

District Priority 3 –Create Culture of 7C’s with School as an Experience 2026-27

Students will engage in meaningful, developmentally appropriate experiences that build character, deepen knowledge, and foster resiliency.

ACTION	WHO IS RESPONSIBLE	TIME FRAME FOR BEGINNING, IMPLEMENTING, & SUSTAINING ACTION	UPDATE OF ACTION	RESOURCE ALLOCATION
1. <u>Resilience through 7 C’s</u> - Resilience through 7 C’s - Cultivating a culture where students become more capable and learn to live well together through practice of the 7 C’s with peers, adults, families, and the community. (SCAP - Self Regulated Learning and mindset/motivation)				
a. The 7 C’s explicitly taught, modeled, and visible in student behaviors.	Superintendent, Principals, All Staff	Sustain: 2026-29	<u>Next steps to Sustain:</u> - Update the implementation for senior capstone that is consistent, has staff commitment, has increased rigor in scoring, developed meaningfully over time, and better utilizes the 7 C’s - Teach the “shadow” side when 7 C’s are not present for students to self reflect	Time
b. Cross-age mentoring, collaboration, and service opportunities across grade levels.	Superintendent, Principals, AD, All Staff	Sustain: 2026-29	<u>Plans to Sustain:</u> - High School students support preschool and elementary events - Continue “buddy classrooms” at elementary - High school students meet with 8th grade students in advisory regarding how to be successful - consider a mentoring program for 8th graders - Service Learning hours required in Civics - Continue SALT at BVHS - Service learning opportunities at Avery Parsons through Leader in Me “jobs”	Time
c. Peers respecting one another, supporting one another in conflict resolution and by being upstanders	Principals, Counselors, Teachers	Implement: 2026-27 Sustain: 2027-29	<u>Plans to Implement:</u> - Implement developmentally appropriate involvement of peers in leading conflict resolution - Emphasize “upstander” tools in	Possible training costs Time

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- o In Progress
- ✓ Complete
- Not started

			designated health units and through designated, interest groups ○ Explore training for a staff to facilitate peer groups ○ Utilize community partners, like Restorative Justice, for peer mediation	
d. Students regularly practice executive functioning, self-regulation, and leadership skills.	Principals, Teachers	Sustain: 2026-29	<u>Plans to Implement:</u> ● Implement a standard executive skills instruction in 6th grade and review in 7th grade ● Establish Tier 2 executive skill intervention in grades 4-12 ○ Continue lessons on habits of independence and growth in K-5 through Leader in Me lessons	Time
e. Student voice surveys administered, analyzed, and used to inform school improvement.	Superintendent, Principals, All Staff	Sustain: 2026-29	<u>Plans to Implement:</u> ○ Continue administration of annual student SCAP survey ○ Publish trends by district and school annually ○ Indicate actions or further study based on perception survey ○ Re-establish consistent student representation on District Accountability Committee (DAC)	SCAP dues \$3000 Time
f. Families participating in opportunities focused on student resiliency, well-being, and growth in becoming capable people.	Superintendent, Principals, Counselors	Implement: 2026-27 Sustain: 2027-29	<u>Plans to Implement:</u> ● Quarterly in- person events for families and staff collaboratively interacting on the topics ● Monthly virtual meetings for families and staff co-participating in discussion on topics ● Monthly School level meetings (PLT) review discussion and topics of all district meetings ● Include articles and information on the topic each month in the BV Monthly	Food Books or other resources \$1000

