

# Buffalo Public Schools



## Three-Year Student Success Plan



2022-2025

# MOVING TO THE NEXT LEVEL - ONE VOICE... ONE VISION... ONE MISSION

The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and the collaboration of our students and parents.



## Moving to the Next Level One Voice...One Vision...One Mission

An equitable, inclusive, and high-quality education is every child's civil right; and our District, Families, Students, and Community Stakeholders must work together collectively speaking with ONE VOICE... focusing on ONE VISION... to achieve ONE MISSION which is to ensure that the brilliance of children is realized and celebrated every day in every BPS school.



### TOGETHER, WE WILL:

- Place a high premium on safety and wellness
- Continue to advance a curriculum that engages students in work that is meaningful and rigorous
- Implement purposeful recruitment, selection, orientation, and placement of a diverse workforce in our district and schools
- Advance opportunities for community and family engagement which will improve student learning and development.

Renewed Relationship with Our Families and Students

Rigorous Early Elementary Education

Strong Community Schools

Innovative High Schools

Extended Learning Excellence for All Our Students

Services for Our Neediest Children and Families

Revive Our Relationship with Our Teachers & Principals

Fortified Connection with Our Community Partners

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\* Photo by David Benko



# INTRODUCTION

Over the past few years, students have experienced an unprecedented upheaval of the traditional structures that once ordered their world. The pandemic disrupted lives and livelihoods, causing some to lose their source of income while others became front line workers. And, while hybrid and remote learning were born of necessity, at times some students felt disconnected from their peers and from the school-based supports on which they relied. All this stress has been compounded by the traumatic experience of May 14 that affected students, families, and staff across the District.

Buffalo Public Schools will strive to help families and students feel supported socially, emotionally, and academically. Knowing that the school environment can have an impact on student achievement, it is important that students view schools as safe spaces where their dreams and aspirations can be realized and where their culture and identities are affirmed. Likewise, it is necessary to provide a firm instructional foundation to help all students realize their true academic potential. Our instructional theory of action holds that if we want to prepare our students to be successful socially and academically, now, and in future endeavors, the District must:

- ensure a welcoming and affirming environment,
- hold high expectations and provide rigorous instruction,
- provide inclusive curriculum and assessments, and
- provide ongoing professional learning opportunities to prepare all staff to support students.

These four principles are part of the [Culturally Responsive-Sustaining Framework](#) from the New York State Education Department and are at the core of Buffalo Public Schools' beliefs.



The purpose of this Student Success Plan is to establish BPS's instructional theory of action while informing stakeholders of current and upcoming initiatives, creating a cohesive narrative to connect initiatives and beliefs, and establishing shared language to discuss these initiatives. This is a living document and will be revisited for periodic review and revision. We hope that this plan will provide families, students, and school staff with clear guidance and expectations for rich classroom instruction (connects to Strategic Plan Goal 1, Commitment 1.4).



# BPS INSTRUCTIONAL PRIORITIES

(Connects to Strategic Plan Goal 2, Commitment 2.2, 2.3)

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# BPS INSTRUCTIONAL PRIORITIES

The Instructional Priorities for Mathematics and Literacy Across the Content Areas clarify vital pedagogical practices that drive academic achievement. The Priorities are built around the need for a welcoming environment, high expectations, rigorous instruction, and inclusive curriculum, and are designed to guide teacher’s planning and to foster dialogue about instruction across disciplines. The Priorities do not include every element of a lesson; however, they delineate the instructional practices that will best prepare students to be successful. The Priorities are as follows:

**CULTURE OF LEARNING: Are all students involved in the work of the lesson from start to finish?**

**Literacy Across the Content Areas:**

- **DISTRICT MATERIALS:** Are District materials and curriculum being used effectively and with skilled fidelity?
- **FOUNDATIONAL SKILLS:** Are foundational skills being taught explicitly, sequentially, and systematically?
- **ALL STUDENTS READ:** Do all students read anchor texts independently on a regular basis?
- **ALL STUDENTS WRITE:** Do all students write on a regular basis in order to demonstrate deep understanding of the anchor text?
- **DIFFERENTIATION:** Do all students have the support they need to access and engage deeply with rigorous, culturally responsive, grade-level content?

**Mathematics:**

- **DISTRICT MATERIALS:** Are District materials and curriculum being used effectively and with skilled fidelity?
- **ALL STUDENTS ENGAGE IN GRADE-LEVEL MATH:** Do all students engage in daily independent work with grade level math at the appropriate level of depth?
- **ALL STUDENTS EXPLAIN THEIR THINKING:** Do all students consistently explain and justify their thinking?
- **DIFFERENTIATION:** Do all students have the support they need to access and engage deeply with rigorous, culturally responsive, grade-level content?

## CULTURE OF LEARNING

Before learning can take place, a supportive classroom culture must be firmly established. The Culture of Learning addresses variables that deal with traditional classroom management (e.g., behavioral norms, procedures) to ensure that learning *can* take place, as well as the ways that instruction is being monitored (e.g., participation techniques, checking for understanding) to ensure that learning *is* taking place. In addition, a solid classroom culture nurtures a feeling of belonging and addresses the social emotional needs of the students, creating a welcoming and affirming environment inclusive of multilingual learners, special education learners, and students of diverse backgrounds.





## **CULTURE OF LEARNING: Are all students involved in the work of the lesson from start to finish?**

- Students consistently follow behavioral expectations, including the norms of digital citizenship.
- Students efficiently execute transitions/procedures (*e.g., 21-Day Planner*).
- Adult interactions with one another and students are encouraging, respectful, and promote high expectations for learning.
- Restorative practices and social emotional learning are integrated into the instructional day as appropriate.
- The classroom positively reflects the diversity of the students and school community. Possible examples include relevant books, posters, artifacts, images, symbols, multilingual signs in students' home languages, and posting current student work.
- Students are involved in academic work from start to finish (*e.g., completing instructional tasks, volunteering responses, questioning.*)
- The learning and criteria for success are communicated to the students. Students demonstrate an understanding of the purpose of the lesson.
- When appropriate, the teacher models and/or demonstrates the targeted skill. Students participate in guided and independent practice.
- Equitable participation techniques are used to provide all students with the opportunity to participate in discussions (*e.g., name sticks, think-pair-share, wait time*).
- The teacher deliberately checks for understanding throughout the lesson (*e.g., discussion boards, chats, oral questioning, technology enabled*).

## **INSTRUCTIONAL PRIORITIES FOR LITERACY ACROSS THE CONTENT AREAS**

The Instructional Priorities for Literacy Across the Content Areas delineate the practices that are necessary for students to become successful readers and writers. Research tells us that foundational skills in literacy must be taught explicitly, systematically, and sequentially. Students who have or are working to solidify foundational skills must be provided with regular opportunities to independently read on-grade level anchor texts and to demonstrate their understanding by completing accountable tasks and writing about what they read.

Successful implementation entails skilled fidelity to standards-aligned curricular materials. Consistent curriculum and materials help provide the guidance and reliability necessary to improve school performance. Teachers are asked to provide rigorous instruction and follow the curriculum while also using data and exercising their expertise to determine modifications such as whether pacing needs to be adjusted, which questions and activities are most essential to realize the intent of the lesson, which portions of the anchor text to let students read independently, how to monitor comprehension, and which activities need to be differentiated.





**DISTRICT MATERIALS: Are District materials and curriculum being used effectively and with skilled fidelity?**

- Module and/or lesson numbers are clearly posted each day.
- Teachers plan and use the District curriculum and materials as intended, including inquiry-based and explicit approaches.
- Relevant technology is integrated into instruction to enable and enhance learning.
- Social-emotional resources are infused into lessons (e.g., District-approved SEL curriculum, Second Step curriculum).
- Connections are made between the cultures, backgrounds, and personal experiences of the students and the curriculum being taught.
- Culturally and linguistically relevant teaching resources are infused into lessons (e.g., District approved materials such as the NJ Amistad resources, myON, Nearpod lessons, and approved literature that incorporates diverse perspectives).

**FOUNDATIONAL SKILLS: Are foundational skills being taught explicitly, sequentially, and systematically?**

- The foundational skills being taught are aligned to grade-level standards.
- Foundational skills instruction is explicit and includes teacher modeling, guided, and independent practice.
- Foundational skills instruction is systematic and sequential, as outlined in district curriculum.
- Students have sufficient opportunities to practice newly acquired foundational skills.
- Students connect acquisition of foundational skills to reading from texts and composing writing.

NB: Foundational skills include phonemic awareness, phonics, letter formation, spelling, fluency, grammar, usage, mechanics, and sentence construction.

**ALL STUDENTS READ: Do all students read anchor texts independently on a routine basis?**

- Students routinely engage in independent reading of grade-appropriate anchor texts.
- Teachers chunk readings and assign accountable tasks (e.g., *annotations, prompts, summaries*) as students read silently.
- Outside of foundational skills lessons, students spend the majority of class time reading, writing about, and discussing grade and subject appropriate texts.
- Opportunities are provided for students to read culturally relevant materials from diverse authors using district-approved materials (e.g., myON, Amistad, district-provided classroom libraries).



## **ALL STUDENTS WRITE: Do all students write to demonstrate deep understanding of the anchor text on a regular basis?**

- Students have frequent opportunities to write independently in response to text-based questions, using evidence from the text to demonstrate their understanding.
- Students respond to higher-order thinking questions (*HOT!*) that target the depth of grade-level standards.
- Opportunities are provided for students to investigate, discuss and analyze social justice issues, as well as for promoting student advocacy.



## **DIFFERENTIATION: Do all students have the support they need to access and engage deeply with rigorous, culturally responsive, grade-level content?**

- The teacher continually adapts the lesson to address student understanding.
- The teacher scaffolds instruction and tasks for various students allowing students to access grade-level content and demonstrate independent understanding without reducing the rigor of the standards.
- The teacher pre-teaches, re-teaches, or reinforces important skills and concepts through teacher-led small group instruction.
- The teacher differentiates activities for use in groups or learning areas to provide targeted practice of previously taught skills/concepts.
- Students' home languages and dialects are accepted, while also teaching literacy skills and conventions.
- Teachers leverage technology to meet the needs of individual students (e.g., online intervention programs, audio/video recordings, photo submissions).

## **INSTRUCTIONAL PRIORITIES FOR MATHEMATICS**

The Instructional Priorities for Mathematics delineate the practices that are necessary for students to be successful in math, infusing key elements of the Mathematical Practices outlined in the Common Core Standards and the NYS Next Generation Learning Standards.

Students are asked to work independently and persevere in solving problems, taking risks and viewing mistakes as opportunities for growth. Students are encouraged to use precise mathematical language, explain and justify their thinking, and respectfully and constructively critique the reasoning of others.

Successful implementation entails skilled fidelity to standards-aligned curricular materials. Consistent curriculum and materials help provide the guidance and reliability necessary to improve school performance. Teachers are asked to provide rigorous instruction and follow the curriculum while also using data and exercising their expertise to determine modifications such as whether pacing needs to be adjusted, which problems and activities are most essential to realize the intent of the lesson, how to



monitor understanding, when to model and when to let students experience a productive struggle, and which activities need to be differentiated.

**DISTRICT MATERIALS: Are District materials and curriculum being used effectively and with skilled fidelity?**

- Module and lesson numbers are clearly posted each day.
- Teachers plan and use the District curriculum and materials as intended, including inquiry-based and explicit approaches.
- Relevant technology is integrated into instruction to enable and enhance learning.
- Social-emotional resources are infused into lessons (e.g., District-approved SEL curriculum, Second Step curriculum).
- Connections are made between the cultures, backgrounds, and personal experiences of the students and the curriculum being taught.
- Culturally and linguistically relevant teaching resources are infused into lessons (e.g., District approved materials such as the NJ Amistad resources, myON, Nearpod lessons, and approved literature that incorporates diverse perspectives).

**ALL STUDENTS ENGAGE IN GRADE-LEVEL MATH: Do all students engage in daily independent work with grade level math at the appropriate level of depth?**

- Students consistently demonstrate understanding by independently completing grade-level and standards-aligned mathematics.
- Instruction targets the aspect of rigor (*i.e., conceptual understanding, procedural skill/fluency, or application*) aligned to the standard and lesson.

**ALL STUDENTS EXPLAIN THEIR THINKING: Do all students consistently explain and justify their thinking?**

- Students consistently share, explain, and justify their thinking and strategies for problem solving, orally and/or in writing.
- Students consistently ask questions about, discuss, and/or critique the thinking and solutions of others.
- Students use mathematically precise language when discussing mathematics and sharing their thinking.
- Students persevere in solving problems and explaining their thinking in the face of initial difficulty.

**DIFFERENTIATION: Do all students have the support they need to access and engage deeply with rigorous, culturally responsive, grade-level content?**

- The teacher continually adapts the lesson to address student understanding.
- The teacher scaffolds instruction and tasks for various students allowing students to access grade-level content and demonstrate independent understanding without reducing the rigor of the standards.



- The teacher pre-teaches, re-teaches, or reinforces important skills and concepts through teacher-led small group instruction.
- The teacher differentiates activities for use in groups or learning areas to provide targeted practice of previously taught skills/concepts.
- Students’ home languages and dialects are accepted, while also teaching literacy skills and conventions.
- Teachers leverage technology to meet the needs of individual students (*e.g., online intervention programs, audio/video recordings*).

## INSTRUCTIONAL COACHING TOOLS

The [Instructional Coaching Tools for Mathematics and Literacy Across the Content Areas](#) capture the Priorities on one form and provide educators with a means to monitor implementation, encourage dialogue, and share feedback. The Instructional Coaching Tools are not evaluative and should only be used to develop and enhance instructional practice. Electronic data collection enables schools to identify trends and determine appropriate supports and professional development needs. Administrators can also clarify expectations and support implementation of the Priorities by discussing specific classroom [Look-fors](#) with teachers.

## CONTINUOUS IMPROVEMENT CYCLE

School teams must be engaged in a continuous improvement cycle in order to fully realize the promise of the Instructional Priorities. Systematic procedures and strategies and scheduled classroom visits will drive instructional improvement. Schools should develop plans and targets that will inform their efforts to set expectations, collect and analyze data, share feedback, and provide the coaching and support necessary to enhance instruction. Key steps are listed below:

1	<b>Set expectations: Share the Coaching Tools with teachers and create a shared understanding of each Priority. Set expectations for implementation of the Instructional Priorities.</b>
2	<b>Data Collection:</b> Create a plan to visit classrooms and use the Coaching Tools to collect implementation data.
3	<b>Feedback:</b> Have conversations with teachers to better understand what you see. Provide actionable and relevant feedback after visits.
4	<b>Strategic Planning:</b> Meet regularly to engage in the Instructional Priorities DDI cycle and to develop action plans to support instruction.

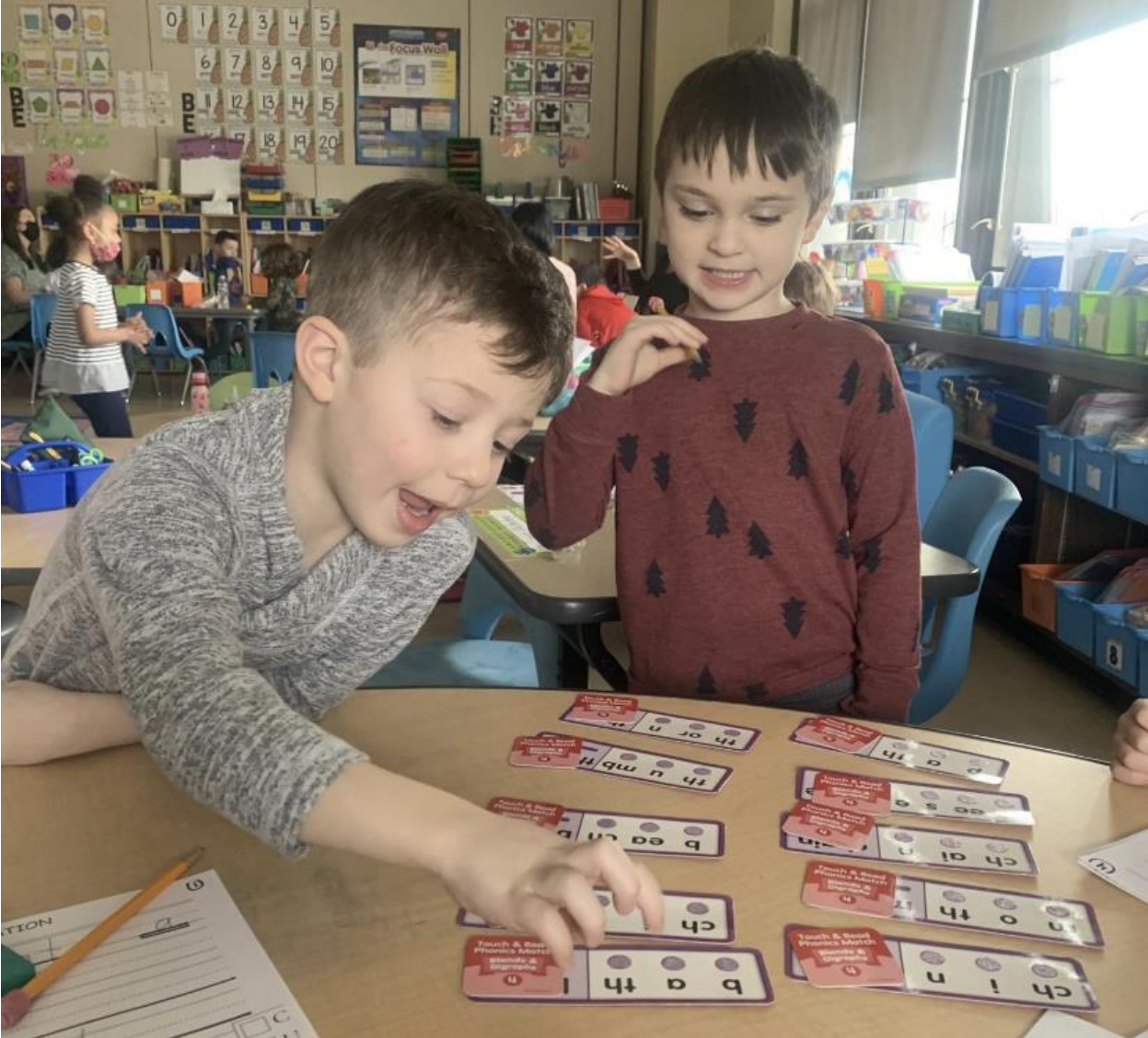
The Associates of School Leadership (ASL) will support principals with monitoring and analysis of Priorities data to facilitate schoolwide improvement and student achievement.





# EARLY LEARNING

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# EARLY LEARNING

## THREE-YEAR-OLD PILOT PROGRAM

(Connects to Strategic Plan Goal 2, Commitment 2.4)

Buffalo Public Schools, in partnership with Say Yes Buffalo, will begin a pilot program to provide pre-kindergarten services to three-year-old students. In January of 2023, Buffalo Public Schools will open two pilot classrooms at two Community Schools. Up to five additional classrooms will be phased in at additional Community Schools. Classrooms will be staffed with a certified teacher and a teaching assistant, and class size is capped at 14.

## PREKINDERGARTEN

The Buffalo Public Schools Universal Prekindergarten Program provides all children a safe, welcoming, nurturing, and developmentally appropriate environment that promotes social-emotional, cognitive, and physical growth, as well as a positive self-image and a love of learning. All children receive a rich and inclusive, full-day early learning experience that lays the foundation for a successful academic career. Classrooms are staffed with a certified teacher and a teaching assistant, and class size is capped at 18.

### Welcoming and Affirming Environment

A welcoming and affirming classroom culture is fundamental to the success of the Pre-K program. Teachers greet students at the door upon arrival. Teachers and teaching assistants share lunch with students in a family-style setting. To encourage a sense of belonging, student pictures and names are arranged around the room, and paintings, pre-writing samples, and other types of authentic student work are also displayed.

Parent engagement is likewise fundamental to the success of the Pre-K program. Schools host four or more **Pre-K parent events** each school year to provide opportunities for families to take an active part in their child's education. Additionally, the Pre-K Department hosts three family engagement events throughout the year: Fall Fest at the Buffalo Zoo, Night at the Museum at the Buffalo Museum of Science, and Pre-K Picasso at Buffalo City Hall.

Another opportunity for parent engagement is **Raising a Reader (RAR)**, a nationally acclaimed early literacy and family engagement program that helps families practice and maintain home-based literacy routines critical for school success. Every BPS building-based prekindergarten student will receive a red bag with books loaned to them on a weekly rotation that allows parents and students to engage with reading. Books are available in 14 different languages and include diverse, multicultural, and exceptional diversity book options.

Parent Pre-K Handbooks can be found [here](#).



## High Expectations and Rigorous Instruction

The BPS Pre-K Program is developmentally appropriate with a focus on early literacy, math skills, and social skills, all of which are learned through play and hands-on activities. A **Developmentally Appropriate Program (DAP)** is one that takes into consideration the skills and maturity level of its students. In a DAP classroom the expectations are realistic and age appropriate. The children are encouraged to ask questions and explore their surroundings. The classroom is designed so that children have access to all appropriate materials. They will spend a large part of their day in learning centers.

**A Center-Based Classroom** is the heart of the Pre-K learning environment. Time spent daily in learning centers provides the setting for children to safely explore and learn about themselves and the people, places, and things in their environment. Classrooms use learning centers for purposeful and intentional play, as this is the most effective way for young children to learn. To many, this looks like “play time.” However, Pre-K children learn through exploration. By providing a learning objective for each learning center the teacher is setting the stage for an engaging and productive learning experience.

The rest of the students’ day will be spent listening to stories, singing songs, doing finger plays, and moving or dancing. The teacher and teaching assistant will prepare many activities that promote creativity and physical wellbeing. In addition, rest time is an opportunity for students’ bodies and brains to slow down. Rest time should be no more than 30 minutes in length. Some students may require a quiet time bin with activities to complete.

Teacher and Teaching Assistant Pre-K **Handbooks** can be found [here](#).

## Inclusive Curriculum and Assessment

Prior to entering Pre-K, families are asked to complete [The Ages and Stages Questionnaire \(ASQ\)](#), a screening tool that pinpoints the developmental progress in children between the ages of one month to 5 ½ years. The areas screened on the ASQ are communication, gross motor, fine motor, problem solving and personal-social skills. Buffalo Public Schools works in conjunction with Say Yes Buffalo and Help Me Grow WNY to collect data from the ASQ to use and share with students' families, and, if needed, connect them with community resources.

BPS uses the **Second Step** program, which combines discussions with fun activities and family resources, to help children learn social-emotional skills such as responsible decision-making, working together to solve problems, managing strong emotions, and getting along with others. These skills can help children succeed academically and socially. Targeted Pre-K classrooms also receive support from Positive Emotional Development and Social Skills ([PEDALS](#)) coaches, an initiative of the Health Foundation for Western and Central NY.

Academic progress throughout the year is measured using iStation, an animated and interactive prekindergarten **computer-based assessment** that measures phonological/phonemic awareness, listening comprehension, vocabulary, knowledge of the alphabetic principle, and print awareness. It also assesses math concepts such as rote counting, cardinality, and basic addition.

At the 20<sup>th</sup> and 40<sup>th</sup> week of the instructional year, teachers complete the Prekindergarten Checklist, which assesses the student’s development in the NYS Prekindergarten Learning Standards domains.

The Elementary Education Department uses the **Early Childhood Environment Rating Scale (ECERS)** to measure the quality of Pre-K classroom environments and how well the program is meeting children's



needs. ECERS helps to create consistency throughout the program, establishing the same expectations for each classroom.

### Ongoing Professional Learning

Teacher and teaching assistants are offered professional development opportunities at a minimum of four times each year through the Pre-K Department. Topics typically include Developmentally Appropriate Practice (DAP) for the Prekindergarten classroom, support and use of district provided materials, and review of formal and informal assessments to drive instruction and create small groups for both teacher and teaching assistant. Prekindergarten staff also participated in District initiatives.

Instructional Guidance Universal Prekindergarten	
<p><b>Core Instruction (Tier 1)</b></p> <p>The Buffalo Public Schools Pre-K program is aligned to the <a href="#">NYS Prekindergarten Learning Standards</a>:</p> <p>Domain 1: Approaches to Learning            Domain 2: Physical Development and Health            Domain 3: Social and Emotional Learning            Domain 4: Communication, Language, and Literacy            Domain 5: Cognition and Knowledge of the World (Mathematics, Science, Social Studies, Arts)</p> <p>ELA: Students receive daily instruction in</p> <ul style="list-style-type: none"> <li>phonological and phonemic awareness skills: blending, segmenting, and manipulating words, syllables, and phonemes</li> <li>comprehension, alphabet knowledge, concepts of print, emergent writing, and oral language.</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>Instruction develops students’ mathematical knowledge through conceptual thinking and reasoning to improve skills in numbers, operations, geometry, measurement, patterns and algebra, data analysis and classification.</li> <li>Students participate in kinesthetic activities and use manipulatives in both large and small groups as well as in intentionally arranged learning areas. Instructional guides can be found <a href="#">here</a>.</li> </ul> <p>SEL: Using Second Step, children learn social-emotional skills such as responsible decision-making, working together to solve problems, managing strong emotions, and getting along with others.</p>	<p><b>District Materials</b></p> <ul style="list-style-type: none"> <li>Big Day Pre-K Curriculum Kit</li> <li>Heggerty Early Pre-K program</li> <li>Building Blocks Math Curriculum Kit</li> <li>Second Step Social Emotional Learning Kit</li> <li>Hands on, developmentally appropriate manipulatives, that support learning area</li> <li>Raising a Reader</li> <li><a href="#">Homework Calendar</a></li> <li>New 2023-24: <i>Pre-K program adoption</i></li> </ul>
<p><b>Assessment</b></p> <p>iStation BOY/MOY/EOY  <a href="#">The Ages and Stages Questionnaire (ASQ)</a>            Prekindergarten Checklist</p> <p>Informal Assessments:            Emergent writing  <a href="#">Assessment Portfolio</a>            Parent observation</p>	<p><b>Differentiation</b></p> <p>Small groups are pulled by both teacher and teacher assistant based on formative assessment data.</p> <p><u>Math &amp; Manipulatives</u>            A great part of the young child’s learning takes place on the sensory-motor level. Manipulatives such as puzzles, stacking towers, and easy games can promote learning and the development of eye-hand coordination, spatial relationships, and perception.</p>





#### Dramatic Play

The dramatic play center helps children develop language and social-emotional skills. It encourages children to experiment with roles and imaginative play scenarios by combining props and other age-appropriate materials. Dramatic play allows children to test and practice what they have experienced in their real world.

#### Science and Discovery/Sensory

This center offers children opportunities to explore, discover, and use their senses. Allow time to investigate and manipulate the materials and to contemplate the results of their discoveries.

#### Creative Arts

The purpose of art with young children is experimentation, discovery; the process, not the product, is most important. Painting on an easel or playing with playdough allows children to strengthen arm muscles, fine motor skills, and eye-hand coordination as they experiment with colors, shapes, and lines in their paintings.

#### Technology

All Pre-K classrooms are equipped with iPads. Children may be assigned to work on the iPad to practice literacy and math skills.

#### Block Area

Block play allows students to build structures while practicing balancing and matching skills. They can explore sizes and develop concepts such as tall/short; big/little; more than/less than.

#### Sand/Water

Sand and water play encourages children to experiment and allows children to develop cooperative play and sharing skills. Dumping, pouring, scooping, and sifting materials helps to refine fine motor skills and eye/hand coordination.

#### Writing\*

The writing center allows children to begin to experiment with shapes and symbols as they learn how to make more recognizable letters.

\*It is not typical for all students in prekindergarten to learn how to write words and sentences during the prekindergarten year.

#### Library/Listening

Young children need a variety of books to handle and enjoy. A comfortable, quiet, and cozy space should be available for children to browse through and listen to books on CD or through QR Codes.

#### Calming Corner

The calming corner is a safe place in the classroom for students who may need a break or a safe place to manage their big feelings. The calming corner is equipped with materials and manipulatives that aid students in this process.



# ELEMENTARY EDUCATION

(Connects to Strategic Plan Goal 2, Commitment 2.5)

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# ELEMENTARY EDUCATION

There are 39 elementary schools in the BPS offering a wide variety of grade configurations and instructional options, including bilingual programming. All students in grades K-8 take courses for literacy, mathematics, social studies and science along with a variety of encore classes such as physical education, health, art and music. Students in middle school also participate in courses for world language, home & careers, and technology.

## **A Welcoming and Affirming Classroom Environment**

Developing solid classroom routines is vital to ensuring a welcoming and affirming environment. Buffalo Public Schools teachers should work with students to collaboratively establish expectations for behavior and use the District's [21-Day Planner for Literacy](#) or [Math](#) to establish classroom routines and enable students to work towards independence and accountability for their own learning.

Elementary students participate in daily **Restorative or Community Building Circles** to strengthen relationships and create safe spaces for students within the classroom. The Circle is a carefully constructed, intentional dialogue space that welcomes emotions and difficult realities, while maintaining a sense of positive possibilities. Circles provide a sense of community where students and teachers can connect with each other on various topics. Additional information can be found on the [Office of School Climate website](#).

In order to foster a sense of belonging, teachers are also encouraged to use translated signage, posters, banners, and other displays to represent the cultures of the students in the classroom community. Likewise, hanging student work helps students see themselves in the classroom. Some teachers also save wall space for pictures and photographs that the students choose to share.

## **High Expectations and Rigorous Instruction**

Rigorous early elementary education is a key element of the District's Educational Bargain with Families Next Level: One Voice, One Vision, One Mission. Buffalo Public Schools elementary buildings ensure dedicated instructional time for each subject and implement on-grade level, research-based materials and research-based instructional practices. Teachers consider the [Instructional Priorities for Mathematics and Literacy Across the Content Areas](#) as they plan for rigorous instructional opportunities.

Instruction at the elementary level is generally comprised of whole group, teacher-led small group, and independent and partnered learning opportunities. Teachers may introduce new skills through whole group instruction, explicitly modeling skills and conducting think alouds to show students how they approach a task or problem. Following a **gradual release of responsibility** model, teachers then provide supervised practice opportunities with corrective feedback, and eventually ask students to practice independently. Independent practice may take place at a student's desk or at an established learning area. Instruction is recursive; if students struggle to perform a skill or demonstrate understanding, the teacher may provide additional modeling or guided practice.

Nevertheless, an **inquiry-based approach** may be more appropriate at times. Following an inquiry model, teachers ask questions and/or provide problems or scenarios to cause students to generate questions, hypothesize, strategize, and/or investigate, eventually arriving at a potential solution/theory. Students should be able to explain and justify their thinking and critique the thinking of others. Heterogenous grouping during Tier I instruction means that students in the same classroom may be at



different stages of comprehension, skill mastery, or English language acquisition. Teachers must consciously **differentiate** learning for students to ensure that they can access the grade-level content. This means that teachers may scaffold instruction for specific students by checking in frequently to confirm understanding or using tools like graphic organizers, manipulatives, sentence starters, or multilingual glossaries. Teachers may also differentiate by modifying the process, which includes breaking instructions into simple steps, repeating directions multiple times, or chunking text into manageable pieces. Teachers may, likewise, differentiate the product that students are expected to submit without losing the intended rigor by selecting fewer but targeted problems to complete or shortening the length of an assignment.

Another effective way to differentiate is to pull **teacher-led small groups** for targeted instruction. Using pertinent data points, teachers group students by need to pre-teach, re-teach, or reinforce skills and concepts. For instance, some students may benefit from pre-teaching of background information or vocabulary so that they can better understand the upcoming lesson. Or, teachers may need to revisit specific skills introduced during whole group instruction using a different delivery method. While some students are working with the teacher in a small group, other students may be practicing previously taught skills with a teaching assistant, independently, or with partners. **Learning areas** in elementary classrooms are organized by skill and content. Listed below are examples:

- Reading Areas may include diverse classroom libraries, myON, comprehension activities
- Fluency Areas may include timed math or reading fluency checks (individual or partner), math sprints, First in Math
- Writing Areas may include letter formation activities, composition, and grammar activities, math journals
- Word Work Areas may include vocabulary and phonics activities, Lexia
- Math Problem Solving Areas may include math tasks, sentence strips, frames, etc.
- Exploration Areas may include manipulative, picture, or word sorting/categorizing tasks

Although **technology** is not a learning area unto itself, every elementary student has a computing device (e.g., iPad, laptop) to access various District-approved online platforms for differentiation and intervention. Classrooms are also equipped with interactive whiteboards to enhance instruction.

Resources to plan activities and organize areas are available [here](#) (literacy) and [here](#) (mathematics).

### **Inclusive Curriculum and Assessments**

All staff have a responsibility to learn about their students' cultures. The [Instructional Priorities in Mathematics and Literacy Across the Content Areas](#) emphasize the need for the classroom to positively reflect the diversity of the students and school community and to infuse materials and activities that represent and affirm student identities. For instance, as part of the [Multilingual Classroom Ecology](#), students create "all about me" projects which are then displayed in the classroom or hallway.

Representation in literature is also important to help students feel a sense of belonging and affirmation. This includes all students regardless of race, gender, sexual orientation, religion, language, ability, or economic background. In addition, exposure through text increases awareness of the practices, values and belief systems of other students' cultures, promoting acceptance and appreciation. To this end, read alouds from the culturally responsive [Scholastic Rising Voices Collection](#) are infused throughout curricula in kindergarten through grade 5. Moreover, classroom libraries of texts written by indigenous





authors will be provided to all K-6 homerooms. Additional selections will be provided to elementary libraries. Furthermore, lessons from the Office of CLRI's Emancipation Curriculum have been embedded in social studies curricula in grades K-6 and Amistad resources are available to support the idea that social studies instruction should help students become informed decision makers as part of a diverse, democratic society.

Appropriate **assessments** are used to gauge student understanding, including diagnostic, formative, and summative measures as appropriate. Grade level and vertical teams then triangulate data from assessments, teacher observation, and informal measures of student learning such as exit tickets in order to plan differentiated lessons and provide a system of tiered interventions to close learning gaps.

### **Ongoing Professional Learning**

In addition to participating in District offerings, elementary schools provide regular opportunities for embedded professional learning. During **grade level meetings (GLMs)**, teams of teachers participate in professional development and monitor student data. Meetings are built into school schedules, planned by building leadership with coaches as appropriate, and facilitated by coaches and/or administrators. Agendas should be provided prior to the meeting to allow participants to prepare any necessary materials. Teams should take and then share out the minutes to keep everyone focused on the work plan.

**Coaching** is an important part of embedded professional development. Coaches receive extensive training to be able to provide support to teachers. Coaches ensure that teachers have appropriate materials, facilitate grade level meetings, support the data driven instruction (DDI) process, provide professional development, and support teachers through planning and modeling lessons. A literacy coach is assigned to every Title I elementary school to support instructional practice and provide interventions. Schools may also have an instructional coach to support other areas such as mathematics or technology.

### **RESPONSE TO INTERVENTION (RtI)/ACADEMIC INTERVENTION SERVICES (AIS)**

Buffalo Public Schools offers intervention services to increase student success and close achievement and opportunity gaps, including focused and intense intervention to help students reach the important milestone of reading by the end of grade three (connects to Strategic Plan Goal 1, Commitment 1.1).

As part of Response to Intervention services, schools must provide high quality, research-based instruction to all students in the core class, as well as differentiated instruction that is aligned to the State learning standards.

School districts consider Response to Intervention (RtI)/Academic Intervention Services (AIS) for students who score below the State performance level on State Assessments and/or who are at risk of not achieving the NYS Learning Standards. Student support services may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Services can also include extra time for focused instruction and/or increased student-teacher instructional contact time. Opportunities for provision of AIS include an extra period(s)/time during the regular school day; within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching); extended school day; and/or summer school. In grades K-6 in BPS, RtI periods for literacy and mathematics are scheduled for a minimum of 30 minutes per day per subject.



Buffalo Public Schools uses a “walk to” model to provide RtI in reading K-6. This signifies that students receive supports to meet their needs in homogeneous groupings with designated teachers and specialized resources. In most cases, students leave their heterogeneous classroom in order to get this support. When space is an issue, the RtI teacher may push in to work with a small group of students while the classroom teacher is supporting a different group.



Schools use multiple measures to determine RtI/AIS services. In addition to State assessments, teacher observation, and programmatic assessments, the District administers the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8 in grades K-4 three times per year to assist in making data-driven instructional decisions for literacy. Progress monitoring throughout the year provides information on students’ growth and the success of the intervention. Students in grades 3-8 also take the iReady assessment in reading to provide teachers with information to make instructional decisions regarding the level of intervention that each student needs. English language learners also take the IRLA or ENIL to monitor their progress in English and/or Spanish. In addition, students in K-8 take the iReady math

assessment to provide similar information regarding potential intervention needs in mathematics. Teachers keep pertinent information regarding each student’s progress in student data folders that follow the student through grade 8.

## EARLY CHILDHOOD EDUCATION K-2

The primary grades are a pivotal time when students build a foundation in both literacy and numeracy. It is imperative that teachers establish a supportive classroom culture to enable students to access this learning. A supportive classroom culture requires clear and consistent routines, as well as an inclusive environment, encouraging dialogue, and caring relationships that foster a sense of belonging. Students will rise to a teacher’s high expectations when they feel welcomed and affirmed in the classroom.

## LITERACY K-2

It is often stated that students learn to read in the primary grades so that they can read to learn in the intermediate and upper grades. In other words, students who master the skills required to read text – phonemic awareness, phonics, fluency – can use those skills as they get older to gain new knowledge by reading more complex text. Students who do not master these foundational skills will struggle to comprehend text and will, therefore, require intervention services in order to read to learn.

In order for students to master **foundational skills** in the primary grades, research tells us that these skills must be taught explicitly, systematically, and sequentially. The BPS [Instructional Priorities for Literacy Across the Content Areas](#) clearly delineate the expectations for instruction of foundational skills. It is also vital that we implement research-based materials and instructional practices and provide dedicated instructional time (i.e., 90-minute reading period K-3).



Buffalo Public Schools uses Heggerty **phonemic awareness** lessons in kindergarten through grade 2 to support appropriate development of phonological and phonemic awareness skills.

Using information from the Language Essentials for Teachers of Reading and Spelling (LETRS), the District developed direct, explicit **phonics** lessons for the teaching of these essential skills. To support the use of the phonics lesson plans, LETRS-based literacy toolkits have been purchased for K-2 classrooms.

The literacy toolkits provide manipulatives for students to practice their phonics skills. Students must also develop **fluency** by practicing with word lists as well as connected text.

