



BUFFALO PUBLIC SCHOOLS

AMERICAN RESCUE PLAN (ARP)

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)

2021-2024



BUFFALO BOARD OF EDUCATION

Louis J. Petrucci

President and Park District Board Member

Dr. Kathy Evans - Brown

Vice President of Student Achievement and East District Board Member

Dr. Ann R. Rivera

Vice President of Executive Affairs and Board Member-at-Large

Lawrence L. Scott

Board Member-at-Large

Terrance L. Heard

Board Member-at-Large

Sharon M. Belton-Cottman

Ferry District Board Member

Hope R. Jay

North District Board Member

Jennifer L. Mecozzi

West District Board Member

Paulette Woods

Central District Board Member

Superintendent

Dr. Kriner Cash



TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
SUPERINTENDENT’S MESSAGE EXECUTIVE SUMMARY	12
GUIDING PRINCIPLES	14
LESSONS LEARNED	14
SCHOOL BOARD MONITORING OF THE USE OF ESSER FUNDS	21
BPS TRANSFORMATION — EDUCATION BARGAIN 2.0	25
DIVERSITY, EQUITY & INCLUSION	28
NYS Board of Regents Statement	29
Culturally and Linguistically Responsive Initiatives	30
Michael Casserly Statement	35
FAMILY AND COMMUNITY ENGAGEMENT	37
STRATEGIC INVESTMENT ONE: Parent and Community Engagement	39
STRATEGIC INVESTMENT TWO: Prenatal Health and Early Parenting	40
TEACHING AND LEARNING	41
STRATEGIC INVESTMENT THREE: High-Quality Early Learning	52
STRATEGIC INVESTMENT FOUR: Instructional Reform, Technology and Higher Standards	53
STRATEGIC INVESTMENT FIVE: Post-Secondary Preparation in Middle and High School	54
STRATEGIC INVESTMENT SIX: Post-Secondary Completion	55
STRATEGIC INVESTMENT SEVEN: Career Pathways and Workforce Development	56
STUDENT SUPPORT SERVICES	57
STRATEGIC INVESTMENT EIGHT: Student Supports — Academic, Health, and Mental Health	62
HUMAN RESOURCES/LABOR RELATIONS	63
STRATEGIC INVESTMENT NINE: Great Teachers and Great Leaders	67
STRATEGIC INVESTMENT TEN: Talent Outreach, Recruitment, and Development	68
INFORMATION TECHNOLOGY & DIGITAL RESOURCES	69
Investments in IT Security Enhancements and Infrastructures	70
Investments in System Interoperability and Enterprise System Modernization	71
Investments in Home and School Technology and Internet Access for Teaching and Learning	72
PROFESSIONAL DEVELOPMENT	73
OPERATIONS & INFRASTRUCTURE	75
ARTS & ATHLETICS	80
PUBLIC ENGAGEMENT & COMMUNICATIONS	89
ARP/ESSER Stimulus 2021 Committee of Stakeholder Meetings - 4/29/21, 5/15/21, 5/25/21	92
ARP/ESSER Stimulus 2021 Multilingual Stakeholder Meeting - 5/24/21	103
ARP/ESSER 2021-2022 Survey	103
ASSESSING AND REPORTING PROGRESS	128
FINANCIAL ANALYSIS AND FORECAST	132
SELECTED REFERENCES	141
APPENDICES	146
APPENDIX A: AMERICAN RESCUE PLAN (ARP) ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) OVERVIEW	147
APPENDIX B: LOGIC MODEL SAMPLE	153
APPENDIX C: MAJOR DISTRICT ACCOMPLISHMENTS 2015 – 2020	154
APPENDIX D: DISTRICT ACCOMPLISHMENTS AND INNOVATIONS 2020 – 2021 DURING THE YEAR OF THE GLOBAL COVID-19 PANDEMIC	155
APPENDIX E: REORGANIZATION OF EXECUTIVE TEAM TO ENSURE GREATER CAPACITY AND RESULTS	156
APPENDIX F: U.S. DEPARTMENT OF EDUCATION ARP ESSER GRANT AWARD ASSURANCES	157



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Public education, its students, and the professionals who work in our school systems and schools have had one of the most difficult years in the history of the institution. A global pandemic shuttered the nation's schools for much of the 2020-2021 school year and portions of the last; sidelined the instruction of many of the country's most vulnerable children; and re-exposed gaping racial, language, and disability inequities in the educational opportunities of many of our children. Experts have estimated that many students, particularly in our major urban public schools, have lost months of instruction and suffered significant social and emotional damage because of the prolonged isolation.

Still, as so many discovered, the nation's public schools remain one of our most valued, relied upon, and trusted institutions. Despite uneven federal and state decision-making throughout the pandemic, the Buffalo Public Schools leaders provided a calm, consistent, and reliable steadiness to the public discourse that often reassured a fearful, diverse, and sometimes angry citizenry. We also proved our value to the public at large during the crisis by delivering millions of meals to those most in need in our communities; narrowing the digital divide by providing thousands of electronic devices for students and expanding broadband access; and, by safeguarding the safety and health of students and staff and families with aggressive mitigation efforts. At the same time, the nation's urban school leaders and the Buffalo City School District spoke out on issues of race and racism that were roiling the country in the wake of the George Floyd and other police killings.

That centrality of public schools to the nation's welfare led the U.S. Congress and President to approve three substantial tranches of funding over the past year to help stem the virus, reopen the economy, and address widespread unfinished learning among students resulting from the pandemic. The first tranche came in March 2020 and amounted to \$13 billion for the nation's elementary and secondary schools. The second tranche came in December 2020 and amounted to approximately \$54 billion. And the third tranche was signed into law in March 2021 and amounted to around \$122 billion.

This unprecedented infusion of federal funds into our public education system was badly needed by school systems that had spent billions on mitigation efforts of all kinds, meals, and devices. The funding also came at a critical time as schools and school systems began tackling the academic challenges that the pandemic is leaving behind. At the same time, the new dollars will test the ability of school systems to properly manage and allocate the funds in ways that most effectively address student needs and demonstrate that the federal investment was worthwhile. And the resources will give our school systems the breathing room they need to rethink and reimagine how the institution could better serve our students in the years to come.

As we prepare for the 2021-22 school year, BPS will remain committed to our students through the lens of *Greater Access, Equity, Opportunity and Quality* to ensure that every child is supported to grow, get back on track, and accelerate.

However, let us be perfectly clear here. Schools do not exist in a vacuum. They are part of a complex concentric circle ecosystem – surrounded by neighborhoods, communities, cities, regions, and states. The environmental circumstances that are occurring outside of school can help or hinder a child’s growth and development, and thereby affect her progress in school.

While there have been a number of worthy sporadic initiatives sponsored by many admirable citizens to attempt to address the specific challenges described herein - after decades, they still remain and are having deleterious effects on Buffalo’s children and families. Now is the time for the City and its many affiliates to forge strong and lasting partnerships with the City Schools, using ARP and ESSER funds, to break the awful cycle of these pernicious conditions (See Graphic 1).

The BPS Cradle to Career Graphic illustrates the story of what a healthy whole child’s journey should look like when s/he is supported fully at home, at school, and in the community. Through the Education Bargain, much has been accomplished during these past six years to build pathways for success for our children. Now, BPS Education Bargain 2.0 will leverage ESSER funds to turn pathways into highways for thousands more of our children (See Graphic 2).

10 challenges facing Buffalo Public Schools Students and Families

As he prepares to lead the second largest NY school district out of the pandemic and on to next level results, superintendent Dr. Kriner Cash sees a daunting list of barriers to student success — and one enormous opportunity.

1. Health & Wellness

- WNY is one of the unhealthiest regions in NYS and Erie county ranks 56 out of 62 NY counties when it comes to tobacco use, obesity, diabetes, heart disease, cancer, excessive drinking, physical inactivity, access to exercise, sexually transmitted diseases, teen birth and child mortality.
- Mental Health — higher than state and national averages; 1 in 5 Buffalonians suffer from mental health challenges; and, only 1 in 5 of these are receiving the support and treatment they need.
- Buffalo's black and brown communities and workers were disproportionately affected by the COVID-19 pandemic in terms of deaths, sickness, and being fully vaccinated.
- Problems that were extant before COVID became exacerbated during COVID — domestic violence, relationship abuse, trauma, anxiety, depression, etc.



2. Community Literacy

Q. What do these populations of people have in common?

Folks living in poverty, chronically unemployed, public assistance, welfare recipients, prisoners, and juvenile offenders.

A. Low literacy skills

- 63% of all US jobs now require education beyond high school
- Buffalo's adult illiteracy rate is 30%, 10% higher than the national average
- Only 27% of the population 25 years and older have a bachelor's degree or higher

Buffalo's adult literacy crisis affects employment opportunities in an increasingly complex and technology-based workforce. The good news is that with concentrated interest and effort anyone can learn to read and write and then advance these skills quickly.

4. Acute Poverty

- Buffalo has the 3rd worst poverty rate for major U.S. cities.
- Buffalo has the 2nd worst poverty rate for children in the U.S.
- Annual per capita income is around \$24K. Poverty is expensive: rent/mortgage, insurance rates, healthcare, healthy food, clothing, electricity, gas, household repairs, cable/internet, bank fees, court fees, fraudulent debt collectors, daycare, music mobile phone bills, etc. These costs disproportionately impact people who are financially poor.

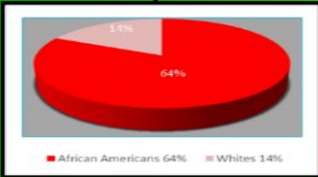


3. Food & Nutritional Insecurity

Black Buffalonians are 6X more likely to live in a neighborhood without a grocery store than white residents. "Food apartheid" zip codes with limited or no access to healthy food choices contribute to minority residents having the highest obesity rates in the City. Children in Erie county suffer from limited access to a sufficient supply of safe and nutritious food leaving them at a food insecurity rate of 18.6%. Low income households, predominantly in these zip codes, are left with no choice besides cheaper foods, which usually contain high levels of fat, sugar, salt and low micronutrients. The Buffalo Food Equity Network, led by people in communities of color, is a promising strategy that will need greater partnership, funding and support. BPS provided more than 10 million healthy meals to children and families during the pandemic.

5. Designed Segregation

Mortgage lending, infrastructure, and gentrification — three policies used to maintain segregation in Buffalo. There has been a significant lack of lending in majority-minority neighborhoods and to home buyers of color even after the insidious practice of redlining was banned decades ago. Families of color, particularly African Americans, do not have equal access to mortgage lending in Buffalo compared to white households. For example, from 2016-2019 bank and non-bank mortgage lenders loaned at significantly lower rates than expected given the minority population rate in Buffalo. Only 9.74% of total loans are made to minorities. Interstate highways and roads have been deliberately used to destroy black neighborhoods and to keep black and white neighborhoods separated. Today, major roads and highways serve as stark dividing lines between black and white sections of the city. Gentrification on the West and East side of Buffalo is seen by developers as the remedy and "bounce back" strategy for Buffalo. But it is seen as another source of segregation and "kick out" by those affected.



7. Lead Exposure & Brownfields

Lead exposure must be significantly inspected for and eliminated in Buffalo's older housing units, water piping, and lead paint-related hazards. Research indicates that early lead exposure is tied to antisocial behavior in adolescence and disproportionately threatens the health and development of black and brown children. Buffalo continues to have some of the highest rates of childhood lead poisoning in the country. Nine of the highest risk zip codes for lead poisoning in Buffalo are where most BPS students live.

There are also 107 brownfields in Erie county where abandoned and crumbling buildings release numerous toxins, including PCBs, asbestos, and lead. These toxins can become airborne in blowing soil and can have deleterious effects on the health of people living and children playing in surrounding communities.



TIPPING POINT

Buffalo has long been synonymous with a city-in-decline. In the early 1900s, Buffalo was one of America's 10 largest and wealthiest cities, a burgeoning industrial center. It could be argued that it has been on the decline ever since.

Population at peak (1950): 580,132
Population in 2020: 250,000+
Decline from peak: 57%

Where Do You Go From Here, Buffalo?

Buffalo is losing about 65 people per month. Workforce diversity & affordable quality housing are problems. Gentrification, Buffalo Billions, and other growth efforts need to strike a more equitable balance between development and displacement. Inherent foreclosures, zombie houses, and tenant evictions need an effective solution to avoid further municipal decline.

AT ALL LEVELS — LEADERSHIP MATTERS

8. Gainful Employment & Workforce Diversity

"The U.S. labor market has been expanding for over a decade, with workers of all races benefiting from this expansion. However, the progress has not erased systematic racial differences in labor market outcomes. African Americans still face persistently higher unemployment and have less access to good jobs than whites. These systematically different experiences in the labor market exacerbate the need for more wealth for African Americans but also make it more difficult to build that wealth in the first place. Making sure that Black workers have the same access to good jobs as white workers does not only require new labor market policies but also new and innovative approaches to shrinking the racial wealth gap."

- Black workers earn significantly less than white workers across subpopulations.
- There are over 7,000 residential and 850 commercial vacant addresses on Buffalo's East side.
- 36% of East side households do not have a vehicle.
- 41,000 workers are employed in jobs on the East side at companies such as:

NFTA	Graphic Controls
Key Bank	Canisius College
ECMC	Horizon Health Care
UB	VA Health Care
Milk Bone	Capital Management
- Only 5,800 (14%) of these workers live there.
- Public transit is not accessible to quality jobs across the city.



6. Gun & Gang Violence

FBI data indicates Buffalo has the #1 most violent crime rate in NYS, ranks #2 in the northeast U.S., and #11 in the U.S. overall. 1 in 3 BPS students responding to the 2019 YRBS said they had witnessed someone being "shot, beaten, or stabbed". This ratio will likely increase in the upcoming 2021 YRBS survey. Meanwhile, in the first six months of 2021, Buffalo is on pace for a record number of homicides and shootings. One 17 yr. old high school student said 24 of her friends and family members had been killed by gun violence. There are between 40 and 53 gangs with over 1000 members (an undercount since juveniles are not included) in Buffalo. On this grave matter, recently deceased titan activist, Neal Dobbs, will need a legion to step forward now to tackle this hemorrhaging issue.

OPPORTUNITY

With unprecedented federal and state funding coming to Buffalo, we now have an enormous opportunity to right some of the egregious conditions our students are living under by examining the entire set of challenges and establishing progressive policies so that the legacies of racist and segregationist practices do not continue into the future. The harmful impact on children has been severe. Today, BPS is providing greater access, equity, opportunity, and quality than ever before. Let's build on the Education Bargain, partner with all who will assist the transformational lift that is necessary, and win for children, families, and Buffalo!



9. Education

Over the past six years, BPS has designed and executed over 350 major accomplishments and innovations across six goal areas as part of the Education Bargain. There are many commendable results thus far, i.e. the high school graduation rate climbed to an impressive 76.3% for the first time ever in the high stakes accountability era; the number of schools in good standing has tripled from 14 to 46; and, the number of Receivership Schools has dwindled from 25 to 3. Due to effective fiscal management, the District is in its best financial condition in decades, with surpluses in four of the last five years, increasing fund balance to \$285.0 million as of June 30, 2021.

Nonetheless, low educational achievement and an unending cycle of poverty means that Buffalo Public Schools must continue to undergo substantive change to its education system. The aim is that improving the city schools will have a host of ramifications for the livability and viability of Buffalo overall, from stopping the flow of families into the suburbs or away from the city to developing a strong human capital pipeline that will diversify and bolster the city's economy.

Meanwhile, PK-12 is just the 1st leg of one's education journey. Local higher education institutions are not producing enough educators; or, for that matter, enough graduates; those that do, need to substantially revamp their curricula for teaching in urban schools.

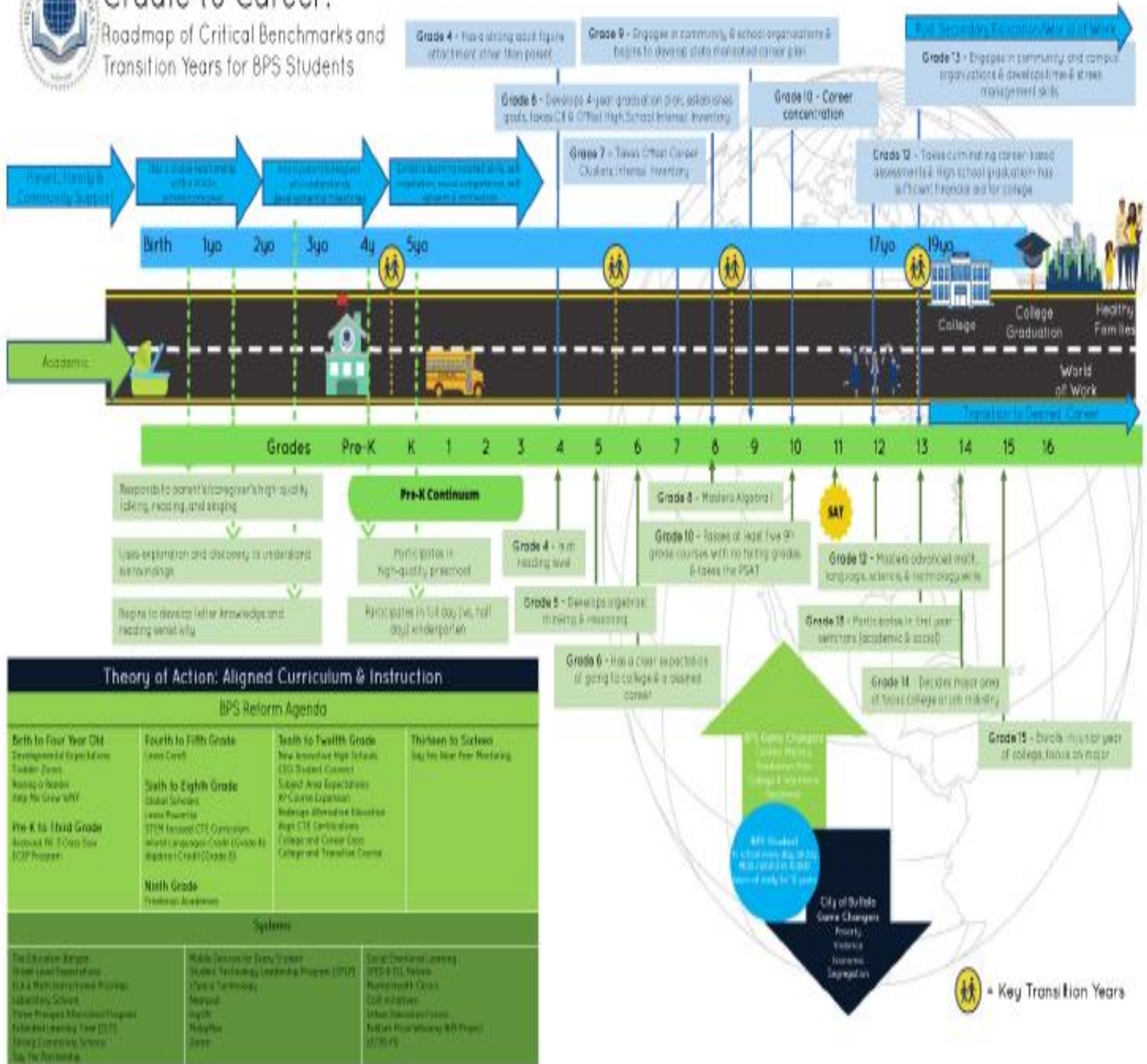


10. Talent Development, Recruitment, & Retention

To develop and grow more talent, Buffalo will need to get more of its citizenry 25 years and older college educated and beyond. Rather than investing in BUILDINGS first, Buffalo must invest in PEOPLE first. The resulting "talent dividend" would yield billions and billions of dollars in ROI in the form of city tax revenue and consumer spending. For each person over 25 years old who achieves a college degree or higher, s/he will earn over the next 25 years, approx. \$1,500,000 more than a high school graduate — i.e. someone who remains in poverty.



Cradle to Career: Roadmap of Critical Benchmarks and Transition Years for BPS Students



Taken together, our Graphics 1 and 2 begin to reveal the District's powerful and compelling Theory of Action:

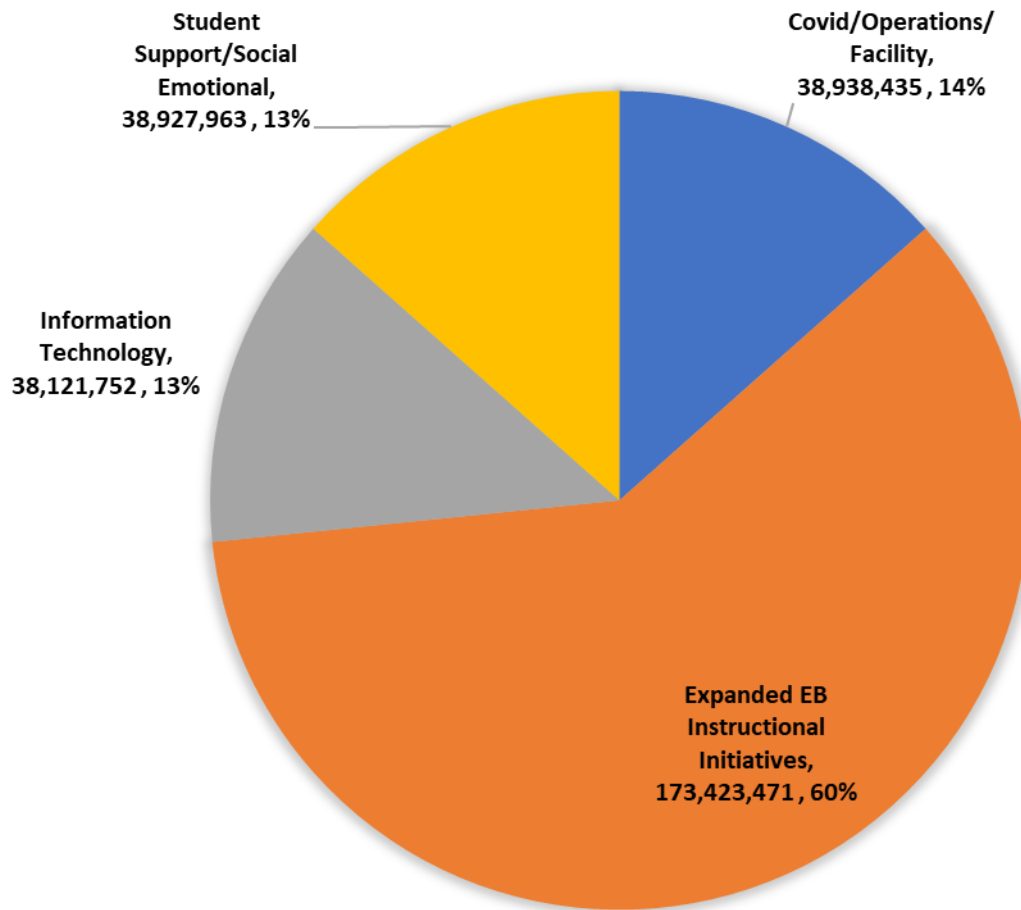
If we work together with great intentionality to solve significant external and internal obstacles to student accomplishment and success, then we will have provided an equal and high quality Road to Success for every child in the district, present and future. What remains is the value each family places on education and the interest and effort each student makes to achieve it.

This working plan is organized into four major parts: 1) Expanded Education Bargain Teaching and Learning Initiatives; 2) Student Support Services; 3) Information Technology; 4) Operations and Facilities.

The preliminary ARP Plan budget aligns to the four parts. A birds-eye view of the budget is provided in Figure 1 below.

	2021-22	2022-23	2023-24	Total
ARP ESSER III				
Covid/Operations/Facility	12,777,830	7,176,170	5,551,212	25,505,211
Expanded EB Instructional Initiatives	42,512,093	44,052,205	44,523,635	131,087,933
Information Technology	3,760,290	2,043,360	6,880,256	12,683,906
Student Support/Social Emotional	12,175,551	10,118,212	8,677,442	30,971,205
ARP ESSER III Total	71,225,764	63,389,946	65,632,544	200,248,255
ESSER II				
Covid/Operations/Facility	6,809,839	6,623,385	-	13,433,224
Expanded EB Instructional Initiatives	18,509,228	23,826,310	-	42,335,538
Information Technology	19,662,268	5,775,578	-	25,437,846
Student Support/Social Emotional	6,897,528	1,059,230	-	7,956,758
ESSER II Total	51,878,863	37,284,503	-	89,163,366
Grand Total	123,104,627	100,674,449	65,632,544	289,411,621

ARP PLAN PROJECTED TENTATIVE BUDGETS



Our ESSER Plan document is further organized into 16 major sections that preview the enormous work ahead.



SUPERINTENDENT'S MESSAGE



From the day I arrived in Buffalo in August 2015, I brought a big vision for Buffalo's school system and I dreamed a big dream for Buffalo's children. I wanted us to build a world class education system that is rigorous for all students, where there is an effective teacher in every classroom every day, and 100% of our students graduate ready for college or career. Further, I imagined that students graduating from BPS will accumulate wealth, lead Buffalo to being the business and cultural center of the region, and our graduates will be responsible for important innovations in the arts, science, technology, medicine, education, and business.

I still hold that vision and we are poised to realize it. This District and this City, however, are at a tipping point. Today, we are providing greater access, equity, opportunity, and quality in our schools than ever before. The Education Bargain is delivering, however, more work is needed. Students and parents must hold up their end of the Bargain. Schools are not car washes and there are no shortcuts to commitment and hard work.

You get out what you put in. You expect more? Do more. To our civic and community partners not currently engaged or on pause, get in the game and help out – more! We will be looking to partner with awesome dedicated organizations to take a much bigger bite out of the apparently intractable challenges I described in the Executive Summary that are hindering the healthy development of our students.

Meanwhile, as a large urban public school district, we have demonstrated that we can effectively lead change and manage billions of dollars. The work that is before us is essentially about change management – quickly, and on a large scale. In this, however, we must be patient. We must make haste slowly. Our Executive Team must be re-organized and rebuilt. Greater districtwide capacity must be developed and expanded. Our teachers and school leaders – ever heroes for our children – must continue to sharpen their craft to cull and draw out the best in our students.

On the pages that follow, you will see that our ESSER plans are exciting, innovative, focused, prioritized, flexible, data driven, and designed to succeed. We will leave an education legacy that Buffalo can build upon for years to come.

Finally, there will always be much more work to be done in a large, complex urban school district. This work is difficult, and will undoubtedly get more difficult. As indicated in the Executive Summary, our students and families live in some of the most egregious, yet reparable, environmental conditions imaginable. Nonetheless, where there are great challenges, there are even greater opportunities. Our formative and comprehensive ESSER plans, with unprecedented resources and fresh partnerships awaiting, present an enormous opportunity to tackle persistent barriers to student success, dramatically improve student achievement, and continue to transform the District. I look forward to the engagement with you.

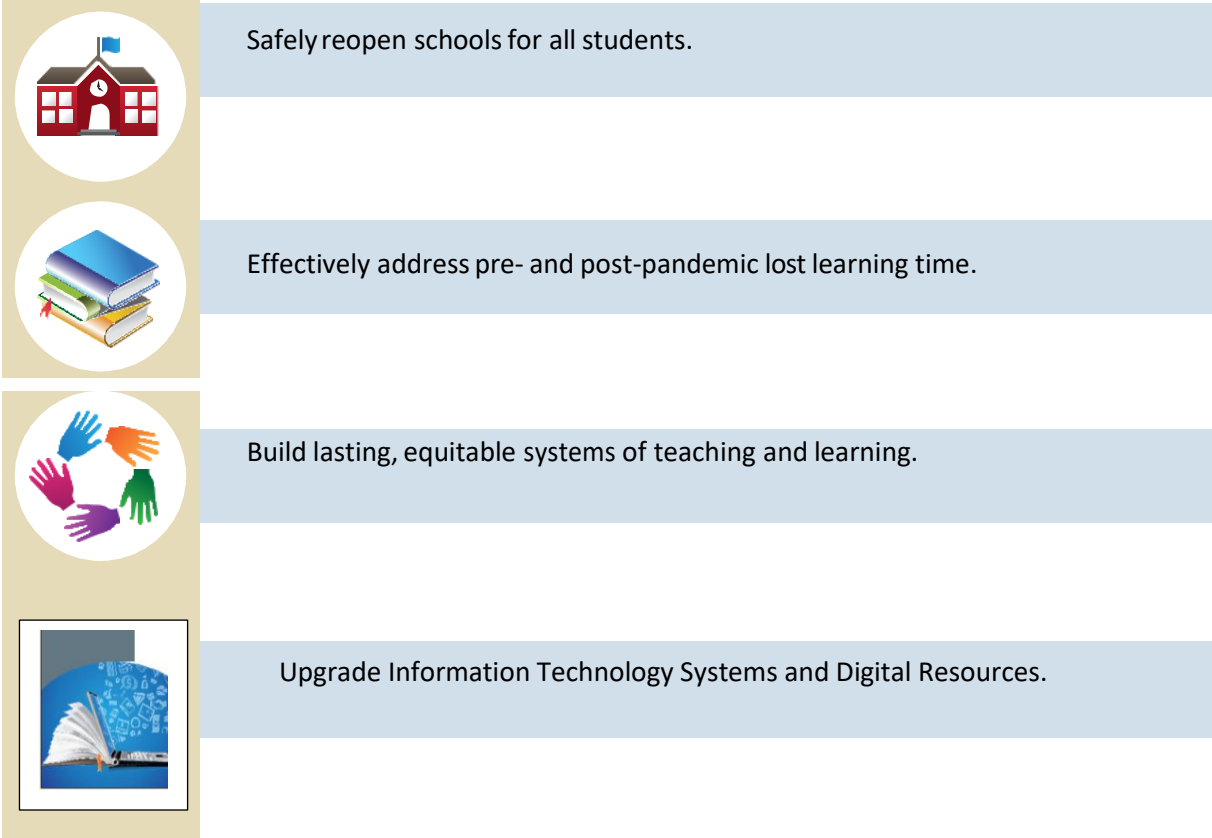
A handwritten signature in blue ink, appearing to read "K. E. ...", written in a cursive style.

A photograph of a study desk with an open book, a lamp, and a bookshelf in the background. The text "GUIDING PRINCIPLES" is overlaid in the center.

GUIDING PRINCIPLES

GUIDING PRINCIPLES

The Buffalo City School District will focus on four overarching goals and high-level outcomes for ESSER Investments:



To achieve these goals, we will build our efforts around the following key strategies—

Attend to the immediate health and safety requirements as well as the social, emotional, and mental health needs of students and adults.

Ensure grade-level, standards-aligned instruction with just-in-time academic and social-emotional supports.

Invest in staff capacity, lasting infrastructure, and technology that closes the opportunity, resource, and digital divides and ensures equitable outcomes for all current and future students.

In working to attain our goals and implement our strategies, we will be guided by the following time honed change management principles and considerations—

1. We will make haste slowly. It takes time to build a coherent and focused plan using a cross-functional team of stakeholders to address emerging academic and socio-emotional needs of students and to lay a foundation for long-term acceleration of student achievement.
2. We will continue to think deeply and thoughtfully about who is at the table. As we have throughout this administration's tenure, we will engage a range of stakeholders: students, teachers, families, school leaders, board members, parent leaders, central office staff, research and evaluation teams, community leaders, university, business, foundation, and civic partners.
3. We are conducting an equity-focused, student-centered district-wide needs assessment, gathering baseline data throughout the summer to capture current conditions and identify priority needs of students. Specifically, we are crafting a disaggregated school-by-school snapshot of the needs of students by gender, grade level, socioeconomic status, English learner status, and level of participation in instruction during the pandemic. Data points include attendance, grades, assessments, samples of student work, surveys, and focus group feedback. (See section on Assessing and Reporting Progress.)
4. We will build upon the most effective strategies of our Education Bargain and align investments to the district vision, mission, goals, and core values; and, we will craft a theory of action for each major investment.
5. We will continue to filter our work and our ESSER investments through an access, equity, opportunity, and quality (AEOQ) lens to match student needs and disrupt systemic inequities.
6. We will build capacity by continuing to invest in developing staff knowledge and skills to have both immediate and long-term impact on student outcomes; invest in educational infrastructure; retain our high performers and irreplaceables; and, invest in talent management structures to recruit, select, train, retain, and grow new high performers.
7. Focus on core instruction. Put more funds into improving Tier I instruction and learning acceleration than into remediation programs. Continue to invest in our core educational infrastructure, including district curriculum, guidance, instructional materials, formative assessment, and aligned, high-quality, and coherent professional learning for teachers and teacher assistants.
8. Stay student-centered. Ensure grade-level learning ignites student engagement, motivation, and builds on students' assets. Continue to use asset-based language and incorporate approaches that enable students to embrace a "growth mindset." Continue to ensure all students feel seen, known, and cared for.

*Hold all district and school staff collectively responsible for the outcomes of each student, including students most affected by the pandemic.

- ❖ Be wary of vendors and others that claim to have the magic solution. All too often, their materials are drill and practice on low-level skills that do not support access to grade-level content or state standards, which may lead to students falling even further behind their peers.

- ❖ Build a system that ensures all students have access to advanced coursework and opportunities to develop their knowledge and skills to participate successfully in advanced courses.
9. Strive for high-leverage, high-impact investments, or promising practices with a track record of success. Anchor instructional investments in essential learning, providing grade-level content and instruction while addressing unfinished learning with just-in-time supports.
 10. Embrace systems thinking, a key strategy used under this administration, to ensure coherence exists across strategic and tactical plans. Avoid bombarding schools with too many disparate projects and initiatives.
 11. Focus, prioritize, and sequence. Focus on implementing a few high-leverage investments exceptionally well. Choose priorities wisely and go deep. Systems can only handle so much change; people can only learn and become exceptional at so many things at once. Be end-user-centered. Think about individuals (e.g., the third-grade teacher, the algebra student, the middle school principal, etc.) Map all initiatives by user to understand collective impact.
 12. Lead and Manage change. Clearly communicate the vision, goals, expectations, and outcomes. Build shared definitions and a common understanding of terms and vocabulary used to describe the work. Demonstrate how the initiatives are connected to the mission and vision, how they fit together to achieve end goals, and what success will look like. Be explicit, be transparent, frequently engage with internal and external stakeholders, and build systems for feedback, all focused on well-defined goals. Develop clear roles and responsibilities, both internally and externally. Share the purpose, roles, responsibilities, and timelines repeatedly with all internal and external stakeholders.
 13. Ensure sustainability. We will continue to be methodical, efficient, and systematic in spending. Consider planning “through the funding cliff” (i.e., a five-year funding plan of which three years are financed by ESSER).



