



Blueprint Updates

November 13, 2018

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



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November, 2018



Process

Annual, Ongoing Planning Process:

- **Last Monday in June:** Blueprint Retreat-Blueprint Reviewed by district-wide planning team. Progress report given by each building planning team and district committee. Short and long term goals adjusted in draft form.
- **First week of August:** Leadership Team/ Board of Education Retreat- Blueprint updates finalized and action plans adopted.
- **August:** Committee charges finalized based on blueprint goals. All materials communicated. Blueprint presented and formally adopted by the Board of Education. Volunteers solicited.
- **September:** Committees and Planning Teams meet to plan work for the year.
- **November/February/June:** Community provided with updates through BOE meeting updates and committee check-ins.



Brighton Blueprint 2018-19





Safety, Security, and Wellness

Mental Health

1. Pilot-Covitality: Social Emotional Screener

- ❖ 10th grade, 6th grade and students at FRES who are identified through student reviews

2. Family Navigator and Genesee Mental Health

- ❖ Counseling available to BHS and TCMS Students

3. Second Steps Implementation

- ❖ Tier 1 Intervention lessons for grades K-8



Safety, Security, and Wellness

District Wellness Committee

Continue to develop the Brighton Believes Initiative

Brighton Breathes

Brighton Believes in Healthy Choices

Nutrition

Physical Wellness

Social-Emotional Wellness

Develop Tier 1 Language

Safety, Security, and Wellness

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.

Continued work in 2018-2019 :

1. Improve effectiveness of building safety teams and refine response to situational annexes ([Building Safety Teams](#))
2. Continue the development of threat assessment tools and techniques ([Building Safety Teams](#))
3. Monitor and implement evolving guidance related to emergency response procedures ([District Safety Committee](#))

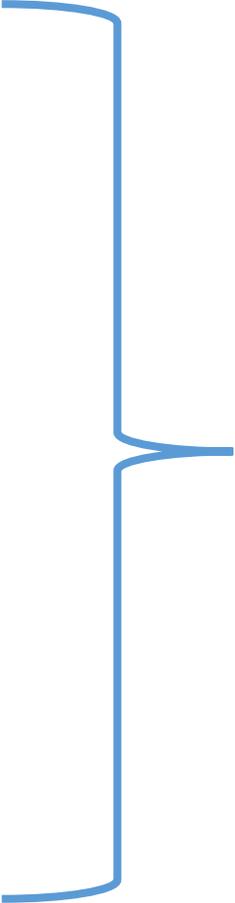
Work to begin in 2018-19 (Building Safety Teams):

1. Development of a capital plan that addresses safety, security, and accessibility concerns brought forth by all stakeholders (e.g. TCMS traffic concerns) ([Building Safety Teams](#), [District Safety Committee](#))

Rigorous Coursework

Continued work in 2018-2019:

- **Create grading and report card systems which are congruent K-12 and grading practices support District philosophy**
 - CRPS and FRES report card committee continue to revise existing report card to align to standards based grading practice.
 - TCMS Grading committee formed, created directions for implemented grading changes, will review changes and will continue to study test corrections and separating behavior/ work habits.
 - BHS discussing homework policy

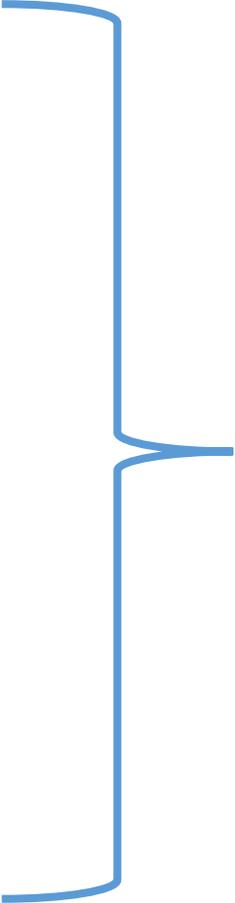


Building
level
committees

Rigorous Coursework

Continued work in 2018-2019:

- **Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.**
 - Utilize updated referral process to review students to be considered for math acceleration.
 - Update district/building communication to parents and community on the ESS and accelerated math process and explain the road map for how the process works and what happens from 3-12.
 - Monitor and review participation in pre-AP course and student performance during the school year.



