



BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

BSNBCS Educational Continuity Plan
Current Version: September 8th, 2020

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BSNBCS Educational Continuity Plan

Summary

In the face of the statewide shutdown of public schools in March 2020 due to the COVID-19 pandemic, BSNBCS ensured the educational continuity of its program via its home learning plan. Transitioning to home learning and supporting our scholars meant adapting instructional materials and progressions in order to address the power standards taught at each grade level and maintain proficiency rates as best as possible. For the upcoming 2020-21 school year, BSNBCS will be committed to implementing our core curriculum program as well as leverage student support within our current frameworks, while adjusting for health and safety regulations. For students learning from home, our goal is to continue providing high quality instruction, as well as meet our students academic and social-emotional needs due to the COVID-19 pandemic. The implementation of this will occur using in person instruction as well as providing a 100% remote learning option, as outlined by New York State.

This document outlines the goals and learning plans for our program K-8 to retain educational continuity regardless of where instruction might take place.

Academic Programming (K-8) 2020-21

The Core Academic Program at BSNBCS consists of:

- Core content classes (ELA, Math, Science, Social Studies)
- Electives (Dance, Art, Theater, Digital Media, Physical Education, Photography)

The Student Support Program at BSNBCS consists of:

- Multi-tiered Student Support Services (RTI, ELL, SpEd)
- Character Education

These programs will be implemented this school year through in person instruction as a full time instructional model, with modifications for health and safety guidelines. Students who opt in to 100% remote learning will also receive all core academic programming, with adjustments for electives and student support due to distance learning structures. Curriculum materials will be presented to students in both print and digital formats, so students will be able to access learning materials equitably.

More information about each individual area can be found in the documents below:

- Core Programming
 - [ELA @ BSNBCS](#)
 - [Math @ BSNBCS](#)
 - [Content Areas @ BSNBCS](#)

The table below outlines the key shifts between the two instructional models, due to the COVID-19 pandemic.

	In Person Instructional Model	Remote Learning Model
Grades K-4	<ul style="list-style-type: none"> ● Co-teaching models to reduce class sizes to ensure social distancing, while providing instructional support ● Student support services will be primarily push-in, with class layout supporting social distancing regulations ● Curriculum materials will be primarily print format, with use of technology in the classroom as supplement ● Electives will have a push-in model with more emphasis on project based learning and incorporating digital technology in units of study ● Class Dojo will be used as a system to track/store communication, assignments, and supplemental instructional material 	<ul style="list-style-type: none"> ● Synchronous learning of core curriculum as primary model with assigned teacher ● Electives will be asynchronous ● iReady assignments assigned by the teacher weekly based on diagnostic data (Grades 1-2) ● RAZ Kids access and reading assigned by teachers ● Bi-weekly instructional packets will be available for pick up or mailed home. Instructional materials mirror in class instruction for core content areas. ● Daily instructional tutoring in ELA/Math provided by RTI teachers via phone call or virtually ● 1x's a week teacher check in phone call with parent to discuss student progress and support needs ● Class Dojo will be used as a system to track/store communication, assignments, and supplemental instructional materials
Grades 5-8	<p>(please see model for K-4)</p> <ul style="list-style-type: none"> ● All classrooms will use the Google Classroom platform to track/store communication, assignments, and supplemental instructional material 	<ul style="list-style-type: none"> ● All classrooms will use the Google Classroom platform to track/store communication, assignments, and supplemental instructional material ● iReady assignments assigned by the teacher weekly based

		<p>on diagnostic data</p> <ul style="list-style-type: none"> ● Daily assignments posted to Google Classroom by each content area teacher ● Recorded Instruction videos posted to GC 3x's a week for core instructional lessons that launch and support new content ● Asynchronous learning as core format. ● Daily instructional tutoring in ELA/Math/SCi/Ss provided by RTI teachers via phone call or virtually ● 1x a week instructional support call from each content teacher
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Student Support for the Remote Learning

BSNBCS provides families with three primary pathways to retain educational continuity:

(a) **Paper-based learning Materials (K-4):** Paper-based learning materials are being developed to be mailed directly to parents to provide assignments and additional learning opportunities for support. All materials are aligned to the classroom instruction so learning experience is equitable.

