



Bedford Central  
School District  
*Inspiring and Challenging  
Our Students*

# **From Bell-to-Bell: Instructional Guiding Principles for Budget Development**

March 6, 2021

# Schedule of Budget Discussions

9:00-9:10	Introduction
9:10-9:30	Curriculum & Instruction
9:30-9:50	Instructional Technology
9:50-10:10	English to Speakers of Other Languages
10:10-10:35	Special Education
10:35-11:00	Elementary Schools
11:00-11:20	Fox Lane Middle School
11:20-11:40	Fox Lane High School
11:40-12:00	Wrap-up



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# 2021-2022 BCSD Budget

## Building for a Safe, Smart and Strong Future



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- Student-Staff Connections
- Social Emotional Learning
- Trauma Informed Instruction and Strategies
- Anti-Racism Culture and Practices
- Differentiating Instruction
- Equitable Access and Opportunities for All
- Educational Excellence

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Bedford

CENTRAL SCHOOL DISTRICT

Students  
Engagement  
Passion for Learning  
Safety & Creativity  
Critical Thinking  
Safety and Security  
Relationships, Respect, Membership & Voice  
Self-Awareness & Independence  
Integrity & Transparency

### Mission

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing engaging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

### Vision

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On target, achieved, and/or continuing initiative.

Progressing but perhaps behind schedule or moving cautiously. Need more information, materials, time or other resources.

Not achieved or progressing, on hold, or abandoned.

## 2020 – 2021 SUCCESS PLAN

### IMPROVE PROGRAMS FOR STUDENTS

Advance **inclusive instructional practices** for all students.

Continue to assess and change.

Implement best practices for **teaching and learning in hybrid, remote, and in-person environments**.

Research, develop, and support K-12 **STEM programming**.

### IMPROVE CLIMATE & SAFETY

Identify, examine, and eliminate **racism** in our systems, culture, and curricula.

Develop and implement programs and practices to support student and staff **Social and Emotional Learning (SEL)**.

Continuously improve **safety, security, supervision, and emergency management**.

### IMPROVE COMMUNICATIONS & COMMUNITY ENGAGEMENT

Develop and implement outreach and tools for **surveying the community** for feedback at regular intervals.

Develop and implement a **strategic communications plan**.

Engage community stakeholders in a review of the 2021 Long Range Strategic Plan and development of the **2026 Long Range Strategic Plan**.

### IMPROVE FISCAL & OPERATIONAL MANAGEMENT

Engage community stakeholders in the development of a five year **capital plan**.

Develop a balanced budget that reflects current needs as well as **long range financial planning**.

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# Themes of 2021-2022 Budget



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- Identify and adopt **Assessment** tools to understand student learning loss and gaps
- Provide **Summer 2021** opportunities for students to access support and interventions
- Focus on **Class Size**, keeping student to staff ratio small and within lower limits of Board policy guidelines
- Provide **Professional Development** that enhances our core instruction and targeted intervention
- Plan for Instruction within ongoing **COVID-19 Safety** guidelines

# Themes of 2021-2022 Budget



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- Review, Align and Realign **Curriculum**
- Develop an **Equity Lens** for All Practices and Opportunities
- Continue to provide **Academic Supports** for All
- Continue to provide **Targeted Instructional Interventions** for Identified Students
- Continue to develop and enhance **Social Emotional Learning** Strategies, K-12
- Continue Development of **Instructional Technology** for Access and Enhancement



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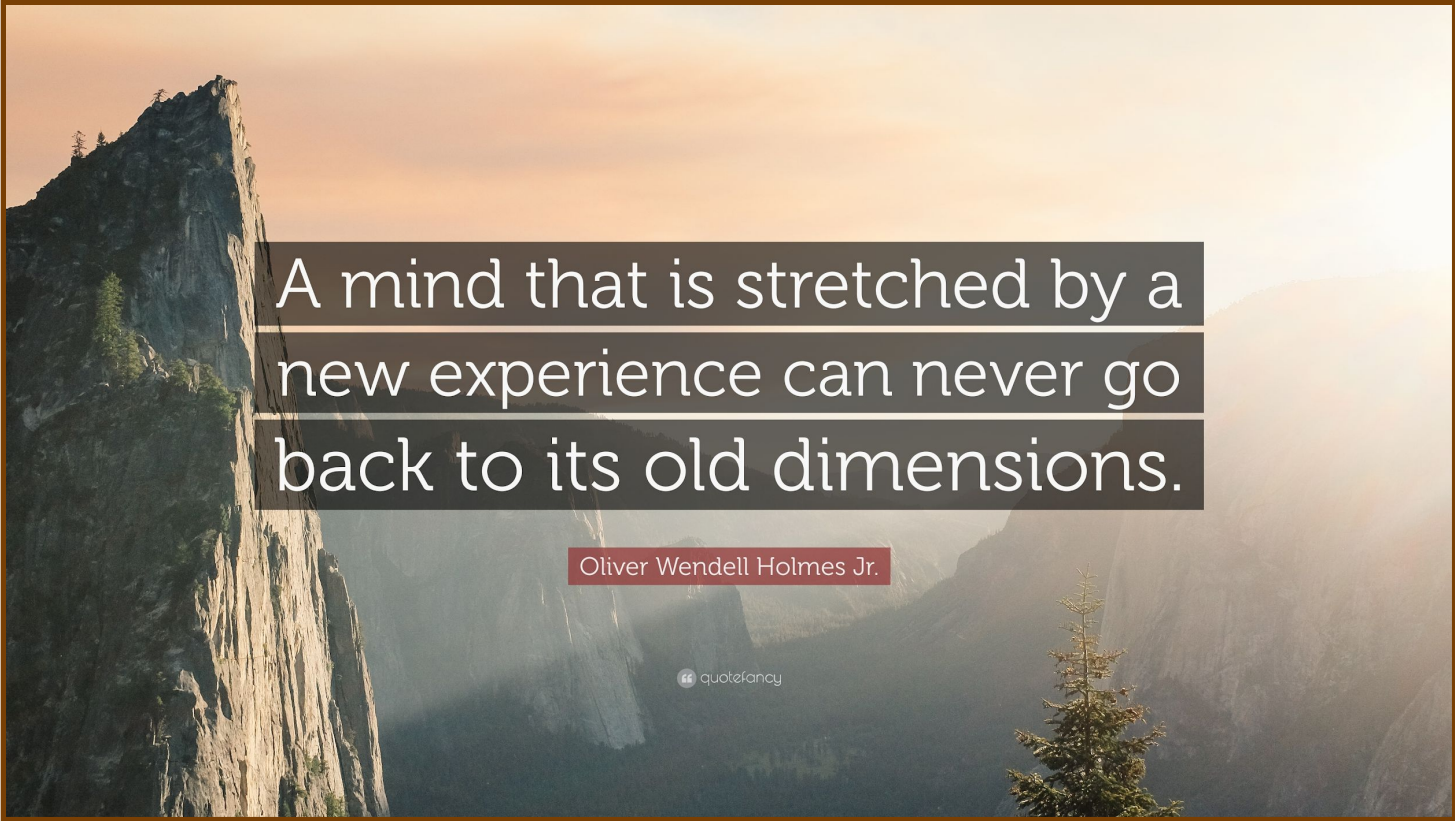
# Curriculum and Instruction Instructional Vision and Planning

