













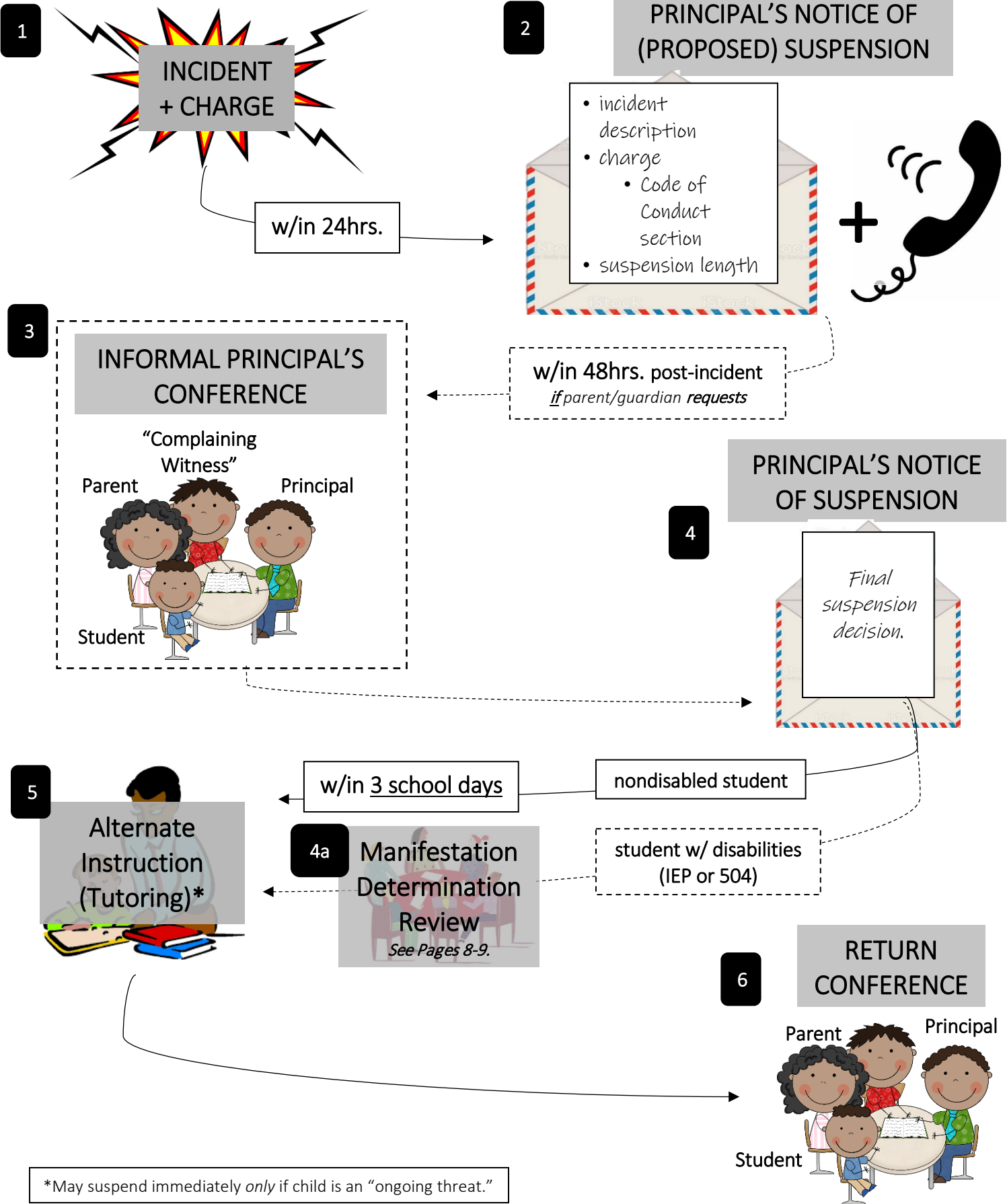
Guide to School Discipline in Buffalo Public Schools

If a student does not meet their school’s behavior expectations, the school may suspend them for a limited period of time. But before the school may suspend a child, it must take specific steps to (1) notify parents and (2) allow the parent and child a chance to challenge the charges. The school must take additional steps if the child has a disability. And if a child is suspended, the school still must provide them with instruction.

