

**Bedford Central School District**



# **Elementary Learning Guide for Families 2020-2021**

## **OUR MISSION**

**THE BEDFORD CENTRAL SCHOOL DISTRICT SHALL CULTIVATE CURIOSITY AND A PASSION FOR LEARNING BY PROVIDING CHALLENGING EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS SO THEY MAY ACHIEVE THEIR FULL POTENTIAL AS PRODUCTIVE AND CONTRIBUTING MEMBERS OF SOCIETY.**

## **OUR VISION**

**INSPIRING AND CHALLENGING OUR STUDENTS**

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## Overview to the Elementary Learning Guide Bedford Central School District

This Elementary Learning Guide for the Bedford Central School District is intended as a resource to provide families with information on how we are supporting students and their families during this unprecedented time in response to COVID-19. The Bedford Central School District is fully committed to maintaining continuity of learning and a sense of community for each of our students. All faculty, staff, and administrators are dedicated to providing meaningful learning opportunities, necessary support and guidance, and ongoing feedback for our students. Most importantly, the health and safety of our students, staff, and families will always remain our top priority.

These plans were developed in collaboration with many stakeholders. We learned many lessons from our spring experience with distance learning. We have had the opportunity to reflect, improve, and reinvent teaching and learning for these challenging times. As a result, we have developed three possible schedules for this school year to deal with the different scenarios that may arise during this school year. We will regularly assess and revise our plans as the school year progresses. Flexibility, collaboration, and resilience will remain critical components to our work together this year.

Please review the detailed information in this Elementary Learning Guide and do not hesitate to reach out to your school contacts with any questions, concerns, or need for assistance.



*Please note that all plans within this document are subject to change based on guidance and/or requirements from Governor Cuomo, the NYSED, and the NYSDOH.*

## **BCSD Elementary School Contacts**

**Elementary Administration, Coordinators, Secretary to the Principal and Clinical Staff**

**Email:** Click names for email addresses

**Phone:** Dial 914-241-6000 then follow the prompts to enter extensions

<b>Bedford Hills Elementary School</b>			
Position	Name	Email	Extension
Principal	Mr. C. Zbynek Gold	cgold2524@bcSDny.org	1502
Elementary Coordinator	Ms. Jackie Salcito	jsalcito4030@bcSDny.org	1523
Secretary to the Principal	Ms. Cathay Faustini	cfaustini4433@bcSDny.org	1500
School Psychologist	Ms. Beth Kolb	bkolb0638@bcSDny.org	1533
School Nurse	Ms. Dolores Rotolo	drotolo3426@bcSDny.org	1514
<b>Bedford Village Elementary School</b>			
Principal	Ms. Gina Smith	rsmith1848@bcSDny.org	1601
Elementary Coordinator	Mrs. Christina Valentine	cvalentine2484@bcSDny.org	1625
Secretary to the Principal	Ms. Cathie Iaquina	ciaquina4491@bcSDny.org	1600
School Psychologist	Mrs. Jennifer Corcoran	jcorcoran3936@bcSDny.org	1632
School Psychologist	Dr. Helayna Pace	hpace4428@bcSDny.org	1833
School Nurse	Ms. Lisa Marcus	lmarcus4200@bcSDny.org	1618
<b>Mount Kisco Elementary School</b>			
Principal	Ms. Inas Morsi-Hogans	imorsihogans4368@bcSDny.org	1701
Assistant Principal	Dr. Angelique Johnson	ajohnson2142@bcSDny.org	1704
Elementary Coordinator	Mr. Bill Hunter	whunter0530@bcSDny.org	1737
Secretary to the Principal	Ms. Emily Leon-Prado	eleonprado4738@bcSDny.org	1702
School Psychologist	Ms. Christine Doherty	cdocdoherty4271@bcSDny.org	1716
School Social Worker	Ms. Caryn DaLoia	cdaloia4799@bcSDny.org	1725
School Nurse	Ms. Maureen Ronan	mronan4750@bcSDny.org	1715
<b>Pound Ridge Elementary School</b>			
Principal	Ms. Amy Fishkin	afishkin4396@bcSDny.org	1802
Elementary Coordinator	Ms. Erika Volpe	evolpe3416@bcSDny.org	1805
Secretary to the Principal	TBD	TBD	1800
School Psychologist	Jena Blechman	jblechman4307@bcSDny.org	1819
School Nurse	Jill Drucker	jdrucker4759@bcSDny.org	1803
<b>West Patent Elementary School</b>			
Principal	Ms. Judy Brewster	jbrewster4520@bcSDny.org	1902
Elementary Coordinator	Ms. Margaret Rose Goodman	mgoodman2360@bcSDny.org	1918
Secretary to the Principal	Ms. Kelly Smith	ksmith4472@bcSDny.org	1900
School Psychologist	Dr. Elissa Lesser	elesser2106@bcSDny.org	1925
School Nurse	Ms. Maria Reino	mreino2012@bcSDny.org	1903

