



Blueprint Updates

January 8, 2019

*Building on our tradition of excellence –
planning for the future.*

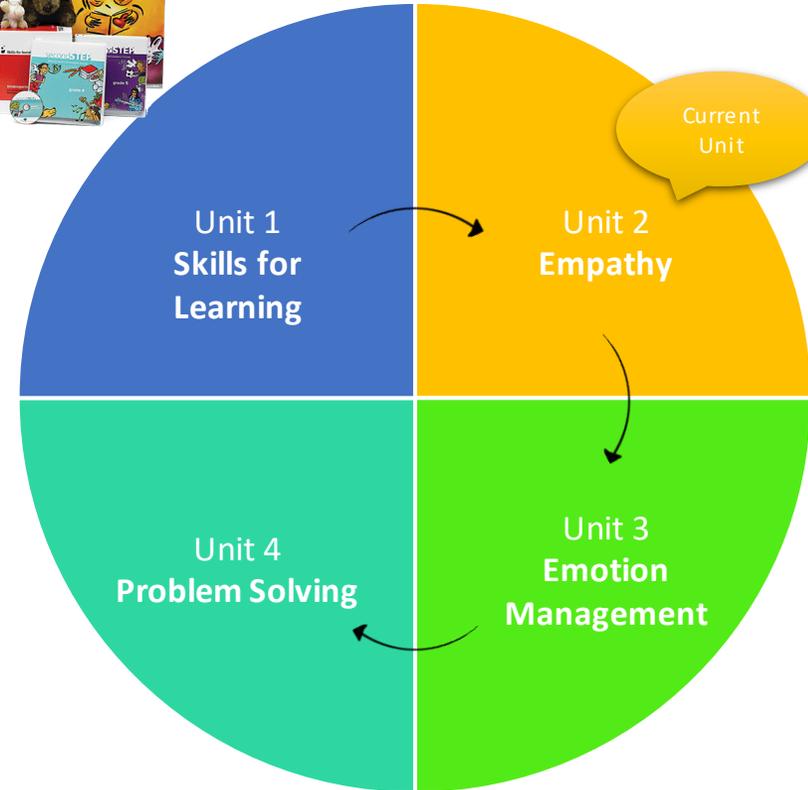


Co-Vitality Pilot

- Grounded in extensive research on positive youth development, Co-Vitality features the Social Emotional Health Surveys developed in collaboration with the Center for School-Based Youth Development at the University of California, Santa Barbara.
- The Co-Vitality framework—featuring the Social-Emotional Health Surveys— is a comprehensive set of assessment tools and insights to help school mental health teams assess adolescents’ personal and social strengths and assets, in addition to psychological distress and risk factors.

Second Step

- Social-Emotional curriculum
- Promotes:
 - School success
 - School connectedness
 - Safe and respectful school climate
- Second Step works by teaching students the skills that strengthen their ability to
 - Learn
 - Empathize
 - Manage emotions
 - Solve problems
- Currently being implemented at CRPS & FRES
- Expanding to TCMS mid-year



Additional Mental Health Services

- Family Navigator: Kristin Haughey
 - Facilitates referrals to Genesee Mental Health/community agencies
 - Works as a school based prevention counselor at TCMS and BHS
- Genesee Mental Health: Sue Ellen Trumbell at TCMS, Brian Head at BHS
 - Works with students 1:1 providing mental health counseling.

School Safety

Provide continuous monitoring of security and safety procedures to be able to quickly respond to emerging and changing safety and security-related concerns while maintaining an open and welcoming environment.

