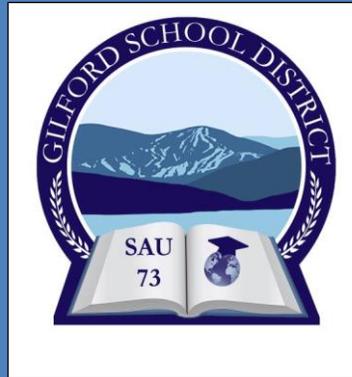


**Gilford School District
Gilford, NH
District Strategic Plan
2019-2024**



SAU 73 2 Belknap Mountain Road Gilford, NH 03249

Dear Gilford and Gilmanton Community Members,

The development of a strategic plan must honor the history of an organization, while celebrating current accomplishments and setting a direction for the future.

Since the fall of 2018 approximately 18 dedicated parents, teachers, community members, and administrators committed themselves to a careful and important endeavor that will set the direction for our students and staff members of School Administrative Unit (SAU) 73. I want to thank the participants, listed below, for their time and dedication to the process. A special thank you goes out to Dr. Kathleen McCabe who facilitated our process and kept us focused on the work.

Focused on “*the learner*,” while being cognizant of the constraints of time and money, this dedicated group created a Vision Statement, a Mission Statement, and Values and Beliefs, while reaffirming and adding to the existing District Pillars. This work is built on our past and sets a path for the future in our schools.

Four Pillars, foundational areas of our organization have been identified. Each area of focus will articulate goals and action plans that serve as targets and drive the work in the SAU. Consider the importance of each of these Pillars: *Teaching and Learning; Leadership, Governance, and Community Engagement; Resource Management; and Safety, Health, and Wellness*. The strategic plan summarizes the importance of these action plans and sets a course for the educational efforts within SAU 73 and the communities we call home.

It is important to note that the strategic plan is both a living document and a working blueprint for the future of SAU 73. The strategic plan will drive the allocation of time, effort, and resources over the next five years. The collaboration and input that created this strategic plan was highlighted by many distinct ideas and personalities that united to create a direction that will guide the important work in our District.

On behalf of the Board Members who serve our community, I would like to recognize and thank the many people who contributed to this important process for our SAU. The goals in our plan are ambitious but they are attainable and are focused on providing “*an innovative education*” for each and every one of our students. Together we will all find success!

Sincerely,

Kirk Beitler
Superintendent of Schools

Table of Contents

- Executive Summary..... 3
- Introduction..... 4
- The Strategic Framework 6
- The Mission Statement of the Gilford School District 6
- The Core Values and Beliefs of the Gilford School District..... 6
- The Vision of the Gilford School District..... 6
- The Pillars of the Gilford School District 7
 - Teaching and Learning..... 7
 - Leadership, Governance, and Community Engagement..... 7
 - Resource Management..... 7
 - Safety, Health, and Wellness 7
- Using and Maintaining the Strategic Plan 7
- Pillar 1: Teaching and Learning..... 8
- Pillar 1: Teaching and Learning..... 10
- Pillar 2: Leadership, Governance, and Community Engagement 11
- Pillar 3: Resource Management..... 12
- Pillar 3: Resource Management..... 13
- Pillar 3: Resource Management..... 14
- Pillar 4: Safety, Health, and Wellness..... 15
- Pillar 4: Safety, Health, and Wellness..... 16
- Pillar 4: Safety, Health, and Wellness..... 17

Executive Summary

The **Mission** Statement of the Gilford School District is to provide innovative education, creating pathways to success for all learners.

The Core Values and Beliefs of the Gilford School District

- We believe all people can learn and that individuals need to be offered diverse learning opportunities that are rigorous, personalized, authentic, and relevant to their future; learning takes place in a variety of settings.
- We believe that the teaching and learning environment in the Gilford School District must be physically and emotionally safe, where risk-taking and failures are supported and successes celebrated while providing multiple pathways to future goals. We know challenges provide opportunities for self-reflection, perseverance, and growth.
- We believe that partnerships in an engaged community are critical in supporting teaching and learning. We value the relationship between the communities of Gilford and Gilmanton.
- We believe our educators are essential in helping learners develop the intellect and strength of character necessary to live in an ever-changing world. We believe collaboration, respect, perseverance, personal growth, creativity, and excellence are central to achieving our mission

Goal 1: Develop a Portrait of a Learner (POL) and embed it so that it guides teaching and learning and students are receiving feedback on their employment of the skills and dispositions.