Please use the link below to find contact information for teachers and additional staff

<https://www.bcSDny.org/Page/1563>

## **New York State Guidelines on Reopening Schools**

July 22, 2020:

[NYS Department of Education Reopening Schools FAQ's](#)

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July 16, 2020:

[NYS Department of Education Recovering, Rebuilding, and Renewing: The Spirit of New York Schools Reopening Guidance](#)

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July 13, 2020:

[NYSED Presentation to the Board of Regents](#)

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July 13, 2020:

[NYS Department of Health Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#)

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[NYS Department of Education COVID-19 website](#)

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[Westchester County Department of Health COVID-19 website](#)

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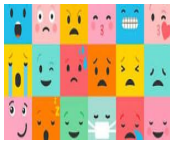



[American Academy of Pediatrics COVID-19 website](#)

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[Center for Disease Control and Prevention](#)

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## **Elementary Learning Plans** **Guiding Principles**

	<h3 style="text-align: center;">Safety of Students and Staff</h3> <p>Our schools have developed plans that meet the NYS guidelines for health and safety. Training, signage, and rigorous cleaning and disinfecting protocols will be in place to ensure the health and safety of our students and staff. We will take preventative measures to prevent the spread of respiratory viruses and prepare for any potential cases or increased transmission of COVID-19 based on the latest state and federal guidelines.</p>
	<h3 style="text-align: center;">Equity of Learning Experiences for All</h3> <p>Our schools are committed to providing all BCSD students with equitable teaching and learning experiences. Collaboration, communication, and differentiation are key to supporting our unique learners across our District.</p>
	<h3 style="text-align: center;">Social Emotional Learning and Support</h3> <p>Our schools have developed plans to ensure that the social-emotional well-being of our students remain our top priority as we welcome students back to school. Teaching and learning during a health crisis must put the social-emotional needs of students first and foremost in order for students to be available for learning.</p>
	<h3 style="text-align: center;">Continuity of Instruction for all Learners</h3> <p>Our schools have developed plans to create continuity of instruction for all learners. These plans will provide students with predictable schedules, continuity of instruction across consecutive days, and a consistent learning experience within a cohort of the same peers and staff.</p>
	<h3 style="text-align: center;">Flexibility in Planning</h3> <p>Our schools will reopen with instructional models that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models during the school year.</p>
	<h3 style="text-align: center;">Communication to Families and Stakeholders</h3> <p>Our schools are committed to providing frequent and transparent communication to all BCSD families. In this ever-changing world, as our understanding of the COVID-19 virus continues to evolve, we will keep families posted on our plans.</p>