- High frequency, non-decodable words like *said* and *the* should be memorized, but decodable words like *ran* and *big* do not need to be. Students who have been taught the rules for decoding single syllable, short vowel words can sound these out.
- Students learning to read use books called “decodables” to practice reading connected text. Decodables use high frequency words and words that follow phonics rules that the students have already been taught. Additional decodable texts have been purchased for K-2 classrooms.
- Students should practice with decodable, on-grade-level text and should not be taught to use picture cues to predict words that are unfamiliar. This strategy will not prove helpful when texts become more complex and no longer contain pictures.

Primary teachers must also build knowledge of **vocabulary** while teaching decoding, as vocabulary knowledge affects text comprehension. Students in kindergarten may not yet be able to read multisyllabic words, but they can build their lexicon through oral instruction. For example, kindergarteners may not be able to read the word *chrysalis*, but they can understand its meaning. When they are eventually able to decode this word, they will immediately be able to attach meaning. In tandem with vocabulary instruction, read alouds and other forms of content area instruction in science, social studies, and encore areas can build students’ background knowledge, another factor that affects comprehension.

To create a positive, **home-school connection**, many BPS literacy resources provide communications to parents. Amplify for DIBELS 8 offers Home Connection Letters, available in English and Spanish, which have information about student reading performance as well as parent-friendly, literacy-based activities to do at home. Lexia Core 5 also has a Parent Family Connection letter with literacy activities parents and students can do at home together. iStation Español [Parent Portal](#) provides families and parents access to easy-to-use supplemental home instruction, parent resources, and updates on their child's progress.

Students in grades K-4 complete the DIBELS 8 screener three times a year as a benchmark **assessment** and are progress monitored throughout the school year. This allows teachers to make ongoing data-driven instructional choices to support the needs of the students. There are numerous other data points available to teachers to make data-driven instructional decisions to support students. The PAST (Phonological Awareness Skills Test), Spelling Screener, Phonics and Word Reading Survey, Orton-Gillingham diagnostic assessments as well as Consortium on Reaching Excellence (CORE) Multiple Measure assessments can provide diagnostic information to target skills.



Knowing the importance of **professional development** to support skilled instructional delivery, reading teachers, literacy coaches, K-4 general and special educators, and ENL K-12 teachers will participate in the Language Essentials for Reading and Spelling, or LETRS, training to support implementation of scientifically-based reading research. In addition, kindergarten, special educators K-8, ENL teachers K-12, reading teachers and literacy coaches will participate in IMSE Orton Gillingham professional development. Orton Gillingham (OG) is a structured literacy approach to teaching reading that benefits all students, but especially those with dyslexia or others who struggle to decode.

Instructional Guidance Literacy K-2	
Core Instruction (Tier I)	District Materials
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation English Language Arts Learning Standards</a></li> <li>90-minute reading period</li> <li>Reading period includes whole group instruction, teacher-led small group instruction, independent practice</li> <li>Direct, explicit instruction in foundational skills (e.g., phonemic awareness (PA), phonics, spelling, letter formation)</li> <li>Fluency practice using high frequency word lists and connected text</li> <li>Study of academic and domain specific vocabulary</li> <li>Read alouds from CKLA and Rising Voices embedded in curriculum</li> <li>Targeted instruction to address comprehension and critical thinking</li> <li>Writing instruction in grammar, usage and mechanics, sentence construction, text organization</li> <li>Digital Citizenship lessons embedded in curriculum</li> <li><u>Consistent use of CLRT practices</u></li> </ul> <p>Bilingual curriculum mirrors monolingual classrooms with appropriate foundational skills modifications.</p>	<p>Core program:</p> <ul style="list-style-type: none"> <li>Journeys/Senderos</li> <li>Heggerty PA lessons replace Journeys PA lessons</li> <li>District-created phonics lessons replace Journeys phonics lessons</li> <li>Pearson, Journeys decodable texts</li> <li>Higher order thinking (<i>HOT!</i>) questions (gr 2)</li> <li>Step Up to Writing replaces Journeys writing lessons</li> <li>Language and Literacy Guide (LLG)</li> <li>Rising Voices (selected texts)</li> <li>Bilingual: American Reading Company Herramientas (ENIL Toolkit), School Pace</li> <li>Bilingual: Home Language Arts novels &amp; texts</li> </ul> <p>Supplemental/Intervention</p> <ul style="list-style-type: none"> <li>Lexia Core5</li> <li>IMSE Orton Gillingham</li> <li>SRA Reading Mastery</li> <li>Moby Max</li> <li>Magic Penny (K)</li> <li>FCRR materials</li> <li>Second Step</li> <li>Bilingual: iStation Español</li> <li>myOn texts, including diversity, Spanish collections</li> <li>Classroom libraries: Indigenous authors, Rising Voices</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li><i>New K-5 reading program</i></li> </ul>



Assessment	Differentiation	Intervention/Acceleration
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>Diagnostic assessments as appropriate (e.g., PAST, LETRS Spelling Screener and Phonics and Word Reading Survey, IMSE Orton Gillingham measures)</li> <li>Cold reads to assess fluency and comprehension</li> <li>Rubrics to assess writing</li> </ul> <p>District assessments:</p> <ul style="list-style-type: none"> <li>DIBELS 8 BOY/MOY/EOY to assess foundational skills</li> <li>DIBELS 8 progress monitoring</li> <li>Bilingual: Evaluación del nivel independiente de lectura (ENIL)</li> </ul>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <p>Teachers use <a href="#">21-Day Planner</a> to establish expectations and model appropriate behaviors at learning areas</p> <p>During teacher-led small group, use data to inform decisions and provide differentiated support for PA, phonics, vocabulary, comprehension, and writing, using</p> <ul style="list-style-type: none"> <li>Heggerty, decodable text, Lexia lessons, DIBELS Instruction Tab activities, SUTW lessons, IMSE Orton Gillingham lessons, FCRR, LLG</li> </ul> <p>Independent practice of previously taught skills at learning areas using</p> <ul style="list-style-type: none"> <li>Readers Notebook, SUTW, Moby Max, cold reads, FCRR, Lexia Core5</li> </ul> <p>Paired or independent reading with accountable tasks using decodables, myON, student selected text</p>	<p>30-minute walk-to* model for Response to Intervention:</p> <ul style="list-style-type: none"> <li>Tier I: myON, STEM activities (K-1), Junior Great Books (2)</li> <li>Tier II: Write-in Reader (1-2), Magic Penny (K), Moby Max, Core5 and Lexia lessons, Journeys Reading Toolkit, iStation Español literacy intervention</li> <li>Tier III: Lexia Core5, SRA Reading Mastery, Orton Gillingham, iStation Español literacy intervention</li> </ul> <p>*If space is an issue, Tier III teachers may push-in to provide services using approved programs</p> <p>Raising a Reader (K) helps families develop, practice, and maintain home literacy routines</p>





## BILINGUAL INSTRUCTION K-2

Buffalo Public Schools' Dual Language Bilingual Education Program embraces the three pillars of bilingual education: bilingualism and biliteracy, high academic achievement in both program languages, and sociocultural competence. The goal of the Buffalo Public Schools' Dual Language Bilingual Education Program is to have learners become bilingual and biliterate in both English and in Spanish.

The Dual Language Bilingual Education Program's reading curriculum is aligned to the Buffalo Public Schools' reading curriculum, the New York State Next Generation Learning Standards, and the New York State Education Department's [Blueprint for English Language Learner/Multilingual Learner Success](#). In addition to the core curriculum, instruction is supported by employing high quality scaffolding and differentiation techniques. For example, learners are provided with Step Up to Writing strategies to develop reading comprehension and writing skills in Spanish and English. In addition, data collection platforms and assessments such as DIBELS 8, iStation Espanol, Journeys/Senderos, ENIL (Estructura para la Evaluacion del Nivel Independiente de Lectura – *Independent Reading Level Assessment*), are utilized to monitor learner progress in language acquisition.

## MATHEMATICS K-2

The full implementation of the NYS Next Generation Mathematics Learning Standards has begun. The 3-8 NYS Assessments in Mathematics will now be aligned to the new learning standards. Computer based testing will be phased in over the course of several years.

Buffalo Public Schools' curriculum centers high expectations and rigorous instruction for all learners in order to develop students' abilities to think critically, make sound decisions, communicate effectively, work collaboratively, and approach problem solving with confidence and perseverance.

Using the gradual release model, the teacher supports the growth and development of the student until the student becomes successful with the content or skill. This entails modeling, guided practice, corrective feedback, and independent practice. Students will be asked to work independently to practice newly acquired skills using Module problem sets or Moby Max activities. However, please note that some of the Module lessons, by design, pose problems to engage students in the discovery of mathematics rules, and/or to deepen their understanding of where rules in mathematics originate. Teachers may find it helpful to use the [BPS Mathematics Lesson Reflection Protocol](#) to plan for instruction.

Consistent with the [Standards for Mathematical Practice](#) embedded in the [BPS Instructional Priorities for Mathematics](#), instruction provides opportunities for all students to consistently explain and justify their thinking using precise mathematical vocabulary. Teachers plan for and engage students in differentiated instruction that is developmentally appropriate, equitable and rigorous. With appropriate support, students become comfortable taking risks and learn to persevere through challenging problems. In addition, the Module application problems and problem sets are enriched with mathematical rigor, which entails fluency practice, development of conceptual understanding, and applications of learning to demonstrate understanding.

Knowing the importance of professional development to support skilled instructional delivery, elementary teachers will participate in Voyager-Sopris NUMBERS training. NUMBERS is a blend of theory, mathematics background knowledge and best practice that is focused on equipping teachers with a deep understanding of the mathematics they teach. In grades K-2, the focus is on counting and



cardinality, numbers and operations in base ten, operations and algebraic thinking, geometry, measurement and data, and NUMBERS will focus on Number Sense and Geometry and Measurement.

Instructional Guidance Mathematics K-2		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation Learning Standards</a> and includes the <a href="#">Standards for Mathematical Practice</a></li> <li>60-minute mathematics period</li> <li>Suggested pacing provided</li> <li>Includes whole group instruction, teacher-led small group instruction, and independent practice as appropriate</li> <li>Whole group instruction often takes the form of direct, explicit instruction, but may sometimes be inquiry-based</li> <li>Fluency practice using Sprints and First in Math</li> <li>Instruction builds conceptual understanding of mathematical principles</li> <li>Independent practice of skills using module problem sets or Moby Max</li> <li>Application problems to demonstrate understanding</li> <li>Number Talks/mathematics conversations ask students to explain their thinking and critique the thinking of others</li> <li>Understand domain specific vocabulary</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul> <p>Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core academic content areas (mathematics, science, and social studies) during learners’ enrollment in the DL program.</p>		<ul style="list-style-type: none"> <li>NYS Math modules (English and Spanish)</li> <li>Zearn</li> <li>Moby Max</li> <li>Think Tank cards (1-2)</li> <li>First in Math</li> <li>Manipulatives</li> </ul>
<b>Assessment</b>	<b>Differentiation during Tier I</b>	<b>Intervention/Acceleration</b>
Programmatic options: <ul style="list-style-type: none"> <li>mid- and end-of-module assessments</li> <li>exit tickets (Zearn Tower of Power can replace paper exit tickets)</li> </ul> Constructed response rubrics <p>District Assessments:</p> <ul style="list-style-type: none"> <li>iReady BOY/MOY/EOY diagnostic screener</li> <li>Moby diagnostic BOY</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., provide independent think time, use graphic organizers, manipulatives, additional models, sentence starters)</li> <li>Simplify directions</li> <li>Introduce concepts in rotating teacher-led small group instead of whole group</li> <li>Provide additional fluency practice as needed using Sprints and First in Math</li> <li>Plan with typical student misconceptions in mind; pre-teach or provide scaffolds as needed</li> <li>Activate prior knowledge before introducing new content</li> </ul>	<ul style="list-style-type: none"> <li>Teachers roll out <a href="#">21-Day Planner</a> with students to establish expectations and model appropriate behaviors at learning areas.</li> <li>During 30-minute RtI period, pull focused small groups and assign intentional center activities.</li> <li>During teacher-led small group, pre-teach, re-teach or reinforce skills using iReady lessons, module lessons.</li> <li>Provide independent practice of previously taught skills at learning areas using Moby Max, First in Math, manipulatives, flash cards, calculators</li> </ul>



- Acceleration: Suggested in the Modules, First in Math, Think Tank Cards

## SCIENCE K-2

In BPS, the [NYS Science Learning Standards \(NYSSLS\)](#), will be fully implemented in grades K-2 during the school year 2022-23. The NYS [implementation timeline](#) can be found here. Students in grades K-2 will engage in Science and Engineering Practices (SEP) as they investigate and build models and theories about the natural world. Educators provide rigorous instruction, weaving together Disciplinary Core Ideas (DCI) in science, Science and Engineering Practices, and Cross Cutting Concepts (CCC) to meet the Performance Expectations at every grade level. This three-dimensional approach to science in the new standards will help students engage with new information, answer questions, solve problems, and make connections between the different scientific disciplines.

Rigorous instruction entails supporting students to think critically and reason logically using various methods of investigation such as observation, comparison, experimentation, and mathematical manipulation of data. Inquiry in science means that students engage in practices to build, deepen, and apply their knowledge of core ideas (DCI) and crosscutting concepts (CCC). These practices include planning and carrying out investigations, asking questions and defining problems, and engaging in argument from evidence. Embedded lab components in every lesson and topic throughout grades K-2, including a Hands-on Lab Kit, support this. Consistent use of hands-on learning helps maximize student engagement and improve learning outcomes. All K-2 classrooms will provide **hands-on lab experiences**.



**Instructional Guidance Science K-2**

<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Science periods include whole group instruction, teacher-led small group instruction, guided inquiry and collaborative group work</li> <li>Curriculum is aligned to <a href="#">New York State Science Learning Standards (NYSSLS)</a></li> <li>The Science and Engineering Standards will be met when students complete the uInvestigate Labs, uEngineer It Labs, and STEM Quest Check-In labs throughout the topics/units</li> <li><a href="#">Consistent use of CLRT practices</a></li> <li>Rising Voices classroom library; selected read alouds embedded in curriculum</li> </ul> <p>Topic/Unit Organization:</p> <ul style="list-style-type: none"> <li>A Storyline ties together the content in each lesson of the unit</li> <li>Units begin with a Quest, or a problem students will solve throughout the unit; students complete all hands-on labs throughout the lessons in order to complete the Quest</li> <li>Units are tied to a phenomenon, which is an event that occurs in nature. Each lesson will use a phenomenon support student understanding of the content</li> <li>Higher Order Thinking Skills (HOTS) are identified within each topic plan at each grade level</li> <li>Suggested Step Up to Writing strategies are delineated in each Topic Guide at every grade level</li> <li>Targeted instruction addresses literacy connections in science</li> </ul> <p>Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core academic content areas (mathematics, science, and social studies) during learners’ enrollment in the DL program.</p>		<ul style="list-style-type: none"> <li>Elevate Science K-2 Lessons by Topic (Physical, Earth and Life Science)</li> <li>Elevate Science Leveled Readers Classroom Library</li> <li>Elevate Classroom Materials Kits to support the hands-on component of the program-uConnect, uInvestigate, uEngineer and uDemonstrate Labs</li> <li>Step Up to Writing</li> <li>Castle Learning</li> <li>Moby Max</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Enrichment/Acceleration</b>
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>Reading Checks throughout consumable workbook for each grade level</li> <li>Hands-on assessments via Check In Labs (Evaluation section of lab)</li> <li>Crosscutting Concepts Toolbox Prompts in each lesson where students construct explanations to answer content-based questions</li> <li>Lesson Quiz</li> <li>Topic Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., chunking text, providing independent think time, using graphic organizers, multilingual glossaries, sentence starters)</li> <li>Simplify directions, or break down step by step</li> <li>Scaffolded questions available for each lesson at every grade level</li> <li>Guided inquiry instructions available for each lab if needed</li> </ul>	<ul style="list-style-type: none"> <li>Moby Max-Science</li> <li>Castle Learning</li> <li>Enrichment activities delineated in every Topic Guide at every grade level</li> </ul>



- All topics/units have differentiated Instructional prompts, using Leveled Readers and STEM Engineering Readers to provide additional science content and differentiate students' reading options
- During teacher-led small group, provide differentiated support for vocabulary, comprehension, reading and writing
- ELL supports available for each Lesson
- During teacher-led small group, use the hands on component of the Science kits to scaffold topics that students are having difficulty understanding





## SOCIAL STUDIES K-2

Social studies instruction should help students become informed decision makers as part of a diverse, democratic society. The NYS Social Studies Framework offers an inquiry-based approach to social studies instruction intended to help students build understanding through analysis of primary and secondary source documents.

Buffalo Public Schools social studies curricula is aligned to the [NYS Learning Standards for Social Studies](#) and the [NYS Social Studies Framework](#). Social studies instruction is inclusive of different cultures and perspectives. Each K-2 social studies course is organized around the unifying themes of social studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

Instructional Guidance Social Studies K-2		
<b>Core Instruction (Tier I)</b> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">NYS Social Studies Standards, Framework</a></li> <li>• Kindergarten: Self and Others</li> <li>• Grade 1: My Family and Other Families, Now and Long Ago</li> <li>• Grade 2: My Community and Other Communities</li> <li>• Selected inquiry lessons from the NYS K-12 Social Studies Toolkit embedded in curriculum</li> <li>• Writing instruction using Step Up to Writing strategies</li> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• Selected Rising Voices read alouds embedded in curriculum</li> <li>• Selected Emancipation Curriculum lessons embedded in curriculum</li> </ul> <p>Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core academic content areas (mathematics, science, and social studies) during learners’ enrollment in the DL program.</p>		<b>District Materials</b> <ul style="list-style-type: none"> <li>• SAVVAS my World Interactive K-2 consumable text (English and Spanish)</li> <li>• Step Up to Writing</li> <li>• Castle Learning</li> <li>• Amistad resources</li> <li>• Rising Voices classroom library</li> <li>• Emancipation Curriculum</li> <li>• Indigenous authors classroom library</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Programmatic options</li> <li>• Writing rubrics</li> </ul>	<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, providing sentence starters and multilingual glossaries, using graphic organizers)</li> <li>• Break directions or activities into manageable steps</li> <li>• Activate prior knowledge before introducing new content</li> <li>• Frontloading and building background knowledge (use of realia, photos, websites, videos, etc.)</li> </ul>	<b>Enrichment/Acceleration</b> <ul style="list-style-type: none"> <li>• Gr 6 National History Day</li> <li>• Use of projects and civics activities</li> </ul>



## THE ARTS K-2

The Buffalo Public Schools’ arts program cultivates a life-long love, respect, and appreciation for dance, theater, and the visual arts by providing all students with a rigorous and culturally responsive program aligned to New York State Arts Standards. The transformational power of arts education serves as the foundation for the lifelong pursuit of personal and professional goals. Arts educational experiences embody creative and critical thinking, community outreach, relationship building, cultural awareness, social justice, collaborative and independent work opportunities, mindfulness and wellbeing.

Instructional Guidance Visual Arts K-2	
<b>Core Instruction (Tier I)</b> <ul style="list-style-type: none"> <li>Aligned to the <a href="#">2017 New York State Learning Standards for Visual Arts</a></li> <li>Students will demonstrate proficiency by creating, presenting, responding and connecting to meet learning standards</li> <li><a href="#">BPS Curriculum</a></li> <li><a href="#">Visual Arts Pacing Guides (Daily lessons)</a></li> <li><a href="#">Visual Arts Pacing Guides (Units)</a></li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul>	<b>District Materials</b> <ul style="list-style-type: none"> <li>Explorations in Art, Davis Publications</li> <li><a href="#">Artists of Focus</a></li> <li><a href="#">Culturally &amp; Linguistically Responsive Resources for the Arts</a></li> </ul>
<b>Assessment</b> <p>Portfolios</p> <ul style="list-style-type: none"> <li>Students produce a minimum of 5 art pieces indicating mastery of all curriculum components at each grade level.</li> <li>Portfolio includes evidence of techniques, concepts, cultural connections, art history, and thinking skills developed over the year.</li> </ul>	<b>Differentiation</b> <ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>Simplify directions, or break down step by step</li> <li>Provide students with a modified project product while maintaining the level of rigor expected of students’ thinking</li> <li>Provide students with a more complex/layered project product</li> </ul>

## MUSIC K-2

The Buffalo Public Schools’ music program fosters connections between the arts and other disciplines, providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. The music program also helps students to recognize the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and how music is expressed in those areas.

Music instruction in K-2 is aligned to the New York State (NYS) Learning Standards for the Arts, which help students develop the skills and understanding to actively engage in the arts throughout their lives. Using the four artistic processes - creating, performing, responding, and connecting - students generate experiences, construct knowledge, and build a more integrated understanding of self and community.

Students in grades K-2 participate in classroom music instruction focused on the development of foundational music skills, knowledge, and interdisciplinary connections designed to prepare students for musical studies in grades 3-6.



Students in grades 1-2 experience a performance by the **Buffalo Philharmonic Orchestra** (BPO) either in-person or through video production. The BPO Youth Concert series has been specifically designed for BPS students between Grades 1 - 6 and is programmed with a balance of narration, visual effects, and classical music appropriate for the targeted age groups.

Instructional Guidance: Music K-2		
<b>Core Instruction</b> <ul style="list-style-type: none"> <li>• Grades K – 2 music instruction is aligned with <a href="#">the 2017 New York State Learning Standards for the Arts</a></li> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• With guidance, limited guidance, and individually, students participate in grade-level aligned artistic processes - creating, performing, responding, and connecting.</li> <li>• Students begin to experiment with rhythmic classroom instruments and prepare for the introduction to melodic instruments.</li> </ul>	<b>District Materials</b> <ul style="list-style-type: none"> <li>• McGraw Hill Online Textbook</li> <li>• World Percussion Instruments</li> <li>• Ukuleles</li> <li>• Keyboards</li> <li>• Hand Percussion</li> </ul>	
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Performance Rubrics</li> <li>• Informal Class Assessments</li> <li>• Self-assessment</li> </ul>	<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Provide small group instruction</li> <li>• Use multi-media resources</li> <li>• Incorporate technology</li> <li>• Break down musical concepts into smaller parts and put them back together</li> <li>• Use varied texts and materials</li> </ul>	<b>Intervention/Acceleration</b> <ul style="list-style-type: none"> <li>• Lesson extensions and ancillary instructional content are provided</li> <li>• Performance-based grouping</li> </ul>

## PHYSICAL EDUCATION AND HEALTH K-2

**Physical education** is critical to educating the whole child and is based on the acquisition of the knowledge and skills of physical literacy to maintain physical activity at an appropriate level throughout an individual’s lifetime. It is important to understand that the mere acquisition of knowledge and skills is not enough. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The District recognizes that a connection exists between physical activity and academic achievement, and the mission of physical education is to enable all BPS students in grades K-2 to sustain regular, lifelong physical activity to live a healthy, productive, and fulfilling life while striving to attain at least 60 minutes of physical activity each day.

The Buffalo Public Schools’ physical education curriculum is aligned to the [NYS Physical Education Learning Standards \(2020\)](#), the components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), and the District Wellness Policy: Health is Academic of 2022 and emphasizes physical literacy in a culturally and linguistically appropriate manner. The program is designed to enable every student to be challenged and to be successful. Students with special needs are provided with a learning



environment that is modified, when necessary, to create the least restrictive environment for maximum participation.



**Health education** is critical to educating the whole child and is based on the acquisition of personal and social skills to enhance personal, family, and community lifelong healthy and safe attitudes, knowledge, skills, and behaviors to support academic achievement. The program is offered to all students in a culturally and linguistically appropriate manner following the [NYS Health Education Learning Standards](#) and Guidance Document for Achieving the NYS Standards in Health Education. Instruction is responsive to students and families with disabilities, addresses the social determinants of health, and provides for the diversified needs of students as well as varied needs of the community based on BPS Youth Risk Behavior Survey (YRBS) and other health-related data.

The comprehensive K-2 health education program is aligned to components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) and BPS District Wellness Policy: Health is Academic as it strives to improve health equity and reduce health disparities. Instruction in grades K-2 focus on the CATCH evidence-based nutrition instruction, mental health, social emotional learning, and personal safety.



## Instructional Guidance Physical Education and Health K-2

Instructional Guidance Physical Education and Health K-2	
<b>Core Instruction (Tier I)</b> <ul style="list-style-type: none"> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• Rising Voices read alouds embedded in curriculum</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">NYS Physical Education Learning Standards (2020)</a></li> <li>• Students participate in and acquire the knowledge and skills necessary to maintain a health-enhancing level of physical activity and fitness</li> <li>• Students acquire social emotional learning skills through participation in physical education</li> </ul> <p>Health Education:</p> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">NYS Health Education Learning Standards</a></li> <li>• Students acquire functional knowledge and skills of self- and relationship management, mental health and well-being (<i>NYS Mental Health Law of 2018</i>), evidence-based nutrition education, and age-appropriate functional knowledge and skills outlined in <i>NYS Erin’s Law</i> regarding sexual abuse and exploitation</li> </ul>	<b>District Materials</b> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• <i>SPARK</i> physical education curriculum resource</li> <li>• <i>OPEN PE</i> curriculum resource</li> <li>• NYS Curriculum, Assessment and Guidance Document 2<sup>nd</sup> ed. (K-5 version)</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• <i>CATCH</i> curriculum resource</li> <li>• <i>HealthSmart</i> mental health curriculum resource</li> <li>• <a href="#">NYS Erin’s Law teaching resources</a></li> </ul>
<b>Assessment</b> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• <i>SPARK</i> assessments</li> <li>• <i>OPEN PE</i> assessments</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• <i>CATCH</i> assessments</li> <li>• HealthSmart assessments</li> </ul>	<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Pre-teach vocabulary; use picture vocabulary</li> <li>• Present complex tasks in multiple ways</li> <li>• Provide mnemonic strategies for health and physical education concepts</li> <li>• Provide multiple options for projects/skill performances at different levels of difficulty</li> </ul>





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## ELEMENTARY SCHOOL 3-6

It is imperative that teachers establish a supportive classroom culture to enable students to access learning. A supportive classroom culture requires clear and consistent routines, as well as an inclusive environment, encouraging dialogue, and caring relationships that foster a sense of belonging. Students will rise to a teacher's high expectations when they feel welcomed and affirmed in the classroom.

By the intermediate grades, many schools begin to departmentalize, allowing one teacher to specialize in a particular area. This arrangement has many benefits, including allowing teachers to focus on an area in which they may have greater aptitude and interest, but will change the nature of horizontal grade level meetings.

## LITERACY 3-6

Skilled reading is complex process made possible by language comprehension and word recognition. Depicted by Dr. Hollis Scarborough as a [reading rope](#) with many interwoven strands, students in the intermediate grades build on the decoding skills they learned in the primary grades, in combination with vocabulary knowledge, background knowledge, grammar, and other language skills, to process text. Using information from the Language Essentials for Teachers of Reading and Spelling (LETRS), the District developed direct, explicit **phonics** lessons for the teaching of these essential skills in grade 3. In the intermediate grades, many words are multisyllabic, so syllabication is an increasingly essential skill; this includes knowledge of the [six syllable types](#) and the ability to manipulate words. Familiarity with syllable types helps students read longer words accurately and fluently. Students must also develop **fluency** by practicing with connected text.

Furthermore, it is essential to help students develop a strong **vocabulary** so that they can process more complex text. Beginning in 2022-23 school year, teachers in grades 3-6 will receive training in IMSE's Morphology Plus. This professional development series includes a focus on prefixes, suffixes, and roots to help students determine word meaning, which in turn promotes reading comprehension.

Representation in literature is also important to help students feel a sense of belonging and affirmation. This includes all students regardless of race, gender, sexual orientation, religion, language, ability, or economic background. In addition, exposure through text increases awareness of the practices, values and belief systems of other student's cultures, promoting acceptance and appreciation. To this end, read alouds from the culturally responsive Scholastic Rising Voices Collection are infused throughout curricula in kindergarten through grade 5. Moreover, classroom libraries of texts written by indigenous authors will be provided to all K-6 homerooms. Additional selections will be provided to elementary libraries.

Higher Order Thinking (HOT!) questions aligned to each anchor text are based on question-stems from both the multiple choice and constructed response questions on the NYS ELA (English Language Arts)



assessments. Answering HOT! questions allows students to analyze the text more deeply. Step up to Writing (SUTW) lessons and graphic organizers are also used to support writing instruction.

By the end of grade 5, the curriculum has transitioned from the reading program to the NYS English Modules. Students will read *Esperanza Rising*, by Pam Muñoz Ryan in Q4, and then read the following text in grade 6: *Bud, Not Buddy*, by Christopher Paul Curtis; *The Lightning Thief*, by Rick Riordan; *Dragonwings*, by Lawrence Yep; *Flush*, by Carl Hiaasen; and *Hidden Figures*, by Margot Lee Shetterly.

Teachers may find these [Module and Lesson Reflection Protocol tools](#) helpful for planning.



The intermediate assessment program continues to use the DIBELS 8 screener three times a year as a benchmark assessment with ongoing progress monitoring through grade 4. Teachers also administer the computer-based iReady assessment beginning in grade 3. This allows teachers to make ongoing data-driven instructional choices to support the needs of the students. Also beginning in grade 3, students take the NYS ELA Assessment, now aligned to the Next Generation ELA Learning Standards.

To create a positive, home-school connection, many of our literacy resources provide communications to parents. Amplify for DIBELS 8 offers Home Connection Letters, available in English and Spanish, which have information about student reading performance as well as parent-friendly, literacy-based activities to do at home. Lexia Core 5 and PowerUp also have a Parent Family Connection letter with literacy activities parents and students can do at home together. iStation Español [Parent Portal](#) provides families and parents access to easy-to-use supplemental home instruction, parent resources, and updates on their child's progress.

Buffalo Public Schools provides ongoing professional development based on the science of reading. K-4 teachers participate in literacy training through the Language Essentials for Teachers of Reading and Spelling (LETRS) with a focus of foundational literacy skills (K-3) or vocabulary (4). Special education, support reading teachers, and literacy coaches also participate, as do ENL teachers through grade 12.

In addition, special education teachers (K-8), support reading teachers, and literacy coaches participate in Orton-Gillingham training through the Institute for Multi-sensory Education (IMSE). As of the 2022-23 school year, kindergarten and ENL teachers will also participate.

Beginning in 2022-23, teachers in grades 3-6, special education teachers 3-6, support reading teachers, ENL teachers and literacy coaches will begin being trained in Morphology Plus through the Institute for Multi-sensory Education. The content focuses on prefixes, suffixes, and base words to support vocabulary as well as comprehension.

There is also ongoing professional development both synchronous and asynchronous for District programs including Junior Great Books (JGB), Corrective Reading, Reading Mastery, Step up to Writing (SUTW), and Journeys.



**Instructional Guidance Reading Department 3-6**

<b>Instructional Guidance Reading Department 3-6</b>		
<b>Core Instruction (Tier I)</b>	<b>District Materials</b>	
<ul style="list-style-type: none"> <li>• 90-minute reading period grade 3 / 60-minute reading period 4-6</li> <li>• Reading period includes whole group instruction, teacher-led small group instruction, independent learning</li> <li>• Curriculum is aligned to <a href="#">Next Generation Learning Standards</a></li> <li>• Direct, explicit instruction in foundational skills in grade 3 (e.g., phonics, spelling)</li> <li>• Fluency practice using connected text</li> <li>• Study of academic and domain specific vocabulary and morphology (e.g., prefixes, suffixes, roots)</li> <li>• Explicit instruction of vocabulary acquisition strategies (e.g., morphemic analysis, use of context clues, cognate awareness)</li> <li>• Read-alouds from Rising Voices embedded in curriculum</li> <li>• Targeted instruction to address comprehension and critical thinking</li> <li>• Writing instruction in grammar, usage and mechanics, sentence construction, text organization</li> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• Digital Citizenship lessons embedded in curriculum</li> <li>• Bilingual curriculum mirrors monolingual classrooms with appropriate foundational skills modifications.</li> </ul>	<p>Core program:</p> <ul style="list-style-type: none"> <li>• Journeys/Senderos 3-5</li> <li>• ELA Modules 5(Q4) and grade 6</li> <li>• District-created phonics lessons replace Journeys phonics lessons (3)</li> <li>• Language and Literacy Guide (LLG)</li> <li>• Higher order thinking (<i>HOT!</i>) questions (3-6)</li> <li>• Step Up to Writing</li> <li>• Emancipation Curriculum</li> <li>• Rising Voices (selected texts)</li> <li>• Bilingual: American Reading Company Herramientas (ENIL Toolkit), School Pace</li> <li>• Bilingual: Home Language Arts novels &amp; texts</li> </ul> <p>Supplemental/Intervention</p> <ul style="list-style-type: none"> <li>• Lexia Core5/PowerUp</li> <li>• IMSE Orton Gillingham</li> <li>• SRA Corrective Reading</li> <li>• Bilingual: iStation Español 3-5</li> <li>• FCRR</li> </ul>	
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>• Diagnostic assessments as appropriate (e.g., PAST, Orton Gillingham measures)</li> <li>• Cold reads to assess fluency and comprehension</li> <li>• Rubrics to assess writing</li> </ul> <p>District assessments:</p> <ul style="list-style-type: none"> <li>• DIBELS 8 (3-4) BOY/MOY/ EOY to assess foundational skills</li> <li>• DIBELS 8 (3-4) progress monitoring</li> <li>• iReady (3-6) BOY/MOY/EOY</li> <li>• Bilingual: Evaluación del nivel independiente de lectura (ENIL)</li> </ul> <p>State Assessments:</p> <ul style="list-style-type: none"> <li>• ELA State Assessments 3-6</li> </ul> <p>New 2022-23</p>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <p>Teachers roll out <a href="#">21-Day Planner</a> with students to establish expectations and model appropriate behaviors at learning areas</p> <p>During teacher-led small group, use data to inform decisions and provide differentiated support for PA, phonics, vocabulary, comprehension, and writing, using</p> <ul style="list-style-type: none"> <li>• Lexia lessons, DIBELS Instructional Tab activities, IMSE morphology lessons, iReady lessons, SUTW lessons</li> </ul>	<p>Bilingual: iStation Español literacy intervention 3-5</p> <p>30-minute walk-to model for Response to Intervention:</p> <ul style="list-style-type: none"> <li>• Tier I: myON, Junior Great Books (3-6)</li> <li>• Tier II: Write-in Reader, Moby Max, Lexia lessons, Lexia CORE5/PowerUp, iReady lessons, Journeys Reading Toolkit</li> <li>• Tier III: Lexia CORE5/Power Up, SRA Corrective Reading, IMSE Orton-Gillingham</li> </ul>



<ul style="list-style-type: none"> <li>NYS Grades 3-8 state assessments aligned to the NYS Next Generation Standards</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in grade 5</li> </ul> <p>New 2024-25</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in grades 4 and 6</li> </ul>	<p>Independent practice of previously taught skills at learning areas using Readers Notebook, SUTW, Moby Max, Cold Reads, FCRR, Lexia Core5/ PowerUp, LLG</p> <p>Paired or independent reading with accountable tasks using decodable, leveled readers, myON, student selected text</p>	
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### BILINGUAL EDUCATION 3-6

The Buffalo Public Schools’ **Dual Language Bilingual Education Program** is a robust and rigorous program embracing the three pillars of bilingual education: bilingualism and biliteracy, high academic achievement in both program languages, and sociocultural competence. The goal of the Buffalo Public Schools’ Dual Language Bilingual Education Program is to have learners become bilingual and biliterate in both English and in Spanish.

The Dual Language Bilingual Education Program’s reading curriculum is aligned to the Buffalo Public Schools’ reading curriculum, the New York State Next Generation Standards, and the New York State Education Department’s [Blueprint for English Language Learner/Multilingual Learner Success](#). In addition to the core curriculum, instruction is supported by employing high quality scaffolding and differentiation techniques. For example, learners are provided with Step-Up-To-Writing strategies to develop reading comprehension and writing skills in Spanish and English. In addition, data collection platforms and assessments such as DIBELS, iStation Espanol, Journeys/Senderos, ENIL (Estructura para la Evaluacion del Nivel Independiente de Lectura – *Independent Reading Level Assessment*), LEXIA, and LETRS are utilized to monitor learner progress in language acquisition.



## MATHEMATICS 3-6

The full implementation of the NYS Next Generation Mathematics Learning Standards has begun. The 3-8 NYS Assessments in Mathematics will now be aligned to the new learning standards. Computer based testing will begin for grade 5 in 2024.

The Buffalo Public Schools' curriculum centers high expectations and rigorous instruction for all learners in order to develop students' abilities to think critically, make sound decisions, communicate effectively, work collaboratively, and approach problem solving with confidence and perseverance.

Using the gradual release model, the teacher supports the growth and development of the student until the student becomes successful with the content or skill. This entails modeling, guided practice, corrective feedback, and independent practice. Students will be asked to work independently to practice newly acquired skills using Module problem sets or Moby Max activities. However, please note that some of the Module lessons, by design, pose problems to engage students in the discovery of mathematics rules, and/or to deepen their understanding of where rules in mathematics originate. Teachers may find it useful to use the BPS [Mathematics Lesson Reflection Protocol](#) to plan for instruction.

Consistent with the [Standards for Mathematical Practice](#) embedded in the BPS Instructional Priorities for Mathematics, instruction provides opportunities for all students to consistently explain and justify their thinking using precise mathematical vocabulary. Our teachers plan for and engage students in differentiated instruction that is developmentally appropriate, equitable and rigorous. With appropriate supports, students become comfortable taking risks and learn to persevere through challenging problems. In addition, the Module application problems and problem sets are enriched with mathematical rigor, which entails fluency practice, development of conceptual understanding, and applications of learning to demonstrate understanding.

Knowing the importance of professional development to support skilled instructional delivery, elementary teachers will participate in Voyager-Sopris NUMBERS training. NUMBERS is a blend of theory, mathematics background knowledge, and best practice, that is focused on equipping teachers with a deep understanding of the mathematics they teach. In grades 3-6, In grades 3-5, the curriculum focuses on numbers and operations in base ten, operations and algebraic thinking, geometry, measurement and data, and numbers and operations – fractions; NUMBERS PD will support this by concentrating on Number Sense, Geometry and Measurement, and Fractions and Decimals. In grade 6, the curriculum focuses on ratios and proportional relationships, the number system, expressions and equations, statistics and probability, and geometry; NUMBERS support this by concentrating on Fractions and Decimals, Ratios and Proportions, and Algebraic Thinking.





