Blueprint Updates

January 21, 2020

Every child, every day, every way.

Systems

1. Safety and Security

   "We can't rely solely on catching individuals or identifying individuals when they are already up this pathway to violence."

   Professor Mark Concordia,
   Roberts Wesleyan College and formerly FBI and New York State Counterterrorism Instructor

Recommendation from NYSED

Step 1.
Establish a multidisciplinary threat assessment team

" ...meet on a regular basis... "

The first step in developing a comprehensive targeted violence prevention plan is to establish a multidisciplinary threat assessment team (hereafter referred to as the "Team") of individuals who will direct, manage, and document the threat assessment process. The Team will receive reports about concerning students and situations, gather additional information, assess the risk posed to the school community, and develop intervention and management strategies to mitigate any risk of harm. Some considerations for establishing a Team include:

- Some schools may pool their resources and have a single Team that serves an entire district or county, while other districts may choose to have a separate Team for each school.

- Teams should include personnel from a **variety of disciplines** within the school community, including teachers, guidance counselors, coaches, school resource officers, mental health professionals, and school administrators. The multidisciplinary nature of the Team ensures that varying points of view will be represented and that access to information and resources will be broad.

- The Team needs to have a **specifically designated leader.** This position is usually occupied by a senior administrator within the school.

- Teams should establish **protocols and procedures** that are followed for each assessment, including who will interview the student of concern; who will talk to classmates, teachers, or parents; and who will be responsible for documenting the Team's efforts. Established protocols allow for a smoother assessment process as Team members will be aware of their own roles and responsibilities, as well as those of their colleagues.

- Team members should meet whenever a concerning student or situation has been brought to their attention, but they should also **meet on a regular basis** to engage in discussions, role-playing scenarios, and other team-building and learning activities. This will provide members of the Team with opportunities to work together and learn their individual responsibilities so that when a crisis does arise, the Team will be able to operate more easily as a cohesive unit.

While the information in this guide refers to this group as a Threat Assessment Team, schools can choose an alternative name. For example, some schools have opted to use the label "Assessment and Care Team" to encourage involvement from those who might be concerned about a student, and to focus on getting a student access to needed resources and supports. Other schools have chosen to refer to this group as a "Behavioral Intervention Team" to focus on a spectrum of concerning behaviors that a student may be exhibiting. Finally, some schools have continued to refer to their groups as "Threat Assessment Teams" to highlight the heightened sense of concern about a student who is identified.

ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL
An Operational Guide for Preventing Targeted School Violence

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U.S. Department of Homeland Security
United States Secret Service
National Threat Assessment Center
July 2018

Establishing Threat Assessment Teams

A multidisciplinary threat assessment team, in conjunction with the appropriate policies, tools, and training, is the best practice for preventing future tragedies.

PROTECTING AMERICA'S SCHOOLS/ANALYSIS OF TARGETED SCHOOL VIOLENCE/2019

Multidisciplinary team includes an Administrator, school security, law enforcement, a school mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor), as well as a community mental health provider, and other key stakeholders.

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 (January-February)

New Student Reception (March 23)

Five Love Languages of Children

Touch (hugs)

Affirmations (Great job)

Time (lunch group)

Gifts (Stickers)

Acts of Service (Help)

Academic Rigor for all Students

Culturally Responsive Instructional Practices

- Goals:

- Support the delivery of professional development with attention to increasing the cultural responsiveness of all staff.
  - Identify specific ways to incorporate elements of cultural responsiveness into all content areas and with all age levels (i.e. K-2, 3-5, secondary). In particular, identify instructional applications for this study and determine connections to supported pedagogical practices (inquiry, project based learning, visible thinking routines, etc.)
  - Create a system for evaluating the inclusion of these principles across the district.
  - Progress to date:
    - K-12 – Curriculum Council studying relationship of CR teaching practices to neuroscience
    - Identifying alignment to current district work around Cultures of Thinking, Habits of Mind, and mindset
    - 233 participants attended 22 in in-house and out of district PD

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Academic Rigor for all Students

K-12 Homework

- Goals:
  - Coordinate a study of the K-12 practices for assigning and processing homework assignments which incorporates previously done work from each of the buildings in order to form a comprehensive view of practices districtwide.
  - Create a position statement that outlines future Brighton practice in this area.
  - Progress to date:
    - K-12 – Curriculum Council continuing a thorough literature review of topic
    - BHS – Homework study by individual depts. reviewing current homework practices against research

