



# BUFFALO PUBLIC SCHOOLS

## Office of the Superintendent

65 Niagara Square Room #712 City Hall

Buffalo, New York 14202

Phone (716) 816-3575 \* Fax (716) 851-3033

February 25, 2022

### McKinley Mack High School Community:

As the District plans to reopen McKinley High School next week to small groups of students for the first time since the traumatic events of February 9, 2022, it is vital that it be done deliberately and methodically to best ensure the safety and wellness of our students and staff at the building. Accordingly, the District, in partnership with school and community stakeholders, developed the attached “McKinley High School Climate and Culture Re-Set Plan.” The “Plan” is a living document that will continue to evolve over the coming days and weeks as we listen to the feedback of all our partners in the community and learn from our experiences in implementing the Plan.

While we understand and appreciate the eagerness of our Mack students to return to the classroom, it is critical that we make haste slowly. Accordingly, the following schedule has been developed to slowly reintroduce students back into the building while also ensuring that parents, students, and staff have the opportunity to review, provide feedback, and properly execute the Plan.

### February 28<sup>th</sup> – March 4<sup>th</sup> On-boarding sessions for all key stakeholders

Date	02/28	03/01	03/02	03/03	03/04
<b>Students</b>	All students engaged in remote Asynchronous Learning.	Seniors in-person  Community Based Program students in person  All other grade levels remain remote	Juniors in-person  Community Based Program students in person  All other grade levels remain remote	Sophomores in-person  Community Based Program students in person  All other grade levels remain remote	Freshman in-person  Community Based Program students in person  All other grade levels remain remote
<b>Staff</b>	All staff provided professional development in-person  Review of Climate and Culture Plan Updated staff handbook Revised duty expectations Key areas and protocols for specific groups	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day
<b>Parents</b>	The Parent Engagement Liaison (PEL) Working on site Establish a plan to continue to offer parent informational sessions on what is new and collect feedback	Schedule parent meetings	Parent meetings as needed	Parent meetings as needed	Parent meetings as needed
<b>Community Partners/ Organizations</b>	Meeting with all principals who will receive this support	Create a schedule for orientation of the community members to the staff	Support Arrival and Dismissal through safe passage program each day  Develop collaborative expectations	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day

*“Putting Children & Families First to Ensure High Academic Achievement for All”*

Proposed: March 7<sup>th</sup> – March 11<sup>th</sup>  
On-boarding sessions for all key stakeholders

*\*The work of the implementation and collaboration of this plan will continue. Included is a potential calendar for the week of March 7th. On March 4th, the McKinley stakeholders will evaluate the data from previous weeks, determine the operability and make necessary adjustments to the proposed calendar for Week 3, March 7th – March 11th.*

Date	03/07	03/08	03/09	03/10	03/11
<b>Students</b>	Seniors in-person  Community Based Program students in person  All other grade levels remain remote	Juniors in-person  Community Based Program students in person  All other grade levels remain remote	Sophomores in-person  Community Based Program students in person  All other grade levels remain remote	Freshman in-person  Community Based Program students in person  All other grade levels remain remote	All Students return for in-person learning
<b>Staff</b>	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	
<b>Parents</b>	Schedule parent meetings	Parent meetings as needed	Parent meetings as needed	Parent meetings as needed	
<b>Community Partners/ Organizations</b>	Create a schedule for orientation of the community members to the staff	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day	Mentoring and monitoring is established  Support Arrival and Dismissal through safe passage program each day

Be assured, McKinley has a long, rich tradition of greatness, and I have no doubt that this community, TOGETHER, will place McKinley on its shoulders to ensure that rich tradition and pride continues well into the future.

Sincerely,



Dr. Casandra Wright  
Acting Superintendent

Copy: Board Members  
Cabinet  
Division Heads

# McKinley High School Climate and Culture Re-Set Plan

## I. Key Stakeholders Input

### A. Introduction

The McKinley Mack High School community has many students, faculty, and staff who work hard to uphold the McKinley tradition of greatness. This living document describes a working plan to reset the climate and culture of the entire McKinley school community while also supporting a small number of students who need redirection and are struggling in ways that impact the educational environment. This living document will continue to be developed to support the needs of McKinley through the remainder of this school year. Additionally, feedback and input from the McKinley High School community will be sought prior to finalizing.