A photograph of a woman with dark hair, wearing a black sleeveless top, leaning over a yellow table. She is holding an open book with a grid of small images. A young child with dark hair, wearing a pink shirt, is sitting at the table looking at the book. The background is slightly blurred, showing a classroom or workshop setting with various items on shelves.

LESSONS LEARNED

LESSONS LEARNED

The following summary presents some of the experiences and lessons learned across large urban school districts from instances in the past when the federal government provided unusually large amounts of aid to public school systems. Specifically, the experiences of the Great City Schools during No Child Left Behind (NCLB), the American Rescue and Recovery Act (ARRA), and the School Improvement Grants (SIG) tell us—

1. Outsourcing tutoring on a large scale produced few results but sizable waste. The No Child Behind Act was passed by Congress on a bipartisan basis in late 2001 and signed into law by President Bush in early 2002. The nation's Great City Schools were largely supportive of the Act because of its emphasis on results and accountability. Two features of the new program caught the attention of big-city schools because of their emphasis on instruction—Reading First and the Supplemental Educational Services (SES) program. The premise of the SES section of the law was to provide extended time and tutoring for struggling schools. The legislation capped the amount of spending for this program at five percent of a district's Title I allocation.

When the completed legislation hit the U.S. Department of Education, however, things began to change. The five percent cap was interpreted to mean a minimum of five percent, school districts identified for “district improvement” were deemed ineligible to provide tutoring for their own students, and private tutoring providers became the preferred purveyor of these services. States determined eligibility to provide tutoring, but little criteria or scrutiny was used in making the determinations. The private tutoring companies, which were mushrooming in number, insisted school districts provide space inside school buildings for their tutoring and/or transportation to their off-site locations free of charge. Incentives (e.g., laptops, gift cards, and the like) were often provided by the companies to parents or students to sign up for the private tutoring sessions. In addition, those districts that were eligible to provide services had to do so with “highly qualified” teachers while private SES could use lower-cost college students or unlicensed individuals. Finally, it was clear that the tutoring programs made little effort to align their instruction to the curriculum of school districts.

2. School districts that were not mindful of the funding cliff in the past paid a steep price. Unwisely, many districts will hire or be pressured to hire myriad new staff with ESSER funds without a cogent, defensible Theory of Action or clear vision for doing so. When federal ARP funds expire, districts will be left with years of fiscal liability, structural deficits, and little academic results to show for the staffing largesse.
3. Having a coherent, instructionally focused, system wide plan works. A portion of the ARRA of 2009 involved the School Improvement Grants (SIG) that were meant to address the needs of chronically under-performing schools 43 SIG funding specifically targeted low-achieving schools across the

country, which were often poor and high-minority, and included many schools in Council-member districts. The program was initially authorized as part of NCLB, but the ARRA appropriation added \$3 billion of additional funds for the program, bringing the total investment in turning around the nation's poorest-performing schools to just over \$3.5 billion for the year.

4. Research suggests more students have experienced more unfinished learning over the last year than ever before. School systems now face a critical choice about how to respond. Should they use the traditional approach of reviewing all the content students missed, known as *remediation*? Or should they start with the current grade's content and provide "just-in-time" supports when necessary, known "*learning acceleration*"?

There is strong evidence that learning acceleration works—and that it will be key to unwinding generations-old academic inequities the COVID-19 pandemic has exacerbated.

Key findings include:

- Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
- Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
- Learning acceleration was particularly effective for students of color and those from low-income families.

We will make learning acceleration the foundation of our academic strategies next year and beyond—and to help every student engage in grade-level work right away.

Welcome
Back to
SCHOOL



SCHOOL BOARD MONITORING OF THE USE OF ESSER FUNDS

The new federal ESSER funds certainly come with some risk, but they also come with enormous opportunities to innovate, rethink what works, and improve the overall quality of what public education delivers on behalf of our children. Nowhere do these things converge more convincingly than at the school board level. The Board has the responsibility to reflect the values of their community, encourage bold thinking, ensure equity, and monitor the effectiveness of administrative action. (See Student Outcomes Focused Governance: A Continuous Improvement Framework.)

1. School boards play a pivotal role in whether school systems meet their academic and other goals with the new ARP funds and with school system resources in general.
2. Research suggests that a school board can better move the needle on student outcomes if it devotes more time monitoring student growth toward the Board's goals (progress monitoring) than monitoring program inputs, purchases, and contracts (project management). There is likely to be an uptick in the number of contracts that the district issues over the ARP period, but if this is where the Board devotes most of its time, then the important work of overseeing student results is likely to be compromised.
3. Evidence suggests that school boards that evaluate themselves for how well they are fulfilling their oversight and monitoring roles perform more effectively than boards that do not hold themselves responsible for their work.

Helpful Guidance

1. The school board has an important role to play in helping set, in collaboration with the superintendent, an overall vision and purpose for how the district uses its ARP funds—what the outcomes should be at the end of the resources being spent. This does not mean that the board defines what items, programs, or materials are purchased, but it does mean that the board has a role in defining the general direction that it wants the district to take in safely reopening schools, addressing unfinished learning, and establishing sustainable and equitable systems of operation.
2. The school board also has a critical role in soliciting ideas and suggestions from the community about what the outcomes should be from these new federal dollars. It also should be involved in communicating why the district has decided to use the funds in the ways that it has. The district will have developed a plan for the use of funding that will probably be considered by the board. Once approved, the board is in the important position of explaining what the board decided and why — even if the plan did not get your vote. This is all about the process of transparency and accountability.
3. The most important responsibility of the school board is to monitor how students are doing academically and socio-emotionally. That means that the board should, on a regular and scheduled basis, be taking reports and devoting parts of its meeting to hearing and assessing information and data on agreed-upon indicators of how students are doing on measures of such things as unfinished learning, mental health, attendance, and engagement. Both output and outcome data are important. And the Board should be asking questions about why the administration's strategies are showing headway or not.
4. Central to this monitoring process are questions of equity. The Board has a responsibility to set equity as an overarching principle in the spending of federal dollars and to ask about how the administration's

plans further that priority. This means keeping an eye on how students are doing by race, socioeconomic status, language, and disability.

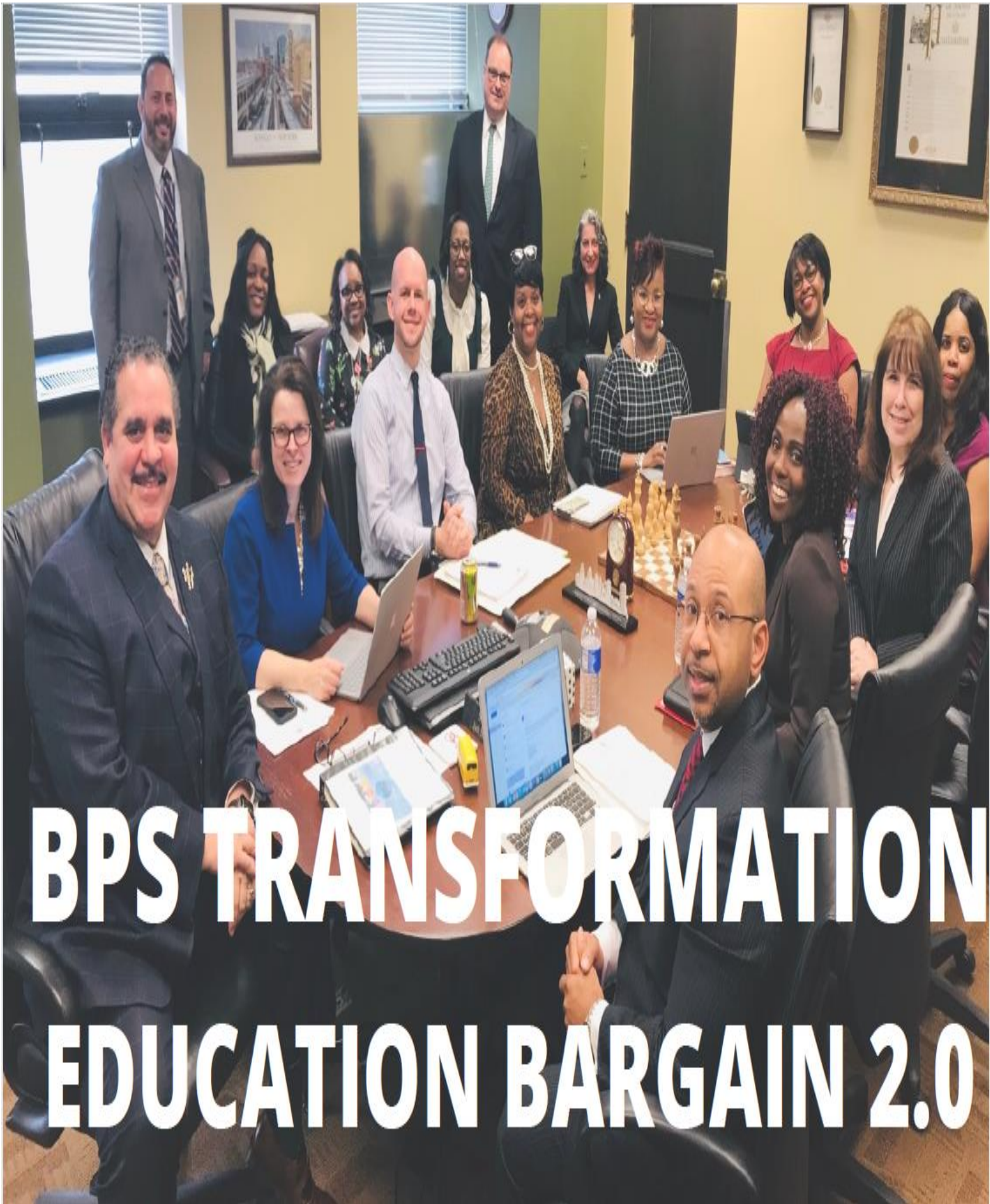
5. The school board should set a regular calendar by which it reviews and monitors district progress in spending the ARP dollars and the results it is seeing.
6. In addition to its monitoring role, the Board has a role in ensuring compliance with various federal and state requirements on the use of funds. The Board should ask for compliance updates and reports from the superintendent on a schedule that everyone agrees to.
7. It is within the Board's authority to ask the superintendent how funds will be tracked, how unfinished learning will be assessed, and how progress will be measured. The district's plan should reflect or allocate its resources in a way that is consistent with the Board's overall vision and district needs.
8. The Board also has a role in articulating what data, measures, or information it would like to see from the administration to help it gauge the district's overall progress in meeting the goals it has set. These measures should provide indicators of student well-being, attainment, and student engagement. It is within the Board's right to ask for the evidence of effectiveness that the administration is using to decide on what areas to spend ARP funds.
9. Finally, it is important that the board ensure that funds are spent in a supplemental fashion and that they are adequately and regularly tracked separately from the general budget, discussed, and reported to the public. The Board also has a responsibility to review and discuss how the spending of these new dollars augment and reinforce the district's overarching long-term strategic plan, the goals that are contained in it, and how the district otherwise spends its resources. And it is the board's responsibility to ask how the funds build district and staff capacity, how sustainable the plan is, and how it avoids the "three-year funding cliff."

Questions that School Board Members May Wish to Ask

1. How will this investment incentivize families and students to return to in-person instruction?
2. How will this investment catch students up on the learning and time they have missed?
3. How will this investment address current and long-term student needs?
4. How will this investment help achieve the vision and goals of the district?
5. How will this investment enhance racial, language, and disability equity in our district?
6. What are the district's plans for engaging the public and obtaining parent input on our draft plan?
7. How will this investment align with the strategic plan and instructional priorities?
8. What is the sequence of investments we will make and what is the thinking behind that sequence?

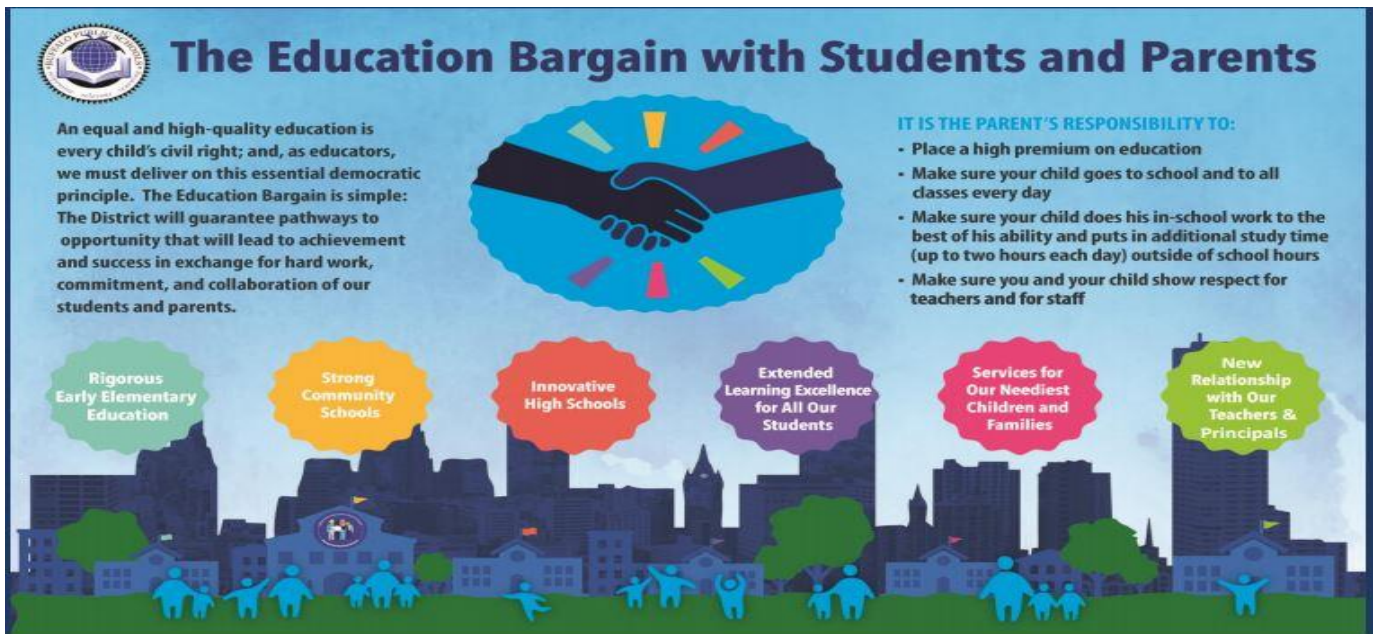
9. How will this investment be sustained or continue to build district capacity after the three years of relief funding end?
10. How will our plan for using ARP funds help retain good teachers and staff?
11. How will these investments enhance student and staff well-being and mental health?
12. How will success be measured? What are the metrics that will be employed?
13. What will it take to implement this program or strategy, or support the effective and equitable use of this resource?
14. What is our plan for maintaining spending transparency throughout the ARP period?
15. How have we ensured that the plan maintains and protects our technology and facilities investments?
16. How will this investment avoid funding cliffs?
17. How will we engage diverse audiences in the plan we developed and how will we communicate our plan to employees, parents, and the public?

N.B.: The board directs the superintendent based on majority votes of the entire board, not the wishes of individual board Members.



BPS TRANSFORMATION – EDUCATION BARGAIN 2.0

Lens: Greater Access, Equity, Opportunity & Quality



The Education Bargain is the District's concise, elegant strategic plan to transform the District. We have been advancing the Education Bargain for six years. Since his arrival, Dr. Cash has aligned a diverse leadership team and launched the New Education Bargain with Students and Parents. Through the New Education Bargain, adopted by the Board in January of 2016, the District has instituted Rigorous Early Elementary Education with significantly reduced class sizes in the early grades; re-imagined ten New Innovative High Schools and programs; launched 21 thriving Community Schools; installed enriched After School programs in every school in the district; opened four full-service Parent Centers across the City; and, after 16 years, ratified 8 out of 10 new contracts with our bargaining units, including the BTF (Teachers Union) and the BCSA (Principals Union).

Under this administration, the high school graduation rate has climbed to an impressive 76.3% for the first time ever in the high stakes accountability era; grades 3 - 8 proficiency rates in ELA & Math are rising from single digits five years ago; the number of schools in Good Standing has tripled from 14 to 46; and, the number of Receivership Schools has dwindled from 25 to 3. Meanwhile, the District is in its best financial condition ever, with surpluses in three of the last four years, increasing fund balance to \$285 million; and, Other Post-Employment Benefits Liability (Retiree Health Insurance or "OPEB") has been reduced by over \$300 million.

The ongoing work of transforming BPS schools is comprised of committed stakeholders who work together to improve the education and well-being of our children and families. The bulk of spending under our ESSER plan will go toward expanding and deepening our Education Bargain. We call this EB 2.0. The District held an initial series of meetings with stakeholders in April and June and received abundant input that is included herein. These meetings will continue throughout the summer as we continue to refine this working draft of the plan. Many of the recommendations have been incorporated into this plan. Others will need a more robust conversation due to prohibitive cost, available space in the District, and unsustainability. We are committed to including all recommendations that are educationally sound.

As we begin to emerge from the most devastating global public health crisis in over 100 years, we are working as quickly as possible to gain an evidence-based perspective of the second largest district in New York State. Still early in our investigation, preliminary data is pointing to 10 “fault lines” in the District’s profile that, left unsealed, will seriously limit our effectiveness in providing a world-class education for all students.

These fault lines are aligned to the Education Bargain and addressed throughout the plan:

1. Prenatal Health and Early Parenting
2. High Quality Early Learning
3. Great Teachers and Leaders
4. Instructional Reform, Technology, and Higher Standards
5. Student Supports: Academic, Health, and Mental Health
6. Post-Secondary Preparation in Middle and High School
7. Post-Secondary Completion
8. Parent and Community Engagement
9. Career Pathways and Workforce Development
10. Talent Recruitment, Development, and Retention

A photograph of a diverse group of students in a school assembly. In the foreground, a young man in a white shirt and blue tie is speaking into a microphone at a wooden podium. Behind him, several other students are seated at similar podiums, some looking towards the camera. In the background, a large group of students is seated in bleachers, watching the event. The text "DIVERSITY, EQUITY & INCLUSION" is overlaid in large, white, bold letters across the center of the image.

DIVERSITY, EQUITY & INCLUSION

DIVERSITY, EQUITY & INCLUSION

The NYS Board of Regents took measures in the spring of 2021 to advance Diversity, Equity and Inclusion (DEI) in schools across the State and to promote civic education opportunities. The Board of Regents, building on its Framework on Diversity, Equity and Inclusion in New York's Schools, released its Diversity, Equity and Inclusion Policy Statement which will promote and support efforts at the State and local level to strengthen Diversity, Equity and Inclusion (DEI) policies and practices. Additionally, the Department acted to create the New York State Seal of Civic Readiness and proposed the Civic Readiness Pathway to graduation.

"The Board's Diversity, Equity and Inclusion policy statement and accompanying framework will help New York's schools and institutes of higher education to view everything we do through an equity and inclusion lens and make the necessary changes to lift up all students," said Chancellor Lester W. Young, Jr. "Part and parcel to an equitable society is civic education, which can lead us to a more just democracy for all New Yorkers and enable students to be powerful agents for social change."

"Civics education increases the likelihood that students will participate in political and community activities; be more committed to fundamental democratic values and principles; and be more tolerant of those who may have different points of view," said Commissioner Betty A. Rosa. "Civics education, when steeped in the fundamentals of the Board's Diversity, Equity and Inclusion initiative, will provide students with the knowledge and skills necessary to question and engage in civil discourse and offer sustainable solutions to issues that are important to them and their communities."

Diversity, Equity and Inclusion Policy Statement

The Board of Regents further described elements that should be included in DEI policies to be most effective. DEI policies should consider the entirety of the schooling process and should include measures related to Governance, Teaching and Learning, Family and Community Engagement, Workforce Diversity, Diverse Schools and Learning Opportunities, and Student Supports, Discipline, and Wellness.

The Seal of Civic Readiness

The Seal of Civic Readiness, modeled on the existing Seal of Biliteracy, is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset and civic experiences.

To obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a specified number of points, to be outlined in guidance issued by the Department, in two areas: Civic Knowledge and Civic Participation.

- **Civic Knowledge:** Students may demonstrate proficiency in civic knowledge by earning credit in Social Studies courses, receiving a passing or mastery score on a Social Studies Regents Exam, or completing a civic readiness research project.
- **Civic Participation:** Students may demonstrate proficiency in civic participation by completing a culminating high school civics project, completing a service learning project, achieving proficiency in a civic engagement elective course, or participating in an extra-curricular program or work-based learning experience that promotes civic engagement or civic action for a minimum of 40 hours. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Culturally and Linguistically Responsive Initiatives (CLRI)

There are three overarching pillars upon which the work of the Office of CLRI develops its goals, objectives, and centers its equity work each year: Ongoing professional learning, edifying student voice, and the further development and implementation of the Emancipation Curriculum. Promising pandemic practices and key take-a-ways that will continue include the use of virtual platform spaces to reach larger audiences for the work, as well as, unprecedented collaboration with myriad district departments and Cabinet colleagues to move the work forward emerging from the tribulations of our students and families who are gritty and resilient yet are experiencing overwhelming trauma, tragedy, and distress.

Professional Development

Professional development opportunities focus on teacher, administrator, and parent training on anti-racism, culturally and linguistically responsive practices, eradicating disproportionality, and implementation of the 1619 Project and the Emancipation Curriculum. Nationally recognized, high profile experts such as Dr. Chris Emdin, Dr. Gholdy Muhammad, Dr. Ibram X. Kendi, and Nikole Hannah-Jones, have served as virtual keynote speakers and supported in leveraging the district's equity work towards dismantling disproportionality and status quo racial inequalities. CLRI virtual trainings, which are open to all district stakeholders, usually include 300-500 participants, and served to help mitigate the adverse effects of the racial trauma associated with a heightened national awareness of systemic racism being perpetuated upon people of color, post George Floyd.

Last year, District wide virtual book studies included ***Punished: Policing the Lives of Black and Latino Boys*, by Victor Rios, Dr. Kendi's *Stamped From the Beginning: The Definitive History of Racist Ideas in America*, and *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Dr. Gholdy Muhammad.** Moreover, working closely with Cabinet colleagues, training was provided to High School Principals and their entire faculties on Anti-racist pedagogy, implicit bias, and the Emancipation Curriculum, over 700 high school teachers and administrators were trained, virtually.

Similarly, the Emancipation Curriculum and anti-racist training was rolled out and supported with training on both Superintendent Conference Days to all teachers at grades 3-6, and during the monthly Disproportionality trainings with school leadership teams, including student leaders and parents. A collaborative partnership with Buffalo State College's Africana Studies Department anchored the theory and philosophical underpinnings of the Black ethnic studies component inherent in the 1619 Project curriculum as well as the Emancipation Curriculum. This virtual training provided support for teachers and administrators with Emancipation Curriculum implementation in classrooms. As a result of the high leverage training offered virtually last year, powerful, high leverage CLRI work is occurring at a number of schools heading into next year as evidence of impact. Schools 53, 54, 59, 61, 93, 97, 206, 208, and 302, are a few schools that have deeply ingrained CLRT practices into their school's daily operations as a result of these critical training opportunities as is evidenced by their own professional development offerings and the levels of support being provided to these schools by the Office of CLRI.

Post-pandemic, we plan to continue virtual training in conjunction with in-person training as we have found that the work can be facilitated to reach wider stakeholder audiences, facilitates procuring nationally recognized experts, and has shown to be just as impactful virtually as in the brick and mortar training spaces.

Student Voice

A plethora of culturally responsive instructional programs for scholars will be continued in the remote learning environment. These programs not only serve as critical leadership development and mentoring opportunities for scholars, but also provide a safe space for effective socio-emotional supports for students experiencing tremendous

grief, isolation, and economic struggles at home which have been exacerbated by the pandemic. The New York State My Brothers' Keeper Fellows program support males of color in grades 11-12, the Uncrowned Queens Big Sister-Little Sister Dialogues program represent 10 high schools and serve 20 female scholars in grades 11-12, the Global Scholars program serve 800 students across 11 schools in grades 6-8, the Scholars for Social Justice program represent 15 high schools and served approximately 32 students in grades 11-12. Scholars meet daily, weekly, and monthly, to receive leadership development instructional opportunities as well as mentoring supports from high profile members in our community.

Utilizing virtual platforms allow the CLRI Office to organize and implement student meetings and programs simultaneously, using a number of District technological platforms and resources, including Schoology, Microsoft Teams, Zoom, Nearpod, and NJ Amistad lesson development resources. Students in the high school programs read ***Stamped: The Remix, by Drs. Kendi and Reynolds***, as their districtwide book study. Within these virtual learning spaces students continued to grow and develop their critical thinking capacities while simultaneously developing understandings of the impact and effective ways to navigate the "Twindemics", one being Covid-19 and the other being systemic racism that many in the Black and Brown communities continue to experience.

Last year, for example, Scholars presented their research projects and key take-a-ways at the annual Urban Forum professional development conference with a participating audience of 500 plus district and community stakeholders. Scholars also synthesized their key understandings related to racial trauma and systemic oppression of communities of color in a Virtual Youth Town Hall where they demonstrated their knowledge of current event issues and proposed solutions for addressing inequities in a democratic society, in a well-attended, multimedia documented, public, virtual forum. The Global Scholars program continues to serve as an international exemplar. Global Cities President, Marjorie Tivens, attended the culmination ceremony of the Buffalo Public Schools on June 17, 2021.

The Emancipation Curriculum

In order to bolster equity, anti-racism, social emotional well-being, and culturally responsive opportunities that edify Black and Brown voices in daily instruction, the Emancipation Curriculum was created to center the historic and current human experiences of students and families from historically marginalized communities of color. The Office of CLRI lead the organization and supervision of 30 teachers in developing this historic, culturally responsive curriculum infusion project with NY State Standards alignment at all grades Pre-K through 12. The Emancipation is the freeing of one's mind from misinformation, historical exclusion, restraints or controlling influences, and the teaching of the truth. The Emancipation Curriculum is a carefully and creatively tailored educational experience for our students and their families. It is one in which the vast achievements and hidden histories of marginalized peoples are researched, elevated, and celebrated. Through the sharing of truth and building of knowledge, students are able to overcome the inherited systemic racism found in traditional American public education. The Emancipation Curriculum lessons are grounded in the practice of literacy, criticality, and the truthful and colorful representation of a plethora of ethnicities represented in our BPS community, namely, African American, Latinx, Indigenous and New American student populations. Lessons include rigorous skill development aligned to the current NYS Next Generation Standards in English Language Arts and Social Studies at all grade levels. The 1619 Project literature and resources were also infused to center the legacy of enslavement in America and its reverberating impact on social institutions today, as momentarily narrated by people of color. The National Black Lives Matter Guiding Principles provide a strong equity framework for lesson implementation and are included in all lessons.

Research indicates that it is critically important that all students see themselves and others as empowered voices, change makers, and valued actors in daily instruction. Due to a long history of implicit racial bias in education and classroom

instructional practices, as well as a marginalization of people of color in textbooks, curricular resources, and materials, students of color have long had to bear the burden of cultural ostracization in schools. Such alienation has exposed students of color, disproportionately, to the school-to-prison pipeline, school drop-out, and lack of self-sufficiency. Emancipatory teaching and learning opportunities seek to dismantle historic inequalities and elevate a true understanding of the brilliance and achievements of historically disenfranchised communities of color. As students are able to free their minds from misinformation, think critically and be edified by true narratives, histories, and achievements of all people, they become well developed as citizens readily equipped to participate positively in our global and democratic society. The roll-out began in December 2020 and continues today.

Additionally, this past year the Office of CLRI worked collaboratively with the Office of Instruction and the Hispanic Heritage Council to develop the curriculum for a Puerto Rican History and Culture Course to be implemented at grades 11-12 at Lafayette International High School and Olmsted High School in the fall of 2021. Weekly meetings with curriculum committees and the advisement from the Hispanic Heritage Council has made this dream for scholars of Latinx descent a reality. The true identities and histories of Latinx communities will be edified and emancipated in our District schools and classrooms, as well as in the minds of scholars who will be provided with opportunities to critically think, analyze, center joy, and learn about their history and culture. This curriculum includes their narratives and is relevant for uplifting their voices in classroom spaces that have historically marginalized their experiences.

The ESSER Relief Funding has the powerful potential to equalize programming and resources in schools and provide our brilliant scholars with some of the most profound social emotional, instructional, and equitable supports, like we have never seen before.

This is an awesome moment in time when we can collaboratively designate this funding for our children who need their education to be better than it was prior to COVID. This is truly an opportunity to “Build Back Better” as President Biden commits to and borrowing language from the National Center for Systemic Improvement.

The following preliminary ***Freedom Dreams*** and goals provide equity and level the playing field for all of our scholars, and specifically for our historically marginalized children of color. The entire ESSER funding and CLRI emancipatory strategies will be aligned to the equity goals of our Superintendent and Board of Education.

- **Culturally Responsive and Diverse Literacy and Media Resources for Early Elementary Education**
 - Funding supporting our equity efforts to provide diverse, liberating classroom libraries and literacy developmental resources in all PK -4 classrooms, where students develop criticality and leverage their identities using narratives and experiences that mirror and uplift their cultures, communities, and histories every day.
- **Culturally Responsive Materials**
 - Additional recording and technology devices for all student events
 - Give a copy of each text in the emancipation curriculum to each school to utilize (similar to how other departments supply text books)
 - Culturally Responsive Library resources in all 65 schools.
- **Creation of CLRI Hub Schools – A Focus on CLRI Classrooms and Libraries**
- **Enhanced Culturally and Linguistically Responsive Scholar Programming**
 - Two new innovative single-sex high school programs (one all-male and one all-female) with opportunities for mentorship, travel and culturally responsive curriculum infused
 - Partnerships with area colleges and universities for CLRI PD
 - College credit bearing programs (partner with local colleges to bring college courses to the students; especially those courses that focus on diverse history and culture and critical race theory)

- Mentorships for students – specifically in the areas of STEM and social justice advocacy
 - A focus on the encore subject areas and before/after school to educate the *whole* child – infusion of art, music, dance, physical movement, etc.
 - Increase in project-based learning (during the regularly scheduled school day) – a focus on connecting to the students, students’ identities, and social justice advocacy to increase student voice and student engagement
 - CLRI Scholarships granted to Juniors/Seniors based on specific criteria
 - Community-based partnerships for student service (Habitat for Humanity, City Mission, Women & Children’s Hospital, etc.)
 - District wide student newspaper
 - Student Ran Radio Station/Podcast – Weekly for an hour, special guests, current events, topics of student interest, etc.
 - Youth summits with students from all over the district, WNY, nationally, internationally
- **High School CLRI Programs with a Focus on the Arts**
 - Opportunities for high level engagement in the visual and performing arts, including arts, drama, music, and public speaking, as well as involvement in high-leverage national and international events and competitions.
 - Theater works to be performed by students are diverse – funding is available to purchase the rights to plays/musicals and necessary materials for costumes and scenery
 - Student fieldtrips focused on diverse visual and performing arts opportunities
 - Youth Arts Council – student led program where students design workshops, programs, projects, public events, summer programming, etc.
 - To have a digital archive of events that happens at the school such as having a featured author, artists or musicians that are involved with the students, teachers, administration. That would require a photographer for our department.
- **High-Leverage Culturally Responsive Field Experiences**
 - District to begin an immersion program for high school students to have the opportunity to travel throughout the world and learn about diverse places.
 - Group of students (a few students per high school) to travel to different country each year (Africa, India, China, Singapore, etc.) and learn all about that places history and heritage leading up to the immersive experience
 - Students apply for and enter the program knowing program requirements
 - Student fieldtrips focused on diverse visual and performing arts opportunities
 - Washington DC/Maryland/Virginia – Several museums and landmarks for African American History and Culture, including the National Museum of African American History and Culture in DC
 - Alabama – National Memorial for Peace and Justice
 - Los Angeles – Several museums and landmarks for African American History and Culture
 - <https://www.discoverlosangeles.com/things-to-do/discover-african-american-culture-in-los-angeles>
- **Mental Health Supports and Racial Healing**
 - Mental health supports that address classroom racial trauma and systemic oppression, as well as post-pandemic trauma through social emotional wellness and restorative and racial healing frameworks, which use CLRI-based strategies for all students
 - Racial healing circle training for staff
 - Mental health support groups and resources available to students within the school

- Art therapy
 - Self-love workshops
 - Meditation and yoga in schools
 - Community based supports – connecting youth with a community mentor for at school, home, community partnerships
- **District-Wide Professional Development and Workshops – A Focus on Anti-Racism and CLRI**
 - Conference/Workshop funding for staff to attend regional and national training sessions
 - Hosting high-quality speakers focused on anti-racism and CLRI
 - National speakers offering PD/training/courses over an extended period (i.e. biweekly over a 2-3-month span)
 - **Additional Funding for CLRI and Social Emotional Support Staff**
 - Additional staffing to focus on District-wide anti-racism and equity inclusion curriculum and professional learning for teachers, parents, administrators, and community members.
 - Guardian of Equity position funded in the schools
 - Increase the amount of coaches in this department to plan, train, model, and trouble shoot issues at each school, rolled out over the course of the year. The intent is to normalize the Emancipation Curriculum in every school.
 - Increase staff to review curriculum and enhance existing materials, find additional resources, and work with other departments to be on their curriculum planning committees which will ensure CLRI practices in all subjects.

As you can see from the aforementioned narrative, the Buffalo Public Schools has been on the leading edge of reform for the last several years when it comes to culturally responsive leadership and education for our children. Recently retired Executive Director for the Council of Great City Schools, Michael Casserly, cogently and eloquently states the case for the nation's classrooms and schools.

