

BRIGHTON



BELIEVES

INTEGRITY

RESPECT

RESPONSIBILITY

KINDNESS

SELF-CONTROL

BLUEPRINT UPDATES

JUNE 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 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.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.

Academic Rigor for All:

End of year update

School Based Equity Teams – 2021-2022

- Created School Based teams comprised of administrators, teachers and faculty, students (6-12), parents, Board of Education members and Re-Center partners.
- Used a rubric developed from the Culturally Responsive and Sustaining Framework to assess school climate, culture, curriculum and connections.

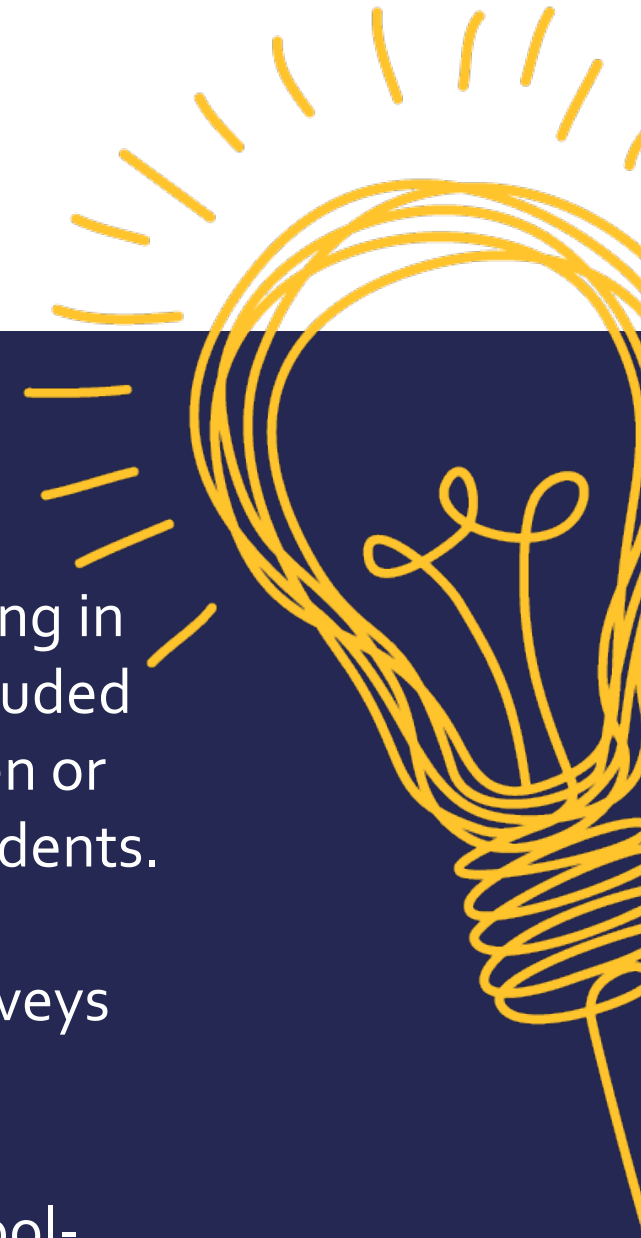


Academic Rigor for All:

End of year update

School Based Equity Teams – 2021-2022

- Student Panel with students from TCMS and BHS sharing their experiences about their experiences in relation to the work happening in their buildings around diversity, equity and inclusion. Questions included a time when they did not feel heard or seen, a time they did feel seen or heard and one thing that adults should know to better serve our students.
- Summer work: Review culture and climate data from Panorama surveys of staff, students and families as well as student panel data.
- Continue work next year with co-facilitation from staff on each school-based committee.



Academic Rigor for All:

End of year update

Habits of Mind

- Focus for Curriculum Council work throughout the 2021-2022 school year.
- Presentations from CRPS teachers and Principal Mr. Tappon.
- Guest presenters from The Institute for Habits of Mind.
- Time to learn and plan for integration of HOM at FRES, TCMS and BHS beginning in the 2022-2023 school year.



