

# JOURNEY TO STUDENT SUCCESS

## **Presenters:**

**Dr. Sharon Brown, Chief of Student Support Services**

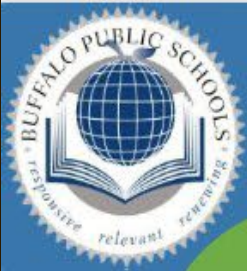
**Darlene Jesonowski, Chief of School Leadership**

**Patrick Cook, Principal of Hamlin Park Claude & Ouida Clapp School #74**

**Aakta Patel, Principal of Dr. Antonia Pantoja Community School #18**

**Vincent Vanderlip, Principal of Hillery Park Elementary School #27**

**Danielle Womack, Principal of Math Science Technology Preparatory School #197**



# Five (Goals) Achieved by 2025!

1. Eliminate achievement and opportunity gaps
2. Access to educational excellence and accelerated learning
3. Prioritizing safety, security, and wellness
4. Amplify all voices and cultivating trust
5. Activate partnerships



## FIVE BY 25!



### BPS GOALS

# 1

Eliminate opportunity and achievement gaps by providing excellent and equitable student outcomes for all.



# 2

Access to educational excellence and accelerated learning by assuring that all students have access to high quality instruction that is cultural and linguistically responsive in all classrooms in all BPS schools.



# 3

Prioritize safety, security, and wellness by implementing the best in class safety, security, and wellness practices.



# 4

Amplify all voices and cultivate trust by partnering with parents/caregivers and community stakeholders.



# 5

Activate partnerships which will expand learning beyond the classroom and which will connect the community to the classroom.