(b) **Online Platforms:** Families have access to several online learning platforms to maximize learning experiences in a supportive and engaging manner. This includes ClassDojo, as well as Google Classroom and Hangouts. These platforms are being rolled out to maintain student learning remotely, and in the case of another closure period. These platforms provide extension or re-teaching opportunities to students and families on specific topics and/or skills that engage learners with a differentiated approach.

(c) **Regular staff engagement with families:** BSNBCS staff members retain regular teacher and support staff engagement with families/students via phone/email/videoconferencing. These contacts are individualized to both academic and social-emotional student needs.

Assessment Plan

At BSNBCS, students are constantly assessed in order to develop an appropriate learning plan for all students. We assess students with three main tiers:

- Diagnostics/Benchmarks: Comparative analysis for growth and develop in the organization’s instructional plan and/or goals
 - Ex: iReady, Fountas & Pinnell Reading Benchmarks (F&P), STAR Reading
- Progress Monitoring (Formative): Occurs throughout the entire unit and spirals in previous taught skills for continual monitoring
 - Ex: Pre-assessments, Quizzes, Mid-unit assessments
- Interval Monitoring (Summative): Cumulative to assess progress towards standards mastery; comparative data analysis to drive instructional decisions pertaining to unit/lesson planning, teacher training/support, intervention supports for targeted students
 - Ex: End of Unit Interims, NYS test data

Any families who “opt in” to remote learning as their instructional program, will take assessments virtually. Virtual assessments will follow the guidelines listed below:

- Assessments for both remote learning are identical to those given in the classroom
- Administered the same day as classroom assessment days
- Proctored by their remote learning teachers
- Graded using the same scale as classroom instruction

Students will receive their virtual benchmarks and interim assessments using our testing platform and have secure logins for test security.

Note: Students receiving intervention supports are assessed more often for growth measures.

Professional Development & Support Plan

We believe that student achievement directly correlates to the quality of instruction they receive. We recognize that the 2020-21 school year will require more training and development in areas that will allow our students to remain engaged, focused, and confident during instruction either in person or remotely. While we will continue to provide in-depth and high quality training around instructional pedagogy for both remote and classroom structures, our main focus will be in the following areas:

- Engagement strategies for synchronous and asynchronous learning
- Content specific training for curriculum planning and lesson design
- Co-teaching models for differentiated support and/or instruction
- Data driven meetings to use research based methods for groupings, additional supports, and/or use of best instructional practices

BSNBCS maintains its weekly Professional Learning Workshops, Professional Learning Communities meetings and Team Collaborative Meetings for school-wide implementation of initiatives and grade/content specific training.

Student Support Services Plan

English Language Learners

Program Goals

Academic intervention that provides explicit, integrated English Language instruction skills in the areas of vocabulary, phonics, word study, grammar and comprehension.

- Students engaged in remote instruction will receive all mandated ELL services via online learning or teacher supported paper based materials
- Targeted support utilizing all four domains of the NYSESLAT performance modalities: Speaking, Listening, Reading and Writing.
- Collaborate with teachers to create, revise, and research highly effective tools of remote instruction for ELL student support.
- Develop progress monitoring tools to assess student mastery as it pertains to the NYSESLAT as well as NYS Learning standards for their grade level.
- Identify and implement a support plan for students not making progress towards language acquisition goals.

Program Goal:

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Students will be receive supports and instruction using four modes of delivery:

1) Live Online instruction by remote learning teachers with push in supports provided by ELL teachers.

2) Students will receive weekly calls in which they will receive more individualized and one on one support from classroom teachers.