## Models of Instruction OVERVIEW

FULL IN-PERSON	HYBRID	FULL REMOTE
<ul style="list-style-type: none"> <li>● Students attend school every day, 5 days per week</li> <li>● Each class is split into 2 cohorts and housed in 2 separate classrooms <b>OR</b> kept together in a space large enough to allow social distancing.</li> <li>● If a classroom is split, the classroom teacher will divide his/her time between the two rooms with other staff providing supervision.</li> </ul>	<ul style="list-style-type: none"> <li>● 50% of class in-person</li> <li>● 50% of class at home</li> <li>● Over a 2-week period, students will have 5 days in school and 5 days at home (2-3 days in school each week)</li> <li>● Remote learning at home will include some live time with teachers and some pre-recorded lessons.</li> <li>● Students in Cohort 1 will attend school two days (M, T) the first week and three days (M, T, W) the following week.</li> <li>● Students in Cohort 2 will attend school three days (W, Th, F) the first week and two days (Th, F) the following week.</li> <li>● If there is a holiday, both cohorts will attend 2 days that week.</li> <li>● Students will be assigned to a cohort that allows each family to have their children in school on the same days.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will be learning remotely.</li> <li>● Each day, students will have a predictable schedule which will include: a morning meeting; recorded or in person literacy and math lessons; independent assignments; specials class; and an end of the day meeting.</li> <li>● There will be time, weekly, for students to work with the teacher in small group sessions for extra help and feedback.</li> </ul>

All in-person models will adhere to NYS approved protocols for health and safety. The health and safety of our students and staff remains our top priority.

- **Health checks:** routine staff and student health screenings as per DOH guidelines
- **Social distancing:** plans to maximize social distancing at all times of the day
- **Health hygiene:** enhanced instruction in hand washing; structured frequent hand washing breaks
- **Face coverings and PPE:** Students and staff are required to wear face masks. Face coverings will be provided to students and staff as needed and used following DOH guidelines.
- **Enhanced cleaning and disinfection:** enhanced procedures in accordance with CDC guidance
- **Management of and response to ill persons:** Protocols and procedures to track health conditions at school, respond to positive or presumed-positive cases, and initiate school closure and/or shift to all distance-learning when needed.

## FULL IN-PERSON MODEL

### Key Features:

- Students are in school every Monday through Friday for the full school day.
- Academic experience provided with modifications to allow for health and safety of all:
  - **Reduced class size:** Assigned, dedicated smaller groups of students will “cohort” or “bubble” together during school to limit exposure to the virus. These groups will learn together, eat together, and have recess together with minimized intermingling with other cohort groups.
  - **Repurposed use of space:** Larger spaces (i.e., cafeterias, gymnasiums) will be repurposed to accommodate the cohort model, and outdoor spaces may be utilized for learning when appropriate.
  - **Reduced movement:** Students will stay primarily in one space for the school day, with teachers moving into and out of the room rather than students moving to different rooms whenever possible. ESOL, Tiered Support, Specials, movement breaks, lunch, etc. will occur in the room where the cohort is assigned. Protocols will be implemented for building entrance/exit and movement throughout building and in common areas to minimize risk.
  - **Coordinated team approach:** School personnel, including special area, Bilingual, ESOL, SPED teachers, will work together as a team to provide academic content and services to students.
  - **Minimized Gatherings:** Arrival and dismissal
  - **IEPs:** All IEPs will be implemented to the greatest extent possible
- **Self-Contained Classes** would remain intact daily as the cohorts are already reduced in student size.

Monday	Tuesday	Wednesday	Thursday	Friday
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Students and teachers attend every day with all State guidelines and expectations in place. Classroom learning and instructional activities are adjusted to provide the safest environment.



## HYBRID MODEL

### Key Features:

- 50% of class is learning in school, while 50% of the class is learning from home
- Over a 2-week period, students will spend 5 days in school and 5 days at home (2-3 days in school each week)
- Remote learning at home will include some live time with teachers, some pre-recorded lessons, and independent practice.
- Schedule will follow:
  - Students in Cohort 1 will attend school two days (M, T) the first week and three days (M, T, W) the following week.
  - Students in Cohort 2 will attend school three days (W, Th, F) the first week and two days (Th, F) the following week.
  - If there is a holiday, both cohorts will attend 2 days that week.
  - Students will be assigned to a cohort that allows each family to have their children in school on the same days.

