

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Student Achievement Program

Policy Number: IMB Effective Date: 6/17

Date of Original Policy and Revisions: 3/14

Cancels Policy No.: N/A Dated: N/A

Date of Next Review: 6/20

POLICY

Schools should be safe, respectful and welcoming settings for all students, families and staff. Research results indicate that both academic and social gains for students improve when schools establish a positive, predictable social and rigorous academic culture.

Rigorous academic instruction includes:

- Evidence-based culturally relevant core curriculum, implemented with fidelity;
- Explicit instruction and precision teaching;
- Use of evidence-based teaching strategies;
- Systems for positive feedback;
- Systems for timely student feedback;
- Universal screening and benchmark assessments administered to all students;
- Formative assessments administered to all students;
- Disaggregated data collection and analysis to inform instruction;
- Evidence-based multi-tiered continuum of support;
- Targeted interventions for students in need of additional supports (tier II);
- Tertiary/intensive, individualized interventions for students in need of significant supports (tier III);
- Progress monitoring for students in need of additional supports;
- Fidelity monitoring.

Achieving a positive social culture as well as a rigorous culturally relevant learning environment requires active and consistent investment. Teachers find that the time spent implementing behavior systems and effective instructional practices are amply repaid with increased student achievement and a more pleasant learning environment.

The following features are minimal characteristics of schools that promote and sustain a positive social and academic culture:

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- A small number of positively stated behavioral expectations are defined;
- Students' unique cultural backgrounds are taken into account when creating and reinforcing expectations;
- The behavioral expectations are taught to all students each year;
- Staff actively acknowledges students for engaging in the behavioral expectations;
- A system is defined for monitoring behaviors of concern and is used consistently by all staff in the school;
- Information is collected on office behavioral referrals, suspensions and expulsions. This information is available to, and used by, the administrators, related services personnel, behavior support team and staff on a regular basis;
- The school improvement team has a process for:
 - Assessing the extent to which best practice procedures for culturally responsive behavior support are being used in the school;
 - Monitoring the positive and concerning behavior of students in the school; and
 - Using information for on-going action planning.
- Discrimination, harassment, bullying and intimidation are not tolerated. Policies and procedures are in place and routinely used for accepting reports, developing safety plans for targeted students who report incidents, changing the behaviors of involved students, and documentation of reports, incidents, and actions taken.

The Superintendent or designee will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the District's continuous student achievement improvement program efforts. School improvement efforts should include a goal addressing the student climate of the school and the academic achievement of the school, as well as a process for evaluating the features of behavior and features for instruction.

The Superintendent or designee will ensure development and implementation of a District wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed, and reports to the community.

The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

- Self-evaluation of current and prior disaggregated student achievement and behavioral data, including student and community demographics, student access to, and utilization of, educational opportunities to meet standards. The evaluation should include measurement of the eight features of positive social culture and measures of academic instruction;

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- Data-driven goal setting utilizing Oregon Department of Education recommended and/or local methods culminating in school and district improvement plans and processes. The processes include these common features:
 - a. Developing readiness;
 - b. Collecting and analyzing data;
 - c. Setting goals based on data;
 - d. Utilizing evidence-based practices;
 - e. Creating an action plan;
 - f. Implementing a multi-tiered system; and
 - g. Evaluating effectiveness and adjusting for improvement;

- Full implementation for accountability, ongoing staff development, identification of local efficiencies and resources, resource allocation and realignment strategies needed to support improvement efforts, and maintenance of the effort.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES/COMMENTS

Legal Reference(s):

[ORS 329.095](#)
[OAR 581-022-1020](#)
[OAR 581-022-1030](#)
[OAR 581-022-1130](#)