Academic Rigor for All:

End of year update

Building opportunities to learn for families

- Involvement on School Based Equity Teams
- PTSA presentations on Diversity, Equity and Inclusion work with building principals and ASI
 - K-5 and 6-12 – March 2022
- Presentation and update to Families of Students of Color group – May 2022



Academic Rigor for All:

End of year update

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

- Additional intervention teachers at 3-8 in reading and math
- Math Instructional leadership to support classroom interventions, data analysis and support of targeted instruction.
- Review needs and purchase additional math interventions (K-5 Numbers Worlds, targeted 6-12 groups – iReady)
- Access to 24/7 tutoring support via FEVtutor.



Academic Rigor for All:

End of year update

Continue to adapt and revise curriculum to support teaching and learning within a CRSE framework

- Review of curricular changes over the past 3 years with a focus on CRSE. Continued planning for needs around Summer 2022 Curriculum Summer Institute.
- 3-8 book review process to evaluate texts used as central and supporting texts in common units



Academic Rigor for All:

Maker Space Update

What is a maker space?

- A makerspace is a room that contains tools and components, allowing students to enter with an idea and leave with an implemented project. The best part is that makerspaces are communal. The goal is to work together to learn, collaborate, and share. Most importantly, makerspaces allow us to explore, create new things, or improve things that already exist.

Maker Space Visioning

- Brighton will have a maker space in all four school buildings.
 - CRPS – Library, FRES – Classroom, TCMS – TBD, BHS – Lower-level library
- This summer our Maker Space team will meet to create a district vision of how the spaces will be used.



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:

End of year update

Focused on hiring practices - Recruitment

- Revised committee member training
- Built capacity of objective participants in the hiring process
- Reengineered how committee interviews are conducted and administered
 - Professional rubric
 - Leadership Academy's Equity Self Assessment



Part II. Diversity Equity and Inclusion
Diversity, equity, and inclusion are integral to a thriving community of learners. Brighton is deeply committed to empowering students, faculty, and staff to celebrate diversity, equity, and inclusion as they embark on achieving their full potential for personal development, educational success, and lifelong learning.
Brighton Central School District seeks teacher leaders that are eager to make Brighton an even more diverse, equitable, and inclusive district for its students, faculty, and staff to thrive within.
10. How will you contribute to that mission and how do you respond to pushback?
<i>(Please rate the following components based on the candidate's response and consider culmination of all responses in previous domains)</i>

Systems and DEI:

End of year update

School Start Times – The WHY

- ✓ Parent presentation of science and request for the district to examine the operational impact of changing starting times.
- ✓ 2014: American Academy of Pediatrics issued a policy statement recommending middle and high schools start **no earlier than 8:30 am**. Received support from the American Medical Association, the American Academy of Sleep Medicine, the Centers for Disease Control and Prevention, and other major organizations.
- ✓ Medical researchers and experts have known for about 30 years that teen bodies and brains
 - ✓ are wired to fall asleep and wake up later than younger children and adults
 - ✓ need 8-10 hours of sleep every night (9.25 is ideal).
- ✓ Physical, mental, and emotional effects of teen sleep deprivation:
 - ✓ Higher risk of car crashes (sleepy driving is like drunk driving), sports injuries, drug use and other risk-taking behaviors, obesity, diabetes, heart disease
 - ✓ Poorer attendance, attention, and academic performance in school
 - ✓ **More depression and suicidal ideation**
 - ✓ Study in Fairfax County, VA:
 - ✓ **Each hour of lost sleep = 42% increase in suicidal thoughts & 58% increase in suicide attempts**



Systems and DEI:

End of year update

Starting Point of Work:

- Built on Community Feedback from 2016-17
- Scenario 2 from 2016-17 met the minimal AMA recommendation for both TCMS and BHS, allowing start times to be 45 minutes later.
 - School would end at 3:24 and 3:37 PM, respectively.
 - Start and end times for CRPS and FRES would be unchanged from the current state
 - there would be no impact to early morning activities for FRES.
 - CRPS and FRES buses would have the same drivers servicing the same neighborhoods.
 - Scenario estimated need for eight additional buses at a cost of approximately \$70,000 per bus for a total of \$560,000. This cost is equivalent to a 1.1% increase in taxes in year one and inflationary adjustments thereafter.