**Instructional Guidance Mathematics 3-6**

<b>Core Instruction</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation Learning Standards</a> and includes the Mathematical Practices</li> <li>60-minute mathematics period</li> <li>Suggested pacing provided</li> <li>Includes whole group instruction, teacher-led small group instruction, and independent practice as appropriate</li> <li>Whole group instruction often takes the form of direct, explicit instruction, but may sometimes be inquiry-based</li> <li>Fluency practice using Sprints and First in Math</li> <li>Instruction builds conceptual understanding of mathematical principles</li> <li>Application problems to demonstrate understanding</li> <li>Independent practice of skills using module problem sets, Moby Max</li> <li>Understand domain specific vocabulary</li> <li>Number Talks/mathematics conversations ask students to explain their thinking and critique the thinking of others</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul> <p>Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core academic content areas (mathematics, science, and social studies) during learners’ enrollment in the DL program.</p>		<ul style="list-style-type: none"> <li>NYS Math Modules (in English and Spanish)</li> <li>Zearn</li> <li>Moby Max</li> <li>First in Math (3-5)</li> <li>Think Tank Cards (3-4)</li> <li>Manipulatives</li> <li><a href="#">BPS Math Dictionary</a></li> </ul>
<b>Assessment</b>	<b>Differentiation during Tier I</b>	<b>Intervention/Acceleration</b>
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>mid- and end-of-module assessments</li> <li>exit tickets (Zearn Tower of Power can replace paper exit tickets)</li> </ul> <p>Constructed response rubrics</p> <p>District assessments:</p> <ul style="list-style-type: none"> <li>iReady BOY/MOY/EOY diagnostic screener</li> <li>Moby diagnostic BOY</li> </ul> <p>State Assessments:</p> <ul style="list-style-type: none"> <li>State Mathematics Assessments 3-6</li> </ul> <p>New 2022-23</p> <ul style="list-style-type: none"> <li>NYS Grades 3-8 state assessments aligned to the NYS Next Generation Standards</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in grade 5</li> </ul> <p>New 2024-25</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in grades 4 and 6</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., provide independent think time, use graphic organizers, manipulatives, additional models, sentence starters)</li> <li>Introduce concepts in rotating teacher-led small group instead of whole group</li> <li>Simplify directions</li> <li>Provide additional fluency practice as needed using Sprints of First in Math</li> <li>Plan with typical student misconceptions in mind; pre-teach or provide scaffolds as needed</li> <li>Activate prior knowledge before introducing new content</li> </ul>	<ul style="list-style-type: none"> <li>Teachers roll out <a href="#">21-Day Planner</a> with students to establish expectations and model appropriate behaviors at learning areas.</li> <li>During 30-minute RtI period, pull focused small groups and assign intentional center activities.</li> <li>During teacher-led small group, pre-teach, re-teach or reinforce skills using iReady lessons, module lessons.</li> <li>Provide independent practice of previously taught skills at learning areas using Moby Max, First in Math, manipulatives, flash cards, calculators</li> <li>Acceleration: Suggested in the Modules, First in Math, Think Tank Cards</li> </ul>



## SCIENCE 3-6

In BPS, the [NYS Science Learning Standards \(NYSSLS\)](#), will be fully implemented in grades 3-6 during the school year 2022-23. The NYS [implementation timeline](#) can be found here. Students in grades 3-6 will engage in Science and Engineering Practices (SEP) as they investigate and build models and theories about the natural world. Educators provide rigorous instruction, weaving together Disciplinary Core Ideas (DCI) in science, Science and Engineering Practices, and Cross Cutting Concepts (CCC) to meet the Performance Expectations at every grade level. This three-dimensional approach to science in the new standards will help students engage with new information, answer questions, solve problems, and make connections between the different scientific disciplines.

Rigorous instruction entails supporting students to think critically and reason logically using various methods of investigation such as observation, comparison, experimentation, and mathematical manipulation of data. Inquiry in science means that students engage in practices to build, deepen, and apply their knowledge of core ideas (DCI) and crosscutting concepts (CCC). These practices include planning and carrying out investigations, asking questions and defining problems, and engaging in argument from evidence. Embedded lab components in every lesson and topic throughout grades 3-6, including a Hands-on Lab Kit, support this. Consistent use of hands-on learning helps maximize student engagement and improve learning outcomes. All 3-6 classrooms will provide **hands-on lab experiences**.

Please note that the existing grade 4 NYS Elementary Science Assessment has been phased out. Students in grade 4 in school year 2022-23 will not take a State Science Assessment until the spring of 2023-24, when the new grade 5 NYS Elementary Science Assessment is administered for the first time. This new grade 5 assessment will be computer-based and is aligned to the new standards.

Instructional Guidance Science 3-6	
Core Instruction	District Materials
<ul style="list-style-type: none"> <li>Science periods include whole group instruction, teacher-led small group instruction, guided inquiry and collaborative group work</li> <li>Curriculum is aligned to <a href="#">New York State Science Learning Standards (NYSSLS)</a></li> <li>The Science and Engineering Standards will be met when students complete the uInvestigate Labs, uEngineer It Labs, and STEM Quest Check-In labs throughout the topics/units</li> <li><a href="#">Consistent use of CLRT practices</a></li> <li>Rising Voices classroom library; selected read alouds embedded in curriculum</li> </ul> <p>Topic/Unit Organization:</p> <ul style="list-style-type: none"> <li>A Storyline ties together the content in each lesson of the unit</li> <li>Units begin with a Quest, or a problem students will solve throughout the unit; students complete all hands-on labs throughout the lessons in order to complete the Quest</li> <li>Units are tied to a phenomenon, which is an event that occurs in nature. Each lesson will use a phenomenon support student understanding of the content</li> <li>Higher Order Thinking Skills (HOTS) are identified within each topic plan at each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Elevate Science 3-6 Lessons by Topic (Physical, Earth and Life Science)</li> <li>Elevate Science Leveled Readers Classroom Library</li> <li>Elevate Classroom Materials Kits to support the hands-on component of the program- uConnect, uInvestigate, uEngineer and uDemonstrate Labs</li> <li>Step Up to Writing</li> <li>Castle Learning</li> <li>Moby Max</li> </ul>



- Suggested Step Up to Writing strategies are delineated in each Topic Guide at every grade level
  - Targeted instruction addresses literacy connections in science
- Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core academic content areas (mathematics, science, and social studies) during learners’ enrollment in the DL program.

Assessment	Differentiation	Intervention/Acceleration
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>• Reading Checks throughout consumable workbook for each grade level</li> <li>• Hands-on assessments via Check In Labs (Evaluation section of lab)</li> <li>• Crosscutting Concepts Toolbox Prompts in each lesson where students construct explanations to answer content-based questions</li> <li>• Lesson Quiz</li> <li>• Topic Assessments</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li>• Grade 5 computer based NYSED Science Assessment aligned to NYSSLS</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, providing independent think time, using graphic organizers, multilingual glossaries, sentence starters)</li> <li>• Simplify directions, or break down step by step</li> <li>• Scaffolded questions available for each lesson at every grade level</li> <li>• Guided inquiry instructions available for each lab if needed</li> <li>• All topics/units have differentiated Instructional prompts, using Leveled Readers and STEM Engineering Readers to provide additional science content and differentiate students’ reading options</li> <li>• During teacher-led small group, use data to inform decisions and provide differentiated support for vocabulary, comprehension, reading and writing of science text</li> <li>• ELL supports available for each Lesson</li> <li>• During teacher-led small group, use the hands-on component of the Science kits to scaffold topics that students are having difficulty understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Moby Max-Science</li> <li>• Castle Learning</li> <li>• Enrichment activities delineated in every Topic Guide at every grade level</li> </ul>



## SOCIAL STUDIES 3-6

Social studies instruction should help students become informed decision makers as part of a diverse, democratic society. The NYS Social Studies Framework offers an inquiry-based approach to social studies instruction intended to help students build understanding through analysis of primary and secondary source documents.

Buffalo Public Schools social studies curricula is aligned to the NYS Learning Standards for Social Studies and the NYS Social Studies Framework. Social studies instruction is inclusive of different cultures and perspectives. Each 3-6 social studies course is organized into units of study integrating the unifying themes of social studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

In Grade 3, students study ***Communities around the World***. Students learn about communities around the globe and global citizenship. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination, and human rights, as well as social action.

In Grade 4, students study ***New York State and Local History and Government***. The course examines change over time. The course is divided into seven Key Ideas that span the state’s history from before the European colonial era to the modern period.

In Grade 5, students study geography and history of ***The Western Hemisphere***. The course examines the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations.

In Grade 6, students study geography and history of ***The Eastern Hemisphere***. The course examines the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics.

Instructional Guidance Social Studies 3-6	
Core Instruction (Tier I)	District Materials
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">NYS Social Studies Learning Standards and Framework</a></li> <li>Grade 3: Communities around the World</li> <li>Grade 4: New York State and Local History and Government</li> <li>Grade 5: The Western Hemisphere</li> <li>Grade 6: The Eastern Hemisphere</li> <li>Inquiry lessons from NYS K-12 Social Studies Tool Kit embedded in curriculum</li> <li>Writing strategies from Step Up to Writing</li> <li>Study or domain specific vocabulary</li> <li><a href="#">Consistent use of CLRT practices</a></li> <li>Rising Voices read alouds embedded in curriculum</li> <li>Emancipation Curriculum lessons embedded in curriculum</li> </ul> <p>Bilingual: Based on a school’s language allocation policy, the primary language (home language) and English are used to teach the core</p>	<ul style="list-style-type: none"> <li>SAVVAS my World Interactive – Grade 3 (Consumable)</li> <li>SAVVAS my World Interactive New York Edition - Grade 3 and 4 (Consumable)</li> <li>SAVVAS my World Interactive Geography National Western Hemisphere – Grade 5</li> <li>SAVVAS my World Interactive Geography National Eastern Hemisphere – Grade 6</li> <li>New York State Social Studies Tool Kit</li> <li>Step Up to Writing</li> <li>Emancipation Curriculum</li> </ul>



academic content areas (mathematics, science, and social studies) during learners' enrollment in the DL program.		<ul style="list-style-type: none"> <li>• Amistad resources</li> <li>• Castle Learning</li> <li>• Rising Voices classroom library</li> <li>• Indigenous authors classroom library</li> </ul>
Assessment	Differentiation	Enrichment/Acceleration
<ul style="list-style-type: none"> <li>• Programmatic unit formative and summative assessments</li> <li>• Rubrics to assess writing</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, providing sentence starters and multilingual glossaries, using graphic organizers)</li> <li>• Break directions or activities into manageable steps</li> <li>• Activate prior knowledge before introducing new content</li> <li>• Frontloading and building background knowledge (use of realia, photos, websites, videos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Gr 6 National History Day</li> <li>• Use of projects and civics activities</li> <li>• National History Day Competition (grades 5-6)</li> </ul>

## PHYSICAL AND HEALTH EDUCATION 3-6

**Physical education** is critical to educating the whole child and is based on the acquisition of the knowledge and skills of physical literacy to maintain physical activity at an appropriate level throughout an individual's lifetime. It is important to understand that the mere acquisition of knowledge and skills is not enough. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The District recognizes that a connection exists between physical activity and academic achievement, and the mission of physical education is to enable all BPS students in grades 3-6 to sustain regular, lifelong physical activity to live a healthy, productive, and fulfilling life while striving to attain at least 60 minutes of physical activity each day.

The Buffalo Public Schools' physical education curriculum is aligned to the [NYS Physical Education Learning Standards \(2020\)](#), the components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), and the District Wellness Policy: Health is Academic of 2022 and emphasizes physical literacy in a culturally and linguistically appropriate manner. The program is designed to enable every student to be challenged and to be successful. Students with special needs are provided with a learning environment that is modified, when necessary, to create the least restrictive environment for maximum participation.

**Health education** is critical to educating the whole child and is based on the acquisition of personal and social skills to enhance personal, family, and community lifelong healthy and safe attitudes, knowledge, skills, and behaviors to support academic achievement. The program is offered to all students in a culturally and linguistically appropriate manner following the [NYS Health Education Learning Standards](#) and Guidance Document for Achieving the NYS Standards in Health Education. Instruction is responsive to students and families with disabilities, addresses the social determinants of health, and provides for





the diversified needs of students as well as varied needs of the community based on BPS Youth Risk Behavior Survey (YRBS) and other health-related data.

The comprehensive 3-6 health education program is aligned to components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) and BPS District Wellness Policy: Health is Academic as it strives to improve health equity and reduce health disparities. Instruction in grades 3-6 focus on the CATCH evidence-based nutrition instruction, mental health, social emotional learning, and personal safety.

Instructional Guidance Physical Education and Health 3-6	
<p><b>Core Instruction (Tier I)</b></p> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• Aligned to the <a href="#">NYS Physical Education Learning Standards (2020)</a></li> <li>• Students participate in and acquire the knowledge and skills necessary to maintain a health-enhancing level of physical activity and fitness</li> <li>• Students acquire social emotional learning skills through participation in physical education</li> <li>• Students acquire learn to swim and/or intermediate swimming skills and demonstrate hands-only CPR skills (only schools that have pools).</li> </ul> <p>Health Education:</p> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">NYS Health Education Learning Standards</a></li> <li>• Students will</li> <li>• Learn functional knowledge and skills of self and relationship management, nutrition and physical activity</li> <li>• Understand mental and emotional health concepts outlined in the NYS Mental health Law of 2018</li> <li>• Acquire functional knowledge and skills outlined in <i>NYS Erin’s Law</i> regarding sexual abuse and exploitation.</li> </ul>	<p><b>District Materials</b></p> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• SPARK physical education curriculum resource</li> <li>• OPEN PE curriculum resource</li> <li>• NYS Curriculum, Assessment and Guidance Document 2<sup>nd</sup> ed. (K-5 and MS/HS version (grade 6 only)</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• CATCH curriculum resource</li> <li>• HealthSmart mental health curriculum resource</li> <li>• NYS Erin’s Law teaching resources</li> </ul>
<p><b>Assessment</b></p> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• SPARK assessments</li> <li>• OPEN PE assessments</li> <li>• <a href="#">FitnessGram</a> (4-6)</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• CATCH assessments</li> <li>• HealthSmart assessments</li> </ul>	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Pre-teach vocabulary; use picture vocabulary</li> <li>• Present complex tasks in multiple ways</li> <li>• Provide mnemonic strategies for health and physical education concepts</li> <li>• Provide multiple options for projects/skill performances at different levels of difficulty</li> </ul>



## THE ARTS 3-6

The Buffalo Public Schools' arts program cultivates a life-long love, respect, and appreciation for dance, theater, and the visual arts by providing all students with a rigorous and culturally responsive program aligned to New York State Arts Standards. The transformational power of arts education serves as the foundation for the lifelong pursuit of personal and professional goals. Arts educational experiences embody creative and critical thinking, community outreach, relationship building, cultural awareness, social justice, collaborative and independent work opportunities, mindfulness and wellbeing.

Students receive instruction in the arts in grades 3 through 6. Arts curriculum must align to the 2017 New York State Learning Standards for Visual Arts and should be cognitively and developmentally appropriate for each grade level.

Students will **create**, by working individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers, explaining and practicing responsible use of sharing images online, and creating artist statements by using art vocabulary to describe personal choices in artmaking. Students will **present** by assessing, explaining, and providing evidence of how museums or other venues reflect the history and values of a community, and analyzing ways that visual components and cultural associations are suggested by images influence ideas, emotions, and actions. Students will **respond** by interpreting art and recognizing differences in criteria used to evaluate works of art. Students will **connect** by applying formal and conceptual vocabulary of art and design, connecting visual characteristics of works of art and design to beliefs and traditions in a culture, and applying design thinking strategies to identify a problem within the community and create and document various solutions.



Instructional Guidance Visual Arts 3-6	
<b>Core Instruction</b> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">2017 New York State Learning Standards for the Arts</a></li> <li>• Students will demonstrate proficiency by creating, presenting, responding and connecting to meet learning standards</li> <li>• <a href="#">Visual Arts Pacing Guides (Daily Lessons)</a></li> <li>• <a href="#">Visual Arts Pacing Guides (Units)</a></li> <li>• <a href="#">Consistent use of CLRT practices</a></li> </ul>	<b>District Materials</b> <ul style="list-style-type: none"> <li>• Explorations in Art, Davis Publications</li> <li>• <a href="#">Artists of Focus</a></li> <li>• <a href="#">Culturally &amp; Linguistically Responsive Resources for the Arts</a></li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Portfolio contains minimum six art pieces indicating mastery of all curriculum components include evidence of the techniques, concepts, cultural connections, art history, and thinking skills developed over the year.</li> </ul>	<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Modify project product while maintaining the level of rigor expected of students' thinking</li> <li>• Provide students with a more complex/layered project product</li> </ul>

## MUSIC 3-6

The Buffalo Public Schools' music program fosters connections between the arts and other disciplines, providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. The music program also helps students to recognize the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and how music is expressed in those areas.

Music instruction in grades 3-6 is aligned to the New York State (NYS) Learning Standards for the Arts, which help students develop the skills and understanding to actively engage in the arts throughout their lives. Using the four artistic processes - creating, performing, responding, and connecting - students generate experiences, construct knowledge, and build a more integrated understanding of self and community.

Students in grades 3-6 participate in **classroom music** instruction focused on the development of foundational music skills, knowledge, and interdisciplinary connections designed to prepare students for musical studies in grades 7-8.

**Instrumental music** instruction traditionally begins in grade 3 and encourages student performance proficiency to continue to grow. It focuses on the development of aesthetic understanding, creative capacity, and performance skills through the study of small and large ensemble repertoire that represents a wide and inclusive range of cultures, composers, and genres. Students are provided access to string and band instruments.

Students in grades 3-6 experience a performance by the **Buffalo Philharmonic Orchestra** (BPO) either in-person or through video production. The BPO Youth Concert series has been specifically designed for



BPS students between Grades 1 - 6 and is programmed with a balance of narration, visual effects, and classical music appropriate for the targeted age groups.

Instructional Guidance Music 3-6		
Core Instruction		District Materials
<ul style="list-style-type: none"> <li>Grades 3 – 6 music instruction is aligned with the <a href="#">NYS Learning Standards for the Arts</a></li> <li>Students individually generate, demonstrate, refine, analyze, apply, and perform grade-level aligned artistic processes, Creating, Performing, Responding, and Connecting.</li> <li>Students begin to have access to novice level, harmonizing instruments including recorder, stringed instruments, and band instruments.</li> <li>Students are first introduced to novice level, traditional and emerging ensembles.</li> </ul>		<ul style="list-style-type: none"> <li>McGraw Hill Online textbook</li> <li>World percussion instruments</li> <li>Ukuleles</li> <li>Keyboards</li> <li>Hand Percussion</li> <li>Recorders</li> <li>Stringed instruments</li> <li>Band instruments</li> <li>Guitars</li> </ul>
Assessment	Differentiation	Intervention/Acceleration
<ul style="list-style-type: none"> <li>Performance Rubrics</li> <li>Informal Class Assessments</li> <li>Exit Tickets</li> <li>NYSSMA and ECMEA Performance Grading</li> <li>Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>Simplify directions, or break down step by step</li> <li>Provide small group instruction</li> <li>Use multi-media resources</li> <li>Incorporate technology</li> <li>Break down musical concepts into smaller parts and put them back together</li> <li>Provide varied texts and materials</li> </ul>	<ul style="list-style-type: none"> <li>Lesson extensions and ancillary instructional content are provided Performance-based grouping</li> <li>NYSSMA and ECMEA performance opportunities</li> </ul>



# MIDDLE SCHOOL 7-8

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# MIDDLE SCHOOL 7-8

## A Welcoming and Affirming Classroom Environment

Developing solid classroom routines is vital to ensuring a welcoming and affirming environment. Buffalo Public Schools teachers should work with students to collaboratively establish expectations for behavior and establish classroom routines that enable students to work towards independence and accountability for their own learning.



Middle school students participate in daily **Restorative or Community Circles** to strengthen relationships and create safe spaces for students within the classroom. The Circle is a carefully constructed, intentional dialogue space that welcomes emotions and difficult realities, while maintaining a sense of positive possibilities. Circles provide a sense of community where students and teachers can connect with each other on various topics. Additional information can be found on the [Office of School Climate website](#).

In order to foster a sense of belonging, teachers are also encouraged to use translated signage, posters, banners, and other displays to represent the cultures of the students in the classroom community. Likewise, hanging student work is a good way to help students see themselves in the classroom. Some teachers also save wall space for pictures and photographs that the students choose to share.

## High Expectations and Rigorous Instruction

Students in grades 7 and 8 accrue units of study in requisite courses, including math, science, ELA and social studies, a world language, home and careers, technology education, health, physical education music and the arts.

Buffalo Public Schools teachers use on-grade level, research-based materials and research-based instructional practices. Teachers should consider the [Instructional Priorities for Mathematics and Literacy Across the Content Areas](#) as they plan for rigorous instructional opportunities. The [Assignment Review Protocol](#) is another helpful tool for planning student assignments and projects.

Instruction at the middle level is generally comprised of whole group and independent and partnered learning opportunities as well as collaborative grouping. Teachers may introduce new skills through whole group instruction, explicitly modeling skills and conducting think alouds to show students how they approach a task or problem. Following a **gradual release of responsibility** model, teachers then provide supervised practice opportunities with corrective feedback, and eventually ask students to practice independently. Instruction is recursive; if students struggle to perform a skill or demonstrate understanding, the teacher may provide additional modeling or guided practice.



Nevertheless, an **inquiry-based approach** may be more appropriate at times. Following an inquiry model, teachers ask questions and/or provide problems to help students generate questions, hypothesize, strategize, and/or investigate, eventually arriving at a potential solution. Students should be able to explain and justify their thinking and critique the thinking of others.

Heterogenous grouping during Tier I instruction means that students in the same classroom may be at different stages of comprehension, skill mastery, or English language acquisition. Teachers must consciously **differentiate** learning for students to ensure that they can access the grade-level content. This means that teachers may scaffold instruction for specific students by checking in more frequently to confirm understanding or using tools like graphic organizers, manipulatives, sentence starters, or multilingual glossaries. Teachers may also differentiate by modifying the process, which includes breaking instructions into simple steps, repeating directions multiple times, or chunking text into manageable pieces. Teachers may likewise differentiate the product that students are expected to submit without losing the intended rigor by selecting fewer but targeted problems to complete or shortening the length of an assignment.

Another effective way to differentiate is to pull **small groups** for targeted, teacher-led instruction. Using pertinent data points, teachers group students by need to pre-teach, re-teach, or reinforce skills and concepts. For instance, some students may benefit from pre-teaching of background information or vocabulary so that they can better understand the upcoming lesson. Additionally, teachers may need to use a different delivery method to revisit specific skills introduced during whole group instruction. Furthermore, every middle school student has a laptop to access various District-approved online platforms for differentiation and intervention. Classrooms are also equipped with interactive whiteboards to enhance instruction.

Currently, BPS offers **accelerated courses** in grade 8 for world languages, science and/or Algebra at many District schools. This entails providing adequate resources and preparation, including adding a lab period for science and [spiralizing mathematical content through grade 6, 7 and 8](#) to appropriately prepare students for the rigors of Algebra. Accelerated courses will be approved by the Office of Instruction in conjunction with the school's ASL and should not be initiated without engaging in a thorough planning process with the department supervisor or director.

### **Inclusive Curriculum and Assessments**

All staff have a responsibility to learn about their students' cultures. The Instructional Priorities emphasize the need for the classroom to positively reflect the diversity of the students and school community and to infuse materials and activities that represent and affirm student identities. For instance, as part of the [Multilingual Classroom Ecology](#), students create "all about me" projects which are then displayed in the classroom or hallway.

Representation in literature is also important to help students feel a sense of self-worth, belonging, and affirmation. This includes all students regardless of race, gender, sexual orientation, religion, language, ability, or economic background. In addition, exposure through text increases awareness of the other student's cultures, promoting acceptance and appreciation. Students in grades 7 and 8 read text written by diverse authors such as Martin Luther King, Jr. and Thanhha Lai. In addition, lessons from the Office of CLRI's Emancipation Curriculum have been embedded in social studies curricula to support the idea that social studies instruction should help students become informed decision makers as part of a diverse, democratic society.



Appropriate **assessments** are used to gauge student understanding, including diagnostic, formative, and summative measures as appropriate. Grade level and vertical teams then triangulate data from assessments, teacher observation, and informal measures of student learning such as exit tickets in order to plan differentiated lessons and provide a system of tiered interventions to close learning gaps. Students can also take advantage of project-based learning opportunities like the Seal of Civic Readiness and National History Day. Encore subjects also make use of portfolio and/or performance-based assessment opportunities.

### **Ongoing Professional Learning**

Elementary schools provide regular opportunities for embedded professional learning. During **grade level meetings**, teams of teachers participate in professional development and monitor student data. Meetings are built into school schedules, planned by building leadership with coaches as appropriate, and generally facilitated by coaches and/or administrators. Agendas are provided prior to the meeting to allow participants to prepare any necessary materials. Teams take and then share out the minutes to keep everyone focused on the work plan.

**Coaching** is an important part of embedded professional development. Coaches receive extensive training to be able to provide embedded supports to teachers. Coaches ensure that teachers have appropriate materials, facilitate grade level meetings, support the data driven instruction (DDI) process, provide professional development, and support teachers through planning and modeling lessons. A literacy coach is assigned to every Title I elementary school to support instructional practice and provide interventions. Schools may also have an instructional coach to support other areas such as mathematics or technology.

## **ELA 7-8**

The full implementation of the NYS Next Generation ELA Learning Standards has begun. The modifications to the ELA standards serve to streamline and clarify the intent of existing standards. The 3-8 NYS Assessments in ELA will now be aligned to the new learning standards. Computer based testing will begin for grade 8 in 2024.

The [Instructional Priorities for Literacy Across the Content Areas](#) place significant emphasis on independent reading and writing. In an English classroom, this entails using the anchor text strategically to both develop a student’s ability to comprehend challenging text while reading silently and to respond to that text in writing. Students study a variety of text types and media to serve as a vehicle to build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Teachers may find it helpful to use the [Module and Lesson Reflection Protocols](#) for planning purposes.

A wide range of texts and authors (e.g., Frederick Douglass, César Chávez) are identified in the English Modules. Curriculum continues to be modified to ensure that diverse voices and perspectives are seen in the curriculum. During school year 2022-23, *Code Talkers* by Joseph Bruchac will replace the existing Q4 module in grade 8.

In addition to building-based and District initiatives, English teachers receive ongoing professional learning focused on best practices, technology integration, and module implementation.



Instructional Guidance ELA 7-8		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation Learning Standards</a></li> <li>ELA instructional period includes whole group instruction, small group instruction, independent learning, collaborative groups</li> <li>Study of academic and domain specific vocabulary</li> <li>Targeted instruction to address comprehension and critical thinking</li> <li>Writing instruction in grammar, usage and mechanics, sentence construction, text organization</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul>		<ul style="list-style-type: none"> <li>ELA Modules</li> <li>Module novels, essays, articles, poems</li> <li>Higher Order Thinking (HOT!) questions</li> <li>Step Up to Writing</li> </ul> <p>Supplemental:</p> <ul style="list-style-type: none"> <li>Lexia PowerUp</li> <li>myON, including diversity collections</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>Mid- and end-of-year module assessments</li> </ul> <p>Rubrics to assess writing</p> <p>District assessments:</p> <ul style="list-style-type: none"> <li>iReady (7-8) BOY/MOY/EOY</li> </ul> <p>State Assessments:</p> <ul style="list-style-type: none"> <li>State Assessment in ELA 7-8</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in gr 8</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., chunking text, providing independent think time, using graphic organizers, sentence starters, multilingual glossaries)</li> <li>Simplify directions, or break down step by step</li> <li>During small group, use data to inform decisions and provide differentiated support for vocabulary, comprehension, and writing, using <ul style="list-style-type: none"> <li>Lexia lessons, iReady lessons, SUTW lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>AIS: Teacher-led small group instruction to pre-teach, re-teach, reinforce skills using Lexia lessons, iReady lessons, SUTW</li> <li>Online intervention programs: Lexia PowerUp, Moby Max</li> <li>myOn</li> <li>Richmond Speaking Contest</li> </ul>



## MATHEMATICS 7-8

The full implementation of the NYS Next Generation Mathematics Learning Standards has begun. The 3-8 NYS Assessments in Mathematics will now be aligned to the new learning standards. Computer based testing will begin for grade 8 in 2024.

The Buffalo Public Schools' curriculum centers high expectations and rigorous instruction for all learners in order to develop students' abilities to think critically, make sound decisions, communicate effectively, work collaboratively, and approach problem solving with confidence and perseverance.

Using the gradual release model, the teacher supports the growth and development of the student until the student becomes successful with the content or skill. This entails modeling, guided practice, corrective feedback, and independent practice. Students will be asked to work independently to practice newly acquired skills using Module problem sets or Moby Max activities. However, please note that some of the Module lessons, by design, pose problems to engage students in the discovery of mathematics rules, and/or to deepen their understanding of where rules in mathematics originate. Teachers may find it useful to use the BPS [Mathematics Lesson Reflection Protocol](#) to plan for instruction.

Consistent with the [Standards for Mathematical Practice](#) embedded in the BPS Instructional Priorities for Mathematics, instruction provides opportunities for all students to consistently explain and justify their thinking using precise mathematical vocabulary. Our teachers plan for and engage students in differentiated instruction that is developmentally appropriate, equitable and rigorous. With appropriate supports, students become comfortable taking risks and learn to persevere through challenging problems. In addition, the Module application problems and problem sets are enriched with mathematical rigor, which entails fluency practice, development of conceptual understanding, and applications of learning to demonstrate understanding.

In grades 7-8, the focus is on ratios and proportional relationships, the number system, expressions and equations, statistics and probability, geometry, and functions, all foundational to future success. Knowing the importance of professional development to support skilled instructional delivery, professional development is focused on appropriate use of mathematics/technology tools, engagement strategies, and teacher gradual release to ensure students have the opportunity to fully immerse and engage in mathematics, in ways that prepare them to problem solve, as well as read, write, and speak the language of mathematics, in high school and beyond.

Currently, BPS offers accelerated courses in world languages, science and/or algebra at many District Pre-K-8 schools. This entails providing adequate preparation, including [spiralizing mathematical content through grade 6, 7 and 8](#) to appropriately prepare students for the rigors of Algebra. Accelerated courses will be approved by the Office of Instruction in coordination with the school's ASL and should not be initiated without engaging in a thorough planning process in conjunction with the department supervisor or director.





**Instructional Guidance Mathematics 7-8**

<b>Core Instruction (Tier I)</b>			<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation Learning Standards</a> and includes the <a href="#">Standards for Mathematical Practice</a></li> <li>Suggested pacing provided</li> <li>Instruction often takes the form of direct, explicit instruction, but may sometimes be inquiry-based</li> <li>Instruction builds conceptual understanding of mathematical principles</li> <li>Application problems used to demonstrate understanding</li> <li>Independent practice of skills using module problem sets or Moby Max</li> <li>Understanding of domain specific vocabulary</li> <li>Number Talks/mathematics conversations ask students to explain their thinking, critique the thinking of others</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul>			<ul style="list-style-type: none"> <li>NYS Math Modules</li> <li>Zearn</li> <li>Moby Max</li> <li>Castle Learning</li> <li>Manipulatives</li> <li>Scientific calculators</li> </ul> <p>Accelerated Grade 8: IXL, graphing calculators, navigators</p>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>	
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>mid- and end-of-module assessments</li> <li>exit tickets (Zearn Tower of Power can replace paper exit tickets)</li> </ul> <p>Constructed response rubrics</p> <p>District assessments:</p> <ul style="list-style-type: none"> <li>iReady BOY/MOY/EOY diagnostic screener</li> <li>Moby diagnostic BOY</li> <li>Accelerated Grade 8 students take IXL BOY/MOY/EOY snapshot diagnostic assessments instead of iReady</li> </ul> <p>State Assessments:</p> <ul style="list-style-type: none"> <li>State Mathematics Assessments 7-8</li> <li>Regents Algebra for accelerated grade 8 students</li> </ul> <p>New in 2023-24:</p> <ul style="list-style-type: none"> <li>Computer based testing for state assessments in gr 8</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold instruction as needed (e.g., provide independent think time, use graphic organizers, manipulatives, additional models, sentence starters)</li> <li>Introduce concepts in rotating teacher-led small group instead of whole group</li> <li>Simplify directions</li> <li>Provide additional fluency practice as needed</li> <li>Plan with typical student misconceptions in mind; pre-teach or provide scaffolds as needed</li> <li>Activate prior knowledge before introducing new content</li> </ul>	<ul style="list-style-type: none"> <li>AIS: Teacher-led small group to pre-teach, re-teach or reinforce skills and concepts, use of Moby Max, iReady lessons</li> <li>Grade 8 Accelerated (accelerated)</li> <li>Middle School Math League</li> </ul>	



## SCIENCE 7-8

In BPS, the [NYS Science Learning Standards \(NYSSLS\)](#), will be fully implemented in grades 7-8 during the school year 2022-23. The NYS [implementation timeline](#) can be found here. Students in grades 7-8 will engage in Science and Engineering Practices (SEP) as they investigate and build models and theories about the natural world. Educators provide rigorous instruction, weaving together Disciplinary Core Ideas (DCI) in science, Science and Engineering Practices, and Cross Cutting Concepts (CCC) to meet the Performance Expectations at every grade level. This three-dimensional approach to science in the new standards will help students engage with new information, answer questions, solve problems, and make connections between the different scientific disciplines.

Rigorous instruction entails supporting students to think critically and reason logically using various methods of investigation such as observation, comparison, experimentation, and mathematical manipulation of data. Inquiry in science means that students engage in practices to build, deepen, and apply their knowledge of core ideas (DCI) and crosscutting concepts (CCC). These practices include planning and carrying out investigations, asking questions and defining problems, and engaging in argument from evidence. Embedded lab components in every lesson and topic throughout grades 7-8, including a Hands-on Lab Kit, support this. Consistent use of hands-on learning helps maximize student engagement and improve learning outcomes.

In order to accelerate student learning, schools may offer Regents Biology or Regents Earth Science to students in grade 8. These credit-bearing courses include a separate lab component. Accelerated courses will be approved by the Office of Instruction in coordination with the School's ASL and should not be initiated without engaging in a thorough planning process in conjunction with the department supervisor or director.



Instructional Guidance Science 7-8	
Core Instruction (Tier I)	District Materials
<ul style="list-style-type: none"> <li>Science periods include whole group instruction, teacher-led small group instruction, guided inquiry and collaborative group work</li> <li>Curriculum is aligned to <a href="#">New York State Science Learning Standards (NYSSLS)</a></li> <li>The Science and Engineering Standards will be met when students complete the uInvestigate Labs, uEngineer It Labs, and STEM Quest Check-In labs throughout the topics/units</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul> <p>Topic/Unit Organization:</p> <ul style="list-style-type: none"> <li>A Storyline ties together the content in each lesson of the unit</li> </ul>	<ul style="list-style-type: none"> <li>Elevate Science 7-8 Lessons by Topic (Physical, Earth and Life Science)</li> <li>Elevate Science Levelled Readers Classroom Library</li> <li>Elevate Classroom Materials Kits support hands-on components: uConnect, uInvestigate, uEngineer, uDemonstrate Labs</li> <li>Step Up to Writing</li> </ul>



<ul style="list-style-type: none"> <li>• Units begin with a Quest, or a problem students will solve throughout the unit; students complete all hands-on labs throughout the lessons in order to complete the Quest</li> <li>• Units are tied to a phenomenon, which is an event that occurs in nature. Each lesson will use a phenomenon support student understanding of the content</li> <li>• Higher Order Thinking Skills (HOTS) are identified within each topic plan at each grade level</li> <li>• Suggested Step Up to Writing strategies are delineated in each Topic Guide at every grade level</li> <li>• Targeted instruction addresses literacy connections in science</li> </ul>	<ul style="list-style-type: none"> <li>• Castle Learning</li> <li>• Moby Max</li> </ul> <p>Accelerated Living Environment:</p> <ul style="list-style-type: none"> <li>• <i>Biology</i> - Miller &amp; Levine Science Program and digital component</li> <li>• Miller &amp; Levine Reading and Study Guide Workbook</li> <li>• Labster (virtual) program</li> <li>• Brief Review Test Preparation</li> </ul> <p>Accelerated Earth Science:</p> <ul style="list-style-type: none"> <li>• <i>Earth Science</i>- HMH- Science Dimensions for Earth and Space Science and Ed Platform digital component</li> </ul>
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Assessment	Differentiation	Acceleration
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>• Reading Checks throughout consumable workbook for each grade level</li> <li>• Hands-on assessments via Check In Labs (Evaluation section of lab)</li> <li>• Crosscutting Concepts Toolbox Prompts in each lesson where students construct explanations to answer content-based questions</li> <li>• Lesson Quiz</li> <li>• Topic Assessments</li> </ul> <p>State Assessments</p> <ul style="list-style-type: none"> <li>• NYS Science 8</li> <li>• NYS Regents Examination (accelerated)</li> </ul> <p>New 2023-24</p> <ul style="list-style-type: none"> <li>• Computer based testing in grade 8</li> <li>• NYS gr 8 Science Assessment aligned to NYSSLS</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, providing independent think time, multilingual glossaries, sentence starters, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Scaffolded questions available for each lesson at every grade level</li> <li>• Guided inquiry instructions available for each lab if needed</li> <li>• All topics/units have differentiated Instructional prompts and Leveled Readers and STEM Engineering Readers to provide additional science content and differentiate students' reading options</li> <li>• During teacher-led small group, use data to inform decisions and provide differentiated support for vocabulary, comprehension, reading and writing of science text</li> </ul>	<ul style="list-style-type: none"> <li>• Moby Max Science</li> <li>• Castle Learning</li> <li>• Enrichment activities delineated in every Topic Guide at every grade level.</li> </ul> <p>Accelerated:</p> <ul style="list-style-type: none"> <li>• Earth Science</li> <li>• Living Environment</li> <li>• Labs</li> </ul>



- ELL supports available for each lesson

## SOCIAL STUDIES 7-8

Social studies instruction should help students become informed decision makers as part of a diverse, democratic society. The NYS Social Studies Framework offers an inquiry-based approach to social studies instruction intended to help students build understanding through analysis of primary and secondary source documents.