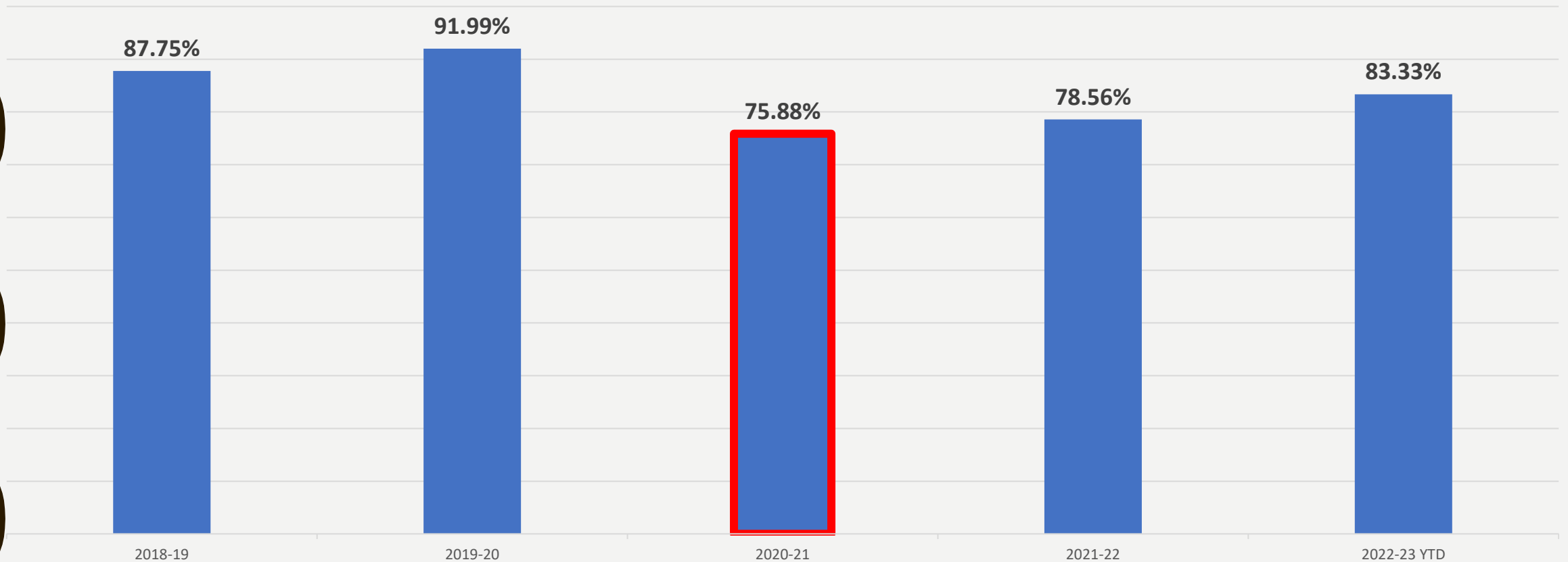
# ATTENDANCE DATA OVERVIEW



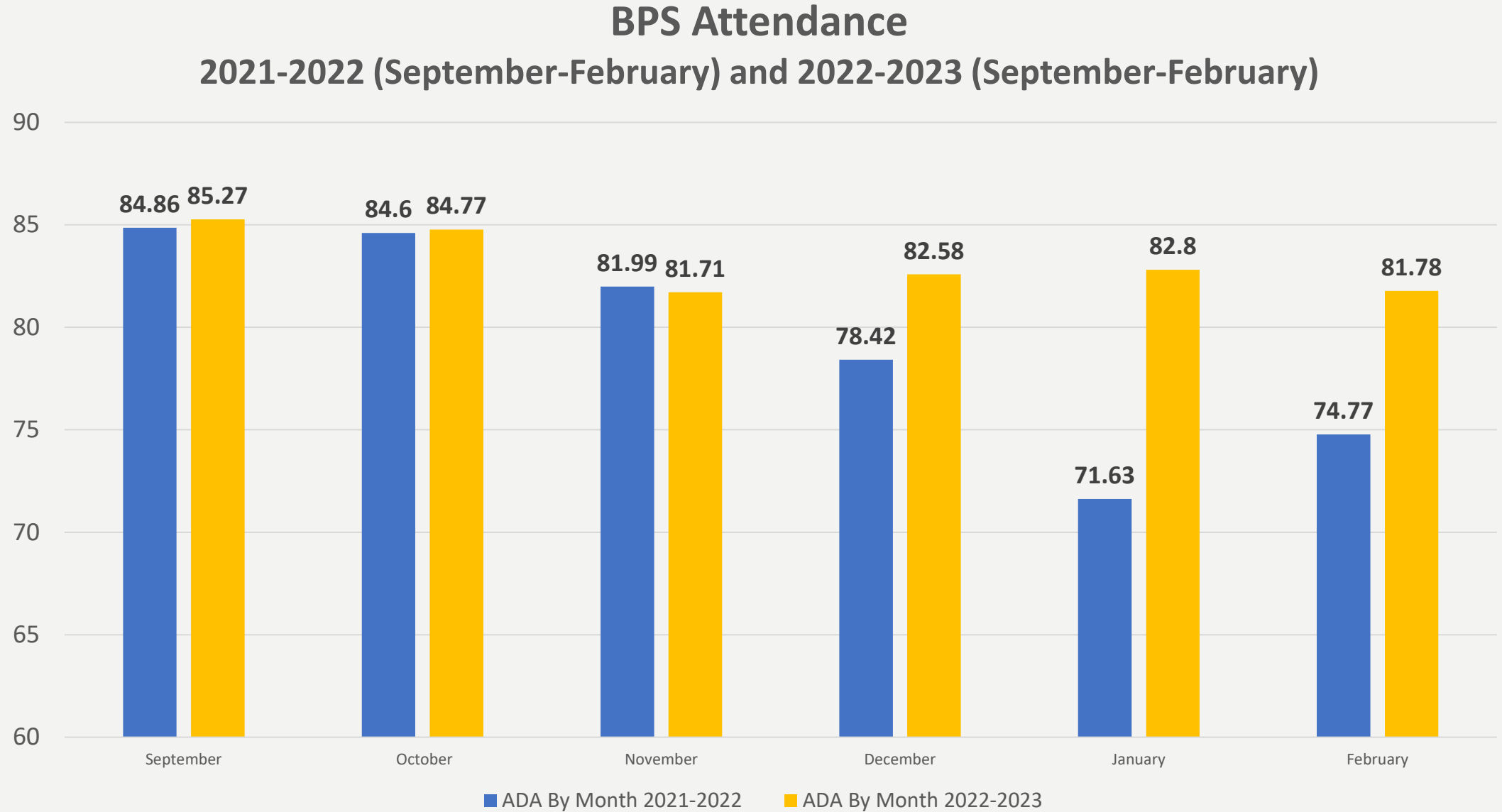
Attendance Matters  
1st Day & Everyday

# ATTENDANCE DATA OVERVIEW

AVERAGE DAILY ATTENDANCE (ADA)  
2018-2019 through 2022-2023 YTD