This guide provides an overview of these legal protections. *Unless otherwise indicated, these legal protections derive from state and federal law and therefore apply to all school districts in New York State ([8 N.Y.C.R.R. § 100.2\(l\)](#); [N.Y. Educ. Law § 3214](#); Fourteenth Amendment to the United States Constitution).*

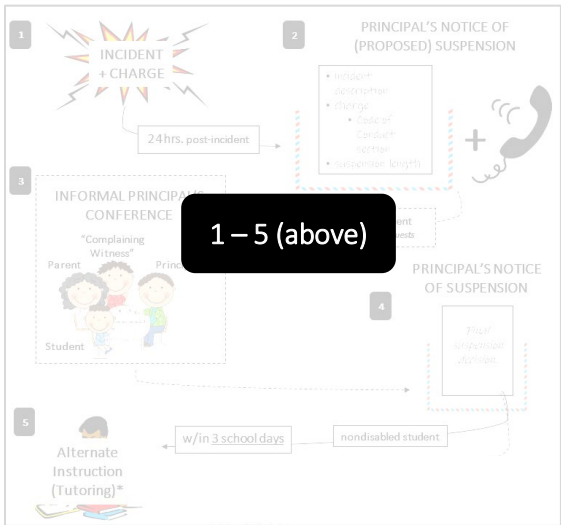
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I. Short-Term (1-5 Days) Suspensions



*May suspend immediately *only* if child is an "ongoing threat."

II. Long-Term (6+ Days) Suspensions



1 – 5 (above)

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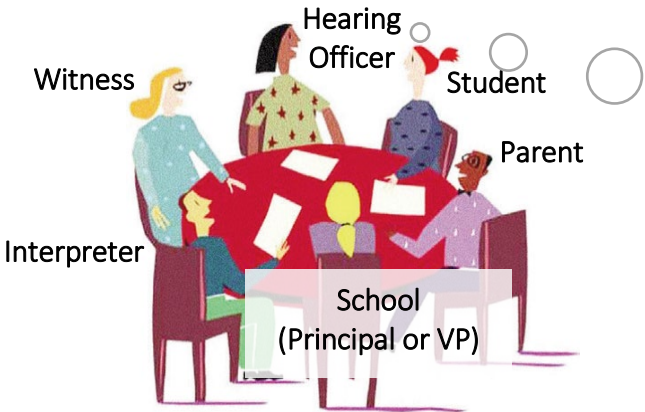
SUPERINTENDENT'S NOTICE OF HEARING

- hearing date, time, place
- statement of charges
- rights:
 - secure attorney
 - question all witnesses
 - present witnesses / evidence
 - interpreter services

5 school days post-suspension

7

SUPERINTENDENT'S HEARING



School's Burden:

1. "competent and substantial evidence" of "objectionable conduct"
2. discipline "proportionate to the offense"

7a

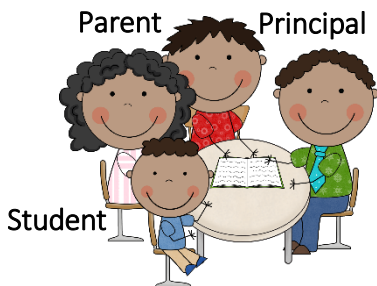
Manifestation Determination Review

See Pages 8-9.

student w/ disabilities (IEP or 504)

8

RETURN CONFERENCE



*May suspend immediately *only* if child is an "ongoing threat."

III. Suspension Procedures

2 Principal's Notice of Short-Term Suspension

The principal will send, **via certified mail or hand-delivery**, a letter describing the charges against your child. Under state law, you must receive the letter **within 24hrs.** of the principal's decision to propose suspension. The principal also should **call** you about the suspension.

The school must communicate in your "dominant" language. All written documents must be translated, and all verbal communication must be through an interpreter.

3 - 4 Informal Principal's Conference [see Request Template]

The Conference must occur before your child is suspended, unless your child is an "ongoing threat."

This means **your child may continue attending school as normal until after the Conference.**

You can request an informal conference with the principal within 48 hours after the incident. This is an opportunity to discuss the charges with the principal and the "complaining witness" (e.g., the teacher who alleges that your child misbehaved). *If you do not request this conference, it will not happen.* You may ask to reschedule the conference for a time that better fits your schedule.

Informal conferences are a good way to work with the school and help the school understand the causes underlying your child's behavior. Informal conferences may result in the school not suspending your child. You might, for example, ask the principal to instead arrange a Restorative Justice Conference with your child.

After the conference, the principal will mail you a second letter notifying you of their decision to lift or uphold your child's suspension.

See our separate "Princ. Conference & Alt. Instruction Request Letter" Template.

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Suspension and Alternate Instruction

If your child is suspended, the school must provide "alternate instruction" within 3 school days (that is, no later than the fourth day of suspension). This might be in the form of in-person tutoring at a local library; your child's attending a different school building; remote/virtual tutoring; or other forms offered by your child's school. You should **call your child's school (main office) for more information on tutoring.** Keep a record of how many hours your child receives. State law requires a minimum:

- students in grade K-6: 1hr/day;
- students in grades 7-12: 2hrs/day; and
- students with IEPs receive additional instruction and services appropriate for their special education needs, including related services (e.g., Occupational or Physical Therapy).

The district does not provide transportation (unless transportation is mandated on their IEP), so you should develop a plan with your child.