Buffalo Public Schools social studies curricula is aligned to the NYS Learning Standards for Social Studies and the NYS Social Studies Framework. Social studies instruction is inclusive of different cultures and perspectives. Each 7-8 social studies course is organized into units of study integrating the unifying themes of social studies: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

In Grade 7, students study the United States and New York State through a historical lens (Part I). The course is arranged chronologically from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable.

In Grade 8, students study the United States and New York State through a historical lens (Part II). The course is arranged chronologically, beginning with Reconstruction, and ending at the present, and incorporates geography as well as economic, social and political trends.

During school 2022-23, schools will form building-based teams to begin planning for implementation of the Seal of Civic Readiness. The intent of the

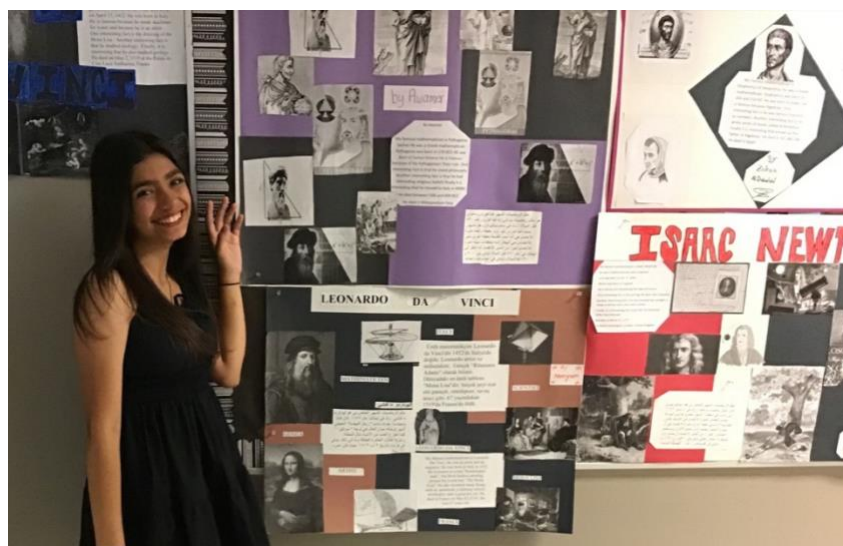


NYS Seal of Civic Readiness is to encourage the study of civics and civility through experiential learning; certify attainment of civic readiness; provide employers with a method of identifying high school graduates with skills in civics and civility; provide universities with an additional method to recognize applicants seeking admission; prepare students with twenty-first century skills; recognize the value of K-12 Social Studies education in schools as a means to build civic knowledge; and empower students as agents of positive social change to redress historical and contemporary oppression and strengthen our diverse democracy.



Civics Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills, and actions, mindsets, and experiences.

Instructional Guidance Social Studies 7-8		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">NYS Social Studies Learning Standards</a> and <a href="#">Framework</a></li> <li>Inquiry lessons from NYS K-12 Social Studies Tool Kit embedded in curriculum</li> <li>Writing strategies from Step Up to Writing</li> <li>Study or domain specific vocabulary</li> <li><a href="#">Consistent use of CLRT practices</a></li> <li>Emancipation Curriculum lessons embedded in curriculum</li> <li>1619 lessons embedded in curriculum</li> </ul>		SAVVAS Middle Grades American History Beginnings to 1877 (Student Edition)  SAVVAS Middle Grades American 1877 to Present (Student Edition) <ul style="list-style-type: none"> <li>Step Up to Writing</li> <li>Castle Learning</li> <li>Amistad resources</li> <li>1619 Project</li> <li>Emancipation Curriculum</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Enrichment/Acceleration</b>
Programmatic options: <ul style="list-style-type: none"> <li>Unit formative and summative assessments</li> </ul> Rubrics to assess writing	Scaffold instruction as needed (e.g., chunking text, providing, multilingual glossaries, sentence starters, using graphic organizers)  Simplify directions, or break down step by step  Activate prior knowledge before introducing new content  Frontloading and building background knowledge (use of realia, photos, websites, videos, etc.)	Reteach, intervene  Use of projects and civics activities  National History Day Competition (grades 7-8)





## WORLD LANGUAGES 7-8

World language instruction is guided by New York State learning standards, which have two primary dimensions. Content standards describe what students should know, understand, and be able to do, and performance standards define levels of student achievement pertaining to language proficiency. New standards were adopted in 2021, and NYS is in the process of building awareness. Over the next several years BPS will focus on curriculum and professional development to support the roll out. The BPS timeline for implementation is as follows:

- September 2023 Checkpoint A/Level I
- September 2024 Checkpoint B/Level II
- September 2025 Checkpoint C/Level III



Establishing a welcoming and affirming environment is key to second language acquisition. This premise is based on Stephen Krashen's 5<sup>th</sup> Hypothesis, the Affective Filter. The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

In the Buffalo Public Schools, students typically begin world languages instruction in grade 8. Most students are enrolled in an **accelerated course** providing them with the opportunity to earn a high school credit. Students who require a slower-paced learning environment may be enrolled in a non-accelerated course. These models provide students access to inclusive curriculum and assessment.

Our teachers receive ongoing professional learning focused on best practices through the District Staff Development and World Languages Departments, and the New York State Office of Bilingual Education and World Languages.



## Instructional Guidance World Languages 7-8

Instructional Guidance World Languages 7-8	
<b>Core Instruction (Tier I)</b> Aligned to <a href="#">NYS Learning Standards for World Languages</a> <ul style="list-style-type: none"> <li>Spanish, French, Italian, Mandarin, Latin, Haudenosaunee language</li> </ul> Instruction is teacher led with the use of teacher and student-centered strategies (e.g., direct and explicit instruction, whole group instruction, independent practice, and group/paired activities)	<b>District Materials</b> Chinese: Chinese Made Easy for Kids French: Bien Dit! Italian: Amici d'Italia Latin: Ecce Romani Spanish: ¡Que Chevere!  Step Up to Writing strategies are used where applicable
CLRT practices aligned to world language anchor standards: <ul style="list-style-type: none"> <li>Cultures: Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</li> <li>Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</li> <li>Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.</li> </ul>	
Assessment	Differentiation
Programmatic options  FLACS Checkpoint A for students enrolled in Level I courses	The following high leverage supports (scaffolds) enable students to apply new language learning and increase proficiency: Simplify directions, or break down step by step  Frontloading and building background knowledge (use of realia, photos, websites, videos, etc.)  Academic Language (connections to English language) Building Listening and Speaking (recasting, wait time, and sentence starters)  Previewing and reviewing (chunking text, sentence frames, and word banks)
	Enrichment/Acceleration
	Most students in grade 8 are enrolled in an accelerated course which gives them the opportunity to earn one high school credit if they pass the accelerated course and the Checkpoint A exam in the target language.  Schools offer a non-accelerated course to students who benefit from a slower-paced learning environment.

## THE ARTS 7-8

The Buffalo Public Schools’ arts program cultivates a life-long love, respect, and appreciation for dance, theater, and the visual arts by providing all students with a rigorous and culturally responsive program aligned to New York State Learning Standards for the Arts. The transformational power of arts education serves as the foundation for the lifelong pursuit of personal and professional goals. Arts educational experiences embody creative and critical thinking, community outreach, relationship building, cultural



awareness, social justice, collaborative and independent work opportunities, mindfulness, and wellbeing.

Students receive one-half unit of study in Visual Art and one-half unit of study in Music across grades seven and eight. Visual Arts teachers may supplement the Visual Arts curriculum with units, lessons, or integrated Media Arts experiences based on the Media Arts Standards.

Students will **create** by experimenting, innovating, and taking risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing, practicing responsible use of sharing images online, and applying visual organizational strategies to design and produce a work that clearly communicates information or ideas. Students will **present** by developing a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit, and assessing, explaining, and providing evidence of how museums or other venues reflect the history and values of a community. Students will **respond** by explaining how a person’s artistic choices are influenced by culture and environment and analyzing how various factors contribute to understanding messages or ideas and mood conveyed. Students will **connect** by making art collaboratively and identifying and exploring careers in which innovation and creative problem-solving skills are fundamental to success.

Courses in theater or dance will likewise help students to

- **Create**- Conceiving and developing new artistic ideas and work
- **Perform**- Realizing artistic ideas and work through interpretation and presentation
- **Respond**- Understanding and evaluating how the arts convey meaning
- **Connect**- Relating artistic ideas and work with personal meaning and external context

Instructional Guidance Visual Arts 7-8	
<b>Core Instruction (Tier I)</b> <ul style="list-style-type: none"> <li>• Follows <a href="#">2017 New York State Learning Standards for the Arts</a></li> <li>• Students will demonstrate proficiency by creating, presenting, responding and connecting to meet learning standards</li> <li>• <a href="#">Visual Arts Pacing Guides (Daily Lessons)</a></li> <li>• <a href="#">Visual Arts Pacing Guides (Units)</a></li> <li>• <a href="#">Consistent use of CLRT best practices</a></li> </ul>	<b>District Materials</b> Explorations in Art, Davis Publications  <a href="#">Artists of Focus</a>  <a href="#">Culturally &amp; Linguistically Responsive Resources for the Arts</a>
<b>Assessment</b> Portfolio contains minimum six art pieces indicating mastery of all curriculum components; include evidence of the techniques, concepts, cultural connections, art history, and thinking skills developed over the year.	<b>Differentiation</b> Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)  Simplify directions, or break down step by step  Modify project product while maintaining the expected level of rigor  Provide students with a more complex/layered project product



## MUSIC 7-8

Buffalo Public Schools' music program fosters connections between the arts and other disciplines, providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. The music program also helps students to recognize the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and how music is expressed in those areas.

Music instruction in grades 7-8 is aligned to the New York State (NYS) Learning Standards for the Arts, which help students develop the skills and understanding to actively engage in the arts throughout their lives. Using the four artistic processes - creating, performing, responding, and connecting - students generate experiences, construct knowledge, and build a more integrated understanding of self and community.



Students in grades 7-8 participate in **classroom music** instruction focused on the development of foundational music skills, knowledge, and interdisciplinary connections designed to prepare students for musical studies in grades 9-12.

**Instrumental music** instruction focuses on the development of aesthetic understanding, creative capacity, and performance skills through the study of small and large ensemble repertoire that represents a wide and inclusive range of cultures, composers, and genres. Students are provided access to string and band instruments.

Instructional Guidance Music 7-8	
Core Instruction (Tier I)	District Materials
<ul style="list-style-type: none"><li>• Curriculum is aligned with the <a href="#">2017 NYS Learning Standards for the Arts</a></li><li>• Students individually generate, demonstrate, refine, analyze, apply, and perform grade-level aligned artistic processes, Creating, Performing, Responding, and Connecting.</li><li>• Students may begin or continue to have access to intermediate level, harmonizing instruments including stringed instruments, and band instruments.</li><li>• Students may begin or continue to have access to intermediate level, traditional and emerging ensembles.</li></ul>	<ul style="list-style-type: none"><li>• McGraw Hill Online Textbook</li><li>• World Percussion Instruments</li><li>• Ukuleles</li><li>• Keyboards</li><li>• Hand Percussion</li><li>• Recorders</li><li>• Stringed Instruments</li><li>• Band Instruments</li><li>• Guitars</li></ul>



<ul style="list-style-type: none"> <li><a href="#">Consistent use of CLRT practices</a></li> </ul>		
Assessment	Differentiation	Intervention/Acceleration
<ul style="list-style-type: none"> <li>Performance Rubrics</li> <li>Informal Class Assessments</li> <li>Exit Tickets</li> <li>Listening Reports</li> <li>Quizzes</li> <li>Projects</li> <li>NYSSMA and ECMEA Performance Grading</li> <li>Self-assessment</li> </ul>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <ul style="list-style-type: none"> <li>Provide small group instruction</li> <li>Provide students with sentence frames/ starters to help meet language demands of the project</li> <li>Incorporate technology</li> <li>Break down musical concepts into smaller parts and put them back together</li> <li>Varied texts and materials</li> </ul>	<ul style="list-style-type: none"> <li>Lesson extensions and ancillary instructional content are provided Performance-based grouping</li> <li>Varied texts and materials</li> <li>NYSSMA and ECMEA performance opportunities</li> </ul>

## PHYSICAL EDUCATION/HEALTH 7-8

**Physical education** is critical to educating the whole child and is based on the acquisition of the knowledge and skills of physical literacy to maintain physical activity at an appropriate level throughout an individual’s lifetime. It is important to understand that the mere acquisition of knowledge and skills is not enough. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The District recognizes that a connection exists between physical activity and academic achievement, and the mission of physical education is to enable all BPS students in grades K-2 to sustain regular, lifelong physical activity to live a healthy, productive, and fulfilling life while striving to attain at least 60 minutes of physical activity each day.

The Buffalo Public Schools’ physical education curriculum is aligned to the [NYS Physical Education Learning Standards \(2020\)](#), the components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), and the District Wellness Policy: Health is Academic of 2022 and emphasizes physical literacy in a culturally and linguistically appropriate manner. The program is designed to enable every student to be challenged and to be successful. Students with special needs are provided with a learning environment that is modified, when necessary, to create the least restrictive environment for maximum participation.

**Health education** is critical to educating the whole child and is based on the acquisition of personal and social skills to enhance personal, family, and community lifelong healthy and safe attitudes, knowledge, skills, and behaviors to support academic achievement. The program is offered to all students in a culturally and linguistically appropriate manner following the [NYS Health Education Learning Standards](#) and Guidance Document for Achieving the NYS Standards in Health Education. Instruction is responsive to students and families with disabilities, addresses the social determinants of health, and provides for the diversified needs of students as well as varied needs of the community based on BPS Youth Risk Behavior Survey (YRBS) and other health-related data. The comprehensive K-2 health education program is aligned to components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#)





and BPS District Wellness Policy: Health is Academic as it strives to improve health equity and reduce health disparities. Instruction in grades 7-8 focus on the CATCH evidence-based nutrition instruction, mental health, social emotional learning, and personal safety.

Instructional Guidance Physical Education/Health 7-8	
Core Instruction (Tier I)	District Materials
<p>Physical Education</p> <ul style="list-style-type: none"> <li>• Aligned to the <a href="#">NYS Physical Education Learning Standards (2020)</a></li> <li>• Students participate in and acquire the knowledge and skills necessary to maintain a health-enhancing level of physical activity and fitness</li> <li>• Students acquire social emotional learning skills through participation in physical education</li> <li>• Students acquire knowledge and skills necessary to gain competency in advanced motor, movement, and manipulative skills</li> <li>• Acquire learn to swim and/or intermediate swimming skills (only schools that have pools)</li> <li>• Demonstrate hands-only CPR skills</li> <li>• <a href="#">Erin's Law   New York State Education Department (nysed.gov)</a></li> </ul> <p>Health Education: Grade 7/8            Aligned to <a href="#">NYS Health Education Learning Standards</a>            Students will</p> <ul style="list-style-type: none"> <li>• Learn functional knowledge and skills of self and relationship management, nutrition and physical activity</li> <li>• Demonstrate the skills of injury, violence, and sexual violence prevention.</li> <li>• Understand mental and emotional health concepts outlined in the NYS Mental Health Education Law of 2018</li> <li>• Acquire the functional knowledge and skills of abstinence, pregnancy prevention, puberty, and personal health, communicable and non-communicable disease prevention</li> <li>• Acquire functional knowledge and skills outlined in <i>NYS Erin's Law</i> regarding sexual abuse and exploitation.</li> <li>• Understand how to prevent the use of tobacco, alcohol, and other drugs.</li> </ul>	<p>Physical Education</p> <ul style="list-style-type: none"> <li>• <i>SPARK</i> curriculum resource</li> <li>• <i>OPEN PE</i> curriculum resource</li> <li>• NYS Curriculum, Assessment and Guidance Document 2<sup>nd</sup> ed. (MS/HS version)</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• <i>CATCH</i> curriculum resource</li> <li>• <i>HealthSmart</i> middle school curriculum resource (7)</li> <li>• <i>NYS Erin's Law</i> teaching resources</li> <li>• <i>Be Proud! Be Responsible!</i> evidence-based curriculum resource (7)</li> <li>• Lifelines: A Suicide Prevention Program curriculum resource (7)</li> </ul>
Assessment	Differentiation
<p>Physical Education</p> <ul style="list-style-type: none"> <li>• <i>SPARK</i> assessments</li> <li>• <i>OPEN PE</i> assessments</li> <li>• <a href="#">FitnessGram</a></li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• <i>CATCH</i> assessments</li> <li>• <i>HealthSmart</i> assessments</li> <li>• <i>Be Proud! Be Responsible!</i> assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Pre-teach vocabulary; use picture vocabulary</li> <li>• Present complex tasks in multiple ways</li> <li>• Provide mnemonic strategies for health and physical education concepts</li> <li>• Provide multiple options for projects/skill performances at different levels of difficulty</li> </ul>



## CAREER AND TECHNICAL EDUCATION (CTE) 7-8

Home and Career Skills and Technology Education are introductory courses in which grade 7-8 students explore and develop beginning proficiencies in career and technical areas. In order to satisfy the NYSED requirements, every student receives one unit each of Home & Career Skills and Technology Education. The classes are hands-on and connect the core academic areas into real-world situations and applications. As feeders to the 28 high school CTE programs, the middle level CTE curricula is designed to introduce each program while aligning to State CTE and core academic standards. Upon completion of these courses, students will be prepared to select high school programs and career pathways that most interest them.

Instructional Guidance CTE 7-8		
Core Instruction (Tier I)		District Materials
<ul style="list-style-type: none"> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• Historically relevant literacy</li> <li>• Hands-on and project-based learning, digital citizenship</li> </ul> <p>Home and Careers Skills Grade 7 topics</p> <ul style="list-style-type: none"> <li>• Human Development and Relationships</li> <li>• Culture (Explorations and Contributions)</li> <li>• Food System and Production (Kitchen and Cooking)</li> <li>• Food Safety, Nutrition, Wellness (Diseases, Diet, Exercise)</li> <li>• Career Exploration</li> </ul> <p>Home and Careers Skills Grade 8 topics</p> <ul style="list-style-type: none"> <li>• High School Program Exploration</li> <li>• Life Readiness (Financial Literacy and Business)</li> <li>• Parenting and Human Development</li> <li>• Apparel and Textile Design (Hand and Machine Sewing)</li> <li>• Environmental Design and Management</li> </ul> <p>Technology Education Grade 7 topics</p> <ul style="list-style-type: none"> <li>• Technology and Society</li> <li>• Safety in Trades and Technical Fields (Woodworking)</li> <li>• Measurement in the Trade and Technical Fields</li> <li>• 3D Printing and Coding</li> <li>• Career Exploration</li> </ul> <p>Technology Education Grade 8 topics</p> <ul style="list-style-type: none"> <li>• BPS CTE Program Exploration</li> <li>• Safety in Trade and Technical Fields 2 (Electrical Circuits)</li> <li>• Measurement in Trade and Technical Fields</li> <li>• Systems Design</li> <li>• The Nature of Technology (Film and Digital Media)</li> <li>• Abilities for a Technological World (Coding and Robotics)</li> </ul>		<p>Home and Career Skills</p> <ul style="list-style-type: none"> <li>• Preparing for Life and Careers, 7th Edition (e-Text)</li> <li>• <a href="#">ONET Interest Profiler</a></li> <li>• <a href="#">BPS CTE Virtual Expo</a></li> <li>• <a href="#">EVERFI</a></li> <li>• <a href="#">Myplate.gov</a></li> </ul> <p>Technology Education</p> <ul style="list-style-type: none"> <li>• Exploring Design, Technology, and Engineering, 3rd Edition (e-Text)</li> <li>• <a href="#">ONET Interest Profiler</a></li> <li>• <a href="#">BPS CTE Virtual Expo</a></li> <li>• <a href="#">WozEd: 3D Printing, Robotics</a></li> <li>• <a href="#">EVERFI</a></li> <li>• <a href="#">TinkerCAD</a></li> <li>• <a href="#">Code.org</a></li> </ul>
Assessment	Differentiation	Intervention/Acceleration
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>• Unit Project Reflection Brief</li> <li>• Project Performance Rubrics</li> <li>• Text-based Unit Assessments</li> </ul>	<p>Scaffold instruction as needed (e.g. chunking texts, using sentence starters, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <p>Small group instruction based on data-informed planning</p>	<p>City-wide competitions</p>

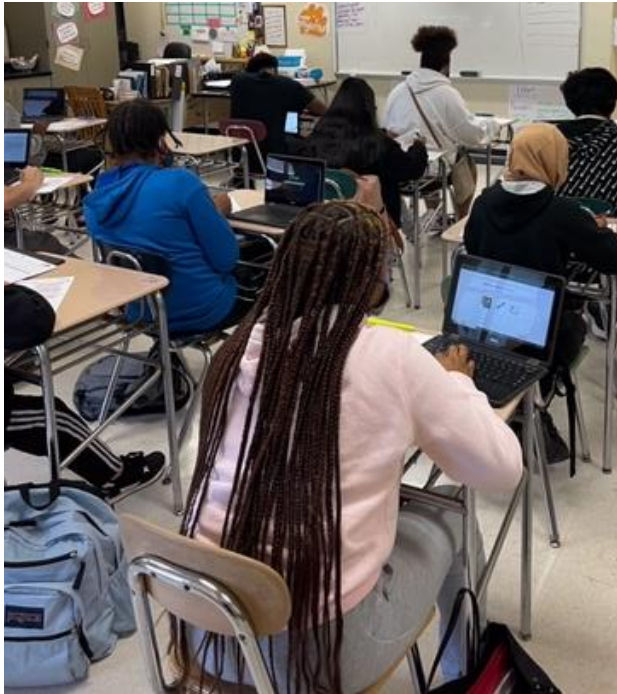


# HIGH SCHOOL 9-12

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# HIGH SCHOOL 9-12



There are 21 high school programs in the BPS offering a wide variety of instructional options, including career and technical courses, Advanced Placement, and dual credit courses. Freshmen entering high school can expect to take courses in English, mathematics, science, social studies, the arts, a world language, and physical education. Students who passed the appropriate requirements in middle school may be granted high school credit and begin at a more advanced level in one or more subject areas.

High school students are currently expected to accumulate 22 credits and pass five required Regents exams or four required exams and an approved [4 + 1 pathway](#) in order to graduate. Please visit the Buffalo Public Schools High School Course Catalogue or speak to a guidance counselor for further information regarding [graduation requirements](#).

## **A Welcoming and Affirming Classroom Environment**

Developing solid classroom routines is vital to ensuring a welcoming and affirming environment. Buffalo Public Schools teachers should work with students to collaboratively establish expectations for behavior and establish classroom routines that enable students to work towards independence and accountability for their own learning.

Teachers engage students as needed in Restorative Circles to strengthen relationships and create safe spaces for students within the classroom. The Circle is a carefully constructed, intentional dialogue space that welcomes emotions and difficult realities, while maintaining a sense of positive possibilities. Circles provide a sense of community where students and teachers can connect with each other on various topics. Additional information can be found on the [Office of School Climate website](#).

In order to foster a sense of belonging, teachers are also encouraged to use translated signage, posters, banners, and other displays to represent the cultures of the students in the classroom community. Likewise, hanging student work is a good way to help students see themselves in the classroom. Some teachers also save wall space for pictures and photographs that the students choose to share.

## **High Expectations and Rigorous Instruction**

The [Instructional Priorities for Mathematics and Literacy Across the Content Areas](#) play an important role in secondary classrooms. For instance, in secondary courses, in order to do grade-level mathematics independently, it is imperative that students acquire an understanding of domain specific mathematics terminology, can reflect and explain their mathematical reasoning, and develop the perseverance to problem solve and strategize when the mathematics is difficult. Likewise, it is important that students



are able to independently read and comprehend rich, challenging text and write effectively in response to critical, higher order questioning, citing evidence to support their arguments. In order to accomplish this, differentiated approaches are often necessary.

Instruction at the secondary level is generally comprised of whole group and independent and partnered learning opportunities as well as collaborative grouping. Teachers may introduce new skills through whole group instruction, explicitly modeling skills and conducting think alouds to show students how they approach a task or problem. Following a **gradual release of responsibility** model, teachers then provide supervised practice opportunities with corrective feedback, and eventually ask students to practice independently. Instruction is recursive; if students struggle to perform a skill or demonstrate understanding, the teacher may provide additional modeling or guided practice.

Nevertheless, an **inquiry-based approach** may be more appropriate at times. Following an inquiry model, teachers ask questions and/or provide problems or scenarios to cause students to generate questions, hypothesize, strategize, and/or investigate, eventually arriving at a potential solution. Students should be able to explain and justify their thinking and critique the thinking of others.

Heterogenous grouping during Tier I instruction means that students in the same classroom may be at different stages of comprehension, skill mastery, or English language acquisition. Teachers must consciously **differentiate** learning for students to ensure that they can access the grade-level content. This means that teachers may scaffold instruction for specific students by checking in frequently to confirm understanding or using tools like graphic organizers, manipulatives, sentence starters, or multilingual glossaries. Teachers may also differentiate by modifying the process, which includes breaking instructions into simple steps, repeating directions multiple times, or chunking text into manageable pieces. Teachers may likewise differentiate the product that students are expected to submit without losing the intended rigor by selecting fewer but targeted problems to complete or shortening the length of an assignment. The [Assignment Review Protocol](#) is another helpful tool for planning student assignments and projects.

Every secondary student receives a laptop to support learning. The District provides various online textbooks and subscribes to educational platforms such as Schoology, Castle Learning, myON, and IXL to enhance instruction. Classrooms are also equipped with interactive whiteboards. In addition, graphing calculators are also available for students in mathematics classes.

### **Inclusive Curriculum and Assessments**

The [High School Course Catalogue](#) outlines the curricular offerings available to students in Buffalo Public Schools, as well as graduation requirements and other important information for high school students. Buffalo Public Schools strives to offer a wide array of courses that are rigorous and reflect a diversity of cultures and student interests. Currently, Buffalo Public Schools offers courses geared toward specific fields of interest in CTE, the arts, music, and other subjects, as well as courses representing the diversity of cultures in NYS, including Puerto Rican history and culture, African American history, African American literature, and in the spring of 2022-23, Indigenous tribes of NY. The District has also applied to pilot the new AP African American Studies course in 2023-24.

The Course Catalogue will continue to be updated as new courses are made available. Please consult the course descriptions for specifics regarding prerequisites and assessment requirements. Please note that some classes are unique to a particular program or school, not every course is offered at every school, and course offerings may change yearly based on student course requests and other factors.





Several innovative high school programs are a part of the District’s Bargain with Families Next Level: One Voice, One Vision, One Mission. For instance, programs for [networking and hardware](#) and [software and programming](#), and [animation and digital design](#) are offered at Lewis J. Bennett School of Innovative Technology, while the [culinary program](#) at the School of Culinary Arts and Hospitality Management and Emerson School of Hospitality, where students run the school restaurant, prepares students to become chefs, cooks, bakers, and restaurant managers. These innovative programs, and their counterparts at other BPS schools, provide students with options aligned to 21<sup>st</sup> Century career pathways.

All staff have a responsibility to learn about their students’ cultures. The Instructional Priorities emphasize the need for the classroom to positively reflect the diversity of the students and school community and to infuse materials and activities that represent and affirm student identities. For instance, as part of the [Multilingual Classroom Ecology](#), students create “all about me” projects which are then displayed in the classroom or hallway.

Representation in literature is also important to help students feel a sense of self-worth, belonging, and affirmation. This includes all students regardless of race, gender, sexual orientation, religion, language, ability, or economic background. In addition, exposure through text increases awareness of the other student’s cultures, promoting acceptance and appreciation. Students in grades 9-12 read text written by diverse authors such as Malala Yousafzai and August Wilson. In addition, lessons from the *NYTimes* 1619 collection have been embedded in English and social studies curricula.

Project-based learning and student driven investigation provide additional opportunities for inclusive curriculum and assessment. Students can take advantage of learning opportunities like [AP Capstone courses](#), currently being piloted at Schools #197 and 304, the [Seal of Civic Readiness](#), and National History Day. Encore subjects also make use of portfolio and/or performance-based assessment opportunities. Additionally, English language arts I-IV classes build an inquiry-based research topic into each third quarter module.

At the secondary level, students must pass a number of Regents exams in order to graduate. Buffalo Public Schools takes a diagnostic approach in order to accelerate or intervene as appropriate, so students in most ELA and mathematics courses will also participate in beginning, middle and end-of-year testing to assess their progress toward mastery of grade-level standards.

### **Ongoing Professional Learning**

Secondary schools provide opportunities for embedded professional learning when they build common planning time into the master schedule. Common planning time allows vertical teams of teachers to participate in professional development and monitor student data.

In addition, teachers at the high school level participate in District initiatives like trauma-informed care, Restorative Practices, and culturally and linguistically responsive teaching practices. In addition, secondary teachers participate in department specific training to support content and pedagogical knowledge, as well as use of District provided materials, how to leverage instruction technology in the classroom, and how to use formal and informal assessment to drive instruction.



## ELA 9-12

The full implementation of the Next Generation Learning Standards has begun. Please note, even though the first administration of the ELA Regents Exam aligned to the NYS Next Generation English Language Arts Learning Standards will be administered in 2026, the modifications to the ELA standards serve to streamline and clarify the intent of existing standards.

In order to graduate from high school, students must complete four units of English instruction at the commencement level. The usual course sequence a student experiences is English I, English II, English III, and English IV. Students take a comprehensive Regents exam at the end of their participation in English III. However, students may opt to take one or both English Advanced Placement Courses as an English elective or as a replacement course for English III or IV:

- Advanced Placement English Language and Composition
- Advanced Placement English Literature and Composition

Opportunities to earn college and English elective credit are also available through dual credit offerings like African American Literature and Public Speaking.

The [Instructional Priorities for Literacy Across the Content Areas](#) place significant emphasis on independent reading and writing. In an English classroom, this entails using the anchor text strategically to both develop a student’s ability to comprehend challenging text while reading silently and to respond to that text in writing. Students study a variety of text types and media to serve as a vehicle to build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Teachers may find it helpful to use the [Module and Lesson Reflection Protocols](#) for planning.

A wide range of texts are identified in the English Modules, spanning the canonical (e.g., Shakespeare) to the contemporary (e.g., Louise Erdrich and Malcolm X). Curriculum continues to be modified to ensure that diverse voices and perspectives are seen in the curriculum. Recent additions at the high school level include selections from the *NYTimes* 1619 collection, *The Other Wes Moore*, *Fences*, and poetry by Audre Lorde, Maya Angelou, and Poet Laureate Amanda Gorman.

In addition to building-based and District initiatives, English teachers receive ongoing professional learning focused on best practices, technology integration, and module implementation.



Instructional Guidance ELA 9-12		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>• Aligned to <a href="#">NYS Next Generation ELA Learning Standards</a></li> <li>• ELA instructional period includes whole group instruction, small group instruction, independent learning, collaborative grouping</li> <li>• Targeted instruction to address comprehension and critical thinking</li> <li>• Writing instruction includes informal outlines, two-column notes, research skills, and essay construction</li> <li>• Study of academic and domain-specific vocabulary</li> <li>• 1619 lessons embedded in curriculum</li> <li>• <a href="#">Consistent use of CLRT practices</a></li> </ul>		<ul style="list-style-type: none"> <li>• ELA Modules</li> <li>• Novels, essays, articles, poems, speeches</li> <li>• Step Up to Writing</li> </ul> <p>Supplemental</p> <ul style="list-style-type: none"> <li>• myON</li> <li>• IXL</li> <li>• Lexia PowerUp</li> <li>• Moby Max (9)</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
Programmatic options: <ul style="list-style-type: none"> <li>• Mid- and end-of-year module assessments</li> <li>• Quick writes</li> </ul> District assessments: <ul style="list-style-type: none"> <li>• IXL Diagnostic Snap Shot assessments</li> <li>• BOY/MOY/EOY</li> <li>• IXL weekly Diagnostic Arena</li> </ul> Regents Exams: <ul style="list-style-type: none"> <li>• Regents Comprehensive Examination in English</li> </ul> Advanced Placement Exams International Baccalaureate Exams	Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)  Simplify directions, or break down step by step  During small group, use data to inform decisions and provide differentiated support for vocabulary, comprehension, and writing, using <ul style="list-style-type: none"> <li>• Lexia lessons, SUTW lessons</li> </ul>	Study Skills elective  AIS: Lexia PowerUp, Lexia lessons, Moby Max (9), IXL  Acceleration: <ul style="list-style-type: none"> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Dual enrollment</li> </ul>

## MATHEMATICS 9-12

The next few school years will see a transition to the [NYS Next Generation Mathematics Learning Standards](#), as changes are phased in for different courses. The NYS Implementation timeline can be found [here](#).

The Buffalo Public Schools' mathematics curriculum centers high expectations and rigorous instruction for all learners in order to develop students' abilities to think critically, make sound decisions, communicate effectively, work collaboratively, and approach problem solving with confidence and perseverance.

Buffalo Public Schools subscribes to effective use of approved curriculum resources designed to promote high expectations and provide rigorous instruction for all learners. Using the gradual release model, the teacher supports the growth and development of the student until the student becomes successful with the content or skill. This entails modeling, guided practice, corrective feedback, and independent practice. Students will be asked to work independently to practice newly acquired skills using Module problem sets or IXL activities. However, please note that some of the Module lessons, by



design, pose problems to engage students in the discovery of mathematics rules, and/or to deepen their understanding of where rules in mathematics originate. Teachers may find it useful to use the [BPS Mathematics Lesson Reflection Protocol](#) to plan for instruction.

Consistent with the [Standards for Mathematical Practice](#) embedded in the [BPS Instructional Priorities for Mathematics](#), instruction provides opportunities for all students to consistently explain and justify their thinking using precise mathematical vocabulary. Our teachers plan for and engage students in differentiated instruction that is developmentally appropriate, equitable and rigorous. With appropriate supports, students become comfortable taking risks and learn to persevere through challenging problems. In addition, the Module application problems and problem sets are enriched with mathematical rigor, which entails fluency practice, development of conceptual understanding, and applications of learning to demonstrate understanding.

Buffalo Public Schools supports, plans, and delivers professional development to all BPS teachers and administrators. The supports for administrators focus on the content expectations outlined in the curriculum. The supports for teachers include the understanding and application of the instructional models used to support student depth of knowledge, the importance of providing access to grade level mathematics using best practices and scaffolds, effective use of assessments to determine students' mathematics ability (benchmark); individual need (diagnostic); growth (progress monitoring); instructional modifications (formative) and learning (summative). The supports provided to both include the importance of the BPS Instructional Priorities, maintaining rigor, and the use of culturally and linguistically responsive teaching practices, specific to mathematics, that promote a welcoming environment and establish high learning expectations for all.

Instructional Guidance Mathematics 9-12		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>Curriculum is aligned to <a href="#">Next Generation Learning Standards</a> and includes the <a href="#">Standards for Mathematical Practice</a></li> <li>Suggested pacing provided</li> <li>Instruction often takes the form of direct, explicit instruction, but may sometimes be inquiry-based</li> <li>Instruction builds conceptual understanding of mathematical principles</li> <li>Application problems used to demonstrate understanding</li> <li>Independent practice of skills using module problem sets or Moby Max</li> <li>Understanding of domain specific vocabulary</li> <li>Number Talks/mathematics conversations ask students to explain their thinking and critique the thinking of others</li> <li><a href="#">Consistent use of CLRT practices</a></li> </ul>		<ul style="list-style-type: none"> <li>NYS Math modules</li> <li>Graphing calculators, navigators</li> </ul> <p>Supplemental</p> <ul style="list-style-type: none"> <li>Moby Max (9)</li> <li>IXL</li> <li>Castle Learning</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
Programmatic options: <ul style="list-style-type: none"> <li>Mid- and end-of-year module assessments</li> <li>exit tickets</li> </ul> District Assessments:	Scaffold instruction as needed (e.g., provide independent think time, use graphic organizers, manipulatives, additional models, sentence starters)	AIS Mathematics <ul style="list-style-type: none"> <li>Teacher-led small group instruction to pre-teach. Re-teach or reinforce skills and concepts</li> <li>IXL</li> </ul>



<ul style="list-style-type: none"> <li>IXL Diagnostic Snap Shot assessments BOY/MOY/EOY</li> <li>IXL weekly Diagnostic Arena</li> </ul> <p>NYS Regents Exams:</p> <ul style="list-style-type: none"> <li>Regents Exam in Algebra I</li> <li>Regents Exam in Geometry</li> <li>Regents Exam in Algebra II</li> </ul> <p>New June 2024:</p> <ul style="list-style-type: none"> <li><i>Algebra I Regents Exam aligned to the NYS Next Generation Standards</i></li> </ul> <p>New June 2025:</p> <ul style="list-style-type: none"> <li><i>Geometry Regents Exam aligned to the NYS Next Generation Standards</i></li> </ul> <p>New June 2026:</p> <ul style="list-style-type: none"> <li><i>Algebra II Regents Exam aligned to the NYS Next Generation Standards</i></li> </ul> <p>Advanced Placement exams International Baccalaureate exams</p>	<p>Introduce concepts in rotating teacher-led small group instead of whole group</p> <p>Simplify directions</p> <p>Provide additional fluency practice as needed</p> <p>Plan with typical student misconceptions in mind; pre-teach or provide scaffolds as needed</p> <p>Activate prior knowledge before introducing new content</p>	<ul style="list-style-type: none"> <li>Moby Max (for “pre” Algebra foundational skills)</li> </ul> <p>Study Skills elective</p> <p>Advanced Placement International Baccalaureate Dual enrollment</p>
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## SCIENCE 9-12

In School year 2021-22, Biology transitioned to the new [NYS Science Learning Standards \(NYSSLS\)](#). School year 2022-23 will be a year of transition to the NYSSLS for Earth Science. The [NYS implementation timeline](#) can be found here. Students will engage in Science and Engineering Practices (SEP) as they investigate and build models and theories about the natural world. Educators provide rigorous instruction, weaving together Disciplinary Core Ideas (DCI) in science, Science and Engineering Practices, and Cross Cutting Concepts (CCC) to meet the Performance Expectations at every grade level. This three-dimensional approach to science in the new standards will help students engage with new information, answer questions, solve problems, and make connections between the different scientific disciplines.

Please note, in Biology and Earth Science, MST standards will continue to be tested on current Regents exams, meaning that certain topics in the MST standards are still being instructed even though they are not covered by the NYSSLS, (e.g., Human Body for Bio and Tides for Earth Science). BPS provides vetted materials for these topics. Additionally, Biology has the physical Regents prep books as well as a Regents digital component. In Earth Science, every topic will include Regents questions from Castle Learning. Regents questions are embedded in the lessons as well.