# ATTENDANCE DATA OVERVIEW(ADA)





**BUFFALO PUBLIC SCHOOLS**

***DEVELOPING SAFE AND SUPPORTIVE SCHOOLS***



**STANDARDS FOR  
COMMUNITY-WIDE  
CONDUCT AND  
INTERVENTION SUPPORTS  
2022-2025**

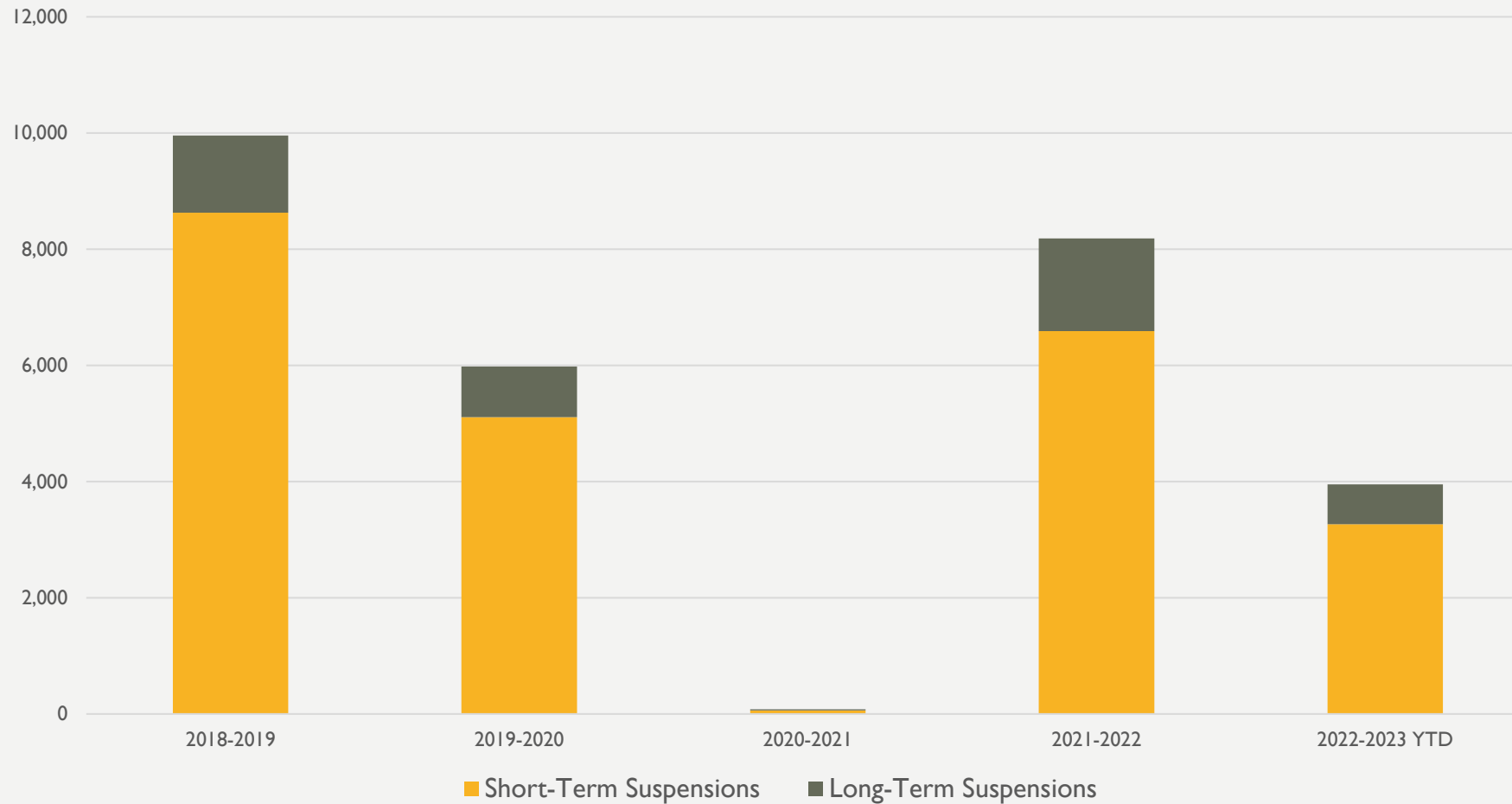
**Dr. Tonja Williams, Ed.D.  
Superintendent of Buffalo Public Schools**



