

BRIGHTON



BELIEVES

INTEGRITY

RESPECT

RESPONSIBILITY

KINDNESS

SELF-CONTROL

2020-2021 BLUEPRINT PLANNING

INTERMEDIATE PANDEMIC FOCUS PLAN

PROCESS

19-20 Blueprint Goals Assessed and Reported Out
Community Feedback Gathered
Blueprint Team Planning Day Conducted Virtually
Decision Made to Create Intermediate Focus Plans

Spring 2020

Summer 2020

2020-2021 School Year

Focus Blueprint Implemented
Regular Progress Reports Provided Quarterly
Full Blueprint Process and Refocus on Additional Priority Areas for 2021-2022

Leadership Team and Board of Education Review of Preliminary Action Plans
Leadership Team and Board of Education Revision of Proposed Action Plans
Board of Education Adoption of Intermediate Focus Blueprint

PRIORITY



FOCUS

- Priority Areas:**
1. Systems
 2. Mental Health and Wellness
 3. Academic Rigor for All Students
 4. Diversity and Equity

Reopening

Diversity and Equity

Safety

Instruction

Staff

Students

Practices

Materials and Programs

REOPENING PROCESS



Preliminary Planning

Community Feedback Solicited re:
Online Instruction, D/E and Reopening
Internal Assessment of Spring 2020
and Collaborative Work with BTA
Blueprint Planning Day-Reopening
Focus Area



BCSD Reopening Task Force

Operations and Instruction
Subcommittees Formed
Meetings Held
DOH and SED Guidance Reviewed
Draft Plans Developed



Leadership Team Planning and Communication

Draft Plans Communicated
Community and Staff Preferences
Solicited
Plans Finalized
Implementation Plan Created and
Distributed



Implementation Planning

Community Feedback and
Commitments Indicated
Meetings with the Community and
Staff to be Conducted
Testing, Contact Tracing and All
Remote Learning Plan to be Posted
Building and District Scheduling and
Planning to be Completed

REOPENING OVERVIEW

- Hybrid Program
 - K-12 students attend in person every other day (M/T/Th/F) by alpha split. K-12 students “attend” independently on opposite day to build on their in-person day or prepare for the next.
 - Wednesday is Hybrid Remote for all students.
 - 6-12 follows cycle day and period by period schedule.
 - K-5 student schedule will be modified from in school schedule to provide meaningful interaction with teacher throughout the day.
- All Remote
 - K-12 Students attend remotely M-F.
 - 6-12 follows cycle day and period by period schedule. Courses needed to progress towards graduation will be prioritized. All electives may not be available.
 - K-5 student schedule will be modified from in school schedule to provide meaningful interaction with teacher throughout the day.
 - 6-12 students will be provided synchronous instruction 4/6 days.
 - K-5 students will be provided with synchronous instruction 5/6 days.

REOPENING OVERVIEW

Family survey distributed

Commitments needed by 8/17, 8pm

Planning continues

- **Transportation**
 - Back to front loading
 - Social distance and masking
 - Reduced loads
 - No more than two per seat
- **Food Service**
 - Options will be different, and ordering should be done in advance
 - Food will be available for pick up by hybrid remote or all remote learners
 - Social distance will be strictly enforced
- **Operation/Maintenance**
 - M/Th/F cleaning in the evening
 - During the day procedures
 - W/F deep cleaning
- **Events/Activities and Facility Use**
 - Events cancelled and facility use prohibited
 - Limited exceptions for clubs with project deadlines or events such as the SAT/ACT
 - Athletics cancelled by state association through 9/21
- **Health Procedures**
 - Screening
 - Testing
 - Contact tracing and notifications

BLUEPRINT FOCUS AREAS AND ACTION STEPS



Priority Area Focus Points	Objective: description of what you'd like to generally accomplish.	Action Steps: Exactly what are proposing to do in order to accomplish the objective?	Who and When: For each action step, who should work on this and when should they do it?
Anti-Racism/Anti Bias Curriculum	Identify areas in the K-12 curriculum, across disciplines, where antiracist/antibias concepts are taught. Modify curriculum to address gaps.	<ol style="list-style-type: none"> 1. Identify elements of AR/AB – Do we know it when we see/hear it? knowledge and skill. Create tool to vet curriculum and instructional practice. Enlist stakeholder groups to review current state. 2. Provide ongoing PD (districtwide (community?) book read) to staff to build 3. Offer counselors more training specific on AR/AB concepts – position them as a resource for having difficult conversations 4. Do NOW: K-5: Embed antiracism lessons in Second Steps curriculum – Use Teaching Tolerance resources. K-2 – Shift how we talk and teach about holidays. 6-12 Develop activities that can be used during WIN/FLEX with students 	<ol style="list-style-type: none"> 1. Curriculum Council – 2020-2021 2. Office of Curriculum and Instruction working in conjunction with Human Resources 3. District Mental Health workgroup 4. K-5 Counselors, K-2 Social Studies committee, 6-12 counseling staff

