



BEXLEY CITY SCHOOLS

# **MISSION, VISION, AND VALUES STRATEGIC PLAN GOALS AND INITIATIVES**

## **MISSION**

**LEARN WITH CURIOSITY. DEMONSTRATE KINDNESS. EMBRACE EQUITY.**

### **VISION**

**We champion curiosity, kindness, and equity so that our schools are places where:**

- Creativity, innovation, and critical thinking flourish.
- Teaching and learning are culturally responsive and relevant to a changing world.
- Students have the academic, social, and emotional supports to define and experience success and to recognize that failure is a natural part of learning.
- We nurture belonging, joy, and an ethic of care.
- Diversity of perspectives, lived experiences, and identities are reflected in programs, policies, and practices that foster inclusion and equity.
- Everyone feels safe and supported.

### **VALUES**

**Equity**

**Inclusion**

**Respect**

**Empathy**

**Well-being**

**Integrity**

**Responsibility**

# STRATEGIC PLAN GOALS AND INITIATIVES

## CULTURE



**Culture Goal One: Ensure that the experience of school fosters physical, mental, and emotional well-being while supporting BCSD's mission toward curiosity, kindness, and equity.**

**To advance this goal, BCSD will:**

- Optimize the usage of time, schedules, and calendars to promote the physical and mental health of students, faculty, and staff.
- Ensure equity of opportunity for all students, regardless of background, identity, or ability to pursue their academic and extracurricular interests.

**Action steps recommended by the subcommittees:**

C1.1 – Conduct an audit of current levels of physical, mental, and emotional wellness across the school community that examines equity using specific goals, outcomes, and accountability metrics.

C1.2 – Examine resources and practices to determine if the school day and extracurricular opportunities are accessible for all students and hidden barriers are addressed.

C1.2a – Form an equity team representing arts, athletics, and clubs related to extracurricular activities that reviews and makes recommendations on such factors as student and activity selection practices, the transparency of total costs for participation, and compliance with federal and state laws.

C1.2b – Offer professional development/training to coaches, staff, and students to respond to findings in 1.2a to nurture a more welcoming and inclusive experience in extracurricular programs.

C1.2c – Look for asset-based opportunities across arts, athletics, and clubs to celebrate and honor the participation of students from diverse backgrounds and varying abilities, and the contributions they make (i.e., from the team's high scorer to an individual who supports or unites the team).

C1.2d – Monitor indicators of inclusion and belonging in extracurricular activities by using concrete criteria/rubrics; this includes codifying through policy the manner in which the district will provide equitable resources and access for students (e.g., for field trips, athletics, other extracurriculars, academic competitions, and pursuits).

# CULTURE CONTINUED



C1.3 – Evaluate the daily schedule and academic calendar; **conduct a time audit of teacher and staff responsibilities through the lens of creating a healthy school-life balance.**

C1.3a – Conduct a time audit for students to determine if the current school day and extra-/co-curricular expectations for participation are in alignment with the district's mission, vision, and values. Following the audit, generate a report to inform programming decisions.

C1.3b – Evaluate the school day/ year through the lens of creating a healthy school-life balance. **Use research to evaluate the positive impacts of adding mental health days for students and staff to the calendar.**

C1.3c – Explore alternative scheduling structures used in other schools, including various forms of block scheduling, four-day weeks, and the use of digital learning to free up time for choice-based learning.

C1.3d – Conduct a time audit and create a report that determines if the current workday and expectations are in alignment with the district's mission, vision, and values. **This study will also examine how much time teachers and students spend on school-related work outside of the regular school day.**

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## **Culture Goal Two: Promote, monitor, and sustain students' healthy relationship with technology.**

### **To advance this goal, BCSD will:**

- Research and disseminate a technology use policy that promotes well-being.
- Create opportunities for community education and dialogue.

### **Action steps recommended by the subcommittees:**

C2.1 – Examine and draft technology use guidelines for BCSD staff and students, and obtain community feedback.