3) Online material and classroom assignments that can be accessed through our online platforms; **Class Dojo** (Grades K-4) and **Google Classroom** (Grades 5-8). Additionally students will have access to **RAZ kids** online leveled reading books/activities (Grades K-5) & **NewsELA** (Grades 6-8) and I-Ready (individualized ELA & Math lessons) in which classroom teachers will closely monitor, using reports to provide additional differentiated support.

4) Home packets of activities, materials and reading to extend students' academic support and learning.

RTI

Program Goals

Early identification & supportive interventions provided to students who are experiencing difficulties in academic, social-emotional and/or behavioral areas.

Services for the upcoming academic year will include:

- Take place daily via in person and/or remotely based upon students' instructional plans, and are rooted in data
- Tiered instructional supports using a push in approach
- Will use progress monitoring to assess students' progress and the effectiveness of their interventions
- Are provided in cycles, with one cycle lasting at least six weeks. At the end of the six weeks, scholars are assessed to determine next steps which can be but not limited to; another cycle of RTI, more intensive supports, CST (Child Study Referral and/or recommendations for Special Education Services)

SPED program

Instructional Goals

Ongoing and continued support for students with disabilities that are aligned to their Special Education needs as well as internal measures of student proficiency

- Students engaged in remote instruction will receive Special Education services (ICT or SETTS) consistent with their Individual Education Programs.
- Consistent and effective communication from special educators with families and students.

- Providing support to families in assisting in academics via the home learning plan.
- Supporting social-emotional needs to ensure successful remote learning transition.
- Increase online resources geared to higher level of academic support, including differentiation and other SPED supports.
- Consistent monitoring of students access and completion of tasks to compare to previously collected data.
- Assess growth based on IEP mandated goals.
- Working with related service providers to ensure services are maintained via Tele-therapy in areas of speech therapy, occupational therapy, physical therapy and counseling during remote learning

Contract agencies should provide tele-therapy to students with IEP/IESP Speech, OT, PT and Counseling mandates **where clinically appropriate and feasible following the same guidelines, procedures, and best practices described above and utilized by DOE providers. Services should commence **once approved by the CSE**, consistent with the student's IEP/IESP.).*

**Speech, OT, PT and Counseling will require consent. Once given, students can use video chat or call, while counseling can rely mainly on phone calls.*

**SETSS providers will continue to provide services through creation of resource materials and support calls.*

SETSS providers will have 1 - 3 virtual sessions daily based on IEP mandates. Students will be grouped in accordance with SETSS mandates and grade. Plans will be based on student IEP goals and standards.

Student work samples and artifacts will continue to be collected through google forms, scanned work, google docs and other informal assessments, these will be collected and in some cases printed and added to purple folders in the building. Informal assessments in accordance with student IEP's goals will also be conducted and added to student work folder.

SETSS teachers will continue to reach out to families on a weekly bases. Calendar invites will be sent as well as daily reminders for each session.

Plans:

Will follow similarly to in class structure. All sessions and plans will have the following but not limited to:

- *IEP Goal focus*
- *Standards*
- *Visual and auditory supports*

- *Social emotional and behavior management strategies (where appropriate)*
- *Informal assessment*
 - *Questioning*
 - *google forms*
 - *google docs*
 - *Quizzes and other online resources*
 -
- *Student discourse*
- *Gradual release structure where appropriate*
- *Teacher and student modeling*
- *Exit ticket or closure activity*

Materials/Resources

- ❖ Access to licensed special educators through phone calls, emails, video conferencing, text messages or other online communication
- ❖ Online resources that support students with special needs in both social emotional learning, academics, and tele-therapy supports.

Learning trajectory

There are two learning trajectory goals for Special Education

- Trajectory 1 Goal: Effectively support scholars with disabilities at a high level and support both academic and social emotional needs via home learning.
 - Special educators will increase contact via individual check-ins to offer guidance and support where needed geared to individual learning goals. Tracking both contact and where students are in need of additional support. When possible student work samples will continue to be collected as artifacts to support progress toward IEP goals.
- Trajectory 2 Goal: Effectively refine, adapt and modify authentic curriculum to support students with special needs.
 - Support creation of curricular materials for special needs students that align to the UDL framework. This work will be done in collaboration with other stakeholders (ie Instructional coaches, teachers, etc.)