Building
level
committees



Rigorous Coursework

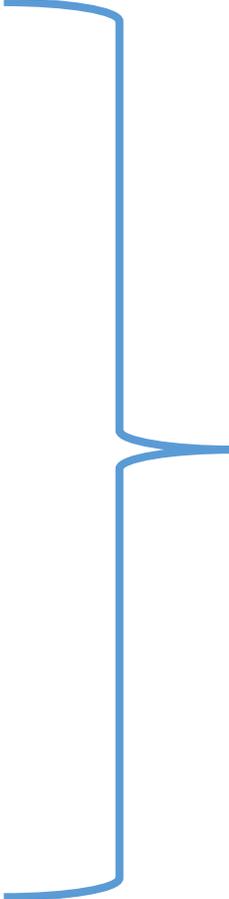
Continued work in 2018-2019:

- **Provide opportunities for alternative coursework by creating new multidisciplinary courses (6-12).**
 - Understanding Design (collaboration between Tech Ed and Art)
- **Develop personalized learning opportunities through online and face to face pedagogies.**
 - Online PE, 2 English 12 Electives

Rigorous Coursework

New for 2018-2019:

- **Develop and incorporate culturally responsive curriculum and teaching across the PK-12 experience with students and families.**
- **Study best practices for assessing and reporting non-academic behavior**



Curriculum
Council
Subcommittees

Instructional Technology

- 1. Ensure that all students (K-12) have access to the appropriate tech tools.**
- 2. Ensure that students have the necessary skills to utilize technology to meet the District adopted ISTE standards.**
- 3. Provide extended PD opportunities to teachers to give them opportunities to plan for the purposeful, meaningful use of technology into units of study.**
- 4. Assess Impact: Develop a system for gathering input from all users regarding the effectiveness of the tools**
 - Curriculum Council subcommittee



DIVERSITY AND EQUITY COMMITTEE REPORT

Place	Brighton Central School District Central Office (Boardroom) 2035 Monroe Ave. Rochester, NY 16618
Date	Thursday October 4, 2018
Time	3:30PM
Meeting Facilitator	Dr. Marlowe Washington and Cord Stone
Meeting Attendees	(see attached)
Absent from Meeting	NA

OVERVIEW

Dr. Kevin McGowan, superintendent of Brighton Central School District opened the first meeting of the Diversity and Equity Committee with greetings to over 30 participants and explained his role and involvement with the committee. Dr. McGowan expressed the need to take a step back and allow the freedom of the membership to converse without upper administration present. Dr. McGowan then introduced facilitators, Dr. Marlowe V.N. Washington and Mr. Cord Stone that will facilitate all efforts of the Diversity and Equity Committee that will contribute toward the Brighton Central School District Blueprint 2018-2019 plan.

Dr. Washington stated in his opening remarks that it takes a great leader like Dr. McGowan to step back from doing something he is passionate about in order to allow others the flexibility and freedom to act accordingly. We thanked Dr. McGowan for his presence and kindness before he left the room. Dr. Washington proceeded to introduce Cord Stone, MPA of Buffalo, NY who will serve as research associate/partner with Dr. Washington for the 2018-19 academic year. Mr. Stone shared his position as a neutral party in order to check and balance the committee; especially since diversity and equity can come with implicit and explicit biases with those who are personally connected to the issues at hand.

Mr. Stone and Dr. Washington proceeded to divide the large group into their sub-committee assignments; the configuration was diversely balanced. Mr. Stone gave instructions to the larger group. The groups had 40 minutes discussion time. The task of each group was to create a definition of their respective subcommittee and have discussions about initial strategies and then we will report back to the larger committee.