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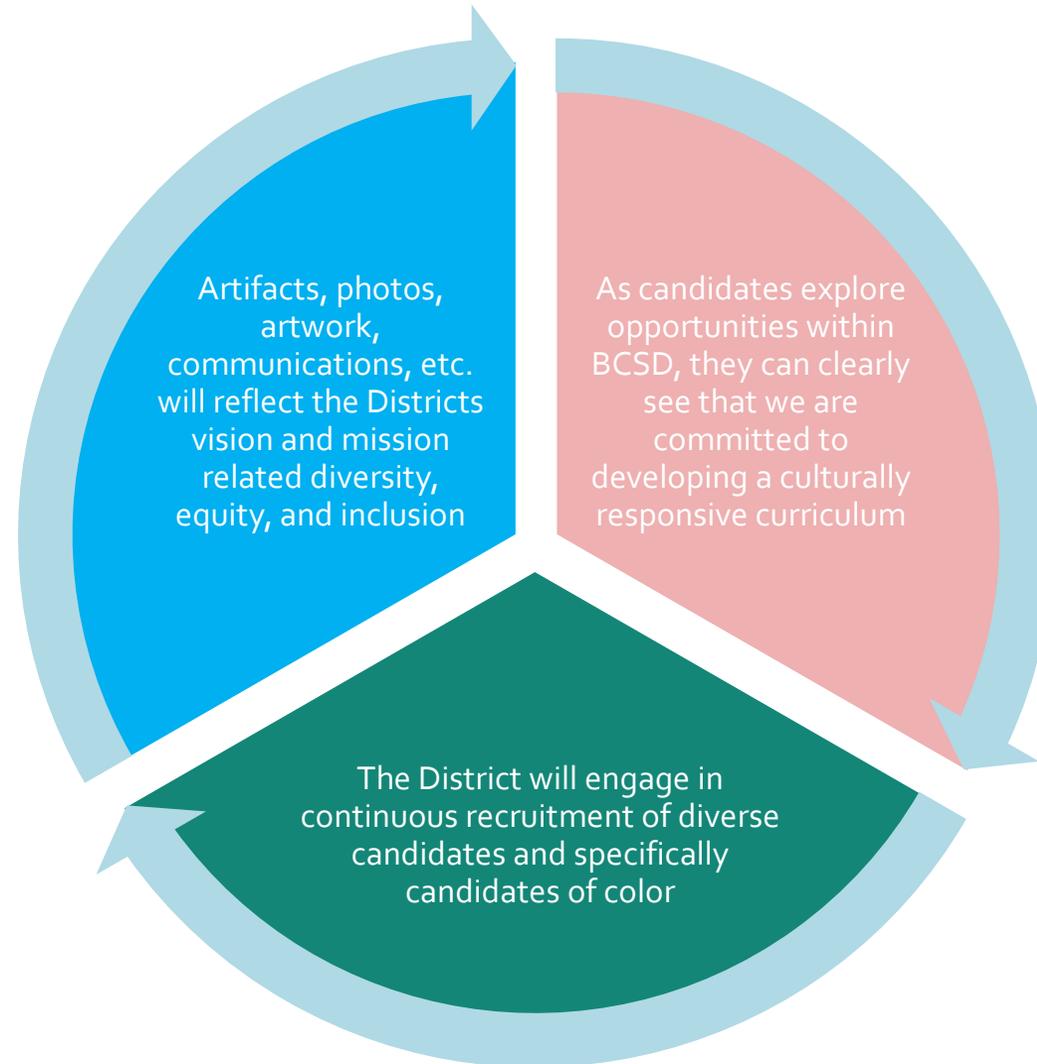SELF-CONTROL

Academic Rigor for all Students

Instructional Technology

- Goal:
  - Support the continued incorporation of instructional technology as a tool to support high quality instruction.
    - Ensure that technology is being used as a value-add and not just as a substitute for current learning experiences.
    - Implement goals identified in scope and sequence
    - Promote a common understanding of digital literacy and digital citizenship
  - Progress to date:
    - Supporting the work of the tech mentors in each building
    - Attendance at NYSCATE conference