Professional Development & Support (Teachers):

- Structuring remote supports
- Using online technology tools for remote learning
- Best practices and compliance measures for communicating with families and students with IEPs
- Additional training in social emotional, including trauma supports to help families with high needs students.

- Assessing student progress for IEP documenting
- Building teacher pedagogy around online teaching to support the needs of all learners
- Maintaining continued support on drafting and implementing IEP mandates and SDI instruction.

Technology

Below is a table of our Technology plan to supplement core curriculum. Through consistent support from teachers, targeted instructional plans to support and scaffold assigned work, and opportunities for authentic engagement of content, students will maintain learning for the duration of the closure period.

Resource	Description of Learning Plan	Description of Support for Learners
Learning A-Z.com RazKids Reading A-Z	(K-5) Used in conjunction with ELA learning goals to maintain daily reading goals, as well as learning activities aligned to skills.	<ul style="list-style-type: none"> ● Differentiated levels allow students to continue to work on reading goals ● Students have choice in reading materials ● Used in conjunction with Renaissance Learning program, Accelerated Reader, to track progress of independent reading goals
I-Ready Online	<p>(1-8) Used as a supplement to provide students with targeted, individualized instruction in ELA and MATH concepts.</p> <p>Used as an assessment tool to ensure progress/growth goals are being met and students are receiving any necessary intervention support.</p> <p>Used as a communication tool for families to discuss areas of instructional need.</p>	<ul style="list-style-type: none"> ● Reviewing students' diagnostic reports ensuring students are passing their I-ready lessons with at least 80% ● Receiving any additional lessons for areas students need the most support with ● Reviewing students' reports and knowing when students are in danger of having a domain turned off ● Weekly monitoring and calls to families regarding I-Ready will need to occur
Google Classroom	(5-8) Teachers are working with their students as an extension of instruction that has already been happening in their respective classrooms	<ul style="list-style-type: none"> ● Lessons, resources, and assignments are posted and graded for student feedback ● Open forum communication between teachers and students for increased student engagement ● Assessing student mastery of concepts

		<p>taught</p> <ul style="list-style-type: none"> ● Linked to instructional resources from core curriculum such as, but not limited to: <ul style="list-style-type: none"> ○ TCI Social Studies ○ iScience ○ NEWSELA literacy resources
Class DoJo	<p>(K-4) Elementary teachers are working with their students as an extension of instruction that has already been happening in their respective classrooms and/or will happen remotely</p>	<ul style="list-style-type: none"> ● Lessons, resources, and assignments are posted ● Open forum communication between teachers and students for increased student engagement ● Assessing student mastery of concepts taught ● Collaborative domain for integrated learning experiences

Steps to Ensure Student Participation and Adhesion to the Educational Continuity Plan

Student Attendance Policy

BSNBCS Instructors and Support Staff make regular calls to families to certify student attendance and engagement in home learning. A student is considered present if they attend a remote learning session virtually, interact with a staff member via remote learning or paper based materials, or complete work towards a paper based assignment which is verified by a staff member. Assignment completion is also used to verify a student's attendance for the day. BSNBCS will base student grades primarily on their academic performance. Students cannot fail their courses solely because of absence. We will not include attendance in grade calculations and we will not include absences due to COVID-19 in their grade calculations. For the duration of the closure period, BSNBCS will not include attendance in any grade calculations for the rest of the year.

Evaluation of Student Work

All remote assignments carry the same weight as in-person assignments. Students are expected to participate in BSNBCS home learning, as they are expected to attend school when it is in session. Grades will be assigned for home learning and academic progress will be monitored by teachers during the closure period learning with appropriate flexibility to adapt this protocol to home conditions as students may not all have the same degree of access or support from their families. If a student is sick or unable to join remote learning for any reason, families should contact their child's teacher or a member of the Student Support Team via email for guidance and support.

