

**BRIGHTON**



**BELIEVES**

**INTEGRITY**

**RESPECT**

**RESPONSIBILITY**

**KINDNESS**

**SELF-CONTROL**

# BLUEPRINT UPDATES

*JANUARY 2022*

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 <b>maximize their potential, based on needs and interests</b>. We will focus on being <b>culturally responsive and celebrating and accepting differences</b>. We will support developing a <b>growth mindset by all</b>.</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 <b>planned systems</b> that support our district commitments to:</p> <ol style="list-style-type: none"><li><b>1. Diversity, equity, and inclusion.</b></li><li><b>2. Health and well-being</b> of faculty, staff and students.</li><li>Innovation in the development of <b>alternative learning environments</b>.</li></ol>	<p>BCSD will <b>support the whole child</b> in creating environments that are conducive to learning and foster overall health and wellness <b>both emotionally and physically</b>.</p> <p>The <b>mental health, wellness, and dignity of all of students, staff and community is</b> 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**



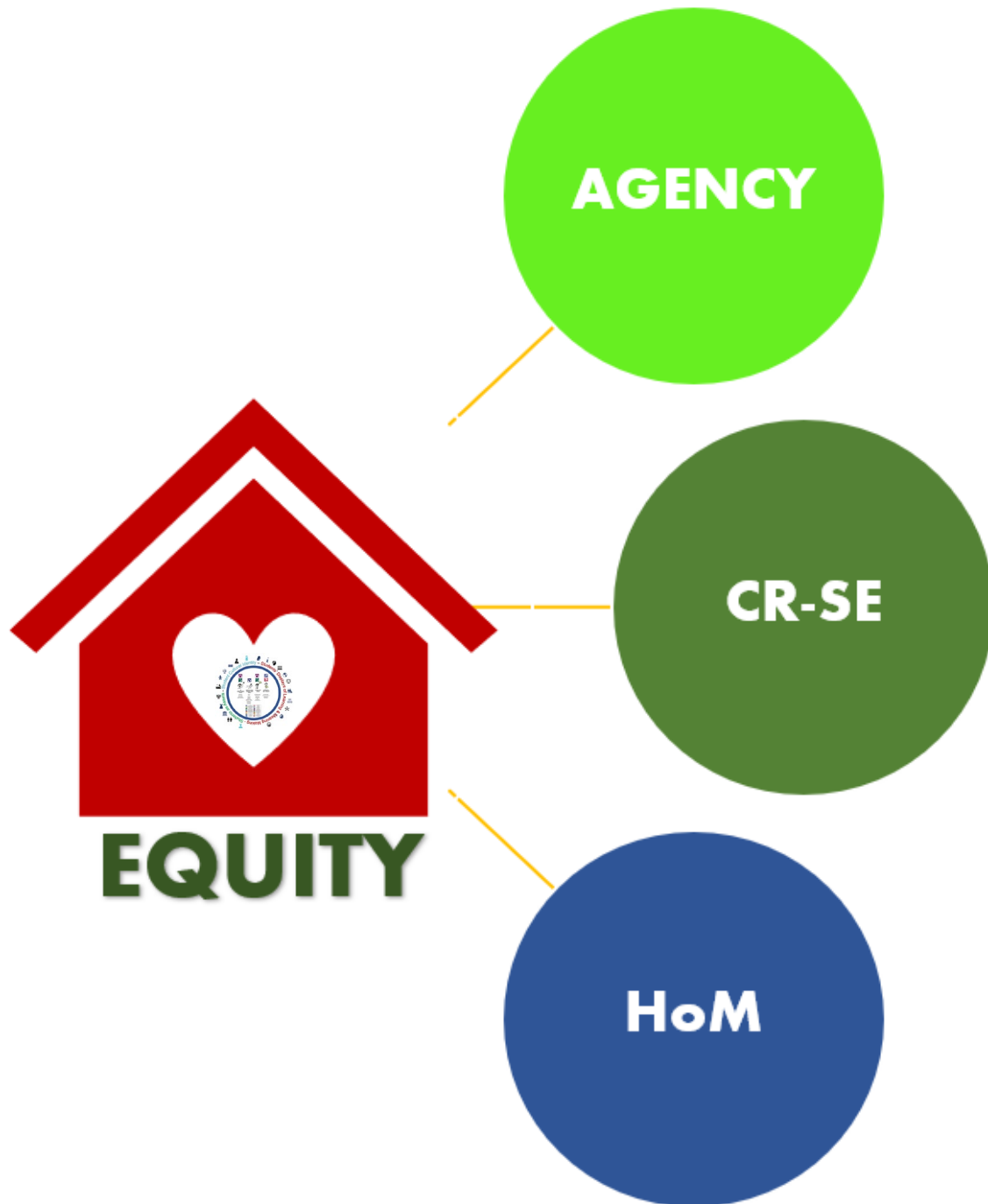
# **Academic Rigor for All:**

## ***Action Steps***



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

- Curriculum Council - continued work with Habits of Mind
- Greg Ahlquist – Growth Mindset and Habits of Mind
  - Establishing a plan to develop common language around Habits of Mind in all school buildings by June 2023



### **AGENCY**

*At the core of equity is the ability of the educational system to support the development of both the capacity and the freedom of learners to exercise choice regarding what is to be learned and co-create how that learning is to take place. This freedom of choice allows the student to feel empowered to make effective changes in their lives and the lives of their community.*

### **CULTURALLY RESPONSIVE TEACHING**

Learner-centered environments recognize students' cultural displays of learning and meaning-making to respond to the learner with positive and constructive pedagogical practices that develop the agency in the students to become independent learners; as a result, the learner could respond productively, responsively, and with a sense of empowerment to make a difference on themselves and the world.

### **HABITS OF MIND**

HoM are necessary to support the development of students' intellectual capacity, which is the ability of the student to process information effectively and independently for the agency. The HoM empowers the students to find solutions to problems for which there are no answers. The habits of the mind are those processes that become automatic and release the energy to do the hard thinking to innovate, problem-solve, think critically and work effectively with a team.

# **Academic Rigor for All:**

## ***Action Steps***



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

**School Based Equity Teams**

- Panorama Education: Culture and Climate survey of staff, students and families