# STUDENT CONDUCT

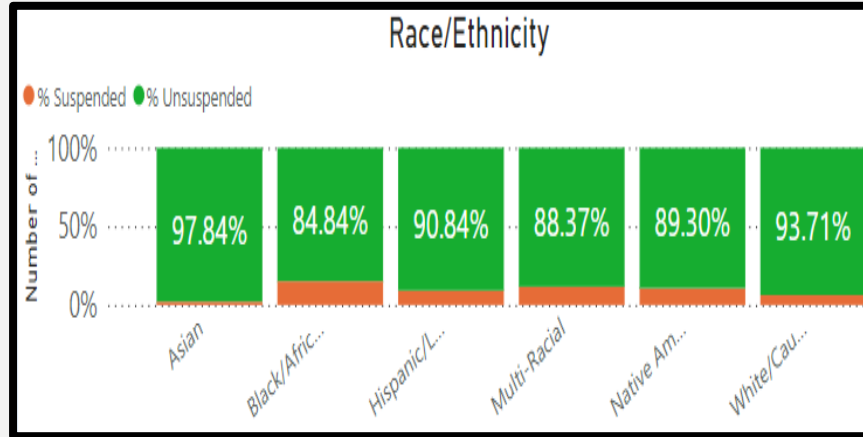
# SUSPENSION DATA OVERVIEW

Buffalo Public Schools,  
Suspensions Over Time (2018-present)