This plan was developed based on data, observations, and feedback from the following key stakeholders:

- McKinley High School faculty, staff, and administrative team (through continuous and evolving opportunities).
- McKinley High School parents and families (through continuous and evolving opportunities).
- Buffalo Public Schools District Executive Leadership.
- City of Buffalo/Mayor Brown.
- Buffalo Police Department SRO Division Leaders.

### B. Background

This living document was developed throughout the first semester from September 2021. Systems and support continue to be identified and modified based on need. Modifications continue to be completed based on data and feedback from stakeholders. District protocols and school-identified needs are all included in this plan to provide a comprehensive focus to allow for key stakeholders to continuously monitor. It must be noted that many items have been in progress and are being developed further. For example, the morning arrival plan was established in September, but there is an update of how arrival will extend into Periods 1 and 2 to provide a tardy room protocol to further support arrival.

### C. Reopening Timeline

Week-at-a-Glance – updated at the Board Meeting on February 16th. Due to survey data and feedback from parents and McKinley staff, the full week of February 14th was adjusted to remote learning for students. Going further the plan was adjusted to support best practices in creating buy-in through collaboration of multiple stakeholder groups. Sessions to review the plan and collect feedback is critical to the overall success. The extension includes a rotating in-person schedule by grade level with Community Based Students attending in-person every day.

Week 1 February 14<sup>th</sup> – February 18<sup>th</sup>

Date	02/14/22	02/15/ 22	02/16/22	02/17/22	02/18/22
<b>Students</b>	All students engaged in remote Asynchronous Learning.	Morning: Periods 1-5 Synchronous (live) Instruction  Afternoon: Periods 6-9 Asynchronous (non-live) Instruction	Morning: Periods 1-5 Asynchronous (non-live) Instruction  Afternoon: Periods 6-9 Synchronous (live) Instruction	All students engaged in Synchronous Instruction.	All students engaged in Synchronous Instruction.
<b>Staff</b>	All staff provided professional development in-person  CLRI Healing Circles & Social Emotional provided by CLRI with Cabinet Members and Social-Emotional Supports & Crisis Wellness provided by Student Support Services	Morning: All staff providing live remote instruction  Afternoon: All staff provided professional development in- person Optional small groups	Morning: All staff provided professional development in-person  Afternoon: All staff providing live remote instruction Working sessions on schoolwide expectations, social-emotional supports & review school plan	11 <sup>th</sup> & 12 <sup>th</sup> grade staff with students  All other staff engage in Professional Learning	9 <sup>th</sup> & 10 <sup>th</sup> grade staff with students  All other staff engage in Professional Learning
<b>Parents</b>	The Parent Engagement Liaison (PEL) will assist in planning	Afternoon (12pm-1pm): Virtual Parent Information Meeting  Evening (5 pm-6 pm): In-Person Parent Information Meeting  Presentation and feedback on schoolwide expectations, social, emotional supports & review school plan	Morning: (12pm-1pm) Virtual Parent Information Meeting  Presentation and feedback on schoolwide expectations, social, emotional supports & review school plan	Continue to address individual parent concerns and questions	Continue to address individual parent concerns and questions
<b>Community Partners/ Organizations</b>			Report Wednesday for onboarding at 1 pm. On- campus learning the building layout		Introduction of community support leaders. Clear roles and responsibilities of community support leaders. Daily meetings about impact. Clear schedule and positioning for Safe Passage partners.

*\*All afterschool activities for students resumed on Monday, February 14, 2022*

Week 2 February 28<sup>th</sup> – March 4<sup>th</sup>  
On-boarding sessions for all key stakeholders