### In School Learning:

- Academic experience provided with modifications to allow for health and safety of all:
  - **Reduced class size:** Assigned, dedicated smaller groups of students will “cohort” or “bubble” together during school to limit exposure to the virus. These groups will learn together, eat together, and have recess together with minimized intermingling with other cohort groups.
  - **Repurposed use of space:** Larger spaces (i.e., cafeterias, gymnasiums) may be repurposed to accommodate the cohort model, and outdoor spaces may be utilized for learning when appropriate.
  - **Reduced movement:** Students will stay primarily in one space for the school day, with teachers moving into and out of the room rather than students moving to different rooms whenever possible. Protocols will be implemented for building entrance/exit and movement throughout building and in common areas to minimize risk.
  - **Coordinated team approach:** School personnel, including special area, Bilingual, ESOL, SPED teachers, will work together as a team to provide academic content and services to students.
  - **Minimized Gatherings:** Arrival and dismissal
  - **IEPs:** All IEPs will be implemented to the greatest extent possible
  - **Self-Contained Classes** would remain intact daily as the cohorts are already 12 students or less

### At Home Learning:

#### **Delivery of Assignments and Instruction**

- Faculty will use Google Classroom, SeeSaw, and/or email as the platform for communicating with students. This includes posting assignments, resources, and general announcements. Google Docs, Slides, Sheets, etc. can be uploaded to Google Classroom.

- Students will be assigned work to complete and be required to post it on Google Classroom. Assignment resources will also be posted in case students do not have them at home.
- Google Meet is the District approved technology tool to conduct live, online instruction and may be recorded and shared with students.
- **Coordinated team approach:** School personnel, including Bilingual, ESOL, Tiered Support, and Special Education teachers, will be used to provide these multiple types of learning experiences to students who qualify.
- **Online Assignments and Communications:** An aligned and streamlined approach to utilizing technology to post assignments and communicate with families will be implemented. Tutorials and information for using these platforms and tools will be made available to families.
- **1:1 Devices:** Students will be given a device to use for remote learning and will be assisted in securing internet and/or Wifi access. Students will be expected to bring their devices to and from school each day.
- **IEP's:** All IEPs will be implemented to the greatest extent possible.

A detailed schedule will be provided to all families in the hybrid model before the start of school. While the focus of instruction will be on literacy and math, science and social studies will be integrated.

### ELEMENTARY HYBRID MODEL

COHORT #1	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK #1	Live instruction in school		Remote learning & instruction at home		
WEEK #2	Live instruction in school			Remote learning at home	

COHORT #2	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK #1	Remote learning at home		Live instruction in school		
WEEK #2	Remote instruction & learning at home			Live instruction in school	

## FULL REMOTE MODEL “Distance Learning”

### Key Features:

- Students learn from home every day, Monday through Friday, for the full school day.
- Students will be part of a “virtual” class.
- The academic experience will allow for **consistent connection** to teachers and learning.
- Each day, students will have a **predictable schedule**, which will include: a morning meeting; recorded or virtual literacy and math lessons; independent assignments; specials class; and an end of the day meeting.
- There will be time, weekly, for students to work with the teacher in small group sessions for extra help and feedback.
- A **variety of lesson formats and group sizes** will be used, including whole class meetings and lessons, small group instruction, and individualized support and conferencing.
- A **coordinated team approach** by school personnel, including Bilingual, ESOL, Tiered Support, and Special Education teachers, will be used to provide these multiple types of learning experiences to students who qualify.
- Students will receive instruction in **special areas** (art, music, physical education) in a format to be determined.
- An **aligned and streamlined approach to utilizing technology** to post assignments and communicate with families will be implemented. Tutorials and information for using these platforms and tools will be made available to families.
- Students will be given a device to use for remote learning and will be assisted in securing internet and/or Wifi access.
- Professional development will be provided to teachers in use of technology tools, designing effective remote learning experiences, and best practices for instruction in remote settings.
- All IEPs will be implemented to the greatest extent possible

### **Delivery of Assignments and Instruction**

- Faculty will use SeeSaw or Google Classroom as the platform for communicating with students. This includes posting assignments, resources, and general announcements. Google Docs, Slides, Sheets, etc. can be uploaded to Google Classroom.
- Students will be assigned work to complete and be required to post it on Google Classroom. Assignment resources will also be posted in case students do not have them at home.
- Google Hangouts Meet is the District approved technology tool to conduct live, online instruction and may be recorded and shared with students.