School year 2024-25

- June 2025 first administration of Biology and Earth and Space Science Regents

School year 2025-26

- June 2026 first administration of Chemistry and Physics Regents

The science curricula underscore the importance of critical thinking and logical reasoning using various methods of investigation. For high school Regents courses, students must successfully complete 1200 minutes of hands-on science experiments to be eligible to sit for the Regents exam. All non-Regents courses, including Advanced Placement courses, have hands-on laboratory experiments embedded into the curriculum.

Aligned with the District priority of holding high expectations for all students, AP Environmental Science and AP Biology are offered in various high schools along with dual credit courses in science for juniors and seniors. All high schools have a minimum of two Regents level sciences courses which enable students to successfully complete the science requirements for a Regents Diploma with Advanced Designation.



Instructional Guidance Science 9-12

**Core Instruction (Tier I)**

- Science periods include whole group instruction, teacher-led small group instruction, guided inquiry and collaborative group work
- [Consistent use of CLRT practices](#)
- Suggested Step Up to Writing strategies delineated in curricular documents
- Aligned to NYSSLS (New York State Science Learning Standards)
- Biology and Earth Science: The Science and Engineering Standards per grade will be met when students complete the hands-on labs in class and during lab periods and through the Labster: Virtual Lab component embedded in Miller Levine Biology program

**Labs**

- Students complete the hands-on labs/activities throughout the lessons in lab class, to gain a deeper understanding of the DCI while practicing their SEPs

**Biology and Earth and Space Science**

- Units begin with problem-based learning tasks; students design solutions to a problem spiraled throughout the lessons in that unit
- Units are tied to a phenomenon, which is an event that occurs/occurred in nature. Each lesson in the topic will use a phenomenon to aid in student understanding of the content.
- Chapters begin with a case study tying science concepts to real world problems. Case study concepts are spiraled throughout the lessons in that unit.
- Lessons contain prompts to address literacy connections in science and to build writing skills in science.

**Physics**

- Visual strategies and/or demonstrations should be given throughout the lessons in each unit.
- Checking for understanding throughout the lessons can be completed via the section review aspects of the lessons.
- Quick Labs or Skills labs are embedded in each unit to ensure conceptual understanding.

**Chemistry**

- Bell ringers open the lessons
- Reading Skill Builder activities throughout the units allow literacy activities to be embedded consistently in chemistry instruction
- Section review aspects of the lessons support checking for understanding. Quick Labs or Inquiry Labs are embedded in each unit to ensure conceptual understanding.

**Anatomy and Physiology**

- Chapters open with vocabulary development and a “Big Picture.”
- Checkpoint questions allow checking for understanding throughout the lessons.
- Review section included at the end of every chapter.
- Additional case studies and labs available in the BPS curricular documents.

**District Materials**

*Biology* - Miller & Levine Science Program

- Miller & Levine digital component
- Biology: Miller & Levine Reading and Study guide Workbook
- Labster (virtual) program -
- Brief Review-Test Preparation

*Earth Science*- HMH-Science Dimensions for Earth and Space Science

- Earth and Space Science HMH Ed Platform digital component

*Physics*: Holt by Serway & Faughn

*Anatomy and Physiology*: Essentials of Anatomy and Physiology by Martini & Bartholomew

*Chemistry*: HOLT -Physical Setting by Meyers, Olaham & Tocci

Castle Learning



<p>Environmental Science</p> <ul style="list-style-type: none"> <li>Students work through projects to gain a deeper understanding of a specific topic (e.g., food webs and ecosystems, Biochemical cycles, innovations in mining).</li> <li>All resources are available in the Environmental Science curriculum documents.</li> </ul>		
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
<p>Programmatic options:</p> <ul style="list-style-type: none"> <li>Biology: Lesson reviews, chapter test practices, Performance assessments for each chapter, online test prep, case study wrap ups, Unit Project</li> <li>Earth Science: Lesson Study Guides, lesson quiz, lesson self-check, performance task, Unit Tests</li> <li>Chemistry: Sample problems/Regents exam practice after every topic, Section Reviews, Concept Reviews, Quizzes</li> <li>Physics: In-text Chapter Reviews, conceptual questions &amp; practice problems. Textbook includes standardized test prep with multiple choice, short response and extended response questions.</li> </ul> <p>NYS Regents Exams:</p> <ul style="list-style-type: none"> <li><a href="#">Physical Setting/Chemistry</a></li> <li><a href="#">Physical Setting/Earth Science</a></li> <li><a href="#">Living Environment</a></li> <li><a href="#">Physical Setting/Physics</a></li> </ul> <p>New in 2025:</p> <ul style="list-style-type: none"> <li>Biology, Earth and Space Science Regents exams aligned to NYSSLS</li> </ul> <p>New in 2026:</p> <ul style="list-style-type: none"> <li>Physics and Chemistry exams aligned to NYSSLS</li> </ul> <p>Advanced Placement exams International Baccalaureate exams</p>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <p>Provide students with sentence frames/starters to help meet language demands of the project</p> <p>All lessons have differentiated Instructional prompts</p> <p>During teacher-led small group, use data to inform decisions and provide differentiated support for vocabulary, comprehension, reading and writing of science text</p> <p>During teacher-led small group, use the virtual component of the Biology Labster program to scaffold topics that students are having difficulty understanding</p>	<ul style="list-style-type: none"> <li>AIS Science</li> <li>Study Skills elective</li> <li>Biology: Foundations reading and study guide workbook</li> <li>Science elective courses</li> <li>AP Biology &amp; AP Environmental Science</li> <li>International Baccalaureate</li> <li>Dual enrollment</li> </ul>



## SOCIAL STUDIES 9-12

Social studies instruction should help students become informed decision makers as part of a diverse, democratic society. The NYS Social Studies Framework offers an inquiry-based approach to social studies instruction intended to help students build understanding through analysis of primary and secondary source documents.

Buffalo Public Schools curriculum is aligned to the [NYS Learning Standards for Social Studies](#) and the [NYS K-12 Social Studies Framework](#). The core of the curriculum in global studies and United States history and government is built upon the [New Visions curriculum](#), which emphasizes use of primary and secondary sources to meet the objectives of the Framework, while also integrating textbook resources, articles from the 1619 collection, Regents preparation, and Step up to Writing strategies.

**In Grade 9** Global History and Geography I, students study the Paleolithic Era and the development of the first civilizations, continue with an examination of classical societies, and trace the expansion of trade networks and their global impact.

**In Grade 10** Global History and Geography II, students study the world circa 1750 to the present. Industrialization, nationalism, imperialism, conflict, technology, interconnectedness, and other concepts are discussed throughout the course.

**In Grade 11** United States History and Government, students study the colonial and constitutional foundations of the United States, the nation's development and the political, social, and economic factors that led to the challenges our nation faced in the Civil War, as well as industrialization, urbanization, and America's emergence as a world power, the two world wars of the 20th century, and the Cold War.

**In Grade 12** Participation in Government is a one-semester course. Students explore the political process by acquiring the knowledge and practicing the skills necessary for active citizenship.

**In Grade 12** Economics, the Enterprise System, and Finance is a one-semester course. Students examine the principles of the US free market economy and their individual responsibility for managing personal finances. Students analyze the role of supply and demand and the global nature of markets. Students study workforce changes and entrepreneurship in the US economy, the effects of globalization, and the challenges facing the US free market economy.

In addition to the courses discussed above the Department of Social Studies offers Advanced Placement courses, dual credit courses and numerous electives, such as Social Justice, African American History, Psychology, Street Law.

During school 2022-23, schools will form building-based teams to begin implementation for the Seal of Civic Readiness. The intent of the NYS Seal of Civic Readiness is to encourage the study of civics and civility through experiential learning; certify attainment of civic readiness; provide employers with a method of identifying high school graduates with skills in civics and civility; provide universities with an additional method to recognize applicants seeking admission; prepare students with twenty-first century skills; recognize the value of K-12 Social Studies education in schools as a means to build civic knowledge; and empower students as agents of positive social change to redress historical and contemporary oppression and strengthen our diverse democracy.



Civics Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills, and actions, mindsets, and experiences.

Instructional Guidance Social Studies 9-12		
<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<ul style="list-style-type: none"> <li>• Aligned to Next Generation Learning Standards and Framework</li> <li>• Global History and Geography I</li> <li>• Global History and Geography II</li> <li>• US History and Government</li> <li>• Participation in Government</li> <li>• Economics, the Enterprise System, and Finance</li> <li>• Curricula infuse primary and secondary sources into lessons that meet the intent of the NYS K-12 Social Studies Framework; lessons help students to think critically and to read, write and speak like a historian</li> <li>• 1619 lessons embedded in curriculum</li> <li>• Writing strategies include informal outlines, two-column notes, and essay construction</li> <li>• <a href="#">Consistent use of CLRT practices</a></li> </ul>		<ul style="list-style-type: none"> <li>• New Visions</li> <li>• SAVVAS World History</li> <li>• SAVVAS American History</li> <li>• Magruder’s America Government interactive student edition plus digital courseware (PIG)</li> <li>• McGraw Hill Economics</li> <li>• Step Up to Writing</li> <li>• Amistad resources</li> <li>• 1619 lessons</li> <li>• Castle Learning</li> <li>• myON diversity collections</li> </ul>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
Programmatic options  Regents Exams: <ul style="list-style-type: none"> <li>• Global history and Geography II Studies (10)</li> <li>• United States History and Government (11)</li> </ul> Advanced Placement Exams  International Baccalaureate Exams	Scaffold instruction as needed (e.g., chunking text, providing sentence starters and multilingual glossaries, using graphic organizers)  Break directions or activities into manageable steps  Activate prior knowledge before introducing new content  Frontloading and building background knowledge (use of realia, photos, websites, videos, etc.)  Simplify directions, or break down step by step	Academic Intervention Services Study Skills elective  Advanced Placement International Baccalaureate Dual enrollment <a href="#">Seal of Civic Readiness</a>  National History Day Competition Mock Trial Debate





## WORLD LANGUAGES

World language instruction is guided by New York State learning standards, which have two primary dimensions. Content standards describe what students should know, understand and be able to do, and performance standards define levels of student achievement pertaining to language proficiency. New standards were adopted in 2021, and NYS is in the process of building awareness. Over the next several years BPS will focus on curriculum and professional development to support the roll out. The BPS timeline for implementation is as follows:

- September 2023 Checkpoint A/Level I
- September 2024 Checkpoint B/Level II
- September 2025 Checkpoint C/Level III

Establishing a welcoming and affirming environment is key to second language acquisition. This is based on Stephen Krashen's 5<sup>th</sup> Hypothesis, the Affective Filter. The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence, and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Students must earn at least one unit of credit to complete the World Language requirement for a Regents diploma. Students choosing a World Language sequence to meet the Advanced Designation requirements must earn two additional units of World Language credit and pass the locally developed Comprehensive examination in the target language. Students identified as having a disability may be excused from the World Language credit requirement if indicated on their Individual Education Program (IEP) but must still earn 22 units of credit to graduate. Buffalo Public Schools offers Level 1 through Advanced Placement courses along with the opportunity to take corresponding assessments. Our Checkpoint B examinations are (4 + 1) Pathway Approved, and Buffalo Public Schools offer Advanced Placement Examinations in French and Spanish.

Upon successful completion of Level I, II, III and IV, students may opt to earn a New York State Seal of Biliteracy. Students wishing to do so must complete all requirements for graduating with a NYS Regents diploma and meet select criteria for demonstrating proficiency in English and a world language. The [New York State Seal of Biliteracy \(NYSSB\)](#) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society. The ability to earn a Regents Diploma with Advanced Designation and a New York State Seal of Biliteracy is a means to hold high expectations and provide rigorous instruction for all students.



**Instructional Guidance World Languages 9-12**

<b>Core Instruction (Tier I)</b>		<b>District Materials</b>
<p>Curriculum is aligned to <a href="#">NYS Learning Standards for World Languages</a></p> <ul style="list-style-type: none"> <li>American Sign Language (ASL) French, Italian, Mandarin, Spanish</li> </ul> <p>Instruction is teacher-led with the use of teacher and student-centered strategies (e.g., direct and explicit instruction, whole group instruction, independent practice, and group/paired activities)</p> <p>CLRT practices aligned to world language anchor standards:</p> <ul style="list-style-type: none"> <li>Cultures: Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</li> <li>Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</li> <li>Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.</li> </ul>		<p>American Sign Language: Signing Naturally, Levels 1-3</p> <p>French: <i>Bien Dit!</i>, Levels 1-3</p> <p>Italian: <i>Amici d'Italia</i>. Levels 1-3</p> <p>Mandarin: <i>Integrated Chinese</i>, Levels 1-3</p> <p>Spanish: <i>¡Que Chevere!</i>, Levels 1-4</p>
<b>Assessment</b>	<b>Differentiation</b>	<b>Intervention/Acceleration</b>
<p>Programmatic options</p> <p>Checkpoint B</p> <ul style="list-style-type: none"> <li>Students take the Checkpoint B exam in a target language to earn a Regents Diploma with Advanced Designation. Buffalo Public Schools uses the Oneida Herkimer Madison BOCES Checkpoint B Examination (4+1 Pathway Approved Assessment)</li> </ul> <p>Advanced Placement exams</p> <p>International Baccalaureate exams</p>	<p>Use scaffolds as appropriate:</p> <ul style="list-style-type: none"> <li>Provide students with sentence frames/starters to help meet language demands of the project</li> </ul> <p>Simplify directions, or break down step by step</p> <p>Frontloading and building background knowledge (e.g., use of realia, photos, websites, videos)</p> <p>Academic language; make connections to English language</p> <p>Building listening and speaking (e.g., recasting, wait time, and sentence starters)</p> <p>Previewing and reviewing (e.g., chunking text, sentence frames, word banks)</p>	<p>Study Skills elective</p> <p><a href="#">Seal of Biliteracy</a></p> <p>Level IV, Advanced Placement, International Baccalaureate</p> <p>Model UN</p>



## THE ARTS 9-12

The Buffalo Public Schools’ arts program cultivates a life-long love, respect, and appreciation for dance, theater, and the visual arts by providing all students with a rigorous and culturally responsive program aligned to New York State Arts Standards. The transformational power of arts education serves as the foundation for the lifelong pursuit of personal and professional goals. Arts educational experiences embody creative and critical thinking, community outreach, relationship building, cultural awareness, social justice, collaborative and independent work opportunities, mindfulness and wellbeing.

High School Proficient Level Comprehensive Foundation Courses (HS1) meet the Arts 1-unit diploma requirement and are considered the first year of any Arts sequence. Students in grades nine through twelve must have the opportunity to complete a unit of credit in the Arts, which may include Visual Arts, Music, Dance, Theater, or the equivalent, to satisfy Regents diploma requirements. Courses used for the 1-unit diploma requirement should be comprehensive and foundational and aligned to State standards.

High School Comprehensive Foundation Level courses in the Visual Arts/and or Media Arts foster a broad range of problem-solving and skill development, facilitating a deeper understanding of art that supports further study and encourages lifelong engagement. Students will **create**, using multiple approaches and apply relevant criteria and feedback to revise and refine works in progress. Students will **present** by analyzing and evaluating how preparation and presentation of artwork affect a viewer's perception and the effect an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. Students will **respond** by analyzing the relationship between understanding the world and experiencing imagery and establish relevant criteria to evaluate a work of art or collection of works. Students will **connect** by documenting the process of developing ideas and investigating ways art and design can influence artists and designers from different cultures or time periods.

High School Comprehensive Foundation Level courses in Dance or Theater likewise focus on creating, performing, responding and connecting.

- *Creating*- Conceiving and developing new artistic ideas and work
- *Performing*- Realizing artistic ideas and work through interpretation and presentation
- *Responding*- Understanding and evaluating how the arts convey meaning
- *Connecting*- Relating artistic ideas and work with personal meaning and external context

Instructional Guidance Visual Arts 9-12	
Core Instruction (Tier I)	District Materials
<ul style="list-style-type: none"> <li>• Aligned to <a href="#">2017 New York State Learning Standards for the Arts</a></li> <li>• Students will demonstrate proficiency by creating, presenting, responding and connecting to meet learning standards</li> <li>• <a href="#">Visual Arts Pacing Guides (Daily Lessons)</a></li> <li>• <a href="#">Visual Arts Pacing Guides (Units)</a></li> <li>• <a href="#">Consistent use of CLRT practices</a></li> </ul>	<p>The Davis Studio Series, Davis Publications</p> <p><i>Art Talk</i>, Glencoe Publications</p> <p><i>Art in Focus</i>, Glencoe Publications</p> <p><a href="#">Artists of Focus</a></p> <p><a href="#">Culturally &amp; Linguistically Responsive Resources for the Arts</a></p>



Assessment	Differentiation	Enrichment/Acceleration
Portfolio <ul style="list-style-type: none"> <li>contains minimum seven art pieces indicating mastery of all curriculum components of Studio in Art.</li> <li>includes sketchbooks/reflective journals</li> <li>includes evidence of the techniques, concepts, cultural connections, art history, and thinking skills developed over the year</li> </ul>	Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)  Simplify directions, or break down step by step  Modify project product while maintaining the level of rigor expected  Provide students with a more complex/layered project product	Sequence options  Advanced Placement  International Baccalaureate  Dual enrollment courses  Participation in cultural events (e.g., Allentown Art Festival) and competitions  Participation in performances, including afterschool theater opportunities

## MUSIC 9-12

The Buffalo Public Schools’ music program fosters connections between the arts and other disciplines, providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. The music program also helps students to recognize the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and how music is expressed in those areas.

Music instruction in grades 9-12 is guided and aligned to the New York State (NYS) Learning Standards for the Arts. The NYS Learning Standards for the Arts are used to develop the skills and understanding for students to actively engage in the arts throughout their lives. Using the four artistic processes - creating, performing, responding, and connecting - students generate experiences, construct knowledge, and build a more integrated understanding of self and community.

Students in grades 9-12 may participate in **classroom music** instruction that is organized by grade level standards and focused on the development of foundational music skills, knowledge, and interdisciplinary connections. Instruction is designed to prepare students for advanced musical studies beyond graduation.

Students in grades 9-12 may participate in various classes including American Popular Music, Music History, Music in Our Lives, Music Technology, Music Theory, and World Music.

**Instrumental Music** may begin or continue in grades 9-12. It focuses on the development of aesthetic understanding, creative capacity, and performance skills through the study of small and large ensemble repertoire that represents a wide range of cultures, composers, and genres. Students are provided access to string and band instruments.



Beginning in the 2021-22 school year, BPS introduced a cutting-edge **music technology** program. Pilot programs at Math, Science, and Technology Preparatory School and International Preparatory School now offer Introduction to Music Technology and Music Industry. Students participating in Music



Technology will explore various elements of music technology, including computers, music software, MIDI, and electronic instruments. Using a hand-on approach, students will also cover various topics such as sequencing, podcasting, film scoring, and music notation. Music Industry students will explore topics from the inner working from how song writers, recording artists, and record labels make money to the impact of the online music revolution. The course will provide students with a detailed overview about getting started in the music business.

Students in grades 9-12 music classes experience a performance by the **Buffalo Philharmonic Orchestra (BPO)**, either in-person or virtually, as part of the West Side Connection (WSC) music program. The WSC program embraces the rich diversity and growing international community surrounding the BPO's home venue, Kleinhan's Music Hall. Students experience educational activities, guest artist performances, and a culminating concert while exploring diversity under the umbrella of music.

Instructional Guidance Music 9-12		
Core Instruction (Tier I)	District Materials	
<p>Aligned to the <a href="#">2017 NYS Learning Standards for the Arts</a></p> <p>Students individually create, perform, respond, and connect to Composition &amp; Theory, Harmonizing Instruments, Technology, and Traditional and Emerging Ensembles levels of proficient, accomplished, and advanced.</p> <p>Students may begin or continue to have access to proficient, accomplished, and advanced levels, harmonizing instruments including stringed instruments, and band instruments.</p> <p>Students may begin or continue to have access to proficient, accomplished, and advanced levels of traditional and emerging ensembles.</p>	<ul style="list-style-type: none"> <li>• McGraw Hill Online Textbook</li> <li>• World Percussion Instruments</li> <li>• Ukuleles</li> <li>• Keyboards</li> <li>• Hand Percussion</li> <li>• Recorders</li> <li>• Stringed Instruments</li> <li>• Band Instruments</li> <li>• Guitars</li> </ul>	
Assessment	Differentiation	Intervention/Acceleration
<ul style="list-style-type: none"> <li>• Performance rubrics</li> <li>• Surveys</li> <li>• Exit tickets</li> <li>• Listening reports</li> <li>• Quizzes</li> <li>• NYSSMA and ECMEA Performance Grading</li> </ul>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <ul style="list-style-type: none"> <li>• Simplify directions, or break down step by step</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson extensions and ancillary instructional content provided</li> <li>• Performance-based grouping</li> <li>• Varied texts and materials</li> </ul>





<ul style="list-style-type: none"> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Use of multi-media resources</li> <li>• Provide small group instruction</li> <li>• Incorporate technology</li> <li>• Break down musical concepts into smaller parts and put them back together</li> <li>• Varied texts and materials</li> </ul>	<ul style="list-style-type: none"> <li>• NYSSMA and ECMEA performance opportunities</li> <li>• Sequence options</li> <li>• Advanced Placement</li> <li>• International Baccalaureate</li> <li>• Dual enrollment courses</li> </ul>
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## PHYSICAL EDUCATION/HEALTH 9-12

**Physical education** is critical to educating the whole child and is based on the acquisition of the knowledge and skills of physical literacy to maintain physical activity at an appropriate level throughout an individual’s lifetime. It is important to understand that the mere acquisition of knowledge and skills is not enough. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The District recognizes that a connection exists between physical activity and academic achievement, and the mission of physical education is to enable all BPS students in grades 9-12 to sustain regular, lifelong physical activity to live a healthy, productive, and fulfilling life while striving to attain at least 60 minutes of physical activity each day.

Buffalo Public Schools’ physical education curriculum is aligned to the [NYS Physical Education Learning Standards \(2020\)](#), the components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), and the District Wellness Policy: Health is Academic of 2022 and emphasizes physical literacy in a culturally and linguistically appropriate manner. The program is designed to enable every student to be challenged and to be successful. Students with special needs are provided with a learning environment that is modified, when necessary, to create the least restrictive environment for maximum participation.

**Health education** is critical to educating the whole child and is based on the acquisition of personal and social skills to enhance personal, family, and community lifelong healthy and safe attitudes, knowledge, skills, and behaviors to support academic achievement. The course is offered in a culturally and linguistically appropriate manner following the [NYS Health Education Learning Standards](#) and Guidance Document for Achieving the NYS Standards in Health Education. Instruction is responsive to students and families with disabilities, addresses the social determinants of health, and provides for the diversified needs of students as well as varied needs of the community based on BPS Youth Risk Behavior Survey (YRBS) and other health-related data. The comprehensive K-2 health education program is aligned to components of the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) and BPS District Wellness Policy: Health is Academic as it strives to improve health equity and reduce health disparities.

Instructional Guidance Physical Education/Health 9-12	
Core Instruction (Tier I)	District Materials
Level I Physical Education: Grades 9-10 Level II Physical Education: Grades 11-12 <ul style="list-style-type: none"> <li>• Aligned to the <a href="#">NYS Physical Education Learning Standards (2020)</a></li> </ul>	Physical Education <ul style="list-style-type: none"> <li>• <i>SPARK</i> physical education curriculum resource</li> <li>• <i>OPEN PE</i> curriculum resource</li> </ul>



<ul style="list-style-type: none"> <li>• Students participate in and acquire the knowledge and skills necessary to maintain a health-enhancing level of physical activity and fitness.</li> <li>• Students acquire social emotional learning skills through participation in physical education</li> <li>• Students acquire knowledge and skills necessary to gain competency in advanced motor, movement, and manipulative skills</li> <li>• Acquire learn to swim and/or intermediate swimming skills (only schools that have pools)</li> <li>• Demonstrate hands-only CPR skills</li> </ul> <p>Health Education: Grade 9          Aligned to <a href="#">NYS Health Education Learning Standards</a>          Students will</p> <ul style="list-style-type: none"> <li>• Learn the functional knowledge and skills of self and relationship management, nutrition and physical activity</li> <li>• Demonstrate the skills of injury, violence, and sexual violence prevention.</li> <li>• Understand mental and emotional health concepts</li> <li>• Acquire the functional knowledge and skills of abstinence, pregnancy prevention, puberty, and personal health, communicable and non-communicable disease prevention</li> <li>• Acquire functional knowledge and skills outlined in <i>NYS Erin’s Law</i> regarding sexual abuse and exploitation.</li> <li>• Understand how to prevent the use of tobacco, alcohol, and other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Curriculum, Assessment and Guidance Document 2<sup>nd</sup> ed. (MS/HS version)</li> </ul> <p>Health Education</p> <ul style="list-style-type: none"> <li>• <i>HealthSmart</i> high school curriculum resource</li> <li>• <a href="#">NYS Erin’s Law teaching resources</a></li> <li>• <i>Reducing the Risk</i> evidence-based curriculum resource</li> <li>• <a href="#">Tragedy and Hope: Stories of Painkiller Addiction curriculum resources</a></li> </ul>
Assessment	Differentiation
<p>Physical Education</p> <ul style="list-style-type: none"> <li>• <a href="#">Fitnessgram</a></li> <li>• SPARK physical education assessments</li> <li>• OPEN PE physical education assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</li> <li>• Simplify directions, or break down step by step</li> <li>• Pre-teach vocabulary; use picture vocabulary</li> <li>• Present complex tasks in multiple ways</li> <li>• Provide mnemonic strategies for health and physical education concepts</li> <li>• Provide multiple options for projects/skill performances at different levels of difficulty</li> </ul>

## CAREER AND TECHNICAL EDUCATION (CTE) 9-12

Career and Technical Education (CTE) fosters the academic, professional, and technical skills necessary for a successful transition to post-secondary education and/or a career pathway, making students college and career ready. Buffalo Public Schools offers **28 New York State approved CTE programs** across the District, including automotive repair, business and entrepreneurship, carpentry, culinary, HVAC, horticulture, software and programming, and green technology, among others. The District also offers numerous **Differentiated CTE Programs**, which are co-taught by CTE and special education teachers. [Here](#) is a link to a video highlighting the Differentiated Programs.

Per the NYS Education Department (NYSED), all CTE students in grades 9-12 are required to take **Career and Financial Management** which should be included as part of their 7 credits of sequential



programming related to any of the 28 units of study offered at the secondary level. All NYSED approved secondary CTE programs offer a minimum of 1 dual enrollment or articulated course with a post-secondary institution that focuses on the related coursework.

Credit-bearing [internship opportunities](#) are also available for CTE students. Students must pass CFM and work with a work-based learning coordinator. For a list of work-based coordinators, visit the [CTE Department pages](#) on the BPS website (connects to Strategic Plan Goal 5, Commitment 5.1, 5.3).

Students who successfully complete one of the [4+1 pathways](#) have the option of graduating with a Technical Endorsement. Under the Technical Endorsement pathway, a student should meet the requirements for a diploma, pass 4 required Regents exams and successfully complete a NYSED approved CTE program including the 3- part technical assessment to qualify for the 4+1 option.



Under the [Career Development & Occupational Studies \(CDOS\) credential option](#), the student must complete the all-other requirements for a diploma, pass four required Regents exams, achieve 216 hours of CTE coursework, complete a career plan, an employability profile and 54 hours of work-based learning experiences to qualify for this 4+1 option.

Instructional Guidance CTE 9-12	
<p><b>Core Instruction (Tier I)</b></p> <ul style="list-style-type: none"> <li>• Aligned to <a href="#">CDOS standards</a></li> <li>• Integration of Math and ELA Next Generation standards</li> <li>• <a href="#">Consistent use of CLRT practices</a></li> <li>• Professional skills integrate “Diversity, Equity &amp; Inclusion” as a workforce non-negotiable.</li> <li>• Consideration given to contributions by diverse voices to work and technologies</li> <li>• <a href="#">Career Plan and Employability Profile</a> for Career Specific Learning</li> <li>• Gr 10-12: Project-based learning, scenarios and simulations</li> </ul>	<p><b>District Materials</b></p> <p>Industry-specific textbooks and online resources</p> <p>Career-specific manuals and instructional text</p> <p>Periodicals and other career-specific textual resources</p>



<ul style="list-style-type: none"> <li>Gr 10-12: Career Exploration and overview in a specific career cluster via <i>Work-based learning</i> opportunities inclusive of shadowing opportunities, speakers and internships</li> </ul> <p>CTE Grade 9: One period Career &amp; Financial Management (CFM) and introduction to careers in the student’s chosen program area.</p> <ul style="list-style-type: none"> <li>Curriculum aligned to <a href="#">NYSED Career &amp; Financial Management Framework</a>.</li> <li>Integration of <a href="#">Computer Science &amp; Digital Fluency Standards (Impacts of computing and Digital Literacy)</a></li> <li>Students complete Career Plans for future use and work</li> </ul> <p>CTE Grade 10: Two Period block</p> <ul style="list-style-type: none"> <li>Introduction to/modeling of industry specific topics/skills*</li> <li>safety</li> <li>tool &amp; equipment identification</li> <li>measurement</li> <li>technical reading and writing, vocabulary</li> </ul> <p>CTE Grade 11: Two Period block</p> <ul style="list-style-type: none"> <li>Application of *topics/skills</li> </ul> <p>CTE Grade 12: Two Period block</p> <ul style="list-style-type: none"> <li>Independent application of *topics/skills</li> <li>Capstone project and Senior project</li> </ul>		
Assessment	Differentiation	Acceleration
<a href="#">Precision Exams by youscience</a>  <a href="#">NOCTI Exams</a>  <a href="#">Prometric CNA Exams</a>	<p>Scaffold instruction as needed (e.g., chunking text, using sentence starters, multilingual glossaries, graphic organizers)</p> <p>Simplify directions, or break down step by step</p> <p>Flexible grouping in a CTE lab setting</p> <p>Break skills down</p>	<p>Dual credit courses AP Computer Science courses</p> <p>Include students in <a href="#">CTE Student Leadership Organizations (CTSOs)</a></p> <p><a href="#">Provide internship opportunities</a></p> <p>Assign leadership roles within the classroom/lab setting</p> <p>National Technical Honor Society</p>

## ADVANCED PLACEMENT AND DUAL CREDIT INITIATIVE

Buffalo Public Schools expects that District high schools will offer rigorous courses to prepare students for college and career success. This includes the District's advanced coursework initiative. Within the next three years, the District’s high schools will each strive to offer a minimum of five (5) Advanced Placement and/or dual credit courses. Many schools have already achieved this benchmark.

### High Expectations and Rigorous Instruction

High school students in BPS have access to a variety of rigorous college-level courses through the District’s **Advanced Placement (AP) Program**. District AP courses are open enrollment; all students are welcome to participate. Please see [course descriptions](#) for individual course prerequisites. AP courses



provide high school students the option to complete college-level coursework and the opportunity to build the academic skills required at the college level. Many colleges grant credit and/or placement in advanced college classes for qualifying scores on AP Exams.

In order to increase the number of eligible teachers, The District offers AP Summer Institutes and teachers are provided access to AP Central for continued professional learning. The District has applied to pilot the College Board's new AP African American Studies course in 2023-24.

The AP curriculum is course specific, and teachers submit a prospective syllabus for College Board approval. In order to increase the amount of diverse texts/authors on each AP Literature syllabus, BPS is also creating a lending library for AP Literature teachers to access. Click [here](#) to see a list of AP offerings across the District. All AP courses conclude with a culminating AP exam or design portfolio submission (AP Art and Design & AP Studio Drawing and Design).

Buffalo Public Schools also hosts a **dual credit program** that provides high school students the opportunity to enroll in college-level courses through partnerships with local institutions of higher learning. Students who successfully pass dual credit course(s) by meeting all curricular requirements can earn college credit and high school credit simultaneously. Certain courses are offered to students registered in CTE, P-Tech or Smart Scholars grant programs. Several courses allow for students to receive AP credit and dual credit. Buffalo Public Schools' college partners currently include Alfred State, Buffalo State College, Hilbert College, Niagara University, and Erie Community College. Click [here](#) to see a list of dual credit courses currently offered at various BPS schools.

Dual credit course curriculum and assessment is course specific and developed through a collaborative process between the college/university partner and BPS faculty. Professional learning is provided to BPS course instructors in cooperation with the college/university partner and specific BPS departments. Buffalo Public Schools continues to work with our partners to add culturally responsive coursework and content. After a successful pilot year, BPS will be partnering with ECC to offer dual credit courses in African American Literature and African American History at multiple high schools.

### **Inclusive Curriculum and Assessments**

Buffalo Public Schools is committed to ensuring that all students have equitable access to advanced coursework. Enrollment in AP and dual credit courses is open to all students who have completed the prerequisite coursework. There is no student fee for participation, and BPS covers the cost of exam fees to remove any additional barriers to student participation. In pursuit of this goal, BPS has also partnered with [Equal Opportunity Schools \(EOS\)](#). EOS works with identified BPS high schools using the Action for Equity (A4E) framework, which provides District high schools with the coaching, data analytics, and student identification tools necessary to eliminate the opportunity gap. The A4E approach is consultative and collaborative, yielding specific and measurable results.



Furthermore, in order to provide students with the tools necessary to be successful in post-secondary education, BPS created the [College Transition course](#) in partnership with local colleges and universities. This course helps students to establish strategies and discover the qualities needed to become a master student. Students engage in activities to support effective communication and study





skills, research strategies, self-advocacy, time management, money management, a healthy lifestyle, and the ability to value working with people from various backgrounds and cultures. Buffalo Public Schools' partner, Say Yes, assigns near peer mentors to provide additional support to students.

### **Ongoing Professional Learning**

Buffalo Public Schools periodically sponsors AP Institutes to ensure a trained cadre of AP teachers. College Board training sessions are designed to help teachers and administrators develop and deepen their programs to prepare students for the rigors of college. Sessions led by College Board consultants feature innovative best practices and research-based strategies that assist in helping students achieve their academic goals.

AP workshops will help to:

- Align instruction with the goals of the AP course;
- Identify the skills and knowledge that the exam will assess and identify the tasks and materials for which students might need more preparation;
- Draft a syllabus that meets the curricular requirements for the course; and
- Make equitable access a guiding principle in designing instruction.

Teachers working in the dual enrollment courses often meet with the subject area director to align curriculum and instruction to college level expectations.

## **CREDIT RECOVERY AND ACCRUAL**

Buffalo Public School's Virtual Learning Program is designed to help students meet graduation requirements. Students complete coursework in a web-based learning environment, facilitated by a NYS certified BPS teacher. The program expands course offerings and offers students the ability to recover and/or accrue credits. Students have the flexibility to participate in online coursework during the day, in after school programs, and from home. Meanwhile, the content area certified teacher maintains regular and substantive interaction with students as per NYSED Commissioner's Regulations Part 100.5(d). Participating students must be recommended by the designated school-based committee.

Credit recovery allows students to make up credits for courses not successfully passed. In addition, credit recovery helps students stay in school and graduate on time. To receive credit, the student shall successfully complete all coursework and demonstrate mastery of the learning outcomes for the subject.

Credit accrual courses are available for seniors who are unable to take a brick-and-mortar class. School counselors can request student enrollment in a credit accrual course. Enrollment must be approved by the virtual learning administrator. The school provides a content area certified teacher to supervise and facilitate student progress through the course.

This program helps meet the needs of diverse groups of students, including but not limited to:

- Students not successful with traditional classroom instruction
- Students who find themselves needing courses not offered due to insufficient demand
- Students on medical leave
- Students with a scheduling conflict
- Non-traditional students in need of a flexible schedule



# SUPPORTS AND SERVICES

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# SUPPORTS AND SERVICES

Buffalo Public Schools offers a plethora of supports and services to students, families, and community members. Opportunities may include in-school student supports, services to enhance instruction, and/or efforts to support families and the community.

## ASSESSMENT AND DATA ANALYSIS

Buffalo Public Schools expects that school and teacher leaders employ data-driven decision making to implement the District approved core curriculum and, when needed, academic and behavioral interventions to support all students. This is important to ensure that all BPS classrooms are welcoming and affirming while providing rigorous and inclusive instructional experiences for students.

In order for schools to make data-driven decisions, BPS provides relevant data through a District portal. The [Buffalo Public Schools Data Dashboard](#) includes District and school disaggregated data in the following areas: enrollment, attendance, office discipline referrals, suspensions, grades, graduation rates and tracking, charter and non-public enrollment, school climate, and Youth Risk Behavior Survey results. District employees can use the portal to access student-level data as appropriate.

Many useful resources can be found here: [Office of Shared Accountability Helpful Links](#).

### High Expectations and Rigorous Instruction

The Office of Shared Accountability works with District and building level administrators providing both quantitative and qualitative data in support of District and school level plans. This support encourages collaboration among stakeholders to determine proceeding steps toward improvement.

The **District Comprehensive Improvement Plan (DCIP)** process encourages District leaders to work with stakeholders to consider existing needs and determine the next steps for the upcoming school year. The School Review team collaborates with leaders in various departments to support the development of the DCIP.

The **School Comprehensive Education Plan (SCEP)** process enables school teams to assess and identify how best to support learning in the upcoming school year through their annual improvement plan. The SCEP drives the work of the school for the year and is continually progress monitored at monthly SBMT meetings. The OSA School Review Team offers professional learning support for schools throughout the stages of SCEP development.

As part of the SCEP process, schools interview as well as survey students. The **Ed School Climate Survey (EDSCLS)**, administered to students in grades 5-12, generates high quality school climate data allowing building stakeholders to understand the perceptions of the students, staff, and parents in the school; monitor progress; make data-driven decisions; involve stakeholders and adapt to shifting needs related to school climate. The OSA School Review Team assists in facilitating in administering the EDSCLS to students, parents, and instructional and non-instructional staff and provides data and data analysis tools to buildings to help identify strengths and areas for growth.



## Inclusive Curriculum and Assessments

The District [assessment calendar](#) (connects to Strategic Plan Goal 2, Commitment 2.10) allows all buildings to plan for upcoming district assessments. These assessments provide students with an opportunity to demonstrate their understanding of skills/standards, as it pertains to the core area being tested, at the time of the assessment. These assessments provide teachers insight into which skills/standards students perform well on, and for which skills/standards more instructional time and practice are needed, in order to allow students to achieve the high expectations set through rigorous, differentiated instruction.