6-7

Superintendent's Hearing

If your child faces a suspension of more than 5 days ("long-term suspension"), the next step is a Superintendent's Hearing. This is a formal hearing where the school will present evidence of your child's conduct and try to convince a "Hearing Officer" that your child (1) did the behavior listed in the Notice of Suspension and (2) should be suspended for a certain period of time. You may bring your own witnesses and evidence, which the Hearing Officer must consider. You also may secure a lawyer to represent you and your child. The Hearing Officer will create an audio recording of the hearing. The thought bubble on p. 3 summarizes the school's burden ("competent and substantial" evidence that your child engaged in the conduct).

This hearing must happen within 5 school days of your child's suspension. If the hearing is untimely (late), state law requires that the school allow them back into class until the hearing.

The Hearing Officer issues a written decision after the hearing either (A) sustaining the charges (finding them true) and assigning a term of suspension or (B) dismissing the charges (finding them unproven). If the charges are dismissed, your child may return to school immediately.

You can adjourn ("postpone") the Hearing if you want more time to prepare or have a conflict.

If you adjourn, your child remains suspended. (But if the school adjourns the Hearing, your child may return to school immediately.)

See our separate "Return to School Letter" Template.

4a / 7a

Manifestation Determination Review

If your child has a disability [usually documented in an Individualized Education Program ("IEP") or Section 504 Accommodations Plan ("504 Plan")], and they are facing a suspension of more than 10 days, the school holds a "Manifestation Determination Review" ("MDR") immediately after the Superintendent's Hearing. The school also must do an MDR if they "knew" your child had a disability, even if your child did not yet have an IEP or 504 Plan.

See pages 8-9 for more information on MDRs.

6 / 8

Return Conference

The "Return Conference" is an opportunity for you, your child, and your child's principal to discuss ways to help your child avoid future behavior issues. You might ask a school guidance counselor to attend if you think your child could benefit from additional help such as counseling.

Refer to our separate **Special Education Guide** for more information on Special Education, including Individualized Education Programs ("IEPs") and Section 504 Accommodation Plans.

Principal's Conference Checklist

- Review the Notice of Suspension.**
 - What does the school say your child did?
 - What evidence does it have?
 - Has your child had issues with this teacher or staff member before?
 - If your child has a disability, is the behavior related to their disability?

- Review the Buffalo Public Schools Code of Conduct.**
 - Identify the section of the Code of Conduct the school says your child violated.
 - What levels of response are authorized for your child's behavior?
 - Is the proposed suspension length within the authorized levels of response?
 - For example, schools may use only Level 1 or 2 responses for "habitual truancy" (chronic absence from school). So the school cannot suspend a child for habitual truancy.

- Discuss the Notice of Suspension with your child.**
 - Does your child agree with the allegations?
 - If no, why might the teacher / staff have thought they acted this way?
 - If yes, why did they act this way?
 - Are they struggling in this class? In school generally?
 - Is someone bullying them or a friend?
 - What happened after the incident?

- If you would like an **interpreter** and/or the school **guidance counselor** at the meeting, contact your child's school.

- Create a **list of questions**.
 - What other tools/strategies has the school used to help your child?
 - If the Code of Conduct authorizes multiple response levels: Is the school using the lowest level indicated? If not, did the school use it in the past?

- If you believe an **alternative to suspension** is appropriate, create a list with supporting reasons [see attached template].
 - For example, if your family recently was displaced from your home (eviction, moved in with relatives, etc.) ask the school to provide counseling.
 - If your child was being bullied, ask the school to make a plan to stop the bullying—possibly including restorative conferencing or mediation].

The Code of Conduct is available at www.buffalosc hools.org/Page/4777.

Superintendent's Hearing Checklist

- Review the Notice of Suspension.**
 - What does the school say your child did?
 - What evidence does it have?
 - Has your child had issues with this teacher or staff member in the past?
- Review the Buffalo Public School Code of Conduct.**
 - Identify the section of the Code of Conduct the school says your child violated.
 - What levels of response are authorized for your child's behavior?
- Discuss the Notice of Suspension with your child.**
 - Does your child disagree with any of the charges?
 - If yes, why might the teacher / staff have thought they acted this way?
 - If no, why did they act this way?
 - Are they struggling in this class? In school generally?
 - Is someone bullying them or a friend?
 - Were there any witnesses to the incident?
 - If yes, consider asking those individuals to testify at the hearing.
- Request **subpoenas** from the hearing officer to compel (require) specific **witnesses** to attend.
- Decide **how your child will plead. Two Options:**
 - (a) Not Guilty – your child denies the charges.
 - (b) Guilty – your child admits the charges. The hearing immediately proceeds to the discipline phase.
- Ask people who know your child well for **letters of recommendation**.
- If you would like an **interpreter** at the meeting, or want to **adjourn** (postpone) the hearing, call the Hearing Office at **816-3547**.
- If you would like to question the school's witnesses, create a **list:**
 - What did the witnesses see or hear *themselves* (as opposed to information relayed by another person)?
 - What triggered the behavior?
 - What steps did the witness take to de-escalate the behavior?
 - Note: your child is not required to testify and doing so could harm them later. Anything your child says can be used against them in Family or Criminal Court.