Goal 2: Develop / revise an assessment system that is aligned with competencies and curricular goals on the K-12 Curriculum Map, allowing for personalization in every building.

Goal 3: Develop a communication plan that focuses on the dissemination of information about Gilford schools and the Gilford School District.

Goal 4: Work collaboratively with the Budget Committee and the School Board to develop a fiscally responsible budget that addresses the needs and goals of the Gilford School District.

Goal 5: Continue to develop staffing, capital improvement, and resource needs/allocation plans.

Goal 6: Build facilities (locker and rest rooms) that support athletics and spectators at the Meadows.

Goal 7: Work with community partners to provide information, programs, interventions and supports for learning and the health, mental health and well-being of students in the Gilford - Gilmanton community.

Goal 8: Based on the Homeland Security report, update facilities, the safety plan, and safety procedures.

Goal 9: Implement an off-site evacuation plan for all of the facilities in the Gilford School District. Notify neighbors in the village of the drills.

Introduction

Overview of the Strategic Planning Process

A Strategic Plan is a document developed through broad based participation that describes an organization's foundational beliefs. Through the identified goals and action steps a blueprint for decision making is expressed. In the development of a Strategic Plan attention is first dedicated to the development of a Mission Statement, a set of Core Values and a Vision Statement.



A Mission Statement embodies the District's primary purpose and the reason for existing. The Mission Statement is often short and to the point communicating a sense of direction for the entire District. The Core Values are a set of beliefs about children and learning held by the school district, its personnel and the school community; they serve as guiding principles for behavior and action. Core Values offer a sense of what is right and wrong. The Vision is a description of the future and what the district aspires to be when our Strategic Plan is realized. This graphic depicts the interconnected relationship between the Mission, Core Values, Vision and the Strategic Plan.

Purpose and Benefits of Strategic Planning



The purpose of the Strategic Plan is to build a continuous improvement process for the district and schools. The goals and activities are strategically connected to the work in the district and the schools. Given broad ongoing changes in areas such as core curriculum, data driven decision making, accountability systems, digital learning, and instructional technologies, school districts have a critical need to plan more efficiently and effectively. Successful strategic plans allow for responsible flexibility and change for continuous improvement. The Strategic Plan will be monitored and assessed annually with updates periodically.

School goals are developed yearly and will be directly related to the strategic plan. The strategic plan will provide both short and long term direction for district initiatives, prioritizing our resources. Strategic planning anticipates the future educational environment and allows for responsive change throughout the process. The strategic plan provides an entry point for new staff and board members, which will ensure continuity and stability over time with a focus on continuous improvement for the schools and district.

Strategic Planning Process and Acknowledgements

Initial efforts were focused on updating the Gilford School District Mission Statement, Core Values, Vision Statement and Pillars. A Strategic Planning Steering Committee that provided varying perspectives and ideas regarding the character, beliefs and culture of the school community was established. The committee developed a survey, which went out to multiple constituents, and this data was reviewed as part of the Steering Committee's work.

The Committee was comprised of the following members:

- Rick Acquilano – Gilford Middle/High School Athletic Director
- Rae Mello Andrews – Gilford School Board Chair
- Kirk Beitler – Gilford Superintendent of Schools
- Michelle Bernard – Gilford High School Teacher
- Danielle Bolduc – Gilford Elementary School Principal
Gilmanton Parent
- Katie Bryant – Gilford Elementary School Teacher
Gilford Parent
- Phil Eisenmann – Gilmanton Parent
- Thom Francoeur – Gilford Community Member
- Mary Beth Godbout – Gilford Elementary School Teacher
- Jason Javalgi – Gilford High School Teacher
Gilford Parent
- Tim Joubert – Gilford Parent
- Stephanie Masters - Gilford Middle School Teacher
- Adam Mini – Gilmanton School Board Member
- Jeanin Onos – Gilford School Board Member
Gilford Parent
- Jessica Scudder – Gilford Middle School Teacher
- Tim Sullivan – Gilford Community Member
- Steve Tucker – Gilford Administrator
- Kathy McCabe – Facilitator



The Strategic Framework

The Mission Statement of the Gilford School District

The Mission Statement of the Gilford School District is to provide innovative education, creating pathways to success for all learners.