<b>Date</b>	<b>02/28</b>	<b>03/01</b>	<b>03/02</b>	<b>03/03</b>	<b>03/04</b>
<b>Students</b>	All students engaged in remote Asynchronous Learning.	Seniors in-person  Community Based Program students in person  All other grade levels remain remote	Juniors in-person  Community Based Program students in person  All other grade levels remain remote	Sophomores in-person  Community Based Program students in person  All other grade levels remain remote	Freshman in-person  Community Based Program students in person  All other grade levels remain remote
<b>Staff</b>	All staff provided professional development in-person  Review of Climate and Culture Plan Updated staff handbook Revised duty expectations Key areas and protocols for specific groups	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day
<b>Parents</b>	The Parent Engagement Liaison (PEL) Working on site Establish a plan to continue to offer parent informational sessions on what is new and collect feedback	Schedule parent meetings	Parent meetings as needed	Parent meetings as needed	Parent meetings as needed
<b>Community Partners/ Organizations</b>	Meeting with all principals who will receive this support	Create a schedule for orientation of the community members to the staff	Support Arrival and Dismissal through safe passage program each day  Develop collaborative expectations	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day

*\*All afterschool activities for students will continue.*

Proposed Week 3 March 7<sup>th</sup> – March 11<sup>th</sup>  
On-boarding sessions for all key stakeholders

The work of the implementation and collaboration of this plan will continue. Included is a potential calendar for the week of March 7th. On March 4th, the McKinley stakeholders will evaluate the data from previous weeks, determine the operability and make necessary adjustments to the proposed calendar for Week 3, March 7th – March 11th.

<b>Date</b>	<b>03/07</b>	<b>03/08</b>	<b>03/09</b>	<b>03/10</b>	<b>03/11</b>
<b>Students</b>	Seniors in-person  Community Based Program students in person  All other grade levels remain remote	Juniors in-person  Community Based Program students in person  All other grade levels remain remote	Sophomores in-person  Community Based Program students in person  All other grade levels remain remote	Freshman in-person  Community Based Program students in person  All other grade levels remain remote	All Students return for in-person learning
<b>Staff</b>	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	Continue work for the 28 <sup>th</sup> to collect feedback in small groups (suggested, by department)  Practice new protocols throughout the day	
<b>Parents</b>	Schedule parent meetings	Parent meetings as needed	Parent meetings as needed	Parent meetings as needed	
<b>Community Partners/ Organizations</b>	Create a schedule for orientation of the community members to the staff	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day	Support Arrival and Dismissal through safe passage program each day	Mentoring and monitoring is established  Support Arrival and Dismissal through safe passage program each day

**Expedited needs: Some of these items are listed in either short-term or long-term plans but have been identified as priorities.**

- The full security team was needed the week of February 14th to check lockers and support stakeholder meetings.
- Parent Engagement Liaison (PEL) will be on-site to support students on Monday, Feb 28, 2022.
- A recent typist vacancy must be filled to ensure the main office is staffed with three individuals.
- Purchase 20 high tech communications radios and rapid flow weapons detection systems.
- Two School Resource Officers (SROs) coverage during arrival & dismissal (7:45-9:00 a.m. and 3:15-4:15 p.m.) recommended location on school grounds, visible by foot (Mayor Byron W. Brown has confirmed).
- Alarm doors for external entrances and exits (prioritize frequently used entrances and exits).
- Repair and update cameras.
- Staff five consistent security officers daily.
- Address any door locks throughout the school that are in need of repairs.
- Cleaning is occurring throughout the day; this includes removing writing on walls.
- Identify the top ten students needing the support of an alternative program; with a focus on supporting up to 50 students eventually (remote instruction for the rest of 2021-2022 and programming assignment 2022-23).
- The boarded-up window in front of the school was repaired on Monday, February 14th

**D. Staffing Updates: Recommendations, Recent & Enhancements**

*Building Leadership*

Mr. Moustafa Khalil has been an educator for 14-years and has served as a math teacher, math coach, and assistant principal, and he will be the education administrator to lead McKinley. Mr. Khalil has worked in various BPS schools including Grabiarz, Burgard, Hutch Tech, and East High. Mr. Khalil's strength is in building connections and relationships with students. He shared his excitement about joining the Mack family as he sees McKinley as the perfect school for him.

*Assistants & Teacher Aides*

There are 16 assistants and aides assigned. These professionals support specialized instruction, hallway & bathroom supervision along with relationship connections for students.