BPS has a short video on Superintendent's Hearings at www.buffaloschools.org/domain/10113.

IV. Manifestation Determination Review

WHO

Students With Documented or "Known" Disabilities (*i.e.*, students with IEPs or Section 504 Plans)

- Examples of "knowledge":
 - parent wrote district about concerns;
 - parent referred (*recommended*) student for evaluation (*testing*); or
 - teacher told school leadership about concerns

If the school "knew" of your child's disability, but they don't yet have an IEP/504 Plan, the school must do an MDR now and an "expedited evaluation" (testing) within 15 days.

If the school didn't "know," the school must do an expedited evaluation *if you request it*. If your child is found eligible before their suspension ends, the school immediately holds an MDR.

WHY

Under federal law, if your child's behavior was a "manifestation" (display or expression) of their disability, they cannot be suspended for more than 10 days; instead, they return to their classroom immediately.* Manifestation means:

- (a) "substantially (*closely*) related" to disability; *or*
- (b) result of school's failure to implement IEP (e.g., no classroom aide)

WHEN

Proposed Suspension Longer Than 10 days

- single suspension over 10 days; *or*
- over 10 cumulative (*total*) days from multiple suspensions in one school year (e.g., 3 days + 2 days + 1 day + 2 days + proposed 4 days) if "pattern" of "substantially similar behavior"

*If the Hearing Officer found your child committed certain dangerous behaviors (*serious bodily injury; weapons possession; illegal drugs/controlled substance possession or sale*), they may be suspended, regardless of the MDR. In that case, they attend an "Interim Alternative Educational Setting."

WHAT

Collaborative Meeting of "MDR Team"

- Required : (1) parent; (2) district representative (usually school psychologist or social worker); (3) interpreter (if requested)
- Optional : (a) student; (b) attorney; (c) teachers; (d) guidance counselor; (e) aide; (f) "other persons having knowledge," as determined by parents

HOW

Review IEP and "Behavior Intervention Plan" (BIP)

- Was the behavior noted in an earlier evaluation or progress report?
- Was the behavior listed in an earlier Functional Behavioral Assessment (FBA) and/or BIP?
- Did the teacher follow the "de-escalation" techniques (*tools or steps to prevent or stop behavior*) listed in the BIP?
- Does your child get all services /supports listed in their IEP?

Immediately after the MDR, the CSE must create/revise your child's BIP.

Manifestation Determination Review Checklist

- Request your child's records**
 - Request, in writing, copies of your child's evaluations, IEPs / 504 Plans, and BIPs. Schools must provide you with access before the meeting.
- Review your child's records.**
 - Is the behavior related to their disability?
 - For example, was your child avoiding an assignment in a subject area that is difficult for them? Did your child respond impulsively because of their ADHD? Did your autistic child react aggressively because someone invaded their private space?
 - Is this behavior listed in their IEP, 504, or BIP? If yes, did the school staff use the de-escalation tools listed in the BIP?
 - If your child does not have a BIP, have you asked for one in the past?
 - Has the school been fully implementing your child's IEP/504? For example . . .
 - If your child is in an ICT, 12:1+1, 6:1+1, etc., classroom, are there always two adults present? If your child has 1:1 aide, is that person present?
 - Has your child received all their "related services" (OT, PT, speech, counseling, etc.)?
 - Does your child have access to their assistive technology (e.g., noise-cancelling headphones; PECS board)?
- If you would like an **interpreter** at the meeting, call your child's school.
- Invite others.**
 - It is your choice whom to invite. The MDR is a meeting of your child's CSE/504 Team, so you may invite anyone with "knowledge" of your child. You should give the school as much notice as possible, ideally 72 hours' (3 days), but the school does not have the power to "approve or deny" your invitation.
 - If your child works with the school counselor, ask them to share information about your child's disability and how it affects their behavior.
 - If your child works with an outside counselor, therapist, or medical provider (e.g., psychologist or psychiatrist), ask them to join the meeting—or write a letter—to give more information about your child's needs.
- Create a list of changes you'd like made to your child's IEP/504.**
 - For example, ask that the school complete a Functional Behavioral Assessment and develop a Behavior Intervention Plan (more details below).
 - Or ask the school to begin counseling as an IEP/504 service.
 - If your child is being bullied, ask the school to note that in their IEP/504 and develop a plan to stop the bullying.

V. Appealing a Suspension

	First Appeal	When?	How?	Second Appeal	When?	How?
Short- or Long-Term Suspension	School Board Appeal	14 calendar days after Written Notice of Suspension	Letter explaining why: (a) "no evidence" supports Hearing Officer's factual findings (b) child's behavior does not "warrant" (deserve) suspension (c) suspension procedures were not followed (d) suspension not in the child's "best interest"	"Section 310 Appeal" to the New York State Commissioner of Education	within 30 calendar days after receipt of School Board's decision	Visit the NYS Department of Education's website for more guidance .
	Manifestation Determination Review	Expedited "Impartial" or "Due Process" Hearing	Find more information on the New York State Education Department's website .	Written request for an "Impartial Hearing." <ul style="list-style-type: none"> The Hearing Officer is an independent decision-maker who is not a district employee. The Officer has the authority to decide what resolution is appropriate after hearing testimony and receiving evidence from both you and the district. The Officer first holds a "resolution meeting" within 7 calendar days. If the issue is not resolved, the Officer holds a hearing within 20 calendar days. 		
	Mediation		More information on the New York State Education Department's website .			

