

TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

# DISTRICT LEVEL GOALS

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2020-2021 SCHOOL YEAR

**Mission Statement**

**Tredyffrin/Easttown School District**

*To inspire a passion for learning, personal integrity, the pursuit of excellence and social responsibility in each student.*

# 2020-2021 DISTRICT GOALS

District Level Goals are carefully considered and established each year. The process of establishing Goals in itself serves as a planning and communication device for the Board and administration. It ensures everyone is familiar with the direction being set and has participated in setting that direction for the benefit of our students. Finally, a statement of Goals enables the Board and staff to look back at the end of the year to see if the plans have indeed been accomplished. Depending on an evaluation of the outcomes, it may be appropriate to either revisit a particular Goal or to move on to new areas of priority.

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## CURRICULUM, INSTRUCTION AND ASSESSMENT

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**Context:** As always, the District strives to provide an educational program that best meets the goals of its students and families. During the current COVID-19 pandemic, the delivery of the educational program remains paramount. On an ongoing basis and as conditions evolve, the District will investigate and implement strategies and resources that will support the most effective delivery of the educational program for all of its students.

**Goal 1:** To continue to provide an excellent educational program that is aligned with the state-mandated Pennsylvania Core Standards, state assessments and District Strategic Initiatives and that reflects the needs of all students.

**Success Indicators:**

- The Educational Program was implemented effectively through virtual, face-to-face and integrated models as evidenced by formal and informal assessments and feedback provided by students, teachers and families.
- Opportunities for social emotional learning and support were incorporated into various curricula and instructional practices.
- Curricular resources and instructional strategies showed evidence of the incorporation of multiple perspectives and anti-racist practices.

Objective 1.1 To modify and enhance the TESD educational program in ways that ensure effective and engaging delivery of the curriculum in virtual, integrated and face-to-face settings.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Curriculum Supervisors and Principals

Objective 1.2 To continue to incorporate inclusive, culturally responsive, and anti-racist curriculum and instructional practices at all levels.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Curriculum Supervisors

Objective 1.3 To continue the selection process for a data-driven structured literacy program in grades 3 and 4 that is based on the science of reading as a

resource for instruction and to provide on-going professional development to ensure student needs, strengths and learning profiles are being addressed appropriately.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Horace Rooney, Elementary Principals

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## FINANCE

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**Context:** The District’s budget development process is directed by the following three major objectives: (1) to continue to provide students with exceptional educational opportunities; (2) to maximize the use of all available resources to optimize student achievement in a manner that is fiscally responsible; and (3) to comply with applicable law. The Tax Payer Relief Act (Act 1 of 2006) requires local tax increases to remain at or below the annual state index unless granted exceptions by the state to raise rates above the index. Budget impact items will continue to be monitored and evaluated.

**Goal 2:** To develop a budget consistent with the provisions of the Tax Payer Relief Act (Act 1) and to continue financial reporting practices to reflect the results of District business operations while enhancing efficiencies within District financial practices.

**Success Indicators:**

- The budget calendar was developed in cooperation with the District solicitor, presented at September Finance Committee Meeting and provided all pertinent dates needed to meet the required timeline for the budget.
- The budget presented at public meetings included revenue sources, expenditures commitments, budget impact strategies and fund balance that, in totality, allowed the Board to approve a balanced budget by June 30.
- Fund balance information presented at public meetings included spending, saving, transferring and committing fund balance as options to manage the fund balance.
- Budget impact strategies that were sufficient to close the budgeted revenue/expenditure gap to an amount acceptable to the majority of the Board were produced and presented at public meetings, and resulted in an approved balanced budget by June 30.

Objective 2.1 To establish budget development calendar(s) and budget guidelines consistent with Act 1 of 2006.