- One administrator has been assigned to work with this cohort of assistants and aides to ensure they fully understand new expectations and their assignments.
- Overtime will be provided if needed to support this work with assistants and aides.
- Eventually, each teacher assistant and teacher aide assigned to support hallways/bathrooms will have a radio and computer to scan student lanyards and IDs as students enter certain areas (bathrooms, hallways, etc.) throughout the day.

The Division of Student Support Services will provide professional development training in Restorative Practices and Trauma-Informed Care; this will support teacher assistants and aides to establish relationships with the students, families, and communities in schools. In addition, they are usually school personnel who frequently deal with behavioral issues with students.

### Security Team

There are currently five Security Officers (SOs) assigned; they are effective and highly visible. The security team at McKinley is responsive; Executive Director Wilfred Wagstaff immediately addresses any concerns. Additional training will commence asap for the McKinley SOs.

### Additional Staffing Recommendations for Social-Emotional Supports

- Two additional social workers, two behavior specialists, one reflections room staff.

### **E. School Resource Officers (SROs)**

Two School Resource Officers (SRO) will be provided by the City of Buffalo to support student arrival and dismissal. SROs will be present during arrival & dismissal (7:45-9:00 a.m. and 3:15-4:15 p.m.). The suggested location is on school grounds, visible by foot.

When possible, SROs will remain on campus during the school day to support lunch periods and hallways. When SROs are in the school they will interact with students and staff to support increased relationship building. The goal is to provide daily, intensive, and ongoing support. The more details SROs know about the students who require more time and attention the more effective support they can give.

### **F. Opportunities for Improvement (OFIs) Strategies**

#### **Current Social-Emotional Structures (but not limited to):**

- Increased Student Support Team (SST) support with three social workers along with social worker interns to address the students' social emotional needs.
- Mentoring, such as Breaking Barriers, will be built into the day. CAO is available during the day to provide extended club offerings in weight room, yoga, mentoring, gym REC, nail technician skills, eyelash classes, hair braiding, cake decorating, and 21<sup>st</sup> century club drill team.
- Conflict resolution sessions embedded into the day to support students as needed. Ensure that all necessary staff has been trained.
- Social work department runs a "VIBE" room where students can go to get clothing, food, and overall support. The "VIBE" room is a quiet room designed to help students deescalate.
- Reflection room used period by period for students who need redirection. Ensure that all necessary staff has been trained.
- Continued use of the attendance teacher, and SST to support attendance concerns. Attendance data reviewed by highest needs, the identification of most significant obstacles and strategies used to support attendance.
- Daily bulletins for staff which promote solidarity and pride in the McKinley Mac tradition.
- Daily announcements which serve as reminders of expected behaviors, and which reinforce good news.

#### **Additional Recommendations For Social-Emotional Supports:**

- Due to the high needs of the school, hire 2.0 FTE social workers.



- Consider hiring 2.0 FTE behavioral specialists whose sole purpose will be to focus on conflict resolution and supporting appropriate student behaviors.
- Review staffing for the Reflection Room.
- In addition to the recommendations above, build-in regular social-emotional learning opportunities for students and professional development opportunities for staff.

### **Current Operational Structures (but not limited to):**

- In collaboration with the McKinley High School community, update and continuously revisit “Universal Expectations” guidance document that is strictly adhered to by both staff and students to build back culture and climate.
- Continuously analyze data to monitor processes that need further development (e.g., arrival and dismissal using the scanning process).
- Arrival procedure includes allowing students into the building prior to the start of the day at 8:05 a.m. so that students do not have to wait outside if they arrive early. Students are wanded and sent to the auditorium under adult supervision until the start of the school day.
- Facilities Concerns: Dr. Casandra Wright will continue to work with Mr. Barry Kirker as well as with Mr. Nate Kuzma to implement a cleaning plan so that cleaning staff are a noticeable presence in the halls, classrooms, bathrooms, and high traffic areas (cafeteria, gym, library, etc.) as well as the outside of the building throughout the day. There is a plan for deep cleaning during school breaks.
- Providing quarterly professional development for staff on schoolwide expectations.

