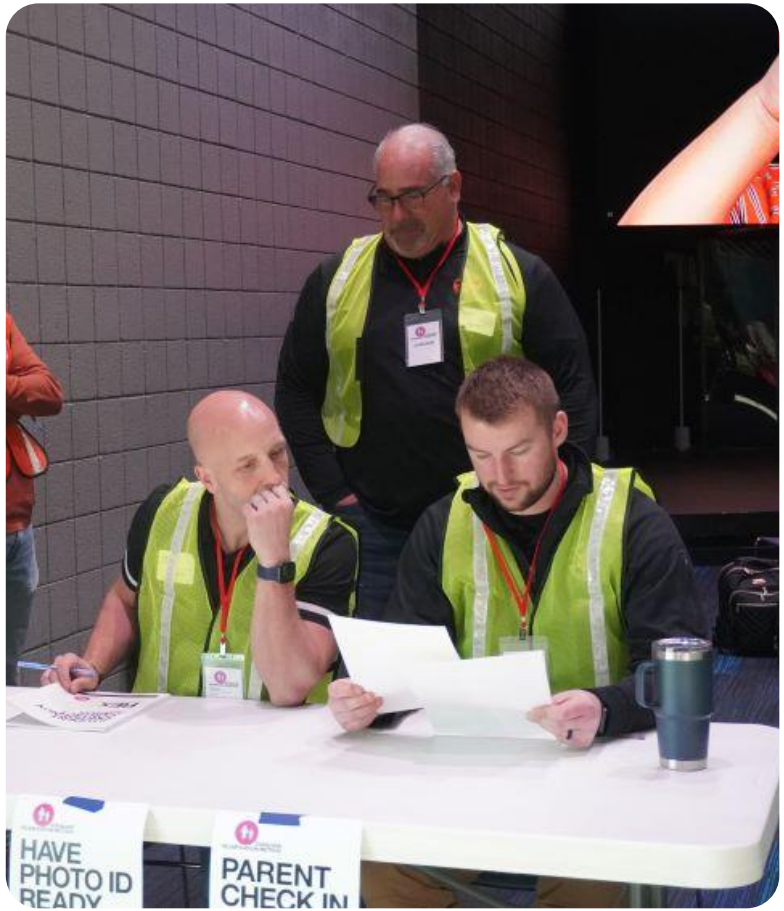
What Parents Can Expect

If reunification is necessary:

- Families will receive instructions through the district's emergency communication system.
- Bring a government-issued photo ID.
- Follow directions from school staff and law enforcement.
- Be patient – the process is designed to ensure every student is released to the correct adult
- Do not go directly to the school unless instructed. Instead, proceed to the designated reunification location provided by the district.



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Our Goal

The Standard Reunification Method ensures that every student is accounted for and released only to an authorized parent or guardian. While the process may take time, those safeguards are what make it both safe and effective.

A calm, organized reunification process protects students, supports families, and allows emergency responders to focus on resolving the incident as quickly and safely as possible.