State Assessments		
<b>NYS 3-8 Assessments</b>	<b>Science 5 and 8</b>	<b>NYS Regents Assessments</b>
<p>3-8 assessments in math and ELA aligned to new state learning standards</p> <p>Results are used to determine the need for RtI/AIS but cannot be used to determine promotion/retention</p> <p>Schools are required to test a minimum of 95% of students enrolled during the testing window</p>	<p>2023: Students in grade 8 take the final administration of the State Science Assessment aligned to the 1996 standards</p> <p>2023: No science test for grade 4</p> <p>2024: Students in grade 5 take new NYS Science Assessment aligned to the new NYSSLS</p> <p>Schools are required to test a minimum of 95% of students enrolled during the testing window</p>	<p>Regents Exams are administered three times a year: August, January, and June.</p> <p>Results are reported on the official NYSED Public Data Site as annual outcomes, with only the highest score earned counting, no matter the administration period in which it was taken.</p> <p>To satisfy graduation requirements, students must meet credit requirements and pass either five required Regents exams or follow a <a href="#">4+1 Pathway</a>.</p>
<b>New York State Alternate Assessment (NYSAA)</b>	<b>New York State Identification Test for English Language Learners (NYSITELL)</b>	<b>New York State English as a Second Language Achievement Test (NYSESLAT)</b>
<p>The NYSAA measures the attainment of the State’s learning standards in the areas of English language arts (ELA), mathematics, and science for students with the most severe cognitive disabilities.</p>	<p>The NYSITELL serves as the State’s formal English language proficiency assessment in the process for initially identifying English Language Learners</p>	<p>The NYSESLAT is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools.</p>
<p>Data from the NYSAA and NYSESLAT are used to support the District’s neediest students and ensure that inclusive curriculum and assessment are available to them.</p>		



## State Reporting

The Office of Shared Accountability provides information and analyses that support continuous improvement in the academic and operational services in support of student achievement. OSA assists in the management of meeting federal, state, and local reporting requirements through data analysis and cleanliness. The work of OSA is a central resource for schools, offices, and the community for issues surrounding regulatory accountability.

## Tracking Student Progress Towards Meeting Graduation Requirements

Graduation rates are determined based on each student's Grade 9 entry date. This date places them in a cohort in which they remain unless they

- transfer to a public or non-public school in NYS;
- transfer to a public or non-public school outside NYS;
- transfer to home-schooling;
- leave the country; or
- are deceased.

Regular cohort reviews ensure that all changes made in the District student management system are entered correctly and properly reported to NYSED.

Regular cohort reviews completed by OSA include student status, credits earned, and Regents exams passed, assisting schools with their support of students as they work to meet Diploma requirements and graduate.

Cohort reviews identify areas where students can grow to meet high expectations and experience rigorous instruction in a welcoming and affirming environment that provides opportunities for inclusive curriculum and assessment tailored to each student's needs.

## Ongoing Professional Learning

The Office of Shared Accountability offers ongoing professional development in the areas highlighted below.

**Data-Driven Instruction (DDI)** should be used at both the District and building level to make informed decisions based on the unique make-up of the school community.

Data-driven instruction:

- allows leaders to differentiate so all students can achieve the high expectations set for them to become college and career ready;
- helps teachers plan rigorous instruction that includes inclusive curriculum and assessments based on their individual needs;
- allows District leaders to map out ongoing professional learning opportunities for teachers based on what the data is showing they may need additional support with, in order to continue to close the gaps in student learning; and
- identifies at-risk students in the categories of behavior and attendance, allowing for the creation of individualized action plans to ensure that students have a welcoming and affirming environment they want to come to and be a positive participant in.







Data sources may include: eDoctrina, Infinite Campus, State Assessment Data via WNYRIC, all District assessment data, formative and summative data gathered by teacher.

Buffalo Public Schools will soon be hosting an **Early Warning Intervention and Monitoring System (EWIMS)**. The goal of an EWIMS is to use readily available data to identify students who are at risk of failing to achieve a desired outcome, such as graduating from high school on time, using localized Early Warning Indicators (EWI) that support high expectations and rigorous instruction for all students. By identifying at-risk students, an EWIMS allows schools to proactively support them as part of a welcoming and affirming environment, so they achieve the desired outcome, rather than rely on reactive, remedial interventions.

The Buffalo Public Schools teacher **APPR** observation process is connected to the NYSUT Teacher Practice Rubric and is intended to assist teachers in their work so they in turn can support students in closing gaps and increasing student success. Using the rubric allows lead evaluators to support teachers in planning, implementation, and classroom management so that teachers get specific feedback on both areas of strength and areas for continued growth. The use of the rubric allows evaluators to offer specific and ongoing professional learning based on building and individual staff needs to promote professional growth. Teachers are also offered various examples of planning and implementation that connect to the indicators to ensure they have high expectations and are delivering rigorous instruction to students based on students' individual needs and are using inclusive curriculum and assessments to guide instruction. There are also indicators that connect to classroom environment to allow teachers to work on creating one that is both welcoming and affirming so that students want to be there to learn.



## CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

The Office of Culturally and Linguistically Responsive Initiatives (CLRI) is committed to working collaboratively with all stakeholders to support schools and classrooms in establishing a community that embraces diversity, and values and infuses culturally and linguistically responsive curriculum via an emancipatory pedagogy. Based upon well documented research in the field of educational equity and culturally relevant teaching, we are committed to developing educational structures, curriculum, and opportunities for all students that place their cultural backgrounds, heritage, and unique histories at the center of all teaching and learning in the Buffalo Public Schools. Ladson-Billings (2009), author of *The DreamKeepers: Successful Teachers of African American Children*, posits culturally relevant teaching as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge and develop skills. The cultural referents themselves become curriculum to build academic rigor and assist in developing scholars' critical thinking skills and understanding. The Office of CLRI has as its foundational purpose, the idea of creating equitable learning outcomes for all students by implementing a pedagogy of liberation that builds upon the innate gifts and intellectual brilliance that students bring to the classroom, along with positioning their cultural, linguistic, and historic backgrounds into the mainstream curriculum to enhance learning outcomes for all scholars. This approach is based upon the notion of consistent rigorous instruction that bridges and builds relationships from the home to the classroom, using historical, cultural, linguistic, and other differences and similarities as asset-based learning.

### Welcoming and Affirming Environment

The creation of a welcoming and supportive environment requires the affirmation of racial, linguistic, and cultural identities while preparing students for rigor and independent learning. Student experiences are honored, and they are provided with the space and tools to elevate their voices as agents of social change. The Office of CLRI holds the belief that it is our collective responsibility to learn about student cultures and identities, formulate close relationships with students and families, address social-emotional learning, and provide materials that acknowledge and represent student identities. The Office of CLRI is committed to supporting the school district community through providing supports that allow for a welcoming and supportive environment, including developing classroom ecologies and instructional practices that support our ever growing culturally and linguistically diverse student populations.

District supports for the creation of a culturally responsive welcoming and supportive environment include the following:

- **Voices magazine** is a quarterly scholar-centered publication that focuses on unifying themes such as hope, dreams, unity, healing, and resilience. This work gives students an outlet for their voices to be heard while advocating for social justice issues. They are encouraged to acknowledge and reflect upon issues of systemic racism and implicit racial and ethnic bias evident within their daily lives while continuing to center themselves with the joy in their lives and the lives of those around them.
- **The Culturally and Linguistically Responsive “Look Fors” Tool** articulates a vision and set of priorities for effective culturally and linguistically responsive practices. While the priorities are not inclusive of every element of CLRI, they are a distillation of the most important CLRI practices that will make the school and classroom environment inclusive of all learners. Please note that this tool is not intended to make CLRI an additional component to be added or taught,



neither is it intended to be evaluative. Rather, it should be used to support and develop teacher practice in creating learning spaces that center the lived experiences of our diverse learners.

- The Office of CLRI embraces the cultural backgrounds that are represented in our schools and the community by highlighting their cultural dress, music, dance, art and history at several **culturally inclusive events** including District Board meetings, Disproportionality training sessions, virtual events and monthly heritage celebrations.
- Through the development of **culturally inclusive curriculum**, students see themselves represented, valued, and affirmed. The Emancipation Curriculum, Rising Voices Curriculum, Social Justice Curriculum, Puerto Rican History & Culture Curriculum, Healing & Resilience Curriculum are filled with lessons where all members of the learning community can find themselves represented, reflected, respected and valued.



- Each building has a dedicated **Guardian of Equity** who provides support in ensuring that every child within our district is appropriately served with equitable opportunities at all levels. Guardians of Equity are critical in unifying the school community by moving the culturally and linguistically responsive initiatives forward at the building level. They share the belief that high quality education is every child's civil right and demonstrate this through providing daily opportunities that raise scholar voices and embrace student culture. Through their role as liaison between the Office of CLRI and their building staff, they provide their colleagues with the necessary tools to ensure that all students have equitable access to the curriculum and the opportunity for their story to be heard. Guardians of Equity understand that to ensure the best outcomes for our students, everything we do must be done through a lens of social justice. Two highlights of their position are the turnkey professional development on anti-racist educational practices and culturally responsive pedagogy, and implementation of a school-wide diversity event in which parents and/ or community members may participate.

### **High Expectations and Rigorous Instruction**

Providing students with experiences focused on high expectations and rigorous Instruction ensures that the learning environment is intellectually challenging while taking into consideration the myriad of ways that students learn. Instruction allows students to take risks, learn from their mistakes, and use critical reasoning skills. Rigorous instruction provides students with the tools that empower them to succeed. District supports for culturally responsive high expectations and rigorous instruction include the following:



- All lessons within the Emancipation Curriculum are rooted in **anti-racist pedagogical strategies**. These lessons ensure that Black and Brown voices are edified within the curriculum as well as provide teachers with the tools to engage in critical anti-racist and culturally responsive instruction. Representation of the historical contributions and current events of populations represented by the student population of Buffalo Public Schools is used to address equity, anti-racism, social-emotional learning, and culturally responsive opportunities. These lessons teach hard truths while allowing students to be their full selves and engage in the deep exploration of complex and challenging issues. Each lesson values everyone’s participation and diverse perspectives while keeping matters of inclusivity, diversity, equity, and social justice at the center of all interactions.
- The Office of CLRI’s **instructional programs**, My Brother’s Keeper (MBK) Male Academy, Our Story Project, Big Sister – Little Sister Dialogues, Scholars for Social Justice, and MBK Fellows, and Global Scholars provide scholars with racially, culturally and linguistically responsive instruction and anti-racist teaching centered on students' identity; history and culture; international, national and local social issues; and mindfulness practices. Many of the programs have a mentoring component in addition to providing opportunities for students to engage with technology, community members, attending workshops and educational field excursions to local and out of state historical sites. Students in these programs participate in town halls where they are able to speak on social injustices, community, and school matters that affect them. Lastly, Our Story, MBK Male Academy and MBK Fellows participate in book studies throughout the school year, which have included:
  - *The Other Wes Moore* by Wes Moore
  - *Octavia’s Brood*, edited by Adrienne Maree Brown & Walidah Imarisha
  - *A Pride & Prejudice Remix* by Ibi Zoboi
  - *Madd Truth* by Alfonso Wyatt
  - *When I Was Puerto Rican* by Esmeralda Santiago
  - *The Hate You Give* by Angie Thomas
  - *Stuntboy* and *Stamped the Remix: Racism, Anti-Racism, and You* by Jason Reynolds
- Buffalo is a participating city in the international [Global Scholars Program](#). Multiple schools in the District are represented in this international program. Through a variety of multimedia communication methods, scholars connect with other peers from around the world to learn about each other's cities, a common global problem they are studying, and investigate solutions for solving this problem. All scholars participating in this program benefit by exploring connections with each other, advancing their digital literacy skills, and improving their communication skills. Participating schools: 30, 67, 74, 76, 79, 80, 81, 89, 92, 93, 156, 195.

### **Inclusive Curriculum and Assessment**

The development of inclusive curriculum and assessment requires resources that are written and developed from racially, culturally, and linguistically diverse perspectives. Current events are incorporated into the curriculum as well as instructional strategies that adapt to diverse learning styles. Students and teachers engage in emancipatory curriculum, assessment, and pedagogical practices.



District supports for a culturally responsive, inclusive curriculum and assessment Include the following:

- As a response to the historical marginalization of Black and Brown students, disproportionate outcomes, and the systemic, institutionalized racism prevalent in our daily lives, the **Emancipation Curriculum** was created to promote equity in schools and provide an avenue for students to engage in courageous conversations about the legacy of racism in the United States. The curriculum offers diverse perspectives and lifts Black and Brown voices through teaching of historic contributions of Black, Latinx, Indigenous, Asian, and New American populations representative of our student population. The foundational teaching strategies rely on anti-racist pedagogical practices to center joy, equity, empathy, and cultural relevance in the lives of our students and to edify the voices of Black and Brown students within the curriculum. The Emancipation Curriculum [can be found here](#).

Launched in the 2021-2022 school year, the Office of CLRI and the Western New York Hispanic Heritage Council teamed up to develop an all-new **Puerto Rican History and Culture Course**. Buffalo Public Schools teachers served on a committee to help develop units and write lessons that highlight important Puerto Rican history, influential art and architecture from Puerto Rico, and the incorporation of Puerto Rican culture into the thread of the United States' development and society. The Hispanic Heritage Council offered technical, historical, and cultural supports to ensure the course included history and culture that adequately and appropriately reflected the lives experiences of our Puerto Rican community and its vibrant heritage.

This unique course is offered in select schools and open to 11th and 12th-grade students as a social studies elective credit divided into ten units. The units focus on history such as the Taino people of Puerto Rico, the enslavement of Africans who were taken to the island of Puerto Rico against their will, the arrival of the Spanish, the educational system in Puerto Rico, the incorporation of Puerto Rico into the United States, street art, music, dance, the Puerto Rican influence on Buffalo, NY, and much more.

The Office of CLRI has compiled a [Healing & Resilience in the Days After](#) packet of lessons and resources for educators to support educators in working with their scholars to mitigate the harmful effects of the racial trauma being experienced in the wake of the horrific tragedy experienced by our entire District community on May 14, 2022. Teacher reflection resources for preparing to have these courageous and healing dialogues with our scholars who need this level of engagement and processing during this difficult time are also included.

In the [Family & Community Resource Guide](#), you will find a plethora of resources that can help to mitigate the racial trauma that has been imposed upon our district community. We encourage you to use these resources as a platform for processing and identifying emotions and fostering hope, healing, and resilience after the traumatic event that has occurred.

**Rising Voices** is a high interest, culturally relevant text library for grades PK-5 that aims to elevate school communities through the representation of the multifaceted identities of all students. These books serve to increase cultural competency through culturally responsive instruction, positive representation, and unifying students. Students from all backgrounds are able to make connections across differences while engaging in deep discussions about





inclusivity, social justice, and empathy for others. Using males of color and girls in STEM as protagonists in each literary work, the [Rising Voices](#) series not only engages scholars in works of literature that are rigorous, but centers joy as students are able to see themselves reflected in the daily instructional resources and materials.

- In light of the tragic events that have occurred over the past few years, specifically the death of Daunte Wright and Ma'Khia Bryant, the Chauvin trial, and police mistreatment of Lieutenant Nazario, **social justice lessons** were provided to open up courageous dialogue in the classroom, and for students to share their thoughts and feelings surrounding these unfortunate events and others that plague our nation.

### Ongoing Professional Learning

All members of the learning community are provided opportunities to engage in high leverage professional development sessions to sharpen their skills, develop a critically conscious lens toward issues directly impacting learning outcomes, and identify and challenge their own biases and their impact within the school community.

District supports for culturally responsive professional learning opportunities include the following:

- At **Disproportionality Sessions**, each school is represented by a team consisting of the building principal, literacy/instructional coach(es), school psychologist, teacher leader (guardian of equity), and parent. School teams receive training in culturally responsive education, root cause analysis, disproportionate academic and behavior outcomes, implicit biases, research and book study activities from experts in the field, and the school-to-prison pipeline. Team members also serve on the school's CLRI team and continually work together to develop, reflect upon, and revise their school's CLRI action plan.

**Guardians of Equity** receive ongoing professional development in the areas of culturally responsive pedagogy, disproportionality, and implementation of the Emancipation Curriculum. They are to engage in three to four hours of work per week in which they turnkey this information to their colleagues and support the initiatives of the Office of CLRI.

- District and school staff are offered the opportunity to participate in **book studies** centered around culturally responsive teaching, anti-racist practices and historical truths. Titles include:
  - *Punished: Policing the Lives of Black and Latino Boys* by Victor Rios
  - *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi
  - *Cultivating Genius* by Gholdy Muhammad
  - *Caste: The Origins of our Discontents* by Isabel Wilkerson,
  - *400 Souls*, edited by Ibram X. Kendi & Keisha N. Blain
  - *The Sun Does Shine* by Anthony Ray Hinton & Lara Love Hardin
  - *Culturally Responsive School Leadership* by Muhammad Khalifa
  - *Multiplication is for White People: Raising Expectations for Other People's Children* by Lisa Delpit



- One of the biggest barriers to dismantling systemic racism and disproportionate outcomes for students of color is **implicit bias**. In order to provide effective anti-racist, culturally responsive teaching, educators must acknowledge their own biases and how they affect their ability to provide equitable, anti-racist instruction to their students. Through on-going professional development, teachers discuss how bias is perpetuated and reinforced, how bias leads to discrimination and stereotyping, the effects of bias on student performance and social-emotional well-being, and what they can do to commit to dismantling racist ideology and policies that will decrease disproportionate outcomes for children of color.
- Superintendent Conference Days
  - **Implicit Bias** – Teachers and Administrators are provided trainings utilizing data to drive conversations about disproportionate outcomes for students of color and how implicit bias and systemic, institutionalized racism perpetuate disproportionate outcomes for historically marginalized students of color
  - **Curriculum Implementation**- Teachers are provided with ongoing professional development in the implementation of all curriculum initiatives.
  - **Anti-Racist Pedagogy** – Teachers are provided opportunities to engage in professional development that give them the tools to critically evaluate their teaching materials, instructional delivery, and assessments to ensure that all students are valued, respected, and have equitable access to the curriculum.
- Other Professional Development Opportunities are offered through principals’ meetings, individual district sites, as well as parent, family, and community events and school-based training regarding topics of diversity, equity, inclusion, and cultural sensitivity. These trainings are tailored to the unique needs of various audiences as requested from the Office of CLRI

## FIELDTRIPS

Fieldtrips can provide rich cultural experiences and foster students’ connection to the surrounding community. Buffalo Public Schools students in grades Pre-K-8 have an opportunity to participate in at least one field trip per grade through the Buffalo Public Schools Arts and Culture Enrichment Field Trip Initiative. A list of the designated field trips can be found [here](#). Procedures, protocols, and forms can be found [here](#).

Please note that here are also opportunities for students enrolled in AP Arts or in a foundational visual arts course (Studio in Art, Creative Crafts, Media Arts and Art History) to attend a field trip. For more information on these specialized field trips, please contact the Department of Arts at 716-816-3601 or [magosto@buffaloschools.org](mailto:magosto@buffaloschools.org). Please indicate in the subject line ARTS & CULTURE ENRICHMENT FIELD TRIP to ensure a speedy response.

Moreover, students in grades 1-6 experience a performance by the **Buffalo Philharmonic Orchestra** (BPO) either in-person or through video production. The BPO Youth Concert series has been specifically designed for BPS students between Grades 1 - 6 and is programmed with a balance of narration, visual effects, and classical music appropriate for the targeted age groups. In addition, students in grades 7-12 participate in the West Side Connection experience with the BPO.



Teachers should tie fieldtrips to a specific learning objective aligned to instruction, cultural awareness, and/or social-emotional learning. Please share your curricular goals with the arts/cultural institution, as they may be able to customize your school’s visit to meet the needs of your students.

## INSTRUCTIONAL TECHNOLOGY

The Instructional Technology Department supports rigorous instruction and academic achievement by deploying and supporting one-to-one devices for every student, providing curriculum resources and quality technical responses, conducting relevant and ongoing professional development, and empowering users to be lifelong advocates for their own technical needs and learning paths.

### Welcoming and Affirming Environment

In today’s world of ever-evolving technology, it is imperative that students engage in positive, safe behavior when using technology. It is important that we model these behaviors through digital citizenship lessons and discussions. Students should be given opportunities to communicate clearly and express themselves creatively using the tools, platforms and digital media appropriate to their goals. This could include integrating technology into restorative circles, social emotional check ins, personalizing Schoology courses, groups and assignments to reflect the classroom, and sharing images, translations, and interactive experiences to ensure all students can access classroom content. Technology allows students to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams in their classrooms, locally and globally.

Buffalo Public Schools provides computing devices (iPads or laptops) for instructional purposes to every student.

Grade Level	Device Type
Pre-K-2	iPad
3-6*	iPad with keyboard case
7-12	Laptop

\*Exceptions - The following students receive laptops:  
Students in grades 5-6 at grade 5-12 schools,  
Students in grades 4-6 at Montessori #032, All students at School #084

Students/ families are welcome to come to the Center for Innovation, Technology and Training (CITT) to pick up a device or hotspot, or for device related issues.

School based staff may also email [BPSInventory@buffaloschools.org](mailto:BPSInventory@buffaloschools.org) to request appointments for service and to schedule device pick-ups. Please note that this email address is for student device issues only. The following information will be needed in order to complete the request: Staff member picking up the device, the student’s name, grade, and 900#, the school, type of device being requested, and description of the issue.

Buffalo Public Schools provides computing devices (iPads or laptops) to every clerical staff member, teacher, administrator, teacher aide, and teaching assistant. **Staff device requests**, returns, swaps, and servicing are all managed through Team Dynamix tickets. Staff can also request access to software, blocked sites, and request accessories to support student learning via Team Dynamix. More information about staff device procedures can be found [here](#). Questions about tickets can be added as comments on



tickets and follow-up information will be sent directly to staff email addresses. This [video tutorial](#) is helpful for navigating Team Dynamix.

In addition, BPS provides innovative technology tools to further enrich the classroom learning experience.

## zSpace

Many Buffalo Public Schools are equipped with zSpace (mobile) labs. These tabletop VR devices with built-in tracking and a stylus held like a pen, allow students to engage kinesthetically with content by picking-up, dissecting, and interacting with virtual objects. zSpace lessons are embedded into the science curriculum. Teachers interested in using these devices can request support [here](#).



### CleverTouch New Interactive Whiteboard (IWB)

The Instructional Technology Department is upgrading interactive whiteboards across the entire district. The 2022-2033 year will be the first of a 3-year rollout beginning at schools with the oldest interactive whiteboards. The [CleverTouch IMPACT Max](#) will replace older models. This exciting IWB offers many new features that allow for teachers to cultivate a more flexible learning environment compared to traditional boards. Notable features include portability, multi-user writing with or without a stylus, Wi-Fi connectivity, optimization for hybrid learning, and adjustable height for our youngest learners.

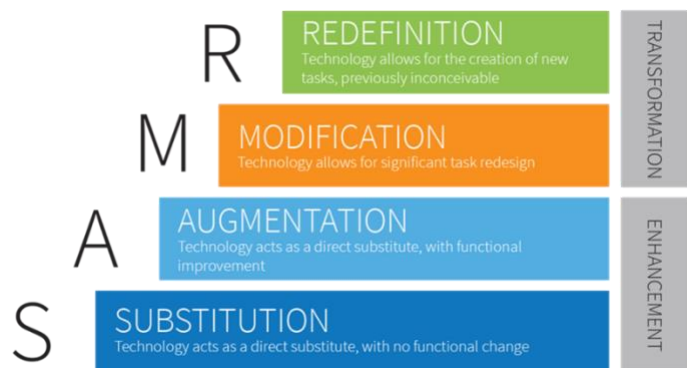
### High Expectations and Rigorous Instruction

By school year 2024-25 the [New York State Computing Science and Digital Fluency Standards](#) will be implemented for all students in grades K-12. These standards were designed to help students know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. The Buffalo Public Schools Instructional Technology department has begun aligning content to these standards and will continue to work in collaboration with other instructional departments to ensure all students are developing these skills.

The Instructional Technology Department has curated and developed a sequence of monthly [Nearpod lessons](#) to help build students' digital citizenship skills in using technology safely and responsibly. These monthly lessons are integrated into the reading curriculum in grades K-6 and in various subjects in grades 7-12. More information about the Digital Citizenship Curriculum can be found [here](#).

The **SAMR model** is a framework to help guide lesson planning with technology. More information on how the IT department uses the framework with teachers to transform student learning can be found [here](#).

The District also provides a number of platforms and digital technologies to support rigorous instruction inside and outside the classroom.





### [Schoolology](#)

Schoolology is the District's learning management system. Schoolology is used to facilitate content delivery, serving as a digital classroom. Whether in-person or remote, teachers will continue to post course content in Schoolology, including Teams links, assignments, supporting documents, PowerPoints, and [Nearpod lessons](#). Students are also able to submit assignments, mark up documents with new live annotation features, and message their teachers through Schoolology. Teachers can provide instant feedback on assignments and integrate directly with their Infinite Campus grade book.



### [Microsoft Teams](#)

Students participating in remote or virtual instruction will use the Microsoft Teams conferencing platform to connect with their classes. Teachers also schedule virtual conferences through Teams to support students individually and/or in small groups. Meeting links will be hosted in Schoolology. Teams also allows teachers to provide synchronous instruction, chat with students, and link OneNote Class Notebooks with Teams. In addition, Teams allows staff to meet virtually and supports virtual professional development.



### [Infinite Campus](#)

Infinite Campus is the District's student information system (SIS). Grades, attendance, behavior, and demographic data can be found on Infinite Campus. Families can access their student's records, including details on their students' academic progress, attendance and behavior records, and message teachers through [Parent Portal](#).



### [Microsoft 365](#)

Buffalo Public Schools is a Microsoft district. Staff and students have access to collaborate simultaneously on tools such as Word, PowerPoint, Excel, Teams, and OneNote. Microsoft provides staff and students with the ability to download the full O365 Suite on up to 5 personal devices. Staff and students also use Outlook hosted email addresses as logins for most District resources.



### [Clever](#)

Many District instructional tools such as Moby Max, Zearn, and Lexia can be accessed through Clever, the District's dashboard for software. More information on District approved software can be found [here](#). Clever can also be used to help teachers [reset their students' passwords](#), limiting interruption to instruction.

## **Inclusive Curriculum and Assessment**

The [Student Technology Leadership Program \(STLP\)](#) is a multi-tiered program for students in grades 3-12. The program uses the energy and technology-related expertise of students, partnering them with teachers and other school staff to support our schools. Student Technology Leaders inspire, empower, and collaborate to help elevate and transform the learning experiences of students using technology.





More information on existing programs at schools #30, 37, 54, 74, 76, 89, 156, and 212, or starting a program at your building can be found [here](#).

**Global Scholars**, run in collaboration with the Department of Culturally & Linguistically Responsive Initiatives (CLRI), is a program for middle school students across the globe. Through a variety of multimedia communication methods, scholars connect with other peers from around the world to learn about each other's cities, a common global problem they are studying, and to investigate solutions for solving this problem. All scholars participating in this program benefit by exploring connections with each other, advancing their digital literacy skills, and improving their communication skills. More information about the program at schools #30, 67, 74, 76, 79, 80, 81, 89, 92, 93, 156, and 195 can be found [here](#).

**Girls Who Game** is an extracurricular program created by Dell Technologies with partners Microsoft and Intel. It provides an opportunity for students across North America to learn about science, technology, engineering, and mathematics (STEM) through gaming. The players learn such skills as computational and critical thinking, communication, collaboration, creativity, problem-solving, and innovation. More information about the award-winning program at schools #30, 32, 74 and 76 can be found [here](#). Schools interested in starting a program should contact Natasha Mehta at [namehta@buffaloschools.org](mailto:namehta@buffaloschools.org).

### Ongoing Professional Learning

The Instructional Technology Department currently has over 30 [Instructional Technology Coaches \(ITCs\)](#) throughout the district who support teachers, students and families. These staff are instructional coaches who have additional expertise in using digital tools to support learning. ITCs model and support planning and learning experiences that meet the needs of all students and improves instructional practices and learning outcomes. ITCs also support the use of data to inform instruction as well as plan, provide and evaluate the impact of professional learning for teachers using technology. More information about training that ITCs can provide for your school can be found [here](#).

Technical support is also available for families and staff at the Center for Innovation, Technology, and Training located at 1515 South Park Ave. Buffalo, NY 14220.

Student Hours	Staff Hours
Mon, Thurs, and Fri 8:30 am – 4:00 p.m.	Appointment required
Tuesdays 8:00 am – 4:00 p.m.	Mon, Wed, Thurs, and Fri 8:00 a.m. – 4:30 p.m.
Wednesdays 8:30 am - 6:00 p.m.	Tuesdays 8:00 a.m. – 6:00 p.m.
Phone 716.816.7128	Phone 716.816.7128

\*Closed on Holidays



IT Helpdesk	Instructional Software	Instructional Support
<p>The Help Desk is the best place for technical support, including but not limited to account issues, staff password resets, network outages, temporary international access, and any other non-instructional needs.</p> <p>(716) 816-3510  <a href="mailto:ITHelpdesk@buffaloschools.org">ITHelpdesk@buffaloschools.org</a>            Live chat  <a href="http://help.buffaloschools.org">help.buffaloschools.org</a></p>	<p>For account issues with any instructional software, staff can email <a href="mailto:instructionalsoftware@buffaloschools.org">instructionalsoftware@buffaloschools.org</a></p> <p>For Infinite Campus issues that your building's master scheduler is unable to resolve, staff can email <a href="mailto:icsecondlevel@buffaloschools.org">icsecondlevel@buffaloschools.org</a></p>	<p>The IT Support Room is hosted on Microsoft Teams. Instructional Technology Coaches monitor the virtual meeting room Monday-Friday from 8-3 for staff to join at their convenience for instructional technology support  <a href="#">Click here to join the meeting</a></p>

## LIBRARY SYSTEM

Libraries will prepare students with lifelong learning skills necessary to be successful in the 21st century through a dynamic library program, and a technology-rich learning environment. In support of the intellectual, social, and personal development of all students, the library program serves to:

- Provide physical and intellectual access to information in a warm, stimulating, and safe environment.
- Provide instruction, learning strategies, and practice in using ideas and information for effective learning.
- Integrate the library program throughout every student's education through collaboration and advocacy.

### Welcoming and Affirming Environment

The library facility is welcoming, with a climate conducive to individual and shared learning. The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.

Students have equitable access to the library and its resources. Library periods are built into elementary schedules, and secondary students are able to visit the library during lunch, study hall, and free periods as well as at times when the classroom teacher purposefully schedules time in to work with the librarian and library resources. Current technology is available and operable to support multiple learning experiences and remote access to library resources.

### High Expectations and Rigorous Instruction

The library program supports a culture of literacy throughout the school. Through instruction from librarians and classroom teachers, students are able to employ information literacy, technology, and critical thinking skills in subject-area learning experiences, integrating resources and information-literacy skills. Students are engaged in independent reading and inquiry-based learning.

### Inclusive Curriculum and Assessments

Librarians frequently update the collection, always striving to provide diverse authors, languages, topics, and genres. Libraries are a place for students to learn about themselves and the world. Libraries provide



students with access to mirror text, those selections that speak to their own experiences, and window text, those selections that open their eyes to the possibilities beyond the world that they know. The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.

### Ongoing Professional Learning

The library fosters a professional learning community where teachers, principals, and librarians can engage in ongoing professional development. Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice and academic success.

## MULTILINGUAL EDUCATION

Buffalo Public Schools strives to ensure that all multilingual learners have access to rigorous and inclusive instruction as they work towards becoming bilingual, biliterate and successful in college, careers, and in life as members of an increasingly diverse global society. Guiding principles include [C.R. Part 154](#), the [Blueprint for English Language Learner Success](#), the [NYS Culturally Responsive and Sustaining Framework](#) as well as other local, state and national documents that are used to frame and guide best practices.



The Division of Multilingual Education seeks to:

- Provide a comprehensive and welcoming experience focused on students' needs, interests and school choice
- Implement and monitor a clearly articulated instructional framework for multilingual learners
- Improve academic achievement for all ELLs/MLLs
- Expand multilingual and student support services by improving language access and communication
- Provide professional learning opportunities for all stakeholders to meet the needs of multilingual learners

The Division of Multilingual Education includes bilingual education, English as a new language, multilingual placement and language services, and the Native American Resource Program (NARP).

### Welcoming and Affirming Environment

Buffalo Public Schools provides **language services** through multiple means of communication between the District and multilingual families. The District, through contractual partnerships with Journey's End, International Institute of Buffalo, Language Line Solutions, Talking Points, and Deaf Access Services, provides on-site, phone, and virtual interpretation services, as well as on-site oral translation for NYS assessments. The District also staffs full-time Registration Cultural Aides at the Central Registration Center to provide orientations in our top languages to families entering the District, provide document translation for District and school documents, and serve as a point of contact for families.



On-site interpretation also includes, but is not limited to, parent organization meetings, school meetings with parents, community events, and evaluations for special education, to provide meaningful two-way communication.

In addition, Talking Points is a text-based service that allows for District staff to communicate with families via text in their home language. This service is available for all families of students identified as English language learners. Likewise, Language Line Solutions allows speakers of any language to communicate with school and District staff over the phone. This service can often be provided within minutes and can be accessed by any staff member within the District via Clever or the Talking Points app.

BPS Language Access: Helpful Links		
<a href="#">Translated Documents</a>	<a href="#">Language Services Overview</a>	<a href="#">Support Request Portal</a>
<a href="#">Language Hotline Flyer (Registration Cultural Aides)</a>	Language Line Call 1.877.245.0386 Provide Client ID# 572056 Access Code # Contact school administrator for access code	<a href="#">Talking Points</a> <a href="#">Talking Points Languages</a>

**Multilingual Academic Coaches**, contracted through Journey’s End Refugee Services, speak the languages of newly arrived immigrant and refugee families in the District. Coaches support schools within the District and assist the BPS Central Registration Welcoming Center to support newly arrived students and parents and help acclimate them to their new educational environment. Among other responsibilities, coaches assist families to navigate the school system, including completing school enrollment and registration paperwork, conducting at-home parent orientation and organizing school orientations, supporting students and families through counseling, home visits, crisis intervention, and additional problem solving, as well as provide academic coaching, including working with students in the classroom, small group or 1:1 tutoring, supporting parent-teacher conferences, report card explanation and advocacy. For additional information, or to request direct support, please contact Emily Fitch, Division of Multilingual Education Family & Community Engagement Coordinator, [efitch@buffaloschools.org](mailto:efitch@buffaloschools.org).

### High Expectations, Rigorous Instruction, and Inclusive Curriculum and Assessments

A Bilingual Education (BE) program is a research-based program comprised of the following instructional components: bilingual instruction in content areas, English as a new language (ENL), and language arts, which includes home language arts (HLA) and English language arts (ELA).

Buffalo Public Schools strives to provide rigorous instruction and inclusive curriculum and assessment to ensure that students in our bilingual program become bilingual, biliterate and bicultural. Currently, BPS offers Spanish bilingual education in the following schools: #3, 30, 33, 48, 64, 76, 156, and 207.

Buffalo Public Schools offers one-way and two-way dual language programs.



- Two-way dual language programs are made up of ELLs dominant in the partner language and English-speaking peers.
- One-way dual language programs are made up students predominantly from one language group, either the partner language or English.

Each BPS bilingual school has its own language allocation policy (LAP) that determines what subjects are taught in each target language and to what extent at each grade level.

- Dual-language programs may use either 50:50 (Spanish: English) or 90:10 (Spanish: English) language allocation policies. The amount of English instruction in 90:10 dual language programs increases as students progress through the grade levels, with an eventual 50:50 outcome.

Additional information regarding each school’s specific model is available [here](#). Bilingual education is an optional program for students and families.

Buffalo Public Schools provides **English as a New Language (ENL)** to all students who require services as initially determined by results from the NYS Identification Test for English Language Learners (NYSITELL). The NYSITELL is administered to incoming students indicating on the Home Language Questionnaire (HLQ) that a language other than English is spoken at home, and who do not demonstrate communicative competence in English in an initial interview. The NYSITELL renders an English proficiency level for each student (i.e., entering, emerging, transitioning, expanding, commanding) which is used to determine the amount and type of ENL service students receive. The amount and type(s) of ENL service may be modified based on results from the NYS English as a Second Language Test (NYSESLAT) administered yearly in the spring. ENL instruction cannot be provided in lieu of core content-area instruction.

The research-based English language development program is comprised of stand-alone ENL and integrated ENL.

Integrated ENL English language development is delivered during content area instruction in a co-teaching setting (Certified ESOL teacher/Content-area or classroom teacher) and includes home language support as well as appropriate ELL/MLL scaffolds.

Stand-alone ENL English language development instruction is delivered in a separate setting by a NYS certified ESOL teacher in order to help students acquire the English language needed for success in core content areas.

ENL instructional expectations, including inclusive curriculum and assessments, are similar throughout the grade K-12 span and are outlined below.

English as a New Language		
Curriculum	District Materials	Assessment
<ul style="list-style-type: none"> <li>• Integrated Co-teaching: ENL teacher and Gen Ed teacher work together to ensure general education curricula are comprehensible and meaningful to ELLs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lexia English</li> <li>• American Reading Company, <a href="#">School Pace</a></li> <li>• Step Up to Writing</li> <li>• Orton Gillingham</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingual Literacy Screener (MLS)</li> <li>• New York State Identification Test for English Learners (NYSITELL)</li> </ul>



<ul style="list-style-type: none"> <li>Stand-Alone ENL: This is a language and literacy centers-based class designed to target language and literacy levels of each student, using a developmental framework and leveled texts.</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Phonemic Awareness Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>New York State English as a Second Language Achievement Test (NYSESLAT)</li> <li>Independent Reading Level Assessment (IRLA)</li> </ul>
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### Ongoing Professional Learning

The Division of Multilingual Education has two bilingual education coaches, two ENL coaches, one literacy coach and one data coach. All coaches support a specific cohort of schools through professional development, coaching, modeling, and supporting best practices for multilingual learners. The 2022-2023 Division of Multilingual Education liaison list can be found [here](#).

CR Part 154 requires that 15% of classroom and content area teachers’ professional development and 50% of ESOL certified and BE teacher professional development be dedicated to language acquisition addressing the needs of ELLs.