### **Current Instructional Structures (but not limited to):**

- Instructional needs are analyzed through Data-Driven Instruction (DDI) used in common planning time.
- Individualized graduation plans were created through cohort reviews (data points include five weeks progress report, attendance, and behavior) - This includes a full review of student academic data.
  - Whole grade level review of data with students in the auditorium.
- Interventions through supports such as Extended Learning Time (ELT) and Saturday sessions.
- McKinley administrative team has consistently completed classroom visits to support the implementation of the BPS Instructional Priorities as evidenced by the data collection tool.
- IXL Algebra and ELA (soon to be available) supported by CAI and OSA.

## **G. Short-Term Improvement Plan**

The following items were completed the week of February 14<sup>th</sup> to support the needs of the McKinley community immediately following the tragic event that occurred on February 9<sup>th</sup>, 2022.

- Culturally Responsive Healing Circle meeting led by Dr. Fatima Morrell allowed staff to share their concerns that included district-level representatives.
  - The session offered by Dr. Morrell and her team supported the restorative circle time. Various Cabinet members were present.
- Social-Emotional Support & Crisis Wellness session, led by Dr. Tonja Williams’ team. The crisis team supported students during this session, while also being available for staff as needed.
- Parent meetings were held to review elements of this plan and answer any questions both with in-person and virtual options.
  - Parent Engagement Liaison (PEL) was engaged in this meeting.
- Small groups crisis support sessions for students continued virtually, for the week of February 14<sup>th</sup> to the 18<sup>th</sup>, and will continue in-person upon return on February 28<sup>th</sup>.

- Dr. Ramona Reynolds worked with the team to develop a plan to engage several community organizations to support mentoring, restorative circles, social-emotional health, monitoring building access, and arrival and dismissal. Our community partners include but are not limited to: MVP under the leadership of Mia Ayers Goss, Rev. James Giles leader of Supporting Youth and Families in Crisis, and Bishop Frederick Gelsey leader of the Community Foundations Solutions.

The following items were identified during the first semester of the 2021-2022 school year. These items are in progress and will be continuously adjusted. The SBMT will monitor and update.

- Up to 50 students identified through the SST as having a significant impact on the school culture and climate may be referred to a remote/alternative setting. There are currently not enough seats in alternative programming however, there is a recommendation to expand seats for Pathways for 2022-23. Until the seats are added, some students will remain in a remote learning environment until the culture and climate of McKinley is re-established.
- Continue to review and update the School Handbook and ensure that clear expectations are established in every area.
- Administrator leadership areas and expectations were re-evaluated by Mr. Khalil, the new school leader, and communicated to the community.
- Develop a written contract for parents and students to sign that ensures that students, staff, and families understand the top five expectations. Continue to adjust based on data reviews.
- Set up late room in the auditorium for Periods 1 and 2 to reduce interruptions to instruction.
  - Robocall system set up to support communication of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offense immediately. Revisit consequences.
- Every time there is a high incident day, student passes will be restricted for the next half to a full day.
  - Communicate clear expectations for staff and students during a pass restriction.
- Implement a “passport pass” protocol for the school with clear communication of the process and expectations of the system.
  - Limits the number of passes given to each student daily and monthly.
  - Holds students accountable for maintaining their passports.
  - Provides an accountability system for the entire school community.
- Develop a hallway sweep protocol.
  - Communicate and monitor the expected behaviors for students, teachers, and those completing the sweep.
  - Include a system for communicating with families and assigning consequences for students.
- Develop schoolwide smart goals to improve attendance. For example, “Our attendance goal for the month of March is x%.” Set realistic targets with incremental positive steps.
- Continue to develop main office protocols for late arrival, early dismissal, parent visitors, emergency procedures, etc.
- Revisit the school cell phone policy. Include expectations that students use their devices not their phones during instruction.
- Continue to implement instructional platforms such as IXL, Lexia, etc. Create expectations for teacher use and student use.
- Remove door window coverings from classrooms. Administrators and security officers must be able to see into every class.
- Review expectations of adults being visible at their doors during passing time to support better hallway monitoring.
- Develop a schedule to support weekly meetings with hallway aides to review expectations.