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g. Student accomplishments and demonstrations of character consistently recognized and celebrated.	Superintendent, departments, counselors, principal, teachers, Business Support Specialist	Sustain: 2026-29	<u>Plans to Implement:</u> ● Post social media occur weekly celebrating student character ○ Distribute quarterly reports to all district residents include student character accomplishments ○ Implement some type of student of the week/month in all schools ○ BV Monthly includes celebrations for character (as well as academics)	Quarterly reports \$2000
2. Engagement through Meaningful School Experiences - Advancing practices and policies that prioritize in-person participation, healthy technology use, reflection, and interactive experiences. (SCAP - Engagement)				
a. Practices and policies that prioritize in-person learning experiences, healthy technology habits, and active student engagement in the daily life of school.	Superintendent, principals, teachers	Sustain: 2026-29	<u>Next Steps to Sustain:</u> ○ Refine and add quality electives matching student interest ○ Confirm policy for part and full time attendance ○ Establish clear procedures for dual enrollment ○ Introduce diploma endorsements honoring individual course pathway achievement	
b. Schedules and learning experiences that maximize instructional time while preserving opportunities for reflection, connection, contribution, and joy in learning.	Principals. teachers	Sustain: 2026-29	<u>Next Steps to Sustain:</u> ○ Limit transitions where possible ○ Utilize class time from “bell to bell.” ○ Establish clear purpose and resulting expectations for all staff for advisory to provide consistency ○ Refine advisory for higher engagement ○ Through IDA and PL time, provide refreshers on the four components of optimism ○ Use academic support classes for dedicated time to meet learning goals	
c. Professional learning for staff on adolescent development, stress, motivation, and	Professional Learning Ambassadors	Implement: 2026-28 Sustain 2028-29	<u>Next Steps to Sustain:</u> ● Include sessions during February Professional Learning on the topic ● Implement universal training for all staff	Time

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practices that strengthen internal control and optimism.			on the topic	
d. Cell phone and screen time procedures are consistently implemented to promote school experience	Superintendent, Principals, Teachers	Sustain: 2026-29	<u>Next Steps to Sustain:</u> • Adjust 6th grade 1:1 device to include meeting training requirement prior to taking device home • Ensure screen time procedures are followed • Evaluate 1:1 program for 7th and 8th grade • Develop a plan to further emphasize social connection in the learning process	Time
3. Individualized Future Planning - Providing opportunities to help students discover their strengths, interests, and future pathways through career exploration and goal setting. (SCAP - Purpose/belonging)				
a. Career exploration and community-connected learning opportunities exist across PK-12.	Principals, Work Based Learning coordinator, Counselors	Sustain: 2026-9	<u>Next Steps to Sustain:</u> • Introduce Sophomore Seminar as Career Exploration paired with financial planning - o Integrate business partners in learning at all grades, PK-12 - o Utilize community members to speak of life experiences and decision-making in seminars, Big Picture, and Enrichment - o Continue “wanderings” at preschool to local businesses - o Utilize social studies and enrichment time to expand elementary experience regarding jobs in community	WBL Coordinator Part time FTE

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b. Secondary students maintain individualized course planning and post-secondary planning tools.	Middle and High School Principals, counselors	Implement: 2026-27 Sustain: 2027-29	<u>Next Steps to Sustain:</u> ● Introduce diploma endorsements honoring individual course pathway achievement ● Implement ICAP standard course alignment through BV Essentials in dedicated courses (seminars, business in particular) ● Establish in handbook requirements for full schedules throughout four years of high school. ● Evaluate senior course requirements for graduation in comparison to available electives ○ Ensure systematic implementation individual course planning sheets at BVHS and CCHS ○ Utilize SWAP for qualifying students ○ Make course pathways available to students and families for four core subjects ○ Utilize STARS for high school family post secondary planing	
c. Work-based learning, mentorship, internships, and experiential learning opportunities continue to deepen.	Principals, Business/Internship Teacher	Sustain: 2026-29	<u>Next Steps to Sustain:</u> ○ Implement Comprehensive Post Secondary Readiness (CPSR) program evaluation recommendations to further work based learning/internship opportunities ○ Allow process for extending internships to three periods when need is demonstrated	
d. Students regularly reflect on and can articulate their strengths, interests, and areas for growth.	Teachers	Implement: 2026-27 Sustain: 2027-29	● Maintain Freshman and Senior Seminar and add Sophomore Seminar for understanding personal interests and learning how to make most of high school experience. ●	

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e. Community partners actively contribute expertise, mentorship, and authentic learning experiences for students.	Business/Internship Teacher, Dignitary Coordinators	Sustain: 2026-29	- o Establish relationships with business community for Work Based Learning opportunities - o Increase community participation in the Dignitary program	
Total Resources beyond general salary and operations: Time .5 FTE \$3000 (+ \$3000 for SCAP accounted for in Priority 2)				

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