Start: July 2020  
Complete: September 2020  
Primary Responsibility: Art McDonnell  
Support: Elizabeth Butch

Objective 2.2 To provide the Board with financial analysis to support the development of a balanced budget which addresses District educational goals and informs the Board to assist Board members in decision making, such as whether to remain at or below the Act 1 index and/or apply for available exceptions. In addition, to provide the Board with options for the reduction of recurring and one-time expenditures and/or increasing revenue and the tax rate in adopting a final budget.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: Elizabeth Butch

Objective 2.3 To provide the Board with options to manage the use of fund balance.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: Elizabeth Butch

Objective 2.4 To develop, examine and present budget impact items as part of the 2021-2022 budget development process, particularly net impacts of the COVID-19 pandemic. As part of this goal, past budget impact items may be examined to determine on-going impact to the development of the current budget.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: All Administrators

Objective 2.5 To collect and organize the data required for the Comprehensive Annual Financial Report (CAFR) for a year before submitting it for consideration.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: Elizabeth Butch

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## TECHNOLOGY

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**Context:** As technology applications become increasingly available to schools and society, the District continues to evaluate its technology needs and to engage in ongoing evaluation of the use of technology by students and staff. This year, the District has extended its 1:1 device initiative from grade 7-12 to now include all students K-12. The District is also continuing its efforts to maintain a reliable, modern and secure network infrastructure, making cyber security enhancements where appropriate. As in the past, meeting the technology needs of students and teachers will remain a primary District objective.

**Goal 3:** To analyze the integration of technology resources, access and training to support innovative teaching and learning.

**Success Indicators:**

- Existing and new technology resources were reviewed and staff development was provided as needed.
- Communication and training were provided to all stakeholders regarding PowerSchool SIS and Performance Matters Analytics.

Objective 3.1 To evaluate new and existing technology resources, especially those related to virtual instruction, and to evaluate and measure the effectiveness of new and existing technology initiatives.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Mike Szymendera  
Support: Wendy Towle

Objective 3.2 To identify and address staff training needs pertaining to Microsoft Teams, Schoology, Microsoft Office 365, PowerSchool and the 1:1 Technology Initiative.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Mike Szymendera  
Support: Wendy Towle

Objective 3.3 To evaluate the themes and tasks from the cyber security program assessment and to implement cyber security enhancements where appropriate.

Start: July 2020

	Complete:	Ongoing
	Primary Responsibility:	Mike Szymendera
	Support:	Brian Reed, Ben Kemp
Objective 3.4	To continue the implementation of Performance Matters Analytics, providing necessary communication and training for all District staff, parents and students.	
	Start:	July 2020
	Complete:	June 2021
	Primary Responsibility:	Mike Szymendera
	Support:	Ben Kemp
Objective 3.5	To implement a new IP phone system in all District buildings, including integration and training as necessary.	
	Start:	July 2020
	Complete:	June 2021
	Primary Responsibility:	Mike Szymendera
	Support:	Brian Reed
Objective 3.6	To implement a new wireless network in all District buildings.	
	Start:	July 2020
	Complete:	June 2021
	Primary Responsibility:	Mike Szymendera
	Support:	Brian Reed

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## STUDENT SERVICES

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**Context:** During the 2020-2021 school year the Office of Individualized Student Services will continue to support school-age student needs. An ongoing emphasis on pre-referral intervention services, such as the Multi-Tiered Intervention model, will continue to assist students in accessing the general education curriculum in the least restrictive environment. Strong special education programming continues to serve students with a wide range of needs using evidence-based practices. As demand for programming for students with intensive needs continues to rise, ongoing analysis of enrollment, facilities and programming will inform the future work to meet these students' needs.

**Goal 4:** To continue to address the needs and support the success of all students at their individual skill levels.

**Success Indicators:**

- Models that embody best practices in the delivery of virtual learning to students with disabilities were identified.
- Enrollment trends that quantify enrollment patterns by disability status, level of student need and impact on staffing were updated.
- Professional development was conducted with staff, with focus on meeting intensive student needs encompassing academics, behavior and social learning.
- Regular reports on special education costs were provided to the Board Finance Committee.