FAMILY ENGAGEMENT SUBCOMMITTEE

Chair, Debby Baker, Ph.D., facilitated the family engagement subcommittee. There were four questions that were discussed within its group

Q. 1) Things we want to keep in mind as we move towards realizing the goals?

- What role does data play in the work? How do we get a sense of where we are that might inform our longer-term goals?
- As we move through the work, we might want to take action on things that are easy to take action on related to our longer-term goals. (A quick success might give energy to our work.)
- Should we/can we use Schoology or another tool for sharing resources and online communications between meetings? (Because our meeting times will likely be limited.)

Q. 2) What do you believe about family engagement?

Defining family

- Recognize “family” does not mean the same thing for everyone.

Inclusion

- Feedback from stakeholders during the planning phases of work
- How welcoming are we?
- How do our structures support or detract from engagement?
- Needs to be thought about at the individual and organizational level.
 - How what does it mean for the individual’s experience?
 - What does it mean for the organization?
- Honoring the cultures who are part of the community in our curriculum and getting parents involved if appropriate or interested
- Parents are more engaged
- Seek out plans as a whole (district) rather than individuals.

Recruitment

- Are we really reaching everyone or are we alienating families?
- Be sure all have the demographics of our community and a sense of who “Brighton” is

Communication

- Does it draw people in in a way they want to engage?
- Understanding of expectations for both sides.
 - What does the family want from us?

- What do we want from the family?
- Does everyone have access to information about how to help students get involved and how to get involved themselves?

Welcoming Experience

- Does everyone feel welcome? -Welcoming Committee
- Feeling welcome to be engaged
- Providing opportunities that allow all families to participate Do our structures allow this?
- Seeking feedback in the planning process of events
- What are we doing to welcome students and their families in the middle of the year?

Resources

- Access to events, information, involvement
- Links to the greater community
- Better advertising of events
- Seeking out key stakeholders in the planning process
- Alignment (Reviewing Data)
- Positive Support System

Q. 3) Do you believe that all Brighton families are engaged with their schools and the district? If not, why?

No:

- They don't understand how the BCSD operates
- Not all. Some don't know what ways they can get involved. Some don't get involved because the structure we create is a barrier (i.e. Always having meetings after school). Some have been involved and didn't have a good experience or feel valued during their engagements.
- Not seeking advice input of all groups.
- Lack of knowledge
- Bias.
- Time/topic
- In/out of loop
- I do not believe that all families are engaged. I've always believed that the root of that is an individual family's historical experience with education. As a former teacher in an urban setting, it was often a language barrier

Q. 4) If every family were engaged, what would that look like?

- Parity with discipline and equity especially lowering suspension rates. Successful communication and support with staff.
- High confidence & more successful students.
- Build overall better community.
- Moving the needle on white fragility and implicit bias
- Two-way communication (not having meetings to tell people stuff)
- Understanding the barriers in different groups.
- Resources to help new families find engagement points
- Is there an ideal?
- We need to acknowledge that it could look different for each family.
- Nonjudgment
- CURB Meetings (??)
- Different resolutions to discipline issues
- More kids involved in rigorous coursework
- More attendance at events

HIRING PRACTICES SUBCOMMITTEE

Chair, Lou Alaimo facilitated the hiring practices subcommittee. The group discussed strategies:

- Rooney Rule – must have at least one diverse candidate. Allowing opportunity
- Training of committee members – be transparent
- Trying to reach organization of people of color-affinity groups
- Marketing inclusive environment – have we done a cultural assessment; learn from best practices
- Making Brighton a destination of color – developing marketing plan that separates Brighton.
 - How people feel
- Structured rubric – define desired attributes – what we value
- Implicit bias training for the committee member
- Standardizing the interviewers-have representation
- Develop alternative recruitment strategies –
- Utilize the student-teacher programs – have acceptance criteria for diverse candidates

SPECIAL EDUCATION SUBCOMMITTEE

Chair, Carolyn Rabidoux facilitated the special education subcommittee. The group discussed topic areas of interest and action steps to accomplish said areas of interest.