Statement on Critical Race Theory
By
Michael Casserly, Executive Director
Council of the Great City Schools

While the arc of history may bend toward justice, the unfolding story of social change is often a series of fits and starts, a steady volley of progress and pushback. In the wake of the George Floyd killing a year ago, America embarked on a new chapter of introspection and dialogue around race and society. The pushback was inevitable, and it has come in the form of opposition to the teaching of critical race theory. Never mind that elementary and secondary schools do not, for the most part, teach critical race theory; there is political advantage to be had. Critics and some state legislatures have now bundled nearly every discussion involving race and equity under this heading and cast it as divisive, unpatriotic, and un-American. In fact, our schools have a moral and patriotic obligation to teach a balanced and comprehensive history of our nation, including events that others have hidden or conveniently avoided.

Education, by definition, should equip us with all the facts and information we need to form our own opinions and perspective. All the facts, not some of the facts. Not just the facts that make us proud. Otherwise, it is just indoctrination. The complete, unabridged story of American history is one of triumph and of tragedy, of great ingenuity and immense injustice, and we need to talk about both. That means that when we talk about race and our history, we need to not only celebrate the contributions of African Americans to music, sports, cuisine, language and literature, medicine, and business throughout the years, but also to explore the attitudes that led to hundreds of lynchings that occurred up to modern times. We need to highlight the contributions of Hispanic Americans to the agriculture, art, and aerospace industries, but include the study of the Melendez case (a precursor to *Brown vs. Board of Education*) and the systematic seizure of acreage and property from Mexican American landowners in Texas in the early twentieth century. We need to cover the contributions of the Navajo code talkers to winning World War II, and the horrors of the Trail of Tears and the systematic murder of the Osage for oil headrights. And it is as important to study the contributions of Chinese Americans to building the Transcontinental Railroad as understanding the racism behind the Chinese Exclusion Act. Our history is also not complete without an understanding of both the contributions of and oppression of peoples of differing faiths, gender orientations, disabilities, and languages.

If our history makes some people uncomfortable, then so be it. If some people need to be reminded that everyone was born equal and that no one is superior to anyone else, then let's remind them. If some people are surprised to learn that our culture and institutions, including our own schools, have advantaged some and disadvantaged others, then it's about time. This is not an unfortunate by-product—this is the purpose of education. And it is perhaps the most patriotic act possible. Because if we believe that our children are heirs to a great nation that is striving to be better and more equitable, then we need to make sure that they understand both the history of that nation, and the important role they will play in determining its future. In our quest for a more perfect union, a great nation is not afraid of or threatened by this history or the discussion of it. On the contrary, it is our ongoing dialogue and steady—if not smooth—progress toward justice and equality that makes us great.



FAMILY AND COMMUNITY ENGAGEMENT

FAMILY AND COMMUNITY ENGAGEMENT

“It takes a village to raise a child.” The collective partnership of family, school, and community in support of our precious students is pivotal. Family engagement has long been a focus of schools and is considered the best predictor of student success (PTA, 2001).

Equally important as family engagement is staff awareness of family needs. Schools may wish to involve families and community members in students’ school experience, but not understand their needs, interests, and ideas about partnering. BPS Title I Parent Involvement survey data identify conflicting schedules preventing time for school involvement, with others revealing dissatisfaction with school communication. In other surveys, parents report lacking the know-how and resources to support their child and frustration with physically navigating what some consider complicated and unfamiliar school structures and systems. In addition, schools may fall short of addressing language or cultural differences or the needs of single parents, grandparents, or foster parents, making caregivers feel uncomfortable in school settings.

The Buffalo City School District’s Office of Family and Community Engagement will invest in the following strategies to bolster school improvement efforts and help children thrive:

Family and Community Engagement Framework

A multi-stakeholder committee will convene to hear proposals, and recommend for adoption, a research-based Framework to guide a path towards effective family and community engagement linked to improved student achievement and other outcomes. Pending approval, American Rescue Funds will be invested to provide ongoing training and support to staff, families, and community partners to build knowledge and understanding of the Framework, identify goals and action steps, and monitor progress and outcomes.

Family and Community-led Trainings

BPS will hire a(n) organization(s) to strategically partner with families and community to conduct on-going, culturally relevant trainings and feedback sessions on a variety of topics for school personnel. Opportunities will be provided for families and community to share their lived experiences in our school buildings and express their expectations for their children. The intended outcomes of these trainings are to build and foster mutual trust, promote school-family-community partnerships, and advance staff’s understanding of family and community assets.

Grassroots Cross-functional Teams

BPS will hire a(n) organization(s) to identify, train, develop, and support grassroots family and community cross-functional teams designed to:

- Provide personalized outreach efforts to receive and respond to family school concerns
- Engage as parent-to-parent mentors and coaches designed to reengage students and families who are disconnected from schools
- Deliver multi-modal programming to assist families with supporting their children
- Disseminate resources as requested by district staff or families

Parent Center Programming Enhancements

The BPS Parent Centers support the District’s Strong Community Schools strategy and are aligned to the District’s vision and priorities. The Centers provide a comprehensive range of programming, resources, and services to assist families in supporting their children and to enhance personal and professional growth and development. The overall benefits of Parent Centers have been steady over the years and have the potential to yield greater outputs by investing in the following Parent Center enhancements:

- Expanded Food and Clothing Resource Pantry at each Parent Center location
- Door-to-door shuttle service for parents and caregivers to any BPS-designated location – eg.
 - Schools
 - Parent Centers
 - Central Registration
 - City Hall
 - Center for Innovation and Technology
 - Other BPS locations
- Onsite interpreters during Parent Center and Community Schools programming (as needed)
- Child care programming (while parents are engaged in Parent Center programming)
- Updated technology to support Parent Center programming
- Full-time Parent Center hours with full-time Parent Center staff

Parent Engagement Liaison Program

The Buffalo Public Schools’ Parent Engagement Liaison (PEL) Program utilizes the unique assets of parent leaders to support the families in their schools. PEL responsibilities include:

- Promoting school events and activities
- Making phone calls to parents for outreach and parent-teacher communication
- Attending monthly School-Based Management Team meetings
- Encouraging Parent Portal enrollment and usage
- Conducting outreach to increase parent and caregiver engagement
- Collaborating with community school navigator and Parent Center Engagement Liaison to provide resources to families, as needed
- Assisting with translation (oral and written), as needed and feasible
- Coordinating parent meetings, workshops and parent leadership development in collaboration with school staff (e.g. cultural events, parent orientation, parenting support workshops, etc.)
- Coordinating and organizing parent room materials/resources
- And more

To enhance PEL support to schools, BPS will increase PEL allowable hours from up to 30 hours/month to 30 hours/week. Responsibilities will include outreach and courageous conversations with students and parents who may have become disconnected or disengaged from school during the pandemic to re-engage them.

BPS Communication Plan

BPS will hire a Communication’s Director and Marketer to develop and implement a BPS Communication and Marketing Plan to strengthen and promote the BPS brand as well as establish protocols to improve and maximize communication outreach to families and staff.

STRATEGIC INVESTMENT ONE: Parent and Community Engagement

These strategic investment place holder pages are inserted throughout the document while we gather definitive data.

STRATEGIC INVESTMENT TWO: Prenatal Health and Early Parenting

A photograph of a classroom scene. A female teacher with brown hair is sitting on a colorful rug with several young children. The children are also sitting on the rug, some looking at the teacher and others looking towards the camera. In the background, there is a whiteboard with handwritten text, a shelf with books and toys, and a bulletin board with red apple cutouts. The text "TEACHING AND LEARNING" is overlaid in large white letters.

TEACHING AND LEARNING

Good Morning Friends.

Today is Tuesday, October

It is warm. We have gym aft

We learned the sound for

participating in a colored Frankie

TEACHING AND LEARNING

As District leaders and teams charged with developing a high priority, high leverage instructional spending plan, we asked ourselves the following six questions about our proposed given expenditures—

1. How does this investment address current and long-term student needs?

- ❖ Implicit in this question is the need to study what achievement patterns, indicators of social-emotional wellness, and quality of student work reveal about the current level of learning and support for students, and how this looks for different groups of students across schools. The process of setting investment priorities therefore begins with a comprehensive assessment of student academic and social-emotional needs.

2. How does this investment advance the strategic plan and instructional priorities, vision, mission, and goals of the district?

- ❖ This question prompted district teams to continue to apply our Systems Thinking model to each expenditure and reflect deeply on the District's established Instructional Priorities for ELA and Math and to connect with four broader and more comprehensive Education Bargain investments.

3. What do we know already about the efficacy of this investment or the likelihood that a new, innovative initiative will be successful?

- ❖ In weighing investment decisions, we considered resources, projects, or programs that are backed by educational research or are considered best practices in the field.
- ❖ Our Office of Shared Accountability (OSA) will work to ensure all major proposed investments are accompanied by evidence that supports the efficacy of the product, program, or approach in improving desired outcomes.

4. What will it take to implement this program or strategy effectively and equitably?

- ❖ Our Superintendent always reinforces that high performing organizations are about putting the right people in the right work at the right time. Answering this question will require districts to not only investigate the logistical, procurement, and planning considerations for a given investment, but to ensure they have the "right people at the table" for planning and implementation. This question should therefore prompt a discussion that includes staff and leaders from departments across BPS and our school representatives.

5. How will this investment be sustained or continue to build district capacity after the three years of relief funding ends?

- ❖ As is clear throughout this document we have begun to think deeply about how we plan to sustain the benefit of a given investment after the funding runs out.

6. How will success be measured? What are the metrics that will be employed? How will the district communicate its progress? How will the results be communicated?

- ❖ We also need to be realistic about expectations for the return on investment in the short term. Change does not happen overnight, and we are working on an evaluation plan that takes into consideration the time needed for new programs, approaches, or strategies to take root.

The core of BPS' instructional framework is the provision of grade-level appropriate, standards-aligned, rigorous curricula. Our Instructional Priorities in Literacy and Mathematics outline the District's commitment to teach foundational skills systematically and sequentially, to provide daily reading and writing opportunities, grade-level appropriate instruction, to explore mathematical thinking, and to differentiate and scaffold learning.

Committees will meet this summer to review, revise and enhance curricula, prioritizing essential learning and using data to determine which skills from prior terms will be spiraled in to address any potential misconceptions or gaps. Teachers at the classroom level use data from screening, diagnostic, programmatic, observation, and other measures to inform and differentiate instruction, scaffolding the experience for students who may need additional supports to access grade-level assignments. This instructional model emphasizes the need to accelerate grade-level learning rather than reteach skills to all students without regard to data or grade-level appropriateness, trapping them in a perpetual cycle of below-level learning. New research from BPS partners TNTP and Zearn illustrates the need to embrace acceleration rather than remediation in instructional programming. Findings indicate that "learning acceleration was particularly effective for students of color and those from low-income families," and "students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead" (TNTP, 2021).

To establish a solid foundation, it is imperative that we provide high quality early learning experiences. American Rescue Plan (ARP) funding will allow BPS to purchase a new research-based core PK program as well as access to the Raising a Reader program, which provides families with engaging texts for at-home reading. Then, as students progress through the grade levels, they receive scientifically based reading instruction, beginning with a grounding in phonological awareness and phonics.

Teachers will continue to administer universal literacy screening measures and will also administer the Phonological Awareness Screening Test (PAST) in the early grades. We will use ARP funding to provide additional resources to support this work, including a new reading series, phonemic awareness manipulatives and sound-spelling cards, a new decodable text series, and a vocabulary program to bolster middle school students' academic vocabulary and morphological analysis skills.

Maximizing other funding streams, we will continue to infuse the scientifically based Step Up to Writing Program K-12. In addition, we will use ARP funding to add new texts and units from diverse authors and to purchase diverse classroom libraries as part of our ongoing Culturally and Linguistically Responsive teaching Initiatives, (CLRI), including texts by Indigenous, Latinx, African and African American, and Arab and Arab American authors. To ensure quality first-teaching, our PK-3 teachers participate in the Language Essentials of Teachers of Reading and Spelling (LETRS) professional development, and we will use ARP funding to expand this initiative. In addition, we will use ARP funding to provide Orton-Gillingham training to our reading and special education teachers to support students who may have more intensive literacy needs.

To establish a solid foundation in mathematics, teachers in grades PK-8 administer universal mathematics screening measures and use modules from engageNY as the basis of the core curriculum. In the elementary grades, teachers also use Zearn, an online program aligned to the modules, to provide additional practice and instruction.

Another online resource, Moby Max, provides opportunities both for both intervention and on-grade level practice. Likewise, to ensure strong first-teaching in mathematics, ARP funding will allow BPS to offer our elementary teachers deep, content-rich professional development in this subject matter; and, to build capacity, math and instructional

coaches will be trained to support the learning in the classroom. ARP funding will also allow us to provide an online resource for students enrolled in Algebra I.

Moreover, ESSER funding has allowed us to procure graphing calculators and establish a 1:1 distribution plan to mitigate the disparity some students experience with access to technology outside of school. New, rigorous course offerings that use this technology will broaden the pathway for students to find success in the field of mathematics.

Students in need of intervention receive additional learning opportunities through our response to intervention (RTI) and academic intervention services (AIS) programs. The District has strategically selected a number of resources to support students in need of intervention in foundational skills, including programs like Lexia PowerUp and CORE5, Moby Max, Finishline, and direct instruction.

Summer School

Summer 2021 learning programs will provide students with additional intervention and credit recovery opportunities. This year, ARP funding will allow us to offer a full day PK-6 program focused on math and reading acceleration, enrichment activities, social-emotional learning, and culturally and linguistically responsive lessons. Students in 7-12 will receive opportunities to recover units of study or credits. This year, high school summer programming is available for the full day at every district high school. Se Levanta will provide K-3 bilingual students access to language acquisition and cultural experiences, while Jumpstart provides additional supports for our newcomers. Two arts programs, summer sports and conditioning camps, and Extended School Year (ESY) for eligible students in special education round out our programming. Furthermore, we will use ARP funding to enhance our extended learning time programming during the school year, running programs at each school site.

Technology

The past pandemic school year has demonstrated the importance of technological innovations in the classroom. Devices were distributed to all students and the District helped families struggling with connectivity. Teachers taught remotely and then concurrently using various tools to connect with students, including Microsoft TEAMS for conferencing. Our learning management system, Schoology, was pivotal in this work, allowing us to house curriculum and lessons, share conferencing, video, and website links, administer quizzes, and communicate with students and families. Other applications like Nearpod and Office 365 allowed teachers and students to collaborate and engage with lessons and text. These experiences have improved everyone's ability to use technology and highlighted the need for an integrated approach to technology use moving forward. We will continue to provide engaging tools to convey content and assess progress as well as accelerate rather than 3 learning.

In line with District thinking about accelerating learning and engaging students through enriching opportunities, the District will use ARP and other revenue streams to fund several new or expanded initiatives. For example, the District will continue to roll out the Early Childhood Enrichment Program (ECEP) in the lower elementary grades. After helping teachers and students to establish a growth mindset, activities will focus on critical thinking and other enrichment opportunities, including STEAM infusion, world languages, and instrumental music. We will expand our middle grades musical theatre program to high school and grow a new music course sequence. Technology instruction in the middle grades will be enhanced with new STEAM resources, including drones, robotics, and 3D printing.

Rigorous Coursework

Moreover, we will provide additional opportunities for students to participate in higher-level coursework. ARP funding will allow us to expand student access to credit bearing opportunities in grade 8 as well as expand our existing Advanced Placement initiative, training additional teachers and covering the cost of student exams. Likewise, a new position will oversee dual credit offerings in partnership with local institutions and support our work to provide equitable access to these advanced learning opportunities. Finally, in order to prepare our students for the transition to college, we have

also partnered with local colleges to create a transition course, the first half to be offered in high school and the second half at their institutions.

As part of our ongoing effort to improve student outcomes, we will roll out a district wide conversation about grading. ARP funding will allow us to work with school teams to dissect current practice, analyze potential innovative approaches, and determine next steps. A new benchmark assessment tool will also help us capture student data in timely and informative ways to improve instruction.

Students with Disabilities

ARP funding also provides a unique opportunity to address programming and supports for students with disabilities, helping them be successful in less restrictive environments and to improve overall life outcomes. This will entail providing training in structured literacy instruction (Orton Gillingham) to assist students with dyslexia and other reading needs, training and coaching teachers working with students who have autism, and monitoring and supporting implementation of specially designed instruction.

We will also work to address the social/emotional needs of students with disabilities by expanding District implementation of Multi-Tiered System of Supports, implementing a program to address the social skills and behaviors of high functioning students with autism, using Second Step curriculum to provide mandated IEP counseling for students; increasing baseline staffing for social workers, and tracking BIP (Behavior Intervention Plan) progress and updating/revising plans as needed.

We also know that increasing student voice will bolster self-advocacy, self-determination, and self-regulation skills for students with disabilities. This entails implementing student led IEP meetings in grades 4-12, providing resources to assist with self-regulation, adopting a peer-to-peer mentoring program to help students increase self-confidence and self-advocacy, and creating a plan for parent education regarding the committee on special education (CSE) process and significant transitions in special education. Likewise, we will use funding to improve transition into post-secondary by expanding the differentiated career and technical education (CTE) options available to students and providing a transition curriculum for implementation with all special class and integrated co-teaching students in grades 7-12.

Multilingual Learners

ARP funding also provides a unique opportunity to address programming and supports for our multilingual learners, helping them to graduate and become well prepared biliterate and bilingual global citizens. To do this, we must deepen teacher capacity to support students by providing professional development to support language learning and literacy and sharing information about the diverse cultural and language groups we serve. We will enhance instruction by providing access to engaging and enriching resources, including digital programs and libraries, and offering Saturday Heritage Academies through our Community Schools to supplement and support bilingualism. We will also place special emphasis on recruiting more students for advanced courses. In addition, we will work with our partners to provide greater access to academic coaches and our innovative Registration Specialists that speak our students' home languages and can enhance communication and confidence.

Buffalo Schools Career and Technical Education (CTE) Department Highlights and Areas for Growth and Upgrades that will be supported by ARP / ESSER Funds

We will continue to position Career & Technical Education department as a model partner with post-secondary education and industry leaders. These partnerships in turn will help CTE remain the conduit for school turnaround, by creating, monitoring and maintaining programs that continue to bring educational innovation to Buffalo Schools. We will continue to be a student-focused source of additional pathways to graduation, college and career readiness.

Highlights:

Website and Social Media Marketing & Visibility.

We were able to rebrand and revamp our website pages, Newsletter & Social media footprint. Per the analytics, on average we are getting 500 views per monthly newsletter. Due to our increased visibility we have new relationships with organizations such as New York State Power Authority, GHD Engineering, Amherst Chamber of Commerce, Geico Insurance, Erie County Medical Center, The McGuire Group...etc.

Continued Maintenance of Promising Programs under the Education Bargain:

We completed reapproved process for 6 of the 30 NYSED approved programs for this year: Carpentry, Communication Arts, Electrical, Plumbing, Printing, Welding.

We are currently getting ready to complete the approval process for 3 of our New Innovative High School Programs at East High School: Policing, Fire Science and Legal Studies.

Urban Teacher Academy

The Urban Teacher Academy at McKinley High School was newly approved by NYSED in the spring of 2021. There are 13 students who have completed, 9 moving on to college, 5 going for teacher education. These students took dual credit with Buffalo State College for two 3-credit courses. Their work-based opportunities included working with young children in other schools under the supervision of the college liaison. As a part of this course students are offered Teachers Aide positions upon graduation. This will allow for continuing their exposure to working with students while going to college to pursue a teaching credential.

Certified Nurse Assistant Program

Despite Covid Restrictions the NYSED allowed students to complete Certification Prep and Examination for Nurse Aide certification. We were able to partner with the McGuire group to have students complete clinical training. 5 students of a cohort of 10 chose to test and passed their certification exams and become Certified Nurse Assistants.

P-TECH Middle College for CTE

Of our 3 P-Tech Programs, we began a new P-Tech for Information Technology at Bennett High School. P-Tech is a middle college program which offers students in CTE programming the opportunity to gain an associates degree at no cost to their families. We have just completed the planning year and will begin implementation in '21-'22. The college partner is SUNY Erie and the industry partners are IBM and M&T Bank. The other 2 P-Techs are BEGREEN at McKinley HS in its 7th year and BESOLAR in its' 6th year at South Park HS.

National Technical Honor Society

This year CTE was able to begin a city-wide chapter of the National Technical Honor Society. The Career and Technical Education Department was proud to recognize its inaugural class of 132 Seniors across 13 BPS High Schools who have been formally accepted as members of the full-district Chapter of the National Technical Honor Society. These students have persevered despite all the challenges presented by the Coronavirus Pandemic and have achieved

a 90%+ average in their CTE coursework while maintaining an overall GPA of 85%+. This is an honor they will be able to carry with them throughout their education and career.

College partners offered enrollment & dual enrollment despite COVID:

SUNY Erie works with BESOLAR P-Tech where about 24 students per cohort receive 18 credit hours during grades 10,11, & 12. About 15 students are currently in their 13th & 14th Years as a result of P-Tech Grants. SUNY Erie is also working with our Smart Scholars Grant to offer dual credit for students in Computer Technology at Hutchinson Technical High School.

Alfred State University still enrolled 24 BEGREEN students into their 13th & 14th year. We just had our 1st cohort of graduates.

Buffalo State enrolled 9 students in dual enrollment under the Urban Teacher Academy program. All 9 completed their courses and were accepted in to colleges.

Mayor's Summer Youth CTE Options for Work-Based Learning

In conjunction with Mayor's Summer Internship we are able to offer opportunities for students to gain work-based opportunities related to their course work. Programs being offered include Northland Training, Emerson Culinary, Buffalo Culinary, McKinley and Burgard Advanced Manufacturing Programs. Due to this programming about 200 students have summer internships.

Areas for Growth:

ARP / ESSER funds permit invaluable growth opportunities and upgrades to our CTE Programs, Increase Marketing to Community about Quality CTE Program Offerings.

We'd like increase the amount of students that take advantage of CTE coursework. With more visibility we would now like to move to the "informing" stage. We will do so by creating an aggressive marketing campaign built to reach out to our parent partners.

Increase Student Organizations Memberships

With student organizations memberships students will be more likely to complete their program and move on to college or careers better prepared. Student organizations have built in work-based opportunities, leadership programming and opportunities for competitions and scholarship. It builds pride for the programming you are in and awareness of the opportunities after students graduate. Currently, there is a fiscal hurdle for expanding student organizations memberships.

Training & Retention of CTE Teachers

CTE teachers come directly from industry to teach students in our programs. We have had issues getting teachers ready for the classroom and retaining them after they are hired. We need to spend more quality time mentoring in order to have quality CTE teachers and maintain quality programming. We could use a CTE Specific Coach to improve teaching and learning built specifically to transition new CTE teacher to efficacy.

Increase Data Goal Attainment in Academic Proficiency

There are new data goals set up per Perkins V. These goals are academic proficiency in ELA, MATH and SCIENCE. About 5 of our schools that contain CTE are not meeting the State goals for ELA, MATH or Science Attainment. We look forward to increasing our PD offerings to include ELA, MATH & SCIENCE integration strategies to all teachers.

Upgrade and Attain Technologies & Equipment that Aligns to Industry Needs

We have CTE equipment and technology in our schools that is antiquated. There is an urgent need to update or attain industry equipment that aligns to the needs of the different industries that are looking to employ our students. Most of the equipment in the district is 20 years or older. This is inclusive of industry specific technologies & computers. Without much needed updates students will not be prepared for college or the world of work.

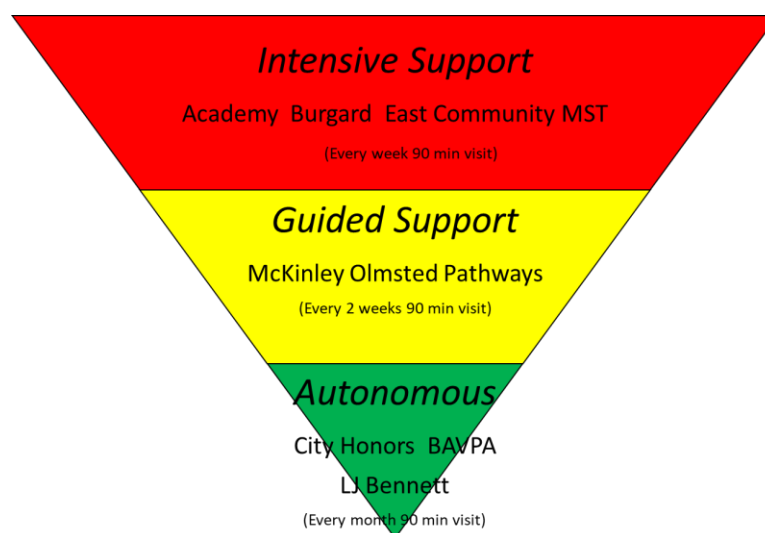
Innovative, transformation, Equity Zone (ITEZ) Expansion of Strategies

Elements of ITEZ from the year 2019-2020 were recognized as successful strategies. ITEZ school significantly contributed to the historic graduation rate high of 76.3%, which was an 11.6% increase over the prior year. On average, the ITEZ schools had a 9.68% increase, nearly ten percentage points. The growth in ITEZ schools has had a significant impact on the overall district average, including black and brown students. The graduation rate increases for our special education and English language learners led the state of New York.

The most successful strategy of a Cohort Data Champion was identified and expanded. Through collaboration with the Office of Accountability, the role was renamed Data Champion, and each school PreK-12 was asked to designate a representative. The Office of Accountability supported designing the role and develop monthly professional development opportunities for the Data Champion. Having a laser-like focus and understanding of the schools' accountability status as a whole and within sub-groups is a vital component of the role. This role will change the district through the work of a school-based data expert. The expert must work strategically with the school team to develop strategies to ensure the school is in good standing and, further, even support more schools reaching Blue Ribbon status. The data coach position was expanded further and formally added to the budget, as it was an extra duty this last year. Going forward the position will be focused solely on the work a data to drive district, school, and subgroup growth.

The ITEZ schools have a range of programming and needs. Performance ranges from “good standing” to “receivership.” Given the difference in needs, a support model was modified as needed based on the school. The ITEZ schools were organized into a three-tier visit schedule, a system that is similar to the response to intervention three-tiers. These tiers include intensive support from key district staff and additional staff at the school level to support specific populations.

Example of tiered school support plan



Cohort tracking was a major strategy that was implemented in ITEZ. This year, ITEZ strategies were implemented across all high schools in BPS. Cohort reviews provide an intense review of all data points that pertain to each student. Attendance data, academic data, behavioral data, and social-emotional data were triangulated to support an individual plan for each student. The process is carried out by a team at each school, many times throughout the year. Cohort reviews have proven to be so successful that there is currently a plan to expand the process into the CSE process and

develop strategies for ELL students. There are many elements for acceleration identified in the BPS plan. One specific element is analyzing post-secondary persistence data to determine curriculum changes or any other adjustments needed for academic success beyond high school.

District access to a post-secondary persistence tracking database is aligned to Strategic Investment Eight: Post-Secondary Completion and will allow for innovative solutions that support data reporting on post-secondary success. There are several components of a persistence tracking platform that are beneficial to students, high schools, colleges and districtwide. Specifically, the ability to access to a student tracker that would provide enrollment and graduation data into post-secondary institutions. Using post-secondary student tracking data supports:

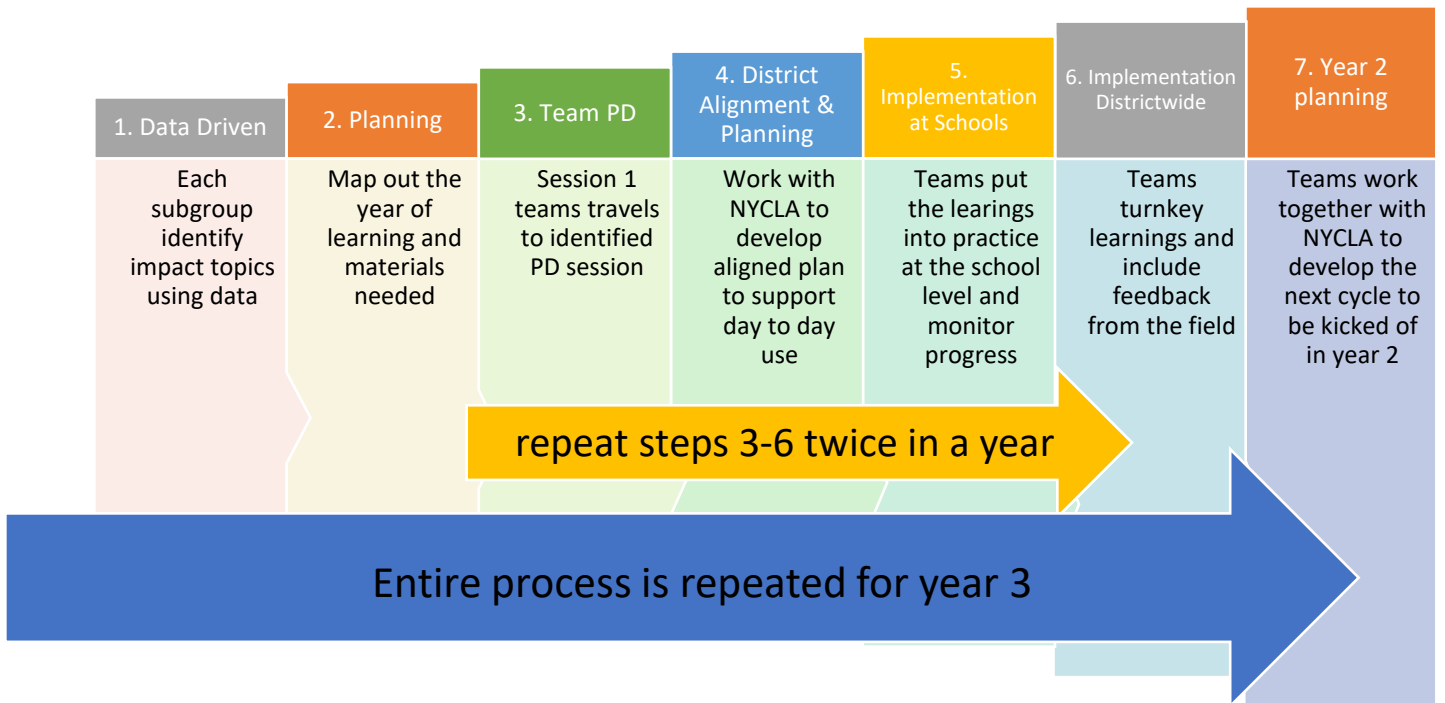
- Analyzing student-level data that can be combined with school-level and district-level data
- Identifying enrollment trends and patterns that support the identification of academic supports in K-12
- Planning curriculum modifications and institutional alliances such as dual-enrollment and AP courses
- Supporting academic assessments
- The ability to perform longitudinal and other outcome analyses to develop plans that are specific to individual schools

Persistence data on all BPS students supports the collection of data that outlines to what degree students were successful in the post-secondary setting, therefore, the level of success in the BPS K-12 continuum.

In support of Strategic Investment Ten: Talent Outreach, Recruitment and Development, the cabinet and school leadership professional development plan is designed to be implemented in collaboration with New York City Leadership Academy (NYCLA). This plan will support the five Associate Superintendents of School Leadership in strategically selecting three school principals to join a team. The premise of this plan to have cabinet-level and school-level leaders learning together and to build capacity through districtwide implementation. The five teams will be supported by other key district leadership, such as the Chief Academic Officer and the Associate Superintendent of Human Resources. Each team will use school data to select the professional development topics to focus on for the year. The groups will then identify national learning opportunities and materials needed. National learning opportunities could include conferences, school visits to exemplars, and sessions such as Harvard Institutes.

Two national learning opportunities will be scheduled for the school year. Immediately following each learning opportunity, participants will have a daylong planning session with NYCLA to align the learning to key elements of the BPS priorities and develop an implementation plan to be implemented at each school. After implementing, the teams

Three Year Cycle of Professional Development



will turn key all findings and feedback from the field. After the second national learning opportunity, the teams will have a similar planning session with a focus on aligning both learning opportunities. At the end of the yearlong cycle, the team will convene and use a data rich focus to share the impact of the learning and identify the next year's topics.

STRATEGIC INVESTMENT THREE: High Quality Early Learning

STRATEGIC INVESTMENT FOUR:

Instructional Reform, Technology and Higher Standards

STRATEGIC INVESTMENT FIVE:

Post-Secondary Preparation in Middle and High School

STRATEGIC INVESTMENT SIX: Post-Secondary Completion

STRATEGIC INVESTMENT SEVEN: Career Pathways and Workforce Development

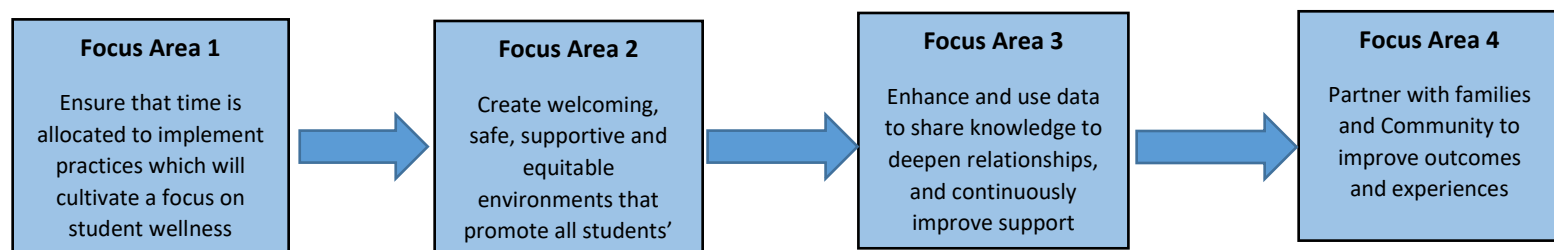


STUDENT SUPPORT SERVICES

The return to school this year will be unlike any other in our history and will be emotionally charged for students and adults. It is critical that all members of our school communities deepen their social and emotional competencies to create equitable learning environments where all students and adults are positioned to process, heal, and thrive.

