



DPCC ARF / ESSER Requests

Based on a collaboratively-developed and individually-targeted system of student-centered, family-focused coordinated engagement, support, and, when necessary, intervention (Whole Child Model)

OUR PRIORITIES:

Full Time Parent Engagement Liaisons (PELs) in every school: Current budget is \$277,000 for PELs at 30 hours for month, an increase to ~\$1M will allow for 30 hours per week (ideally, the District would sustain this investment, but even a three-year commitment would help strengthen our families during this period of transition)

Additional Resources for Parent Rooms in every school: Purchase academic and other support materials that PELs can be lent and/or given to families

Develop a leadership training program for SBMT participants

Development of an **Individualized Student Success Plan (aka Map)**, with a graduation dashboard (as previously drafted by David Mauricio) – recognizing strengths, interests, and challenges. Co-developed with students, parents, and teachers that is revisited & renewed each year. With school & community collaboration to meet such needs and interests; i.e., SPED, ENL, G&T, AP, IB, CTE, full access to encore offerings & enrichment activities (etc... music, art, athletics, ELT ...)

Additional funds for the support of each District Parent Group: Current funding levels only allow for \$10,000 to be split among all parent groups. [For those of us who depend on District funds for meetings (food, child care, building usage), this is not enough.]

Funding Set-Aside for Each School: SBMTs and student government groups should have ARF/ESSER funds to allocate based on their unique needs; including, but not limited to:

Support school-based parent groups (separate or as a subcommittee of PTOs/PTAs) to improve involvement and engagement within each school

Orientation programs to welcome back students & families

Revisiting Equity in our Criteria-Based Schools – Renew our invitation to Dr. Gary Orfield, and his UCLA Civil Rights Project Team, to return to BPS to review the changes made in BPS since his 2015 Report (<https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/better-choices-for-buffalos-students-expanding-reforming-the-criteria-schools-system>) and provide new recommendations for improving access.

Other recommendations that we support:

Formation of an Advisory Council with stakeholder representation, to continue to provide advice, guidance, and monitoring for the use of the ARP / ESSER (and other) funding

Smaller Class Sizes: Research supports a fewer than 20:1 student/teacher ratio: (<https://www.greatschools.org/gk/articles/class-size/>), and we support any efforts to reach this level. In order to make this sustainable, we anticipate that this support will need to include well-trained &

supported assistants, aides, student teachers, tutors, and mentors. Parents will also need better training to support student learning. We are open to all options for such interventions & supports.

New **Welcome Center** (as proposed by OPFE/SSS) for helping families select and enroll in the school best suited for each child

Restorative environments for all schools: Going beyond restorative justice and practice training to ensure that all we collaborate with the whole community to promote restorative environments

District and School Communication Plans: Focusing on a consistent, effective, clear, and timely plans for communicating with all stakeholders

The development of a **Remote Schooling Option** that would increase access to all programs; including, encores and enrichment, career and technical training, Advanced Placement, and International Baccalaureate coursework

Development of **District and School Emergency Policy or Plans**, should we need to return to remote instruction for any reason

Increased access to **Extended Learning Time** (Summer School and After School) which are Whole Child centered and provided targeted assistance