Hand-deliver the appeal to the School Board (801 City Hall). Ask for a receipt.

If the suspension is complete (or will be by the time the Board/State decides your appeal), ask for an "expungement" (removal) from your child's records.

VI. Frequently Asked Questions

When can a school suspend a child?

- The BPS Code of Conduct states that students may be suspended if they:
 - are insubordinate, disorderly, violent, or disruptive;
 - engage in behavior that endangers others; or
 - engage in off-campus conduct that negatively impacts the educational process or endangers others.
- The Code of Conduct includes a “matrix” (table) that categorizes each type of behavior as Level 1, Level 2, Level 3, or Level 4. Short-term suspensions may be used only for Levels 3 or 4. Long-term suspensions may be used only for Level 4. Schools must start with the lowest level before moving to higher-levels.
- Principals may impose short-term suspensions. Only the Superintendent may impose long-term suspensions.

The Code of Conduct is available at www.buffaloschools.org/Page/4777.

What alternatives to suspensions are available?

- The Buffalo Public Schools Code of Conduct (p. 15) lists the following responses:

LEVEL 3	<p>Examples of Suspension and Referral Responses These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.</p> <ul style="list-style-type: none"> • Care giver or guardian notification • In-school suspension • Short-term suspension (one to five days) • Referral to SST • Referral to substance abuse counseling • Referral to the Credit Recovery Program • Guidance Conference • Restorative Justice strategies, including school and community service • Referral to IEP team (students with disabilities) • Revision to IEP (student with disabilities) as needed • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Referral to community organizations, including community conferencing and community mediation
LEVEL 4	<p>Example of Extended Suspension and Referral Responses These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.</p> <ul style="list-style-type: none"> • Care giver or guardian notification • Extended suspension • Functional Behavioral Assessment • Community conferencing • Referral to community organizations • Expulsion (serious behavioral infractions) • Referral to IEP team (students with disabilities) for Manifestation determination • Alternative education placement by the Central Processing Office • Behavioral Intervention Plan • Community mediation • Referral to substance abuse counseling • Permanent expulsion • Restorative Justice strategies, including school and community service

My child is suspended and not receiving any instruction/tutoring. Who can I contact?

- As discussed above, your child’s school must offer “alternative instruction” for 1-2 hours per day during your child’s suspension. This instruction must start by the 4th day of their suspension.
- “Alternative instruction” must be “substantially equivalent” to your child’s normal instruction. This typically means a live tutor assisting your child with their instruction. The school cannot simply send your child packets of work or ask them to complete assignments in Schoology. Instead, your child must receive some sort of interactive instruction.
- If your child’s tutoring has not started on time and/or is not legally appropriate, you might take the following steps (in order):
 - write a letter/email to the principal asking for a meeting;
 - write a letter/email to the [Associate Superintendent](#) for your child’s school;
 - write a letter/email to the [Associate Superintendent for Student Support Services](#);
 - write a letter/email to your [School Board member](#);
 - write a letter/email the [Superintendent](#);
 - appeal the suspension to the School Board and/or Commissioner of Education.

See our separate “Princ. Conference & Alt. Instruction Request Letter” Template.

My child’s behavior was a reaction to bullying. What can I do to stop future bullying?

- A state law known as the Dignity for all Students Act (“DASA”) prohibits school-based bullying, harassment, and discrimination based on a student’s race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex.
 - Bullying, harassment, and discrimination are not allowed on school grounds before or after school, on BPS school buses, or at BPS-sponsored events.
 - DASA also protects against behavior that occurs outside of school and disrupts your child’s learning (e.g., “cyber-bullying” that makes your child not want to attend school).
- If your child is being bullied or harassed—whether by other students or by school staff—you should contact their principal and ask to file a “DASA Complaint.” Give as much information as you can in that report. State what happened, who was involved, when it happened, where it happened, and how it harmed your child. Keep a record of your complaint (when you made it; how—verbal or written—you made it; to whom you submitted).
 - The school must investigate the allegations and take actions to address any verified bullying/harassment/discrimination. These actions might include a Restorative Justice Circle, mediation, and/or counseling for your child and the child bullying them.

A sample DASA Incident Report is available at: www.buffaloschools.org/Page/87277.

My child is not safe in their current school. Can I request a transfer?