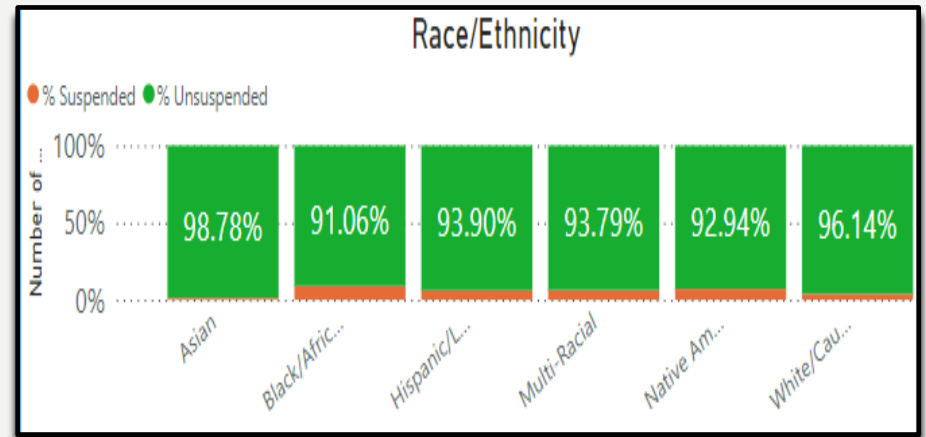


# SUSPENSION DATA OVERVIEW

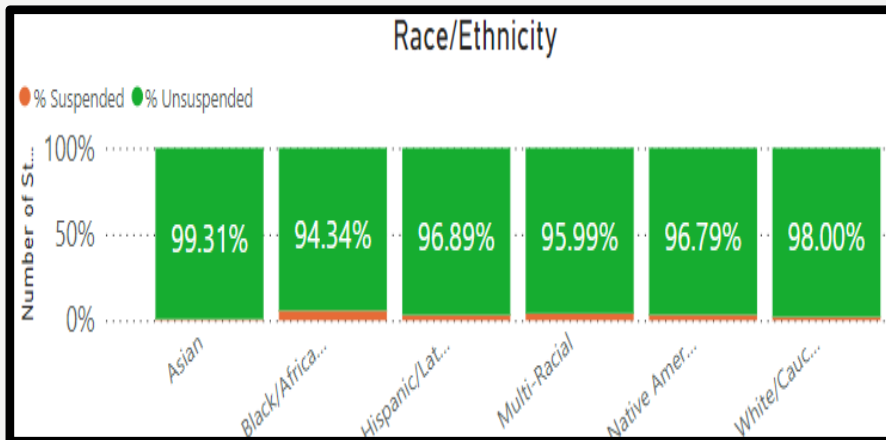
## Short-Term Suspensions 2021-2022



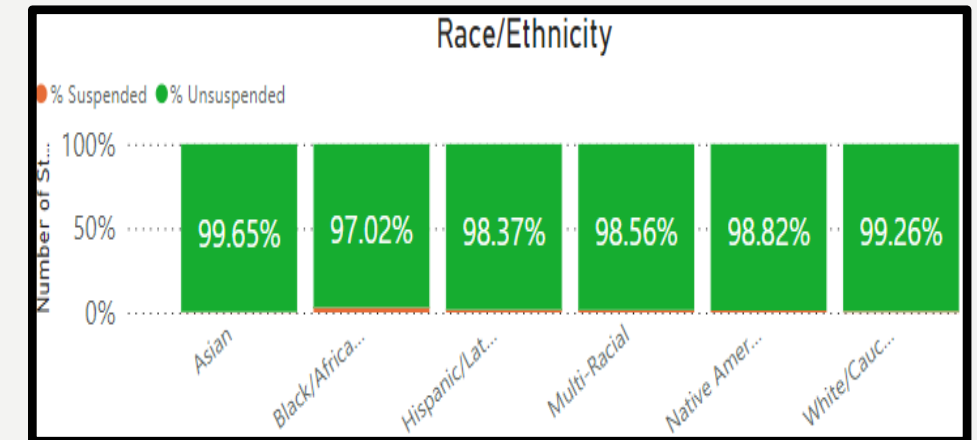
## Short-Term Suspensions 2022-2023 YTD



## Long-Term Suspensions 2021-2022



## Long-Term Suspensions 2022-2023 YTD

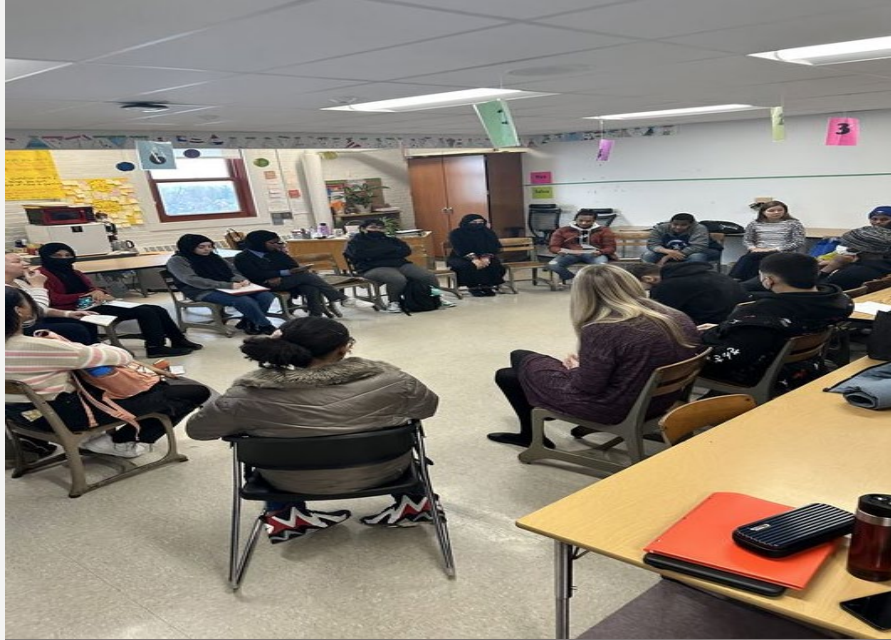




# DISTRICT SUPPORT

- District-Wide Restorative Practice Training
- Each of the (4) coaches from the Office of School Climate is assigned a school. The following are some of the coaching supports offered:
  - professional development, modeling and shadowing restorative conferencing and circles, grade level/department meetings, and wellness teams and events
- Multitiered Systems of Support (MTSS)- full day Saturday trainings have been conducted this year for school leadership teams in the areas of positive behavior supports and School Wellness Teams.
- Social Emotional Learning Curriculum- Second Step
- Social Emotional Learning Scale (SEL) is piloted at (8) schools
- Attendance Teachers work within a school's team and focus on Tier 3 interventions
- A member of the district's Crisis Team conducts lethality assessments and support schools if they have questions regarding the administration of lethality assessments
- CLRI, MBK, Big Sister Little Sister, supports through Office of Shared Accountability with Data Dashboard and other supports
- Community Partners: Partnership with Erie County Restorative Justice Coalition supports identified schools with Restorative Practices
- Community Partners: Say Yes Mental Health Clinics, School Based Clinics, Community Solutions Foundation, Back 2 Basics, Project Lee, and Parent Congress