Objective 4.1 To develop best practices in delivering services to students with disabilities in a virtual or hybrid model of instruction.

Start: July 2020

Complete: Ongoing

Primary Responsibility: Nicole Roy

Support: Special Education Supervisors

Objective 4.2 To review enrollment trends of students with intensive needs and present to Education Committee a plan for expanding cross-District intensive needs programming offered by the District.

Start: September 2020

Complete: June 2021

Primary Responsibility: Nicole Roy

Support: Special Education Supervisors

Objective 4.3 To continue to develop the staff capacity to meet the needs of students with intensive needs, in preparation for the ongoing expansion of cross-District programming.

Start: July 2020

Complete: June 2021

Primary Responsibility: Nicole Roy

Support: Special Education Supervisors

Objective 4.4 To report to the Finance Committee cost in identified special education categories.

Start: July 2020

Complete: June 2021

Primary Responsibility: Chris Groppe

Support: Nicole Roy

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## SCHOOL SAFETY

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**Context:** To maintain an ongoing dialogue among students, parents, community members, District staff and emergency responders about safety measures, the District Safety Committee annually reviews current practices and emerging safety data. The District regularly reviews programs to identify new resources and to align with best practices. The District will continue to review the school safety policies and practices related to Senate Bills 144 & 621 in order to align and potentially enhance our current policies and practices. The District professional and non-professional staff will continue to receive professional development in the area of trauma-informed instruction. Previously, the Pennsylvania State Police conducted a Risk & Vulnerability Assessment; the District Safety Committee reviewed the commendations, additional considerations, and recommendations for improvement in the audit. Based upon information in the confidential report, enhancements to the existing safety measures began after the report was received, while some items have required further discussion and lead time for evaluation. In addition, the District will review and utilize the data from the 2019 Pennsylvania Youth Survey.

**Goal 5:** To review the implementation of safe school practices in order to maintain effective communications and develop new safety initiatives for rising needs.

**Success Indicators:**

- Safe schools practices and enhancements from the risk and vulnerability assessment with District administration, District Safety Committee and Board Facilities Committee were reviewed and implemented as needed.
- Applications were completed for state and federal government grant money designated for school safety.

Objective 5.1 To monitor guidance from health agencies regarding pandemic recommendations and utilize these recommendations to revise and implement the District pandemic response plan.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Chris Groppe  
Support: District Pandemic Team

Objective 5.2 To continue to evaluate the observations and recommendations from the Risk and Vulnerability Assessment and to implement safety enhancements.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Ellen Turk

Support: Mark Cataldi, Building Principals

Objective 5.3 To apply for state and federal government grant money designated for school safety.

Start: July 2020

Complete: June 2021

Primary Responsibility: Ellen Turk

Support: Art McDonnell, Mark Cataldi, Oscar Torres

Objective 5.4 To expand District security to the middle school and continue to explore options to deliver specialized training for District security personnel.

Start: July 2020

Complete: June 2021

Primary Responsibility: Ellen Turk

Support: Mark Cataldi

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## STRATEGIC PLANNING

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**Context:** The District began the work to develop a new Strategic Plan during the 2019-2020 school year. Circumstances including the mandated school closure and the evolution of the COVID-19 pandemic delayed the steps required for completion of the new Plan. During the 2020-2021 school year, work will continue to complete the development and begin implementation of the District's next Strategic Plan.

**Goal 6:** To continue the development and implementation of the District's next Strategic Plan.

**Success Indicators:**

- The next Strategic Plan was completed and presented for approval to the School Board.

Objective 6.1	To continue the cycle of development for the next Strategic Plan through community Action Team planning, feedback and review and presentation to the School Board.
	Start: September 2020
	Complete: January 2021
	Primary Responsibility: Wendy Towle
	Support: Curriculum Supervisors
Objective 6.2	To review and evaluate several formats for incorporating measurable success indicators into the District Goals document and present findings to the School Board for review and potential approval of a new format.
	Start: September 2020
	Complete: June 2021
	Primary Responsibility: Richard Gusick
	Support: Directors

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## COMMUNICATIONS

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**Context:** The District will continue to utilize its coordinated communication network to share emerging information related to TESD reopening and pandemic plans, the integrated instructional program, safety guidance and other important information with the school community while continuing to publicize student and District successes.