### **Sample Schedule of Distance Learning:**

Grade	K-1	2-3	4-5
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9:00-9:20	Morning Meeting: Attendance, Community Building, Review Schedule	Morning Meeting: Attendance, Community Building, Review Schedule	Morning Meeting: Attendance, Community Building, Review Schedule
9:30-10:15	Reading Workshop (Small Group)	Reading Workshop	Math
10:15-11:00	Foundations/Writing (Small Group)	Foundations/Writing	Specials
11:00-11:45	Lunch	Specials	Reading Workshop
11:45-12:30	Specials	Lunch	Writing Workshop
12:30-1:15	Math (Small Group)	Math	Lunch
1:15-2:00	Independent Play/ Games/ Fine Motor/ Outdoor Time	Independent Projects/ Outdoor Time	Independent Projects/ Outdoor Time
2:00-2:45	Closing Meeting/ Read Aloud	Closing Meeting/ Read Aloud	Closing Meeting/ Read Aloud

#### Components of Full Remote Schedule:

- **Morning Meeting** - Google Meet with the teacher and the whole class. This is a time for teachers to connect with their whole class, take attendance, review the daily schedule, answer questions, and incorporate community building activities.
- **Reading, Writing, Math** - Each academic subject will include a 10-minute mini-lesson (either pre-recorded or live via Google Meet), small group instruction, and 1:1 conferences. Teachers will create a weekly schedule to support the needs of all students in the class. While the focus of instruction will be on literacy and math, science and social studies will be integrated. Flexibility will be incorporated in order to accommodate for different learning styles and learning needs.
- **Specials** - Specials will follow a schedule to be determined. Each day, students will have one virtual special area lesson via Google Meet (Music, Art, or PE).
- **Closing Meeting** - A whole class Google Meet will take place at the end of the day. This is a time for read aloud, wrap-up discussions, and to bring closure to the day.

# **Student, Teacher, and Parent Responsibilities and Expectations**

## **Student Responsibilities and Expectations**

Students should follow these guidelines to ensure productive, respectful class time through **all of our learning platforms**:

- Attend class daily. Attendance will be taken every period regardless of the learning platform and the Attendance Policy will be in effect.
- Students will adhere to the BCSD Code of Conduct in all learning environments, including dress code
- Arrive to classes on time.
- Actively participate in classes.
- Maintain daily access to their classes' Google Classroom.
- Check their Google Classroom and/or emails daily.
- Engage actively in all learning activities.
- Submit assignments on time.
- Communicate with teachers consistently for clarification and/or assistance.
- When attending a class remotely:
  - Ensure that appropriate settings for video and audio have been set or activated.
  - Mute your microphone when not speaking.
  - Leave the camera on and be visible.
  - Use the background assigned by the teacher for all remote sessions.
  - Minimize distractions.
  - The chat feature should not be used to engage in social or off-topic conversations with classmates.
  - Screenshots and/or recordings are prohibited; respect the privacy of others.
  - Consider using headphones.
- Remote lessons should follow the same guidelines as when we are in school:
  - Use the bathroom prior to the start of the lesson
  - Eat a snack, lunch or breakfast prior to the start of the lesson
  - Leave toys and stuffed animals out of reach during the lesson
  - Avoid talking to classmates during the lesson unless directed by the teacher

## **Teacher Responsibilities and Expectations**

For each learning environment:

- Provide daily live instruction, which will allow for student-teacher interaction, in all three schedules.
- Take attendance during all live student interactions.
- Maintain daily announcements and learning activities/assignments for all classes via Google Classroom.
- Answer student posts and emails to provide instruction, clarification and to answer student questions.

