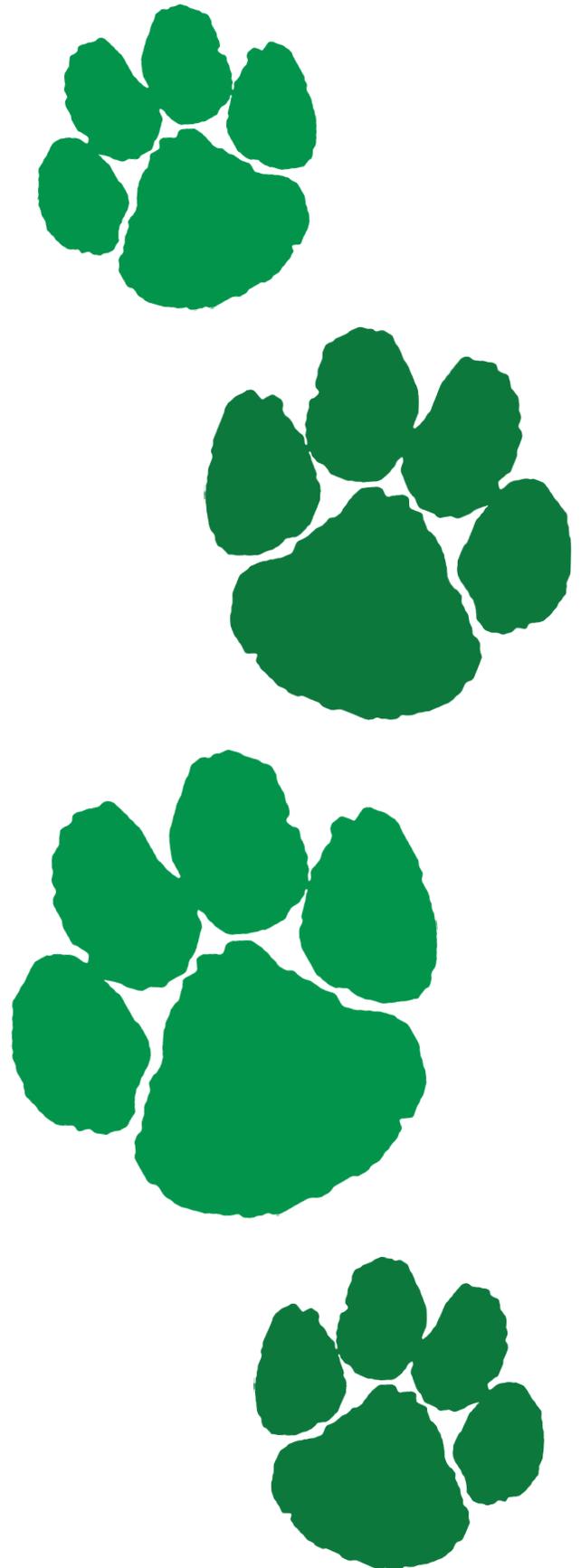


BCSD Reopening Plan

2020/2021

VIRTUAL LEARNING PROGRAM



Message from Superintendent Andrea Celico, Ph. D.

Greetings,

I hope this letter finds you well. It has been so long since we have been together and it appears that it is going to be even longer until we can see one another again—at least in person. The Cuyahoga County Board of Health is advising districts in the county to begin the school year remotely due to the elevated health risk posed to students, staff, and family members. Due to this announcement and the information that has been presented to us, we made the tough decision to deliver instruction remotely. This was also supported by the preponderance of parents choosing full virtual over the hybrid model in our survey. We want to emphasize our appreciation to you for your patience, understanding, and flexibility throughout this process.

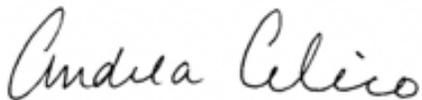
Our team has been working diligently the last several months in preparation for the 2020-2021 school year. We will share the specifics of our plan with you in the following pages.

First, please note that the board of education approved a revision to our academic calendar for the 2020-2021 school year. The school year for all students, including preschool and kindergarten will begin after Labor Day on Tuesday, September 8th.

We will continue to seek your input and feedback throughout the quarter so that we can make any necessary adjustments to our learning plans. We will also continue to monitor public health conditions and be prepared to begin transitioning to more in-person learning experiences as soon as it is safe and practical to do so.

We understand the hardship and impact these decisions are having on our parents and students, but we must continue to try to make the best decisions possible with the health and safety of our students and staff in mind. I encourage you to take advantage of the numerous resources we will have available for you and your family. We are here to help in any way possible and will continue to communicate with you regularly with any pertinent updates or changes. Stay healthy and take care.