Systems and DEI:

End of year update

Working Scenario for 21-22

School	Bus drop-off at schools		School Start Time		End of School Day		Earliest Pick Up with new start times	Latest home drop off with new end times
	Current	New	Current	New	Current	New	New	New
BHS	7:10	8:15	7:45	8:30	2:47	3:37	7:40	4:25
TCMS	7:10	8:15	7:45	8:30	2:39	3:24	7:40	4:25
FRES	8:55	8:55	9:00	9:00	3:30	3:30	8:20	4:34
CRPS	8:10	7:40	8:15	7:45	2:45	2:15	7:00	3:26

- meets both the AMA and AAP recommendations of a start time no earlier than 8:30 AM for both TCMS and BHS.
- The District would maintain at least 30 minutes for after school help and club activities. Extracurricular sports and VPA productions would start at approximately 4:10 PM.
- Start time for CRPS would begin 30 minutes earlier to minimize impact on the number of new busses required.
- Requires five additional buses in the AM and 10 additional buses in the PM at a cost of approximately \$37,500 per bus run (AM and PM) for a total of \$562,500.
- The State Aid reimbursement rate for Transportation is approximately 61%. Transportation Aid would begin in year 2 of implementation.



Systems and DEI:

End of year update

Thought Exchange

1. What do you like about the start times being reviewed by the Start-Time Committee? 2. What concerns do you have about the start times being reviewed? 3. What else should the district consider in order to achieve later start times for our secondary schools?



