

BRIGHTON



BELIEVES

INTEGRITY

RESPECT

RESPONSIBILITY

KINDNESS

SELF-CONTROL

BLUEPRINT UPDATES

NOVEMBER 2021

Board of Education Meeting

Brighton Blueprint 2021-2022

Academic Rigor for All	Systems/DEI	Mental Health & Wellness
<p>BCSD will provide each student coursework that is challenging in order to promote individual growth.</p> <p>Each learner will be supported to maximize their potential, based on needs and interests. We will focus on being culturally responsive and celebrating and accepting differences. We will support developing a growth mindset by all.</p> <p>We will develop strategies that emphasize creativity, innovation, culturally responsive practices, and the mental health of our students.</p>	<p>BCSD will engage in thoughtful planning and act with fidelity to carefully planned systems that support our district commitments to:</p> <ol style="list-style-type: none"> 1. Diversity, equity, and inclusion. 2. Health and well-being of faculty, staff and students. 3. Innovation in the development of alternative learning environments. 	<p>BCSD will support the whole child in creating environments that are conducive to learning and foster overall health and wellness both emotionally and physically.</p> <p>The mental health, wellness, and dignity of all of students, staff and community is integral to supporting each child, each day in each way.</p>

Academic Rigor for All: ***2021-2022 Objectives***



BCSD will provide each student coursework that is challenging in order to promote individual growth.

Each learner will be supported to **maximize their potential, based on needs and interests**. We will focus on being **culturally responsive and celebrating and accepting differences**. We will support developing a **growth mindset by all**.

We will develop strategies that emphasize creativity, innovation, culturally responsive practices, and the mental health of our students.



New York State Education Department Definition

Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.



**Culturally Responsive-Sustaining
Education Framework**

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



Academic Rigor for All: ***Action Steps***



Culturally Responsive & Sustaining Education: Continue to build opportunities to learn for faculty

- Partnership with Re-Center (Race and Equity in Education)
 - Superintendent's Conference Day
 - School Based Equity Teams
- Future faculty meeting work: Student Agency
- Habits of Mind work on Curriculum Council

Academic Rigor for All: ***Action Steps***



Culturally Responsive & Sustaining Education: Continue to adapt and revise curriculum to support teaching and learning within a CRSE framework

- Summer Curriculum Institute – nearly 50 units written or revised
 - Fostering high expectations and rigorous instruction
 - Identifying inclusive curriculum and assessment
 - Identifying opportunities to build cultural competence
 - Zaretta Hammond's Ready for Rigor framework: community of learners, learning environment and a cultural awareness of our learners

Academic Rigor for All: ***Action Steps***



Support for individualized student learning following return to 5 day in-person instruction.

- Increase staffing to support student learning
 - 6-12 Literacy and Math Specialists
 - K-5 and 6-12 Math Intervention Leaders
 - On demand tutoring support for students in the evening hours (beginning later this month)

Academic Rigor for All: ***What's Next?***

- Assessment of the curricular and instructional strengths and needs of each school building around CRSE
- Review alignment of content, texts and resources used in each grade level across all school buildings
- Continue to develop a tool kit of resources for teachers and faculty
- Continue to build opportunities to learn for parents and families



Systems and DEI: ***2021-2022 Objectives***



BCSD will engage in thoughtful planning and act with fidelity to carefully **planned systems** that support our district commitments to:

1. Diversity, equity, and inclusion.

2. Health and well-being of faculty, staff and students.

3. Innovation in the development of **alternative learning environments.**

Systems and DEI:

Action Steps



Hiring Practices: Continuous evaluation of systems, processes and procedures to diversity faculty and building cultural competence

- Upcoming meeting on 11/23 with Re-Center
 - Explore how the Hiring Practices Committee will pull information/data/discussion from building-equity teams and push initiatives/action plans to buildings for implementation.

Systems and DEI: *Action Steps*



Recruitment

- Execute strategies identified in “playbook”
- Build on community referral program
- Continuously refine interviewing process and procedures.
- Further development of teacher pipeline program.



Environment

- Serve to support and oversee implementation of policies, procedures and practices by Building-level equity teams
- Induction and Mentoring
- Ongoing Professional Learning



Retention

- Human Resource policies/practices
 - Subcommittees will form to carry out specific research, tasks and responsibilities related to the review of literature and other articles, data and assessments in order to shape the action plan.

Systems and DEI: ***Action Steps***



School Start Time: Explore options to allow secondary students to start school later in the morning

- Meeting on 11/4
 - Reviewed educational/operational parameters set in 2016-17
 - Reviewed survey results to identify most constructive starting point

Systems and DEI: *What's Next?*

- Refine Hiring Practices action plan with feedback from Re-Center.
- Start-Time: Update start-time scenarios previously surveyed:
 - Estimate cost implications
 - Develop school stakeholder survey questions
- Learning Environments: Establishing building-level facility planning committees.



Mental Health and Wellness: ***2021-2022 Objectives***



BCSD will **support the whole child** in creating environments that are conducive to learning and foster overall health and wellness **both emotionally and physically.**

The **mental health, wellness, and dignity of all of students, staff and community is** integral to supporting each child, each day in each way.

Mental Health and Wellness: ***Action Steps***



Increase staffing to support mental health objectives (Restorative Practices, Restorative Discipline, Social Emotional Learning)

- K-8 District Psychologist
- K-5 Social Worker/Counselor
- 3-5 Social Worker/ Counselor

Mental Health and Wellness:

Action Steps



Restorative Practices

Reengage all staff around R.P. and community building and create professional development/training

- Training for all new teachers during induction
- Re-established building-level Restorative Practices teams
- Utilize circles for creating/building connections, K-12
- Partnership with Partners in Restorative Initiatives (PIRI)
- Community Circles in Faculty Meetings
- Shared information with K-12 faculty and staff on circle guidelines, conversation starters, & sample circle plans

Mental Health and Wellness: ***Action Steps***



Restorative Discipline

Begin implementation of Restorative Discipline

- Training by PIRI on R.D. for mental health staff and administrators
- Utilize restorative conversations with students
- Created a tip sheet for having restorative conversations

Mental Health and Wellness: ***Action Steps***



Social and Emotional Learning (SEL)

Continue to develop and implement a District SEL Curriculum

- Investigating SEL screening tools through the Mental Health Steering Committee (Panorama, TCRS, etc.)
- Administrative Professional Development on SEL
- Scheduling Bivona lessons (SEL is embedded)

Mental Health and Wellness: ***What's Next?***

- Continued partnership and consultation with PIRI
- On-going professional development opportunities through the Teacher Center , faculty meetings, and team/department meetings
- Examine K-12 community/restorative circle implementation
- Update Student Services website to reflect SEL and RP initiatives
- District Wellness Committee revisit Parent University opportunities