Sincerely,



Andrea Celico, Ph.D.
Superintendent

Our Identity

Our Mission Statement

Inspiring Everyone, Every Day, To Achieve Excellence

Our Vision Statement

All Students Graduate As Open-Minded, Responsible Citizens

Our Core Values

Students are the focus of all decisions. As a result, we believe in:

- Providing a safe, supportive learning environment
- Embracing diversity
- Fostering each student's full potential
- Building strong family and community partnerships
- Developing academic excellence through a variety of rich experiences
- Promoting respect as a right and responsibility



Guiding Principles

In planning for a successful reopening of school with a fully virtual learning program, the BCSD Reopening Plan is grounded by these core values and priorities:



- Provide a Safe Educational Environment for All Members of the Learning Community



- Equitable Access for All Students
- Provide Instructional Technology to Students



- Require Active Engagement and Participation



- Focus Curriculum on Essential Learning
- Work to Minimize Instructional Loss



- Determine Appropriate Educational Settings



- Assess Student Educational Levels & Provide Personalized, Interactive and Engaging Learning Opportunities
- Expect Regular Attendance



- Consider Social and Emotional Health of Students and Staff

Learning and Teaching

- Start and end times for each school will remain the same:
 - Carylwood Intermediate School: 9 a.m. to 3:30 p.m.
 - Central Primary School: 8:40 a.m. to 3:10 p.m.
 - Columbus Intermediate School: 8:40 a.m. to 3:10 p.m.
 - Glendale Primary School: 9 a.m. to 3:30 p.m.
 - Heskett Middle School: 8:10 a.m. to 2:40 p.m.
 - Bedford High School: 7:45 a.m. to 2:20 p.m.
- Students will follow their class schedules online (virtually).
- Students will be learning remotely by using their own computers or BCSD-issued Chromebooks and hotspots. (See Technology, Page 8)
- To support online learning, the district will use Seesaw for grades PreK-3 and Google Classroom for grades 4-12. Seesaw is an online learning management system similar to Google Classroom but more user-friendly and engaging for younger students. Both of these platforms will allow for a streamlined and simplified one-stop approach to teaching, learning, assessment and communication. All assignments, feedback, resources and family/student communication will be delivered through these platforms at the respective grade levels. Any technology tools that will be used by staff to actively engage students will be linked on these platforms as well.
- Instruction will be led by BCSD teaching staff five days a week. Teachers will be teaching daily from their classrooms, adhering as closely as possible to a traditional class schedule, using whole class, small group and individual lesson delivery.
- Each instructional day will likely be a mix for the student of synchronous learning (live meetings with teachers and peers via Google Meet or Zoom), as well as asynchronous learning activities and assignments (self-directed remote learning). Although a student will be required to check in each "period," they likely will not be online for the entire instructional block. This will allow for teachers to provide large group, small group and targeted individual instruction, while students work individually on assignments and activities. A weekly schedule will be provided by each teacher.
- Lessons will be recorded as well and posted on Seesaw (PreK-3) or Google Classroom (4-12) for later reference.
- Curriculum will be focused on the most essential learning, using Board of Education adopted curriculum materials and resources. High quality, equitable instruction will be aligned to state standards through the continued use of our district frameworks. Some resources may be provided to students as needed (i.e., workbooks, journals, math manipulatives). Each building will determine supply pick-up schedules if necessary.
- Targeted interventions and enrichment will be offered to help meet the academic needs of all students based on observed needs.
- Supplemental learning supports will also be available to provide students in grades K-5 with personalized online learning plans in reading and math.

Preschool

Full Day General Education Preschool

- Whole group lessons such as story time, morning meeting, etc., will be recorded and posted for later reference.
- In addition to daily whole group lessons, small group lessons will be arranged for short periods of time during the day.
- Individual 15-20 minute sessions will be scheduled two times a week at minimum.
- Parents will receive a general monthly calendar, as well as a detailed weekly schedule for individual and small group virtual sessions.
- Supply bags will be sent home weekly.

Half Day Special Education Preschool

- Half Day Preschool is for students with disabilities.
- Specially designed instruction will continue with individual and small group lessons.
- Therapy minutes will be met (individualized service delivery).
- Individual 10-15 minute sessions will be scheduled four times a week at minimum.
- AM & PM Sessions will be offered on Monday, Tuesday, Thursday and Friday.
- Wednesday will be IEP/ETR Day (virtual and in person assessments).
- Student progress will be monitored and progress, sessions, IEP goals/objectives will be documented.