Topics/Areas of Interest:

- Look at the district classification rates by race, gender, and age
- Look at declassification rates by race, gender, and age
- Shared definitions of special education
- Initial special education eligibility
- Current programming and what types of learners are in it each program
- How are classified students being included? Who is being excluded? What can we do to assist them?
- Raising awareness of inclusion and accommodation- shifting things to adapt, modify, and accommodate
- What does special education look like for medically fragile students?
- Mental health
- Diversity in special education teachers
- Training for all adults working with students with special education needs
- Consequences vs teaching behavior for students with disabilities
- Strategies and supports that are being utilized by teachers
- What variables effect students being classified? Equal access? What barriers?
- Tier 1 Interventions
- Is behavior a catalyst to jump right to special education?
- Education the whole child, not just academic
- What best practices are other districts doing and what can we implement?

Action Steps to Accomplish:

- Review data to determine trends in our classification data
- Access to special education- who is getting classified and what services are they receiving
- Inclusion and best practices

OVERALL OUTCOMES FROM ALL SUBCOMMITTEES

Following reports from each sub-group to the larger committee, discussion was held of the committee as a whole about the way forward with every member being involved and taking ownership of the process. Mr. Stone led the discussion about how today's meeting was conducted, both its strength and weaknesses, and how do we improve at our next meeting in January 2019:

Family Engagement Sub-Committee:

- Two-way communication between families and district.
- Feel welcome in the district/forming a welcoming community.
- Better partnership between parents and the schools.
- Discover barriers to success, and if so, find ways to eliminate them.
- Advertise events through multiple mass communication lens.
- Align each school within the district with families and parents.

Special Education Sub-Committee:

- Review district's data through multiple lens. Then tackle problems according to priorities.
- Getting opinions from the community-at-large.

Hiring Practices Sub-Committee:

- Develop recruitment efforts and strategies to attract and retain diverse candidates.
- Discover best practices for hiring diverse candidate pool.
- Provide implicit/explicit bias training for district as a whole.
- Focus on teachers and administrator's recruitment as top priorities.

DIVERSITY AND EQUITY COMMITTEE

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Strengths:

- Met new people at today's meeting!
- Great ideas surfaced from the meeting.
- Meet more frequently as a sub-committee outside larger committee

Improvements:

- More community feedbacks.
- Increase students' participation/ create something more specific for students. Perhaps a student advisory board?
- More ice-breakers as introductions to D/E meetings. Committee members getting to know each other better.

Collaborative Impact:

- More collective responsibilities from everyone, not just the facilitators.
- Security: students feel unsafe with Brighton Police at Brighton High School.
- Thought-Exchange Platform concerns

CONSULTANT'S RECOMMENDATIONS AND ACTION STEPS

Post Diversity and Equity Committee, Dr. Washington and Cord Stone established recommendations and action steps to take back to the Subcommittee chair meeting:

Recommendations:

1. Increase diversity on each subcommittee that includes more people of color, faculty and people with diverse experience
2. Strategy to connect students to each subcommittee
3. Obtain demographics of the full body
4. Develop a minutes template and sign in form

Action Steps

1. Dr. Washington and Cord Stone will meet with the Subcommittee chairs and Superintendent Dr. Kevin McGowan to discuss gaps to the subcommittees and the need to expand to ensure inclusivity of the diversity continuum. Dr. Washington and Cord Stone will recommend areas of diversity in need.
2. Dr. Washington and Cord Stone work with each subcommittee to ensure that students understand their role, inclusion and participation within each subcommittee to be facilitated at the next full body meeting.
3. Cord Stone will create a demographic form to capture the diversity of the community that will be approved by Dr. Washington. This will be important for reporting purposes and for the community to know that the progression of the Blue Print is contributed by diverse individuals.
4. Cord Stone will develop both a minutes template and a sign in form to be approved by Dr. Washington.

Next Meeting: Thursday January 3, 2019, 3:30PM at BCSD Central Office