The Buffalo Public Schools (BPS) intends to prioritize safe, supportive, cultural and linguistically responsive learning environments that promote the social and emotional competencies of both students and adults. This will require centering our ARP funding and practices in relationship building and creating and continuing authentic partnerships that honor the voices and experiences of all members of a school community. All adults in the BPS district and in school will be called on to reflect and interrupt biases and create spaces for those underserved with an intentional focus on factors such as: access to mental health counseling, crisis supports, a developmental social-emotional learning curriculum, reducing and eliminating language barriers, ensuring that those experiencing temporary homelessness receive focused and necessary supports, innovative and relevant exposure to health and wellness protocols.

The BPS essential questions, stakeholder feedback and fundamental questions led to the Division of Student Support Services to center the plan on the following four (4) focus areas that will further support the students and families as we transition into a new school year:



Focus Area 1: Ensure that time is allocated to implement practices which will cultivate relationships and focus on student wellness

Fundamental Questions:

1. *How will BPS connect and measure the wellness of students?*
2. *How will students' experiences be equitably and restoratively addressed to improve their academic, social, and emotional outcomes?*

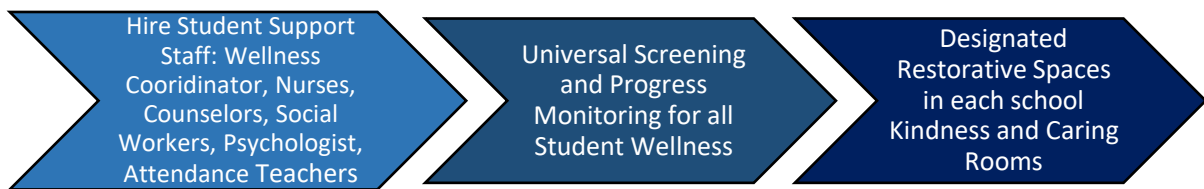
First, as staff and students return to school, they will have varied experiences, stressors, and some may have additional mental health needs (including depression, anxiety, grief, post-traumatic stress disorder). It is critical to invest in a universal screener to diagnose students' needs and to then swiftly identify school based certified counselors and social workers as well as community partners to support the overall physical and mental health well-being of all students needing such assistance.

Second, the district and schools will ensure that a high quality, evidence-based universal screener that will measure the individualized social-emotional needs of all students is properly implemented. As students are given the screener, which will likely be a computerized set of questions that students will respond to, a technological system will need to be purchased as a means to accurately measure each student's well-being and needs. Periodic (three times a year) progress monitoring will take place, to continuously monitor the well-being of all students.

Third, there will be an investment in hiring and training student support staff to provide coaching which will ensure that the progress monitoring of students' social emotional well-being is consistent. As students participate in universal screen testing (measurement of their social-emotional wellness), and receive in-school targeted support services, the individualized plans for students will be modified/ updated. Hired staff will be high quality, certified, and/ or licensed as required by the New York State Education Department (NYSED).

A continued emphasis for the 2021- 2022 school year is to expand Tier 1 Universal Supports. The goal is to support students within the context of their daily core instruction, rather than pulling them from classroom instruction. While Tiers 2 and 3 supports provide more privatized and individualized support, it is optimal when the intervention can be fully supported at the Tier 1 level to avoid achievement gaps to accelerate learning.

UNIVERSAL TIER 1 SUPPORTS



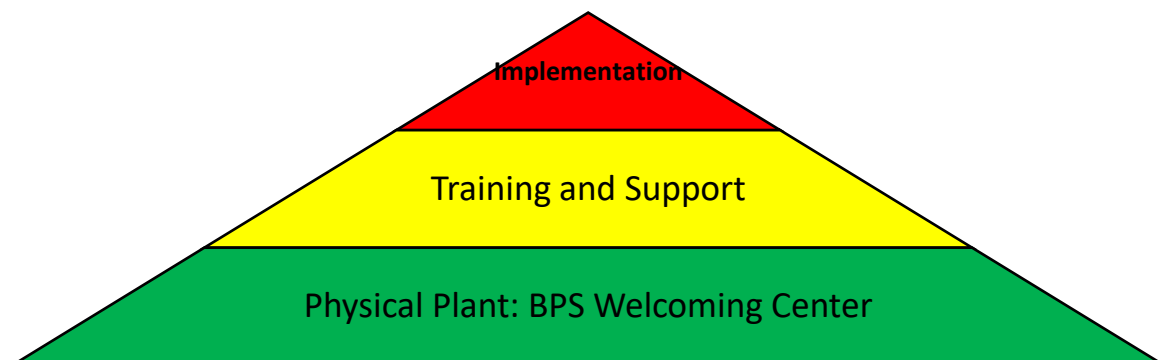
Focus Area 2: Create welcoming, safe, supportive, and equitable environments that promote all students' social and emotional development.

Fundamental Question:

1. *How will BPS intentionally build and maintain connections with each new, returning, and current student which fosters a sense of belonging?*

First and foremost, BPS will deliberately enhance the establishment of district and school environments that say, "WE CARE ABOUT YOU." The Social-Emotional Wellness of students is equally important to their academic success. As students are preparing to return to in person instruction, BPS will continue to focus on the social emotional development of all students that will ultimately help students to thrive academically and emotionally.

Environmental Changes:



Physical Plant: An updated BPS Welcoming Center for new or returning students to register for school. The Credo for this center will be: ***“The Buffalo Public Schools is a place where you receive high quality, individualized attention, and where we genuinely care.”*** The physical plant must exude and reinforce the Credo which would require a vast update to the physical plant that is visited by over 10,000 families.

Training and Support: All staff who work at the BPS Welcoming Center will receive extensive hours of training and coaching by a professional staff development organization. Central Registration is often busy, high paced, and serves several families, many of which are multilingual families whose native language is not English. Central Registration welcomes the opportunity to serve the diverse needs of students and families who often times experience a range of emotions from excitement to anxiousness, particularly as many continue to recover from the impacts of the pandemic. In response to the extensive needs, the staff at Central Registration Welcoming Center will receive explicit high quality training in the areas such as: data input, digitized system that will occur in phases, and addressing language barriers to deepen and enhance their work.

Implementation: An outcome of the trainings will allow all staff at the center to deepen and enhance their current work. Attention to detail will allow each family to experience unique, memorable, helpful experiences when visiting the center. Issues will be resolved expeditiously. Students and families who are experiencing temporary homelessness will receive a transportation allowance, school uniforms, backpacks and a Welcoming Packet filled with notebooks, pens, pencils, journals, toiletries and personal items. The funds will also support additional training for staff, and expanded programming will be offered to McKinney Vento students. School personnel will receive professional development and coaching to ensure that our neediest families receive ongoing intensive support. Moreover, the physical health of our families are equally important. Therefore, a mobile health unit will be onsite at the Welcoming Center to provide vaccinations and/or immunizations at a parent’s request to ensure that students start school on time without interruption to their learning. In addition, a student support staff member will be onsite to provide universal behavioral screening which may identify student’s emotional needs.

Innovative 2021 Summer Earn and Learn Program: The Superintendent of the Buffalo Public Schools and the Mayor of the City of Buffalo collectively facilitated an innovative opportunity whereby approximately, 200 BPS high school youth who need to recoup academic credits due to instructional loss incurred largely during the COVID-19 pandemic, will be paid a wage for their participation in summer school. Each year students and families, who are often most needy, are faced with making a choice between, working and earning a wage or attending summer school and progressing with their academic future. This summer, due to the innovative Summer Earn and Learn Program opportunity, students will be able to do both - attend summer school and earn a competitive wage.

Focus Area 3: Enhance and use data to share the power of knowledge, deepen relationships, and continuously improve support.

Fundamental Questions:

- 1. How will BPS build structures to ensure student engagement and student voice in decision making?*
- 2. How will we work with students to understand root causes of student disengagement and behavioral issues, while promoting learning and growth?*

The district will in developmentally appropriate and authentic ways examine data, identify strengths and issues and develop strategies to support student needs. It will be critically important to engage students in root cause discussions which often times unveils systemic barriers to attendance, learning, engagement in school, adherence to the BOE approved code of conduct (suspensions), wellness, policies and practices that lack cultural and/or linguistic responsiveness. The following steps will be implemented:

- **Step 1:** Cross-functional team of BPS leaders identify data points collected in relation to student experiences.

- **Step 2:** Expand the collection of step 1 data to include qualitative and quantitative data at the height of the pandemic which includes: school climate, social emotional student needs, attendance, discipline, homelessness, student pregnancy rates, crisis responses, foster care rates, vaccinations administered, promotion, retention, school assignments of new students, and summer school attendance.

Focus Area 4: Partner with families and community to improve outcomes and experiences.

Fundamental Questions:

1. *Which families and community partners need to be in the room, to ensure that BPS is working together, within, and across systems to holistically meet the needs of all students regardless of zip code, level of need, race, or ethnicity?*
2. *How will BPS re-align and re-imagine support services for all?*



BPS will create additional ways to engage parents/ caregivers, community partners to foster cohesive learning experiences for students.

- **Parents / Caregivers** will provide avenues for schools to better understand the cultural assets that students bring to the table. The district will identify ways to help families understand and reinforce Social Emotional Wellness at home and create environments that contribute to overall growth and well-being.
- **Community Partners** will provide safe and developmentally rich settings for support and development. They may be seen as trusted partners by families and have connections to supports and services that the school and family need (e.g. primary and mental health providers).

The use of the ARP funds will help BPS to expand optimal services to all students through times of stress and uncertainty. Schools will deepen their work to be inclusive decision making entities that leverage the critical insights of those from the full community. This will allow for a robust litany of social, emotional, and culturally responsive resources for students and families in schools.

The district will formalize new and existing partnerships with mental health providers and collectively identify a referral process and systematize how student support staff at the school level will collaborate with community mental health partners.

Finally, each school will have funding to design a space in the school that is intentionally dedicated to helping students grapple with and de-escalate issues of anger. The space will be referred to as a KINDNESS & CARE (K.C.) room and will be supported by an individual and/or a team identified by the school principal as having social emotional capital with students. K.C. will be a calming space, which will restoratively support students in resolving issues, rather than allowing issues to fester and escalate resulting in a punitive out of school suspension. This space will be designed to promote positivity and be housed with: yoga balls, books, rugs, posters and other calming devices, including the mental and social-emotional supports.




STRATEGIC INVESTMENT EIGHT:
Student Support – Academic, Health, and Mental Health

A photograph of the entrance to Greater Cleveland School, a brick building with large arched windows. Several people are gathered on the sidewalk in front of the entrance. Two men are kneeling on the sidewalk, one on the left and one on the right. A sign on the left reads "I PREP SENIOR CLASS of 2020". Other people are standing around, some wearing face masks. The text "HUMAN RESOURCES / LABOR RELATIONS" is overlaid in large white letters.

HUMAN RESOURCES / LABOR RELATIONS

Investments in Staff Capacity and Human Capital Management are at top of mind in this plan. A stable workforce of effective teachers, support staff, and leaders is essential to improving student achievement and ensuring the success of all schools. In the wake of the pandemic and school closures, the quality and preparation of teachers and staff is more crucial than ever for meeting the academic and social-emotional needs of returning students.

This section examines three main areas for building staff capacity—

	1. High-quality professional development programming for all non-instructional and instructional staff
	2. Efforts aimed at recruiting and retaining talent , including district-level teacher and leader pipeline programs; initiatives aimed at growing a diverse corps of teachers, school leaders, and central office staff; non-instructional staff; and efforts to retain and recognize highly effective staff
	3. Strategies to ensure effective human resource management , including balancing additional full-time employees (FTEs) with expected attrition, forecasting all immediate and future human

Research and practice has shown that the most effective professional development programs—

- ❖ are differentiated by approach, role, responsibility, and need;
- ❖ focus on job-related knowledge and skills for both instructional and non-instructional staff;
- ❖ focus on content as well as pedagogical knowledge;
- ❖ ensure all instructional and non-instructional staff are equipped to serve all students during Tier I instruction;
- ❖ address the knowledge and skills necessary to meet the needs of special populations in an integrated manner, within the context of grade-level instructional content and standards;

- ❖ provide effective job-embedded coaching and feedback support for instructional and non-instructional staff; and
- ❖ are aligned with the district's priorities, mission, and vision.

In addition, districts often struggle to strike the right balance when it comes to outsourcing. Ideally, districts should focus on developing their internal capacity rather than relying solely on external partners and vendors that are costly and may not attend to the needs, culture, and climate of the school district. However, external providers can also be an important partner in the work—particularly when these partners are held accountable for results and serve to build the district's internal capacity. Four objectives will tether the work of BPS in this important professional domain.

Address unfinished learning. Ensure professional development provides teachers with the rationale, skills, and supports for addressing unfinished learning¹² in the context of grade-level, Tier I instruction. This includes changing the current paradigm from the type of remediation that removes students from grade-level instruction and exacerbates the learning gap with their grade-level peers.

Strengthen teacher and school leader induction. Induction programs should focus on content and instruction, provide support and guidance for addressing classroom management, and offer proactive time management strategies to minimize burnout. The induction program should also orient teachers, staff, and leaders to the climate and culture of the district and school community.

Provide professional development for non-instructional staff that reinforces the district's instructional vision. Shared professional learning is a vital step the district should take to instill a shared understanding of the district's values and priorities and to build a high functioning, collaborative organization that supports the success of all students and schools. The cross-functional team should therefore ensure that professional development and the induction program for non-teaching staff articulates how their role contributes to the district's instructional program and the vision of equity, excellence, and respect for diverse cultures and language.

Strengthen employee engagement and communications to inform, increase knowledge and awareness of, and build and maintain internal support for the district's investments in these areas.

Our Human Resources Division will continue to have a laser like focus on improving the recruitment and retention of a high quality and diverse workforce. We will modify our job postings, implement implicit bias and interrater reliability training of our interview teams and support our current personnel to achieve aspirational goals within the organization.

Below are a number of strategic investments that will support the recruitment and retention of top candidates:

The district will invest in full implementation of the Human Resources Management System (HRMS) in MUNIS to support a seamless applicant to personnel file process to manage human resources and related processes throughout the employee lifecycle. Human Resources will contract Services with Tyler Technologies to assign two (2) dedicated consultants who would bring MUNIS modules associated with Human Resource functions online as well as provide training to HR staff. Full implementation of the HRMS will enable the district to fully view and plan for the needs of the workforce while staying compliant with employment laws and labor regulations.

Human Resources will continue to nurture the pipelines that have supported staff diversity recruitment efforts:

1. Urban Teacher Academy – The first graduating class from McKinley High School in June of 2021 have been hired for Teacher Assistant positions. Students are also attending Buffalo State College for a degree in teaching.
2. Puerto Rico Recruitment – Use of online platforms to recruit bilingual and bi-literate candidates with a proven record of success in closing achievement gaps and accelerating the achievement of students.
3. Buffalo Aspiring Leadership Academy – Continue to recruit current teachers into our rigorous leadership program with a focus on equity.
4. Teacher Residency Program – Collaboration with University of Buffalo to match diverse college students pursuing an education degree with a Master Teacher from Buffalo Public Schools for a one-year residency.
5. Diversity Pipeline Grant – Continue to partner with Buffalo State College to support Teacher Aides and Teacher Assistants who are pursuing an education degree by allowing them to use instructional day to meet their college coursework needs.
6. Additional Class Period Compensation – Compensate irreplaceable teachers to teach an additional period to ensure students have access to rigor and support to be successful in the identified shortage areas of Science, Foreign Language and Math.

Human Resources will continue to partner with Adult Education to increase recruitment events that target diverse candidates throughout the city of Buffalo through outreach events in their neighborhoods. The events will provide support to candidates in completing applications and new hire paperwork.

Human Resources will hire a Director of Recruitment and Staffing. The large number of expected hires, combined with the national shortage of education staff, will require a dedicated staff member to ensure effective outreach and advertising, monitor interview processes, implement interview training, and measure metrics in order to report out.

Human Resources will also hire an Assistant Benefits Manager to oversee and manage the day-to-day operations of the benefits office and to create a line of succession to the Benefits Manager position to support the 7,000 current employees and their families as well as retirees and their families. This will allow the Benefits Manager to focus on strategic cost saving projects associated with risk management/workers' compensation, wellness, third party vendor administration, and employee retention during the year ahead and beyond.

STRATEGIC INVESTMENT NINE: Great Teachers and Great Leaders

STRATEGIC INVESTMENT TEN: Talent Outreach, Recruitment, and Development



INFORMATION TECHNOLOGY & DIGITAL RESOURCES

The 2020-2021 school year for the Buffalo Public Schools (BPS) met pandemic related challenges which resulted in staff and students participating in teaching and learning in both fully remote and hybrid models. In both modalities, instruction was reliant on synchronous video for facilitation. Using technology tools such as Zoom, Lifesize, and Teams placed a significant demand on bandwidth, and many school districts were faced with the realization that their ability to support remote and hybrid learning with 1:1 computer devices was insufficient.

Additionally, during this school year, K-12 districts along with parents, students and teachers have had to deal with cyber threats as schools invested in and enhanced more tools and devices needed for remote learning during COVID-19 school closures. Simultaneously, cyber criminals found ways to carry out data breaches, phishing scams, as well as ransomware and malware attacks targeting school districts in 2020.

According to a report released by the K-12 Cybersecurity Resource Center, 2020 marked a “record-breaking” year for cyber attacks against public schools in the U.S. The report recorded 408 publicized school cyber attacks in 2020, representing an 18 percent increase over 2019. The issue with cyber attacks only intensifies and persists due to the lack of Information Technology staff, hardened infrastructures, and security protocols needed in public school districts for modern security systems. Without those, vulnerabilities are increased for easier access for sophisticated cyber criminals to financials and student/staff data.

The Buffalo Public Schools use of ESSER funding will focus on investments to enhance security, harden its technology infrastructure, improve system interoperability, use enterprise applications more innovatively, and promote and sustain technology equity and access for teaching and learning.

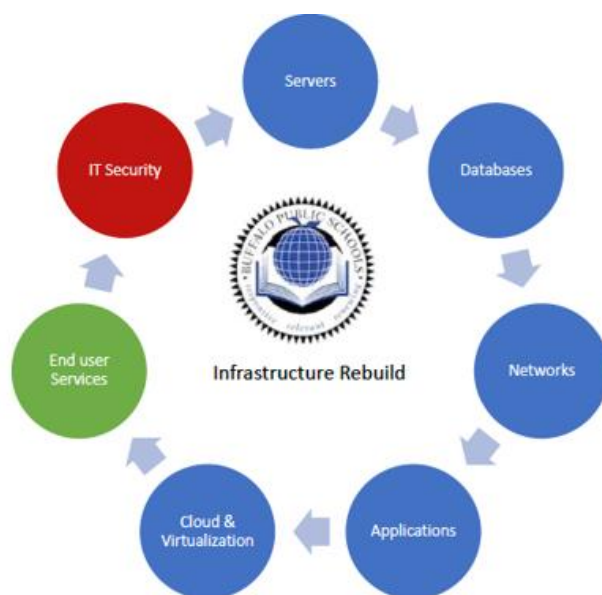
Investments in Security Enhancements and Infrastructures

The Buffalo Public Schools will use funding to enhance security and harden its infrastructure. BPS is in partnership with a trusted 3rd party top industry provider that will strengthen the current cybersecurity and compliance program and enable the organization to quickly respond to and mitigate cyber-threats. Following are the identified deliverables of this engagement:

- **SECURITY OPERATIONS CENTER:** Provide a managed security operation center (SOC) to provide a proactive monitoring, detection, and response protocol for cybersecurity threats.
- **INCIDENT RESPONSE AND ESCALATION:** Provide an incident response process with automatic escalation to an incident response team.
- **RISK MANAGEMENT AND MITIGATION:** Conduct a risk assessment with mitigation strategies that aligns with the National Institute of Standards and Technology Cybersecurity Framework (NIST CSF) which provides a policy framework of computer security guidance for how organizations in the United States can assess and improve their ability to prevent, detect, and respond to cyber-attacks.
- **CYBERSECURITY GOVERNANCE AND OVERSIGHT:** Develop a comprehensive cybersecurity framework to provide oversight/governance strategies, protection of district’s digital assets, and a defensible program that addresses legal, audit, compliance and insurance concerns and requirements.
- **CONTINUOUS IMPROVEMENT:** Annual penetration testing and vulnerability assessments in subsequent years with continuous improvement strategies for security.

Funds will also be used to invest in additional quality staffing to develop a Security Office to maintain cyber security policies, processes, and protocols on a daily basis.

BPS is additionally engaging with a vendor to provide a network assessment, proposed architectural design and as required, rebuild of the BPS infrastructure for upgrades and to enhance security and performance as well as improve the end user experience for instruction and business operations. In addition, the vendor will provide daily monitoring and stabilization of the district's wide (WAN) and local (LAN) area networks, including wireless (WLAN). The following diagram illustrates the components of the district's work to redesign its infrastructure.



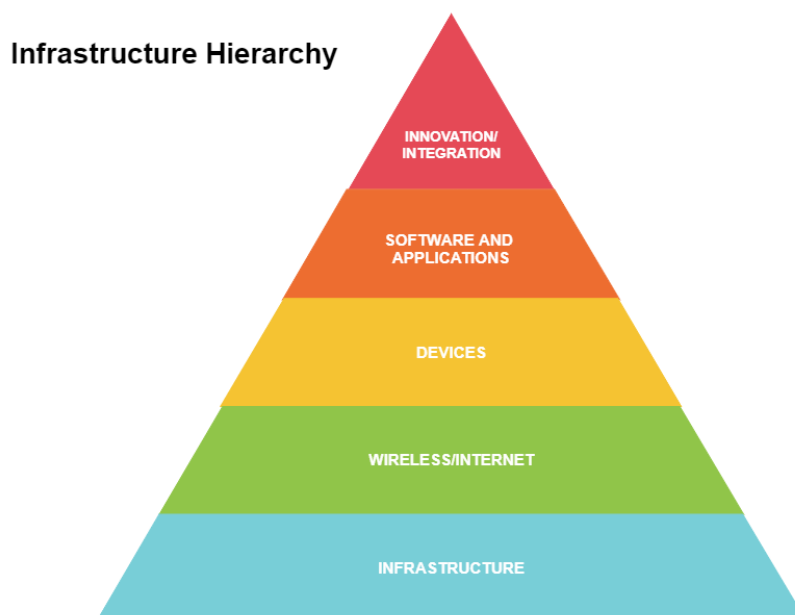
Investments in system interoperability and enterprise system modernization

As technology evolves, modernizing our current digital environment is imperative to keep up with current trends and to create cost saving efficiencies in the way we do business. Through procurement of business applications, tools, and staffing of talent with knowledge and expertise in key areas, BPS will be able to increase technological capabilities across the district and strengthen end user adoption of enterprise systems.

BPS intends to staff project managers, business analysts, along with operational and instructional subject matter experts to collaborate with internal business partners in an effort to glean requirements and identify opportunities for improvement in business operations that will eliminate manual processes and increase efficiencies. Once requirements are clearly defined, a project management methodology will be used to implement initiatives and new functionalities with fidelity. This approach will allow a project based, strong cross-functional team to identify and articulate business requirements for instruction, operations, and enterprise systems. These requirements will be prioritized and organized into a roadmap of projects with associated implementation plans.

As new business processes are put into place and end user adoption begins to increase among staff and students, more end user support will be required. As a result, BPS intends to use federal funding to increase staffing on its service desk. With increased staffing, a tiered escalation process can also be developed and implemented. It is anticipated that wait times for callers will be reduced resulting in increased quality of customer service and satisfaction for staff, students, and parents.

The following diagram illustrates a hierarchy of needs for technology infrastructure to reach a point of being able to realize improved innovation, integration, and interoperability. Our primary work will be to build a foundation of a hardened infrastructure with a stable LAN/WAN/WLAN along with internet connectivity for teaching and learning, provide staff and students with current devices equipped with essential software tools and applications for teaching and learning, and ultimately be able to maximize opportunity for innovation and better integration of systems and data.



Investments in home and school technology and internet access for teaching and learning

Educating children is the core business of K-12 school districts. Since the evolution of the global pandemic, the way instruction is delivered and received has changed. BPS intends to remain nimble in our ability to educate our students regardless of situation or circumstance. BPS wants to be sure staff and students have the technology resources they need for learning – anywhere, anytime, and anyplace.

BPS intends to invest in educational technology by using ESSER funding to sustain and expand as necessary technology equity and access to devices and internet connectivity solutions that bridge the digital divide for teaching and learning. Investments to: 1) refresh computer devices for instructional staff and students; 2) upgrades to classroom technology (e.g. technology peripherals, interactive white boards, digital display panels, STEM/Media/AutoCad lab refreshes, etc.); and, 3) increases in instructional staffing as well as technical services staffing so that building administrators and teachers realize less lag time in support to their schools - are several initiatives identified to support the needs of teachers and students.

The district also intends to invest in professional development of all staff to improve support and ability to provide innovative instructional solutions to teachers. It is important for teachers to know how to effectively integrate technology in the classroom and adapt their teaching methods to incorporate new technology along with various instructional modalities. The IT Department will continue to invest in more professional development opportunities that are essential to better train educators in the effective use of technology as an instructional tool.



PROFESSIONAL DEVELOPMENT

Professional Development

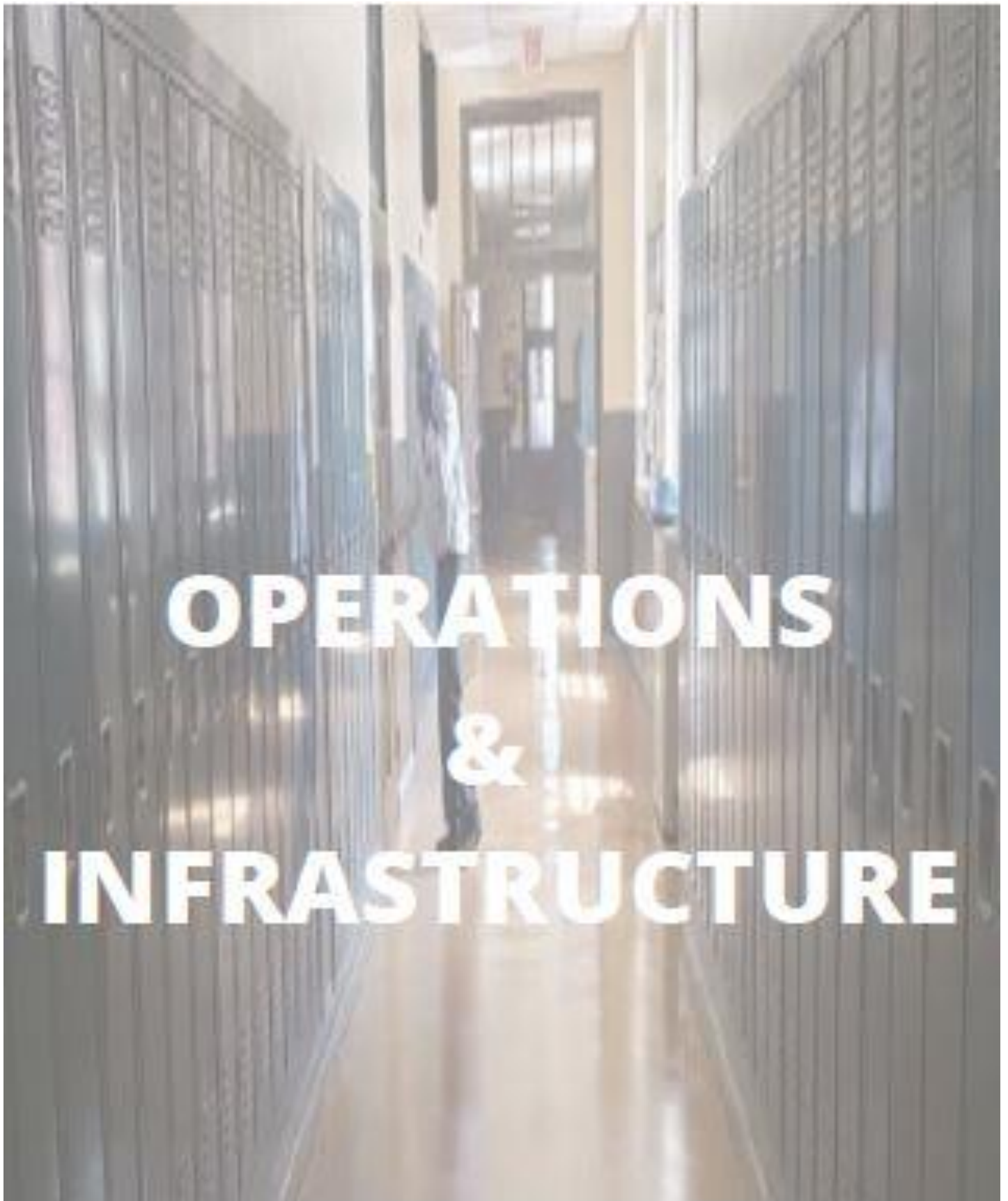
Delivering high-quality professional development to all non-instructional and instructional staff is necessary to improve student outcomes. Teachers in their first three years of employment with the Buffalo City School District participate in a teacher induction program, receiving support through New Teacher Orientation and the New Teacher Academy, which delivers prioritized learning and mentoring to support their individual growth.

The pandemic caused BPS to be innovative in the creation and delivery of professional development. In fact, we transformed the delivery of professional development by moving to completely online offerings. All professional development since September 2021 has been delivered online in either virtual/synchronous or self-paced/asynchronous modes. While we will return to some in-person offerings, we will maintain the self-paced and virtual options that proved so popular with our staff. These options allow us to differentiate learning to meet staff needs, allow staff the flexibility to review the material as often as needed, and allow for self-selection when applicable. ARP funding will likewise allow us to improve the delivery of online coursework, from technology to software enhancements.

Both job-embedded, after school, and summer professional learning opportunities are also available district-wide. Our elementary buildings are staffed with literacy coaches to support teacher pedagogy, data analysis, and growth in content knowledge. Moreover, we continue to train staff to support students' social emotional well-being. We have provided district wide training in Restorative Practices and trauma-informed care as well as culturally and linguistically responsive practices. As previously mentioned, we will also use ARP funding to offer structured roll outs for various initiatives, such as math PD, Orton Gillingham training, LETRS, grading for equity, and Advanced Placement. We will also use ARP funding to offer school-based professional development to support the unique needs of each building, and to each division, and department, across the district. All professional development will be aligned to identified needs based on available data.

We continue to expand offerings to our support staff, as well. Paraprofessionals benefit from learning designed to support the needs of students, including understanding social-emotional learning, literacy, Pre-kindergarten learners, the special needs of students with disabilities, and English language learners.

Our centralized professional growth system allows us to track PD, calendar opportunities, and coordinate offerings so that no one demographic is overtaxed or underserved, and we can assess collective impact.



OPERATIONS AND INFRASTRUCTURE

The nation's major urban public-school systems have been financially squeezed for many years, and the result of this disinvestment has been crumbling facilities, decaying infrastructure, and the accelerated deterioration and premature failure of school buildings and their operating systems. Fortunately, the Buffalo City School District had the foresight to invest \$1.4 Billion into its aging school buildings about a decade ago. Nonetheless, much needed repairs and upgrades are coming due.

The American Rescue Plan (ARP) recently approved by Congress and signed into law by President Biden includes approximately \$122 billion for elementary and secondary schools. About 20 percent of the funds must go for efforts to reduce "learning loss," but an unspecified amount can be devoted to—



1. **School facility repairs and improvements** to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.



2. **Inspection, testing, maintenance, repair, replacement, and upgrade projects** to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, filtering, purification and other air cleaning, fans, control systems, windows and door repair and replacement.



3. **Developing and implementing health protocols and strategies**, including to the extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

School Facilities and Operations American Rescue Plan:

The following are recommendations for investing in facilities improvements of the Buffalo City School District emerging from the COVID-19 Pandemic. The investments include Facilities, Food Service, Security, and Transportation. Taken together, these actions ensure that we will meet our first overarching goal to open schools safely in the Fall of 2021.

1. Utilization of the NYSED Building Condition Survey to assess the mechanical, electrical, plumbing and general trades systems to prioritize all facility's needs. This approach will allow Buffalo Public Schools to develop a comprehensive plan to safely occupy buildings and restore community confidence.
2. Facility upgrades to HVAC System will improve indoor air quality through mechanical and natural ventilation. The long term benefit of these upgrades will reduce the risk of virus transmission and other environmental health issues (MERV-13, air systems controls, and operable windows).
3. District Wide Strategic Planning will entail centralizing our Information Technology Operations, expanding our Food Service Commissary, and Service Center to efficiently meet our growing needs. Evaluate all non-school facilities for multi-purpose use.
4. The new Center for Information Technology at School 28 will focus on serving the district population and their expanding technological needs.
5. Transportation software will be upgraded to effectively and efficiently schedule bus routes in response to hybrid or partial remote instruction.
6. Collaboration of BPS Facilities Department with the Information Technology Department to provide the necessary Mechanical, Electrical and Plumbing infrastructure needs to support the new Information Technology electrical charging stations, wireless access points, data and power drops.
7. Expand and modernize the Central Food Service Commissary to address the changing nutritional and expanded needs of our students. A central food service commissary will allow for flexible food service in response to building/ classroom space adjustments (i.e. use of cafeteria space for instructional use).
8. Improve inventory tracking capability and warehouse facilities at the BPS Service Center in response to the increased COVID related Health & Safety purchases.
9. Continue to integrate District Security with Information Technology including camera system upgrades, security officer training, and modernization of building access control systems.
10. Continue water testing to meet new Federal and State requirements and guidelines. Expand on an ongoing retrofit of aging plumbing systems to ensure and maintain water quality throughout our facilities.
11. Build upon existing programs that include safety measures involving PPE, Cleaning Protocols, Signage and training in accordance with CDC guidelines. Develop a 6-month supply plan that will eliminate overstocking and overspending on items.
12. Provide Professional Development and training to all facilities staff to safely operate and implement new COVID related protocols and equipment. Training will include proper procedures for shut down and reopening of facilities after a prolonged shutdown.