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- We believe that the teaching and learning environment in the Gilford School District must be physically and emotionally safe, where risk-taking and failures are supported and successes celebrated while providing multiple pathways to future goals. We know challenges provide opportunities for self-reflection, perseverance, and growth.
- We believe that partnerships in an engaged community are critical in supporting teaching and learning. We value the relationship between the communities of Gilford and Gilmanton.
- We believe our educators are essential in helping learners develop the intellect and strength of character necessary to live in an ever-changing world. We believe collaboration, respect, perseverance, personal growth, creativity, and excellence are central to achieving our mission.

The Vision of the Gilford School District

The Gilford School District (GSD) aspires to prepare each learner to thrive as an adaptable citizen by providing a rigorous education, while supporting the whole child. GSD expects our learners to be self-directed and engaged. We succeed when we each:

- demonstrate critical and creative thinking,
- persevere through challenges and solve problems;
- communicate and collaborate as a learner and community member.

The Pillars of the Gilford School District

- Teaching and Learning
- Leadership, Governance, and Community Engagement
- Resource Management
- Safety, Health, and Wellness

Using and Maintaining the Strategic Plan

The Strategic Plan specifies actions and strategies that lead toward achieving the goals of the plan. Person(s) responsible for actions are identified in the plan. The District Leadership Team will review the activities twice a year (fall and spring) to ensure that efforts are being sustained over time. One of the responsible persons for each activity will provide a brief statement at a School Board meeting on the progress of those specific actions. Goals that have been accomplished will become a strategic part of the District's future work. Those goals that have not been completed should be areas of focus moving forward. This planning cycle, when successfully and routinely adopted, will maintain focus and stability over time.



In Conclusion

Finally, all district and school staff should remember the purpose of the strategic planning process is to focus and provide a plan of action that consistently reinforces student learning and achievement.

Pillar 1: Teaching and Learning

Goal 1: Develop a Portrait of a Learner (POL) and embed it so that it guides teaching and learning and students are receiving feedback on their employment of the skills and dispositions.

Action	Position Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. A committee will conduct research and engage in professional development to learn about embedding the POL in schools.	<ul style="list-style-type: none"> ❖ Committee members ❖ Principals ❖ Superintendent 	<ul style="list-style-type: none"> ❖ Committee meeting time ❖ In-service and early release times ❖ Building team meetings ❖ Leadership team meetings 	2019-2020	<ul style="list-style-type: none"> ❖ Notes from various meetings 	<ul style="list-style-type: none"> ❖ Workshop
2. Assess the strengths and challenges of embedding the POL in the K-12 program in building faculty meetings and as a committee. <ul style="list-style-type: none"> ❖ Revise/update the Gilford High School NEAS&C report to reflect the work that will be done on the Portrait of a Learner (Vision of a Graduate). 	<ul style="list-style-type: none"> ❖ Committee members ❖ Educators ❖ Principals ❖ Superintendent 	<ul style="list-style-type: none"> ❖ Curriculum meetings ❖ In-service and early release times ❖ Building team meetings ❖ Summer curriculum meetings 	2019-2020	<ul style="list-style-type: none"> ❖ Document ❖ Strength, Weakness, Opportunities, and Threats (SWOT) analysis 	<ul style="list-style-type: none"> ❖ Curriculum days
3. Develop assessment tools for students to receive feedback and allow for student reflection on the employment of the dispositions and skills that make up the Portrait of a Learner.	<ul style="list-style-type: none"> ❖ Committee members ❖ Educators ❖ Principals ❖ Superintendent 	<ul style="list-style-type: none"> ❖ Works sessions ❖ Early release and in-service time ❖ Regularly scheduled meetings 	2020-2021	<ul style="list-style-type: none"> ❖ Assessment tool 	<ul style="list-style-type: none"> ❖ Committee meetings
4. Develop a reporting system that allows for parents and educators to see how well students are developing these skills and dispositions.	<ul style="list-style-type: none"> ❖ Leadership team ❖ Building team leaders ❖ Work groups 	<ul style="list-style-type: none"> ❖ Regularly scheduled meetings ❖ Work sessions ❖ Early release 	2020-2021	<ul style="list-style-type: none"> ❖ Meeting notes ❖ Reporting document 	<ul style="list-style-type: none"> ❖ Committee meetings
5. Provide professional development to support teachers in using instructional practices that help students develop the POL dispositions and skills.	<ul style="list-style-type: none"> ❖ Leadership team ❖ Building team leaders ❖ Committee members 	<ul style="list-style-type: none"> ❖ Early release ❖ Work sessions ❖ Regularly scheduled meetings 	2019-2021	<ul style="list-style-type: none"> ❖ Notes from various meetings 	<ul style="list-style-type: none"> ❖ Workshops