C2.1a – Examine and draft technology use guidelines for BCSD staff and students. Provide recommendations that are supported by research. Regularly review impacts, hear feedback, and make modifications to the guidelines/policies as needed.

C2.1b – Host feedback sessions with the community at large on the draft technology guidelines. After considering feedback from these sessions, provide a final recommendation for approval and implementation of the District's technology use guidelines.

C2.2 – Organize parental education on the district's technology use guidelines with a focus on the connections between technology use and student mental health.

C2.2a – Conduct parental education opportunities about the district's technology use guidelines with an emphasis on the connections between technology use and student mental health.

# CULTURE CONTINUED



## **Culture Goal Three: Foster a community culture where each student can realize success and feel a sense of belonging.**

### **To advance this goal, BCSD will:**

- Integrate social-emotional learning standards into culture and curriculum, clarify anti-bullying and safety measures, and support behaviors, practices, and policies that align with district vision and values.
- Celebrate and live a broader definition of success that encompasses the diversity of talents, interests, and backgrounds reflected in BCSD's local community and global possibilities.

### **Action steps recommended by the subcommittees:**

C3.1 – Align social-emotional learning standards with BCSD practice, supports, and curriculum and ensure adequate professional development for faculty and staff.

C3.1a – Conduct a curriculum and resource audit to determine how Ohio's K-12 Social and Emotional Learning Standards are currently being taught. This audit will then be used to assess the district's capacity to deliver evidence-based social and emotional learning and interventions that support the well-being of students, teachers, schools, and the community.

C3.1b – Those tasked with working on social-emotional learning will have the skills to best implement this initiative and will stay up-to-date on the latest, evidence-based, social and emotional skills programs and risk prevention programs to bring to BCSD.

C3.1c – Stakeholder (students, parents, guardians, teachers) input will be used to inform decisions on which SEL competencies to assess that are meaningful (have an impact on long-term student outcomes), measurable (can be assessed in a school setting), and malleable (can be developed in a school setting based on existing literature from the fields of human development, education, psychology, economics).

C3.1d – BCSD will implement long-term professional development on SEL competencies, taking into account **diversity, equity, and inclusion, and supporting neurodiverse learners.**

C3.2 – **Audit and consider amendments to policies and practices related to belonging and safety, including reporting structures for bullying and harassment; offer professional learning to foster greater physical and emotional safety.**

C3.2a – **Audit policies and processes related to belonging and safety, including reporting structures for bullying and harassment, and develop and improve systems to capture bullying, harassment, victimization, discrimination, and racism in order to systematically gather data to determine the magnitude, scope, and characteristics of bullying, track trends over time, and how direct response efforts by faculty and staff can be made clearer and more effective.**

C3.2b – **Collect, analyze, and provide data and evidence supporting the need for belonging and safety throughout the entire school district.**

C3.2c – Explore the feasibility of sharing this data with the broader community with respect to the frequency and type of information shared.

C3.2d – **Use data, evidence, and best practices to audit policies and processes and equip staff and students with knowledge, tools, training, and development needed to support safety and belonging on an interpersonal and systemic level. This includes providing training on proactive measures to support behavior in alignment with district values, establish culture, and create spaces to protect students and staff from bullying and harm.**

# CULTURE CONTINUED



C3.2e – Ensure that staff (particularly counselors and social workers) are prepared to support and advocate for all students who are experiencing crisis, harm, trauma, etc. as well as how crisis, harm, and trauma impacts and manifests amongst various groups. Review policies to ensure that policy recommendations support best practices.

C3.2f – Implement a student-led task force on how to minimize bullying at school.

C3.3 – Enhance and expand communications channels to articulate district values, celebrate varied stories of “success,” reflect the diversity of the student body and the larger school community, and build trust, transparency, and a greater sense of inclusion and belonging.