- Engage students in person and via remote learning platforms to provide *new* instruction through mini-lessons, clarification, feedback, and answer student questions.
- Maintain the Google Classroom Calendar of assignment due dates for each class.
- Provide consistent feedback to students on completed work within an appropriate time frame.
- Communicate with students and families in-person via Google Classroom, Google Meet, or email/phone on a consistent basis.
- Provide small group instruction for students to receive support.

### **Parent Expectations and Involvement**

Parents can support their child's learning in the following ways:

- Ensure your child is ready to go online from the start of the day. They must follow the schedule set by their teacher/class.
- When possible, designate an area for your child to learn that allows them to focus and be free of distractions.
- Encourage your child to reach out to their teachers when they have questions and/or concerns about school work. They can do this through their school email and/or Google Classroom.
- Contact your child's teacher(s) initially with concerns. If you are in need of additional support please contact the Elementary Coordinator, School Psychologist or Assistant Principal (the contact information is listed above).
- Monitor TV watching, gaming, social media and unproductive computer time outside of distance learning.
- Remind your children not to take pictures, recordings or screenshots of teachers or students in any Google Classroom, Meet or other platform as it violates district policy as well as the privacy of our students.
- It is important that your child demonstrate independent skills. We kindly ask you to clarify directions for your child but allow them to complete work to the best of their ability.

### **Communication & Staff Availability**

We recognize that opportunities for student-teacher interaction are an important part of the teaching and learning process. In all three models - full in-person, hybrid, and full remote - teachers will be available to meet with students on a regular basis. Continuous learning and live student-teacher interaction may take a variety of formats depending on the model, including paper and pencil work, independent projects, Google Classroom, Google Meets and other online meetings. When working within a hybrid or full remote model, each teacher will communicate with students their specific availability, schedule for live and recorded lessons, and daily expectations for students. Teachers will establish times during which they will be available for student contact.

Parents should email their child's teacher (classroom, learning specialist, tiered support, ESOL, bilingual, special area) if they have questions regarding content. Administrators, coordinators,

clinicians, related service providers, library media specialists, and other school personnel are also available by email should you need their support.

### **Attendance**

Attendance at school, both virtually and in-person, is expected of all students and attendance will be taken on a daily basis. Teachers will take attendance through student participation, attendance in online meetings, or via communication with parents. On remote days, attendance will be taken during virtual meetings with teacher(s). In a fully remote model, parents should notify the school if their child will be “absent” and unable to participate in distance learning for the day. Parents should contact the school secretary and school nurse if students are ill and unable to participate on a particular day. Please include your child’s name, teacher, and the reason for the absence. We will notify parents of any changes to this practice if we receive different information from the New York State Department of Education.

### **Accountability and Grading**

Whether on distance learning or in-school, all BCSD elementary schools will resume regular assessment in the areas of literacy and math. We recognize the importance of providing feedback to students, and teachers will use best practice, regardless of the model, in providing relevant and timely feedback on student work.

- Teachers will let students know due dates for assigned work.
- To the best of their ability, students will complete the assignments by the due date posted.
- Teachers will provide feedback on students' comments and the work that students post in Google Classroom.
- During this time, both formal and informal assessments will be used to inform instruction, assess students' understanding of content, and monitor progress of student learning. Formal assessments, in reading, writing, and math, will take place during in-person instruction.

### **Technology Resources**

<https://www.bcsdny.org/domain/29>

Access to and use of technology will be an important part of blended learning. Although an incredible tool for learning and connection, technology use does not come without significant concerns related to security, privacy, appropriate use and more. We will need your help to ensure that our students maximize the positive impact of technology use in their lives while minimizing the potential negative consequences. There are many online resources which can help you strike this balance in your home as we strive to do the same each day while students were in our classrooms.