Listed below are some examples of recent professional development offered in BPS focused on language acquisition:

- Part 154
- Cultural considerations series (e.g., Arabic, Tigrinya, Karen, Swahili)
- A Guide to Understanding World Religions Series (e.g., Islam, Hinduism Christianity)
- Best practices to communicate with families
- My Name, My Identity
- Meta bilingual awareness Cross Linguistic Instruction in Dual Language Classrooms

### NATIVE AMERICAN RESOURCE PROGRAM

The Native American Resource Program (NARP) provides cultural and academic support to meet the needs of Native American students throughout the District by increasing cultural awareness and providing support to increase parental involvement, attendance, academic achievement, and graduation rates. Services include academic and cultural support, resources and professional development for staff and stakeholders, classroom presentations, cultural instruction, language instruction, college and career readiness support, mentoring, and a high school youth group, as well as Native American Heritage Month activities and events, quarterly student showcases and socials, the Seneca Heritage Language Program, and other activities that highlight Indigenous culture and history such as Orange Shirt Day and Native American Day.

Ten District schools receive direct on-site support from the program, though all students, parents, District staff and stakeholders have access to the high-quality resources and activities offered through the program.

The District also partners with the Seneca Nation Education Department to provide tutoring supports for any Indigenous families that would like their BPS student to receive additional academic support. Tutoring services can vary from during the day at the student’s home school to after-hours availability.





In addition, the BPS Title VI Native American Parent/Student Committee meets periodically to discuss Title VI funding and overall programming. Buffalo Public Schools receives Title VI funding through the U.S. Department of Education Office of Indian Education in order to meet the unique educational and culturally related academic needs of Native American and Alaskan Natives. Title VI grant funding is determined by the number of completed Title VI ED 506 Indian Student Eligibility Certification Forms, which is an optional form families receive when enrolling with the District. The Buffalo Public Schools Title VI Native American Parent/Student Committee meetings are open to all stakeholders within the District. Eligible voters on the committee include parents /legal guardians and family members of Native American students in BPS, Native American secondary students, and teachers of children enrolled in the Native American Resource Program.

## PARENT AND FAMILY ENGAGEMENT

Buffalo Public Schools values the richness and diversity of parents and families who have children in the BPS. Parent and family engagement creates a bond between the home and school that positively impacts students. The academic achievement and success of our students depend on the actions, relationships, and strengths of family partnerships. Students, who are at the center of these partnerships, have unique skills, talents, and learning styles. Parents and families play a vital role, at all stages of a child's education. Their support and engagement in education can improve achievement.

Buffalo Public Schools defines parent and family engagement as active voice<sup>1</sup>, involvement and presence<sup>2</sup> of parents and families, working with all in school, home and/or community to ensure ongoing student learning, wellness, and development.

- Parent and Family Voice - The right and opportunity for parents and families to express their thinking and understandings about their children's and families' everyday lives and educational experiences in and out of school. (McKenna and Millen 2013)
- Parent and Family Presence - Parent or families' actions and involvement in their children's education, whether through formal school spaces and traditional activities or in more personal, informal spaces, including spaces created by parents and families themselves (Carreón et al., 2005, p. 466.)

It is important to note that we've included the term family to ensure that our language is inclusive of all individuals who are responsible for the care and education of a child. Students may live or be cared for by parents, grandparents, foster parents, siblings, aunts, or uncles, or have other non-traditional family structures. By including the term family, we hope to make all caregivers feel welcome and included.

Parent and family engagement is considered the best predictor of student success as they play a vital role in all stages of children learning; their engagement in their child's education improves achievement<sup>1</sup>. Parents and families provide their children with the foundation of their values, including educational responsibilities, home/school expectations and aspirations. Parents and families are the primary providers in preparing their children for school readiness and academic success. Parents and families' knowledge of their children's unique histories, traditions, life experiences, and learning experiences are important to their success. Parents and families also share knowledge about community resources and challenges, both of which are valuable and critical to their child's progress.

1. PTA, N. (2000). Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. (pp. 11-12). Bloomington, Indiana: National PTA, National Education Service.



## Opportunities for Parents and Families to Engage

Buffalo Public Schools supports a collaborative approach model developed by parent groups, in partnership with the District, which encompass four major opportunities for parent and family engagement (connects to Strategic Plan Goal 4, Commitment 4.3).

### OPPORTUNITY 1: PARENT ENGAGEMENT (School level)

Parents and families will be invited to engage in various school-based opportunities to support student success. (e.g., Family Math Night, Open House, Title I Meetings, Parent-Teacher Conference, Parent Engagement Plan Development, School Improvement Plan Development, etc.)

### OPPORTUNITY 2: PARENT ENGAGEMENT (District level)

Parents and families will be invited to engage in various District-based opportunities (e.g., virtual and in-person BPS Parent Centers, Community Schools' Saturday Academies, Urban Forum, High School Showcase, Budget Meetings, Survey Completions, Parent and Family Engagement Summit, etc.).

### OPPORTUNITY 3: PARENT GOVERNANCE (School/District levels)

Each school will invite parents and families to serve on school-based committees and teams to serve as partners in school-level decision-making (e.g., School Based Management Team, Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Parent Teacher Student Association (PTSA), etc.).



Parents at each school will be invited to elect parent representatives to serve on BPS Board-recognized parent groups.

### OPPORTUNITY 4: PARENT GOVERNANCE (District levels)



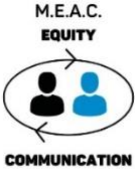

The Board of Education recognizes that parent groups play an important role in the education of BPS students. To recognize the value of these groups to the important work of educating students, the Board of Education invites interested parent groups to serve on the BPS Parent Congress, which functions as a partner in District-level decision-making (connects to Strategic Plan Goal 4, Commitment 4.2).

The Parent Congress serves as a venue for disseminating relevant and important information from the District and serves as a conduit for parental feedback to the District.

There are currently six Board of Education-recognized parent groups that constitute Parent Congress.

 <p>BUFFALO SCHOOLS: <i>Believe</i> PTO <small>Buffalo's Parent - Teacher Organization</small></p>	<p><b>Buffalo Parent Teacher Organization (BPTO)</b> - To facilitate student success within BPS, voices of all members of the community must be engaged through ongoing relationships. Thus, it is the mission of the Buffalo Parent Teacher Organization (BPTO) to initiate, support, advocate for and recognize positive projects, programs and accomplishments of the students, their families, and schools. The BPTO is organized for the purpose of supporting the education of children in Buffalo Public Schools by fostering relationships among parents, families, administrators, all school staff (employed and volunteer), and community members.</p>
 <p>Community Health Worker Network of Buffalo</p>	<p><b>Buffalo Parent Community Health Worker Association</b> provides support for a “Whole School, Whole Community, Whole Child” approach to education of children in the Buffalo Public Schools, with a focus on parent and Family leadership and engagement.</p>



	<p>District Parent Coordinating Council (DPCC) - The primary purposes of the DPCC are to:</p> <ul style="list-style-type: none"> <li>Ensure that a partnership is created with the Buffalo Public Schools in accordance with NYSED CR 100.11 and ESSA Section 1116[a][1]</li> <li>Monitor and report on the implementation of the Buffalo Board of Education’s Parent Involvement Policy; and</li> <li>Build capacity for parent involvement to improve student achievement (DPCC Bylaws, 2016).</li> </ul> <p>All parents of BPS children may elect to be members of the DPCC, but the voting members of the DPCC are comprised of a parent representative and alternate elected from the parent committee of each school in the District.</p>
	<p><b>Most Valuable Parents (MVP)</b> – A Parent Group dedicated to pooling resources, lifting voices and volunteering services to enhance the quality of life in our community.</p>
	<p>Multilingual Education Advisory Committee (MEAC) - There are two keywords/terms that define MEAC:</p> <p><b>Communication</b> – two-way communication, teacher(s), school, and central office get messages to parents/guardians (in a language they understand) but in addition, parents/guardians have a way to communicate (using their native language) to the teacher(s), school, and central office.</p> <p><b>Equity</b> - Equal access to programs and services for English learners and their parents/ guardians</p>
	<p>Special Education Parents Advisory Committee (SEPAC) - The Special Education Parent Advisory Committee is dedicated to supporting families, coordinating services, and offering input to the BPS Special Education and the Board of Education. All meetings are open to parents of children receiving special education services in BPS.</p>

### Welcoming and Affirming Environment

The BPS **Parent Engagement Liaison (PEL) Program** provides opportunities to utilize the unique assets of parent leaders. The PEL program enhances the engagement of parents and caregivers to support the success of children. Each school based PEL provides direct support to families and work in partnership with schools as well as the Office of Parent and Family Engagement (OPFE).

Parent Engagement Liaisons are selected by schools through an interview process and receive an orientation, on-boarding, and ongoing training and support through OPFE. Below are examples of the type of work in which PELs engage:

- Welcome families at the start of the year and provide families with contact information
- Share school vision and goals with families and community
- Utilize an asset-based approach to engage parents in their child’s schooling



- Create and maintain a welcoming, safe, and supportive Parent Room environment
- Share Parent Room resources, BPS Parent Center, Community Schools, Adult Education, as well as other offerings and meeting details with parents, caregivers, staff, and students
- Promote parent leadership by encouraging active participation in meetings, including School Based Management Team (SBMT), school and District committees, parent groups
- Encourage Parent Portal registration and usage
- Collaborate with community school navigator and Parent Center Engagement Liaison to provide resources to families
- Connect parents and families to community and District resources
- Conduct parent and family outreach with an emphasis to support those experiencing extraordinary needs
- Participate in and/or coordinate parent workshops and meetings
- Upon the request of a parent, serve as a support during meetings
- Work under the leadership of building principal or designee to support school goals and needs
- Work with parents and school community to establish and maintain a school-based parent group such as Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Parent Teacher Student Association (PTSA), etc.
- Participate in School Based Management Team meetings (SBMT) by sharing parent voice
- Share parent engagement policies to enhance awareness
- Support the planning of school activities to achieve school goals
- Work with school leaders to establish partnerships to support school goals
- Support trusting relationships between school and home
- Support rapport-building and connectedness with students
- Recruit school families to participate in school-based activities and meetings and Saturday Academy and Parent Center offerings each month
- Conduct check-in with new families each month
- Assist school with late arrival and early dismissal sign-in, if needed
- Encourage parent participation in various BPS parent organizations

### **High Expectations and Rigorous Instruction**

Parents and families are essential partners in understanding and meeting the needs of their children and must know how their children are progressing in school and what they can do to support their learning and development. While it is imperative for students and teachers to have high expectations for student performance, it is likewise important for parents to hold high expectations and reinforce expected academic behaviors at home.

What does it look like in practice?

- Parents and families ensure that children go to school and to all classes, on time, every day and are prepared and ready to learn.
- Parents and families provide a learning environment for children to do homework and actively monitor children's homework and level of completion.
- Educators, parents, and families partner to identify and implement plans and practices that support jointly identified desired outcomes or goals for students.
- Educators ask families for information about their child, family, culture, values, norms, beliefs, and/or community to use in classroom planning.
- Educators get to know individual families and their stories so that teachers can understand what families need to support their child's learning.



- Parents and families have information, tools, and training about child development and how to create supportive learning environments outside of school that are linked to what the child is learning in the classroom.
- Conferences and visits are arranged by the school or as requested by parents and families based on students' individual needs.
- Parents and families attend meetings, parent/teacher conferences and workshops designed to increase student achievement.

Buffalo Public Schools uses multiple means to share academic information with parents. Once such communication method is **Schoology**. Buffalo Public Schools uses Schoology as our learning management system (LMS). All students have personal accounts that allow them to access information about coursework, homework, submit assignments, and receive communication directly from their teacher. Some schools also send schoolwide announcements through Schoology. Parents can create accounts, as well, to keep informed about expectations for student work.

Infinite Campus is the District's student information system (SIS). The parent component of Infinite Campus is **Parent Portal**. Using [Parent Portal](#), families can also access their student's records, including details on their student's grades, attendance and behavior records. Families are strongly encouraged to register for Parent Portal access.

Knowing the importance of receiving information about grade-level standards and expectations and strategies to support academic growth, BPS has created a number of helpful reference tools for families.

### **DEVELOPMENTAL EXPECTATIONS**

The early years are pivotal in a child's developmental progression. The American Academy of Pediatrics and the Center for Disease Control and Prevention have outlined age-related markers that every child should reach by 12, 24 and 36 months of age. Developmental milestones are things most children can do by a certain age. These should be viewed with sensitivity, as each child develops in their own manner. A child may be on track without having learned every skill. Parents should intervene by alerting their child's doctor with any concerns over progress or delays. [Developmental Expectation](#) documents are available in multiple languages on the BPS website.

### **GRADE LEVEL EXPECTATIONS**

New York State learning standards outline what a student should know and be able to do by the end of the grade level, grade band, or course. There are also additional skills that a well-rounded student should possess. The BPS [Grade Level Expectations](#) documents delineate for parents the skills and knowledge that students should possess if they are on track for success and affirm BPS's high expectations for student learning as well as suggesting ways to ways to reinforce concepts at home.

### **SUBJECT AREA EXPECTATIONS**

New York State learning standards outline what a student should know and be able to do by the end of the grade level, grade band, or course. There are also additional skills that a well-rounded student should possess. The BPS [Subject Area Expectations](#) documents delineate for parents the skills and knowledge that students should possess if they are on track for success in high school and affirm BPS's high expectations for student learning.



## Ongoing Professional Learning

Since launching in October 2016, the **BPS Parent Centers** have provided ongoing services to thousands of parents, caregivers, and the community. At each Center, parents and caregivers arrive to a warm atmosphere where opportunities to collaborate, access resources, supports and educational workshops are available. Parents are greeted and assisted by a Parent Center Engagement Liaison who is eager to assist with a variety of services including:

- Parent Academy learning session registration
- Academic curricular and parent resources
- Legal advice provided through Say Yes Buffalo Legal Clinics
- Health insurance provider enrollment
- Desktop and touch-screen laptop computer access
- Printing services
- Job search information
- Clothing, food, toy giveaways
- Voter Registration
- And so much more...

All of these services are free to participants. Families are also invited to the Centers as a means of self-care by simply relaxing on the comfortable sofas or chairs, enjoying a cup of coffee, and browsing books and other literature available through the Parent Center lending libraries (connects to Strategic Plan Goal 5, Commitment 5.4).

## SCHOOL LEADERSHIP

Principals and assistant principals work collaboratively with building stakeholders to implement the four principles of the NYS Culturally Responsive-Sustaining Framework to improve student achievement throughout the District.

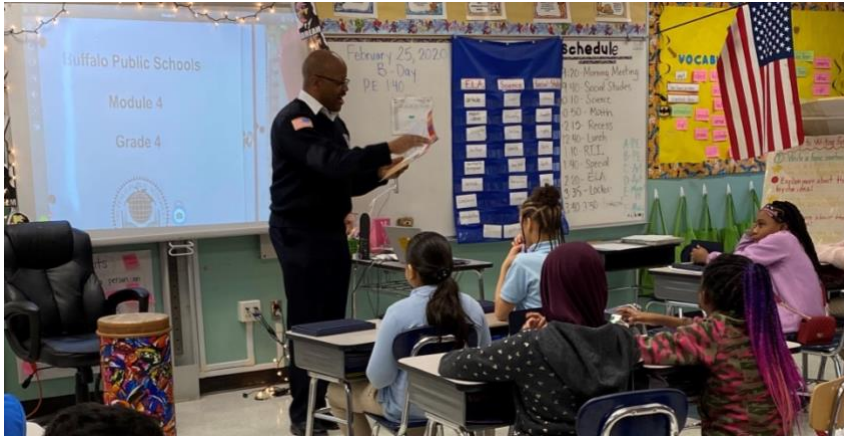
[Associate Superintendents for School Leadership \(ASL\)](#) are responsible for the supervision and support of school building administrators, coaching building administrators throughout the school year to ensure administrator growth and student success in all school buildings.

### Welcoming and Affirming Environment

School climate impacts student achievement. The building leader's practices establish expectations for climate and culture in the school building, thereby helping to foster a welcoming and affirming environment. For instance, building leaders can establish a welcoming and affirming environment in their buildings through scheduling. At the elementary level, principals can ensure that each day begins with a Community Building or Restorative Circles as part of the morning meeting. Secondary building leaders can build AP and dual enrollment courses into the master schedule and actively recruit typically underserved students to participate in those classes.







School leadership can also support a welcoming and affirming environment by establishing the importance of cultural representation. Many schools begin the year with All About Me projects, letting students share information about themselves and sending the message that they are an integral part of the school community. Additional opportunities to foster a sense

of belonging and to showcase the diverse cultures of the school include posting banners and signage in the languages of the families at the building and displaying pictures and other materials throughout the school that are reflective of the student population.

Building leaders must also ensure that classrooms exist as safe spaces for learning. Through use of research-based behavior interventions in the Positive Behavior Supports Framework, administrators set the expectation that staff will approach behaviors proactively and supportively. These positive behavior interventions also support fair and consistent implementation of the Code of Conduct. In addition, building leaders are responsible for adhering to Dignity for All Students Act (DASA).

Finally, helping families to feel welcome in the school setting is of paramount importance (connects to Strategic Plan Goal 4, Commitment 4.3). Working with the Parent Engagement Liaison (PEL), staff should strategically plan how to engage with families in various capacities throughout the year (e.g., Title I parent nights, Saturday Academy, Raising a Reader, parent events, PTO meetings). The building leader can also establish a welcoming environment through ongoing communication with families. Buffalo Public Schools offers multiple communication platforms to connect with families, including use of interpreters, Language Line, Talking Points, and School Messenger, which allows schools to send messages to their families via text, phone or email. Additionally, participation in the [School Building Management Team \(SBMT\)](#) is another vehicle to engage parents. The SBMT unpacks school building data with stakeholders to evaluate academic performance trends for the creation of a School Comprehensive Education Plan (SCEP) and continues to monitor implementation of the SCEP throughout the year. Consider parent feedback in setting meeting dates and times and allow virtual participants when possible for participants who might not be able to come in-person.

### **High Expectations and Rigorous Instruction**

Building leaders help to ensure rigorous instruction at the classroom level by setting expectations for the implementation of the [Instructional Priorities for Mathematics and Literacy Across the Content Areas](#) using the [Coaching Tools](#). Effective implementation helps to create classroom environments that are academically rigorous and intellectually stimulating. This includes helping teachers to use District materials with skilled fidelity and ensuring that classroom instruction provides access to grade-level content. Building-wide training on criteria for success can support teachers to check for understanding and set up students for success throughout the lesson. In mathematics classrooms, principals can support teachers with professional development and strategies to provide instruction that allows all students an opportunity to explain and justify their thinking. In ELA and reading classrooms, principals



can emphasize the importance of independent reading of the anchor text with built in checks for understanding.

Building administrators also demonstrate high expectations for student learning by providing academically rigorous courses such as Advanced Placement or dual enrollment at the high school level or Regents or other accelerated courses for eighth graders. Currently, BPS offers accelerated courses in world languages, science and/or algebra at many District Pre-K-8 schools. This entails providing adequate preparation, including [spiraling mathematical content through grade 6, 7 and 8](#) to appropriately prepare students for the rigors of Algebra. Accelerated courses will be approved by the Office of Instruction in conjunction with the school's ASL and should not be initiated without engaging in a thorough planning process in conjunction with the department supervisor or director.

Principals can also share the Education Bargain One Voice, One Vision, One Mission document and the [Grade Level and Subject Area Expectations](#) documents with families at the beginning of the year to help inform and engage families and open the door to discussions of our shared responsibilities in the education of students.

### **Inclusive Curriculum and Assessment**

Building leaders support the implementation of curricular initiatives that highlight historically marginalized communities and people. Rising Voices (K-5) and Indigenous (K-6) classroom libraries will be provided to elementary schools. Continued engagement of building leaders in District disproportionality sessions, the Urban Forum, and implementation of the building based CLRI team, led by the Guardian of Equity, will further this work. Building-level identification of areas of existing disproportionalities will also help to identify priorities.

Moreover, there are many tools available to monitor the implementation of school and district initiatives and academic success. For example, schools periodically administer surveys to students, staff and families. Additional data points, including office disciplinary referrals (ODRs), attendance, and short and long-term suspensions, provide feedback about the implementation of RtI-B at the school level. Formative and summative academic data (e.g., iReady, IXL, DIBELS 8, IRLA, State assessments), grades, lesson plan review, and data collected through the BPS Instructional Priorities Coaching Tools provide opportunities to monitor implementation of the three tiers of academic RtI services. Disaggregation and analysis of this data should drive building-level professional development. Secondary administrators also use data collected in partnership with Equal Opportunity Schools (EOS) to recruit diverse students for the dual credit and AP initiative.

### **Ongoing Professional Learning**

Building leaders must ensure that staff are provided appropriate avenues for ongoing professional learning. In some cases, buildings use their budgets to provide voluntary PD opportunities aligned to their SCEP or identified needs. Moreover, building leaders create time in the master schedule for vertical and horizontal planning sessions. Scheduled grade level or common planning time meetings allow job-embedded professional development for teachers and staff members. Regularly scheduled meetings with the literacy or instructional coach enable leaders to plan for this PD, as well as upcoming events, faculty meetings, and other professional learning opportunities. In addition, staff can take advantage of district-level PD. Principals should monitor attendance at mandatory school day professional development sessions when district initiatives are rolled out.



Ongoing professional development is also available to administrators themselves. The [Professional Standards for Educational Leaders \(PSELs\)](#) define the nature and quality of work of educational leaders, clarifying the relationship between leadership and student learning. All untenured principals participate in coaching and engagement in professional learning communities. Likewise, there are voluntary opportunities for administrative coaching provided for interested assistant principals. Additional professional learning opportunities are provided to school building leaders throughout the school year (e.g., Urban Forum, Disproportionality sessions, monthly principal meetings). In addition, important communications are shared through the OSL Weekly Bulletin.

Prospective administrators or those looking to become principals can participate in professional learning opportunities through administrative pipeline and preparation programs. The **Buffalo Aspiring Leaders Academy (BALA)** program is designed for aspiring administrators seeking to earn certification. In collaboration with the State University of NY at Buffalo (UB), leadership candidates earn required credits and experience necessary for NYS certification. The BPS Leadership Academy (**BPSLA**) program is designed to complement the academic preparation and certification programs of current and aspiring administrators. Buffalo Public Schools Leadership participants engage in learning opportunities designed to further develop their knowledge and understanding of the skills, competencies, and attitudes needed in a transformational leader in BPS.

## SOCIAL EMOTIONAL LEARNING AND HEALTH AND WELLNESS

It is critical that schools are safe, welcoming places for students. The BPS strives to cultivate a sense of belonging and acceptance in schools and classrooms. However, adverse childhood experiences can have a significant impact on a student's academic success and overall wellbeing. For this reason, BPS has a number of proactive measures and interventions in place to provide students with the support they need to achieve academically and socially.

### Welcoming and Affirming Environment

Response to Intervention for Behavior (RtI-B), in tandem with academic Response to Intervention services, comprises the BPS' **multi-tiered system of supports (MTSS)**.

**Positive Behavior Intervention Systems (PBIS)** is a significant component in BPS' MTSS plan. PBIS is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school climates. This continuum of positive behavior support for all students is implemented in areas including classrooms and other settings (e.g., hallways, busses, restrooms). Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

PBIS Tier 1 universal approaches are preventative and include the development of school-wide expectations, a behavior matrix, and reinforcement systems to reward desired social behavior. In BPS, Tier 1 Teams, composed of building administrators and stakeholder representatives, drive the implementation of Response to Intervention-Behavior (RtI-B) for the school building. The Team develops and implements effective behavior management and motivation practices and behavior support for all students. Progress and outcome data are collected and reviewed by the Team to determine the success of implementation and to determine areas of need. Following the Safe and Civil Schools model, high school teams have developed Guidelines for Success, behavioral matrices,



behavioral lesson plans, and system practices (such as Start on Time, an intervention strategy to improve the safety of transitions and reduce tardies in high schools).

In the BPS, the school’s Student Support Team (SST) is the Tier 2/3 systems team. PBIS Secondary Systems provide targeted interventions to support students who are not responding to Universal strategies. Interventions within the Secondary System are more specific to the needs of some children and designed for a smaller number of students who require more focused behavioral support. Effective secondary interventions will produce measurable changes in behavior and improvement in a student’s success. Progress monitoring guides adjustments to interventions or recommendations for Tertiary supports. Interventions include [Check-in Check-out](#) and [Social/Academic Instructional Groups \(SAIG\)](#), and [Behavior Support Plans \(BSP\)](#). Please note, BSPs are only for general education students. If students with IEPs require more targeted intervention, they will go through the FBA/BIP process as part of Tier III.

Tertiary supports are designed for individual students who are identified as having severe, chronic, or pervasive concerns. The goal of Tertiary support is to diminish problem behavior and increase a student’s skills and opportunities for an enhanced quality of life. A collaborative teaming process is followed when developing and implementing tertiary supports. Tertiary interventions support is tailored to meet a student’s specific needs and the characteristics and specific circumstances related to the student. Interventions include Wraparound services, (Wrap) and [FBA/BIPs](#) for students with disabilities. Visit the School Climate pages on the BPS website to see a [triangle diagram](#) of the Three-tier model.

**Student Support Teams (SST)** in every building supports the implementation of the BPS’ multi-tiered system of supports (MTSS). The SST is comprised of a psychologist, school counselor and social worker who work collaboratively to support tertiary interventions alongside other district personnel such as, but not limited to, attendance teachers, MTSS Coaches, and the Crisis Prevention and Response Team. The SST will coordinate, maintain, and submit data tracking for behavior interventions, communicate with MTSS/Wellness Tier 1 Team, support all teachers with the strategies for effective implementation of secondary and tertiary interventions, and work with the general and special education teachers in classrooms to provided academic and behavioral strategies for students. In 2022-23, SST members will also use Second Step curriculum resources to provide an extra layer of social-emotional support for targeted students. Each team member shares responsibilities for MTSS implementation and also provides specific services:

Psychologist	Social Worker	School Counselor
Facilitate Tier 2 and 3 interventions: <ul style="list-style-type: none"> <li>Behavior Support Plans</li> <li>Check-in/Check-out</li> <li>Social Academic Intervention Groups (SAIG)</li> <li>Behavior Intervention Plans (BIP)</li> </ul> Lead Secondary Systems meetings and Problem-Solving Team meetings: <ul style="list-style-type: none"> <li>ensure fidelity of interventions</li> <li>alter interventions as necessary</li> </ul>	schedule and conduct home visitation conferences and other partnership activities with families work individually or in groups with students in need of support and counseling consultant to teachers implement interventions at all three Tiers	Assist individual students with: <ul style="list-style-type: none"> <li>Home, family and peer relationships;</li> <li>health and emotional adjustment;</li> <li>counseling in personal growth, maturity, self-understanding</li> </ul> Check-in/Check-out support individual and small group counseling regarding attendances, tardiness, academic and behavioral progress



Moreover, counseling services are available for students in grades Pre-K through 12 in each of our schools through the BPS partnership with Say Yes Buffalo. Appointments can be made with a licensed **mental health clinician** who can support students dealing with depression, anxiety, self-harming behaviors, family conflict, anger or aggression in addition to other areas needing assistance.

[The BPS Code of Conduct](#) (connects to Strategic Plan Goal 1 & 3, Commitment 1.6 and 3.7) was developed to ensure that schools are safe and orderly environments where all stakeholders work collaboratively to support the needs of all students. Ongoing feedback from stakeholders has helped refine the Code over time. The Code of Conduct cites specific levels of intervention:

### **LEVEL 1 CLASSROOM INTERVENTION RESPONSES:**

- Classroom support and SST support may be appropriate when the student has no prior incidents and interventions have not been put in place.
- Intervention responses at the classroom level are universal and involve all students.
- Teachers are encouraged to use a variety of teaching and classroom management strategies and interventions that aim to teach correct and alternative behaviors so students can learn and demonstrate safe, respectful behavior.
- Examples of Classroom Interventions and Responses
  - Establish relationships
  - Contact caregiver
  - Change student seat
  - Conduct a teacher/student conference
- Examples of Student Support Team Responses (Extra support can be provided at any time):
  - Mentoring
  - Conflict resolution
  - Caregiver notification

### **LEVEL 2 APPROPRIATE ADMINISTRATIVE INTERVENTIONS AND SUPPORT:**

- Interventions at the administrative level may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning environment.
- Intervention responses at the administrative level involve some students who are at risk.
- Examples of administrative responses include:
  - Change in schedule
  - Coordination of Check-In/Check-Out
  - Caregiver notification
  - Conflict resolution
  - Coordination of Social Academic Intervention Groups (SAIG)
  - Restorative justice strategies
  - Loss of privilege



### LEVEL 3 SHORT TERM SUSPENSIONS AND REFERRAL RESPONSES:

- Interventions may involve short term removal of student (suspension) when interventions have been put into place, but behavior is escalating (repeated offenses)
- Examples of suspension and referral responses for short term suspensions:
  - Restorative Justice Strategies
  - Develop Functional Behavioral Assessment and Behavior Intervention Plan
  - Referral to Student Support Team

### LEVEL 4 LONG TERM SUSPENSION RESPONSES:

- These interventions involve removal of a student from the school environment because of the severity of the behavior.
- Examples of Extended Suspension and Referral Responses:
  - Caregiver notification
  - Alternate education placement by school
  - Extended suspension
  - Common Mediation
  - Referral to community partners
  - Behavioral Intervention Plan
  - Referral to IEP Team for Manifestation Determination
  - Risk Assessment
  - Restorative Justice strategies

### High Expectations and Rigorous Instruction

The District has high expectations for student performance. Attendance is a major factor in a student's academic success. Supporting student **attendance** is a collaborative effort between attendance teachers, school staff, parents, and district support.

Teachers are required to record accurate attendance period by period in Infinite Campus (IC). Attendance teachers must document outreach attempts to parents concerning attendance issues through the Parent Teacher Correspondence Tab in IC. Teachers and school administrators are encouraged to document outreach in the same manner.

[A tiered approach](#) will be utilized to address attendance improvement. This tiered approach is based on the philosophy of identifying personalized interventions and strategies as a student's absenteeism increases.

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departure occurs, attendance teachers and other designated staff should pursue the following: a) Identify root causes of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures); b) recommend interventions. Contact staff most closely associated with the root causes. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted; c) Discuss strategies to directly intervene with specific pattern(s).





## Inclusive Curriculum and Assessments

Supporting students' [Social Emotional Learning \(SEL\) Core Competencies](#) through self-management, self-awareness, social awareness, relationship skills, and responsible decision making will support the whole child.

In prekindergarten and in many kindergarten rooms, teachers provide instruction using **Second Step**, a curriculum that allows teachers to target the social emotional learning needs of students. Targeted prekindergarten classrooms also receive support from Positive Emotional Development and Social Skills ([PEDALS](#)) coaches, an initiative of the Health Foundation for Western and Central NY. In addition, the District Student Support Teams Pre-K-8 will receive and be trained on Second Step curriculum over the next year to proactively intervene with students in need. Moreover, the District infuses SEL curriculum into programming for students attending summer school offerings in grades K-8 (connects to Strategic Plan Goal 3, Commitment 3.13).

However, to be effective, SEL should be introduced throughout the day. In BPS, teachers infuse **Restorative Circles** as needed and often start the day with **Community Building Circles**. The Circle is a carefully constructed, intentional dialogue space that welcomes emotions and difficult realities, while maintaining a sense of positive possibilities. The philosophical foundation of the Circle has two components:

- Values that nurture good relationships
- Key teachings common among Indigenous communities.

Circles provide a sense of community where students and teachers can connect with each other on various topics. They support mindfulness practices as well as supporting emotional regulation. Additional information can be found on the [Office of School Climate website](#).

Another aspect of social emotional learning is a focus on social awareness (e.g., empathy, perspective taking, understanding diversity, unconscious bias). This can be fostered through restorative practices, which includes relationship-building, digging to root causes of the behavior, and alternatives to suspension.

It is important to remember that adults also need support. The **Collective Care Cafe (CCC)** is an opportunity for individuals to check in and connect with others. Our motto is “you can’t pour from an empty cup” and our goal is for participants to leave refreshed, rejuvenated and re-centered. The CCC covers a range of topics that focus on enhancing overall wellness areas such as, but not limited to, physical, social, emotional, intellectual, and financial. These can be offered in person or virtually.

## Ongoing Professional Learning

Professional development opportunities are provided to teachers, administrators, teacher aides and teaching assistants, community partners, parents and students that support social emotional learning and health and wellness. All of the trainings help to create a positive culture and climate within our schools that is welcoming and inclusive. District-wide training in Restorative Practices and Trauma-informed Care affirm the importance of equity by providing platforms to connect and be empathetic of others. Trainings encompass the 5 CASEL competencies focus don self-awareness, self-management, social awareness, responsible decision making, and relationship skills.



## SPECIAL EDUCATION

All students can be successful given appropriate supports and services derived from a focus on the strengths and needs of each individual student provided in an inclusive and collaborative environment. All services delineated in Part 200 regulations, including integrated co-teaching, are provided at multiple sites within the District. Students are supported in the least restrictive environment (LRE).

### **Welcoming and Affirming Environment**

The classroom environment is a crucial factor in student learning. An engaging learning environment increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills. By providing an environment that addresses a student's individual strengths and needs, students can learn using methods and supports that best work for them. Therefore, you will see various methods, strategies and supports present in our classrooms for students with a disability.

Calming materials consist of items that can be placed in a designated area of a classroom to proactively support students with emotional regulation issues. These items can include mats, lighting equipment, and comfortable seating. These items along with explicit instruction and guided support, can help students feel safe and calm. Students then have the ability to move back to instruction with greater success once they are more emotionally regulated.

Items in the Break Box™ and Teen Break Box™ support students of all ages in regulating their energy and emotions, minimizing disruptive behaviors, and improving concentration, especially those with specific challenges. The box includes sensory-based activities, activity guides and data collection information, tools for fine motor skills, calming pressure, tactile exploration and hand-eye coordination.

**The Student Voice Comprehensive Plan** increases student voice in their IEP meetings. Students at all grade levels have the opportunity to participate in activities such as completing a survey, conferencing with teachers, creating a powerpoint to highlight what they want teachers to know about how they learn. Students may share this information at their IEP meeting or may have their teachers share it for them. By increasing student voice, students can share their future interests, discuss what is working best for them and ask questions. This initiative helps to increase student self-advocacy skills and assists staff in creating a program that best meets the needs of the student. Students in grades 7 and 8 12:1:1 or 15:1 settings participate in High School Options meetings in the Fall of the school year. These meetings highlight the various [Differentiated CTE programs](#) offered across the District. This allows students to choose a high school where the program offered matches their interests and goals for the future. Students in grades 5 and 6 participate in these meeting in the spring to prepare them for what choices they may have in High School.

### **High Expectations and Rigorous Instruction**

Having high expectations for student achievement helps to prepare students for post-secondary opportunities. The District provides the instructional and environmental supports necessary to prepare students for the future and to maximize their potential.

If a teacher has academic or behavioral concerns about a general education student, a Request for Assistance (RFA) should be submitted to the Student Support Team (SST). The SST will review the request for assistance and determine what interventions can be implemented to remediate areas of concern. A student will go through a multi-tiered intervention process for a period of time. If a student is



not responding to interventions, the teacher should begin to document interventions on a Student Intervention Record (SIR). At this time, a referral to special education can be discussed. A student suspected of having a disability shall be referred in writing to the chairperson of the CSE or the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination for eligibility for special education programs and services. A referral may be made by a **student's parent**, or a **designee of the district** (special education administrator). A **request for referral** is a written request for an evaluation that may be made by a teacher of the district.

A written request for referral must state the reasons for the referral and include any test results, records, or reports upon which the referral is based that may be in the possession of the person submitting the referral, describe in writing the intervention services, programs, or instructional methodologies used to remediate the student's performance prior to referral, including any supplementary aides or support services provided for this purpose or state the reasons why no such attempts were made, and describe the extent of parental contact or involvement prior to the referral. This information can be found in the SIR packet.

If a student is found by the Committee on Special Education to require special education services, an **Individualized Education Plan (IEP)** drives the program that is provided for the child. This document considers the student's strengths and areas of need both academically and socially as well as current performance to determine what specialized instruction - including related services if applicable - are necessary for the child to make progress with the curriculum. It clearly delineates the unique goals for the year and discusses the supports and services necessary for the student to reach those goals.

Special Education Continuum		
The continuum of special education services for school-age students with disabilities is an array of services to meet an individual student's needs. (CR Part 200 Regulations can be found <a href="#">here</a> )		
Related Services	Consultant Teacher	Integrated Co-Teaching [ICT]
<p>To provide developmental, corrective and other supportive services. Definitions of various Related Service can be found <a href="#">here</a>.</p> <p>Service may be provided individually or in a small group with a maximum group size of five students.</p> <ul style="list-style-type: none"> <li>• Speech Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Orientation and Mobility</li> <li>• Psychological Counseling</li> <li>• Assistive technology</li> <li>• Skilled Nursing services</li> <li>• Vision Service</li> <li>• Hearing Service</li> </ul>	<p>Direct Service: to aid the student to benefit from the general education class instruction</p> <p>Indirect Service: to assist the general education teacher in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of the SWD who attends the general education class.</p>	<p>Provide academic and specially designed instruction (SDI) in the general education setting to an integrated group of students. General and special education teachers share responsibility for planning, delivering, and evaluating instruction of all students. Special education teachers ensure the delivery of SDI.</p> <p>Teachers use Dr. Marilyn Friend's <a href="#">Six Co-Teaching Approaches</a>:</p> <ul style="list-style-type: none"> <li>• Station Teaching</li> <li>• Parallel Teaching</li> <li>• Teaming</li> <li>• Alternative</li> <li>• One Teach, One Assist</li> <li>• One Teach, One Observe</li> </ul>



Special Class	Resource Room
<p>Provide specially designed primary instruction to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers. Students are grouped based on similarity of need.</p> <ul style="list-style-type: none"> <li>• 6:1:1 highly intensive management</li> <li>• 8:1:1 intensive management need</li> <li>• 12:1:1 management need interferes with instructional process</li> <li>• 12:1:2 medically fragile</li> <li>• 12:1+3:1 Severe multiple disabilities</li> <li>• 15:1 specialized instruction</li> </ul>	<p>Program for SWDs registered in either a special class or regular class who are in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.</p>

**Specially Designed Instruction (SDI)** is provided to all students with a disability. Specially Designed Instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

### **Inclusive Curriculum and Assessment**

Multiple opportunities and differentiated programs are available to ensure successful outcomes for our students. For instance, the **Unique Learning System** is designed to help students who are NYS alternately assessed access state learning standards. This is a standards-based curriculum that provides differentiated lessons based on the student’s skills and knowledge.