6. Create a grade-level and content-area map to assess how and when the traits of the POL are being taught.	<ul style="list-style-type: none"> ❖ Leadership team ❖ Building team leaders ❖ Committee members ❖ Educators 	<ul style="list-style-type: none"> ❖ Regularly scheduled meetings ❖ Work sessions ❖ Early release 	2020-2021	<ul style="list-style-type: none"> ❖ Notes from various meetings ❖ reporting document 	
7. Regularly engage the school community to share information about what the POL is and provide opportunity for feedback	<ul style="list-style-type: none"> ❖ Leadership team 	<ul style="list-style-type: none"> ❖ Early release ❖ Staff meetings 	On going	<ul style="list-style-type: none"> ❖ Notes from various meetings 	



Pillar 1: Teaching and Learning

Goal 2: Develop / revise an assessment system that is aligned with competencies and curricular goals on the K-12 Curriculum Map. Alignment of assessment and competencies / curriculum will foster personalized education.

Action	Position Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
<p>1. Align assessments to the goals on the K-12 Curriculum Map.</p> <ul style="list-style-type: none"> ❖ Examine the K-12 Curriculum Map to review, update and revise curricular goals that are vertically aligned with assessments. 	<ul style="list-style-type: none"> ❖ Superintendent ❖ Building principals ❖ Educators 	<ul style="list-style-type: none"> ❖ Curriculum committees ❖ Early-release and in-service times ❖ Work sessions ❖ Team meetings 	2019-2020	<ul style="list-style-type: none"> ❖ Analysis of strengths and challenges ❖ Data action plan 	<ul style="list-style-type: none"> ❖ Curriculum days
<p>2. Continue to develop performance-based assessments that are aligned with competencies and/or standards.</p> <ul style="list-style-type: none"> ❖ Continue running the GSD Performance Assessment Work Group to provide a space and support helping educators develop aligned assessments. 	<ul style="list-style-type: none"> ❖ Educators ❖ Administrators 	<ul style="list-style-type: none"> ❖ Regularly scheduled committee meetings ❖ Professional Development 	2019-2021	<ul style="list-style-type: none"> ❖ Notes from meetings ❖ Recommendation from the Committee 	<ul style="list-style-type: none"> ❖ Curriculum days
<p>3. Establish a common understanding about effective grading practices and reporting strategies.</p> <ul style="list-style-type: none"> ❖ Establish a Grading Committee with various members of the school community to learn and share information about effective grading practices and reporting strategies. ❖ Develop and use common assessment tools (rubrics) across grade areas and content areas to score assessments. These rubrics will be aligned with school competencies across content areas. ❖ Provide regular team and professional development opportunities to assess the effectiveness of assessment tools: 	<ul style="list-style-type: none"> ❖ Superintendent ❖ Building principals ❖ Educators 	<ul style="list-style-type: none"> ❖ Grading committee ❖ Early-release and in-service times ❖ Work sessions ❖ Workshops ❖ Summer curriculum development 	2020-2022	<ul style="list-style-type: none"> ❖ Curriculum documents ❖ Showcase of work ❖ Bank of performance tasks ❖ Use of effective lesson structures in classes ❖ Growth in student performance on assessments ❖ Decline in discipline and referral data 	<ul style="list-style-type: none"> ❖ Early release days ❖ Team meetings ❖ Vertical team meetings ❖ Performance assessment meetings

Pillar 2: Leadership, Governance, and Community Engagement

Goal 2: Develop a communication plan that focuses on the dissemination of information about Gilford schools and the Gilford School District.