**April Superintendent's Conference Day**

- Continued choice professional learning around diversity, equity, inclusion, and social emotional learning

# **Academic Rigor for All:**

## ***Action Steps***



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

- PTSA meetings scheduled throughout the spring to share some updates from building equity work including work of School Based Equity Teams.



# **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

- Review of equity work in ELA across all grades to help scaffold learning and review texts used
- Planning unit revisions for Summer 2022 has begun!

# **Academic Rigor for All:**

## ***Action Steps***



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

- On demand tutoring support for students in the evening hours and on weekends
- Support for students in quarantine or with COVID learning from home

# **Academic Rigor for All:**

## ***What's Next?***

### School Based Equity Teams:

- Assessment of the curricular and instructional strengths and needs of each school building around CRSE
- Culture and Climate survey data with Panorama

### Spring Conference Day:

- Continue to develop a tool kit of resources for teachers and faculty around Culturally Responsive Practices and tools for student learning



# **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***



1. Hiring Practices: Partner with RE-Center for "audit" of Hiring Practices Playbook: *Recruitment targets, interview committees, interview question, evaluation standards*
2. Leverage data used by Building Equity Teams to evaluate question: Why would a BIPOC teacher or administrator want to work and thrive in the Brighton Central School District

# **Systems and DEI:**

## ***Action Steps - School Start Time***



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

- Meeting on 1/13 to review the Community ThoughtExchange
  - Reviewed thoughts by Stakeholder group
  - Some themes of concern include:
    - Moving CRPS earlier
    - Ending BHS and TCMS later – impact on extracurricular, work and ability to meet homework demands
    - Financial Cost

# **Systems and DEI:**

## ***What's Next?***

- Hiring Practices: Establish monthly meetings with RE-Center and Hiring Practices Committee to improve hiring processes.
- Start-Time: Invite team from Webster CSD to review feedback noted in ThoughtExchange and identify opportunities to mitigate stakeholder concerns
- 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:**

## ***Staffing***



**Staffing Updates: Increased staffing to support mental health objectives (Restorative Practices, Restorative Discipline, Social Emotional Learning )**

- K-2: School Counselor – Dana Peterson
- FRES: School Counselor – Catherine Huey
- TCMS Social Worker in the Path Program – Malaika Knight
- K-8 District Psychologist - Candidate interviews in process

# Mental Health and Wellness: Social Emotional Learning



Continue to develop and implement a District-wide SEL Curriculum

1. Committed to working with Panorama
2. On-going SEL happening in ALL buildings across the district
3. Bivona lessons (SEL is embedded)