In grades K-4, teachers will make regular phone calls to check on student progress. They will talk with students' guardians and with the students to discuss lesson contents provided in the printed materials received by the students. Families will also submit photos of student's home projects using the Class Dojo app, and these submissions will be reviewed by teachers contemporaneously. When the school closure period is over, families will return printed materials and teachers will review for completion and quality of concept acquisition to ensure students can successfully transition back to learning in the school building.

In grades 5-8, teachers will make regular phone calls and electronic communication to check on student progress. They will talk with students' guardians and with the students to discuss lesson contents provided in the printed materials received by the students. When feasible, with access to

devices and technology, students will have the ability to submit work online through personal projects using the Google for Education suite, primarily Google Classroom, and to complete some assessments using online tools (iReady, STAR, etc.) as well Google Forms' Quiz. Adaptations will be made periodically to ensure student learning is at the focus of all we do and we can continue to support them through home learning.

BSNBCS Plan for Resuming Normal Academic Programming

Upon notification from New York State and City officials that it is safe for BSNBCS to resume normal operations in our facility at 82 Lewis Avenue in Brooklyn, the School will take the following steps:

- All families will be contacted by phone, email, ClassDojo and LiveSchool to inform them of the return to school date;
- All staff members will be informed via email of the student return to school date;
- Should the health restrictions be lifted in advance of the first return date for students, BSNBCS staff will meet in person for a Professional Development day, to identify the plan for the first week of school and resettling students academically and socially-emotionally.
- Our grade-level Professional Learning Communities will meet to plan activities to re-establish routines and expectations, including supports for our at-risk and vulnerable students;
- The Teaching and Learning team will facilitate grade-level implementation of return to school activities and insure K-8 and pedagogical alignment, as a continuation of the school's Educational Continuity Plan.

Our team will welcome students back to the building for our first day, scheduled for August 24th 2020, for all returning students. Students will engage in trauma-informed discussions and social emotional learning to process their experiences since March and to transition back to the learning environment. Kindergarten family orientation will be on August 28th and new students will begin on August 31st. Our Teaching and Learning team will extensively use diagnostic testing early in the school year to determine the best pacing and remediation strategies to address potential proficiency gaps in comparison to what we normally see at the beginning of the school year.

Academic Instruction

Resuming instruction will include:

- An intensive review and remediation of work that was assigned during our Learning from Home program
- Units of Instruction will be revised for the returning months to include reteaching of “power standards” for the grade level proficiency standards and promotional criteria
- Assessments will be given upon return to assess students who need further levels of academic intervention (in addition to the RTI program that is already scheduled), as well

as assess any further instructional shifts that need to take place to meet BSNBCS' promotional criteria.

- Professional development will be provided to all instructional staff to support shifts to scope and sequence planning, promotional criteria and social emotional development of students as they readjust to being back in school.

BSNBCS' promotional criteria

The follow assessments will be used to determine students' performance levels and their academic standing towards meeting grade level standards upon the reopening of BSNBCS:

- Grades K: F&P benchmarks, STAR diagnostic, Counting Inventories, Letter & Sound Inventories
- Grades 1-4: F&P benchmarks, STAR & I-Ready Diagnostics, ELA & Math grade level benchmarks
- Grades 5 -8: STAR & I-Ready Diagnostics, ELA & Math grade level benchmarks

The following timeline will be used to determine retention:

1. Any student who received a promotion in doubt notification prior to our school closure will be reassessed upon return; if they are still not meeting standards for promotion they will have a retention hearing will be conducted
2. Retention hearings will take place with all stakeholders who work with specific students that are promotion in doubt, ie; RTI teachers, ELL teachers, Classroom teachers, SETTS teachers, etc.
3. During the retention hearings, all stakeholders will review students' data in its entirety (academic, social-emotional, attendance, etc.), in addition to using Light's Retention Scale indicators to make a decision to either retain or promote a student. Decisions will be made in the best interest of students' academic, social-emotional and behavioral needs.
4. Parents will be notified of promotion decisions once all hearings have been conducted.