

## **2021-2022 School Board Priorities**

*Develop and operate an aligned birth to college/career system designed to ensure that all students graduate from high school prepared to continue their education or enter the workforce.*



- 1. Successfully transition back to a 5-day a week school experience that meets the academic and social-emotional needs of all students.**
  - Welcome students back to school, recognizing the possible impacts of the pandemic. Actively promote mental and physical health for students and staff returning to school following the Ready School Safe Learners Resiliency Framework ([RSSL Resiliency Framework](#)).
  - Provide on-going, high impact communication with the school community about decisions that are being made to ensure the safety of students and staff.
  - Implement additional support for students who are transitioning to a new school (K-1 students, 6th grade students at Cascade and Shasta, and 9th graders at WHS and KHS).
  - Create more time in the first few weeks of school for class meetings, interpersonal connections with students, and building relationships.
  - Provide staff ongoing training on integrating technology into classroom instruction.
  - Design and implement a student-centered system at Bethel Online Academy for students who would prefer to learn in an online environment.
  
- 2. Implement effective multi-tiered systems of support that are equity-centered and inclusive.**
  - Design and implement school-based systems that provide the right extension or intervention for the right student at the right time.
  - Use social-emotional, behavioral, and academic data to drive decision making for individual students. Support grade-level and department teams to use data to meet the needs of individual students, using an equity-based decision making tool.
  - Increase integration between academic and social-emotional support systems, considering the student as a whole person when making decisions.
  - Continue to implement Culturally Responsive Positive Behavior Interventions and Support (CRPBIS) systems and practices that help celebrate students strengths and support positive behaviors.
  - Partner with state level groups and agencies to collaborate, develop, and implement effective systems to support student social emotional learning.
  - Regularly review behavior data at the school and district level for discipline disparities by race, ethnicity, gender identity, sexual orientation, and other factors.
  
- 3. Elevate student and family voices to inform decision making, provide feedback, and ultimately help educators create systems that are more responsive to student needs.**
  - Seek out feedback from students and families who we have not successfully served. This could include students experiencing housing insecurity, students navigating poverty, students who identify as African American/Black, Native American, Asian/Pacific Islander, Hispanic/Latinx, emerging multilingual students, students who experience disabilities, students in foster care, students whose families are migrant, and students who identify as LGBTQ+.
  - Continue to administer, analyze, and respond to the Bethel Student Climate Survey.
  - Work with building leaders to include student perspectives and student-centered data at staff meetings, during data team meetings, and when making decisions that impact student learning.
  - Engage students and families in redesigning models of how services are delivered for students who qualify for special education support.
  - Develop systems of support for families and students who are impacted by involvement in the criminal justice system.

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- 4. Design and implement high-quality professional development that accelerates the knowledge, will, and skill of teachers and staff to ensure that all students have a strong sense of belonging with their school community and are academically successful. This professional development will focus on:**
  - Instructional practices and classroom environments that connect students' cultural knowledge and personal experiences with what is being taught in the classroom.
  - Strategies that increase student resilience and restorative practices.
  - [Universal Design for Learning](#) and language rich instruction (e.g., [SIOP](#) and [Constructing Meaning](#)) to increase access to high-quality core instruction for all students.
  - Implementing culturally responsive and sustaining strategies.
  - Effective instructional practices, approaches, and classroom routines.
  - Supporting high achievement for all learners in heterogeneous classroom environments.
  - Early literacy and numeracy instruction for k-3 students.
  
- 5. Implement school and classroom environments where all students are known by name, valued for their strengths and cultural identities, and supported socially-emotionally.**
  - Continue to implement programming and increase capacity and awareness in suicide prevention, intervention, and postvention through ongoing professional development, K-12, in alignment with Adi's Act.
  - Implement culturally response positive behavior systems that focus on restorative practices.
  - Ensure curricula alignment, effective instructional practices, strong classroom routines, and active student engagement in expanded PE and health instruction by providing training and coaching to enhance student success through alignment to state standards.
  
- 6. Prepare high school students to be successful for the future they choose.**
  - Partner with community organizations (e.g., Connected Lane County) to increase the number of Lane County high school graduates going on to receive 2 and 4-year degrees.
  - Partner with Bethel staff (College and Career Center, HS/MS school staff, and district staff) and local community (affinity groups, cause-based organizations, concerned citizens, and parents) to identify and implement culturally relevant practices that will improve the graduation and continuing education rates of historically underserved students.
  - At Willamette and Kalapuya High Schools, continue to routinely examine disaggregated student data as part of the continued development and implementation of a Multi-Tiered System of Support (MTSS) to increase graduation rates.
  - Review and update private alternative school programming and procedures to ensure students are able to graduate on time with an Oregon Diploma.
  
- 7. Communicate and collaborate with staff, community, legislators, and lobbying partners to provide accurate information and seek appropriate financial resources to meet Oregon's and Bethel's education goals for all students.**
  - Implement the 2021-22 Long Term Budget Planning Committee to update Budget Goals.
  - Through the 2021-22 Student Success Act, allocate funding to support implementation of extended learning time and interventions for students.
  - Continue to nurture a collaborative relationship with the Bethel Education Foundation.
  - Continue relationships with legislators and other policy makers to advocate for the needs of Bethel students and provide information to inform leaders.
  - Partner with United Way, Lane ESD, Lane County, Trillium and others to govern and direct the Early Learning Alliance for Lane County designed to prepare 0-5 year-olds for school readiness.

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- As state funding and space allows, continue to expand Preschool Promise programs.
- Improve community engagement by seeking meaningful ways to connect, inform, and better receive timely input from the community at large, local businesses, retirees, and the faith community (B-Mail expansion, audience-specific fliers, presentations, etc.).
- Sustain on-going partnerships with Oregon Confederated Tribes and community agencies (e.g. Centro Latino Americano, Latinx Alliance, Downtown Languages, Huerta de la Familia, NAACP, etc.).

### **8. Provide training opportunities for school board members and the superintendent to enable them to be highly effective, deeply knowledgeable about their roles, and understand the students and families they serve in the district.**

- Conduct a self-assessment with school board members to develop a professional learning plan. The assessment will focus on education equity and student-centered board governance practices that are evidence-based in compliance with [SB 334](#).
- Develop a professional learning plan based on information from the self-assessment and link the training plan to current school board goals and priorities.
- Create specific professional learning and training for board members interested in serving as the chair or vice chairperson of the school board and any newly elected members on the board.
- Post the professional development plan and training sequence on the district website.
- In May or June, the school board will report on their professional learning and create a revised training plan for the next school year.