<p>Culturally Responsive Materials and Practices</p>	<p>Increase ability of staff to have difficult conversations with students and others.</p>	<ol style="list-style-type: none"> 1. Identify and enlist district personnel NOW to be thinking partners 2. Provide AR/AB training to district leadership/BOE 	<ol style="list-style-type: none"> 1. Ad hoc group convened by ASI 2. Cabinet
<p>Family Engagement</p>	<p>Build partnerships with parents/community to support and implement AR/AB goals.</p>	<ol style="list-style-type: none"> 1. Assess where families are and what their needs are. Use survey that was generated last year by FE D/E committee. 2. Reach out to FOC group & ENL parents. 3. Leverage an online component to connect families – use the classroom as the organizational structure (Family Zoom night – monthly? Align to what we’re learning in Second Steps) 4. Develop a web presence for community to go to. Collect resources list ways they can become involved. Include archived list of work to date. 	<ol style="list-style-type: none"> 1. District Family Engagement committee in conjunction w/PTSA 2. Office of C & I 3. CRPS, FRES admins, Counseling staff, ASI 4. ASI

<p>Hiring Practices</p>	<p>Continue to define and create the environmental attributes to attract and retain high quality faculty members from diverse backgrounds.</p> <p>Collect, review and assess exemplar retention policies, procedures, and practices with an eye towards strengths, weaknesses, opportunities and threats regarding improvements.</p>	<p>1. Continue to execute Search Process Guidelines/Procedures for teacher and administrator vacancies.</p> <p>Update protocols to ensure fairness and consistency in the hiring process.</p> <p>Enhance training for hiring committee participants</p> <p>Compile more objective feedback from hiring committee participants</p> <p>Partner with the Brighton Teachers’ Center to develop Anti-Racism/Bias Training series to build broader network of identified “Allies and Advocates”</p> <p>Require a robust Anti-Racism and Unconscious Bias training for all district employees.</p> <p>Engage expert in organizational behavior to evaluate physical environmental factors that promote commitment to diversity. Compile more objective feedback from hiring committee participants</p> <p>Partner with the Brighton Teachers’ Center to develop Anti-Racism/Bias Training series to build broader network of identified “Allies and Advocates”</p> <p>Require a robust Anti-Racism and Unconscious Bias training for all district employees.</p> <p>Engage expert in organizational behavior to evaluate physical environmental factors that promote commitment to diversity.</p>	<p>Who: Diversity Equity Hiring Practices Subcommittee Building Principals Human Resources Brighton Teachers’ Center</p> <p>When: Fall 2020 – Focus on Environment and Retention Attributes prioritizing professional development.</p>
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<p>Staff Training</p>	<p>Require refresher and new training on implicit bias for all staff.</p> <p>Rationale – Anti-racism needs attention now and requires dedicated focus.</p>	<p>^{1.} Develop an “Allies and Advocates” series through the Brighton Teachers’ Center, building off of the book <u>How to be an Anti-Racist</u> and video: <i>Criminalization of Black Girls in School</i>.</p> <p>The District should go beyond District admin and Dr. Washington to roll-out an in-person anti-racism training to clearly set the expectations of the District regarding racism, bias, and the maintenance of a safe and discrimination free work environment for all.</p>	<p>Who: Human Resources Building Principals Brighton Teachers’ Center</p> <p>When: September-October 2020</p>
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<p>Discipline Practices</p>	<p>To conduct a K-12 review of the District’s Code of Conduct with attention to disciplinary practices, consequences, and how Restorative Practices are being infused into our Code of Conduct.</p>	<p>1. Require that all teachers are trained in restorative practices</p> <p>Leverage the objectives and training resources documented in the Staff Training section to apply to student discipline.</p> <p>Develop and education series for parents and students on purpose and intent of restorative practices.</p> <p>Partner with PTSA to report out on ongoing progress and initiatives specific to restorative practices.</p> <p>Examine the appeals process for student discipline. Provide for the purposeful consideration of bias involving Marlowe or other designee looking at facts and circumstances through a diversity/equity lens.</p>	<p>Who/When: Brighton Teachers’ Center for PD – September/October 2020</p> <p>Betsy Paddock to be point person to lead restorative practices.</p> <p>Quarterly commitment for updates and reporting.</p> <p>K-12 building principals in partnership with Marlowe to examine appeals process – October/November 2020</p>
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<p>Program Reviews/Student Engagement Audit</p>	<p>Increase engagement and connection opportunities K-12 for students and families with continued focus on students and their families new to the district. Connect/engage students</p>	<p>1. Identify potential barriers for students to engage in extracurricular activities. Collect student extracurricular participation data beginning grade 3 Continue to develop communication systems to engage new families in our District. Continue to develop/promote communication of clubs/activities to students even in a remote/hybrid environment Create a repository with resources that are accessible (school and community). Create videos of different clubs/activities (for instance intramurals) Continue to provide families new to the District a copy of the PTSA calendar Explore virtual orientation – streamline what we can, by school, include all programs that families can have access to. Continue to make phone calls to check in with new families throughout the school year. Survey/collect feedback what works in connecting families and what doesn't</p>	<p>1. 2020-2021K-12 Mental Health Steering Committee Building Administrators Office of Student Services Director of Athletics Director of VPA PTSA Fall 2020-2021 school year</p>
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Mental Health Concerns

Continue to develop community and connection through Restorative Practices and Social Emotional Learning (SEL).

Strengthen identification process for K-12 students who are experiencing needs related to mental health issues.

1. Continue Restorative Practice training for all faculty and staff.

2. Continue to provide communication with families on restorative practices and how utilized to connect and engage with students.

3. Create a K-12 mental health screening tool.

Develop Social Emotional Learning training to reengage students, support adults and students

1. 2020-2021K-12 Mental Health Steering Committee

2. Building Administrators

3. Building Mental Health Departments

4. Office of Student Services

5. Brighton Teacher Center