Our comprehensive new online **transition curriculum**, Life Centered Education, encompasses lesson plans, assessment tools and resources that will address the needs of students with disabilities as they prepare for high school and post-secondary outcomes. The curriculum will be implemented with students working towards a diploma and those earning an alternate diploma.

New **Differentiated CTE** programs continue to be developed for those students who receive special education services and may exit high school with the CDOS Credential. These programs afford students the skills for entry-level job opportunities. There are various career and technical education program options for students depending on personal interest. Currently, the District offers Auto Technology, Business, Building Management, Culinary Arts, Graphic Communications, Horticulture, Interior Design, Printing, and Technical Theater. Course descriptions can be found [here](#).

Buffalo Public Schools also provides training and resources to implement various academic interventions.

**Orton Gillingham**, a structured literacy program, is designed to support students with dyslexia and other severe reading difficulties. Special education teachers K-8 receive training and resources to implement Orton Gillingham.

**Fast ForWord** is an evidence-based, adaptive reading and language program that addresses the unique needs of students, targeting key foundational reading skills such as phonemic awareness, phonics, fluency, and vocabulary. The program also listens to and monitors students’ speech to help assess automaticity and implement needed interventions to improve fluency.



In addition, BPS currently partners with both Daemen University and Canisius College to **meet the needs of students with autism**. Daemen University provides interventions and supports in the form of in-classroom training and online training modules. For students with more intensive needs that require immediate support, Daemen will conduct an individualized assessment and develop a plan based on the results of the assessment. Canisius College provides SchoolMax, an intervention program through which teachers and paraprofessionals receive training, ongoing consultation and support in implementing intervention components - *social skills group, therapeutic activities, emotion recognition, behavioral program [individual daily notes], parent education* – and support to assess and monitor evaluation of progress and outcomes.

### **Ongoing Professional Learning**

Special educators engage in many opportunities for professional learning, both synchronous and asynchronous. These include topics such as SDI, integrated co-teaching, high leverage practices, Behavior Intervention Plans, progress monitoring, use of calming materials in our special classes for aides and assistants, and support for students with Autism for teachers, aides and assistants. Teachers also participate in content area learning opportunities along with their general education peers. Additionally, new opportunities will be developed to support teacher aides and assistants with specialized programs.

Buffalo Public Schools administrators, teachers and paraprofessionals can access special education resources by going to Schoology and joining the BPS Special Education Teacher group. The code to join this group is 99WH-D7DP-QK364. In addition, Using the link below you can access various resources from the Division of Special Education for parents, staff, and the Committee on Special Education (CSE). [Link to Resources for the Division of Special Education](#).

## **STAFF DEVELOPMENT**

Buffalo Public Schools provides professional learning opportunities aligned with the NYS Teacher Effectiveness Framework and the Culturally Responsive-Sustaining Education Framework Principles, providing differentiated ongoing professional learning to improve educator effectiveness and student success. Data from educator practice, student outcomes, best practices, and District priorities are used to tailor opportunities that assist educators to establish a welcoming and affirming learning environment, hold high expectations and provide rigorous instruction for all students with the use of inclusive curriculum and assessments. Buffalo Public Schools provides professional learning opportunities to administrators, teachers, paraprofessionals, psychologists, clerical staff, security, and cafeteria workers.

Professional learning is offered synchronously both in-person and virtually, and asynchronously in self-paced format. Buffalo Public Schools provides a professional development calendar and catalogue to inform stakeholders of upcoming opportunities. Participants register through the professional growth system (PGS). Transcripts allow participants to track their participation for State or other reporting purposes.



**Professional Learning Plan** (connects to Strategic Plan Goal 2, Commitment 2.3)

The term 'professional development' means that professional learning opportunities

- are an integral part of District’s strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and,
- are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

The BPS Professional Learning Plan (PLP) is developed by a committee of stakeholders forming the Professional Learning Team (PLT). A yearly survey is administered to various stakeholders, and results, in combination with academic and other data points, are used to determine needs for professional development for the upcoming school year.

Professional Learning Plan	Professional Development Calendar and Catalogue	District Resources
<ul style="list-style-type: none"> <li>• PLT membership: teachers, school administrators, curriculum specialists, teaching assistant liaison, higher education liaison, parent liaison</li> <li>• Stakeholder Needs Assessments</li> <li>• Data used to differentiate offerings</li> <li>• Yearly BOE approval</li> <li>• Opportunities for Continuing Teacher Leader Education (CTLE) hours</li> </ul>	<p>Catalogue</p> <ul style="list-style-type: none"> <li>• Offerings aligned to District Priorities: CLRI, Literacy across the content areas, mathematics, core and encore content and programs, instructional technology, DDI, SEL/wellness, teacher-leader effectiveness</li> <li>• Format: Synchronous (e.g., virtual, in-person) or asynchronous (i.e., Self-paced)</li> </ul> <p>Calendar:</p> <ul style="list-style-type: none"> <li>• New Teacher Orientation</li> <li>• Superintendent Conference Days</li> <li>• Job-embedded professional learning during grade level or common planning time meetings, coaching sessions</li> <li>• After school &amp; Saturday class offerings</li> <li>• Monthly principal meetings</li> </ul>	<p>Professional growth system (PGS) to manage PD offerings, track completion and reporting requirements</p> <p>Learning management system - Schoology - to house content, help track completion</p> <p>Microsoft Teams to host virtual conferencing</p>





## New Teacher Induction and Mentoring

In order to retain highly skilled professionals, mentoring services are available to teachers in their first three years of teaching in BPS. Working with new teachers, mentors conduct classroom visits and one-on-one meetings and provide side-by-side coaching. Mentees participate in professional learning opportunities through New Teacher Orientation and the New Teacher Academy. The mentor and mentee teacher relationship is one of strict confidence.

The BPS Teacher Mentoring program is designed to build relationships that encourage and support:

- Understanding of District expectations,
- Achievements of personal and professional goals, and
- Development of sound practices that lead to high quality instruction for all students.

## Continuing Teacher Leader Education (CTLE)

Teachers, paraprofessionals, and administrators holding a professional certificate must earn 100 hours of Continuing Teacher Leader Education (CTLE) credits every five years to maintain their certification. Additionally, there are also CTLE requirements for language acquisition.

Type of Certificate	Language Acquisition Requirement
Professional certificate holders in TESOL or bilingual extension	50% of required CTLE hours must be courses targeting <ul style="list-style-type: none"><li>• language acquisition, including</li><li>• focus on best practices for co-teaching strategies</li><li>• integrating language and content instruction for English language learners</li></ul>
All other professional certificate holders	15% of required CTLE hours must be courses targeting <ul style="list-style-type: none"><li>• language acquisition, including</li><li>• focus on best practices for co-teaching strategies</li><li>• integrating language and content instruction for English language learners.</li></ul>
Level III Teaching Assistant certificate holders	15% of required CTLE hours must be courses targeting <ul style="list-style-type: none"><li>• language acquisition, including</li><li>• focus on best practices for co-teaching strategies</li><li>• integrating language and content instruction for English language learners</li></ul>

Staff are responsible for tracking and submitting CTLE hours to the State Education Department. Transcripts from the BPS Professional Growth System can be used to provide proof of completion. However, participants must complete the PGS survey after each course in order for the record to show on their PGS transcript.

## Instructional Coaching

All Title I elementary buildings are allocated a literacy coach to provide professional development on District literacy initiatives. Schools may also allocate resources to provide coaching for mathematics or other content areas, instructional technology, early warning indicators, or behavior interventions. Additional coaches may be centrally based.

Coaches offer professional development, co-plan and facilitate grade level meetings or common planning time meetings, model instructional or management techniques, help plan lessons, support



assessment and data analysis, monitor interventions, and interventions, and ensure that teachers have appropriate materials.

Various central office departments support the work of the District coaches through ongoing professional development, meetings to discuss initiatives and responsibilities, and general supervision.

### **Grade Level/Common Planning time Meetings**

Grade level or common planning time meetings are an important means of providing professional development and monitoring student data. Meetings are built into school schedules, planned by building leadership with coaches as appropriate, and facilitated by coaches and/or administrators. Agendas are provided prior to the meeting to allow participants to prepare any necessary materials. Teams take and then share out the minutes to keep everyone focused on the work plan.

### **District Initiatives**

Certain professional development initiatives are sponsored at the District level because of their importance to the success of our students and because they span numerous teaching demographics.

- Culturally and Linguistically Responsive Teaching
- Training will introduce participants to creating culturally relevant lessons so that children see themselves in the curriculum through an affirmation of their history and culture resulting in increased student achievement, the closing of the achievement gap and the fostering of a commitment to social justice. Cultural proficiency will be used to discuss the educator's journey to honor each student, to combat racism, and to commit to social justice.
- Trauma-informed Care
  - Training includes types of trauma, effects of trauma on development, how trauma effects children in schools, and how we can support children with trauma.
- Restorative practices (connects to Strategic Plan Goal 3, Commitment 3.8)
  - Training covers the need for and the philosophy of the Restorative Approach. Participants will learn about the components of Circles, how the practices relate to the Positive Behavior Support District initiative, and the use of circles at each Tier.
- Technology Integration
  - A series of training opportunities is available for teachers as they infuse instructional technology into teaching. This includes various platforms, digital tools, interventions and other technology used to enhance instruction.
- Mathematics
  - Elementary teachers participate in NUMBERS training - a blend of theory, mathematics background knowledge, and best practice - that is focused on equipping teachers with a deep understanding of the mathematics they teach
- Literacy:
  - Pre-K-4, SPED K-4, ENL K-12, literacy coaches, and reading teachers participate in training for the Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS provides teachers with an understanding of scientifically based reading instruction, including essential foundational skills.
  - K-8 SPED, kindergarten, ENL K-8, reading teachers, literacy coaches participate in PD for Orton Gillingham, a structured literacy program that provides teachers with research-based ways to provide phonemic awareness and phonics instruction.



- Literacy coaches, SPED, general education and ENL teachers in grades 3-6 participate in morphology training, focusing on prefixes, suffixes, and base words to support vocabulary as well as comprehension.

For departmental and other PD offerings, please consult the [BPS Professional Development Catalogue](#) and [Calendar](#).

Additional professional development offerings are available through the **Buffalo Teacher Center**. Programs and services offered by the [Buffalo Teacher Center](#) respond to the needs of teachers and students. Workshops, one district credit courses, a technology lending program, workroom materials and information are available to BPS teachers as well as non-public and parochial schools within our district. Courses evolve from needs assessments, teacher requests, and the leadership of the Teacher Center Policy Board.



# OUT-OF-SCHOOL LEARNING OPPORTUNITIES

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# OUT-OF-SCHOOL LEARNING OPPORTUNITIES

Recognizing the need to provide additional supports to bolster student achievement, support social-emotional development, address trauma, and foster a community-support network, BPS has created or enhanced numerous opportunities outside of the traditional school day.

## **AFTERSCHOOL PROGRAMS** (connects to Strategic Plan Goals 2 & 5, Commitment 2.8 & 5.3)

The after-school program is a key element of the District's Next Level: One Voice, One Vision, One Mission, providing students across the District with extended learning opportunities for student success.

### **Elementary After-School**

At the elementary level, after-school programming operates Monday through Friday, two hours per day. Schools partner with community-based organizations (CBOs) to provide students with a welcoming and affirming environment. Together, they host programming that supports students in meeting social-emotional, academic, physical, recreational, and health and wellness needs. The **After-school Framework** consists of three components:

**Academic Enrichment** – These activities supplement, enhance, or reinforce what is learned during the regular school day. During this time, the teacher to student ratio is 15:1 giving teachers an extra opportunity to provide instructional support that is inclusive of all students. Teacher can utilize supplemental programs such as MobyMax, Lexia, and myOn. Woz Ed STEM activities will also be infused.

**Positive Youth Development** – Activities encourage students to develop into well-rounded and healthy adults who are contributing members of their communities.

**Health and Wellness** - Activities promote physical fitness and healthy eating habits.

Community based organizations that partner with the District participate in ongoing training in District initiatives such as Step Up to Writing, Trauma Informed Care, Restorative Circles, and CATCH program.

### **High School After-School**

High school after-school operates two hours daily, Monday through Thursday. At the high school level, the program is focused on credit recovery, Regents review and academic tutoring. If students need additional supports, schools can offer health and wellness or positive youth development activities that align with the District's after school framework. After school is a time where students have the option to stay while engaged in rigorous instruction that is additional beyond the school day.





## SUMMER PROGRAMMING (connects to Strategic Plan Goals 2 & 5, Commitment 2.8 & 5.3)

Summer School		
PreK-6	7-8	9-12
<p>Program provides academic acceleration and enrichment while supporting students' social-emotional needs</p> <p>The inclusive curriculum includes</p> <ul style="list-style-type: none"> <li>• ELA and math</li> <li>• CLR lessons</li> <li>• enrichment offerings</li> <li>• social emotional lessons</li> </ul> <p>Social workers support students</p>	<p>Program provides an opportunity for promotion to the next grade</p> <p>In grades 7 and 8, students must pass both ELA and math and either social studies or science</p> <p>The following recovery courses are offered: English, math, science, social studies</p>	<p>The program provides students the opportunity to</p> <ul style="list-style-type: none"> <li>• recover credits, and/or</li> <li>• take/retake Regents exams</li> </ul> <p>Students can take multiple recovery classes during the program.</p> <p><b>Earn While You Learn</b> opportunities available through the Mayor's Summer Youth Program; students are compensated for participation in summer learning</p>

### Say Yes Summer Camp

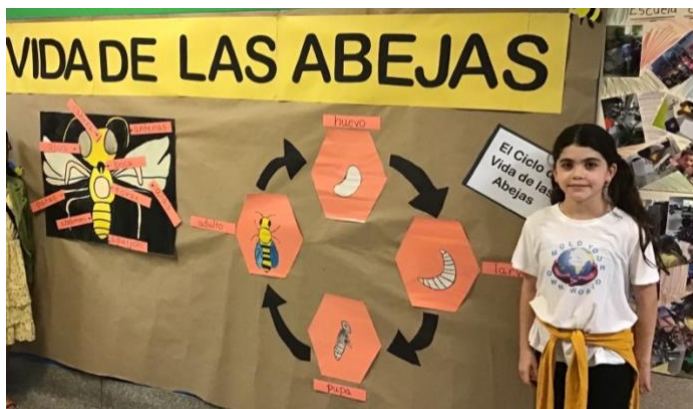
In addition to summer school offerings, BPS partners with Say Yes Buffalo, Erie County, the City of Buffalo and community/faith-based organizations to offer community-based Summer Camp at sites across the city. Some offer a 7-hour program or 4-hour program. This program is offered to students in grades Prek-6 (must be 5 years old by July 1<sup>st</sup>).

### Extended School Year (ESY)

Extended School Year is a service provided to students with a disability in order to prevent substantial regression. Eligibility for this service is determined by the Committee on Special Education (CSE).

### Se Levanta

The full-day Se Levanta summer program provides additional support for children in grades K-4 learning English, developing their academic Spanish, and embracing and expanding on their understanding of Latino culture.



### Jump Start

The full-day Jump Start summer program provides additional supports for children in grades K-11 who are at the early stages of learning English. Students in this program will receive instruction individually and in small groups and work collaboratively on special projects to help accelerate their learning.





### **Mural Mania**

This program integrates a mural painting curriculum with storytelling and community building with students entering grades 6-12. Students will learn the basics of drawing, designing and painting under the tutelage of a professional muralist(s) and a BPS art teacher. Students will paint individually or in small teams on manageable aluminum composite panels. These pieces will come together to create a larger work.

### **Woke Words**

This program integrates a creative writing studies curriculum with self-exploration, creative word play, storytelling, and community performance. Students will learn basic strategies of building poetry by developing writing competencies as well as theatrical performance. Students entering grade 6-12 become adept in the main elements of spoken word, such as rhyme, rhythm, diction, parallel sentence structure, gesture and body language, intonation, and expression.

### **Stage & Song Musical Theatre**

This program integrates a junior theater curriculum with creative explorations of song, dance and acting resulting in a junior musical theatre production for students entering grades 6-12. There are opportunities to develop performance skills that support student growth in speaking, writing, and listening and will help build self-confidence in students. Students will learn basic strategies of character-building that include emoting character attributes and stage presence that are important in theatrical performances and will include the four main elements of musical theatre - songs, spoken dialogue, acting, and dance- and teach students the emotional content of musical theatre that often focus on aspects of love, anger, humor, and pathos, communicated through words, movement, music, and technical enhancement.

### **Music Summer Enrichment Program**

Students in the BPS Music Summer Enrichment Program will work with instrumental and vocal specialists to enhance their individual and ensembles performance skills. The Music Summer Enrichment Program will provide students entering grades 7-12 with a kick-start of their music skills and prepare them for a successful, musical transition to the school year.

### **Orchestra Camp**

The audience for Orchestra Camp is current 3<sup>rd</sup> and 4<sup>th</sup> graders who take violin, viola, cello or bass lessons. The camp focuses on developing students' instrumental skills along with small group lessons that will create multiple ensemble opportunities.

### **My Brother's Keeper (MBK) Male Academy**

My Brother's Keeper (MBK) Male Academy is a youth scholar program implemented through the Office of Culturally & Linguistically Responsive Initiatives (CLRI), targeting students in grade 6-7 who participate in after-school programming and Saturday academies 1-2 times monthly from October to March. Young



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men in the program focus on leadership development, character education, mentoring, community service and fellowship alongside their male peers in fourteen target schools (3, 19, 27, 30, 31, 37, 53, 59, 74, 80, 89, 94, 97, and 156). In addition, scholars receive culturally, and linguistically responsive instruction and anti-racist teaching centered on identity; history and culture; international, national and local social issues; and leadership development. The mentoring component consists of ongoing events and interactions with successful men in the WNY community throughout the summer and school year. Additionally, scholars are provided opportunities to engage with technology, attend workshops, celebratory events and educational field excursions to local and out of state historical sites. The academic component of the program includes book studies, NYS standards aligned lessons, and hip hop literacy.

## **BIG SISTER/LITTLE SISTER DIALOGUES**

The Big Sister Little Sister Dialogues Mentoring Program implemented through the Office of Culturally & Linguistically Responsive Initiatives (CLRI), is made up of 11th and 12th grade young women from the Buffalo Public Schools. Every year, each high school is invited to choose two female scholar representatives for its school. BPS has partnered with the [Uncrowned Queens Institute for Research & Education on Women, Inc.](#) to develop this program, which aims to empower young women of color through activities that will help them to identify and clarify educational goals, develop network opportunities with experienced women, nurture aspirations, expand information on current issues, and engage in soft skills enhancement. Young women in the program are paired with successful women from the WNY area to serve as a mentor. Activities include guest speakers, writing and art workshops, cultural excursions and events, theater performances and a culminating project.

## **INTER-HIGH COUNCIL**

The Inter-high Council seeks to promote student leadership development by engaging in meaningful school and community activities. Members include high school seniors, juniors, and sophomores from each secondary building or program. A president is elected annually to represent students' voices on the Board of Education. The Inter-High Student Council provides service-learning activities and financial assistance to local charities.

## **LORNA C. HILL SPEAKING CONTEST**

The all-new **Lorna C. Hill Speaking Contest** implemented through the Office of Culturally & Linguistically Responsive Initiatives (CLRI), is an exciting new opportunity for students to showcase and hone their public speaking and performance talents, as well as edify their voices by performing text excerpts, poems, prose, or monologues. Students will use a wide selection of Black and African American authors from the Canon of Black Literature to perform on stage. Starting in December 2021, all high school students district-wide will be invited to join this fun and exciting contest. Preliminary contests will be organized by teacher leaders and will take place in each high school. Scholars who place in the school-based preliminary contest will compete in the **Lorna C. Hill Speaking Contest Finals** at the Ujima Theatre Company in April. Prizes will be awarded to final contest winners and include an anthology from the Canon of Black Literature, a theater internship opportunity, and a trip to New York City to attend a Broadway play!



## MBK FELLOWS

MBK Fellows is a New York State recognized high school program for young men of color in 11<sup>th</sup>-12<sup>th</sup> grade, through the Office of Culturally & Linguistically Responsive Initiatives (CLRI). The MBK Fellows Grant provides a mentoring component where young men have opportunities to gain authentic leadership experience(s) in government, education and business. Young men in the program engage in cultural events and excursions both local and out of state, participate in workshops, book studies, NYS leadership events, and develop service projects beneficial to the schools they attend and the communities they live in.

## OUR STORY PROJECT

The Our Story Project (OSP), through the Office of Culturally & Linguistically Responsive Initiatives (CLRI), is a program for 9th to 12th-grade scholars from select schools across the District. A culturally and linguistically responsive teaching curriculum is used as the framework for this program so that scholars learn about their own history, social justice, and are able to see themselves in the curriculum. Hip-hop literacy and technology skills are also embedded into the program to promote scholars' voices in advocating for social justice and 21st-century skills. Additionally, scholars take part in leadership development opportunities and culturally relevant field excursions, both local and out of state, all of which support scholars with achieving their own academic and personal commitment goals.

## SATURDAY HERITAGE ACADEMIES

The Saturday Heritage Academies provide students and families opportunities to engage in learning about specific world languages and cultures so as to create an environment that fosters, embraces, and honors the diversity of the District. Programs are tailored to support students in grades K-8 in their home language. Anticipated languages for the 22-23 academic year include Arabic, Bengali, Burmese, Karen, Seneca, and Swahili, and will be offered based on staff availability.

## SCHOLARS FOR SOCIAL JUSTICE

The Scholars for Social Justice (SSJ) Program, implemented through the Office of Culturally & Linguistically Responsive Initiatives (CLRI), is made up of 11th and 12th grade scholars from the Buffalo Public Schools. Every year, each high school is invited to choose two scholar representatives for its school. These scholars participate in the District's Disproportionality Workshop Sessions, SSJ-specific training, and their schools' CLRI Teams. Scholars engage in literature that centers the narrations of marginalized communities of color and discuss tenets of youth social justice advocacy. Scholars work together to discuss, debate and reflect on the following essential question: *What does it mean to learn, live, and love as a young person in Buffalo?*

## COMMUNITY SCHOOLS

(connects to Strategic Plan Goal 5, Commitment 5.4)

The Community Schools initiative is another key element of the District's Bargain with Families Next Level: One Voice, One Vision, One Mission, providing students across the District with extended learning opportunities for student success.

Beginning in the 2016-2017 school year, the BPS launched 13 community schools to build bridges between families and communities, leading to improved student learning, increased parent engagement, and healthier students. Since this time, the BPS Community Schools initiative has grown to



include 24 schools, both elementary and high. The sites are located within four quadrants, or zones, around Buffalo: East, West, Northeast, and South.

Buffalo Public Schools Community Schools use a “whole child” model to increase student outcomes and improve the surrounding communities. The five pillars of support are:

- Academics and Instructional Technology
- After-school and Saturday Programs
- Parent Centers and Adult Education
- Student and Family Support Services
- Community Partnerships

Each community school provides eight Saturday academies and four weekday/evening events. These events highlight academics, social-emotional learning, health and wellness, free resources to the community, and various vendors to expose the community to new and innovative programs and enhance learning for the whole child and the surrounding communities. Additionally, Community Schools assist with implementing educational programs which reduce learning gaps, increase social-emotional support, expand the academic curriculum, and strengthen parent and community engagement in schools.

In addition, the Community School programs provide funding for various Districtwide initiatives. This includes funding mentor teachers, IT coaches and devices, and various positions (e.g., social workers, counselors) throughout Community Schools and multiple District departments, as well as curriculum development and programming at the 24 Community Schools, MBK and CLRI programming and development, music, and art. Partnerships with local CBOs, vendors, and institutions of higher education brings needed support and resources to students and families.

The Community Schools program also supports a wide variety of ongoing professional learning opportunities to BPS staff assigned to the 24 community schools. Likewise, CSP provides adult education classes and blended programming in the four parent centers to enhance academic learning among the students, parents, families, and community.



# ACKNOWLEDGEMENTS

**BPS would like to acknowledge the support and contributions of the following individuals:**

Michele Agosto, Director of Arts  
Susan Baldwin, Supervisor of Health and Physical Education  
Erin Barren, Supervisor of Special Education  
Brad Barringer, Director of School Review  
Dr. Kelly Baudo, Assistant Superintendent of Curriculum, Assessment, and Instruction  
Lynn Benaglio, Director of APPR, Assessment and DDI  
Crystal Benton, Instructional Specialist II, Staff Development  
W. Charles Brandy, Director of Social Studies  
Dr. Sharon Brown, Chief of Student Support Services  
Marquita Bryant, Principal of Frederick Law Olmsted #64  
Ebony Bullock, Chief Accountability/Information Officer  
Jane Byrnes, Director of Reading  
Mike Cambria, Director of Library Services and Curriculum Initiatives  
Jenna Colerick, Director Multilingual Education/ENL  
Janet Correa-Longo, Director of Multilingual Education/Bilingual  
Dawn DiNatale, Principal of Stanley M. Makowski Early Childhood Center #99  
Nicole Donegan, Director of Special Education  
Barb Fassel, Supervisor of Reading  
Mary Favata, Teacher of Special Education, International Preparatory School #198  
Stephanie Finn, Project Administrator for Curriculum Initiatives  
Amy Flynn, Teacher of Special Education, Grabiarz School of Excellence #79  
Julie Fumanti, Supervisor of Special Education  
John Gonzalez, Associate Superintendent to School Leadership  
Max Grundy, Supervisor of Career and Technical Education  
Danielle Grzymala, Co-Chair BPTO  
Danielle Harris, Teacher of Special Education, Frank A. Sedita #30  
Robert Harris, Director of Career and Technical Education  
Nadia Heredia, Supervisor of Multilingual Education/Bilingual  
Kim Hernandez, Community Liaison (SEPAC)  
David Hills, Chief Operations Officer  
Jennifer Hodgson, Supervisor of Special Education  
Kim Hoelscher, Assistant Superintendent of Special Education  
Jerren Hord, Supervisor of Mathematics  
Darlene Jesonowski, Chief of School Leadership  
Adam Johns, Teacher of Career and Technical Education, International Preparatory School #198  
Greg Johnson, Principal of Dr. George E. Blackman School of Excellence Early Childhood Center #54  
Adrienne Johnson-Cofield, Principal of East Community High School #309  
Melanie Koch-Benham, Supervisor of Special Education  
Lindsay Krawczyk, Project Administrator for Pre-kindergarten  
William A. Kresse, Principal of City Honors School #195  
Tara Lesniak, Supervisor of Data Analysis





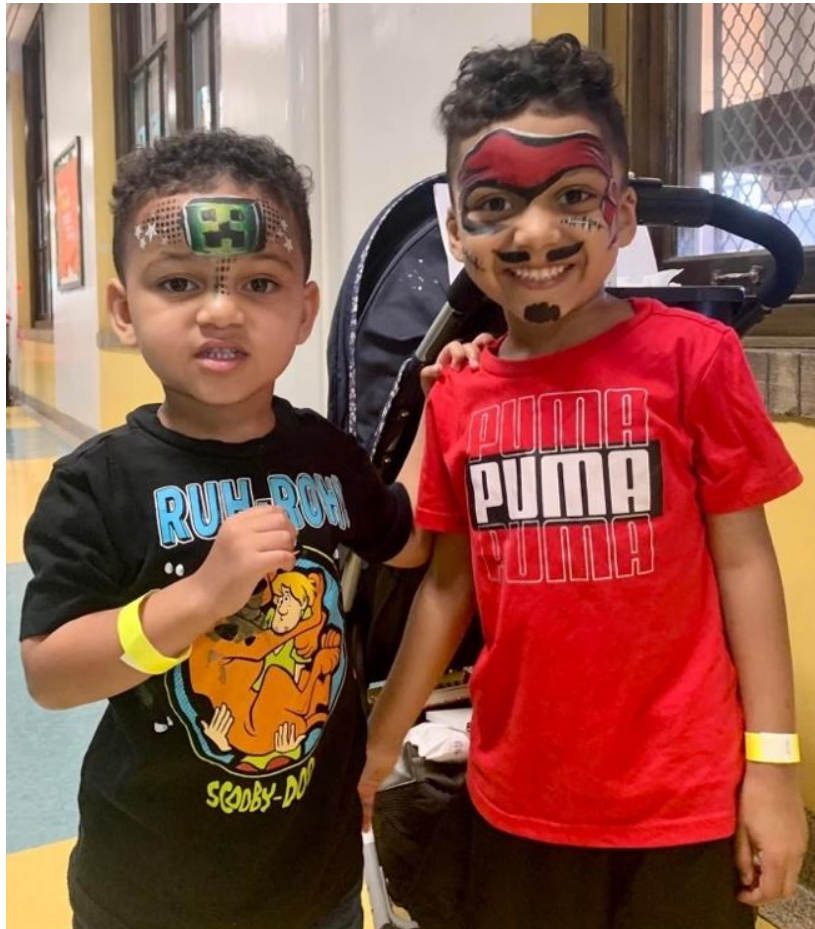
Kristan Mackeiwicz, Supervisor of Culturally and Linguistically Responsive Initiatives  
Natasha Mehta, Supervisor of Instructional Technology  
Pietro Mendola, Supervisor of World Languages  
Tatiana Merrick, Director of Science  
Amy Miklas, Supervisor of Career and Technical Education  
Dr. Toni Mixon, Supervisor of Special Education  
Joseph Molfese, Instructional Technology Coach  
Dr. Alyssa Monfuletho, Director of Strategic Alignment & Innovation  
Dr. Fatima Morrell, Associate Superintendent for Culturally and Linguistically Responsive Initiatives  
Karen Murray, Principal of Discovery School #67  
Daniel Murtha, Director Multilingual Placement/Translation & Interpretation  
Mai Nguyen, Director of Social Emotional and Wellness Supports  
Dr. Ramona Reynolds, Chief of Athletics, Community Schools, Family & Community Engagement  
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Dr. Kate Shands Haq, Curriculum Chair, Buffalo Parent Teacher Organization (BPTO)  
Tanika Shedrick, Associate Superintendent of School Leadership  
Niya Sosa, Supervisor of Culturally and Linguistically Responsive Initiatives  
Caroline Sicienski, Supervisor of Shared Accountability  
Tara Sims, Director of Extended Learning  
Edward Speidel, President DPCC  
Robyn Tate, Director of Special Education  
JaDawn Wagstaff, Director of Mathematics  
Bryan Whitley-Grassi, Supervisor of Early Warning Indicators  
Katie Wilbert, Supervisor of Special Education  
Abigail Wolski, Supervisor of School Review  
Dr. Casandra Wright, Associate Superintendent of School Leadership  
Ashley Young, Supervisor of Early Childhood  
Janine Schuster, Teacher of Prekindergarten, B.E.S.T. #6  
Autumn Zasowski, Teacher of Grade 3, Arthur O. Eve School of Distinction #61  
Ann Zsebehazy, Director, Office of Shared Accountability





# Appendix

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## GLOSSARY OF TERMS

**Academic Intervention Services (AIS)**- designed to help students achieve the state learning standards in English Language Arts, Mathematics, and Science in grades 3-12.

**Anchor Text**- the central text around which a lesson or unit is built.

**Biliterate**- the ability to read and write in two different languages.

**BOY**- Beginning of Year

**CATCH**- The Coordinated Approach to Child Health is a direct education intervention aiming to prevent childhood obesity in school-age children.

**Common Planning Time (CPT)**- any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together.

**Culturally Responsive-Sustaining Education (CRS)**- is grounded in a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning.

**Curriculum Assessment and Instruction (CAI)**- The department that specifically focuses on curriculum, assessment, and instructional practices.

**Digital Citizenship**- skills and knowledge to effectively use the internet and other technologies, especially in order to participate responsibly.

**District Comprehensive Improvement Plan (DCIP)**- all focus districts are required to develop a district improvement plan detailing how the district plans to improve instruction and address the identified needs of Focus, Priority, and Local Assistance Plan (LAP) schools.

**Early Warning Intervention and Monitoring System (EWIMS)**- an ongoing cycle of examining data and making decisions about supports and interventions to help students get back on track and succeed.

**Ed School Climate Survey (EDSCLS)**- a set of measurement tools on a web-based platform designed to assess three domains of school climate: engagement, safety, and the environment.

**EOY**- End of Year

**Extended Learning Time (ELT)**- additional instructional time with students beyond the scheduled school day hours.

**Grade Level Meetings (GLMs)**- Meetings that are established where specific grade levels or grade level bands gather to discuss academics, or grade level commonalities.

**Inclusive**- the practice of educating children with learning disabilities and other types of disabilities in the regular education classroom.



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**Individual Education Plan (IEP)**- a plan or program developed to ensure that a child with an identified disability, who is attending an elementary or secondary educational institution, receives specialized instruction and related services.

**Instructional Coaching Tool**- a District-created document designed to record progress toward instructional priorities in literacy and mathematics.

**Instructional Priorities**- most important considerations that drive academic achievement for literacy and mathematics.

**MOY**- Middle of Year

**Multilingual Learners**- students who are developing proficiency in multiple languages.

**Multi-tiered Systems of Support (MTSS)**- a framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to every student's needs.

**Parent Engagement Liaisons (PELs)**- a school support staff that connects parents to resources needed between home and school to further students' academic and social success.

**Pedagogical Practices**- the method and approaches a teacher uses in their classroom; relating to the teaching style, different theories they use, how feedback is provided, and the assessments utilized.

**Phonological Awareness Screening Test (PAST)**- an informal, diagnostic, individually administered assessment tool to help teachers determine the point of instruction for students and to monitor progress.

**Professional Development (PD)**- the ongoing learning opportunities available to teachers and other education personnel.

**Professional Growth System (PGS)**- an aligned system that sets clear expectations for teachers, and administrators, defines standards of practice, creates transparency, provides data on teacher performance and focuses on teacher support and improvement.

**Raising a Reader (RAR)**- an early literacy model based on positive nurturing relationships between caregivers and the child.

**Response to Intervention (RTI)**- an educational strategy used in schools to provide effective and high-quality instruction; aims to identify struggling students early on and give them the support they need to progress as expected.

**Restorative Practices**- an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules.

**School Comprehensive Education Plan (SCEP)**- details the way in which identified Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools are focused on increasing the quality of instruction, improving the effectiveness of the leadership and teaching; and



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improving student achievement and graduation rates for all students with emphasis on identified subgroups.

**Social Academic Instructional Groups (SAIG)**- lessons based on the circle format, revolving around restorative practices.

**Social Emotional Learning (SEL)**- describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life.

**Specifically Designed Instruction (SDI)**- instruction that is tailored to meet the needs of a student.

**Stakeholder**- every person affected by the education system; it encompasses governors, state board chairs, legislators, superintendents, school board members, principals, teachers, parents, students and the local community.

**Student Information Repository System (SIRS)**- provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements.

**Trauma Informed Care**- an understanding of how trauma can impact learning and behavior, and the support of students who may be experiencing trauma.

**21-Day Planner**- a management tool for teachers to use when developing learning areas in both reading and math.



## ATTENDANCE SUPPORT PLAN: BEST PRACTICES

Attendance Support Teachers support the efforts of parents/guardians and our individual school buildings to improve student attendance throughout the district. The responsibilities of an Attendance Support Teacher (AST) are many and varied. This document details best practices to support the improvement of student attendance.



### Tier 1:

- Principals establish an attendance support team that can be comprised of the Attendance Support Teacher, School Counselor, School Psychologist, School Social Worker, Parent Engagement Liaison and Teacher. A student ambassador can be invited to the portion of the meeting that discuss strategies to improve attendance; the student is not to be involved in discussions regarding individual student data.
- Establish an attendance goal. Emphasize the importance of daily attendance as part of the school's culture. This can be accomplished in several ways including newsletters that clearly communicate the expectations related to attendance via morning announcements, daily bulletins, incentive program dates etc.
  - Example: Community Building circles facilitated by students focusing on the benefits of daily attendance and sharing their experiences.
- Establish a student attendance buddy or accountability partner in grades 5-12. Students can help hold one another accountable to have good attendance.
- Identify an attendance designee/liasion. The incumbent will aid and support the Attendance Support Teacher by reviewing data regularly, contacting families, following up with attendance related Requests for Assistance, monitoring attendance related interventions, and addressing concerns.
- Continued efforts to increase attendance can also be accomplished by an attendance liaison or school counselor to push into the classroom to conduct a brief engaging attendance presentation that emphasizes the importance of attendance and address common barriers to attendance (adequate rest, healthy diet, and morning routines) quarterly.

Teachers can support efforts to ensure student attendance by completing the following actions:

- Teachers are required to record attendance daily and accurately, period by period, in Infinite Campus (IC).
- Make phone calls to parents/guardians upon student absence.
  - Example for grades Pre-K-4: Contact could include, with parental permission, the teacher calling the student with the whole class present to inform them that they are missed, and their return is highly anticipated.



- Provide the attendance teacher and other support staff with contact information that works best for the family.
- Assist in identifying barriers to attendance upon contact and communicate these concerns with the attendance teacher and/or SST.
- Document all efforts in the parent/teacher correspondence tab in Infinite Campus.

## **Tier 2:**

Establish data system and mentors to implement attendance Check in/ Check Out. Provide these students with support and incentives for increased attendance.

Community building circles could be used for problem solving attendance related barriers and to identify possible solutions. This practice should occur both at the student level during designated circle time and the teachers' grade level meetings.

Assign students to Social Academic Intervention Groups (SAIG).

SST to ensure all necessary actions taken place prior to a Request or Assistance (RFA). RFAs should then be completed in a timely manner and data should be used to identify additional interventions or resources the student/family may need to increase attendance for identified students. Attendance Support Teachers contact the families using average daily attendance data.

For Attendance Support Teachers to effectively intervene when an identified pattern of unexcused absences, tardiness, or early departures occur, attendance teachers and other designated staff should pursue the following: a) Identify root causes of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures); b) recommended interventions. Contact staff most closely associated with the root causes. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted; c) Discuss strategies to directly intervene with specific pattern(s).

All actions must be documented in the parent/teacher correspondence tab in Infinite Campus.

## **Tier 3:**

Continuation of efforts prescribed in Tier 1 and 2.

Attendance Support Teachers initiate home visits to locate students with chronic and severe attendance as reported by average daily attendance data reports.

In cases where Attendance Support Teachers are unavailable or on days where the AST is not assigned to the school, solicit the support of the Student Support Team members, including the School Social Worker and School Counselor to complete phone calls and home visits in coordination with the attendance teacher.

Referrals to appropriate community-based providers to address family/student identified needs. Referral to the State Central Registry per established guidelines.

All actions must be documented in the parent/teacher correspondence tab in Infinite Campus.