13. Upgrade existing evaluation measures of Critical Life Safety systems for proper and effective operation. The evaluation will include, but not limited to regular inspections, testing and preventive maintenance of the following systems: fire alarms, fire sprinkler systems, fire dampers, emergency generators, gas leak detection systems, emergency lighting and directional signage and Public Address systems.
14. Analyze existing levels of staffing and develop a plan to address any shortfalls and backlogs that may exist due to requirements of new COVID protocols. Collaborate with labor unions to efficiently address job descriptions and additional certification requirements that may arise.

Metrics and Performance Indicators:

1. A RUBRIC will be developed to assess facilities long and short term investments.
2. Utilize the Red, Yellow, and Green method to prioritize and track, through an equity lens, each individual building facility's needs in the District.
3. Prepare and present a two year priority Capital Improvement Plan to the Board for review and approval.



ARTS



&

ATHLETICS

ARTS & ATHLETICS

We plan to provide instrumental music in every elementary building to ensure that we develop a strong pipeline for ensembles and band programs at the secondary level. This will also entail the purchase of new instruments to accommodate programmatic expansion. At the secondary, we will grow our music program to include cutting-edge music technology course sequences.

Furthermore, we will continue our middle grades musical theatre program this year post-COVID, adding new schools, purchasing costumes, props, and equipment to sustain the program in future years. Moreover, because this program has been so successful, we will extend the opportunity to our high schools. This will require additional professional development, licenses, costumes, props, lighting, and sound equipment.



Buffalo Athletics

2021-2024 Strategic Plan - Higher Student-Athlete Achievement and College Readiness

Executive Summary

Interscholastic athletics play a significant role with learning and development throughout each Student-Athlete's educational journey. Student-Athletes develop socially, emotionally, and physically. This prosperity takes place while the Student-Athlete is learning the merits of teamwork, sportsmanship, character and hard work while striving to achieve shared goals. The educational process is hard at work during the competitive framework of practices and games.

After analyzing regular and post season play among all 17 sports programs, the Buffalo Athletics Department has identified competition gaps in all 19 BPS High Schools. To build highly competitive athletics programs, the Buffalo Athletics Department will partner with all stakeholders to execute this strategic plan to build competitive athletics programs. The mission statement, core values and departmental goals help provide a vision for our programs toward success. Throughout this strategic plan, you will review key organizational objectives, action items, assigned personnel, deadlines and a status reporting.

Mission Statement

The mission of the Buffalo Public Schools Athletic Department is to provide students of all ability levels the opportunity to participate in interscholastic and intramural athletics, prioritizing academics first to reinforce character, lasting principles, faith, and fundamentals while continuously developing highly competitive athletic programs.

Core Values

- 1) Performance Excellence
- 2) Equity
- 3) Efficiency
- 4) A.B.U. - Always Be Upgrading

Buffalo Athletics Goals

- 1) Higher Student-Athlete Achievement and College Readiness
- 2) State of the Art Athletic Equipment and Facilities
- 3) Build a highly competitive Athletics Program
- 4) Highly Effective Coaches

2021-2024 Strategic Plan – Higher Student Athlete Achievement and College Readiness

Objective (What)	Action Items (How)	Stakeholders (Who)	Deadline (When)	Status
Develop a BPS academic eligibility policy and process for all Student-Athletes, Coaches, School Counselors and Principals	Reconvene BPS Athletics and School Counselor meeting focusing on NYSPHAA, Section VI and the creation of a BPS student-athlete academic eligibility policy and process. Collaborate on ideas for the policy and process.	Athletic Department School Counselor	April 2021-June 2021	ongoing
	Form a focus group to research other States High School academic eligibility processes to identify structures of their current policy and analyze how they would meet the needs of our BPS student-athletes and programs.	Athletic Department Principals BPS Departments Student Parent Community Members	Fall 2021	
	Outline a student-athlete academic eligibility policy and process aligned to; current academic standing, credits, graduation requirements and the NCAA recruitment process.	Athletic Department School Counselors Principals	Fall 2021	
	One athletic study table operational in all 18 High Schools for all sports throughout Fall, Winter and Spring sport seasons	Athletic Department Principals	Fall 2021	
Develop College and Career Readiness Plan for high academic achievement for all student-athletes	Reconvene BPS Athletics and School Counselor College readiness meeting focusing on student-athletes/family knowledge and understanding of the NCAA scholarship/recruitment process	Athletic Department School Counselors	April 2021-June 2021	ongoing
	Academic scheduling of core courses aligned to NCAA eligibility requirements to qualify for Division I & Division II athletic scholarships	Athletic Department School Counselors	April 2021-June 2021	
	NCAA Recruitment process and seminar for student-athletes, parents and coaches	Athletic Department	Fall 2021	
	Saturday morning SAT/ACT testing preparation program	Athletic Department Coaches Principals	Fall 2021	
Establish Local College partnerships to increase college enrollment and athletic scholarships	Collaborate with Say Yes to Education to articulate BPS Athletics mission and vision for student athletes/families around college and career readiness plan	Athletic Department School Counselors Say Yes	April 2021-June 2021	
	Strengthen colleges relationships through purposeful meetings, campus visits and College fairs	Athletic Department Bryant and Stratton Principals School counselors Local colleges		ongoing

Execute a BPS Scholar-Athlete Recognition Program- (equity, access, opportunity, equality)	Director of Athletics will meet with the Athletic Liaisons and League Chairs to discuss framework that's aligned to Section VI	Director of Athletics	Fall 2021	
	Establish criteria and framework for the BPS Scholar-Athlete recognition program in collaboration with High School Principals and School Counselors	High School Principals Associate Superintendents Athletic Department Coaches	Fall 2021	
	Finalize and implement the first annual BPS Scholar-Athlete recognition program	Athletic Department Stakeholders	2021-2022 Sports Seasons	
Refine College Signing and Awareness Program: Every year, every sport and every team	Outline college signing framework and criteria for college signing event in collaboration with High School Principals, School Counselors, Athletic Liaisons and Head Coaches	Athletic Department Principals School Counselors	Fall 2021	
	Conduct, analyze and interpret end of season report data to facilitate awareness and record keeping for student-athlete recognitions and accolades	Athletic Coaches		ongoing

2021-2024 Strategic Plan – State of the Art Athletic Equipment and Facilities

Objective (What)	Action Items (How)	Stakeholders (Who)	Deadline (When)	Status
Create a maintenance plan to service our High School Fitness rooms on an annual basis	Create High School fitness room assessment schedule with G & G Fitness	Athletic Department G and G Fitness	April 2021- June 2021	
	Construct District contract to partner and authorize G & G Fitness to service our fitness room equipment	Athletic Department G and G Fitness	April 2021- June 2021	
	Align Athletic Budget to fiscally plan the implementation of all High School upgrade projects	Athletic Department Budget Department Purchase Department	ongoing	
	Obtain Board approval and schedule G & G service to address safety, equipment repairs and purchases	Athletic Department Board of Education	Fall 2021	
Execute Fitness room upgrade projects according to the install dates schedule beginning with the neediest schools	Collaborate with Plant Services, Purchase Dept., Athletic Liaisons, Head Coaches and G & G Fitness for a thorough analysis of each school's fitness room needs to develop a prototype model to implement throughout all 19 High Schools	Athletic Department	ongoing	
	Align Athletic Budget to fiscally plan the implementation of all High School upgrade projects	Athletic Department Budget Department Purchase Department	ongoing	
	Obtain Board approval and schedule G & G service to address safety, equipment repairs and purchases	Athletic Department Board of Education	Athletic Department Board of Education	

Implement capital improvement projects for All High, Riverside and JBW stadiums to install new turf fields, construct field houses and new scoreboards	Conduct an architectural analysis of all three BPS stadiums to review the current conditions of the turf fields, scoreboards and facilities	Athletic Department Plant Department	April 2021- Fall 2021	
	Collaborate with Plant Services, Purchase Dept., Athletic Liaisons, Head Coaches and Local Contractors to develop prototype model to implement across all three stadiums	Athletic Department	Ongoing- Fall 2021	
	Obtain Board approval and schedule the upgrade projects.	Athletic Department Board of Education	Fall 2021	
Strengthen the partnership, planning and execution phases of upgrading Buffalo City Parks, Fields, Courts and Recreational Areas	Revisit facilities upgrade plan with the Ralph C. Wilson Jr. Foundation to advocate for our BPS athletic programs and facilities	Athletic Department Community Affairs Finance Department RCW	April 2021-June 2021	
	Collaborate with BPS District Officials, City of Buffalo, Ralph C. Wilson Jr. Foundation and Community Stakeholders to plan out the capital improvement projects	Athletic Department	April 2021- June 2021	
	Implement final facilities upgrades	Athletic Department	June 30, 2022 June 30, 2023 June 30, 2024	

2021-2024 Strategic Plan -Highly Competitive Athletic Programs

Objective (What)	Action Items (How)	Stakeholders (Who)	Deadline (When)	Status
Organize and align all 2021-22 BPS combining of school forms for competitiveness, opportunities and access.	Collaborate with League Chairs, High School Principals to combine BPS High Schools with the focus on short term or temporary combining	Athletic Department Stakeholders		ongoing
	Remain consistent with combining schools that are in close proximity	Athletic Department		ongoing
	Petition to have competitive, successful teams move up one classification	Athletic Department Coaches		ongoing
Align High School sport offerings and programs with NYSPHSAA/Section VI.	Offer girls swimming in the Fall sport season in 12 BPS High Schools	Athletic Department Coaches Principals	Fall 2021	
	Offer girls tennis in the Fall sport season in 18 BPS High Schools	Athletic Department Coaches Principals	Fall 2021	

Develop a Modified Sports Program. Build participation numbers from modified sports in 7th-8th grades thru	Collaborate and plan meetings with the Ralph C. Wilson Jr. Foundation	Athletic Department RCWjr Foundation	April 2021	ongoing
	Develop a Modified Sports Budget to include: Modified coach staffing, officials, game management staffing, uniforms, equipment, transportation, awards, apparel and accessories	Athletic Department Stakeholders		ongoing
	Implementation of community town hall meetings and community survey to obtain feedback from parents and community members	Athletic Department Stakeholders	Fall 2021	
	MOU re: Most Qualified Coaches	Athletic Department Board members BTF		ongoing
	Facilities - availability, close proximity, City permits, maintenance and upkeep	Athletic Department Stakeholders		ongoing
	Collaborate with Elementary Principals to support, identify potential Elementary Schools to host programs and Initiate Modified leagues and tournaments	Athletic Department Stakeholders		ongoing
Increase JV Sports Teams in all 18 High Schools (aligned with Modified Sport offerings)	Increase athletic budget - JV coach staffing, officials, game management staffing, uniforms, equipment, transportations, awards, apparel and accessories	Athletic Department Coaches BPS Departments		ongoing
	Initiate JV leagues and tournaments	Athletic Department Coaches		ongoing
Increase standalone Varsity Teams in all 18 High Schools (aligned with Modified and JV Sport offerings)	Competing in Section VI leagues - ECIC or NFL	Athletic Department Coaches		ongoing
	Competing in Sectional playoffs and State playoffs	Athletic Department Coaches		ongoing
Develop an equitable minority pipeline for sports officials in all levels of interscholastic sports.	Conduct a town hall meeting to attract and recruit a diverse student population who shows interest in officiating sports.	Athletic Department Stakeholders	Fall 2021	
	Offer a training program to support High School students interested in obtaining knowledge in NFHS rules	Athletic Department Officials Association	Fall 2021-	
	Develop a beginning certification course for students to obtain a	Athletic Department Officials Association	Fall 2021	

	Modified Sports Officiating certification.			
	Create a budget to compensate High School lead officials, assigners and student participants	Athletic Department Budget Department	Fall 2021-	
	Implementing our own students, alumni and staff to form a diverse pipeline to officiate Modified sports.	Athletic Department Stakeholders		ongoing

2021-2024 Strategic Plan – Highly Effective Coaches

Objective (What)	Action Items (How)	Stakeholders (Who)	Deadline (When)	Status
Finalize the Athletic MOU -involving the coach hiring process, coach interview questions and coach interview rubric. Include an addendum on coach stipends.	Conduct an analysis on coach stipends from five New York School Districts. (i.e. Ken-Ton, Sweet Home, Lackawanna, Rochester and New York City)	Athletic Department Stakeholders		ongoing
	Reconvene meeting with the BTF President to discuss next steps in signing the MOU for the coach hiring process, coach interview questions, coach interview rubric and addendum for coach stipends.	Athletic Department BTF	April 2021-June 2021	
	Share the coach hiring process, coach interview questions and coach interview rubric and addendum on coach stipends with BPS Principals and Human Resource Department.	Athletic Department BPS Department	Fall 2021-	
Develop an Annual Coaches Certification Program.	Meet with American Red Cross and University of Buffalo to discuss Coaches certification guidelines and a partnership to support an annual coaches certification program.	Athletic Department Stakeholders		ongoing
	Collaborate with the University of Buffalo to design framework/process for coaches certification program	Athletic Department Stakeholders		ongoing
	Offer two annual certification course sessions to coaches during the Fall and Spring District professional development or Superintendent days.	Athletic Department Staff Development		
Implement a data recording and collection process for all sports.	Create an End of the Season Report for all coaches and sports. Include the following: student and team data, uniform and equipment inventories, season results, individual/team accolades and hall of fame nominations.	Athletic Department Coaches		ongoing

	Compile data, identify trends and results to guide decision making for athletic operations.	Athletic Department OSA		ongoing
	Hold coaches accountable for end of season duties; collecting/securing uniforms and equipment, honoring student-athletes and coaches.	TOSA of Athletics Coaches Athletic Liaisons		ongoing
Implement HUDL Technology services (Professional film) to improve sport specific teaching and learning, facilitate NCAA Division I and II scholarships and professional development opportunities for coaches.	Negotiate a three year plan with HUDL which includes; gymnasium cameras, stadium cameras, service packages and professional development and technical support to implement among all BPS Football, Basketball, Soccer and Lacrosse programs.	Athletic Department HUDL		ongoing
	Over a three year span, implement HUDL services (i.e. sport specific teachings, college recruiters, campus visits) and professional development to support all student-athletes and coaches.	Athletic Department HUDL		ongoing
Implement an annual professional development session to increase coaching knowledge and experience.	Conduct a town hall meeting and survey the coaches to identify coaching weaknesses, areas of improvement or areas needed to specialize.	Athletic Department Coaches Stakeholders	Fall 2021	
	Collaborate with college and professional teams to identify a keynote speaker or coach to host a professional development session	Athletic Department G and G Staff Development	Fall 2021	
	Collaborate with college and professional teams to identify a key note speaker or coach to host a professional development session.	Athletic Department Stakeholders		ongoing



PUBLIC ENGAGEMENT & COMMUNICATIONS

The American Rescue Plan (ARP) Act signed into law in March 2021 by President Biden requires that school districts receiving ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. In addition, before making the plan publicly available, school districts are required to seek public comment on the plan. The Buffalo Public Schools has accomplished this directive.

Moreover, it will be vital for school districts and their communications departments to find ways to effectively engage stakeholders within the school community (staff, students, and parents) as well as external stakeholders (community organizations, public, media)—and do it in a way that builds trust while educating and informing these stakeholders of their efforts.

THE PLAN: GATHERING INPUT & BUILDING TRUST



To this end, a dedicated page has been crafted on the Buffalo Public Schools website, with a survey link in our top 10 languages other than English. Public meetings were immediately set up for April 29, May 15, May 24 and May 25, in order to effectively engage stakeholders within our school community including staff, students, and parents, as well as external stakeholders such as community organizations, the general public, and local media. Announcements of the meetings were placed in community newspapers, on our website, sent to all homes through our automated call system in our top 10 languages, released to the media through advisories, and emailed throughout the district. Special meetings with translators were set up for our multilingual families. Additionally, a presentation was made to the Buffalo Common Council on June 15.

Staff who facilitated the meetings were adept at clearly stating the District's objectives and vision based on known needs within our student population and the infrastructure of our curriculum. The ongoing goal in the formation of the Communication Plan is to facilitate stakeholder understanding and impress on them that they play a vital role in steering the District's plan in regard to the next three years of stimulus funding. The interactive conversation during the meetings combined public input with a robust question and answer format so that stakeholders have a deeper knowledge of District needs and operations.

FEEDBACK INFORMING THE PLAN



Every stakeholder has a voice. A survey was placed on our website and advertised to the internal and external communities through automated calls and emails. The link was sent directly to parents. In addition to the survey answers, all feedback during our stakeholder meetings was recorded, made into documents, and categorized by frequency of occurrence and department/area of concern and posted on our website at buffaloschools.org. Many items that have been requested in terms of communication needs were implemented within one working day of the suggestion, particularly where it concerned transparency on the website.

MAKING DOLLARS COUNT & TELLING THE STORY



Once the District's full ARP plan is implemented, we will tell the story about why and how the funds are being invested. Stakeholders will be informed of the plan's objectives coming to fruition, as we provide evidence-based and data-driven facts.

The District will use our website and social media pages, automated calls, local news outlets and small paper publications, and the Superintendent Dr. Kriner Cash's widely distributed Weekly Brief to document the ESSER funds in action. In-school videos will be made and shared on the District website, and hashtags will be created and shared with all 65 schools' administrators so that they can contribute to visual storytelling of the plan at work. These same individuals will be given a toolkit of talking points that they can use with their staff and families through letter/robocall/text/social media templates and school newsletters.

The Office of Shared Accountability will play a major role in the maintenance of a dedicated page on the District's website. All information on the funding will be posted so the public can track how funds are being spent, keep up on the strategies the district is employing, and stay informed of the measures used to gauge student outcomes.

In short, the District, grateful for these substantial taxpayer dollars, will maintain a permanent campaign to demonstrate to the public the requested and effective use of the funds toward positive outcomes for students.

ARP/ESSER STIMULUS 2021 COMMITTEE OF STAKEHOLDER MEETINGS

INVESTMENTS IN IT SECURITY ENHANCEMENTS

4/29/21, 5/15/21, 5/25/21

Stakeholder Recommendations

ARP/ESSER Stimulus 2021

Committee of Stakeholder Meeting – 4/29/21, 5/15/21 & 5/25/2021

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"> Reduced class size and increased focus on small group activities (many online participants, at-home viewers, BCSA, DPCC, BPTO – their highest priority item) Increase the number of arts & cultural program offerings (BCSA, online participant) Restored art & music programs (BPTO, BCSA, many at-home viewers) More instrumental music teachers and training for students on how to maintain their instruments (BCSA, online participant) Better access to music lessons outside school (BCSA, at-home viewer) Buy new science lab equipment and other large purchases (online participant) Focus on under-achieving and special education students (online participant, email respondent, BCSA, DPCC) Support for English Language Learners (BCSA, DPCC) ELL/ENL student support teachers to cover mandated times throughout caseload. (BCSA) Project-based learning for all students (BCSA, online participant) Service-learning projects (DPCC, BCSA, multiple online participants) More librarians, libraries open full days, 5 days/week at each school (BPTO) Environmental education (BPTO) Life skills education (BPTO) 	<ul style="list-style-type: none"> Student well-being needs to be a focus of systemic change (based on Grit by Zwick and Mindset by Duckworth, for example) (BASA) Character education development. (BASA, BCSA)) 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) 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) Student support staff (social workers, guidance counselors, psychologists, full-time student support teams) (BPTO, BTF, CHWPA, BCSA, many at-home participants) Increased number of student support teams at high school level, possibly even by grade level (online participant) Address loss of socialization, social connections and sense of community as a part of the school (online participant) Full time school counselors at all schools to be more 	<ul style="list-style-type: none"> Improve air filtration & lighting (BPTO, BCSA, BASA, 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 (BCSA, MANY online participants) Fully upgrade physical school environments (BCSA, BASA, 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 and staff (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

<ul style="list-style-type: none"> • Teach sign language as if it were a foreign language and offer it as an additional language option (online participant) • Expand criterion schools and the opportunities offered at those schools (BASA, DPCC) • Offer testing for criterion-based schools to ALL students (BASA) • Test students using skills-based (non-academic) tests for criterion-based schools (ex. Riverside Cognitive Abilities Test) (BASA) • Increase access to International Baccalaureate (DPCC) • Specialized program for boys and girls (BCSA, at-home viewer) • Summer programs for seniors struggling to graduate. (email) • 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 school buildings have a middle school (5-8), instead of PreK-8 models (online participant) • Partner with high schools to have a work-release program to come and work in classrooms with elementary students. (BCSA) • Maintain Seesaw subscription (BCSA) • Math curriculum be addressed to ensure that our students are ready for college math when they get there. (BCSA) • Eliminate concurrent instruction and create the delivery of remote only instruction with specific staff to support (BCSA) • More science experiment materials to package for home/classroom/after school or to use during school event nights (BCSA) 	<p>comparable to our suburban counterparts (BCSA, multiple online participants)</p> <ul style="list-style-type: none"> • CHAMPS program (online participant) • Restorative Practices (BCSA, online participant) • Mentoring programs (DPCC) • All elementary schools partner with an organization to offer a “Big Brother/Sister” to interested (BCSA) • Hire more attendance teachers to get students back in school (at-home viewer, BCSA) • Mental health counseling, wrap-around services (MVP, BCSA, at-home participants) • At least 30 minutes of small group counseling per week available to all students (BCSA, at-home viewer) • Department of Social, Emotional and Wellness Supports should be appropriately resourced to have the capacity to implement the District Wellness Policy, and the currently vacant District Wellness Coordinator position should be filled. (BCSA, CHWPA) • The Code of Conduct/addendum should also be reviewed, revised and implemented (inclusive of restorative justice) and in partnership with families and the community. (CHWPA, BCSA) • Rebuild relationships through trauma-informed, culturally responsive communication and collaboration (CHWPA, BCSA) • A full-time nurse, psychologist, psychiatrist, social worker, mental health counselor, parent coordinator at each school. (BCSA) 	<p>the winter months when it gets dark earlier (online participant)</p> <ul style="list-style-type: none"> • Review facilities analysis of each school (BASA) • Playgrounds, field space, purchase vacant lots adjacent to schools (BCSA, BASA) • Art studios, music studios, science labs, gross motor rooms (BASA) • Assess acoustics and noise throughout the buildings. (BASA) • Hire more engineers (BCSA) • Utilization design of class size and space, how to use space efficiently and to the student’s advantage (BASA) • Green initiatives BCSA, (BASA) • Schools with unused pools are repaired and used for students with the possibility of adding geo-thermal heating as an example. (BASA, BCSA) • Student contact with nature, nature deficit disorder, learn from nature (BASA) • SBMT determines upgrades to buildings that are in need of facility improvements. (BASA) • Address facility inequity (BASA) • Apply components of “Third Teacher” training for the indoor and outdoor learning environments of students (BASA) <ul style="list-style-type: none"> ○ varied furniture and seating ○ commitment to moving during the day ○ natural light with quality lighting ○ neutral walls ○ curated student work throughout the building ○ collaboration with staff, parents and community ○ utilizing nature inside and outside ○ multi-size gathering spaces in classrooms and other school spaces ○ active areas for learning ○ quiet areas for thinking, reflecting, exploring
---	---	--

		<ul style="list-style-type: none">○ room configurations that promote eye to eye contact○ materials are accessible○ class structure providing safety and sense of belonging
--	--	--

Focus on Math/Reading Interventions	Serving our Neediest Students & Families	Physical Building Safety & Security
<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) • More support math teachers (BCSA, BPTO) • More support reading teachers (BPTO, BCSA, at-home viewers & email respondents) • A centrally funded reading and math support teacher for every school building, so each school has one equitably (BCSA, at-home viewer) • High school support for struggling students, not just elementary supports (at-home viewer) • Intervention services (BTF, BCSA) • Provide additional targeted support in math, especially because upper grade course build upon one another. (BCSA) • 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. (BCSA) 	<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, at-home viewer) • More school security staff (BCSA, online participant) • Improvements to make the buildings feel safe and secure (at-home viewer)
Addressing Learning Loss	Athletics	Transportation
<ul style="list-style-type: none"> • After school ELT (BPTO, BCSA, at-home viewer, online participant) • Summer programming (BPTO, BCSA) • 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) • More Saturday academic programs for bilingual families (online participant, BCSA) 	<ul style="list-style-type: none"> • Create a solid intramural and modified sports program open to all students, with a wider variety of options (BPTO, BCSA, at-home viewer, online participants) • Increase diversity in sports officiating, especially in Section 6 (online participant) • Increase fairness in competition in sports (online participants) 	<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) • More bus aides for safety and to ensure hand sanitization (MVP, BCSA) • Greater student access to transportation for

<ul style="list-style-type: none"> • Use multiple methods to gather student data (at-home viewer) • Individualized Student Success Plans for all students (DPCC) • Make a Buffalo Educational Support Team (at-home viewer) 	<ul style="list-style-type: none"> • 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 	<p>extracurricular activities (BCSA, at-home viewer)</p>
College & Career Readiness	Supporting Parents & the Community	Culturally & Linguistically Responsive Initiatives

<ul style="list-style-type: none"> • expanded vocational program offerings (ex. electrical, mechanics, green technology) (at-home viewer, online participants, email respondents) • Expanded programs for trades connected to local industries, for example National Grid. (online participant) • Reinstatement of a vocational training center (at-home viewer) • Use funds to help students with SAT prep, college essay writing, scholarship application completion, etc. (online participant) • Teach students what is needed to obtain a scholarship and give them help with the applications (online participant) • More youth employment opportunities (online participant) • Create a Youth Development Center to connect students to part time jobs (online participant) • Teacher students about financial literacy and how to create generational wealth (online participant) • Financial stability and money management courses for all students (online participant) • Teach life skills (online participant) • Teach students how to manage their online presence in different formats, as part of digital literacy (online participant) • Teach resume writing (online participant) • Home economics in school (at-home viewer) • Learn about sound engineering and other careers in the music industry (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 	<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) • Invest in rebuilding trust with parents (online participant) • Staff parent room like parent centers (DPCC) • Expand the methods/platforms for parent access (at-home viewer) • Better communicate/ highlight and inform the public about the good things happening in BPS (at-home viewer) • Recognize parents/caregivers are under persistent acute & chronic stress (CHWPA) • Mental health services for parents & families (MVP) • Parent involvement programming (at-home viewer, BCSA) 	<ul style="list-style-type: none"> • Expansion of Emancipation Curriculum & CLRT programming (BPTO, CHWPA) • 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) • Revisit curriculum and programming for Native American students (online participant) • Native American Magnet (#19) needs to address flagpole and murals in building, need updating (online participant) • Teach more African languages at an earlier age (ex. Swahili). (online participant) • Implement the 1619 Project.
---	--	--

<p>employment world. (online participant)</p>	<ul style="list-style-type: none"> • Parent programs to assist youth who are parents (BCSA, at-home viewer) • Ensure the health, safety and well-being of every student and family (CHWPA) • Connect with “grass roots” organizations to help families and the community with healing from the pandemic (at-home viewer) • Community member access to school buildings for activities, exercise, and recreation, much like a community center (not just at Community Schools) (MVP, BCSA) • Sponsor parent field trips on weekends-museum, zoo, and Explore & More passes OR increase and pay for more district sponsored field trips (BCSA) • Uber passes or bus fare for families to come to family conferences and school events. (BCSA) 	
---	---	--

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) • Teachers who specialize in teaching in virtual format for a virtual school (ex. Virtual high school) (at-home viewer) • Virtual learning support center and coordinator (BPTO) • Virtual learning support coordinator (BPTO) • Build IT infrastructure for improved access and network security (online participant, email respondent) • Purchase new technology devices for students and staff, current devices are out of date (email respondent) • Devices for teacher assistants, aides, and health care aides (BEST) • Greater emphasis on increased IT support personnel (at-home viewer) • Building-based upgrades (at-home viewer) • Upgrade devices for students (at-home viewer) • Contract with outside entities for IT support for a 3-year contract, not hire new staff (at-home viewer) 	<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. (BCSA, online participant) • Send the feedback collected so far to all parents, instead of just posting on the website. (online participant) • School-level decision-making and school-based budgeting needed on use of funds for each building (BTF, BCSA, at home viewers) • District needs parameters for use of funds (BTF, BCSA) • All unions, SBMTs and parent groups should vote on use of funds (BTF, BCSA) • Provide itemized costs of each "ask". For example, how much does an extra hour of ELT cost vs. a half hour? (at-home viewer) • See what other school districts are doing (at-home viewer, BCSA) • Develop an integrated approach for equity in all policies, practices and programs (CHWPA) • Specific policies, practices and programs that may facilitate recovery (multiple suggestions provided) (CHWPA)

		<ul style="list-style-type: none"> • Use District’s established plan for shared decision making (CHWPA, BCSA) • Send American Rescue Plan survey link to parents directly through an email. (online participant)
Professional Development	Student Physical Health	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) • “Home grown” Training program for teacher aides to become teacher assistants, and teacher assistants to become teachers (at-home viewer, BCSA) • Teacher mentoring programs (DPCC) • Partnerships with local colleges/universities to recruit more teachers (DPCC) • Tuition assistance for teacher aides and assistants to go to college to become teachers (BCSA, at home viewer) • Work with local colleges to incentivize student teachers with a monetary amount during student teaching (\$1200 when they complete the assignment) (BCSA) 	<ul style="list-style-type: none"> • COVID-19 coordinator to ensure safety protocols are being followed at building level and District-wide (BPTO, BCSA) • More cleaning products (at-home viewer, BCSA) • Clean and sanitize schools more thoroughly (at-home viewer, BCSA) • Align public health and public education and work through the research-based “Whole School, Whole Community, Whole Child” model and the District Wellness Policy. (CHWPA) 	<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) • Use Participatory Budgeting process practices (DPCC) • Geoffrey Canada model of paying students as employees (at home viewer, BCSA) • Use funds to rectify cuts to school-based budgets & equitable funding distribution (many at-home viewers, BCSA) • Add additional staff to buildings for the purpose of attrition planning (at-home viewer, BCSA) • Emphasis on fiscal equity (BOE President Cottman, BCSA) • System for equitable funding distribution (at home viewers, BCSA)
Advanced Coursework, Enrichment & Rigorous Curriculum Opportunities		Human Resources Related

<ul style="list-style-type: none"> • More extracurricular activities (MVP, BCSA) • 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) • 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, at-home viewer) • 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"> • More teacher aides & assistants (at-home viewers, BCSA) • 2 teachers in classrooms to reduce class sizes (BCSA, MVP) • 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) • Raises for teachers (BPTO) • Raises for teacher aides & assistants (at-home viewer) • Settle all union contracts (at home viewers, BCSA) • Attract more diverse workforce (at-home viewer) • Add additional staff to buildings for the purpose of attrition planning (at-home viewer) • 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 (CHWPA) • 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. (CHWPA, BCSA)
--	--	---

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) • Collaboration with tradesman unions for paid internship opportunities ties for students (BPTO) • Partner with more local businesses to set up internships for ALL students, above and beyond those in trades or college bound (online participant) • Incentivize monthly student/parent projects at home- send a list for the year of monthly projects (BCSA) • Extend learning to home. • Incentivize parent partner learning-most growth in WPM, writing IVFs for books read independently (BCSA) • Increase in the number of math facts, completing a Lexialevel at home (BCSA) 		

ARP/ESSER STIMULUS 2021 MULTILINGUAL STAKEHOLDER MEETING 5/24/21

Language 4:30-5:00	Number of Parents/ Community Members	Feedback
Swahili	Parents: 2 Community Members: 0	<ul style="list-style-type: none"> • Provide outfits/ uniforms/ shoes for students and families. • Provide increased number and more easily accessible meals. • Provide cleaning supplies for homes. • <u>After the meeting, community members/ parents shared:</u> • -masks, hand sanitizer, computers, school supplies, meals, more transportation (currently not enough to serve all students?), assist with home health, more school resources, more aids/ assistants
Nepali	Parents: 0 Community Members: 0	Presentation was recorded in Nepali and recording will be made available for those that could not attend the meeting.
Kinyarwanda	Parents: 0 Community Members: 0	<p>The interpreter noted that some families could not join tonight however, they had some suggestions for utilizing the funds. The suggestions are as follows:</p> <ul style="list-style-type: none"> • After school programing • Materials provided to students. • Clothing drive or clothing closets at schools where students can get clean clothing. • Starting programs targeted for hygiene within the community-general health and wellness hygiene and dental hygiene. • More availability of medical care and dental care • Possibly access to washers and dryers so families have a way to provide clean clothing for their students.
Bengali	Parents: 0 Community Members: 0	Presentation was recorded in Bengali and recording will be made available for those that could not attend the meeting.
Tigrinya	Parents: 3 Community Members: 1	Community Member shared that a Parent Congress needs to be created for immigrant parents. The purpose would be to help parents understand the school system and reports cards, share ideas that can be taken to BPS by one voice, allow parents to share ideas as they have many ideas but may not know how to verbalize the ideas.