C3.3a – Develop communication guidelines, scripts, and materials to ensure district values are present, accurately articulated, and reinforced during public functions (meetings, sporting events, assemblies, concerts, etc.)

C3.3b – Ensure the BCSD website reflects a celebration of what the district values and the diverse voices within the BCSD community.

C3.3c – Develop a district wide-communication articulating roles and responsibilities of parents, guardians, staff, students, and administrators. This should be regularly communicated via district and building communications and maintained on the district website. Explore options to share these roles and responsibilities with the broader community.

C3.4 – Investigate structural changes around redefining what learning and academic success look like and how success is perceived.

C3.4a – Examine the impacts and unintended consequences on student wellness resulting from current expectations and structures around achievement.

C3.4b – Examine the impacts and unintended consequences of fostering an equitable and inclusive learning environment based on conceptions of success and district curricular practices.

C3.4c – Evaluate the resources, strategies, and policies/ practices needed to achieve a revised, broader understanding of success. Conduct a district-wide process to celebrate and support a broader range of pathways to success.

# TEACHING & LEARNING



**Teaching and Learning Goal One: Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.**

**To advance this goal, BCSD will:**

- Build capacity for culturally responsive, accessible, and inclusive teaching and learning practices and continually evaluate learning outcomes.
- Ensure strong core instruction and interventions are matched to student needs across all grades and all subjects.

**Action steps recommended by the subcommittees:**

T1.1 – Assess, expand, and build capacity for culturally responsive teaching and learning practices to meet the needs of all learners.

T1.1a – Provide ongoing support and professional development opportunities for teachers on culturally responsive teaching and learning practices that can be embedded into all K-12 classrooms.

T1.1b – Assess whether a multicultural course is needed to be developed for K-5, or greater integration into existing courses (including the arts) would be more effective, in order to build exposure to other languages and cultures, anti-racism, how to support students with disabilities, how to be an ally to individuals identifying as LGBTIA+, and exposure to or appreciation of other forms of diversity.

T1.1c – Conduct equity audits of the curriculum, including departments that serve students with specialized needs.

T1.2 – Ensure all students have access to a variety of instructional practices and appropriate support when needed through a sustainable, equitable, and consistent Multi-Tiered System of Support.

T1.2a – Build and institute a Multi-Tiered System of Support (MTSS) process for alignment district-wide including professional development and articulation of tools, data-based decision-making, and supports aligned to need.

T1.2b – Develop a multidisciplinary district-level MTSS team to provide professional learning and support as buildings implement MTSS, and to share research-based learning practices to support understanding and implementation.

T1.2c – Evaluate available tools for identifying best practices of the MTSS process, and determine Tier 1, Tier 2, and Tier 3 instructional needs, supports, and effectiveness.

T1.3 – Ensure that teaching and assessment practices as well as accountability metrics are intentionally and proactively planned to honor and address the variability within the student body.

T1.3a – Analyze the relationship between tracking and equity and how students are assessed and evaluated. Ensure (via professional learning, the review of assessment processes) that evaluations and assessments take place through culturally responsive, socially just, and critical and equity-minded assessment metrics. (See Equity Plan for definitions).

T1.3b – Evaluate, assess, and eliminate barriers preventing students' access to courses, gifted services, special education, and learning/classroom spaces.

T1.3c – Investigate multiple means to engage students, multiple means to present or teach content, and multiple means to assess student learning, in order to reflect the diversity of the student body and student learning needs.

# TEACHING & LEARNING CONTINUED



## **Teaching and Learning Goal Two: Expand student and teacher agency to amplify creativity, curiosity, and innovation in the learning process.**

### **To advance this goal, BCSD will:**

- Develop a shared understanding of “agency” in teaching and learning and provide professional development to implement into classroom practice.
- Develop and implement “signature learning experiences” to targeted grade levels and encourage individual pursuits, intellectual risk-taking, and learning through failure.