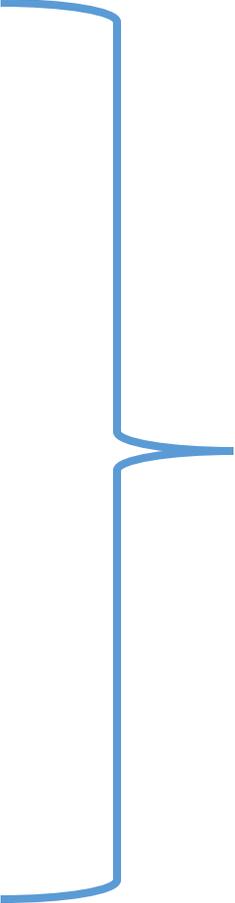
1. Improve effectiveness of building safety teams and refine response to situational annexes
 - **Recommendation: standardize safety team model and reevaluate security staff allocations (K-8)**
2. Continue the development of threat assessment tools and techniques
 - **Recommendation: formalize current processes utilizing available resources and participate in more targeted training.**

Ongoing Action Items

3. Monitor and implement evolving guidance related to emergency response procedures
4. Development of a capital plan that addresses safety, security, and accessibility concerns brought forth by all stakeholders (e.g. TCMS traffic concerns)

Rigorous Coursework

- **Create grading and report card systems which are congruent K-12 and grading practices support District philosophy**
- **Status:**
 - CC subgroup codifying language which will be used to describe and assess non-academic behaviors
 - CRPS/FRES - use this language on updated report cards
 - TCMS – continuing to refine weighting categories on report card
 - BHS – homework practices

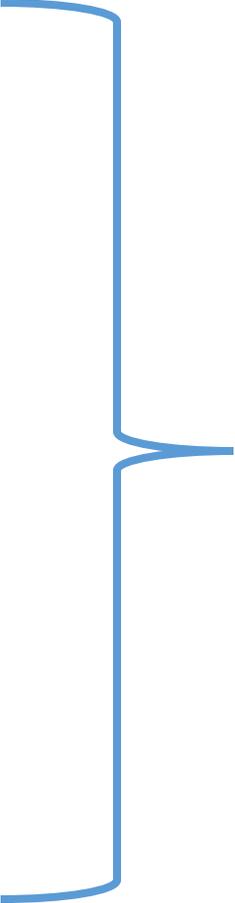


Building
level
committees

Rigorous Coursework

Status:

- Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.
- Provide opportunities for alternative coursework by creating new multidisciplinary courses (6-12).
- Develop personalized learning opportunities through online and face to face pedagogies.

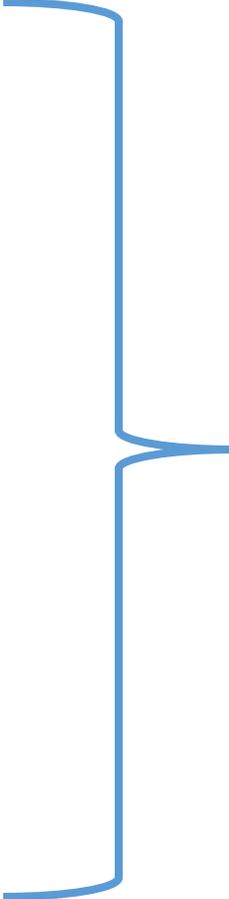


Ongoing
Work

Rigorous Coursework

New for 2018-2019:

- **Develop and incorporate culturally responsive curriculum and teaching across the PK-12 experience with students and families.**
- **Status:**
 - Locate resources for use in K-12 classrooms
 - Plan for summer 2019 K-12 DPD day
 - Update textbook adoption regulation to incorporate culturally responsive elements



Curriculum
Council
Subcommittee

Instructional Technology

- 1. Ensure that all students (K-12) have access to the appropriate tech tools.**
 - Recommendation: Provide 1:1 access for next year's 11th grade students
- 2. Ensure that students have the necessary skills to utilize technology to meet the District adopted ISTE standards.**
 - Recommendation: Include technology use in all updated curriculum maps
- 3. Provide extended PD opportunities to teachers to give them opportunities to plan for the purposeful, meaningful use of technology into units of study.**
 - Recommendation: Shift summer tech-specific PD to "TeachFest" model.
- 4. Assess Impact: Develop a system for gathering input from all users regarding the effectiveness of the tools**
 - Status: Curriculum Council subcommittee – ongoing work