All students in grades K-12 will be assigned a Chromebook, as the District has invested in 1:1 devices for all BCSD students. For technical support and tutorials in our technology resources, please go to our [BCSD Distance Learning Technology Resources](#) webpage.

If a student is having trouble with a school Chromebook, or is unable to connect, log on, or access a required program, please contact the [Student HelpDesk](#).

If a student does not have reliable Internet access at home, please speak with the student's teacher about getting an Internet Hotspot from the school.

## **English Language Learners**

In accordance with NYS Guidelines, the ESOL Department recognizes the importance of equity and flexibility serving all students. Whether learning occurs in-person or remotely, English language learners will continue to have full access to the general education curriculum and explicit instruction per CR Part 154 Guidelines.

The ESOL Department will continue to work closely with the District Registrar to welcome new students and identify those who are ELL eligible. When school buildings open, faculty will screen and assess students to determine whether they are ELL eligible per the [NYS ELL Identification Process](#). The NYS Identification Test for English Language Learners (NYSITELL) will be administered while buildings are open; should buildings be closed, faculty and staff will exercise best judgment to determine whether students should receive ELL instruction remotely until testing can be scheduled. Interviews with parents and/or guardians will be conducted by a clinician, counselor, or trained staff in-person, remotely, or by telephone as part of the intake process.

To the extent possible, ELLs at the entering level of English proficiency will join in-person instruction daily. Full participation in live instruction will be determined by students' proficiency level, course assignment, and class size. In addition, ESOL/bilingual faculty and staff will provide mandated and supplemental small-group instruction remotely to ensure that students have access to grade-level content as they develop their language skills.

At the elementary level, families of ELLs who are new to the District may elect to participate in Dual Language Bilingual Education (DLBE) or English as a New Language (ENL) programs. School assignment will be determined based on program selection. At the secondary level, ELLs have access to bilingual instruction in mathematics and Spanish as well as ENL courses. In addition to highly qualified ESOL and bilingual faculty at all grade levels, high school students may receive supplemental instruction and academic support from bilingual instructional assistants in the Math and ESOL Departments.

The majority of the ELL population shares Spanish as a home language. To that end, all district and building communications are disseminated in English and Spanish. Additionally, district personnel will continue to fortify the home-school connection with families via email, text, or telephone communications as needed. The District will communicate with all families in their



preferred language to ensure that parents and guardians receive and understand critical information.

The social and emotional wellness of all students remains our priority. Faculty, clinicians, and counselors will continue to collaborate to support ELLs and their families. Specifically, the ESOL bilingual social worker will conduct regular counseling sessions remotely and accept referrals throughout the school year as needs emerge.

All teachers serve ELLs throughout the District. In accordance with the [Blueprint for ELL Success](#), faculty and staff will continue to participate in professional learning opportunities that contribute to the achievement and well-being of bilingual students.

### **Response to Intervention: Tiered Support**

In all three models, the RTI structure will be used to address students' academic needs. All teachers will focus on delivering strong core instruction utilizing best practices to support students in their learning. Student data will be used to determine how best to differentiate instruction and assess learning and growth. Parents will be notified if their child requires supplemental intervention from a Tiered Support teacher. In all three models, this supplemental support will be designed through collaboration with the classroom teacher and other teachers who work with your child, and will include a plan for coordinated delivery of instruction.

### **Special Education Services**

<https://www.bcsdny.org/domain/26>

We remain committed to supporting our students who receive additional services.

#### **Special Education**

In all three models, we will continue to make every effort to ensure that students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of a free appropriate public education. To the greatest extent possible, students with IEPs will receive supports and services that will address their individual identified needs and track their progress toward achieving their IEP goals. Please understand that exceptional circumstances in any of the models may affect how a particular service is provided. More information can be found here: Department of Education - [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#). Additional guidance from the Federal Department of Education and Special Education Office of the New York State Education Department is expected in the near future.