### **Action steps recommended by the subcommittees:**

T2.1 – Develop a shared understanding of what is meant by “agency” in both teaching and learning across all grade levels.

T2.1a – Support the vision and definition of “agency” through research.

T2.1b – Gather examples of what agentic teaching and learning are lived in practice at BCSD and in other schools.

T2.2 Develop and provide professional development opportunities for teachers around expanding student and teacher agency with an emphasis on creative and curious teaching and learning practices that can be embedded into all K-12 classrooms.

T2.3 – Develop concrete plans to pilot and implement required “signature learning experiences” in 2nd, 5th, 8th, and 11th grades to provide opportunities for individualized pursuits and passions (research, argumentation, etc.) as well as for supportive risk-taking.

T2.3a – Consider including the following aspects: each of the four experiences are a major project with key elements including student choice of topic, research (including primary research with community members or community organizations), and presentation to an audience including peers and adults.

T2.3b – Create evaluation guidelines and timelines of the signature learning experiences, and hold reviews to revise and expand opportunities as needed.

# TEACHING & LEARNING CONTINUED



## **Teaching and Learning Goal Three: Ensure all students have access to a variety of authentic and meaningful experiential learning opportunities.**

### **To advance this goal, BCSD will:**

- Develop an inclusive and authentic experiential learning program along with relevant and effective assessments that measure learning in a variety of ways.
- Expand developmentally appropriate connections and explorations programs and ensure all students have access.

### **Action steps recommended by the subcommittees:**

T3.1 – Develop a K-12 articulated experiential and authentic learning and assessment program.

T3.1a – Provide ongoing support and professional development opportunities for teachers on alternative ways to implement experiential and authentic learning and assessment methods.

T3.1b – Audit current K-12 authentic and experiential learning opportunities and align them to current courses and learning standards.

T3.1c – Identify and enhance authentic and experiential learning opportunities by addressing gaps and overlaps. Include resources and staffing needs including time for collaborative planning, success criteria to monitor the impact as well as an implementation timeline.

T3.1d – Consider the development of a Grade 9 combined Humanities/ELA course to promote more equitable non-honors learning opportunities.

T3.2 – Expand developmentally appropriate career connections and explorations programs, including internships, community mentors, pre-apprenticeship, service-learning opportunities, and ECC/FCC school-to-college programs.

Ensure that access takes into account barriers to underserved student populations and offers exposure to role models and mentors who represent diverse backgrounds, lived experiences, and areas of expertise.

T3.2a – Audit and map current K-12 career exploration opportunities.

T3.2b – Enhance career exploration opportunities by addressing gaps and overlaps. Include resources and staffing needs including time for collaborative planning.

T3.2c – Collaborate with regional organizations to gather interest and define potential opportunities including opportunities for visits, shadowing service learning, and internships for high school credit.



# FACILITIES



**Facilities Goal One: Develop a BCSD master facilities plan that will efficiently utilize spaces and resources to address the growing population and evolving needs of the district.**

**To advance this goal, BCSD will:**

- Initiate a master facilities planning process and establish channels for communicating ongoing feedback to address facility improvements.

**Action steps recommended by the subcommittees:**

F1.1 – Initiate a strategic and fiscally responsible process encompassing multiple actions with the goal of producing a master facilities plan.

F1.1a – Facilitate the selected pre-bond architecture firm to develop the Master Facilities Plan.

F1.1b – During the development of the Master Facilities Plan, learning community members will have the opportunity to provide input through focus-group sessions, covering topics including but not limited to environmental sustainability, restrooms access, cafeteria usage, extracurricular facilities, and other areas that have been identified during phase one of the strategic planning process.

F1.1c – After the initial draft of the Master Facilities Plan is complete, there will be a period for public comment.

F1.1d – Review the final Master Facilities Plan and input the public comment, then make any necessary adjustments.