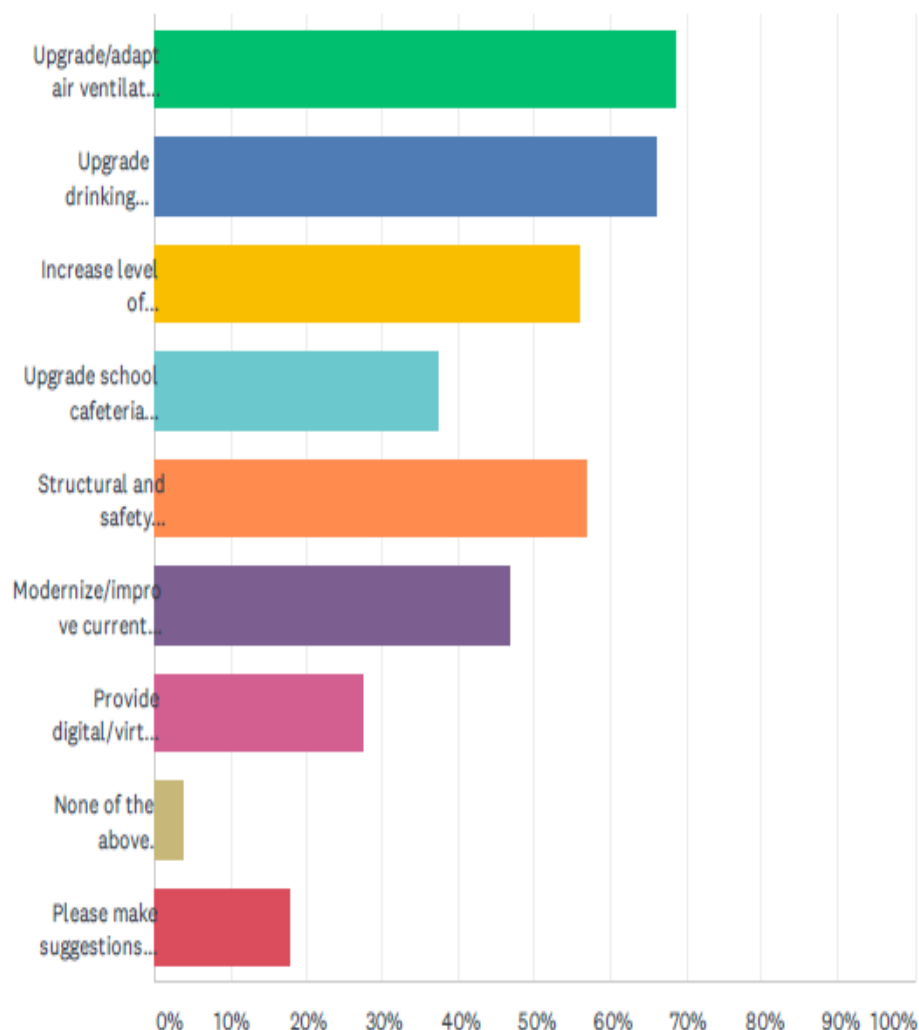
Language 5:30-6:00	Number of Parents/ Community Members	Notes
Somali	Parents: 1 (Bilal Mohamed) Community Members: 0	<ul style="list-style-type: none"> • In home tutors • After school programs • School every day for all kids • More hands-on work with kids • More parent involvement meetings • Do not like the technology for young kids • Heard about meeting on Class Dojo from teacher, Said there was a ConnectEd call- left voicemail
Spanish	Parents: 0 Community Members: 0	Presentation was recorded in Spanish and recording will be made available for those that could not attend the meeting.
Burmese	Parents: 0 Community Members: 1	<ul style="list-style-type: none"> • Community member said families are worried that their students won't catch up and would like summer school for all children provided. • He also suggested that the funds can be spent on in person parent centers with daycare to be provided in centers close to their children's schools or in the schools. • In-person afterschool programming designed to catch up the children that have lost so much education from the Covid 19 pandemic is needed. • Many parents feel that the virtual setting was not successful for the children. • Educational opportunities for adults such as basic English and GED programs- with daycare provided in an in-person setting.

Arabic	Parents: 4 <ul style="list-style-type: none"> • Rabae • Halima Community Members: 0	<ul style="list-style-type: none"> • HW teams to support students and parents • Better communication from teachers • Tutoring sessions for parents on BPS platforms, report cards and exams • Guide and contact information for new students and families to the district- packet of “What to Expect in BPS as student and a Parent” • Drop-in sessions for language support to help read report cards and information sent home • Dual Language program in Arabic • Summer cultural classes in Arabic • Better cooling system on busses-students with masks tell parents it is too hot • School field trips on Saturdays with students and families • All parents learned about the event from community organization ahead of time, then day of event received district all-call
Karen	Parents: 1 Community Members: 0	Sayeh Paw shared whatever the schools thinks would be best.

ARP/ESSER STIMULUS 2021-22 SURVEY

Q21 Capital Improvements, Buildings & Grounds Initiatives. (Please select the initiatives you support).

Answered: 2,021 Skipped: 821



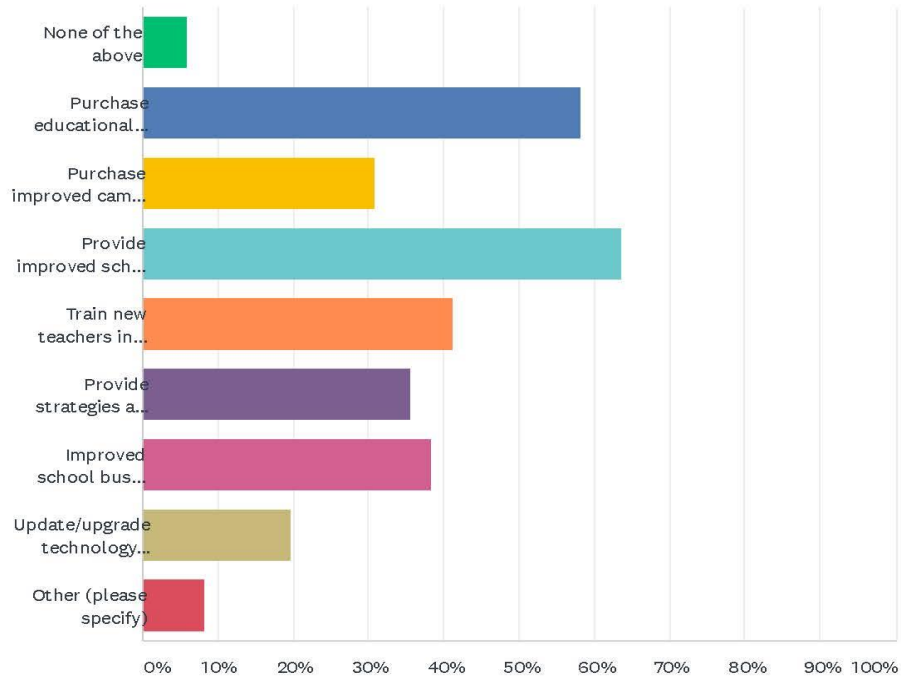
Buffalo Public Schools Survey for 2021 American Rescue Plan

ANSWER CHOICES	RESPONSES	
Upgrade/adapt air ventilation systems to improve air quality.	68.53%	1,385
Upgrade drinking fountains to water bottle refill stations.	66.06%	1,335
Increase level of cleaning/sanitation of schools.	56.16%	1,135
Upgrade school cafeteria equipment for improved safety and sanitation.	37.41%	756
Structural and safety improvements for school buildings (ex: new windows, doors, security systems, roofing, plumbing, masonry, electrical, painting, flooring, lead paint remediation, etc.).	56.95%	1,151
Modernize/improve current sports facilities, playgrounds, and gymnasiums to allow for improved safety, increased social distancing and inclusiveness of students and families with disabilities(ex: bleachers, jogging tracks, turf fields, locker rooms, etc.).	46.76%	945
Provide digital/virtual methods for families, friends, and caregivers to view student sporting events when sufficient social distancing is not available to accommodate a large crowd.	27.36%	553
None of the above.	3.86%	78
Please make suggestions about specific building improvements.	17.71%	358
Total Respondents: 2,021		

Buffalo Public Schools Survey for 2021 American Rescue Plan

Q22 Student Access to Technology (Please select the initiatives you support)

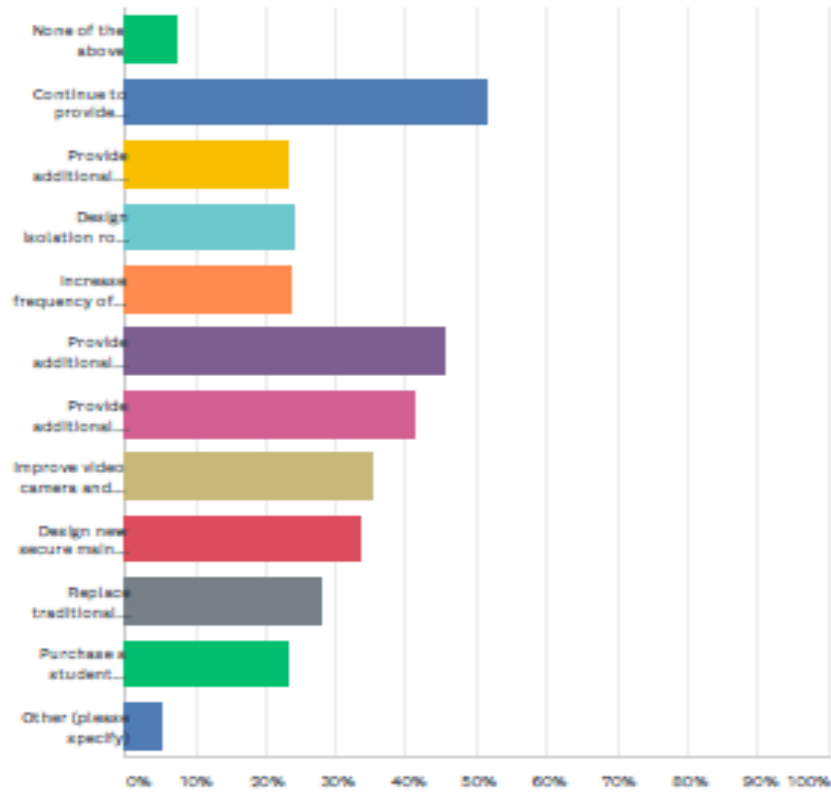
Answered: 1,961 Skipped: 881



ANSWER CHOICES	RESPONSES	
None of the above	5.92%	116
Purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and specialized methods of delivering instruction.	58.24%	1,142
Purchase improved camera equipment (ex: cameras that automatically move with the teacher, tripods, etc.)	30.80%	604
Provide improved school wide and neighborhood WiFi, so that students and families can have free internet access.	63.59%	1,247
Train new teachers in virtual classroom technology and remote learning.	41.31%	810
Provide strategies and solutions to re-design and re-architect a more secure, best in-class, network infrastructure.	35.65%	699
Improved school bus routing software, including web apps to allow students and families to know when school buses are coming.	38.35%	752
Update/upgrade technology hardware and software for the Adult Education program	19.63%	385
Other (please specify)	8.21%	161
Total Respondents: 1,961		

Q23 Student Health & Safety: (Please select the initiatives you support)

Answered: 1,913 Skipped: 929

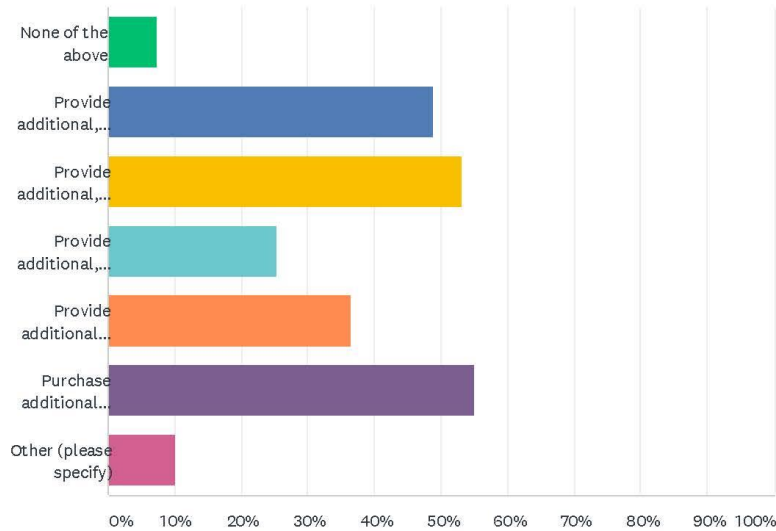


Buffalo Public Schools Survey for 2021 American Rescue Plan

ANSWER CHOICES	RESPONSES	
None of the above	7.32%	140
Continue to provide COVID-19 mitigation resources (ex: plexiglass barriers, masks, hand sanitizer, cleaning products, etc.).	51.54%	986
Provide additional mitigation resources and cleaning products for instructional staff working off site (ex: Adult Education staff working at community centers).	23.21%	444
Design isolation rooms adjacent or within clinic spaces to have separate mechanical and ventilation systems	24.10%	461
Increase frequency of on-site COVID-19 school-level testing of students and staff.	23.52%	450
Provide additional mechanical equipment to supplement ventilation air for gymnasiums, auditoriums, and cafeteria spaces.	45.58%	872
Provide additional school nurses, substitute nurses and field trip nurses.	41.19%	788
Improve video camera and automated security systems for building safety	35.34%	676
Design new secure main entry points into buildings.	33.56%	642
Replace traditional glass windows with bulletproof glass.	27.91%	534
Purchase a student tracking system to better identify student ridership trends and student location for improved student safety (ex: to make sure students safely arrive at school/home).	23.31%	446
Other (please specify)	5.18%	99
Total Respondents: 1,913		

Q24 Initiatives to Address Learning Loss: (Please select the initiatives you support)

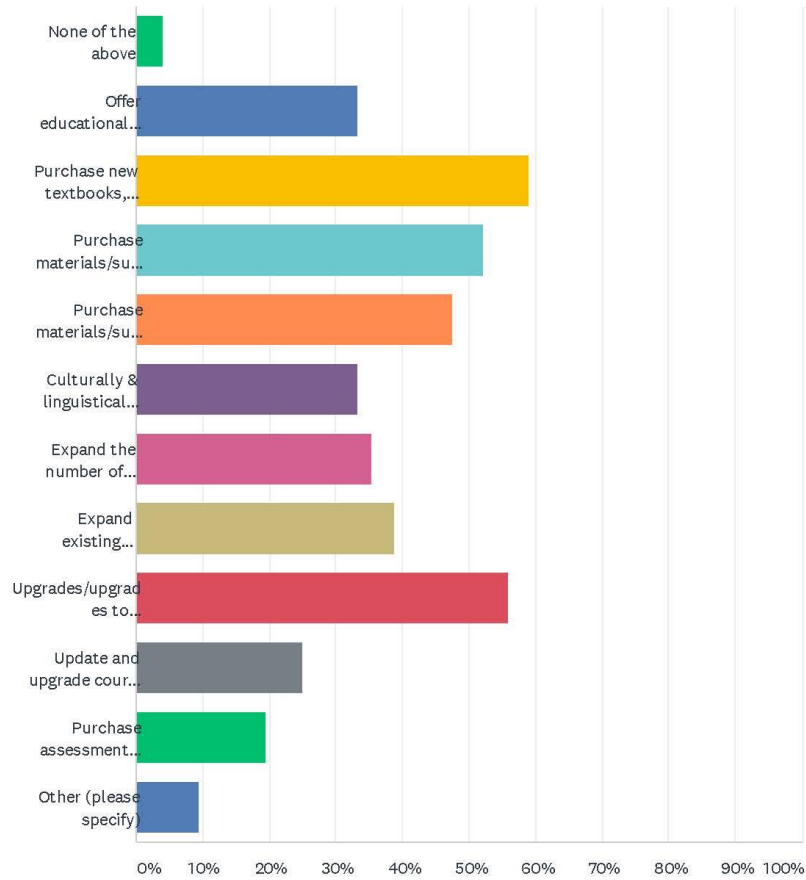
Answered: 1,898 Skipped: 944



ANSWER CHOICES	RESPONSES	
None of the above	7.22%	137
Provide additional, in-person learning time during the summer.	48.79%	926
Provide additional, in-person learning time before and/or after school.	53.16%	1,009
Provide additional, in-person learning time on Saturdays.	25.29%	480
Provide additional learning time using a virtual/online format	36.46%	692
Purchase additional academic intervention programs for struggling students (in both book and digital format)	54.95%	1,043
Other (please specify)	10.12%	192
Total Respondents: 1,898		

Q25 Instructional Initiatives: (Please select the initiatives you support)

Answered: 1,925 Skipped: 917

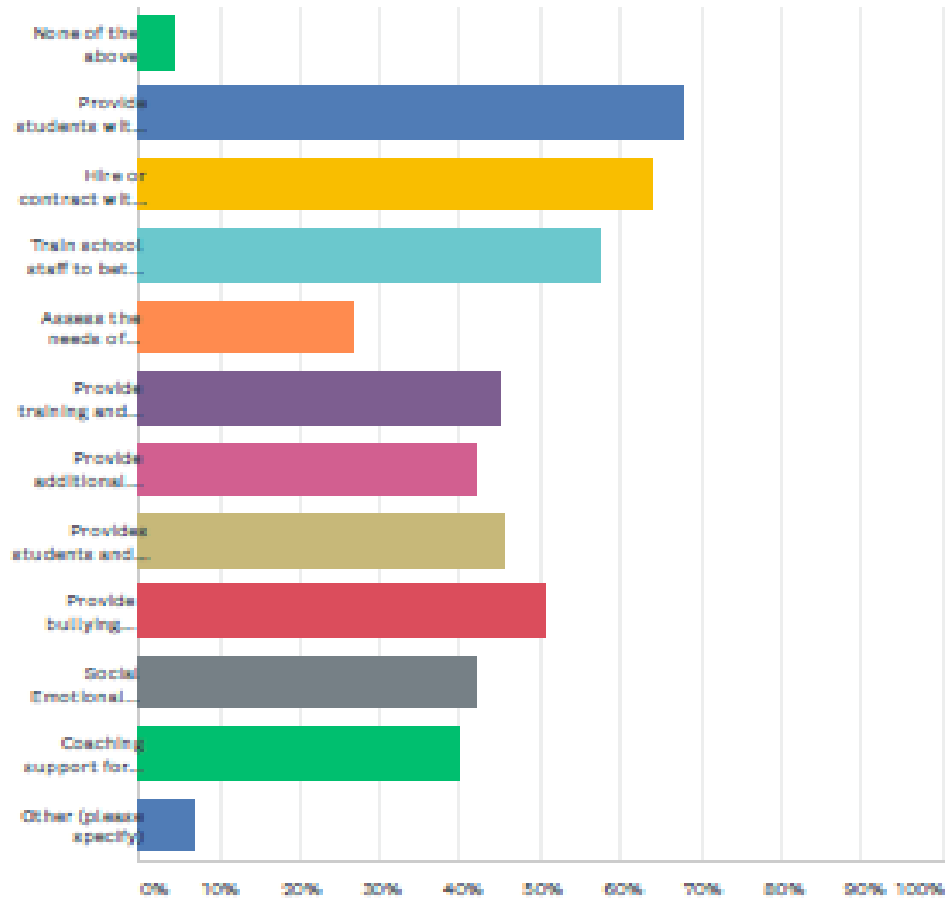


Buffalo Public Schools Survey for 2021 American Rescue Plan

ANSWER CHOICES	RESPONSES	
None of the above	4.05%	78
Offer educational options using a digital/online format (ex: a fully virtual high school)	33.30%	641
Purchase new textbooks, instructional programs, instructional supplies, STEM resources and lab equipment, etc. for classrooms.	58.91%	1,134
Purchase materials/supports for special education programming.	52.00%	1,001
Purchase materials/supports for students for whom English is a new language (ENL).	47.58%	916
Culturally & linguistically responsive initiatives.	33.25%	640
Expand the number of Advanced Placement course offerings and recruitment of diverse student populations.	35.43%	682
Expand existing musical theater programs.	38.81%	747
Upgrades/upgrades to trade-based educational programs, material, and equipment (ex: automotive & electrical vehicle repair, green technology, HVAC, plumbing, carpentry, nursing and in-home care, investigative cybersecurity, etc.)	55.90%	1,076
Update and upgrade course offerings through the Adult Education division to include navigating the health care system, personal finance, etc.	24.94%	480
Purchase assessment tools to support informed instructions.	19.53%	376
Other (please specify)	9.45%	182
Total Respondents: 1,925		

Q26 Student Social/Emotional Supports: (Please select the initiatives you support)

Answered: 1,908 Skipped: 908

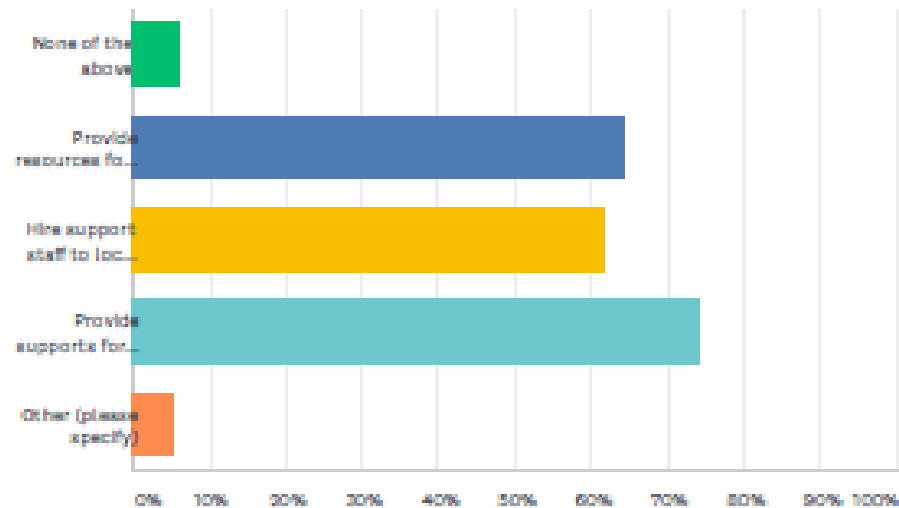


Buffalo Public Schools Survey for 2021 American Rescue Plan

ANSWER CHOICES	RESPONSES	
None of the above	4.18%	81
Provide students with additional mental health prevention resources and support during the school day, and during extended learning time or when students receive home instruction services.	67.51%	1,307
Hire or contract with additional social workers, school guidance counselors, psychologists, community health workers and mental health staff.	63.89%	1,237
Train school staff to better identify students experiencing social/emotional distress and possibly those who are struggling with mental health, so they can be referred to counselor/social worker.	57.44%	1,112
Assess the needs of students using the 2019 and 2021 Youth Risk Behavior Survey, Universal Mental Health Screener and School Health Index.	28.55%	514
Provide training and ongoing support in social emotional and wellness competencies.	44.89%	869
Provide additional training for school staff, including teacher aides and assistants, to recognize signs of possible child abuse.	41.84%	810
Provides students and families with suicide and substance abuse prevention resources.	45.30%	877
Provide bullying prevention programs, training, and improved methods of reporting bullying (including cyber-bullying).	50.41%	976
Social Emotional assessment to proactively help staff identify and predict students who will have social and emotional needs, as well as trained staff to analyze that data through a social emotional and culturally responsive lens.	41.79%	809
Coaching support for school buildings to promote tiered system of support for positive behavior, social emotional wellness strategies and student attendance.	39.98%	774
Other (please specify)	6.92%	134
Total Respondents: 1,938		

Q27 Support Our Neediest Students: (Please select the initiatives you support)

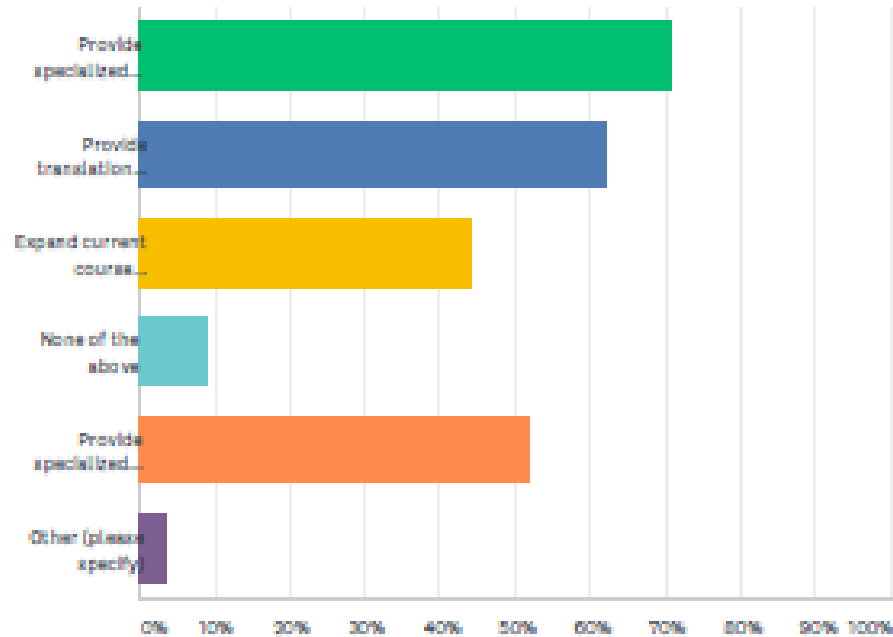
Answered: 1,879 Skipped: 963



ANSWER CHOICES	RESPONSES	
None of the above	6.07%	114
Provide resources for students and families who need better access to health resources including educating students and parents on issues regarding health and well-being.	64.24%	1,207
Hire support staff to locate students who have stopped attending school during COVID-19 pandemic.	61.47%	1,155
Provide supports for students who are homeless, in foster care, suspended from school and/or who are pregnant and/or parenting children.	74.03%	1,391
Other (please specify)	5.22%	98
Total Respondents: 1,879		

Q28 Supporting Immigrant Students & English Language Learners: (Please select the initiatives you support)

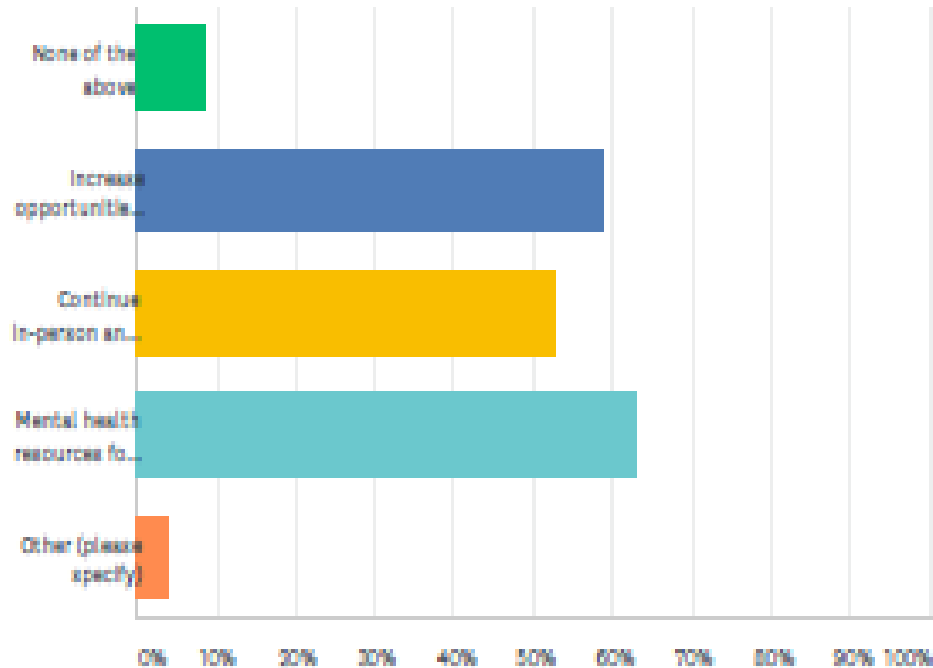
Answered: 1,818 Skipped: 1,026



ANSWER CHOICES	RESPONSES	
Provide specialized resources, programming, and supports to address the unique needs of students and families for whom English is a new language.	70.70%	1,284
Provide translation equipment & materials (ex: Translation headsets/software to allow for better communication between school staff and families, printed materials in native languages, a thesaurus for each newly arrived student, etc.)	61.89%	1,124
Expand current course offerings for adult education to include sections for those who are new to the English Language.	43.83%	796
None of the above	9.00%	165
Provide specialized resources, programming, and supports to address the unique needs of bilingual students and families.	51.76%	940
Other (please specify)	3.41%	62
Total Respondents: 1,818		

Q29 Supporting Parents & Families: (Please select the initiatives that you support)

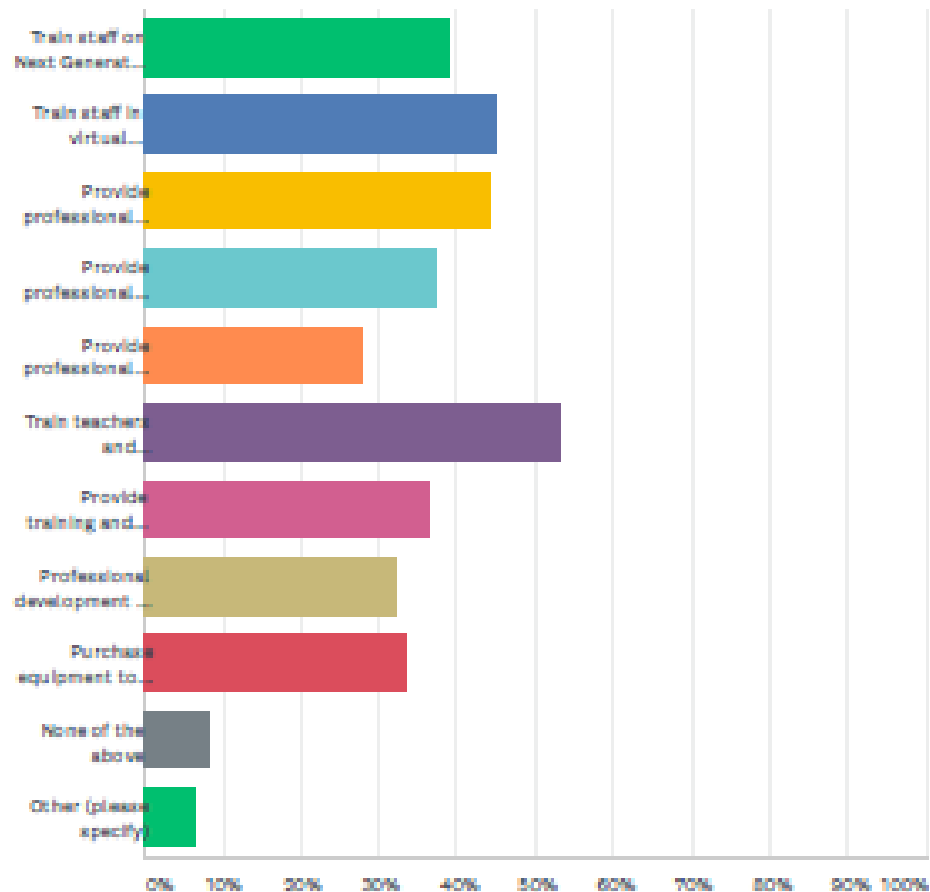
Answered: 1,794 Skipped: 1,048



ANSWER CHOICES	RESPONSES	
None of the above	8.81%	158
Increase opportunities to engage parents to their children's lives and education	58.81%	1,055
Continue in-person and virtual parent and family programming provided by BPS Parent Centers (We currently offer presentations, learning sessions, support groups, and special events on a wide variety of topics).	52.45%	941
Mental health resources for families.	63.04%	1,131
Other (please specify)	3.79%	68
Total Respondents: 1,794		

Q30 Professional Development Initiatives: (Please select the initiatives you support).

Answered: 1,838 Skipped: 1,004



Buffalo Public Schools Survey for 2021 American Rescue Plan

ANSWER CHOICES	RESPONSES	
Train staff on Next Generation and other NYSED learning standards (ex: math, English science, social studies, etc.)	39.12%	719
Train staff in virtual learning strategies and online learning programs (ex: Schoology).	45.05%	828
Provide professional development opportunities in academic subject areas.	44.18%	812
Provide professional development for English as a New Language (ENL) and special education teachers.	37.49%	689
Provide professional development for administrators.	27.75%	510
Train teachers and administrators on techniques for positive school and classroom climate (ex: alternatives to suspensions, restorative practices, culturally & linguistically responsive teaching, proactive classroom management techniques, social emotional learning, implicit bias, trauma informed care, etc.)	52.94%	973
Provide training and support for teachers in using assessment data to individualize instruction for students based on their needs.	36.40%	689
Professional development for Advanced Placement, acceleration, and/or enrichment.	32.05%	589
Purchase equipment to enhance professional development opportunities.	33.24%	611
None of the above	8.38%	154
Other (please specify)	6.20%	114
Total Respondents: 1,838		

Q31 If you have other innovative, out-of-the-box, research-based ideas please describe them here.