- Collect feedback from observations.
- Standardize entrance and exit procedures for bathroom use.
- Communicate that approval from the principal or the administrator in charge of the aides is required prior to any change of assignment or location.
- Provide professional development to support relationship-building strategies.
- Replace the scanning process to enter the cafeteria with the following procedures:
  - All students enter the cafeteria and take their assigned seats before being called to get lunch.
  - Assigned staff scan students at their seats and after scanning each row, send students to go get lunches. Staff monitors the number of students in line to get lunch.
  - Modify this cafeteria entry plan based on need.
- To support arrival, develop a tardy room (in the auditorium) designed to support students who arrive late to school.
  - Continue to engage the attendance teacher to support.
  - Assign each administrator and staff up to 10 students who have accumulated more than five tardies.
- The engineering staff must address graffiti on the hallway walls immediately (this should be a continuous focus throughout the year).
- The engineering staff must also develop:
  - A rotation of sweeping areas around the building during the day, morning, mid-morning, mid-day.
  - Develop a system to prioritize work orders and communicate weekly with the principal regarding the status of the work. This includes door locks.
  - Ensure that all essential personnel have the appropriate keys.
- Revisit the use of a Parent Center Room to ensure that the space is available for parent events led by the PEL.
- All bulletin boards must be maintained with student work and/ or health, wellness, and social-emotional wellness artifacts.
  - Establish a system that supports bulletin boards being updated through incentives offered to staff and student clubs.

## **H. Long-Term Improvement Plan**

- Establish an alumni connection to the school. Mentoring, presentations, and career development are all good options in this area.
- Develop teacher PD based on ODR and PBIS data to support more consistency across the school.
  - ODR analysis to support identified subgroups of students.
- Provide PBIS training for the full staff to support the use of data during the cohort review process. This data review must also be added to the teacher departments once a month.
- Revamp large gatherings and assembly protocols (more structured).
  - Teachers are provided a seating chart along with expectations in advance and the expectation that they must sit with their classes and monitor their students' behavior.
  - Call classes to assemblies in a staggered manner to reduce traffic jams.
- Via Consulting has been contracted to complete focus group sessions to gain feedback from all stakeholder groups regarding culture and climate. Also, use this information to develop a schoolwide survey to be used 2-3 times a year to provide feedback to support planning.
  - Use feedback data from the Via Consulting focus groups to support increasing attendance by supporting the identification of root cause issues that impact attendance.

- Develop a “listening tour” plan to provide families with increased opportunities to learn about the updates and to provide feedback.
- Offer de-escalation training, this would be offered to all staff.
- Increase building supervision of unsupervised areas to ensure that they are locked (i.e. auditorium).
- Alarmed doors would support the 87 external doors to reduce the threat of trespassers and students leaving the building.
- Strategically install cameras to monitor areas in stairwells to increase supervision.
- Expand Pathways Academy to support increased seat availability for up to 50 students identified through the SST as needing an alternative setting. These students will remain remote until the Pathways design is expanded.

## **II. Further Recommended Safety Protocols For The Mack Team**

Superintendent Cash directed many of his top Cabinet level Executive Team members to participate in the McKinley High School Reopening, Culture and Climate Reset work. These further recommendations emerged and may be used by other schools across the District as their required emergency, safety and security plans dictate:

### **Development of a First Responder Team**

The roles and responsibilities of the First Responder Team must be thoroughly fleshed out and codified. **Administrator, teacher, support staff, and student input is mandatory.**

#### **1. Recommended Members**

- a. Administration (6)
- b. Teachers (5)
- c. Students (3)
- d. Security (5)
- e. Secretary (1)
- f. Nurse (1)
- g. SST (1)

### **Refinement of CompStat Meetings**

The CompStat team will meet on Monday mornings to share involving youths’ critical incidents and events occurring across the city over the weekend that may affect schools during the week ahead. Another important purpose of the CompStat meetings is to share intel about the nature and substance of social media interactions among our students (i.e., Who, What, Where, and When). This information will inform additional topics for training of our Security Personnel, Principals, and Admin teams. Specialty communications accessories will be provided by the district to Chief Aaron young, Lt. Craig, and our 62 active SOs. We will provide large form factor (Max) iPhones to facilitate ease of communication, access to email, Teams meetings and chats sessions, as well as virtual training sessions. We will order a rugged case and Bluetooth headsets.

