

## ARP/ESSER Stimulus 2021

### Committee of Stakeholder Meeting - 5/15/2021

ACADEMIC	HEALTH & WELL-BEING	STRUCTURAL IMPROVEMENT & RESOURCE EQUITY
New Instructional Programs/ Expanded Programs/ More Instructional Staff	Student Mental/Social/Emotional Health	Capital Projects
<ul style="list-style-type: none"> <li>• Smaller class sizes (at-home viewers, BPTO – <b><i>their highest priority item</i></b>, DPCC)</li> <li>• Restored art &amp; music programs (BPTO, many at-home viewers)</li> <li>• Library open full days, 5 days/week at each school (BPTO)</li> <li>• Environmental education (BPTO)</li> <li>• Life skills education (BPTO)</li> <li>• Support for English Language Learners (DPCC)</li> <li>• Support for Special Education students (DPCC)</li> <li>• Expand criterion schools and the opportunities offered at those schools (BASA, DPCC)</li> <li>• Offer testing for criterion-based schools to ALL students (BASA)</li> <li>• Test students using skills-based (non-academic) tests for criterion-based schools (ex. Riverside Cognitive Abilities Test) (BASA)</li> <li>• Increase access to International Baccalaureate (DPCC)</li> </ul>	<ul style="list-style-type: none"> <li>• Student support staff (social workers, guidance counselors, psychologists, full-time student support teams) (BPTO, many at-home participants)</li> <li>• Mentoring programs (DPCC)</li> </ul>	<ul style="list-style-type: none"> <li>• Review facilities analysis of each school (BASA)</li> <li>• Playgrounds, field space, purchase vacant lots adjacent to schools (BASA)</li> <li>• Art studios, music studios, science labs, gross motor rooms (BASA)</li> <li>• Assess acoustics and noise throughout the buildings. (BASA)</li> <li>• Assess lighting...more natural light (BASA)</li> <li>• Temperature control/air quality, every school has a central ventilation system so adding air conditioning to schools without it would be beneficial (BASA)</li> <li>• Utilization design of class size and space, how to use space efficiently and to the student's advantage (BASA)</li> <li>• Green initiatives (BASA)</li> <li>• Schools with unused pools are repaired and used for students with the possibility of adding geo-thermal heating as an example. (BASA)</li> <li>• Student contact with nature, nature deficit disorder, learn from nature (BASA)</li> <li>• SBMT determines upgrades to buildings that are in need of facility improvements. (BASA)</li> </ul>

<p><b>Focus on Math/Reading Interventions</b></p>	<p><b>Physical Health (Pandemic-Specific)</b></p>	<p><b>Physical Building Safety/Security</b></p>
<ul style="list-style-type: none"> <li>• More support reading teachers (at-home viewers, BPTO)</li> <li>• More support math teachers (BPTO)</li> </ul>		<ul style="list-style-type: none"> <li>• Improved space utilization/design (BASA)</li> <li>• Improvements to make the buildings feel safe and secure (at-home viewer)</li> </ul>
<p><b>Addressing Learning Loss</b></p>	<p><b>Attendance &amp; Out of School Youth</b></p>	<p><b>Transportation</b></p>
<ul style="list-style-type: none"> <li>• Summer programming (BPTO)</li> <li>• After school ELT (BPTO, at-home viewer)</li> <li>• Use multiple methods to gather student data (at-home viewer)</li> <li>• Individualized Student Success Plans for all students (DPCC)</li> </ul>	<ul style="list-style-type: none"> <li>• Hire more attendance teachers to get students back in school (at-home viewer)</li> </ul>	
<p><b>Instructional Technology</b></p>	<p><b>Student Physical Health &amp; Wellness</b></p>	<p><b>Stakeholder Feedback &amp; Decision-Making Process</b></p>
<ul style="list-style-type: none"> <li>• Virtual learning support center and coordinator (BPTO)</li> <li>• Cybersecurity upgrades (at-home viewer)</li> <li>• Teachers who specialize in teaching in virtual format for a virtual school (ex. Virtual high school) (at-home viewer)</li> </ul>		<ul style="list-style-type: none"> <li>• Use Participatory Budgeting process practices (DPCC)</li> </ul>
<p><b>Career Readiness</b></p>	<p><b>Community &amp; Neighborhood Wellness</b></p>	<p><b>Fiscal</b></p>
<ul style="list-style-type: none"> <li>• Expanded vocational program offerings (ex. electrical, mechanics) (at-home viewer)</li> </ul>		

Professional Development	Parent & Family Wellness	Human Resources Related
<ul style="list-style-type: none"> <li>• “Home grown” Training program for teacher aides to become teacher assistants, and teacher assistants to become teachers (at-home viewer)</li> <li>• Teacher mentoring programs (DPCC)</li> <li>• Partnerships with local colleges/universities to recruit more teachers (DPCC)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent involvement programming (at-home viewer)</li> <li>• Support parent leadership (DPCC)</li> <li>• More support for Parent Liaison program (DPCC)</li> <li>• Staff parent room like parent centers (DPCC)</li> <li>• Expand the methods/platforms for parent access (at-home viewer)</li> </ul>	<ul style="list-style-type: none"> <li>• Raises for teachers (BPTO)</li> <li>• Raises for teacher aides &amp; assistants (at-home viewer)</li> </ul>
Program Communication		Physical Classroom Environment
<ul style="list-style-type: none"> <li>• Better communicate/ highlight and inform the public about the good things happening in BPS (at-home viewer)</li> </ul>		<ul style="list-style-type: none"> <li>• “Third Teacher Training” (BASA) <ul style="list-style-type: none"> <li>○ varied furniture and seating</li> <li>○ commitment to moving during the day</li> <li>○ natural light with quality lighting</li> <li>○ neutral walls</li> <li>○ curated student work throughout the building</li> <li>○ collaboration with staff, parents and community</li> <li>○ utilizing nature inside and outside</li> <li>○ multi-size gathering spaces in classrooms and other school spaces</li> <li>○ active areas for learning</li> <li>○ quiet areas for thinking, reflecting, exploring</li> <li>○ room configurations that promote eye to eye contact</li> <li>○ materials are accessible</li> <li>○ class structure providing safety and sense of belonging</li> </ul> </li> </ul>