Diversity & Equity: Hiring Practices

1. Execution of DE Action Plan for Hiring Practices:

Artifacts, photos, artwork, communications, etc. will reflect the Districts vision and mission related diversity, equity, and inclusion

As candidates explore opportunities within BCSD, they can clearly see that we are committed to developing a culturally responsive curriculum

The District will engage in continuous recruitment of diverse candidates and specifically candidates of color

Diversity & Equity: Family Engagement

1. Work with PTSA to create a formal Family Mentorship program.
   - Family liaison created for each building. Currently working to connect with new/almost new families.
   - To date: Emails out to new families. BHS – reach out about math curriculum. Attended new family orientations at each bldg. Plan to attend new family reception. Need to review registration packet.

2. Support the creation of a family liaison position to work as a go-between between families and schools. This will be for proactive engagement.
   - Hired full time Family Navigator and continued consultation by Dr. Marlowe Washington
   - Ongoing "Starbucks meetings". Family Navigator routinely connecting w/families but mostly over mental health issues.

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Diversity & Equity: Family Engagement

1. Identify barriers of family participation prior to an event and address those.
   1. Child care
      - Provided at CRPS and FRES curriculum nights. Parents appreciated.
   2. Transportation
   3. Language
      - Increased use of Proprio
      - MS Translator for on the fly translation
   4. Flexible times
      - Use of circles during curriculum nights at CRPS & FRES
      - 4th grade invited students to come with their parents
      - Formal monitoring of participation

2. Make efforts to move the timing of conferences to accommodate parent availability. Coordinate between buildings when there are siblings.
   - CRPS & FRES to offer alternative times

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Diversity & Equity: Family Engagement

6. Task CC to further study funds of knowledge theory and applications.

- Focus on culturally responsive instructional practices
- Zaretta Hammond's book: Culturally Responsive Teaching and the Brain
- Ongoing work. Current foci – How the brain learns and promoting cultures of thinking

FRES Family Engagement Subgroup

- Ideas that were tried at the year's curriculum nights
  - Community building circle with parents. Little emphasis on curriculum (handout) but rather, getting to know each other. Hugely successful. Parents want to visit room more often.
  - Increased use of SeeSaw to keep parents involved w/what's happening in room. (Supports 2 way conversation)
  - Invited students to attend with parents. Designed curricular scavenger hunt where students led parents around room.
  - Hosted more of a "social gathering" with refreshments, etc. Students invited. Practiced introductions ahead of time.

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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. **Develop a rubric, checklist to be used in our examination of our practices.**

Community

Faculty and Staff

Administration

Families

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Diversity & Equity/Mental Health: Restorative Practices

Continued Implementation of Circles Across the District

CRPS:
- Use of circles in most morning meetings and to end the day (in many classrooms)
- Teachers are reaching out to mental health staff for help with facilitation
- Mental health staff is going to try the circle format in delivering Second Step lessons

FRES:
- The majority of classrooms are utilizing circles in some fashion
- Mental Health staff are using a circle format at times with Second Step
- Mental Health staff are pushing into classes to co-facilitate when classrooms are having issues
- At the faculty meeting, there was additional instruction on conducting academic circles
- Circles were used with faculty to process the grief

TCMS:
- TCMS continues to use circles during faculty meetings. The same groups that were established for conference day continue to meet in order to build community.
- Circles continue to be used regularly in meetings conducted in both the Path Program and in groups conducted by the social worker/counselors
- Teachers are reaching out to mental health staff for assistance with co-facilitating circles

BHS:
- Mental Health staff are using circles in seminars and in groups
- Circles have been used in conferences
- Teachers often reach out to mental health staff for assistance with co-facilitating circles

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Diversity & Equity/Mental Health: Restorative Practices

Next Steps

Upcoming Trainings:

- All administrators and mental health staff will be trained by Partners In Restorative Initiatives (PIRI) in Restorative Discipline
  - Spring or Summer
  - PIRI will continue to consult with us after the training to ensure we are conducting Restorative Discipline/Reengagement Circles properly

- Teachers who went through the three-day training sessions will have the opportunity to attend an intensive one-day training at PIRI on conducting circles.
- Goal: Continue to build internal capacity so that we can deliver our own PD on community and academic circles

District-wide

- All buildings continue to meet with their respective Restorative Practices committees.

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