- State law entitles your child to a safety transfer under two circumstances:
 - If your child attends a school designated as “persistently dangerous” by the NYS Commissioner of Education, state law requires that the school district (1) notify you of this designation and (2) offer you the opportunity to transfer to a safe school. The current list is available [here](#).
 - If your child is the victim of a “violent criminal offense” on school grounds (including transportation), state law requires that the school district (1) notify you and (2) offer you the opportunity to transfer to a safe school.
 - “Violent criminal offense” means a crime that involved serious physical injury, a sex offense that involved forcible compulsion, or any other offense that involves the use / threatened use of a deadly weapon
- If you have not been provided this information but believe your child qualifies, visit Central Registration (33 Ash St.) and request a safety transfer request form.
 - Submit any documentation you have of the “violent criminal offense,” including medical and police records.
- If the district refuses to give you the transfer request form, or denies your request, you may appeal to the Commissioner of Education.

Can schools require me to pick my child up early because of their behavior?

- No. A school cannot require that you pick your child up early, unless it formally has suspended your child. Even then, the school must claim that your child’s continued presence poses an ongoing danger to themselves or others. If not, the school cannot remove the child from school until after you have received notice and an opportunity for an informal conference.
- If the school asks you to pick your child up early, ask whether the school is formally suspending them. If not, you may refuse to pick them up. If your child is suspended, ensure that you receive the proper notices and that the removal is recorded for purposes of a future manifestation meeting.

Can schools keep my child out until a “threat assessment” is completed?

- No. When your child’s suspension is over, the school must welcome your child back into school immediately. If the school wants to complete a “threat assessment,” it is the school’s responsibility—not yours—to ensure the assessment is completed before your child’s suspension is over.
- If the school insists, ask whether your child faces new suspension charges. If the answer is no, keeping your child out after their suspension is over would be illegal. If the answer is yes, ask for written notice of the new charges and an immediate informal principal’s conference.

Can the school require my child to start outside counseling?

- No. However, after the school has assigned a suspension, it may offer an early return in exchange for your child participating in counseling. For example, if Sienna received a four-week suspension, the Superintendent could offer a return after two weeks, conditioned on Sienna’s participating in counseling. But the Hearing Officer could not originally have suspended Sienna for four weeks with the requirement that she also complete counseling in order to return.

Can the school require my child to start taking medicine?

- No. Schools in New York State cannot require child to take medicine in order to attend school. The decision to begin a course of pharmacological intervention is one that should be made only in consultation with medical professionals.
- If you agree with the school’s suggestion, you can (but need not) choose to share information between the school and your child’s medical team. Doing so can help the school implement that provider’s recommendations. Ask your child’s school for a consent form to authorize your child’s doctor/counselor/etc. talking with the school.

What is Restorative Justice?

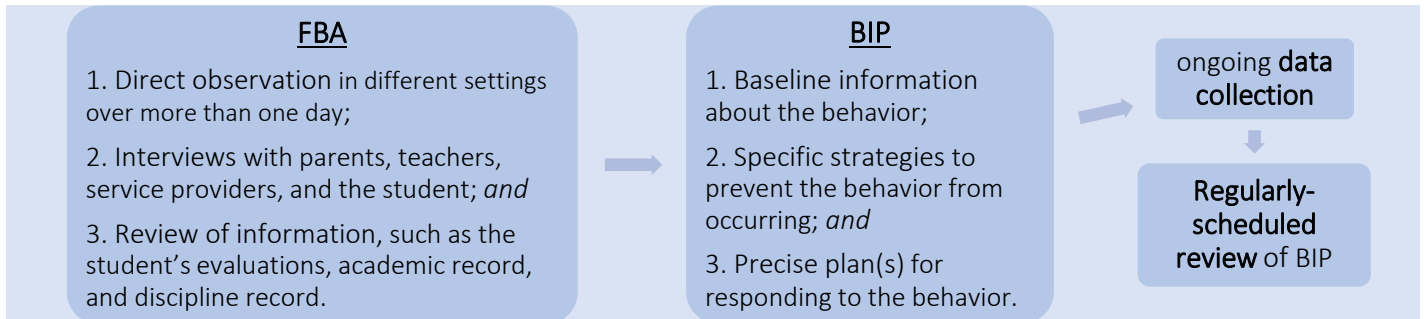
- Restorative justice (also called “restorative practices”) is a voluntary alternative to suspension. It focuses on giving children a way to understand the impact of their behavior and to repair the harm they have caused. The goal of restorative justice is to heal rather than punish.
- Restorative justice is an especially useful tool when multiple parties feel they have been wronged.
 - For example, when a child believes a teacher “has it out for them” and the teacher similarly believes the child does not respect them, a restorative conference might provide a place to express those feelings and build trust.
- If your child would like to participate in restorative conferencing, contact your child’s principal. The principal will screen your child’s discipline charges and, if your child is eligible, will schedule a conference.

Erie County Restorative Justice Coalition also arranges (free) restorative circles for BPS students. Complete the [referral form](#) to get started.

What is a Behavior Intervention Plan (“BIP”)?