**Goal 7:** To utilize District communication tools to provide stakeholders with critical information related to the impact of the COVID-19 pandemic on TESD schools.

**Success Indicators:**

- The Reopening Schools 2020-2021 section of the TESD website provided timely information and resources to stakeholders.
- Regular updates were provided to parents and the broader school community using email and text messaging as well as the TESD e-newsletter.
- Links to live, virtual meetings were available on the TESD website as pandemic conditions warranted.

Objective 7.1	To create and maintain a Reopening Schools section on the TESD website to provide updates and resources to stakeholders.
	Start: July 2020
	Complete: Ongoing
	Primary Responsibility: Chris Connolly
	Support: All Administrators
Objective 7.2	To provide regular email and text updates to parents about reopening, integrated instruction and other pandemic conditions related to schools.
	Start: July 2020
	Complete: Ongoing
	Primary Responsibility: Chris Connolly
	Support: All Administrators
Objective 7.3	To continue to communicate with T/E families and the community regarding changes to large-scale standardized tests including PSSAs, PSATs, SATs and Keystone Exams.
	Start: July 2020
	Complete: Ongoing
	Primary Responsibility: Mark Cataldi

Support: Building Principals, Chris Connolly

Objective 7.4 To provide access to virtual District and School Board meetings as warranted by pandemic conditions and state guidance.

Start: July 2020

Complete: Ongoing

Primary Responsibility: Mike Szymendera

Support: Chris Connolly

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## STAFF DEVELOPMENT

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**Context:** As teachers continue to implement effective and engaging instructional practices designed to meet the needs of all students, the District will continue to provide the appropriate professional development. In addition, staff development initiatives will support the continuing implementation of the 2014-2020 District Strategic Plan. Further, related to many aspects of the Strategic Plan, the District will provide professional development focused on strategies and resources that can more fully support an equitable learning environment for all students.

**Goal 8:** To provide support for all teachers as they design and implement effective instructional practices, while continuing to focus on strategies that strengthen instruction and initiatives that address the District’s Strategic Plan.

**Success Indicators:**

- Teachers and staff were provided with support and professional development to help them successfully navigate various instructional models.
- Additional and ongoing opportunities were implemented for professional development focused on issues of equity and anti-racism.

Objective 8.1 As teachers continue to implement effective and engaging instructional practices designed to meet the needs of all students, the District will continue to provide the appropriate professional development. In particular, the District will provide opportunities for staff development in areas directly related to successful instructional practice in virtual, integrated and face-to-face settings.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Shannon Downing, Horace Rooney, Oscar Torres

Objective 8.2 To continue to support staff in developing a culture that promotes an environment of equity and anti-racism where all students can develop to their highest potential.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle  
Support: Building Principals, Shannon Downing, Horace Rooney, Oscar Torres

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## FACILITIES

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**Context:** The administration will continue to review enrollment patterns and programming needs to ensure that facilities are available to deliver approved programs. The long-range capital facilities plan will be prioritized and implemented with Board approval.

**Goal 9:** To ensure that District facilities are adequate to deliver both current programs and forecasted new programs for District students.

**Success Indicators:**

- Room utilization reports were completed with each principal.
- Priority list of District facilities needs was presented at public meetings in September and October to inform the Finance Committee of capital funding needs for the upcoming year.
- Board-approved projects were completed to a point that school was able to open. The job completion report was subsequently presented at a public meeting.
- Reports of continuing efforts in sustainable environmental and energy efficient practices were highlighted as part of the projects that were presented in public Facilities Committee meetings in advance of Board approval.

Objective 9.1 To continue to review building capacity projections from the latest Demographic Study update in order to explore options to ensure the availability of adequate space for the instructional program based on student enrollment patterns and projections.