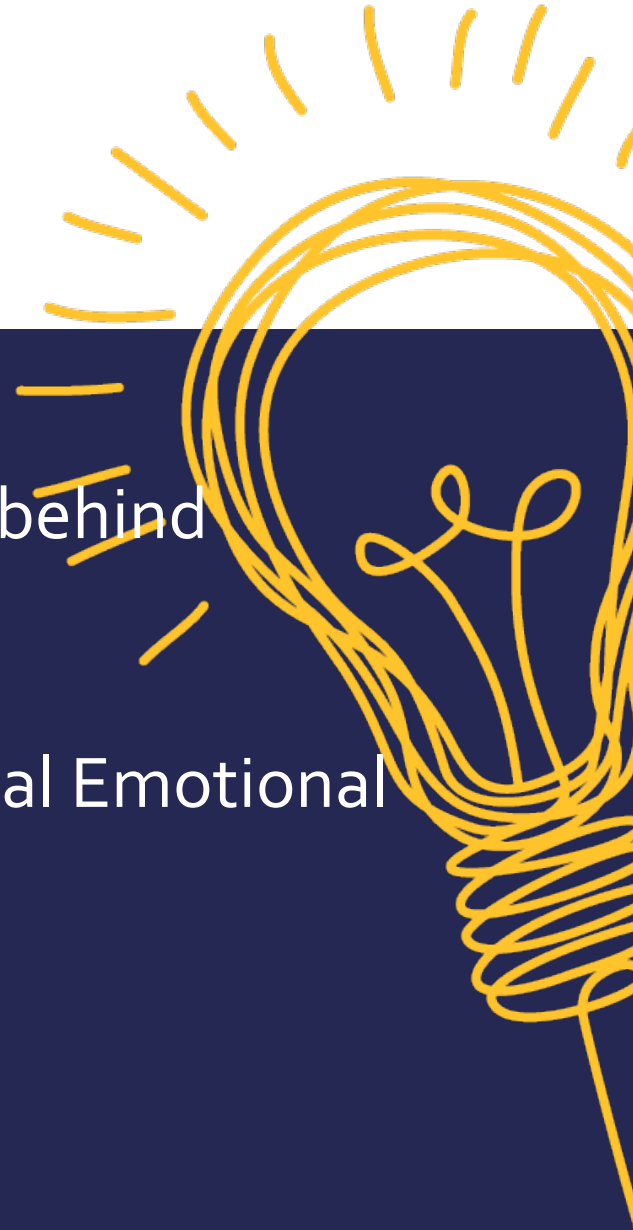
# **Mental Health and Wellness:**

## ***Partnership with Panorama***

**Panorama:** Provides tools for pulling together all the data behind student success to make it visible

Screening tools to measure both student and adult Social Emotional Learning

- Survey adults (faculty and staff)
- Survey students in May/June



# **Mental Health and Wellness:**

## ***Potential Survey Topics (Panorama)***

### **Student Skills & Competencies**

- Growth Mindset
- Self-management
- Social Awareness
- Learning Strategies

### **Student Supports, Environment & Well Being**

- Cultural Awareness
- School Climate
- Teacher/Student Relationships
- School Safety
- Equity and Inclusion

### **Adult SEL & Well Being**

- Growth Mindset
- Self-management
- Well Being
- Belonging



# **Mental Health and Wellness:**

## ***SEL Across the District (for adults and students)***

**CRPS:** Support staff spruced up the adult spaces; Wellness BINGO (self care with prizes; Learning for Justice lessons (Same and different quilt – all students have a square)

**FRES:** Circle time (daily), interactive bulletin boards, MH staff pushing in for “Bruin time” and Learning for Justice lessons, Staff Friday feasts

**TCMS:** What’s the Bruin doin’?, MLK Activity (school-wide)

**BHS:** Where’s the Bear?, Culture and Climate Committee



# **Mental Health and Wellness:** ***Partnership with Bivona***

## **Direct Instruction Lessons**

- **PTSA Presentation:** January 11
- **Presentation to faculty and staff:** January 24
- **Schedule:**
  - FRES – February through mid-March
  - TCMS – Mid-March through May
  - CRPS – Indirect instruction, March through June



# **Mental Health and Wellness:**

## ***What's Next?***

- Panorama survey implementation
- Review and assess mental health strengths and needs including resources, curriculum, and implementation
- Establish partnerships to increase equity of access to community based mental health support
- Spring Conference Day:
  - Survey implementation
  - Provide overview and continued training to support Panorama resources and data review