Answered: 389 Skipped: 2,453

Timestamp	The following ideas have	Please add your own idea	Please rank your top three ideas overall. Thank you for your input!				
4/29/2021 18:15:11	Additional Math & Reading	Pay teachers better	Extended school day				
4/29/2021 18:59:25	Reducing class sizes by	Materials for kids to access	Smaller class sizes, additional mental health staff and social workers, taking all measures possible to make safe schools so we can return full class face to face in the fall (filtration)				
4/30/2021 0:23:09	Reducing class sizes by	I have none	reducing class size for all grades, covid coordinator, establish free cultural passes for families				
4/30/2021 7:14:41	Reducing class sizes by	Attendance Teachers and	Attendance teachers and Department, reduce class sizes, school libraries				
4/30/2021 8:53:32	Reducing class sizes by	Classes that teach practical	Been thinking about moving to Amherst. So disgusted at buffalo schools. Get rid of that burn Kinner Cash. Stop making the kids wear masks. Anyone who isn't vaccinated at this point				
4/30/2021 10:04:15	Reducing class sizes by	More support for music &	Smaller Class sizes(1)meth & reading(2) music(3)				
4/30/2021 14:58:48	Establish a virtual learnin	For					
		Technology/ A committee	1. Better technology for all classrooms (updated), especially extra laptops.				
		More social workers. To	2. Desktops for classrooms, especially for use with the whiteboards.				
5/1/2021 9:21:42	Establish a virtual learnin	Stop overthinking everyth	3. Virtual Academy (if you are giving parents a choice "concurrent learning" is NOT a viable option.				
5/1/2021 10:20:17	Reducing class sizes by	Sports	Culture number one				
5/1/2021 10:49:36	Reducing class sizes by	none	social workers, reduce class size, covid protocols,				
5/1/2021 11:06:41	Reducing class sizes by	Full Art and Music progr	Those were my top three. Overall- I think our students would perform better if they enjoyed going to school, and I don't think it should be so difficult to give them something to lo				
5/1/2021 21:57:51	Fully support summer ad	Helene McMahon	Ensure all students are caught up to current expectations.				
5/1/2021 21:58:36	Additional Math & Readin	Update instructional mat	They are ranked in order				
5/1/2021 21:59:16	Reducing class sizes by	none	1 - Fund school libraries, 2 - smaller class size, 3 - opportunities for all schools				
5/1/2021 22:13:07	Reducing class sizes by	More credentialed teach	Smaller class size, increase building space upgrade cleaning, add counselors				
5/1/2021 22:27:21	Reducing class sizes by	Smaller class sizes is the	1. Smaller classes. 2. Upgrade air filtration. 3. Establish a virtual school				
5/1/2021 22:34:30	Reducing class sizes by	More math and reading	One and one student help				
5/1/2021 22:48:19	Reducing class sizes by	Summer school, academ	Reduce class size, fund academic summer enrichment programs, school social workers and counselors				
5/1/2021 22:58:02	Reducing class sizes by	None	No thanks				
			1) Get better filtration and airflow in these classrooms ASAP- best way to combat Covid spread indoors				
			2) extended school day/ after school care is essential for working parents. After care off site too expensive for most.				
			3) Get the kids and families memberships to science museum, African American theaters and cultural centers, and art galleries, etc. so important to make these places accessible.				
5/2/2021 4:07:26	Reducing class sizes by	Support sports- for phys	4) Sports and physical activity. Find the kids who "don't like sports" something that makes them want to move. Traditional sports teams, dance, martial arts, roller derby, something				
5/2/2021 6:54:15	Reducing class sizes by	Virtual distance learnin	More teachers, virtual academy, psychologists				
5/2/2021 8:15:36	Reducing class sizes by	Behavioral and interventi	Additional teachers, behavioral specialists				
5/2/2021 8:22:42	Reducing class sizes by	None	Hire teachers, hire social workers, extended day programs				
5/2/2021 9:40:56	Establish free Buffalo cu	Prefer to spend on infra	Extended learning, cultural pass, filtration				
5/2/2021 9:53:00	Reducing class sizes by	Absolutely Prioritize full	5 Full in-person 5-day reopening in the fall for all children				
5/2/2021 10:55:22	Reducing class sizes by	Maintain teacher prep pe	Reduced class sizes, additional reading and math supports and fully fund libraries				
5/2/2021 21:29:16	Reducing class sizes by	None at this time	2,3,1				
5/5/2021 8:07:05	Additional Math & Readin	Field trips	Field trips				
5/5/2021 8:13:02	Reducing class sizes by	none	Full day summer school all students- especially sp ed, Reduce class sizes, extended day opportunities				
		The kids also need new c					
5/5/2021 8:17:26	Reducing class sizes by		1 4 7				
5/5/2021 8:17:58	COVID compliance coord	fully support instrument	funding the arts and libraries, arts programs, and additional social workers and psychologists				
5/5/2021 8:24:36	Reducing class sizes by	None	None				
5/5/2021 8:45:06	Reducing class sizes by	Additional security officer	#1, 9, and 10				
5/5/2021 9:25:03	Additional Math & Readin	Give teachers a supply b	Filtration systems for the buildings is necessary and is the most needed for buildings that the district cannot afford.				
5/5/2021 9:43:13	Additional school social	x There is a significant nee	1) Need to add more attendance support teachers.				
5/5/2021 9:43:22	Reducing class sizes by	Additional security officer	#1, 9, and 10				
5/5/2021 9:43:25	Reducing class sizes by	N/A	All have equal importance				
			Reduced class sizes				
			More school social workers				
			Extracurricular activities				
5/5/2021 9:45:07	Reducing class sizes by	Please give all the kids a					
5/5/2021 9:51:35	Additional Math & Readin	Hire teacher assistants	1: Filtration, teacher assistant and math & reading support				

Timestamp	The following ideas have Please add your own idea Please rank your top three ideas overall. Thank you for your input!			
5/7/2021 18:07:17	Reducing class sizes by	Update water filtration system Introduce free team sport Provide a co-teacher in each classroom Update playgrounds-maintenance Ensure we are contracting Hire speech pathologists	Reducing class sizes by hiring more (qualified) teachers and teaching assistants Additional school social workers for all schools	
5/7/2021 17:49:37	Reducing class sizes by	Reduce class size, more teachers Covid compliance coordinator Additional social workers	1. FULLY SUPPORT Summer School & Camps! 2. EST. A Virtual learning & instruction department... NOW! 3. Add'l School Social workers & Psychologists FOR ALL SCHOOLS.	
5/7/2021 20:52:54	Reducing class sizes by	Real food cooked for lunch Additional social workers	Reduced class size, more teachers Covid compliance coordinator Additional social workers	
5/8/2021 7:51:47	Reducing class sizes by	Whatever would help the most	Smaller classes, psychologists, covid protocol	
5/8/2021 17:25:40	Reducing class sizes by	These are all great ideas	More teachers, more support in reading/math and for psychological needs	
5/10/2021 7:11:58	Reducing class sizes by	Refunding money to parents	Reducing class size and hiring more teachers will have the most impact long term in helping our students recover. Our students will need more individualized help for the next wave	
5/10/2021 8:38:25	Reducing class sizes by	Smaller class sizes improve	1-Smaller class sizes 2-More reading and Math support 3-Extended day opportunities	
5/10/2021 11:32:45	Additional Math & Reading	Allocate funding to schools	Additional Reading support teachers in buildings	
5/10/2021 11:34:29	Additional Math & Reading	Provide funding to keep	Additional Reading support teachers in all elementary buildings	
5/10/2021 20:08:15	Reducing class sizes by	Each school needs a teacher	Social workers and psychologists, special programs for the most at risk students, lower class sizes, building based extended day, including access to tech support and service at each school	
5/11/2021 8:29:50	Reducing class sizes by	More neighborhood schools More aides on buses	Increasing SST to a level proportional to the students and families who need their resources, and not to the number of students in a building was my primary concern. However, more neighborhood schools would be a great idea. Unfortunately, I'd like to see less screen time and screen based learning. I believe remote learning may need to remain accessible but there should be an analog option.	
5/11/2021 8:52:50	Reducing class sizes by	Virtual only teachers	1. Reducing class sizes by hiring more teachers and teacher assistants 2. Additional Math & Reading supports at elementary, middle & high school levels 3. Additional school social workers and psychologists for all schools	
5/11/2021 10:00:50	Reducing class sizes by	Restore Art & Music	Art & Music, Reading, Smaller class size	
5/11/2021 11:55:33	Reducing class sizes by	Purchase school supplies Assistant for every prime	Smaller class sizes, assistants in every primary classroom, cultural passes	
5/11/2021 14:15:11	Additional Math & Reading	Special learning opportunities	Social workers, supports, libraries	
5/11/2021 14:17:44	Reducing class sizes by	Open additional after-school	Restoration of pre-COVID after-school programs, more teachers, social workers & psychologists	
5/11/2021 20:58:15	COVID compliance coordinator	School nurses never see	4,2,9	
5/12/2021 0:15:30	Reducing class sizes by	Update classrooms and cafeteria	I feel the focus should be on improving the learning environment for our students and staff.	
5/12/2021 8:47:31	Establish a virtual learning rule	1. Libraries 2. virtual learning dept 3. filtration		
5/12/2021 10:08:49	Reducing class sizes by	-Upgrade school bathroom -Develop outdoor education -Improve bussing by hiring -Reduce junk food and in		
5/12/2021 11:45:07	Reducing class sizes by	-virtual foreign language	1) updated filtration in schools 2) fully fund and expand summer camps (including arts and culture and sports camps) 3) establish virtual learning department to improve quality of v	
5/12/2021 15:31:38	Reducing class sizes by	Better ventilation	More teachers	
5/12/2021 8:53:54	Reducing class sizes by	combine COVID compliance	installing filtration/hiring janitorial staff as well; virtual learning department, reducing class sizes	
5/12/2021 14:10:01	Reducing class sizes by	More STEM curriculum & Cleaner air and more teachers		
5/12/2021 16:08:15	Reducing class sizes by	None	Smaller classes and more teachers and aides to support the kids upon their return. You will have kids coming back at all levels within the same grade. One teacher can not be expected	
5/12/2021 16:08:15	Reducing class sizes by	Instrumental music programs at all schools Instrumental music offered Devices for teacher aides	1. Instrumental music programs at all schools 2. A virtual learning department 3. Devices for teacher aides and assistants	
5/8/2021 10:38:25	Reducing class sizes by	1. Give individual principals	1. Reduce class sizes by hiring more teachers. 2. Additional school social workers/psychologists. 3. Additional math and reading supports at elem, middle and HS levels.	
5/8/2021 21:18:09	Reducing class sizes by	Laptops for Teachers & Aides	Reducing class size - COVID protocols - Filtration system.	
5/8/2021 22:24:10	Reducing class sizes by	N/A	Smaller class sizes, reading and math support, additional school social workers and psychologists	
5/8/2021 23:04:31	Reducing class sizes by	Put programming/robotic		
5/7/2021 1:10:21	Additional Math & Reading	Join with community agencies	Math readings support Community partnerships #2 and Emotional support Social worker & counselors #3.	
5/7/2021 7:35:16	Establish a virtual learning	Find out of classroom learning experiences (field trips)		
5/7/2021 9:14:00	Reducing class sizes by	Air conditioning in all schools	Air conditioning, more teachers And fund libraries	



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-hurdles-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/g5/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 &

TO: Will Keresztes, Ed.D.

FROM: Philip Rumore, President, BTF

RE: Request for Input

Thank you for providing an opportunity for input for the very important decisions relating to the use of the ESSER funding. While I have a 4:30 p.m. NYSUT meeting that I must attend, other BTF members will be in attendance.

It is our belief that in order to ensure that the funding does indeed significantly improve the education of our students, all stakeholders must not only have input into the use of the funds but also be part of the decision making.

Since all schools/sites are often very different, the stakeholders at each site must be able to determine (on a continuing basis) what needs to be provided to significantly improve the education of their students.

We will, however, also need District-wide parameters that will be necessary as a result of the hardships caused by the pandemic e.g. increased intervention services -- school counselors, social workers, psychologists, etc.

When final plans are developed, the individual school SBMTs and District Committee of Stakeholders, approved parent organizations, employee organizations, etc. should be able to have a vote on the plan before it goes to the Board for a final vote.

PR:ls

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

A woman wearing a red long-sleeved shirt and a black hijab is operating a lathe machine in a workshop. She is holding a tool against the rotating workpiece. The background shows industrial equipment and a bright, airy environment. The text "ASSESSING AND REPORTING PROGRESS" is overlaid in large, bold, white capital letters.

ASSESSING AND REPORTING PROGRESS

ASSESSING AND REPORTING PROGRESS

Assessing, Monitoring and Reporting the Distribution and Impact of ARP Funds

The Buffalo Public School's (BPS) Office of Shared Accountability (OSA) will play a primary role in helping the District establish and use research-based methods for planning, implementing, assessing and reporting the impact of the proposed District-wide academic, behavioral and operational investments funded by the Federal ARP. Second, the OSA will work with the BPS Office of Federally Funded Programs (OFFP) to track and report expenditures connected to the proposed investments and their outcomes. Third, the Research and Evaluation arm of the OSA will conduct regular studies of and report on the impact of the proposed investments' effectiveness in mitigating post-pandemic unfinished learning and closing pre-pandemic gaps in student academic and behavioral achievement to the BPS school community.

BPS Theory of Action and Improvement for the proposed investments:

If the Buffalo Public Schools can provide to students, families and staff, strategic, research-based and data informed supports that effectively mitigate post-pandemic unfinished learning and close pre-pandemic gaps in student academic and behavioral achievement, then the BPS School Community will see a sustainable return on the ARP investments.

These supports will include:

- Comprehensive assessments of student academic and social-emotional needs
- Cohesive and integrated strategies to be employed by school and district level staff that are well aligned to the District's Education Bargain, Board and Community requests.

Analyzing the impact of ARP investments:

The OSA and OFFP will collaborate to assess school and District-level implementation fidelity of academic, behavioral and operational programming, services (interventions and enrichment opportunities) and materials. This collaboration will ensure that quality implementation is clearly defined, monitored and reported for all BPS subgroups of students. Further, the OSA and OFFP will emphasize the monitoring of programming, services and materials used to support and continue the District's efforts to dismantle disproportionality as it relates to students with disabilities, English language learners, students impacted by poverty and students impacted by homelessness.

In order to accomplish this, the District will prioritize and implement best practices that are based in research on urban educational settings that include but are not limited to:

- The establishment of well-designed common expectations for high leverage Tier I instruction and behavioral supports for all students
- The establishment of well-designed common expectations for exemplary student work and behavior that is age, ability, grade, culturally and linguistically appropriate
- The establishment of well-designed informal/ non-evaluative feedback loops for students to improve their academic and behavioral performance
- The establishment of well-designed informal/ non-evaluative feedback loops for teachers to improve their practice
- BPS membership in national and regional assessment consortia/work groups in order to benchmark student academic and behavioral performance and investment outcomes with similar districts

- The establishment of well-designed Key Performance Indicators (KPIs) aligned with the annual metrics from the 2020 CGCS report (2020) and the BPS Education Bargain

Category	Sample Indicators	BPS Tools
Behavior	<ul style="list-style-type: none"> • Discipline/ Behavioral referrals • Attendance • Suspension rates • Student pregnancy rates • High school graduation rates • Grade-level promotion rates • Retention rates 	<ul style="list-style-type: none"> • Infinite Campus data -Attendance -Suspensions -Grade level promotion or retention; high school graduation • Youth Risk Behavior Survey data • Ed School Climate data • 8th Grade and high school senior exit survey
Academic achievement	<ul style="list-style-type: none"> • Student performance on District and NYSED assessments • Grade point average • Core course failures • Teacher reports on student academic and behavior performance • Student work products (analysis of subject related skills, critical thinking and analysis skills) 	<ul style="list-style-type: none"> • District benchmark assessments • NYSED Assessments • Teacher progress reports (Infinite Campus) • Quarterly student report cards • Student assignments (writing samples and projects)
Socio-emotional	<ul style="list-style-type: none"> • Student: <ul style="list-style-type: none"> -growth mindset -self-efficacy -academic mindset -resiliency -empowerment -pride -confidence -empathy -confidence -community mindset -environmental consciousness - self-regulation -impulse control -focus -kindness -goal setting -engagement 	<ul style="list-style-type: none"> • Youth Risk Behavior Survey data • Ed School Climate data • 8th Grade and high school senior exit survey • Infinite Campus data -Attendance -Suspensions -Grade level promotion or retention; high school graduation
Postsecondary education	<ul style="list-style-type: none"> • Post high school aspirations • Post high school credentials • College acceptance • College enrollment • College completion • College retention 	<ul style="list-style-type: none"> • NYSED College and Career Readiness Index • Senior exit survey data • Say Yes post-secondary enrollment tracking data

	<ul style="list-style-type: none"> • Career and Technical Education certification • Post high school placements in the military, service programs, or career with opportunity for growth 	<ul style="list-style-type: none"> • Diploma type tracking data (Regents, Regents with advanced distinction, Seal of bi-literacy, CTE certifications)
--	--	--

The establishment of a strong cross functional team (OSA, OFFP, the Division of Instruction, the Division of Student Support Services, and the Department of Information Technology) that will coordinate and monitor data sharing in order to ensure the strategic implementation, monitoring, assessing and reporting of school and district level plans, priorities, goals and results.

Reporting the outcomes and impact of ARP investments:

The OSA will work closely with the Superintendent of Schools, Dr. Kriner Cash, and the District's Communications Office to ensure that the BPS school community is regularly updated on the progress of ARP funded initiatives. Community updates will be multimodal and will include but not be limited to:

- An internal district data dashboard displaying key performance indicators disaggregated by school, race/ ethnicity, gender, student ability, and student socio-economic status
 - An Early Warning Indicator dashboard
 - Grant dashboards for tracking expenditures
- A public facing data dashboard displaying key performance indicators disaggregated by school, race/ ethnicity, gender, student ability, student socio-economic status (* no student or staff identifiable information will be displayed)
- District and school report cards
- Regular District level community stakeholder update meetings
- Regular school level community stake holder update meetings
- Updates will include translated documents and or onsite interpreters in the District's 10 most frequently spoken languages as well as sign language interpretation for those impacted by hearing loss

FINANCIAL ANALYSIS FORECAST



FINANCIAL ANALYSIS AND FORECAST

Urban school districts and their chief finance officers (CFOs) have a critical role to play in helping evaluate and prioritize proposed investments; track and report expenditures in a compliant, transparent manner; and pace investments with the grant period end date in mind to avoid creating an unmanageable financial cliff. This section includes four main sub-sections: 1) six key questions, which were used by our Executive Team, identify best practices learned from prior Federal stimulus funds, for managing and evaluating the use of such funds; 2) allowable uses of ESSER funds; 3) ARP Plan Required Assurances; and 4) an initial three-year summary budget of the ARP Plan Budget for the Buffalo Public Schools.

1. Does BPS have the financial management capacity in terms of both systems and staff to meet the demands associated with these new federal funds?

The Buffalo Public Schools Division of Finance is currently staffed to meet the processing needs of the existing pre-ARP funds budget. An assessment of the initial budget requests for the ARP funds has identified a need to expand capacity in our staffing, ERP system, and improve processes. Below is an outline of several of the main initiatives planned to increase capacity to support the ARP Plan:

- a) For the next three years, the volume of grant transactions will double from previous levels. Within the Grants Finance Department, a Director of Grants with exclusive responsibility for the ARP Plan grants will be established to allow one individual to focus on the ARP Plan grants, and follow up timely with the various grant managers in District divisions and departments. The Special Projects Claims Office will also be rolled under the Grants Finance Department, under the supervision of the Assistant Superintendent of Budget and Grants Management to more closely align with transaction processing needs. Monthly and quarterly fiscal reporting on budget to actual variances will be established and communicated with the instructional and operational departments that have funding in the ARP Plan budgets.
- b) The Supervisor of Staffing for Budget will maintain Position Control and regularly report variances to HR outlining differences between budgeted positions (i.e. positions created through Position Control) and filled positions, both in the general fund and all grants, including the ARP Plan grants.
- c) Within other Finance Departments (e.g. Accounting, Accounts Payable, Audit, Payroll, Purchase, Budget) a staffing capacity analysis is being undertaken to determine what additional resources might be necessary to process the additional transaction volume. At this time, it is expected capacity limitations may require additional staff to process the increased volume of transactions in certain departments.
- d) A requested ARP Plan budget allocation has been made for the software and related consulting services in order to implement various Munis modules that will more fully automate and streamline processes, while providing tighter controls. Capacity to process transactions can be expanded by implementing automated systems in Munis. A close coordination of Munis improvements with HR will also result. This will allow for a more efficient processing of transactions.

- e) Because significant additional payroll, primarily related to hourly services (e.g. overtime and extra-activity), it is necessary to invest in a new previously planned implementation of the Munis Executime Payroll System, and related time clocks, which will support hourly staff, especially those who don't have access to computers.
- f) Finance related procedure manuals and flowcharts will be revised to provide all District staff with the latest processing guidelines. Regular trainings will be offered. All District staff will be required to utilize established procedures. Finance departments will take a hard line against any non-compliant requests.
- g) Procedures will emphasize that requirements from the federal Uniform Grant Guidance (UGG) related to procurement, contracting, inventory/supply management, cash management, internal controls, auditing requirements are in place, and that it is expected we will be subject to audits from the USDOE, NYS OSC, NYSED, among others. Guidelines and clarifications on questionable or potentially unallowable (e.g. gifts of public funds) expenditures will be firmly established and strictly.

2. Is BPS prepared to analyze potential investments and help determine those that have the greatest potential to meet student needs?

The District will use equity measures to determine allocations of funds. The District will analyze investment opportunities through an equity lens that benefits students most in need of intensive support or intervention. Because the pandemic has had a disparate effect on students and has widened pre-existing achievement gaps and inequities, the District will prioritize investments aligned to addressing unfinished learning in an equitable manner that differentiates allocations based on student need.

The District affirms that these federal funds are supplemental in nature and addressing unfinished learning is the top priority. One-time, immediate investments to ensure the safe reopening and operation of schools (e.g., PPE, enhanced cleaning) will be prioritized. In addition, investments in facility improvements or technology that mitigates the effect of the pandemic and provide BPS students a safe environment conducive to learning in the long run will also be prioritized.

The District will focus on a few high-leverage investments that do not overwhelm schools with many disjointed projects. Targeted efforts and investments will be focused in a way that will enhance longer-term capacity.

Documentation requirements of planned initiatives will include, but not be limited to the following:

- Detailed business or action plans outlining program goals and objectives, which will be clearly articulated and reflected in proposed and finalized budgets.
- An evaluation plan for determining effectiveness of the requested program.
- The long-term recurring cost implications of all major initiatives, projects, and program goals will be recognized and considered as part of the initial, three, and five-year budgeting processes.

3. Is BPS prepared to establish and track metrics that will enable us to demonstrate the return on investment (ROI) of these federal funds?

ARP funds will be tracked separately from other funds in separate grant budgets in the Grants Fund. The same processes and procedures used in the general fund and other grants will apply to the ARP Plan grants.

The District will follow ARP Maintenance of Equity (MoEQ) requirements, which prohibit districts (LEAs) from reducing combined state and local per-pupil funding and per-pupil full-time equivalent (FTE) staffing for high

poverty schools by more than any districtwide reductions. The U.S. Department of Education will be releasing additional guidance on the new state and local MoEQ requirements in section 2004(b) and (c) of the ARP Act in the near future.

Refer to Section on Assessing and Reporting Progress herein

4. How will BPS pace investments over the grant period to ensure availability and access to resources, while maximizing impact and mitigating the potential funding cliff?

The District Finance Office will implement several controls to ensure availability of funds are maximized in the short term and does not result in an unnecessary funding drop off causing major unanticipated program reductions or staff layoffs.

- a) As noted previously it will be critical that all departments follow established procedures and not attempt workarounds or attempt to eliminate steps in the process, which are established to ensure compliance with laws and regulations.
- b) The ARP Plan encompasses ESSER 2 and ESSER 3 Funds. ARP Plan fund expenditures will be clearly attached to the specific ESSER 2 or ESSER 3 grant project code that they are assigned. All spending on those programs will be allocated to those spending accounts in their respective project codes.
- c) All ARP Plan budget amounts, both initially and any revisions, will be outlined for a period of five (5) years to show what the long-term intent of the program spending is. Because this funding is short term in duration, it may not be possible to implement programs that extend beyond three (3) years. Therefore, high leverage, high impact short-term spending will be prioritized over long-term programs.
- d) Staffing positions added should be clearly articulated as subject to termination at the conclusion of the ARP Plan, or must be targeted to fill expected vacancies (e.g. planned retirements, historical vacancy trends in certain departments) in recurring funding.
- e) Once ARP Plan budgets are tentatively approved, the requesting department may be asked to input budget information (initial budgets or amendments) directly in Munis using prescribed Munis Account Codes already established, which are based on the NYS OSC function and object codes. Function codes identify the nature of the program department (e.g. Regular Instruction, Multi-lingual, Special Education, etc.), while object code outline the type of expenditure (e.g. salary, equipment, supplies, contracts) within the department.
- f) The District will require that budgets be prepared by month and regularly analyze budget and actual variances to determine where spending is lagging and where additional assistance may be necessary to ensure the funds are spent or redeployed to other areas.
- g) Quarterly reporting will be established for dissemination to the Board and the wider public.
- h) Mid-course corrections in budgets will be necessary. Throughout the APR Plan period, contingency budgets and other analyses will be regularly developed and reviewed to address potential issues such as changes in State funding requiring supplanting of general fund dollars, inability to procure items (shortages in the marketplace), inability to staff positions (shortage of workers), revised timing of program rollouts, and program effectiveness results, which may necessitate reducing or increasing budgets. This will require a close coordination, led by the District CFO, with the District's general fund budget, Four Year Financial Plan, and with other grants.

5. How will your district communicate the investment of these federal funds to various stakeholders and the community at large?

Financial reports will be posted to the web and in public Board meeting agendas where applicable. Refer to PUBLIC ENGAGEMENT AND COMMUNICATIONS Section for further discussion.

6. Does the CFO have a seat at the table in determining the investment of these funds in your district?

The District's Finance Office, led by our highly regarded CFO, is intimately involved in the process of developing and analyzing budgetary costs of the ARP Plan, and will be directly involved in the transparent reporting of the fiscal results of the ARP Plan. Using the procedures outlined above, the Finance Office will regularly monitor and report expenditures in a compliant, transparent manner; and pace investments with the grant period end date in mind to avoid creating an unmanageable financial cliff.

Allowable Uses of ESSER Funds

The District ascribes to the United States Department of Education (USDOE) allowable uses of funds as outlined in the USDOE ESSER and GEER FAQ document:

https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- *Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?* (see question 2, above)
- *Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?* (see below for allowable uses)

Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ESSER or GEER award? (see question 1, above)

•

ESSER II & ARP ESSER Allowable Use of Funds		
Item #	Short Descr.	Description
#1	ESEA	Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act.
#2	IDEA	Any activity authorized by the Individuals with Disabilities Education Act (IDEA).
#3	Adult	Any activity authorized by the Adult Education and Family Literacy Act (AEFLA).
#4	Perkins	Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V).
#5	McKinney-Vento	Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento).

#6	Covid Preparedness	Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
#7	Resources for Principals	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. (ARP ONLY).
#8	Needs of Students	Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
#9	Preparedness	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
#10	PD - Sanitation	Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
#11	Cleaning Supplies	Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
#12	Long Term Closure	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
#13	Educational Technology	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
#14	Mental Health	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
#15	Summer	Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.
#16	Lost Instruction Time	Addressing the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by— a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. b. Implementing evidence-based activities to meet the comprehensive needs of students. c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. d. Tracking student attendance and improving student engagement in distance education.

#17	Facility Repair	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
#18	Air Quality	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
#19	Health Protocols	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
#20	All Other	Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

The Following Assurances from the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund Must be Considered.

The District will follow all assurances as part of the ARP Plan. Assurances can be found on the following link: https://oese.ed.gov/files/2021/03/ARP-ESSER-Grant-Award-Assurances_FINAL2.pdf . These assurances include Assurance #10 – maintenance of equity; Assurance #11 - 20% learning loss set-aside; Assurance #13 - prescribed reporting requirements; Assurance #14 – retention of separate records.

See also Appendix G for full description of USDOE ARP ESSER Grant Award Assurances

ARP Plan Budget

Below is a list of Federal Stimulus Funds received to date, including those that are not part of this ARP Plan.

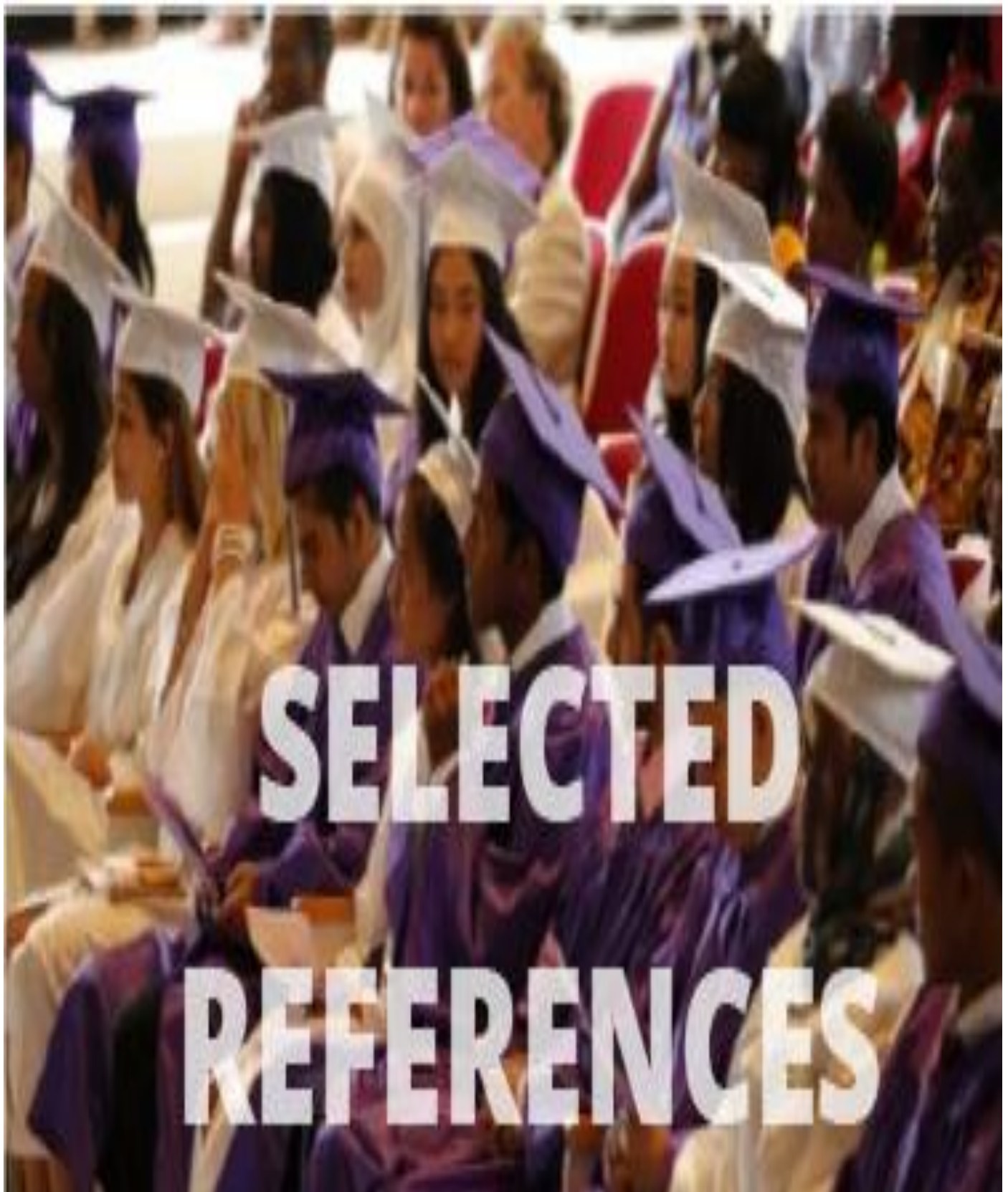
Federal Funding Source	Initial District Allocation	Pass-through to Non-public Schools	Available for District	Fiscal Year Used or Expected to be Used	District Use
CARES - ESSER	25,424,830	(1,567,924)	23,856,906	all or nearly all in 2020-21	K-3 teachers (backfilled State Aid cut)
CARES - GEER	4,309,080	(265,736)	4,043,344	all or nearly all in 2020-21	K-3 teachers (backfilled State Aid cut)
Erie County CARES sub grant	4,396,850	-	4,396,850	all in 2020-21	instructional hardware/ software, ppe, cleaning supplies/equip, food service, nursing
CRRSA - ESSER II	89,163,366	-	89,163,366	2021-22 through 2022-23	ARP Plan
ARP - ESSER III	200,248,255	-	200,248,255	2021-22 through 2023-24	ARP Plan
ARP Plan total			289,411,621		
grand total	323,542,381	(1,833,660)	321,708,721		

Below is a summary of the tentative ARP Plan spending by ESSER program (ARP ESSER III and ESSER II) type and year.

	2021-22	2022-23	2023-24	Total
ARP ESSER III				
Covid/Operations/Facility	12,777,830	7,176,170	5,551,212	25,505,211
Expanded EB Instructional Initiatives	42,512,093	44,052,205	44,523,635	131,087,933
Information Technology	3,760,290	2,043,360	6,880,256	12,683,906
Student Support/Social Emotional	12,175,551	10,118,212	8,677,442	30,971,205
ARP ESSER III Total	71,225,764	63,389,946	65,632,544	200,248,255
ESSER II				
Covid/Operations/Facility	6,809,839	6,623,385	-	13,433,224
Expanded EB Instructional Initiatives	18,509,228	23,826,310	-	42,335,538
Information Technology	19,662,268	5,775,578	-	25,437,846
Student Support/Social Emotional	6,897,528	1,059,230	-	7,956,758
ESSER II Total	51,878,863	37,284,503	-	89,163,366
Grand Total	123,104,627	100,674,449	65,632,544	289,411,621

Below is a summary of the tentative ARP Plan spending by broad category and the NYS Functional Categories which outline where the requested expenditures originate.

Row Labels	Sum of 2021-22	Sum of 2022-23	Sum of 2023-24	Total
Covid/Operations/Facility				
1310 FINANCE	1,529,460	741,000	241,000	2,511,460
1430 HUMAN RESOURCES	1,151,911	1,151,911	1,151,911	3,455,733
1620 PLANT DIVISION	15,712,999	9,704,999	1,865,002	27,283,000
1622 SECURITY	120,000	120,000	120,000	360,000
1988 INDIRECT COST	-	1,409,946	-	1,409,946
2070 INSERVICE TRAINING INSTRUCTION	173,299	171,699	173,299	518,296
2330 TEACHING SPECIAL SCHOOLS	-	-	-	-
2860 SCHOOL FOOD SERVICE	500,000	500,000	2,000,000	3,000,000
5510 DISTRICT TRANSPORTATION	400,000	-	-	400,000
Covid/Operations/Facility Total	19,587,669	13,799,555	5,551,212	38,938,435
Expanded EB Instructional Initiatives				
2010 CURRICULUM DEVELOPMENT	1,877,285	3,536,810	502,000	5,916,095
2020 SUPERVISION REGULAR SCHOOL	565,000	400,000	300,000	1,265,000
2060 RESEARCH, PLANNING & EVAL	4,272,300	3,217,500	3,227,500	10,717,300
2070 INSERVICE TRAINING INSTRUCTION	5,657,745	7,107,222	1,435,872	14,200,839
2110 TEACHING REGULAR SCHOOL	26,631,398	35,426,134	22,837,914	84,895,446
2250 TEACHING HAND SCH AGE SCH YR	3,299,948	2,399,500	1,979,000	7,678,448
2259 ELL PROGRAMS	1,917,150	1,812,150	1,812,150	5,541,450
2280 OCCUPATIONAL EDUCATION	375,000	702,500	702,500	1,780,000
2330 TEACHING SPECIAL SCHOOLS	14,595,845	11,262,699	8,462,699	34,321,243
2510 PRE KINDERGARTEN PROGRAM	782,000	750,000	2,000,000	3,532,000
2610 SCHOOL LIBRARY & AUDIOVISUAL	1,047,650	1,264,000	1,264,000	3,575,650
Expanded EB Instructional Initiatives Total	61,021,321	67,878,515	44,523,635	173,423,471
Information Technology				
1680 CENTRAL DATA PROCESSING	6,671,758	4,077,138	3,638,456	14,387,352
2070 INSERVICE TRAINING INSTRUCTION	125,000	75,000	75,000	275,000
2330 TEACHING SPECIAL SCHOOLS	106,800	106,800	106,800	320,400
2630 COMPUTER ASSISTED INSTRUCTION	16,519,000	3,560,000	3,060,000	23,139,000
Information Technology Total	23,422,558	7,818,938	6,880,256	38,121,752
Student Support/Social Emotional				
1620 PLANT DIVISION	1,500,000			1,500,000
2010 CURRICULUM DEVELOPMENT	1,207,721	307,721	307,721	1,823,163
2070 INSERVICE TRAINING INSTRUCTION	1,136,718	970,633	970,633	3,077,983
2110 TEACHING REGULAR SCHOOL	603,667	553,666	553,666	1,710,999
2805 ATTENDANCE REGULAR SCHOOL	284,800	284,800	284,800	854,400
2810 GUIDANCE REGULAR SCHOOL	4,480,998	3,168,660	2,168,660	9,818,317
2815 HEALTH SERV REGULAR SCHOOL	291,000	228,000	228,000	747,000
2825 SOCIAL WORK SERV REGULAR SCHOO	9,568,176	5,663,963	4,163,963	19,396,101
Student Support/Social Emotional Total	19,073,079	11,177,442	8,677,442	38,927,963
Grand Total	123,104,627	100,674,449	65,632,544	289,411,621



SELECTED REFERENCES

The Buffalo City School District pays \$40,000 in annual dues to the Council of Great City Schools (CGCS). Among the many excellent member services provided, the well researched, evidence-based reports and guidance documents are especially helpful.

