

ARP/ESSER Stimulus 2021

Committee of Stakeholder Meeting - 5/25/2021

ACADEMIC	HEALTH & WELL-BEING	STRUCTURAL IMPROVEMENT & RESOURCE EQUITY
<p style="text-align: center;">New Instructional Programs/ Expanded Programs/ More Instructional Staff</p> <ul style="list-style-type: none"> • Administer the Riverside Cognitive Insights Cognitive Ability test to ALL students, to focus more on what students are able to do instead of their deficiencies (BASA). • More bilingual programming, with other languages above and beyond Spanish (online participant) • More bilingual teacher aides and assistants, especially at school 33 (online participant) • More Saturday academic programs for bilingual families (online participant) • Reduced class size and increased focus on small group activities (many online participants) • More instrumental music teachers and training for students on how to maintain their instruments (online participant) • Learn about sound engineering and other careers in the music industry (online participant) • Buy new science lab equipment and other large purchases (online participant) • Focus on under-achieving and special education students (online participant) • Increase the number of arts & cultural program offerings (online participant) • More school buildings have a middle school (5-8), instead of PreK-8 models (online participant) • Project-based learning for all students (online participant) • Service-learning projects (multiple online participants) • Teach sign language as if it were a foreign language and offer it as an additional language option (online participant) 	<p style="text-align: center;">Student Mental/Social/Emotional Health</p> <ul style="list-style-type: none"> • Student well-being needs to be a focus of systemic change (based on <i>Grit</i> by Zwick and <i>Mindset</i> by Duckworth, for example) (BASA) • Character education development. (BASA) • Focus on student sense of community and belonging in the schools (BASA) • Implement District wellness policy (CHW) • Establish wellness teams in every school and get them meeting as soon as possible (CHW) • Full time school counselors at all schools to be more comparable to our suburban counterparts (multiple online participants) • CHAMPS program (online participant) • Restorative Practices (online participant) • Social skills training for students to address both verbal & nonverbal communication methods. Too many students have not developed these skills due to reliance on technology, including cell phones (online participant) • Increased number of student support teams at high school level, possibly even by grade level (online participant) • More middle school guidance counselors (online participant) • Address loss of socialization, social connections and sense of community as a part of the school (online participant) 	<p style="text-align: center;">Capital Projects</p> <ul style="list-style-type: none"> • Improve air filtration & lighting (online participants) • Air conditioning, not only for comfort, but for seasonal allergy sufferers, those allergic to bee stings, and so the computer technology does not get as hot (MANY online participants) • Fully upgrade physical school environments (online participants) • Create additional space in buildings for teachers to work with students one-on-one and in small groups (online participant) • Reopen closed buildings to reduce overall numbers of students in buildings that are currently used (online participant) • Make Adult Education sites ADA compliant, aka handicap accessible (email respondent) • Stop paying rent by leasing office space when there are District and City owned properties unused. Instead of paying rent, upgrade/ remodel the spaces you already own. (email respondent) • Purchase new furniture for students (desks, chairs, tables) (email respondent) • Upgrade buildings so that students, parents and members of the community have a nice space (email respondent) • Upgrade exterior lighting around school buildings, specifically for the winter months when it gets dark earlier (online participant)