The preschool plan is subject to change. Parents will be notified if changes to the programming are made.

Career and Technical Education (CTE)

Heights Career Tech

Heights Career Tech, a five-district consortium which includes Bedford, Cleveland Heights, Maple Heights, Shaker Heights, and Warrensville Heights High Schools, are exploring ways to deliver instruction in a combination of both remote and hybrid settings. There are several reasons why not all CTE programs can move to full-virtual learning, including the necessity for hands-on learning in a simulated work environment and work-based learning requirements needed to earn the proper industry credentials. The Ohio Department of Education (ODE) and Comprehensive-Compact Schools (CCS) will provide regular guidance via conference calls and postings to the ODE website. As a result, more information will follow, as a determination is made about whether programs will be remote and/or hybrid.

Special Education

The district will continue to provide students with special education and related services that are aligned with their Individual Education Program (IEP). Targeted intervention strategies, specially designed instruction (SDI), accommodations and/or a modified curriculum will be delivered within a virtual educational setting, and will include intervention specialists and therapists collaborating, co-planning and co-instructing with general education teachers. Paraprofessionals who are assigned to work within special education classrooms will continue to support virtual instruction with intervention specialists. Special education services will be delivered utilizing various forms which may include any or all of the following:

- Virtual Instruction, which may include whole group, small group or individual instruction.
- Scheduled virtual meetings with a case manager.
- Pre-recorded video instruction.
- Blizzard Bags that are tailored to meet the individual needs of students.
- Teletherapy, Teleconference, Video Conferencing, or in-person therapy by appointment.
- Scheduled individual and/or small group in-person instruction by appointment.
- Evaluations will be completed utilizing a combination of in-person and virtual assessments.
- ETR and IEP team meetings will occur virtually.

Grading & Assessments

Grading

Grading will be done in the traditional manner, reflective of “in-person” grading expectations.

- In grades PreK-3, students will receive 1, 2, 3 or 4 (indicating progress toward mastery) on all report card standards.
- In grades 4-6, students will receive letter grades in core subjects, as well as 1, 2, 3 or 4 (indicating progress toward mastery) on all report card standards.
- In grades 7-12, students will receive letter grades consistent with the district-adopted grading scale in all courses.
- Assignment due dates, as well as late work and retake policies, will be determined by individual teachers.
- Teachers will continue to regularly offer instructional feedback to students in verbal form during virtual meetings or in written form on submitted assignments.

Assessments

- District-designed assessments will be both formative and summative. Teachers will be formally (summative) and informally (formative) assessing students both synchronously and asynchronously through the respective online platforms (Seesaw and Google Classroom). All grades will be posted to GradeBook, updated weekly.
- Students in grades 1 through 12 will participate in Measures of Academic Progress (MAP) testing remotely. Parents will receive information and guidance in order to assist with the process.

Attendance

- Students will be expected to attend and participate in each of their virtually-scheduled class periods. In addition, students attendance requirements will be met through participation in synchronous and asynchronous lessons, as well as timely completion of assignments.
- Student attendance in teacher-led remote learning (synchronous) will be tracked in the same manner as in-person instruction, with attendance being taken during each instructional course throughout the day. Families will continue to be notified by school staff when a child is absent from school so a plan can be put into place to improve remote learning attendance, as outlined below.
- Attendance in self-directed remote learning (asynchronous) will be tracked by evidence of participation (or lack thereof). Evidence of participation may include, but is not limited to:
 - Daily logins to learning management systems.
 - Daily interactions with the teacher to acknowledge attendance (such as emails, telephone calls, video chats or other formats that enable teachers to engage with students).
 - Assignment completion.
- Parents should call their child's school office to report an absence. Excused absences, as stated in the Student/Parent Handbook, include illness, family illness, doctor or dentist appointment, funeral services, court appointment, college visitations, family vacations, and family emergency. Family vacation requests must be submitted in advance by a parent/guardian to the school office for the principal's approval. In addition to the current list of acceptable reasons for absences, the school district will also consider reasons associated with a lack of Internet connectivity. However, in those cases, the district encourages families to reach out to our technology department for assistance.
- If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student will be marked with an absence for the hours for that remote learning activity.
- Schools will notify parents when a child is absent from the virtual-learning day. Schools and attendance intervention teams will notify and collaborate with parents to develop intervention plans when students are inconsistently participating in virtual learning.