- If your child has an IEP/504 plan and struggles with classroom behavior, consider asking the C(P)SE/504 Team to develop a Behavior Intervention Plan (“BIP”). The plan is developed by first conducting a Functional Behavioral Assessment (“FBA”), which is a process for figuring out WHY a specific behavior occurs.
 - The district must do an FBA as part of initial and triennial evaluations if your child’s behavior impacts their ability to learn.
 - That might occur, for example, if your child frequently is in “time out,” removed from the classroom, or suspended.
 - The school also must do an FBA if your child faces a suspension of 11+ days.
- The FBA should directly relate to the BIP. That is, the WHY identified through the FBA should inform the WHAT in the BIP.

- For example, many students struggle to remain seated throughout a class period, but the reason for that behavior varies widely by student. Some students leave their seat for attention from peers; others to avoid difficult assignments; and still others because of their ADHD. The FBA should identify why *your child* has difficulty staying in their seat.
- If the behavior is attention-seeking, teachers may offer positive—and hopefully substitute—attention (such as praise) on a regular schedule; if it is avoidant, your child may need extra help in that area; and if it is hyperactive, your child may benefit from a fidget tool such as a stress ball or spinner.



Tip: If your child continues to struggle, consider asking the school to contract with a Board Certified Behavior Analyst (“BCBA”) to conduct the FBA. BCBAs are specially trained to conduct in-depth FBAs and develop evidence-based BIPs.

May schools transfer a suspended student to a different school without parent consent?

- Yes, but the principal must follow these steps:
 - **Principal Notifies** Parents/Guardians of Proposed Transfer
 - notice includes date and time of an informal conference.
 - notice informs parents/guardians of their right to be accompanied by an attorney or other “individual of their choice”
 - **Informal Principal’s Conference**
 - Discuss student’s behavior.
 - Discuss prior interventions.
 - Discuss proposed alternative placement.
 - **Superintendent Notifies** Parents/Guardians of Proposed Transfer
 - Notice informs parents/guardians of right to request a “fair hearing” *within ten calendar days*.
 - If hearing requested, student remains in current school until hearing completed.
 - If hearing not request, students transferred after ten days.
 - **“Fair Hearing” (aka Superintendent’s Hearing)**
 - Student and parents/guardians have same rights as they have in Suspension Hearings.
 - **Hearing Officer issues a written decision**

Trauma and School Discipline

Neuroscience research shows that children who have experienced chronic stress and/or trauma are more likely than their peers to have difficulty focusing in school, responding to classroom stimuli, and learning reading and math.

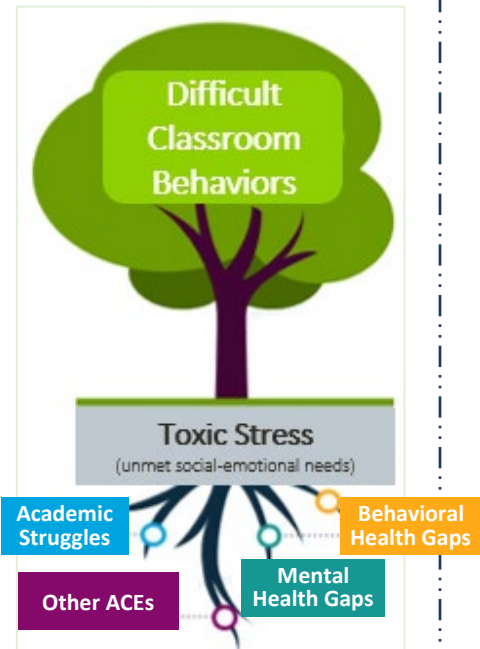
Chronic stress is caused by many things, including living in poverty, exposure to violence and abuse, homelessness, and exposure to systemic racism. Chronic stress causes biological changes to the structure of a child's brain, making it more difficult for them to focus, learn, and make friends. For example, many children who have experienced trauma are "hypervigilant"—they are constantly on the lookout for new dangers and, consequently, may "overreact" to small stressors such as another child's teasing. For this reason, children who have experienced trauma are more likely to be suspended from school than their "neurotypical" peers.

If your child has been exposed to these conditions, and you believe that experience might be the cause of their difficulties in school (including behavioral and academic struggles):

- (1) discuss your child's experience during the informal principal's suspension conference; ask the school to provide therapeutic interventions instead of suspension;
- (2) write a letter to the hearing officer explaining the role of trauma/chronic stress in your child's behavior and asking for a shorter suspension; and
- (3) contact the school's Student Support Team to discuss ongoing supports and services that may help your child cope with their stress/trauma.