Focus on Math/Reading Interventions	Serving our Neediest Students & Families	Physical Building Safety, Security & Learning Space Design
<ul style="list-style-type: none"> • Avoid temptation to test students right away to determine student deficits, as this can exacerbate students' feelings of inadequacy from the start of the school year, referring to guidance from Council of Great City Schools (BASA) • Increase Read to Succeed Buffalo programming (online participant) • At least one full time reading teacher at every elementary building (online participant) 	<ul style="list-style-type: none"> • Create more specialized supports for students who fall into special populations -(ex. students who have experienced abuse/trauma, foster care youth, homeless youth, etc.) (online participant) • Specialized programming for special education students with ALL types of abilities and disabilities (online participant) • Create a specialized program for students with all ranges of Autism Spectrum Disorder and those with behavioral disabilities. This is an ever-increasing student population. Having an in-house program would be more cost-effective than agency placements, of which there is a severe shortage anyway (online participant) • More specialized programming and supports for students who are English Language Learners 	<ul style="list-style-type: none"> • Improve building security (windows/doors/cameras) (online participant) • More school security staff (online participant) • Apply components of “Third Teacher” training for the indoor and outdoor learning environments of students (BASA)
Addressing Learning Loss	Athletics	Transportation
<ul style="list-style-type: none"> • Children need to play this summer, not just focus on academics. They need summer learning disguised as project-based learning and fun. (BASA) • Summer enrichment should focus on accelerating learning, not just address what they’ve missed. (BASA) • Make the summer experience fun and exciting, not boring and tedious, so that students want to return in the fall. Rekindle the enjoyment of learning (BASA) • After school programs for next school year (online participant) 	<ul style="list-style-type: none"> • Create a solid modified sports program open to all students (online participant) • Provide a larger variety of modified sports (online participants) • Increase diversity in sports officiating, especially in Section 6 (online participant) • Increase fairness in competition in sports (online participants) • Concern about bias in sports officiating due to lack of diversity (online participant) • Work with grass roots organizations, for example Amani Officials, a primarily minority organization, to diversify sports officiating. • Collaborate with WNY Legacy of Champions, Hope Program, etc. (online participant) 	<ul style="list-style-type: none"> • Have a backup plan for when students miss the bus. Possibly a number for parents to call when students miss the bus, so they can still get transportation to school rather than being absent. (online participant)

College & Career Readiness	Supporting Parents & the Community	Culturally & Linguistically Responsive Initiatives
<ul style="list-style-type: none"> • Collaboration with tradesman unions for paid internship opportunities ties for students (BPTO) • Expanded programs for trades connected to local industries, for example National Grid. (online participant) • Use funds to help students with SAT prep, college essay writing, scholarship application completion, etc. (online participant) • More youth employment opportunities (online participant) • Teach life skills (online participant) • Create a Youth Development Center to connect students to part time jobs (online participant) • Teach students about financial literacy and how to create generational wealth (online participant) • Financial stability and money management courses for all students (online participant) • A video production studio in every high school to prepare students for video/online job interviews, ex. Capen Library at UB. This is the future of the employment world. (online participant) • Teach students how to manage their online presence in different formats, as part of digital literacy (online participant) • Partner with more local businesses to set up internships for ALL students, above and beyond those in trades or college bound (online participant) • Teach students what is needed to obtain a scholarship and give them help with the applications (online participant) • Teach resume writing (online participant) • Bring more trades into schools, especially green trades (online participants) 	<ul style="list-style-type: none"> • More engagement with parents needed (DPCC) • Increase Parent Engagement Liaison hours to 30 hours/week instead of 30 hours/month for each school. (DPCC) • Have a designated parent room in each school. (DPCC) • Purchase more materials for parent rooms (DPCC) • Develop a parent leadership program to better help parents be informed when participating on SBMTs, for example (DPCC) • Additional funding for parent groups and outreach (for all parent groups) (DPCC) • More funding to encourage development of parent groups (DPCC) • Better methods to communicate with parents, current methods are insufficient/ineffective (BPTO) • Allow more opportunities for our multilingual parents, students and community members to become more involved in decision-making. (CHW) • Improve parent outreach about community meetings, such as this one (online participant) • Improve clarity of District website (online participant) • Send American Rescue Plan survey link to parents directly through an email. (online participant) • Invest in rebuilding trust with parents (online participant) 	<ul style="list-style-type: none"> • Extend reach of Office of Culturally & Linguistically Responsive Initiatives (CLRI) to include equity in all practices, policies and programs. Equity focused curriculum. (CHW) • Address cultural needs of more cultures, for example, Muslim culture. (online participant) • District should make <i>Eid</i> a District holiday, especially since it that culture's only holiday. (CHW) • More Saturday academic programs for bilingual families (online participant) • Revisit curriculum and programming for Native American students (online participant) • Native American Magnet (#19) needs to address murals in building, need updating (online participant) • Native American Magnet (#19) needs a second flagpole because Native American flag represents a sovereign nation and should be at the same height as the American flag (online participant) • Teach more African languages at an earlier age (ex. Swahili). (online participant) • Implement the 1619 project.