In all three models, special education teachers will be working in conjunction with classroom teachers to provide specialized instruction to meet the individual needs of our students. Each of our providers will continue to implement each child's Individualized Education Plan (IEP) to the

greatest extent possible during this time. They will continue to maintain their websites and classroom resources to support on-going specialized instruction. They will be providing indirect, direct, and individualized support.

### **Related Service Providers**

(Related Services such as, but not limited to, Speech and Language, Occupational Therapy, Counseling and Physical Therapy)

Related service providers (physical therapy, occupational therapy, speech therapy, and counseling) will provide activities and learning opportunities through their websites and classroom resources, and through their partnerships with teachers. Our related service providers will continue to work to support each student's individual goals. They will be providing indirect, direct, and individualized support.

Related service providers will structure communication plans to work with students and parents. As always, parents can reach out to their child's case manager and/or related service provider, if they have questions.

\*The plans for instructional services for students with disabilities will continue to be monitored and revised based on any updated guidance we receive from the Federal Department of Education and the Office of Special Education of the New York State Education Department.

### **CSE Meetings**

In all three models, the Special Education Department will continue to hold CSE meetings. We will be working in collaboration with families to schedule CSE meetings. Meetings can be conducted via teleconference. Families will be contacted with specific dial-in information. Evaluations requiring face-to-face assessment or classroom observation, will be done in compliance with NYS health and safety guidelines.

### **504 Meetings**

Section 504 annual review meetings can continue to be held through the use of Google Meet. Student Accommodations will continue to be provided, as applicable, to students' distance learning plans.

## **Additional Resources for Families**

### **School Librarian**

Our school librarians have provided access to many online book resources (ebooks and audiobooks). They continue to add new online resources that comply with the district's data privacy requirements as they become available. All students should join their school Library Resources Google Classroom. Many school library resources are also accessible through Launchpad (School Library Resources). Our [BCSD Elementary Reading Bitmoji classroom](#) provides easy access to many online resources as well.

### **BCSD Elementary School Extended Closure Learning Resources**

For additional activities or ideas for supporting elementary children, by grade level, in literacy, math, science/social studies, please click: [BCSD Resources for Extended Closure Learning](#)

### **Parental Involvement**

Blended learning environments add a new level of complexity when it comes to parent involvement in the learning process. Only you, your child, and your teacher can find the right balance of parental involvement. Consider convening a **family meeting** to discuss how and when you will communicate with one another. How often will you discuss schoolwork? How involved will you be, when and how? What will be the parent's responsibility and what will be the students? Instead of general questions like "How's it going?" consider asking specific questions like "What was challenging for you today?" or "What have you learned about yourself? What new strategy did you try? Family meetings can be used for collaborative problem solving as a family. For more information on family meetings from *Positive Discipline*, click here:

- [Nine Steps for Effective Family Meetings](#): Tips and structures for creating an effective family meeting
- [A Family Meeting Training Plan](#): A 3-week guide for setting up your family meeting

### **If Things Get Tough**

Spending nearly all of your time together during an unprecedented pandemic is bound to elicit a wide range of emotions. Greeting your child's feelings with acceptance and empathy, as well as modeling acceptance of your own emotional state, will help them to more quickly self-regulate. You've got to "Name it to Tame it" or the emotion will become stronger and last longer.

Reach out for Support - your school staff may not be in the building, but they are still available to families. Use email to contact any of our counselors or clinicians. If you are not sure who to contact, reach out to your principal and they can connect you with someone who can help.

### **Crisis Services**

All Westchester outpatient and school-based clinics are open and are providing services via telehealth. Westchester crisis services information can be found here:

<https://dcmhservices.westchestergov.com/DCMHservices/crisisServices.jsp>

## **School Nurse**

Our school nurse will remain in contact with families regarding your child's specific needs. Please email your school nurse if you need to pick up medication or have a particular question or need. Our nursing staff will continue to stay informed and participate in updates on the emerging developments which may impact our school community.