

ARP/ESSER Stimulus 2021

Buffalo Council of Supervisors and Administrators support the following Stakeholder recommendations for the use of ARP and ESSER Stimulus Funds in Buffalo Public Schools:

ACADEMIC	HEALTH & WELL-BEING	STRUCTURAL IMPROVEMENT & RESOURCE EQUITY
<p>New Instructional Programs/ Expanded Programs/ More Instructional Staff</p> <ul style="list-style-type: none"> • Smaller class sizes • Reduction in class sizes, use of two teachers per class. • More teacher aides & assistants • Restore Art & Music Programs for all schools. • Better opportunities to access music lessons outside school, credit can be used in school. • Every school have a Library and Librarian. • Expansion of Emancipation Curriculum & CLRT programming • More Advanced Placement classes • Specialized programs for Males & Females • More services for special needs students • Offer Gifted & Talented Programs at ALL Elementary Schools. • Incorporate District-wide project-based learning activities/ competitions by grade level with prizes, incentives and sponsors. • Development, implementation and execution of specialized programming across ALL schools so that academic equity thrives; inclusive of creating feeder schools to criterion-based program schools currently running. • ELL/ENL student support teachers to cover mandated times throughout caseload. • Work with local colleges to incentivize student teachers with a monetary amount during student teaching (\$1200 when they complete the assignment) • Partner with high schools to have a work-release program to come and work in classrooms with elementary students. • Maintain Seesaw subscription 	<p>Student Mental/ Social/Emotional Health</p> <ul style="list-style-type: none"> • ALL elementary schools partner with an organization to offer a “Big Brother/Sister” to interested • Full time school counselors to support SEL programs integrated into school day. Student impact lessons taught & integrated by school counselor. • Hire a Mental Health Counselor, Social Worker, School Psychologist, School Psychiatrist for each school. • Student support staff (social workers, guidance counselors, psychologists, full-time student support teams) • Mental Health counseling, wrap around services. • At least 30 minutes of small group counseling per week available to all students • Department of Social, Emotional and Wellness Supports should be appropriately resourced to have the capacity to implement the District Wellness Policy, • The currently vacant District Wellness Coordinator position should be filled. • A full-time nurse, psychologist, psychiatrist, social worker, mental health counselor, parent coordinator at each school. 	<p>Capital Projects</p> <ul style="list-style-type: none"> • Air filtration systems • Air-conditioned schools • Green initiatives • Address facility inequity • Review facilities analysis • Assess noise, natural lighting, etc. • Geothermal heating connected to swimming pool upgrades • Architecture review/ upgrades to overall learning environment and space utilization • More/improved playgrounds • Redesign/refurbish older buildings and reopen them. • Overall building upgrades • Hire more engineers.

<ul style="list-style-type: none"> • Suggest that the math curriculum be addressed to ensure that our students are ready for college math when they get there. • Eliminate concurrent instruction and create the delivery of remote only instruction with specific staff to support the virtual classroom. • Resources to support the arts, materials, instruments, etc. • Lots of professional development for teachers and administrators provided national experts. • More science experiment materials to package for home/classroom/after school or to use during school event nights 		
<p>Focus on Math/Reading Interventions</p>	<p>Student Physical Health (Pandemic-Specific)</p>	<p>Physical Building Safety/Security</p>
<ul style="list-style-type: none"> • Intervention services • More support reading teachers • Increase number of full-time math teachers and reading support teachers. • A centrally funded reading and math support teacher for every school building, so each school has one equitably. 	<ul style="list-style-type: none"> • COVID-19 coordinator to ensure safety protocols are being followed at building level and District-wide. • More cleaning products • Clean and sanitize schools more thoroughly. 	<ul style="list-style-type: none"> • Improved space utilization/design • Improvements to make the buildings feel safe and secure. • A full-time Engineer and Security Officer at each school