8

Participation groups



1,944

Participants



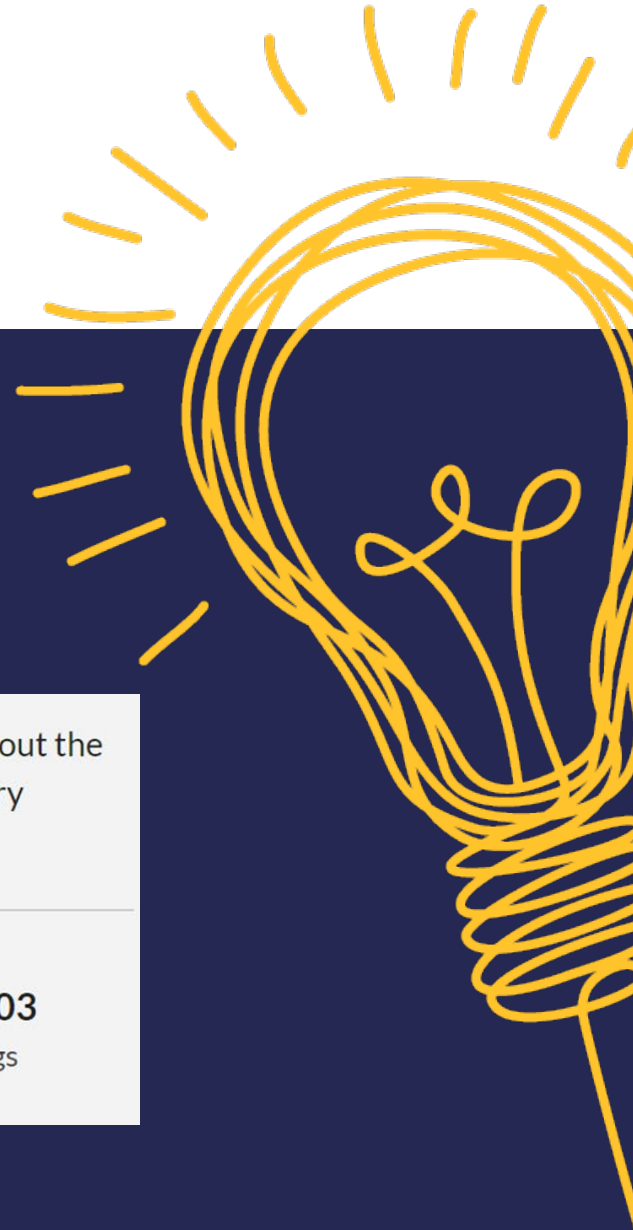
2,061

Thoughts



48,503

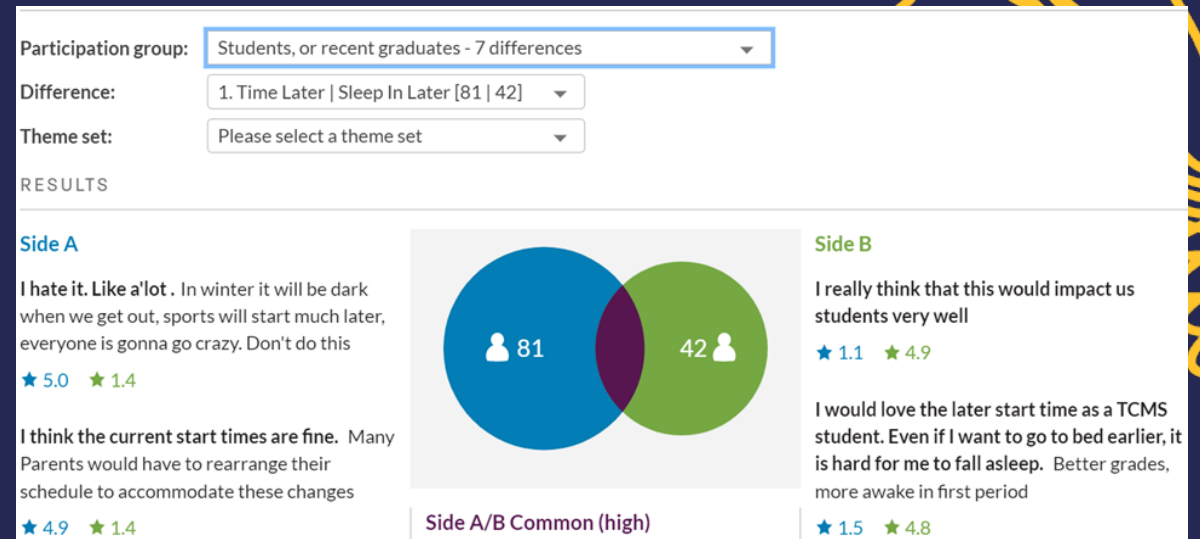
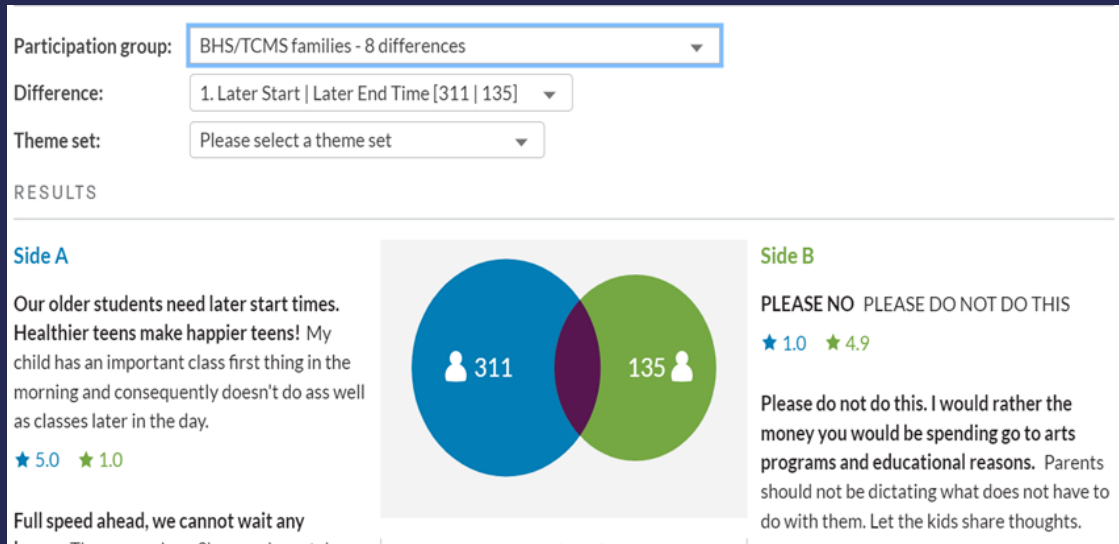
Ratings



Systems and DEI:

End of year update

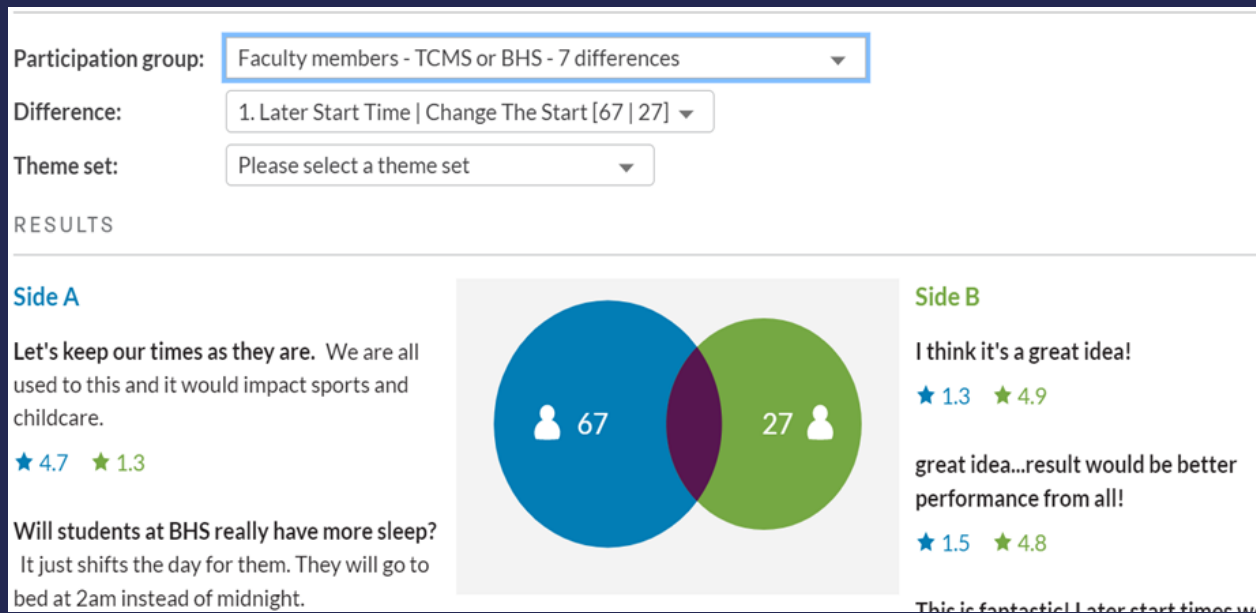
Summary of Feedback – BHS Stakeholders



Systems and DEI:

End of year update

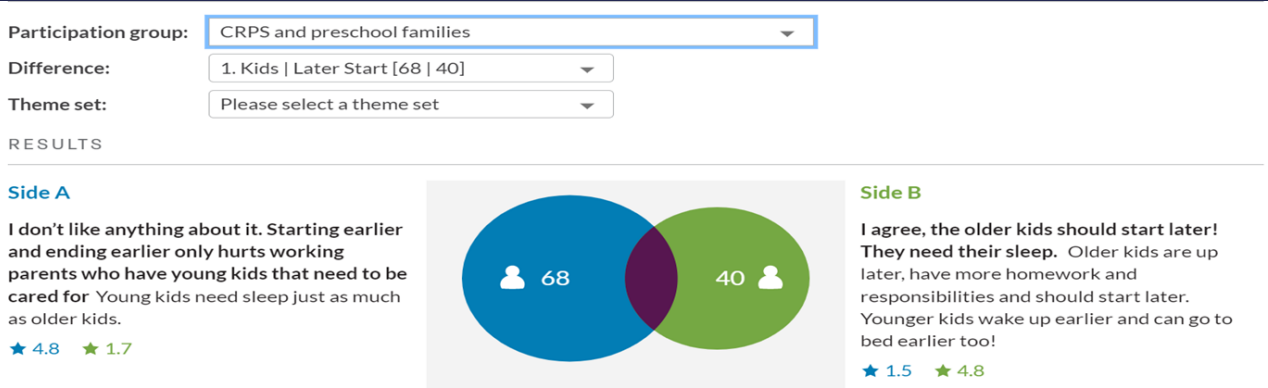
Summary of Feedback – BHS Stakeholders



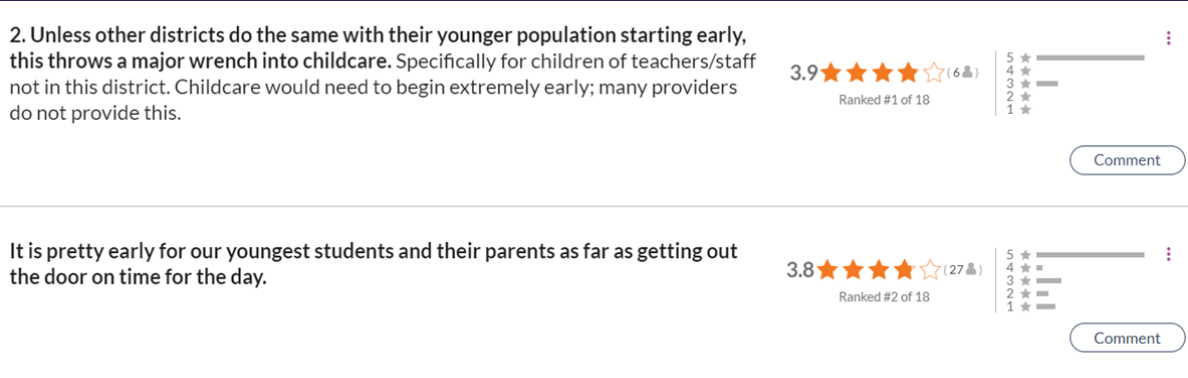
Systems and DEI:

End of year update

Summary of Feedback – CRPS Stakeholders



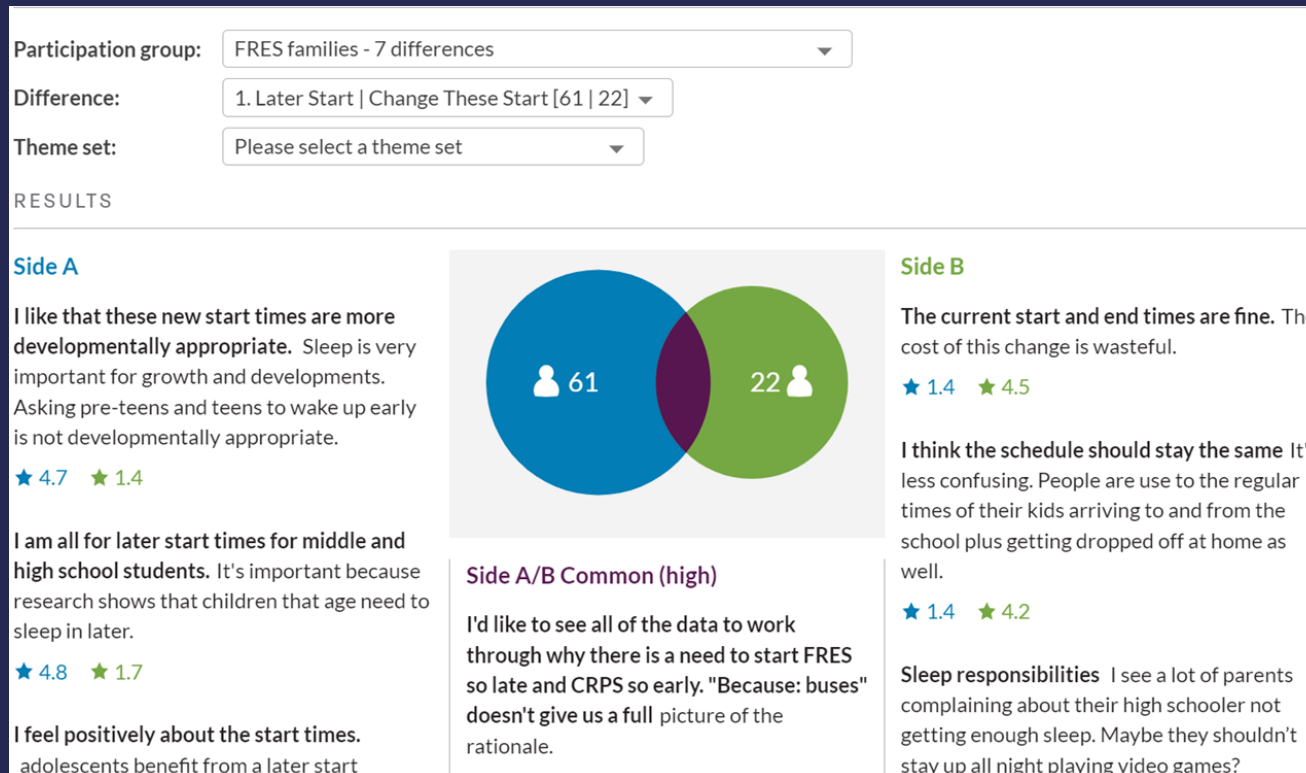
CRPS Faculty Comments



Systems and DEI:

End of year update

Summary of Feedback – FRES Stakeholders



Systems and DEI:

End of year update

Summary of Feedback – Community



Side A

I don't care any the start time. I care about **more taxes**. I'm tired of financing everything in this town by raising taxes.