Start: September 2020

Complete: December 2020

Primary Responsibility: Wendy Towle

Support: Art McDonnell

Objective 9.2 To develop and present to the Board Facilities Committee a priority list of District facilities needs derived from the District infrastructure report for alignment with District budget development.

Start: September 2020

Complete: December 2020

Primary Responsibility: Art McDonnell

Support: Colm Kelly

Objective 9.3 To complete Board-approved projects designated in the Capital Plan for the 2020-2021 school year and an analysis of the field needs for the opening of the schools in September 2021.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: Colm Kelly

Objective 9.4 To support District efforts to promote a sustainable environment and continue to investigate opportunities to incorporate additional energy efficient practices.

Start: September 2020  
Complete: June 2021  
Primary Responsibility: Art McDonnell  
Support: Colm Kelly

Objective 9.5 To continue the CHS Expansion and Renovation Project including working with the Finance Committee on complete funding of the project.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Art McDonnell  
Support: Colm Kelly

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## HUMAN RESOURCES

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**Context:** The District faces tremendous challenges related to staffing due to the extraordinary circumstances presented by the COVID-19 pandemic. This will require constant vigilance in monitoring changing employment laws, recruiting, communicating information to supervisors and staff and working with individual staff members regarding their specific circumstances. The collective bargaining agreement between the District and the Tredyffrin/Easttown Non-Instructional Group (TENIG) expires June 30, 2021. As required by School Code, negotiations must commence no later than January 2021. This will not only require data gathering and analysis, but also participation in negotiations and Board executive sessions. Additionally, it remains critical to work to secure staff members and vendor-provided staff who represent diverse backgrounds through both traditional and nontraditional staffing sources.

**Goal 10:** To continuously monitor and adjust to the rapidly changing staffing demands presented as a result of the Coronavirus Pandemic, to begin the process of contract negotiations with TENIG, and to continue to seek candidates for positions who represent diverse backgrounds.

**Success Indicators:**

- Staffing was sufficient to successfully deliver the instructional program.
- A contract settlement was reached or significant progress was made toward a contract settlement.
- TESD hired additional employees and vendor-provided employees who represent diverse backgrounds.

Objective 10.1	To address the rapidly changing staffing needs presented due to the COVID-19 pandemic.
	Start: July 2020
	Complete: Ongoing
	Primary Responsibility: Jeanne Pocalyko
	Support: Principals, Directors and Supervisors
Objective 10.2	To participate in the negotiations process with TENIG.
	Start: No later than January 10, 2021
	Complete: July 2021
	Primary Responsibility: Jeanne Pocalyko
	Support: District appointed Negotiations Attorney
Objective 10.3	To continue to explore traditional and nontraditional sources of staffing in order to secure an increasingly more diverse workforce.

Start:	July 2020
Complete:	Ongoing
Primary Responsibility:	Jeanne Pocalyko
Support:	Principals, Directors and Supervisors

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## RACIAL EQUITY AND CULTURAL AWARENESS

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**Context:** Through work within our own community and in consultation with outside experts, the District has begun the process of engendering systemic and transformational change as it relates to anti-racism, cultural responsiveness and social justice. A school district that is educationally equitable is one where all individuals are valued for who they are. It is a district that is intentional in providing the structures, relationships and resources each member of the school community needs to achieve their greatest potential. The ultimate goal of this work is for TESD to be a school district where systemic bias or racism simply cannot be found.

**Goal 11:** To establish a framework for educational equity for all students to ensure the elimination of bias, particularly institutionalized racism and cultural bias, that may affect student achievement and learning experiences. To promote teaching, learning, and work environments that welcome, honor and value diversity.

**Success Indicators:**

- An Equity Belief Statement and principles were developed, presented to the School Board and communicated to the TESD community.
- District policies and regulations were reviewed and revised to reflect a commitment to equitable practices and outcomes.
- Through various avenues, students, staff and families demonstrated a willingness to engage in conversations about the impact of race, culture and identity on student success and belonging.