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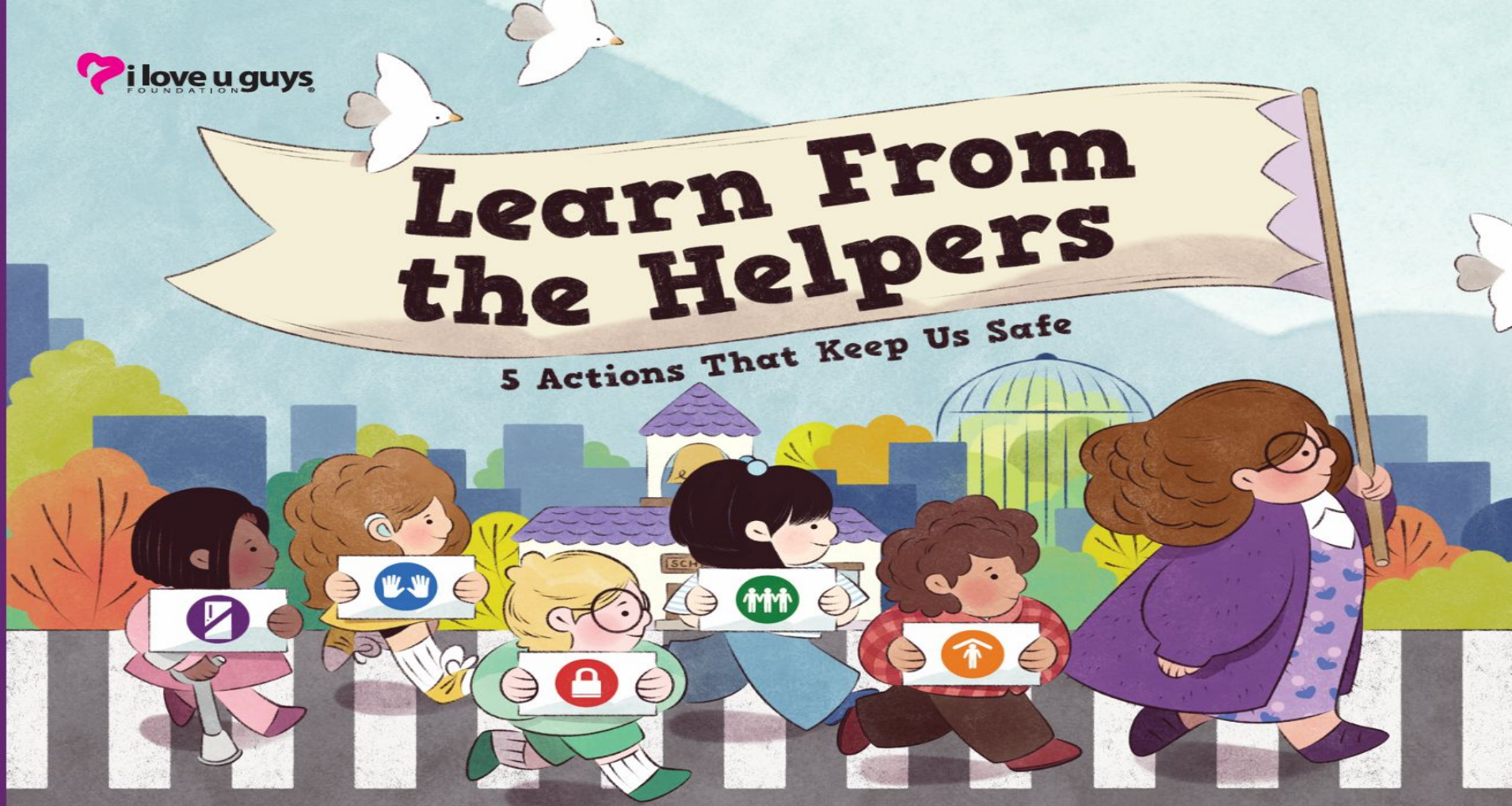
Learn From the Helpers

5 Actions That Keep Us Safe



By Betsy Coogan Miller

Illustrated by Cleonique Hilsaca



Standard Response Protocol (SRP) Video

Guidelines for Parents

DO NOT Rush to the Campus: Emergency responders need roadways. Arriving parents unintentionally block first responders and enter harm's harm's way.

DO NOT Call Your Child's Phone: Ringing Ringing or vibrating phones in hiding areas can accidentally reveal student positions to an an intruder.

Monitor Official Channels: Rely on district text text alerts, official email broadcasts, and and local emergency management updates for for verified news.

Reassure Your Children: Reaffirm that schools remain remain very safe and that trained adults are present to protect them every day.



How We Communicate

Internal - District Employees

- RAPTOR Emergency Management System
- Public Address



External - Parents/Community

- ParentSquare
  - Notifications Feed
  - Email
  - Voicemail
  - Text
- Social Media
- Media



Thank You!

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