

Bethel School Board Priorities
2023-24



The Bethel School Board is committed to creating Relevant, Responsive, and Joyful learning communities where all students Thrive. The practices of Equity, Equality, and Social Justice will guide decisions.

Equity: Focus on individual students who need additional supports or a focus on historically underserved groups of students

Equality: Focus on impacts for all students

Social Justice: Focus on transforming the overall system to better serve students

We Believe...

- That every Bethel student can find joy, connection, and purpose at school when given the opportunity to learn, grow, and engage.
 - Each student arrives in our schools with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift.
 - We are accountable for implementing equitable systems that are relevant, responsive, and adaptable to the needs of our students.
 - Our schools will be places where students, families, and staff are welcomed and valued as members of our Bethel team.
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Priority: *Relevant and Responsive Learning*

Focus: Strong and Relevant pathways

Rationale: Student engagement is increased by identifying the relevance of learning and connecting learning to student values, culture, and life aspirations.

Strategy: All students participate in at least one CTE pathway

Actions

- Create aligned CTE pathways for grades 6-12
- Use career interest survey to inform pathways
- Expand internship programming at WHS and KHS
- Develop a “Portrait of a Bethel Learner” to identify critical student attributes and skills

Key Performance Indicators

- Assess barriers to participation in CTE and Early College courses for historically underserved populations of students
 - Number of community-based internships for students
 - Students complete career interest survey
 - Completion of Portrait of a Bethel Learner
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Priority: *Joy and Wellness*

Focus: Health and Wellness Supports

Rationale: When students have the skills to identify their own needs, ask for help, and access services, they can make healthy choices that increase their sense of well-being

Strategy: Provide a continuum of mental health supports, community partnerships, and resources

Actions

- Implement mental health framework and referral process
- Increase mental health services and community partnerships

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- Share community resources and supports with families
- Apply for grants to increase student mental health services

Key Performance Indicators

- On-site mental health supports available to students
 - Number of students on the waitlist for mental health supports
 - Number of mental health community providers who support students
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Priority: *Belonging and Engagement*

Focus: Purposeful Relationships

Rationale: Positive social connections and support serve as protective factors. Students learn and respond better when they have a sense of belonging.

Strategy: Increase academic engagement through positive relationships

Actions

- Create affinity groups and safe spaces at each school
- Embed community building into the school day
- Provide peer mentoring programs
- Provide regular communication and engagement with families/guardians
- Lead activities to eliminate racist, transphobic, and homophobic language and behaviors
- Implement a district-wide campaign to eliminate racist, transphobic, and homophobic language and behaviors

Key Performance Indicators

- Number of affinity groups and safe spaces at each school
 - Number of students participating in peer mentorship programs
 - Panorama student data related to sense of belonging, sense of safety, and engagement
 - Ongoing reports of racial, homophobic, transphobic and sexual harassment
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Priority: *Strong Schools, Strong Communities*

Focus: Aligned student-centered systems of support

Rationale: Predictable and consistent district-wide experiences allow schools to meet student needs and enhance learning.

Strategy: Expand supports for students with behavioral and emotional needs

Actions

- Implement culturally responsive positive behavior systems
- Implement trauma-informed restorative practices
- Align practices to have more consistent disciplinary processes
- Provide ongoing staff training and supports
- Provide wraparound supports for students with intensive needs

Key Performance Indicators

- Implementation of CR-PBIS systems in each school
- Staff survey about school safety and support plans
- Number of major behavioral incident referrals



Strategy and Monitoring Plan

Strategy	KPI	Timeframe
CTE Pathways	Access and opportunity for marginalized students in CTE and EC	Spring 2024
CTE Pathways	# of community-based internships	Spring 2024
CTE Pathways	Students complete career survey	Winter 2024
CTE Pathways	Complete Portrait of a Bethel Learner	Spring 2024
Mental Health Supports	On-site mental health supports	Winter 2024
Mental Health Supports	# of students on the waitlist for mental health supports	Quarterly Updates
Mental Health Supports	# of community providers who support students	Spring 2024
Academic engagement & relationships	# of affinity groups and safe spaces established at each school	Fall 2023
Academic engagement & relationships	# of students participating in peer mentorship programs	Spring 2024
Academic engagement & relationships	Panorama data related to sense of belonging, safety, and engagement	Fall 2023 Spring 2024
Academic engagement & relationships	Reports of racial, transphobic, homophobic and sexual harassment	Fall 2023 Winter 2024 Spring 2024
Behavioral & emotional supports	CR-PBIS implementation and evaluation	Spring 2024
Behavioral & emotional supports	Staff survey about safety and support plans	Fall 2023 Spring 2024
Behavioral & emotional supports	# of major behavioral referrals	Fall 2023 Winter 2024 Spring 2024