



# Blueprint Updates

October 29, 2019

*Every child, every day, every way.*



# Systems

1. Security – Develop comprehensive training protocols and procedures for school security guards
  - I. Understand school community/stakeholder expectations – Fall/Winter 2019
  - II. Explore exemplar programs in K-12 and higher education systems - Fall/Winter 2019
2. Budget - Assemble advisory group to provide feedback on presentation of financial information to build understanding and clarity about district finances and budget recommendations – December – March 2020

# Systems

## Capital Planning –

1. Engage architects and engineer teams to update the Building Conditions survey considering sustainability goals;
2. Collaborate with building leadership teams to compile priorities for modernization and renovation for interior classroom spaces;
3. Continue the development of a master plan for Athletic facilities – building on recommendations from school start-time analysis;
4. Partner with the Town to prioritize required renovations to Brookside.

## Mental Health and Wellness:

### Building Bridges of Trust:

How do we incorporate and encourage more personal interactions in our meetings and activity formats?

District: Youth Mental First Aid  
Screenagers part 2

Special Education Fair,  
New Student Reception  
Mental Health Fair,  
Community Building Circles at Open House  
PTSA at Food Link  
Flipped Meeting Model  
Community Building Activities for Faculty

# Academic Rigor for all Students

## Ongoing work from previous Blueprints:

- Supporting our existing systems that promote/sustain rigorous coursework:
  - Program evaluation
  - Grading
  - Using UbD for curriculum design
- Promoting creativity and innovation by:
  - Increasing personalized learning opportunities
  - Supporting the use of cultures of thinking in the classrooms
  - Operationalizing the incorporation of non-academic behaviors on the K-5 report card
  - Exploring the incorporation at 6-12 level

# Academic Rigor for all Students

## New areas of focus:

1. Mental health – Study the use of homework k-12 and its impact on mental health
2. Identify those instructional practices which are culturally responsive and inclusive to all students. Develop PD plan for staff.
3. Develop plan to monitor progress
4. Continue use of technology to support learning
  1. Screentime
  2. Digital literacy and citizenship

## Diversity & Equity: Hiring Practices

1. Focus on the development of a comprehensive retention program:
  - Compile data through a survey and focus group interviews to be conducted by Marlowe Washington and Renee Bake – *November/December 2019.*
2. Continue to develop short and long-term recruitment strategies:
  - Evaluate where to focus our resources and how to continue to build a network of prospective candidates – *Ongoing throughout the year.*

# Diversity & Equity: Family Engagement

1. Monitor the impact of the Family Mentorship program created by PTSA.
2. Identify barriers of family participation prior to events and address those.
  1. Child care
  2. Transportation
  3. Language
  4. Flexible times
3. Establish a list of families willing to informally liaison for language translation purposes and/or families of color. Reach into the community for their expertise.
4. Support the Family Navigator and Diversity Consultant to work as a go-between between families and schools in support of proactive engagement.
5. Create a progress monitoring system for all efforts



# Diversity & Equity: Special Education

2018-2019: Acknowledged the disproportionality in the number of classified African American students

2019-2020: Examine BCSD beliefs, policies and practices that support the biases that cause these disproportionalities

Community

Faculty and Staff

Administration

Families

# Diversity & Equity/Mental Health: Restorative Practices

Superintendent's Conference Day: October 11, 2019

## Rolled out Restorative Practices, District-wide

Goals:

1. All in attendance leave with an understanding of how to conduct a community or academic circle
2. Strengthen relationships/build community among faculty

## Format for Conference Day:

TCMS and BHS – Met separately in their respective buildings (6-8 and 9-12)

CRPS and FRES – Met together at FRES (K-5)

## Community Building Circles:

Groups of 13-15 (combination of administrators, teachers, clerical staff, and teaching assistants)

Two facilitators for each group (trained by Partners In Restorative Initiatives (PIRI))

Three circles with different prompts, videos, Chalk Talk activity

# Diversity & Equity/Mental Health: Restorative Practices

## Next Steps

### Building Level

- In all buildings the R.P. committees will analyze the data from the chalk talk activity and use the district survey to inform what each building needs to go forward in implementing circle work .
- Feedback from conference day will be shared with the staff
- At FRES, the November faculty meeting will be dedicated to academic circles led by the building R.P. committee

### District Level

- Continue to meet monthly as a district committee to support the work in the buildings and provide resources to promote the use of both community building and academic circles in all buildings
- Continue to have faculty members trained by PIRI to increase internal capacity
- Pursue having some administrators and counselors trained in Restorative Discipline