### **Safe Supervision**

1. Re-examine the strategic placement of administration, security, aides, student leaders and teachers on prep throughout the building.
  - a. There should be a plan for how the building will be structured to maximize adult presence in the halls and outside the building.

- b. There must be an accountability system for leadership presence in the halls and around the campus exterior.
  - c. The administration team should establish setting up a desk in the main hallway
    - i. The desk could be considered as a “Help Center.”
    - ii. This is where selected members of the admin team work rather than inside their offices when they are not dealing with student concerns.
- 2. There must be a well-coordinated plan for how our new Community Partners will operate in the schools.
  - a. Introduction of community support leaders.
  - b. Clear roles and responsibilities of community support leaders.
  - c. Daily meetings about impact.
  - d. Clear schedule and positioning for Safe Passage partners.
- 3. Consider establishing a “VOICEBOX”
  - a. For every teacher, students have a physical or virtual space to voice concerns about safety. The “VOICEBOX” needs to be checked daily.
  - b. The principal should have a “VOICEBOX” to hear teacher concerns.
  - c. Develop a “See Something, Say Something” and “Trust Pays” culture.
- 4. School Team must develop an effective system for wanding every late student.
- 5. School Team must develop an effective system that keeps students from leaving the classroom two at a time unless it is an emergency.
- 6. School Team should develop an effective system that mandates students keep their coats and backpacks in their locker.
- 7. School Team must develop an effective system re use of:
  - a. Cell phones
  - b. PA system contact "McIlvain, Bradley" [BMcIlvain@buffaloschools.org](mailto:BMcIlvain@buffaloschools.org)
    - i. Brad can help you use your PA bell system to develop special tones that align with alert codes.
      - 1. For example, 1 tone – All First Responders on Main floor....
  - c. Use of SAMs model to develop effective First Responder Team.
    - i. We are actively working to acquire high tech radios and Good News; they will be here on 2/22.
- 8. It is critical that there is strong administrative presence (2-3 administrators) outside the building during arrival and dismissal EVERY DAY. Administrators must remain outside with security until all students are routinely dispersed and heading home or to after school activities EVERY DAY.
  - a. Please note the Security Team is effective, however, they are relatively new and do not know the students yet. The administrators know the students and can identify the ones who require additional time and attention.
- 9. DAILY meetings must occur between administration and the Security Team to track effectiveness of the emergent Safe Supervision model.
  - a. Reciprocal, timely and continuous communication is critical.
  - b. WEEKLY data meetings with Security Team and First Responder Team.
- 10. Students must not eat and drink in the hallways.
  - a. Consider selling bottled water
    - i. We have reliable information that some students are consuming “lean.” Lean is a narcotic drink students create.  
<https://www.addictioncenter.com/opiates/codeine/lean-addiction-abuse/>
- 11. Regular review of Response to Critical Situations Protocols – Specifically LOCKDOWN. During a Lockdown, administrators should not be providing details to anyone except law enforcement officials regarding what is happening inside the school. Also, per policy, continue to practice and follow all LOCKDOWN, SHELTER IN PLACE, and ACTIVE SHOOTER protocols and procedures.

## **School Resource Officers**

2 SROs will assume a strategic presence at McKinley HS during critical times of the beginning and close of the school day until further notice beginning Monday, February 28.

- a. The more details the SROs have about the students who require more time and attention the more special supports they can provide.
- b. It is also strongly recommended that the assigned SROs provide detailed training to the McKinley Security Team applying their special expertise.

## **911 Calls**

It is critical that 911 is called after EVERY physical altercation. School staff and security officers may be able to handle most incidences in your schools, however, we are requiring you to call 911 after every physical altercation.

Principal Khalil or designee, you must text **Chief Young or Lt. Craig** whenever there is a heated verbal disagreement.

1. Include your name
2. School name
3. Names of students in a heated verbal confrontation.
4. The gist of the argument

## **Executive Administration and Security**

Call Chief of Secondary School Leadership and ITEZ, Toyia Wilson, for further information or questions pertaining to the McKinley High School Climate and Culture Re-Set Plan. Also, do not hesitate to call or text Dr. Casandra Wright, Chief of School Operations, any time if you have questions related to school safety and security.