Action	Position Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. Assess the current status and effectiveness of communication in the District.	Leadership Team School Board	Ongoing	2019 - 2020	Regularly posted information using: ★ Facebook posts ★ Press releases ★ Twitter feeds ★ Other	Cost for media publication tools
2. Develop communication goals <ul style="list-style-type: none"> Decide on the platform(s) to use 	Leadership Team	Leadership Team subgroup meeting	2019 - 2020	❖ Surveys ❖ Weekly updates ❖ Web site posts ❖ Emails to staff ❖ One-Call updates	Cost for media publication tools
3. Create a plan for communication that considers the purpose, type of communication, etc. to share information about Gilford schools.	❖ Leadership Team ❖ Team Leaders ❖ School Board	Leadership Team subgroup meeting	Spring 2020	Plan in place	Cost for media publication tools

Pillar 3: Resource Management

Goal 1: Work collaboratively with the Budget Committee and the School Board to develop a fiscally responsible budget that addresses the needs and goals of the Gilford School District.

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. Use a balanced budgeting approach looking at staffing, programmatic and facility needs	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Team Leaders ❖ School Board 	Annual budget development	Annually in October	<ul style="list-style-type: none"> ❖ Budget documents ❖ Warrant articles ❖ Meeting minutes 	Annual budget
2. Work with the School Board, Budget Committee and the wider community in developing and getting feedback on the annual school budget.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Team Leaders ❖ School Board ❖ Budget committee ❖ Community 	Annually in October through the March vote	Annually in October through the March vote	<ul style="list-style-type: none"> ❖ Meeting minutes ❖ Budget documents 	None
3. Schedule a public forum in the fall to review the School Board's proposed budget	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Team Leaders ❖ School Board 	Annually In October	October / November School Board meetings	<ul style="list-style-type: none"> ❖ School Board meeting minutes 	None

Pillar 3: Resource Management

Goal 2: Continue to develop staffing, capital improvement, and resource needs/allocation plans based on:

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. Continue to fund capital reserve accounts for future capital improvement projects.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ School board 	October budget meetings	Annual School Board and Budget Committee budget meetings	<ul style="list-style-type: none"> ❖ Warrant articles proposed ❖ Voter approval 	Outlined on warrant article
2. Develop / update a replacement and maintenance plan for equipment and facilities.	<ul style="list-style-type: none"> ❖ Business Administrator ❖ Supervisor of building and grounds 	2019-2020	2020-2021	<ul style="list-style-type: none"> ❖ Plan in place 	Associated cost of equipment
3. Develop staffing plan based on projected student enrollment and needs.	<ul style="list-style-type: none"> ❖ Leadership Team 	Yearly July-August	Updated annually	<ul style="list-style-type: none"> ❖ Plan in place 	None



Pillar 3: Resource Management

Goal 3: Build facilities (locker and rest rooms) that support athletics and spectators at the Meadows.

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. Develop a plan for the Meadows fields and facilities: <ul style="list-style-type: none"> ➤ Budget ➤ Facilities and maintenance ➤ Staffing ➤ Renovation / maintenance 	<ul style="list-style-type: none"> ❖ Meadows Committee ❖ Business Administrator ❖ Supervisor of building and grounds ❖ Athletic Director 	2020-2021	Spring 2021	<ul style="list-style-type: none"> ❖ Proposed plan ❖ Cost estimates 	Building cost
2. Develop plans and proposal to secure funding for the Meadows project	<ul style="list-style-type: none"> ❖ Business Administrator ❖ Superintendent ❖ Supervisor of building and grounds ❖ Meadows Committee ❖ Athletic Director 	September 2021	October 2021	<ul style="list-style-type: none"> ❖ Meadows Committee notes ❖ School Board meeting notes ❖ Plan in place 	None
3. Engage the community to provide information and allow for feedback on the Meadows project.	<ul style="list-style-type: none"> ❖ Superintendent ❖ Meadows Committee ❖ School Board 	September 2020	2020-2021	<ul style="list-style-type: none"> ❖ Posted meetings to inform the public 	None

Pillar 4: Safety, Health, and Wellness

Goal 1: Work with community partners to provide information, programs, interventions and supports for learning and the health and well-being of students in the Gilford - Gilmanton community.