Interventions for Children Who Have Experienced Trauma/Toxic Stress

- increase **predictability** and sense of control
 - visual daily schedules
 - advance notice of fire drills
 - preferential seating
 - logical and consistent rule enforcement
- build **executive functioning skills**
 - organizational aides
 - problem-solving techniques
 - safe opportunities to fail
- **Behavior Intervention Plans**
 - ISSPs; identify "safe places" and "safe persons" the child can access when stressed
- **related services**
 - speech therapy for language delays
 - occupational therapy for motor delays
- **movement and sensory opportunities**
 - fidget tools
 - opportunities to go for a walk, doodle, hum, rock, dance, sing when stressed
- opportunities to build **peer supports and relationships**
 - preferential seating
 - adult vigilance re: bullying
 - group counseling with peers; mentorship programs
 - training for staff on trauma-informed practices
 - Restorative Practices



Cross-Systems Supports

If your child regularly struggles with behavior, you might consider outside services and supports to better meet their social-emotional needs. Some examples are listed below. Additionally, if your child receives outside services, *inviting those providers—especially care coordinators and case workers—to CSE/504 Meetings.*

<p>Behavioral Health</p> <p>Health Homes Care Coordination</p> <ul style="list-style-type: none"> ○ dedicated care coordinator to manage appointments, etc. ○ ask your pediatrician for a referral <p>Office for People with Developmental Disabilities</p> <ul style="list-style-type: none"> ○ wrap-around supports for children with developmental disabilities <ul style="list-style-type: none"> ▪ Care Coordination ▪ Family Support Services <ul style="list-style-type: none"> ● Respite ● After-school programs ● Family member training ● Behavioral training ● Reimbursement ● Parent-parent networking ● Info + referral ● Sibling svcs. ● Rec/social activities ▪ Assistive Technology <ul style="list-style-type: none"> ● Environmental modifications ● Adaptive tech. (e.g., feeding aids) ▪ Behavioral Health <ul style="list-style-type: none"> ● Intensive Behavioral Svcs. ● NYSTART Crisis Prevention and Response 	<p>Mental Health</p> <p>Private counselor, therapist, psychologist, and/or psychiatrist</p> <ul style="list-style-type: none"> ○ Ask your pediatrician for a referral <p>Health Homes Care Coordination</p> <ul style="list-style-type: none"> ○ dedicated care coordinator to manage appointments, etc. ○ ask your pediatrician for a referral <p>Children and Family Treatment and Support Services</p> <ul style="list-style-type: none"> ○ wrap-around supports for children with diagnosed psychiatric/ psychological condition <ul style="list-style-type: none"> ▪ Other Licensed Practitioner ● Psychoanalyst <ul style="list-style-type: none"> ● Clinical SW ● Marriage/Family Therapist ● MH Counselor ● Creative Arts Therapist ▪ Crisis Intervention ▪ Community Psychiatric Supports & Treatment ▪ Psychosocial Rehabilitation Services ▪ Family Peer Support Services ▪ Youth Peer Support ○ Ask your pediatrician for a referral
<p><i>Contact Parent Network for WNY for additional info/help</i></p> <p>parentnetworkwny.org</p> <p>(716) 332-4170</p> <p>info@parentnetwork.org</p>	<p><i>Contact Mental Health Advocates of WNY for additional info/help</i></p> <p>mhawny.org</p> <p>(716) 886-1242</p> <p>info@mhawny.org</p>

Buffalo Public Schools Contacts

Office	Address	Contact Info
Central Registration	33 Ash St Buffalo, NY 14204	(716) 816-3717
Pupil Personnel Services	432 City Hall Buffalo, NY 14202	(716) 816-3547
Central Office for Alternate Instruction		(716) 816-3632
Preschool Special Education	Room 210 33 Ash St. Buffalo, NY 14204	(716) 816-4745 BuffaloCPSE@buffaloschools.org
Central CSE	Room 203 33 Ash St Buffalo, NY 14204	<i>General Questions</i> (716) 816-4747 spedquestions@buffaloschools.org <i>Placement Questions</i> (716) 816-4647 SPEDPlacement@buffaloschools.org <i>Records Requests</i> (716) 816-4902 Spedrecords@buffaloschools.org
School CSE		Contact the principal, Student Support Team (SST), or (CSE) at your child's school.
Coordinator for Parent Services at Central CSE	33 Ash Street Buffalo, NY 14204	Michael Ippolito (716) 816-4722 MIppolito@buffaloschools.org
Section 504 Central Office	Room 119 33 Ash St. Buffalo, NY 14204	P: (716) 816-7124 F: (716) 878-9707
BPS Section 504 Central Administrator	Room 219 School # 197 646 E. Delavan Ave. Buffalo, NY 14215	Jennifer L. Jones, PhD (716) 816-3939 jljones@buffaloschools.org
McKinney-Vento Homeless Students Assistance Act Liaison	Central Registration Center 33 Ash Street Buffalo, New York 14204	Hoa Mai (716) 816-3971 HMai@buffaloschools.org Marva Brown 716-816-4907 msbrown@buffaloschools.org Frances Cruz Ramos 716-816-4919 fcruzramos@buffaloschools.org
Foster Care Liaison	Greg Isaacs	gisaacs@buffaloschools.org