Objective 11.1 To create and communicate a set of guiding principles that support the District's commitment to achieving transformational change in the areas of equity and anti-racism.

Start: July 2020  
Complete: January 2021  
Primary Responsibility: Wendy Towle, Oscar Torres  
Support: Directors, Supervisors and Principals

Objective 11.2 To continue to develop understanding of and implement anti-racist practices and cultural responsiveness among staff and students.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Wendy Towle, Oscar Torres  
Support: Directors, Supervisors and Principals

- Objective 11.3 To increase focus on attracting, developing, inspiring and retaining a diverse faculty and staff within a supportive environment.
- Start: July 2020
- Complete: Ongoing
- Primary Responsibility: Jeanne Pocalyko
- Support: Directors, Supervisors and Principals
- Objective 11.4 To engage in a regular review of District policies and regulations through the lens of equity.
- Start: August 2020
- Complete: Ongoing
- Primary Responsibility: Mark Cataldi
- Support: Directors, Supervisors and Principals

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## STUDENT WELLNESS AND SCHOOL CULTURE

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**Context:** The primary mission for TESD, and all schools, is to support students in educational achievement. To reach this goal, it is important that children must feel safe, supported and ready to learn. As the District strives to accomplish these goals for all students—regardless of strengths, needs, and capacities—the influence of students’ personal experiences on their learning and achievement cannot be overlooked. Thus, as the District maintains a critical focus on education and achievement, there must also be an acknowledgement that mental health and wellness are integrally connected to students’ success in the classroom and to a thriving school environment. Schoolwide programs such as social-emotional learning, bullying prevention and resiliency initiative, as well as opportunities for school-community collaboration, will continue to remain an integral part of the District’s student mental wellness support system.

**Goal 12:** To create and strengthen programs, supports and services that promote mental wellness in an effort to enhance students’ ability to learn.

**Success Indicators:**

- Opportunities for social emotional learning and support were incorporated into various curricula and instructional practices.
- Trauma-informed practice and professional development were implemented in compliance with state code.
- Existing bullying prevention program, resiliency initiatives and mental health initiatives and supports were reviewed and revised.

Objective 12.1 To continue to review and revise K-12 opportunities to enhance social-emotional learning and mental health education, and to share available school and community resources K-12 with staff, students, and families with particular focus on the impact of the pandemic.

Start: July 2020  
Complete: June 2021  
Primary Responsibility: Wendy Towle, Chris Groppe  
Support: Directors, Supervisors and Principals

Objective 12.2 To evaluate the District’s trauma-informed practices and provide additional trauma-informed professional development for staff.

Start: July 2020  
Complete: Ongoing  
Primary Responsibility: Chris Groppe, Ellen Turk, Mark Cataldi  
Support: Directors, Supervisors and Principals

- Objective 12.3 To review, analyze and utilize data from 2019 Pennsylvania Youth Survey to determine potential impacts of TESD positive behavioral intervention supports, social emotional learning programs, drug and alcohol prevention, student assistance program, bullying prevention programs, resiliency initiative, and mental health initiatives and supports.
- Start: July 2020  
 Complete: Ongoing  
 Primary Responsibility: Chris Groppe, Ellen Turk  
 Support: Directors, Supervisors and Principals
- Objective 12.4 To review and revise the existing social-emotional learning programs, bullying prevention programs, resiliency initiative, mental health initiatives and supports, and opportunities for an integrated model.
- Start: July 2020  
 Complete: Ongoing  
 Primary Responsibility: Chris Groppe, Ellen Turk  
 Support: Directors, Supervisors and Principals
- Objective 12.5 To continue sharing resources on social-emotional learning and mental health on the District website including how to access supports in the District and in the community.
- Start: July 2020  
 Complete: Ongoing  
 Primary Responsibility: Chris Groppe, Ellen Turk, Chris Connolly  
 Support: Directors, Supervisors and Principals