Bond Development Committee

Guiding Principles

Schools should thoughtfully incorporate features, services, and experiences that actively promote social-emotional learning among students.

- Promote social-emotional regulation skills to ensure that students feel safe at school.

- Support training and access to facilities for programs that facilitate students' social emotional growth.

- Support resiliency development among students.

Inspire genuine engagement by creating real-world, authentic learning experiences that are relevant to students' daily lives and future goals.

- Students want and need real-world, authentic experiences.

- Instruction must adapt to the way students learn now.

- Address the *why* (i.e. intentionality) of what is being learned.

- Create blended learning opportunities where subjects are not siloed.

- We don't know what the world of tomorrow looks like; we need to be listening to our students.

Promote entrepreneurship by creating student-centered environments that invite student exploration, autonomy and choice.

- Offer broad, lateral experiences to help students find their passion.

- Provide opportunities to experience entrepreneurship first-hand.

- Offer entrepreneurship courses.

- Teach students how to evaluate and discern information.

- Challenge traditional barriers in terms of activities and pursuits (e.g. socio-economic, gender, etc.).

Experiential, project-based learning activities should be omnipresent, highly-visible and celebrated.

- Do not relegate hands-on activity areas to "back of the house" spaces. Make such spaces highly visible to generate interest among students.

- Facilitate growth through trials, failures, and the messiness that is central to true learning.

- Provide project-based learning opportunities with real purpose and accountability (change makers).

Create authentic, embedded learning opportunities for career technical education (CTE) within and outside of the school building.

- Introduce CTE opportunities at the middle school level.

- Introduce students to different careers in real-life settings.

- Offer pathways to earning an associate's degree in high school.

- Utilize untapped resources within the community to expand CTE offerings (e.g. medical, culinary, auto shop).

- Ensure CTE offerings reflect student interests.

Position students for a successful future by fostering the development character-building traits and professional skills.

- Teach students basic life skills such as finance, cooking, and health care in a way that is engaging and relevant.

- Help students build face-to-face interpersonal communication skills.

- Teach technological literacy that is purposeful and goes beyond use of social media, such as the ability to navigate different platforms and seek out information.

- Build perseverance and grit in students.

- Promote character growth and citizenship development.

Generate and sustain meaningful partnerships within the local community by connecting teachers, parents, industry partners, and service agencies to students.

- Hire and cultivate teachers that are skilled facilitators as well as "content-masters" while engaging different industry partners as the "experts."

- Provide opportunities for service learning and volunteerism. Students should learn that giving back is important. Allow students to self-select the types of service opportunities they pursue.

- Prioritize the recruitment and retention of local teachers and staff with community ties that reflect the demographic characteristics of the student body.

The concept of flexibility is multifaceted, applying to the immediate environment as well as location, schedule, and curriculum.

- Extend the concept of flexibility to both space + time (i.e. schedule).

- Appreciate that traditional conceptions of school spaces are evolving (e.g. what is a library?).

- Building features should support the evolving role of teachers as designers and facilitators.

- Support mental flexibility in designing applied learning activities.

Move extracurricular activities toward the curriculum and into the building.

- "Extra-curricular" activities help build essential skills; they should be valued as commensurate to curriculum-based instruction (i.e. "co-curricular").

- Empower teachers to have the ability to be flexible with teaching and learning approaches (curricular and extra-curricular).