# DISTRICT SUPPORT CONTINUED



# ATTENDANCE INTERVENTIONS

- PBIS - Positive Behavioral Interventions and Supports
- Ready Freddy – Attendance Counts! Initiative to build good attendance habits for families in Grades PK-K
- Buddy System
- Monthly Celebrations to highlight student success such as award ceremonies
- Holiday dances and concerts
- Shout outs during morning announcements
- Field Trips
- Amplify student voices
- H.E.R.O - Here Everyday Ready On-Time

# ATTENDANCE INTERVENTIONS

## Tier II

- Check-in Check-Out (CICO) & Check and Connect (HS)
- Restorative Circles
- Social Academic Instructional Groups (SAIG)
- Request for Assistance (RFA)

## Tier III

- Home visits
- Referrals to Community Based Providers
- Family and student conferences





# ATTENDANCE INITIATIVES

DR. ANTONIA PANTOJA  
COMMUNITY SCHOOL  
SCHOOL #18

Principal:  
Aakta Patel



# ATTENDANCE INITIATIVES

HAMLIN PARK SCHOOL  
CLAUDE & OUIDA CLAPP  
ACADEMY

SCHOOL #74

Principal:

Patrick Cook



# INTERVENTIONS AND PREVENTION TO SUSPENSIONS STUDENT SUPPORT SERVICES

- **In-lieu of suspension meetings**
- **Check-in/Check-out**
- **SAIG (Social/Academic Instructional Groups)**
- **Mentoring**
- **FBA (Functional Behavior Assessment)**
- **BSP (Behavior Support Plan)**
- **Problem-Solving Team**
- **Wraparound Services**
- **Culturally Relevant Restorative Practices**

## **Fostering Positive Relationships**

- **Morning Meetings**
- **Student Advisories**
- **Student Ambassadors**
- **Conflict Resolution**
- **Peer Mediation**
- **Restorative Practices (ie., circle, community service, community conference etc.)**

# INTERVENTIONS AND PREVENTION TO SUSPENSIONS SCHOOLS IN ACTION

- **In-lieu of suspension meetings**
- **Saturday Academy Community Service**
- **Check-in/Check-out**
- **Check and Connect**
- **SAIG meetings**
- **Restorative circles**
- **Counseling – individual and family**
- **Lunch Bunch**
- **Mentoring**
- **FBA/BSP**
- **2nd Step SEL Lessons**
- **Anti-Bullying Campaigns**
- **Problem-Solving Team Meetings**
- **Wraparound Services – student/family**
- **Advisory Groups**
- **Morning Meetings**
- **Peer Mentoring**



# ALTERNATIVES TO SUSPENSIONS

HILLERY PARK ELEMENTARY  
SCHOOL #27

Principal:

Vincent Vanderlip





# ALTERNATIVES TO SUSPENSIONS

MATH SCIENCE  
TECHNOLOGY  
PREPARATORY SCHOOL  
SCHOOL #197

Principal:

Danielle Womack

# SUMMARY

- Positive district-wide trends for both attendance and suspension data.
  - These gains are despite the growing body of evidence that suggests the persistent and pervasive impact of COVID-19 on Black and Brown students and economically disadvantaged schoolchildren across the country.
- Research indicates that the continued work to increase attendance and decrease suspensions will be most effective if mental health and wellness supports are robust and ongoing.

## REFERENCES

Bhogal, A., Borg, B., Jovanovic, T., & Marusak, H.A. (2021). Are the kids really alright? Impact of COVID-19 on mental health in a majority Black American sample of schoolchildren. *Psychiatry Research*, 304, 114146.

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Horsford, S. D., Cabral, L., Touloukian, C., Parks, S., Smith, P.A., McGhee, C., Qadir, F., Lester, D., & Jacobs, J. (2021). *Black education in the wake of COVID-19 and systemic racism: Toward a theory of change and action*. Black Education Research Collective. Teachers College, Columbia University.



**THANK YOU!**