F1.1e – Evaluate the plan, and budget, and advise the BOE and Superintendent on a funding schedule to support the completion of a master facilities plan.

F1.2 – Establish channels for providing community and school feedback on facilities to address evolving needs.

F1.2a – Generate a communication to the BCSD community soliciting feedback on facilities on a semi-annual basis.

F1.2b – Review feedback from the BCSD community twice per calendar year and determine priorities based on community feedback and priorities identified within the Master Facilities Plan.

F1.2c – On a semi-annual or annual basis, provide the staff with an update on major facilities improvements and/or planned construction in the BCSD.

# FACILITIES CONTINUED



## **Facilities Goal Two: Prioritize flexible and adaptive spaces to support dynamic teaching and meet the needs of every learner.**

### **To advance this goal, BCSD will:**

- Explore the use of alternative facilities, how spaces can be deployed more creatively, and reequip classrooms as needed.

### **Action steps recommended by the subcommittees:**

F2.1 – Reequip selected classrooms, collaborative learning environments, and common spaces by installing and utilizing flexible, aesthetically pleasing furniture.

F2.1a – Develop a Scope of Work Plan with a priority of spaces and timeline.

F2.1b – Contact furniture designers to solicit quotes after the completion and approval of the Facilities Master Plan.

F2.1c – Identify a budget and timeline to support this work.

F2.2 – Explore alternative facilities and buildings through partnerships, grants, leases, and purchasing opportunities.

F2.2a – Consider setting aside funds each year into a Facility Asset Fund to leverage potential space opportunities.

F2.2b – Search for potential sites for lease or sale that support the evolving needs of the BCSD upon the completion and approval of the Strategic Plan.

F2.2c – Generate and prioritize a list of possible community organizations and meet with their leaders to explore mutually beneficial partnership opportunities.

F2.2d – Research additional funding sources to support facility improvement for BCSD.

F2.2e – Explore the feasibility of establishing emotional regulation rooms that are staffed by a designated adult that monitors them to make them available to students throughout the day.

# FACILITIES CONTINUED



## **Facilities Goal Three: Create welcoming spaces that promote safety and belonging for all.**

### **To advance this goal, BCSD will:**

- Assess space planning and usage across the district through a lens of accessibility, equity, safety, belonging, and joy.

### **Action steps recommended by the subcommittees:**

F3.1 – Review, identify, and rethink usage, accessibility, wayfinding, and equity of learning and social spaces with a particular focus on identifying underutilized areas that could be transformed into community spaces, communal learning, and extended learning areas.

F3.1a – Conduct a study of the resources required for renovation and the potential educational impact.

F3.1b – Determine the budget, timeline, and impact of potential renovations.

F3.1c – The budget and scope of work are to be reviewed for approval.

F3.2: Conduct an ADA audit of our facilities and respond to the recommendations by completing required renovations to meet each student's needs.

F3.2a – Contact ADA specialists/architects to solicit quotes for an ADA audit of the District's facilities.

F3.2b – Review and rethink usage, accessibility, and equity of learning/social spaces.

F3.2c – Create an equity rubric to determine if a space is accessible beyond basic requirements.

F3.2d – Reviewing building layout, configuration, gender-neutral restroom needs, and spaces including where certain classes (art, music, etc.) are situated.

F3.2e – Develop a Scope of Work Plan based on findings in the Master Facilities Plan.

F3.2f – Following the completion of the ADA Audit, develop a budget to support potential renovations and seek approval for this funding.

F3.3 – Implement identified systems and equipment to enhance safety and security measures within the District's buildings.

F3.3a – Identify and prioritize building infrastructure safety needs.

F3.3b – Develop a Scope of Work Plan, budget, and timeline.

F3.3c – Explore various funding sources on an ongoing basis. Funding sources may include but are not limited to private partnerships, grants, and District funds approved by the BOE.

F3.3d – Once approved, install the identified systems and equipment to enhance safety and security within BCSD.