Council of the Great City Schools. (2019, October). Curriculum quality rubric: A self-assessment tool for districts.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Curriculum%20Quality%20Rubric.pdf>

Council of the Great City Schools. (2020). Addressing mental health and social-emotional wellness in the Covid-19 crisis.
https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_SocialEmot_Resources.pdf

Council of the Great City Schools. (2020, June). Addressing unfinished learning after COVID-19 school closures.
https://www.cgcs.org/CMS/LIB/DC00001581/CENTRICITY/DOMAIN/313/CGCS_UNFINISHED%20LEARNING.PDF

Council of the Great City Schools. (2021, April). Advancing instruction and leadership in the nation's great city schools: A framework for developing, implementing, and sustaining high-quality professional development.
[https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20 docs/CGCS_PDFrameworkFINAL.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_PDFrameworkFINAL.pdf).
(Rivet Education has additional resources at <https://riveteducation.org/>.)

Council of the Great City Schools. (2021, May 21). Fostering mental health and wellness with universal social-emotional and behavioral supports.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Spotlight%201%20Fostering%20Mental%20Health%20Final.pdf>

Council of the Great City Schools. (2021, May 21). Recognizing and supporting student grief after loss.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Spotlight%202%20Recognizing%20Grief%20Final.pdf>

Council of the Great City Schools. (2021, May 21). Identifying signs of suicide and non-suicidal self-injury.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Spotlight%203%20Identifying%20Signs%20of%20Suicide%20Final.pdf>

Council of the Great City Schools. (2020, August). *Supporting English learners in the COVID-19 crisis*.
https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf

Council of the Great City Schools. (2017, June). *Supporting excellence: A framework for developing, implementing, and sustaining a high-quality district curriculum*.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Curriculum%20Framework%20First%20Edition%20Final.pdf>

Council of the Great City Schools. (n.d.). Grade-level instructional materials evaluation tool.
<https://www.cgcs.org/Page/483>

Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*.
https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

Council of the Great City Schools. (2016, December). *A framework for re-envisioning mathematics instruction for English language learners*.
https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/FrameworkForMath4ELLs_R10_FINAL.pdf

Council of the Great City Schools. (2018, October). *Best practices in urban public school procurement: Guidelines, standards, and lessons*.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/35/Best%20Practices%20in%20Procurement.pdf>

Council of the Great City Schools. (2020, July). Guidelines for supporting technology-based learning environments. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_CIO%20Report.pdf

Council of the Great City Schools. (2020, June). Operational issues in the reopening of schools during the COVID-19 crisis: Facilities, transportation, and security.
<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Operations%20Report%20Final.pdf>

Council of the Great City Schools. (2020, September). Spotlight on increasing ventilation and improving air quality in schools. <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Coronavirus--Spotlight--Air%20Quality%20and%20Ventilation.pdf>

Council of the Great City Schools. (2020, October 14). Spotlight on water safety in reopened school buildings.
https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Spotlight%20Briefs_Water%20Quality_v4.pdf

Council of the Great City Schools, 2015. *School Improvement Grants: Progress Report from America's Great City Schools*. Washington, DC: February 2015.

Council of the Great City Schools & Crabill, A. J. (2021). *Student outcomes focused governance: A continuous improvement framework*.
https://docs.google.com/document/d/1a7LzrCnKrFVhKlBCXAp6d8xH_w_ac-TVPwvhmb3F_cQ/edit

Council of the Great City Schools. (2014, October). *Reversing the cycle of deterioration in the nation's public school buildings*. <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/FacilitiesReport2014.pdf>

Council of the Great City Schools. (2020, September). *Communications toolkit for reopening schools after COVID-19*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Communications%20Toolkit.pdf

School Reform Initiative. (n.d.). *The 5 whys for inquiry*. http://www.schoolreforminitiative.org/doc/5_whys.pdf

EdReports. (n.d.). <https://www.edreports.org/>

Equalizing access to quality and high-impact tutoring. <https://studentsupportaccelerator.com/>

For additional research and resources, see the National Student Support Accelerator's website. National Student Support Accelerator. (2021).

Google for Education. (2021, May). *Selecting the right Chromebook for your school, staff and students*.

https://docs.google.com/presentation/d/15MBdfJTqKZaqymPKYV8JMBxneqshFT7OGpolxFbHiL8/edit#slide=id.gb78f293965_1_0

The Council has the requisite data and information to support forming these consortia. Palacios, M., Vignola, E., Lyons, R., Hart, R., & Casserly, M. (2020, October). Academic key performance indicators: 2020 report. Council of the Great City Schools.

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Academic%20KPI%20Report%202020%20Final.pdf>

Naik, M., Yorkman, M., & Casserly, M. (2010, May). *Investing wisely and quickly: Use of ARRA funds in America's great city schools*. Council of the Great City Schools.

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/293/ARRA%20Report.pdf>

Palacios, M., Vignola, E., Lyons, R., Hart, R., & Casserly, M. (2020, October). Academic key performance indicators: 2020 report. Council of the Great City Schools.

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Academic%20KPI%20Report%202020%20Final.pdf>

Project Unicorn. (2020). Interoperability. <https://www.projectunicorn.org/>

Public schools lose millions to crooks and cheaters. (2013, May 15). Tampa Bay Times.

<https://www.tampabay.com/news/education/public-schools-lose-millions-to-crooks-and-cheaters/1274614/>

School Reform Initiative. (n.d.). The 5 whys for inquiry.

http://www.schoolreforminitiative.org/doc/5_whys.pdf Student Achievement Partners. (2020, June 6).

Priority instructional content in English language arts/literacy and mathematics. <https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

The Council's Grade-Level Instructional Materials Evaluation Tool – Quality Review (GIMET-QR) is a tool districts can use to assess the quality of grade-level alignment to Common Core State Standards in English language arts and mathematics. Council of the Great City Schools. (n.d.). GIMET-QR.

<https://www.cgcs.org/Page/483>

To address the quality of materials for English learners, the Council produced criteria rubrics for mathematics (2016) and ELA/ELD (2017). The rubrics can be used by districts to evaluate materials for the quality of their English learners supports as part of selection and procurement processes. Council of the Great City Schools. (n.d.). ELD standards and instructional materials. <https://www.cgcs.org/Page/664>

The relief funds could, however, be used for planning and assessments in the event Congress enacts funding for a major infrastructure legislation, including PK-12 funds for the modernization of school facilities.

U.S. Department of Education. (2021, May). *Frequently asked questions: Elementary and Secondary School Emergency Relief Programs/ Governor's Emergency Education Relief Programs.*

https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e-03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

U.S. Department of Education. (2021, March 24). *ARP ESSER grant award assurances.*

https://oese.ed.gov/files/2021/03/ARP-ESS-ER-Grant-Award-Assurances_FINAL2.pdf

U.S. Department of Education. (2021, March 17). *ARP ESSER fact sheet.* https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

Wallace Foundation's *Evidence Based Considerations for COVID-19 Reopening and Recovery Planning: The Role of Principal Leadership in School Recovery and Reopening* and the Council of the Great City Schools' *Rethinking Leadership: The Changing Role of Principal Supervisors.*

Wallace Foundation. (2021, March). Evidence-based considerations for COVID-19 reopening and recovery planning: Afterschool coordination systems to support afterschool programming.

<https://www.wallacefoundation.org/knowledge-center/pages/evidence-based-considerations-for-covid-19-reopening-recovery-planning-afterschool-coordination-systems.aspx>

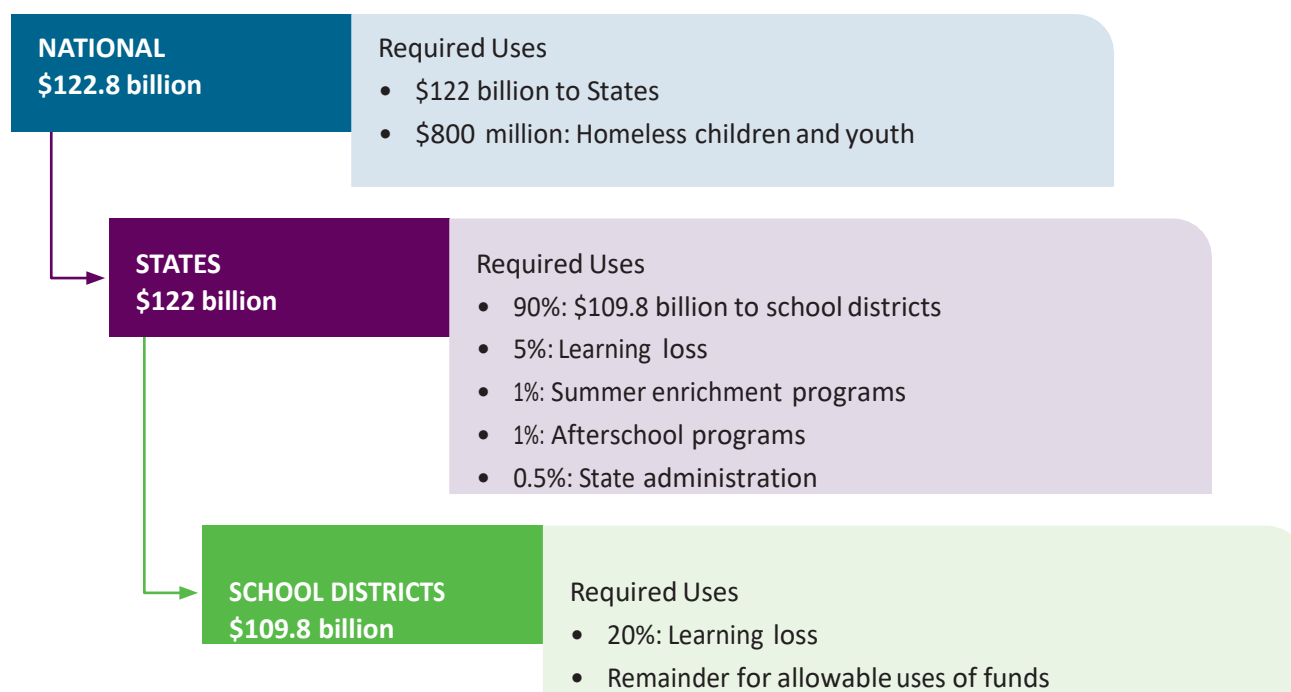


APPENDIX A: AMERICAN RESCUE PLAN ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) OVERVIEW

Major Funding for K-12 Schools

- ❖ \$122.8 billion for Elementary and Secondary School Emergency Relief (ESSER) Fund (U.S. Department of Education)
 - \$800 million of ESSER is for a U.S. Department of Education program for school-based and wrap-around services to help homeless children and youth fully participate in school activities
 - \$122 billion for ESSER Grants to States, with 90% required pass-through to school districts
 - a. School districts must reserve at least 20% of their total allocation for learning loss activities
 - b. The state is allowed a maximum of 10% reservation of funds, and is required to use 5% for learning loss activities, 1% for summer enrichment, 1% for afterschool programs, and ½% for state administration, with the remainder for COVID-related emergency needs determined by the SEA via grants and contracts
 - c. There are no required private school services for school districts with the American Rescue Plan ESSER funds (non-public schools funded separately at the state level)
- ❖ Approximately \$3 billion for IDEA, with \$2.58 billion for IDEA Part B grants, \$200 million for IDEA Preschool program and \$250 million for IDEA Infant and Toddler grants (U.S. Department of Education)
- ❖ \$39 billion is provided for child care with \$15 billion for the Child Care and Development Block Grant (CCDBG) and \$24 billion to create a stabilization fund for eligible child care providers (U.S. Department of Health and Human Services)
- ❖ \$1 billion for Head Start (U.S. Department of Health and Human Services)
- ❖ \$10 billion to expand COVID-19 testing for schools (U.S. Department of Health and Human Services)
- ❖ \$7 billion for school districts and libraries under the Emergency Connectivity Fund for an E-Rate-like program to support technology connected devices and home connectivity (Federal Communications Commission)

Use of Funds:



STATES – Use of Funds

- ❖ States must allocate not less than 90 percent of the State grant funds as subgrants to local educational agencies based on the school district's share of Title I within the State.
- ❖ States must use the remaining funds to respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on students (specifically those identified by gender, major racial and ethnic groups, economically disadvantaged students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care by spending:
 - Not less than 5 percent of the total amount of the State grant funds to carry out, directly or through grants or contracts, activities to address learning loss by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs; and
 - Not less than 1 percent of the total amount of the State grant funds to carry out, directly or through grants or contracts, the implementation of evidence-based summer enrichment programs; and
 - Not less than 1 percent of the total amount of the State grant funds to carry out, directly or through grants or contracts, the implementation of evidence-based comprehensive afterschool programs.

- ❖ States may reserve not more than one-half of 1 percent of the total amount of the State grant funds for administrative costs and the remainder for emergency needs as determined by the State educational agency.

SCHOOL DISTRICTS– Use of Funds

- ✱ School districts must use not less than 20 percent of ESSER funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on students (specifically those identified by gender, major racial and ethnic groups, economically disadvantaged students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care).
- ✱ School districts must use the remaining funds for any of the following:
 - Any activity authorized by the Elementary and Secondary Education Act of 1965.
 - Any activity authorized by the Individuals with Disabilities Education Act.
 - Any activity authorized by the Adult Education and Family Literacy Act.
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
 - Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
 - Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
 - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - implementing evidence-based activities to meet the comprehensive needs of students;
 - providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Additional Provisions of Note for School Districts

Section 2004(c)

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
 - (A) reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—

- (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
 - (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or
- (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
 - (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year.
- (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school.
 - (C) Such local educational agency serves all students within each grade span with a single school.
 - (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Definition

High Poverty School

- (A) IN GENERAL.—The term “high-poverty school” means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B).
- (B) DETERMINATION.—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

Section 2001(i)

Safe Return to In-Person Instruction

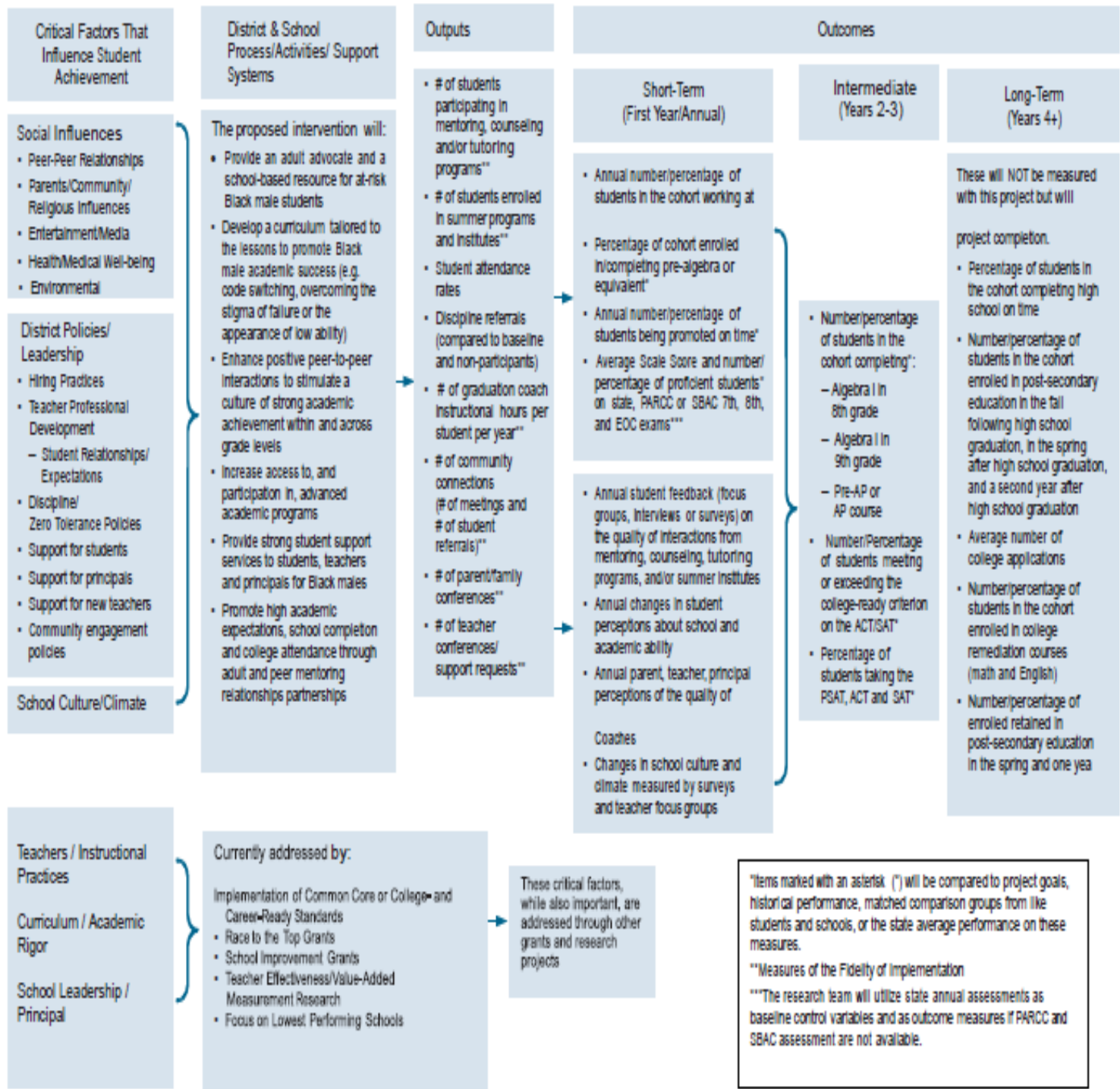
- (1) IN GENERAL.—A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency’s website, not later than 30 days after receiving the allocation of [ESSER] funds described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services.

(2) COMMENT PERIOD.—Before making the plan described in paragraph (1) publicly available, the local educational agency shall seek public comment on the plan and take such comments into account in the development of the plan.

(3) PREVIOUS PLANS.—If a local educational agency has developed a plan for the safe return to in- person instruction before the date of enactment of this Act that meets the requirements described in paragraphs (1) and (2), such plan shall be deemed to satisfy the requirements under this subsection.

APPENDIX B: LOGIC MODEL SAMPLE

LOGIC MODEL SAMPLE



APPENDIX C: MAJOR DISTRICT ACCOMPLISHMENTS 2015-2020

BPS 2015-2020 District Accomplishments



Major District ACCOMPLISHMENTS Innovations and Best Practices 2015 - 2020



Putting Children and Families First to Ensure High Academic Achievement for ALL



APPENDIX D: DISTRICT ACCOMPLISHMENTS AND INNOVATIONS 2020-2021

[BPS 2020-2021 District Accomplishments](#)

DISTRICT ACCOMPLISHMENTS AND INNOVATIONS 2020 - 2021

During the Year of the Global COVID-19 Pandemic

Category	Accomplishments and Innovations 2020 - 2021
<p>SUPERINTENDENT'S VISION FOR BPS</p> <p>A world-class education system that is rigorous for all students, where there is an effective teacher in every classroom every day, and 100% of our students graduate ready for college or career...</p> <p>Further, I imagine that students graduating from BPS will accumulate wealth, lead Buffalo to being the business and cultural center of the region, and our graduates will be responsible for important innovations in the arts, science, technology, medicine, education, and business.</p> <p>- Dr. Kriner Cash</p>	<p>Reopening Committee</p> <p>Created a model comprehensive District Re-Opening Plan to address safety and continuity of learning during the Pandemic. The link to 2020 - 2021 Reopening Plan.</p>
	<p>The District held nineteen (19) full membership Reopening Committee meetings since June 2020 including all union representation and stakeholder groups. In addition, there have been more than eighty-six (86) sub-committee meetings; Academics, Scheduling, Multilingual, Staffing, Transportation, Health & Safety, Social/Emotional, and Special Education. Along with over 22 public meetings, including 2 "All Teacher" meetings held in the summer of 2020.</p>
	<p>Academic Achievement</p> <p>Provided guidance and support for schools to implement remote and concurrent instruction, including instructional plans for ELA and math, an academic FAQ, and a Look-for companion to the Instructional Priorities Coaching Tool.</p>
	<p>Maintained continuity of learning for students:</p> <ul style="list-style-type: none"> Reviewed and revised curriculum to make appropriate adjustments for remote instruction. Facilitated the transition to in-person and hybrid learning through concurrent instruction, allowing students to remain with their assigned teachers. Implemented Distance Learning Plans (DLPs) to monitor the delivery of specially designed instruction (SDI) during remote learning. Provided related services via teletherapy. Provided home instruction support, both in-person and digitally, to medically fragile students.
	<p>Provided teachers and students with numerous online tools to facilitate learning during remote and concurrent instruction (e.g., myON, Lexia, Zearn, Nearpod, Moby Max, Castle Learning, Schoology, Teams).</p> <p>Student data used for formative and summative assessment purposes this year include:</p> <ul style="list-style-type: none"> Report card grades (PK-12) - Assessment of student learning. iStation (PK) - Universal screening measure of basic literacy and mathematics skills. Ages and Stages Questionnaire (ASQ) (PK-K) - Qualitative screening measure to pinpoint developmental progress in children between the ages of one month to 5 ½ years.

TBD

AUGUST 18, 2021

APPENDIX F: U.S. DEPARTMENT OF EDUCATION ARP ESSER GRANT AWARD ASSURANCES

Appendix G: Grant Conditions

Attachment to Grant Award Notification (GAN) for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund award, as authorized in section 2001 of the American Rescue Plan Act (ARP).

PART A: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

In order to make a significant portion of emergency relief funds under section 2001 of the ARP available as quickly as possible, the U.S. Department of Education (Department) is issuing through this GAN an award equal to two-thirds of the State educational agency's (SEA's) ARP ESSER allocation. In accepting the funds made available under this GAN, the Chief State School Officer assures that the SEA will submit a plan (which will be required as part of the SEA's application for the remainder of its ARP ESSER allocation) that contains such information as the Secretary may reasonably require, including on matters such as:

- How the SEA will support local educational agencies (LEAs) in safely returning to in-person instruction, maximizing in-person instruction time, and sustaining the safe operation of schools, consistent, to the extent practicable, with Centers for Disease Control and Prevention (CDC) guidance;
- How the SEA will use the funds that it must reserve for evidence-based activities to address learning loss, implement summer learning and enrichment programs, and implement comprehensive afterschool programs, and how those activities will respond to the academic, social, and emotional needs of students and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the SEA will support LEAs in addressing learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities;
- How the SEA will support LEAs in building capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls; and
- How the SEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, superintendents, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

The plan will be submitted as part of the SEA's application for the remainder of its ARP ESSER allocation within the deadline established by the Secretary (e.g., within 45 days of the Department's issuance of the application).

The assurances below apply to the total amount of an SEA's ARP ESSER allocation.

By the SEA's drawdown of funds under this GAN, the Chief State School Officer assures the following:

1. The SEA will allocate not less than 90 percent, and not more than 93 percent, of its total ARP ESSER allocation to LEAs (including charter schools that are LEAs) in the State on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year 2020.
2. The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds, including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so.
3. When the SEA allocates ARP ESSER funds to an LEA from the funds awarded through this GAN, the SEA will communicate the LEA's total ARP ESSER allocation (i.e., the sum of the amount the LEA receives from funds awarded under this GAN and the additional amount that it will receive after the Department approves the SEA's application for the remainder of its allocation) to enable an LEA immediately to begin making plans for the use of ARP ESSER funds, including for the use of at least 20 percent of its total ARP ESSER allocation to address learning loss.
4. The SEA will reserve not less than five percent of its total ARP ESSER allocation to carry out, directly or through grants and contracts, activities to address learning loss by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such evidence-based interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care), including by providing additional support to LEAs to fully address such impacts.
5. The SEA will reserve not less than one percent of its total ARP ESSER allocation to carry out, directly or through grants and contracts, the implementation of evidence-based summer enrichment programs, and ensure such programs respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

6. The SEA will reserve not less than one percent of its total ARP ESSER allocation to carry out, directly or through grants and contracts, the implementation of evidence-based comprehensive afterschool programs, and ensure such programs respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
7. The SEA will reserve no more than 1/2 of 1 percent of its total ARP ESSER allocation for administrative costs and emergency needs as determined by the SEA to address issues related to COVID-19, which may be addressed through the use of grants or contracts or for direct use by the SEA.
8. The SEA will ensure that LEAs use ARP ESSER funds for activities allowable under section 2001(e) of the ARP.
9. The SEA will comply with the maintenance of effort provision in section 2004(a)(1) of the ARP absent a waiver by the Secretary pursuant to section 2004(b)(2).
10. The SEA will comply with the maintenance of equity provisions in section 2004(b) of the ARP and ensure its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP.
11. The SEA will ensure that each LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
12. The SEA will ensure that each LEA that receives ARP ESSER funds either: (a) within 30 days of receipt of the funds, will develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The SEA will also ensure that, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan.

13. The SEA will comply with, and ensure that LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:
 - how the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
 - overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
 - SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - SEA and LEA uses of funds to sustain and support access to early childhood education programs;
 - impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 - requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 - additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

14. Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an SEA or LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The SEA will ensure that it and every subrecipient of ARP ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

15. The SEA will return to the Secretary any ARP ESSER funds that the SEA does not award within one year of the date the SEA receives each portion of its ARP ESSER funds (i.e., with respect to the first two-thirds of the SEA's allocation, one year from the date the SEA receives ARP ESSER funds under this GAN, and with respect to the remaining ARP ESSER funds that will be allocated to the SEA after submission of an application, one year from the date the SEA receives those funds). For purposes of this assurance, funds are "awarded" when they are subgranted to an LEA or, in the case of

PART B: OTHER ASSURANCES AND CERTIFICATIONS

By the SEA's drawdown of funds under this GAN, the Chief State School Officer assures or certifies the following with respect to ARP ESSER Fund awards:

1. The SEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
2. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
3. Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
4. To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
5. The SEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
6. The SEA and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Appendix: American Rescue Plan Act Excerpts

Subtitle A—Education Matters

PART 1—DEPARTMENT OF EDUCATION

SEC. 2001. ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND.

(a) **IN GENERAL.**—In addition to amounts otherwise available through the Education Stabilization Fund, there is appropriated to the Department of Education for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, \$122,774,800,000, to remain available through September 30, 2023, to carry out this section.

(b) **GRANTS.**—From funds provided under subsection (a), the Secretary shall—
(1) use \$800,000,000 for the purposes of identifying homeless children and youth and providing homeless children and youth with—
(A) wrap-around services in light of the challenges of COVID–19; and
(B) assistance needed to enable homeless children and youth to attend school and participate fully in school activities; and
(2) from the remaining amounts, make grants to each State educational agency in accordance with this section.

(c) **ALLOCATIONS TO STATES.**—The amount of each grant under subsection (b) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the Elementary and Secondary Education Act of 1965 in the most recent fiscal year.

(d) **SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.**—
(1) **IN GENERAL.**—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the Elementary and Secondary Education Act of 1965 in the most recent fiscal year.
(2) **AVAILABILITY OF FUNDS.**—Each State shall make allocations under paragraph (1) to local educational agencies in an expedited and timely manner and, to the extent practicable, not later than 60 days after the receipt of such funds.

(e) **USES OF FUNDS.**—A local educational agency that receives funds under this section—
(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary

Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

(f) STATE FUNDING.—With funds not otherwise allocated under subsection (d), a State—

(1) shall reserve not less than 5 percent of the total amount of grant funds awarded to the State under this section to carry out, directly or through grants or contracts, activities to address learning loss by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care, including by providing additional support to local educational agencies to fully address such impacts;

(2) shall reserve not less than 1 percent of the total amount of grant funds awarded to the State under this section to carry out, directly or through grants or contracts, the implementation of evidence¹⁴

based summer enrichment programs, and ensure such programs respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student populations described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care;

(3) shall reserve not less than 1 percent of the total amount of grant funds awarded to the State under this section to carry out, directly or through grants or contracts, the implementation of evidence based comprehensive afterschool programs, and ensure such programs respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student populations described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(4) may reserve not more than one-half of 1 percent of the total amount of grant funds

awarded to the State under this section for administrative costs and the remainder for emergency needs as determined by the State educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.

(g) REALLOCATION.—A State shall return to the Secretary any funds received under this section that the State does not award within 1 year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (c).

(h) DEFINITIONS.—In this section—

(1) the terms “child”, “children with disabilities”, “distance education”, “elementary school”, “English learner”, “evidence-based”, “secondary school”, “local educational agency”, “parent”, “Secretary”, “State educational agency”, and “technology” have the meanings given those terms in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801);

(2) the term “full-service community school” has the meaning given that term in section 4622(2) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7272(2)); and

(3) the term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(i) SAFE RETURN TO IN-PERSON INSTRUCTION.—

(1) IN GENERAL.—A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency’s website, not later than 30 days after receiving the allocation of funds described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services.

(2) COMMENT PERIOD.—Before making the plan described in paragraph (1) publicly available, the local educational agency shall seek public comment on the plan and take such comments into account in the development of the plan.

(3) PREVIOUS PLANS.—If a local educational agency has developed a plan for the safe return to in person instruction before the date of enactment of this Act that meets the requirements described in paragraphs (1) and (2), such plan shall be deemed to satisfy the requirements under this subsection.

...

SEC. 2004. MAINTENANCE OF EFFORT AND MAINTENANCE OF EQUITY.

(a) STATE MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—As a condition of receiving funds under section 2001, a State shall maintain support for elementary and secondary education, and for higher education (which shall include State funding to institutions of higher education and State need based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students), in each of fiscal years 2022 and 2023 at least at the proportional levels of such State’s support for elementary and secondary education and for higher education relative to such State’s overall spending, averaged over fiscal years 2017, 2018, and 2019.

(2) WAIVER.—For the purpose of relieving fiscal burdens incurred by States in preventing, preparing for, and responding to the coronavirus, the Secretary of Education

may waive any maintenance of effort requirements associated with the Education Stabilization Fund.

(b) STATE MAINTENANCE OF EQUITY.—

(1) HIGH-NEED LOCAL EDUCATIONAL AGENCIES.—As a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any high-need local educational agency in the State by an amount that exceeds the overall per-pupil reduction in State funds, if any, across all local educational agencies in such State in such fiscal year.

(2) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCIES.—Notwithstanding paragraph (1), as a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any highest poverty local educational agency below the level of funding (as calculated on a per-pupil basis) provided to each such local educational agency in fiscal year 2019.

(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH-POVERTY SCHOOLS.—

(1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—

(A) reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—

(i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by

(ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or

(B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—

(i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by

(ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year.

(2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:

(A) Such local educational agency has a total enrollment of less than 1,000 students.

(B) Such local educational agency operates a single school.

(C) Such local educational agency serves all students within each grade span with a single school.

(D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

(d) DEFINITIONS.—In this section:

(1) ELEMENTARY EDUCATION; SECONDARY EDUCATION.—The terms “elementary education” and “secondary education” have the meaning given such terms under State law.

(2) **HIGHEST POVERTY LOCAL EDUCATIONAL AGENCY.**—The term “highest poverty local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and

(B) collectively serve not less than 20 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY.**— The term “high-need local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and

(B) collectively serve not less than 50 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(4) **HIGH-POVERTY SCHOOL.**—

(A) **IN GENERAL.**—The term “high-poverty school” means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B).

(B) **DETERMINATION.**—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

(5) **OVERALL PER-PUPIL REDUCTION IN STATE FUNDS.**—The term “overall per-pupil reduction in State funds” means, with respect to a fiscal year—

(A) the amount of any reduction in the total amount of State funds provided to all local educational agencies in the State in such fiscal year compared to the total amount of such funds provided to all local educational agencies in the State in the previous fiscal year; divided by

(B) the aggregate number of children enrolled in all schools served by all local educational agencies in the State in the fiscal year for which the determination is being made.

(6) **STATE.**—The term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(2) **HIGHEST POVERTY LOCAL EDUCATIONAL AGENCY.**—The term “highest poverty local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and

(B) collectively serve not less than 20 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(3) **HIGH-NEED LOCAL EDUCATIONAL AGENCY.**— The term “high-need local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory); and

(B) collectively serve not less than 50 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(4) **HIGH-POVERTY SCHOOL.**—

(A) **IN GENERAL.**—The term “high-poverty school” means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B).

(B) **DETERMINATION.**—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

(5) **OVERALL PER-PUPIL REDUCTION IN STATE FUNDS.**—The term “overall per-pupil reduction in State funds” means, with respect to a fiscal year—

(A) the amount of any reduction in the total amount of State funds provided to all local educational agencies in the State in such fiscal year compared to the total amount of such funds provided to all local educational agencies in the State in the previous fiscal year; divided by

(B) the aggregate number of children enrolled in all schools served by all local educational agencies in the State in the fiscal year for which the determination is being made.

(6) **STATE.**—The term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