★ 4.6 ★ 1.4

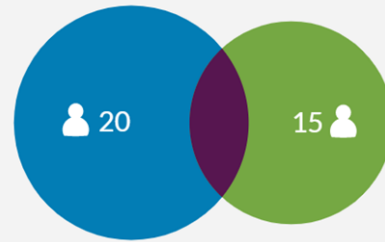
Who will supervise the council rock kids in the middle of the afternoon? What about their working parents? They can't stay alone. The whole idea is ridiculous. High school kids have always started earlier, as they should,

★ 4.2 ★ 1.4

I'm sick of being told to pay more taxes We can barely afford to live here as a two salary family.

★ 4.7 ★ 1.9

Lets not throw out our hard earned tax dollars - find something to cut back on so that this is revenue neutral My family and



Side A/B Common (high)

Could we have a panel with Webster staff and parents to see how this has worked for them? What were unforeseen issues? Are HS grades better? Is HS mental health better? Might be hard to judge mental health bc of COVID, but I think worth it.

★ 3.6 ★ 4.5

What will the impact be on after school events and sport schedules? How late will they now go?

Side B

BHS students need to start at a later time. **The later the better.** All scientific evidence shows earlier start times are detrimental for adolescents.

★ 1.7 ★ 4.8

This will allow kids to get more sleep which is important

★ 1.6 ★ 4.9

I think it's good for the kids to start later. The extra sleep will help them do better in school. Healthier happier kids doing better with their schoolwork.

★ 1.8 ★ 4.9

Gives children more time for proper sleep requirements. It's important for proper development and mental health

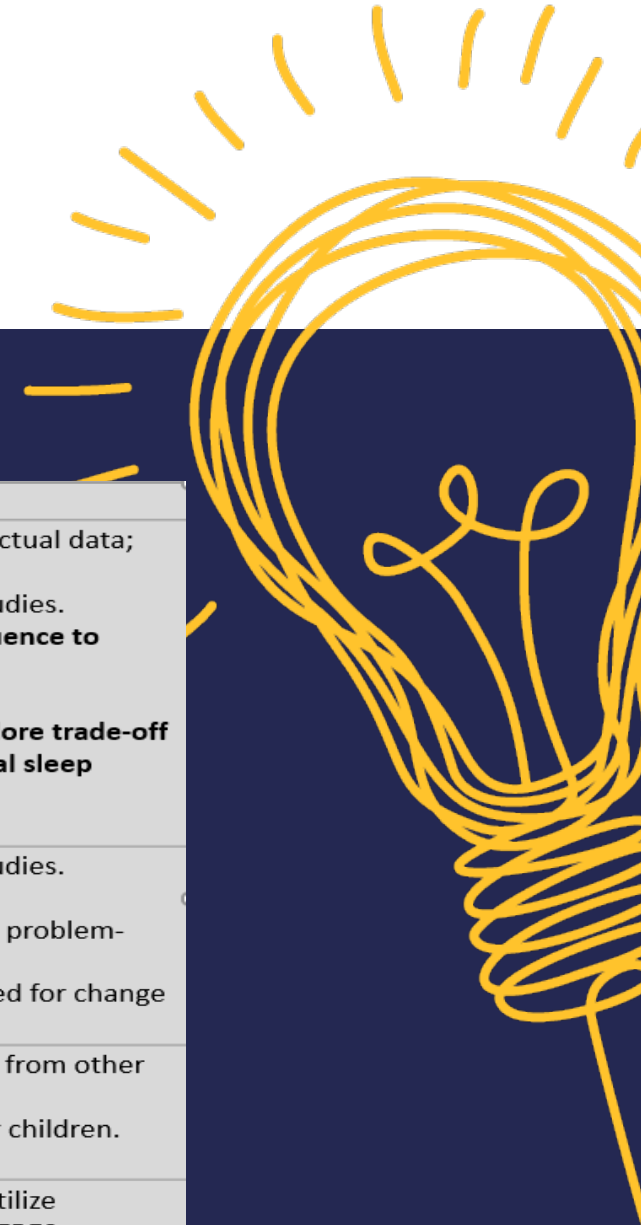
★ 1.8 ★ 4.9

Systems and DEI:

End of year update

Strategies Identified

Stakeholder	Theme of Concerns	Strategies to Mitigate Concerns
Students	<ul style="list-style-type: none">Starting of sports and pushing activities later in the eveningLength of the school dayInability to participate in clubs and sports with school ending later AND get their work done.Amount of homework and school obligations	<ol style="list-style-type: none">1. Clear explanation of when activities will start and stop – present actual data; present facilities plan2. District to more clearly present science and data from previous studies.3. Explore ways that may shorten the school day with little consequence to academic program, or contractual time for teachers.i. Review high school schedule and length of school day and explore trade-off of student teacher contact time versus advantages of additional sleep opportunities.
Faculty – BHS/TCMS	<ul style="list-style-type: none">Students staying up later and defeating the purposeImpact of change on families and stressConcern about regional cooperation	<ol style="list-style-type: none">1. District to more clearly present science and data from previous studies.2. Allow for planning and implementation3. Provide supports including emotional support and participation in problem-solving4. Assurances from area districts that Brighton would not be penalized for change
CRPS Families	<ul style="list-style-type: none">Impact for families on <u>child care</u>Earlier start harmful to younger children	<ol style="list-style-type: none">1. <u>Child care</u> supported at school – research the impact on <u>child care</u> from other districts that have started early. Explore focus group opportunity.2. Presentation of science and sleep patterns and impact on younger children.3. Additional survey of needs.
Faculty - CRPS	<ul style="list-style-type: none">Concern over impacting participation in K-12 workImpact on <u>child care</u> for faculty and staff who live in other districts.	<ol style="list-style-type: none">1. Explore opportunities to minimize K-12 in-person meeting and utilize technology to accommodate different end times from CRPS and FRES.



Systems and DEI:

End of year update

Summary of Results and Next Steps

- School Start Times are perceived to be a divisive issue in the school community.
- Length of school day; changes to established before and after-school structures for families and faculty; and cost appear to be significant barriers to gaining more support.
- Parents in favor of changing the start times have asked the question, *“Can we as a community handle some short-term inconveniences, frustrations, and costs to end the harm (visible or not) that our older kids may be experiencing?”*



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:

End of year update

Restorative Discipline/Restorative Practices

- Administrators and mental health staff trained by PIRI in restorative discipline
- Training provided during new teacher induction
- Tip sheet created for teachers to utilize during restorative conversations
- Fall 2021 -Shared information with K-12 faculty and staff on circle guidelines, conversation starters, & sample circle plans
- Spring 2022- expanded professional development with PIRI focused on academic circles
- Examined alignment and of restorative practices, culturally responsive practices, and SEL with School Based Equity teams



Mental Health and Wellness:

End of year update

Social Emotional Learning

- Adopted Second Step PreK/K units to provide Tier 1 social emotional learning lessons at grade K
- Partnership with Bivona Child Advocacy Center
 - Council Rock Mental Health Staff participated train the trainer professional development
 - Lessons provided grades 3-8 in classrooms
 - Presentations provided for parents at PTSA meetings
 - Professional development at FRES and TCMS staff meetings
 - Direct instruction lessons planned for 9-12 for Fall 2022



Mental Health and Wellness:

End of year update

Social Emotional Learning

Continue to develop and implement a District SEL Curriculum

- Identified Panorama as SEL screening tool
- Culture Climate survey administered this Spring
 - Staff
 - Parents
 - Students
- Data review Summer work:
 - District Mental Health staff data dive and overview with Panorama team
 - School Based Equity Team review data



Mental Health and Wellness:

End of year update

Social Emotional Learning

Continue to develop and implement a District SEL Curriculum

- District Wellness Committee
 - Wellness site updates
 - Staff wellness resources
 - Parent University development/ "Bruin Talks"
 - Topics to include
 - Student wellness
 - Conflict resolution
 - Support student anxiety
 - SEL



Mental Health and Wellness:

End of year update

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

- K-5 Counselors
 - Council Rock
 - French Road
- Realign Family Navigator to support 6-12
- Partnership with Golisano to begin Fall 2022



Mental Health and Wellness:

End of year update

Golisano Partnership

- **Pediatric Behavioral Health & Wellness Expanded School Mental Health (ESMH) at Brighton Central School District**
 - School Based Clinic service focused on grade 6-12
 - Student focused consultation
 - Consultation & Training with UPMC ESMH Faculty & Staff
 - Parent focused event nights