<ul style="list-style-type: none"> • High School support for struggling students, not just elementary supports. • Provide additional targeted support in math, especially because upper grade course build upon one another. • Hiring additional math teachers and provide targeted support to ensure all our students have a solid grasp of Algebra – Cohort 2019 and Cohort 2020 are moving through without a solid foundation. 		
<p>Addressing Learning Loss</p>	<p>Student Physical Health & Wellness</p>	<p>Transportation</p>
<ul style="list-style-type: none"> • Increased Summer and After School programming • More extracurriculars • Create a Buffalo Educational Support Team • Saturday virtual assistance. Have a virtual platform, open each Saturday. • Summer programs for seniors struggling to graduate. 	<ul style="list-style-type: none"> • Expanded intramural & modified sports. • More after school sports/recreation • More opportunities for students to move during the school day and have access to nature at school. 	<ul style="list-style-type: none"> • More bus aides for safety and to ensure hand sanitization. • Greater student access to transportation for extracurricular activities
<p>Instructional Technology</p>	<p>Parent & Family Wellness</p>	<p>Stakeholder Feedback & Decision-Making</p>
<ul style="list-style-type: none"> • Virtual learning support coordinator • Devices for teacher assistants, aides, and health care aides • Greater emphasis on increased IT support personnel • Update equipment • Building-based upgrades • Upgrade devices for students (at-home viewer) • Contract with outside entities for IT support for a 3-year contract • Online textbooks are needed to support teaching and learning via technology. 	<ul style="list-style-type: none"> • Recognize parents/ caregivers are under persistent acute & chronic stress. • Mental health services for parents & families • Parent involvement programming • Parent programs to assist youth who are parents. • Ensure the health, safety and well-being of every student and family. • Sponsor parent field trips on weekends-museum, zoo, and Explore & More passes OR increase and pay for more district sponsored field trip. • Uber passes or bus fare for families to come to family conferences and school events. 	<ul style="list-style-type: none"> • School-level decision-making and school-based budgeting needed on use of funds for each building. • District needs parameters for use of funds. • All unions, SBMTs and parent groups should vote on use of funds. • Provide itemized costs of each “ask”. For example, how much does an extra hour of ELT cost vs. a half hour? • See what other school districts are doing. • Develop an integrated approach for equity in all policies, practices and programs. • Specific policies, practices and programs that may facilitate recovery. • Use District’s established plan for shared decision making.

Professional Development	Community & Neighborhood Wellness	Human Resources Related
<ul style="list-style-type: none"> • “Home grown” training program for teacher aides to become teacher assistants, and teacher assistants to become teachers. • Tuition assistance for teacher aides and assistants to go to college to become teachers. 	<ul style="list-style-type: none"> • Connect with “grass roots” organizations to help families and the community with healing from the pandemic. • Community member access to school buildings for activities, exercise, and recreation, much like a community center (not just at Community Schools) 	<ul style="list-style-type: none"> • Settle all union contracts. • Attract more diverse workforce. • Add additional staff to buildings for the purpose of attrition planning. • Build capacity of the Office of Parent and Family Engagement, which is siloed and overtaxed in the work of engaging with parents and fixing problems created by systemic issues. • Hire a Parent Coordinator and assistant at each school.
Career Readiness	Restorative Practices	Fiscal
<ul style="list-style-type: none"> • Reinstatement of a vocational training center • Home economics in school • Expanded vocational program offerings (ex. electrical, mechanics) 	<ul style="list-style-type: none"> • The Code of Conduct addendum should be reviewed, revised & implemented (inclusive of restorative justice) and in partnership with families & the community. • Rebuild relationships through trauma-informed, culturally responsive communication and collaboration. • District and school implementation of restorative practices/ justice with fidelity to repair harm and promote positive relationships. 	<ul style="list-style-type: none"> • Geoffrey Canada model of paying students as employees. • Use funds to rectify cuts to school-based budgets & equitable funding distribution. • Add additional staff to buildings for the purpose of attrition planning.
Early Childhood Education	Attendance & Out of School Youth	Focus on Equity
<ul style="list-style-type: none"> • Financial support and auxiliary education staff should be provided to local childcare sites who consistently maintain these students and their families for access to safe, quality, and reliable care, education, and communal relationships. 	<ul style="list-style-type: none"> • Hire more attendance teachers to get students back in school. 	<ul style="list-style-type: none"> • Emphasis on Fiscal Equity • System for equitable funding distribution
At-Home Learning Activities for Families		

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| <ul style="list-style-type: none">• Incentivize monthly student/parent projects at home- send a list for the year of monthly projects- maybe complete family tree project in September, Interview an elder in October, demonstrate something you cook together in November via a movie you create at home, measure and record snowfall at you house in January-- families could then win tickets to the Spaghetti dinner, or we could see which projects they'd like to complete and send a supply packet....hold a quarterly breakfast where students serve the parents...something to extend learning to home.• Incentivize parent partner learning-most growth in WPM, writing IVFs for books read independently, increase in the number of math facts- completing a lexia level at home, student would get a ticket for a raffle. | | |
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