Technology

- All students grades PK-12 are eligible to check out BCSD-issued Chromebooks. Beginning August 31, at the BHS Makerspace (on the right before you reach the stadium), Chromebook pickup will be available between 9 a.m. and 6 p.m. on Monday and Wednesday and between 10 a.m. and 3:30 p.m. on Tuesday, Thursday, and Friday. Additional pickup opportunities at your student's school may be available and will be communicated through email. Individual appointments or 1 on 1 tech support can be scheduled at chromebook.bedfordschools.org.
- Internet "Hot Spots" are available to assist families in need of internet access.
- HelpDesk support is available for parents, students and staff. Parents may email support at technology@bedfordschools.org or by calling [440-298-2434](tel:440-298-2434). If the department is unable to answer, please leave a message, and it will be routed to the technology department's ticket system.
- Technology training will be offered to parents/guardians and daycare providers, which will include online courses as well as onsite/in-person sessions. For lesson topics and schedules, please visit parenttech.bedfordschools.org.

Family and Student Supports

Academic Supports

- Teachers will be available, via predetermined weekly office hours a minimum of three times each week, in order to answer questions and assist families and students. Parents can always utilize email for an immediate question/concern.
- Lessons will be recorded and posted to the respective learning platforms for later review by students and families as needed.
- Intervention and enrichment time will be retained within the master schedule, Grades PK-8.
- Evening help sessions will be offered weekly, grades K-12, for students seeking additional support with their learning.
- Tutorial support will be available during the instructional day.
- Personalized learning pathways will be offered via supplemental learning platforms:
 - iReady (ELA) | Grades K-5
 - READ180 (ELA) | Grades 7-12
 - Khan Accelerator (Math) | Grades 3-8
 - Affirm (Eureka math) | Grades K-8

Social and Emotional Supports

- The BCSD Social and Emotional Learning Team, which includes Social Workers, Mental Health Therapists, Psychologists, and School Counselors will continue to offer family support services, including:
 - Providing community resources (referrals for food, clothing, financial support, etc.).
 - Conducting check-ins with students and families.
 - Providing attendance intervention through assistance teams.
 - Supporting vulnerable youth (Homeless and Foster Care).
 - Providing telehealth and teletherapy virtually.
 - Conducting wellness checks for students not engaging in virtual learning.
 - Providing related services and direct support for any student with a disability that is suspected or otherwise documented in an Individual Education Program or Section 504 Plan.
 - Working with students on scheduling, grading, graduation requirements, etc.
 - Assisting parents in supporting social and emotional concerns for their children.
 - Providing regular progress updates for parents.
 - Providing support through intervention teams.
 - Coordinating community-based mental health referrals (i.e. Beech Brook).
 - Beech Brook partnership for virtual Parent Connect Groups.
- A BCSD SEL Resources webpage is available on the homepage of the district website, www.bedfordschools.org, under the *Parents* dropdown menu. This page will include:
 - Recorded SEL Professional Development Table Talk sessions.
 - Surveys and help options.
 - Suggestions on supporting children.
 - Videos showing helpful tips and suggestions for parents.
 - The direct link to this webpage is: <https://bit.ly/bcsd-sel-resources>

Family and Student Supports

Meal Distribution

- Beginning September 8, “grab & go” breakfasts and lunches will again be distributed on Monday, Tuesday, and Thursday from 11 a.m. to 1 p.m. and 4-6 p.m. at Bedford High School.
 - Meals will be provided for any child 18 and under.
 - Meal pick-up sites will also be set up at a number of locations throughout Bedford, Bedford Heights, Oakwood and Walton Hills. Meals will be delivered by school bus to these locations. A map of grab & go pick-up sites will be sent to parents and posted to the district website.
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Virtual Open House

Virtual Open Houses for all schools are scheduled for Thursday, September 3, 2020, as follows:

- Glendale and Central:
 - 4-6 p.m., with information sessions from administrators and teachers from 4-5 p.m. that will be repeated from 5-6 p.m.
- Carylwood and Columbus:
 - 5-7 p.m., with information sessions from administrators and teachers from 5-6 p.m. that will be repeated from 6-7 p.m.
- Heskett:
 - 4:30-6:30 p.m. Parents will follow the child’s schedule.
- Bedford High School:
 - 6-8 p.m. Parents will follow the child’s schedule.

In case families are unable to attend a live session, all open house presentations will be posted to the district website following the open house.

Parent/Student Handbook

New issues and policies that have arisen due to the COVID-19 pandemic will be addressed in addendums to the Elementary (K-6) and Secondary (7-12) Parent/Student handbooks that will be accessible via the District website.



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