Instructional Technology	Student Nutrition	Stakeholder Feedback & Decision-Making Process
<ul style="list-style-type: none"> • Creation of a 100% fully virtual BPS Academy for students who are very successful in this format (multiple online participants) • Partner remote-only students with remote-only teachers, for both populations that may have health concerns (for example) and offer both groups the option to attend/teach school from home. (online participant) • Build IT infrastructure for improved access and network security (online participant) • Purchase new technology devices for students and staff, current devices are out of date (email respondent) 	<ul style="list-style-type: none"> • More culturally responsive food options in the cafeteria (online participant) • Improved food quality, to include more fresh and whole foods (online participant) • Student access to refrigerators and microwaves in school cafeterias so that students can bring food to heat up, especially for those that have religious, dietary or culture-specific lunches. (online participant) • More healthy foods, not processed foods (online participant) • Make student breakfast and snack offerings healthier and have better quality choices (online participant) 	<ul style="list-style-type: none"> • Native American Parent Committee would like to participate in the next Stakeholder meeting. (online participant) • Hold more meetings to include more groups of people in the stakeholder process (online participant) • Show how stakeholder feedback and ideas connect to the District's plan (online budget) • Post the ideas that have already been suggested on the American Rescue Plan website (online participant) • Set-aside a portion of the money for student to engage in participatory budgeting (online participant) • Hold meetings at each school building. (online participant) • Send the feedback collected so far to all parents, instead of just posting on the website. (online participant)
Professional Development		Fiscal
<ul style="list-style-type: none"> • "Third Teacher" training for all instructional staff, focusing on how we arrange the learning environment for students (BASA) • 3-year training on student well-being (BASA) • All instructional staff should receive training in math and reading intervention strategies (online participant) • Add Lisa Delpit's book <i>Other People's Children</i> into District's professional development plan • Training for all instructional staff that work with children on the Autism Spectrum. (online participant) 		<ul style="list-style-type: none"> • Strategically spend funds to set up future funding possibilities for a long-term funding impact. (online participant) • Use the expenditure of these funds to prove the District can make an impact with larger grant funds, thus allowing the District to build the case when applying for future grant funding (proof of concept that more funds = more results) (online participant) • More funds in school-based budget for each school to address school-specific parent needs. (DPCC)

Advanced Coursework, Enrichment & Rigorous Curriculum Opportunities		Human Resources Related
<ul style="list-style-type: none"> • Create an International Baccalaureate (IB) middle school (grades 5-8) to create more seats at criterion-based high schools, to increase student access to IB program when they get to high school (BPTO) • More advanced curriculum opportunities for elementary students at more schools (BPTO) • All high schools be “criterion-based”, meaning a particular interest in a certain career field connected to a school (BPTO) • More Advanced Placement (AP) courses, even if they are only offered to the one student that is interested (BPTO) • Updates to enrichment programs are needed, especially at school 33 (online participant) • Get more schools and students involved with UB’s bioinformatics after school program so students have more access to hands-on science experiences (online participant) • Offer academic enrichment at all schools, not just criterion or “gifted and talented” schools. All students deserve this. (online participant) 		<ul style="list-style-type: none"> • Fill the vacant District Wellness Coordinator position so the District Wellness Policy can be implemented (CHW) • There is a strong need to hire staff, even if it is only for 3 years, in order for all of these new programs to get properly implement. (online participant) • Have coaches and dedicated staff to implement any new programming (online participant) • Recruit more Native American teachers to work at #19 (online participant)
Out-of-School Learning Experiences		
<ul style="list-style-type: none"> • Increase opportunities for educational field trips. Take better advantage of the cultural and natural resources in WNY through field trips, nature trails, historical walking tours, etc. (multiple online participants) • Diver education programs for free for BPS students (online participant) • More opportunities for student internships (online participant) 		