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. Develop / revise a map of all of the community partners, supports and programs to support the health and well-being of students.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Special education director ❖ School Counselors 	Spring of 2020	2020 - 2021	<ul style="list-style-type: none"> ❖ A map of all community partners will be developed and shared with the Board and partners 	None
2. Conduct a needs assessment to determine strengths and challenges in providing services and supports to students.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Special education director ❖ School Counselors 	Fall 2020	2020 - 2021	<ul style="list-style-type: none"> ❖ Results of needs assessment ❖ Report on needs assessment 	None
3. Develop a plan to address challenge areas in supporting the health and well-being of students.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ Special education director ❖ School counselors ❖ Wellness committee 	Summer 2020	2020 - 2021	<ul style="list-style-type: none"> ❖ Plan will be developed for each school ❖ Meeting notes ❖ Student and staff wellness activities 	<ul style="list-style-type: none"> ❖ Professional development ❖ Workshop ❖ Focused classroom intervention support ❖ Contracted service

Pillar 4: Safety, Health, and Wellness

Goal 2: Based on the Homeland Security report, update facilities, the safety plan, and safety procedures.

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. The Emergency Planning Committee (EPC) will review the report and develop a list of facility updates based on the Homeland Security report	<ul style="list-style-type: none"> ❖ Assistant Principals ❖ Leadership Team ❖ Supervisor of building and grounds 	2019 - 2020	2020	<ul style="list-style-type: none"> ❖ EPC notes ❖ School Board meeting minutes 	<ul style="list-style-type: none"> ❖ Yearly budgeted items in maintenance budget
2. Building and Grounds Supervisor will develop a budget to update the facilities based on the Homeland Security report.	<ul style="list-style-type: none"> ❖ Business Administrator ❖ Supervisor of building and grounds 	September 2019	September Budget Meetings	<ul style="list-style-type: none"> ❖ Budget request 	<ul style="list-style-type: none"> ❖ Yearly budgeted items in maintenance budget
3. Provide necessary training that reflects the updates.	<ul style="list-style-type: none"> ❖ Leadership Team ❖ EPC 	2019- 2020 school year	Quarterly	<ul style="list-style-type: none"> ❖ EPC notes ❖ Staff meeting notes ❖ Parent updates 	None

Pillar 4: Safety, Health, and Wellness

Goal 3: Implement an off-site evacuation plan for all of the facilities in the Gilford School District.

Action	Person(s) Responsible	Dedicated Work Time	Due Date	Evidence	Budget Impact
1. The Emergency Preparedness Committee (EPC) will review the plan and develop an action plan to implement it. <ul style="list-style-type: none"> ❖ Provide information to the school community about the plan. 	<ul style="list-style-type: none"> ❖ Assistant Principals ❖ Emergency Preparedness Committee 	2019 - 2020	<ul style="list-style-type: none"> ❖ Updated yearly ❖ Monthly EPC meetings 	<ul style="list-style-type: none"> ❖ Plan in place ❖ communication plan ❖ Table top with all agencies 	None
2. Provide training to staff and students to execute the plan.	<ul style="list-style-type: none"> ❖ Assistant Principals ❖ Emergency Preparedness Committee 	2019 - 2020 school year and ongoing	<ul style="list-style-type: none"> ❖ Yearly on a regular basis 	<ul style="list-style-type: none"> ❖ Meeting notes ❖ Weekly staff updates ❖ Staff meetings ❖ Classrooms 	None
3. Evaluate and assess the plan and the execution of it on an ongoing basis.	<ul style="list-style-type: none"> ❖ Assistant Principals ❖ Emergency Preparedness Committee 	2020	<ul style="list-style-type: none"> ❖ Reflection after all drills 	<ul style="list-style-type: none"> ❖ EPC meeting notes ❖ Homeland security evaluation/meeting 	None