Mrs. Fishkin

# Vision for 2021-22 and Beyond



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A large, scenic photograph of a mountain peak, likely El Capitan in Yosemite National Park, serves as the background for the central text. The image shows the rugged, grey rock face of the mountain against a soft, hazy sky. A dark, semi-transparent rectangular box is overlaid on the center of the image, containing the quote in white text.

A mind that is stretched by a  
new experience can never go  
back to its old dimensions.

Oliver Wendell Holmes Jr.

quote fancy



# Vision for 2021-22 and Beyond

- **Assessment** to inform instructional decisions
- Examine **K-12 curriculum** scope & sequence
- **Professional development** to enhance core instruction and interventions
- **RTI process** - Response to Intervention
- Implement Danielson rubric for **Annual Professional Performance Review (APPR)** process



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**Curr. & Inst.  
Instructional  
Vision  
and Planning**

# Vision for 2021-22 and Beyond



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- Comprehensive K-12 Literacy Implementation
  - Invest in professional development and coaching for core literacy instruction and intervention
- K-12 Math Development
  - Continue work of math committee to examine math curriculum and determine next steps of implementation
  - New 6-12 Math Coordinator
- Science/Social Studies Implementation
  - Implementation of NYS Science standards
  - Enhance secondary course offerings

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# Vision for 2021-22 and Beyond



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- Anti-Racism, Equity & Inclusion
  - Partnership with consultant to facilitate examination of our curriculum, instructional practices, and student achievement through an equity and anti-racism lens
- Social-Emotional Learning
  - Implementation of RULER approach with staff and students
- STE(A)M and Innovative Practices
  - K-12 STE(A)M vision, computer science, engineering and “maker” culture, and enrichment

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# Discussion

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Vision  
and Planning



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# Instructional Technology Instructional Vision and Planning

Mr. Gee





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Thinking Back



Moving Forward

# Vision for 2021-22 and Beyond

- Build on the momentum and adoption of **accessible technology tools** to continue support of **inclusive learning environments**
- Maintain the expedited 1:1 Chromebook program, with continued opportunities for home use as appropriate for **equitable access**
- Evaluate the WiFi Hotspot loan program and continue to provide hotspots for students without access to the Internet outside school



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# Vision for 2021-22 and Beyond

- Restart Technology Stakeholder groups
  - Committee
  - Tech Teams
- Evaluate status of Technology Plan Goals
  - Standards implementation
  - Classroom equipment updates to meet Universal Design for Learning (UDL) Goals
  - Develop new Tech Plan for 2022-2025
- Restore Technology Boot Camp and other intentional professional development opportunities



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# Vision for 2021-22 and Beyond

- Develop a plan that can be supported with staffing to lead the implementation of **STE(A)M, Computer Science and Keyboarding** standards
- Continue to (re)build the **Library Media** Program to provide for more time with students in support of the Digital Fluency Standards and with classroom teachers in support of literacy goals
- Evaluate **Technology Support** capacity and needs to support the growing number of devices and tools



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# Discussion



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# English to Speakers of Other Languages Instructional Vision and Planning

Ms. Viscardi

# Vision for 2021-22 and Beyond

- Create conditions that yield equitable achievement outcomes
- Respond to diverse needs of students
  - Entering ELLs
  - Students in transitional years (Grades 3, 6, and 9)
  - Students ages 18 -21



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ESOL  
Instructional  
Vision  
and Planning

# Vision for 2021-22 and Beyond

- Meet mandated instructional time for ELLs, including students with special needs
- Maximize the 9-period instructional day at FLHS
- Restore equitable small-group instruction/intervention in DLBE Spanish Zone classrooms



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# Vision for 2021-22 and Beyond

- Continue planning, development, and implementation of DLBE K-10
- Increase and sustain professional development
  - NYSED Culturally Responsive Sustaining Framework
  - Anti-racist instruction for immigrant youth and culturally/linguistically diverse students
  - Instruction for ELLs/emergent bilinguals
  - Tools for bilingual instruction and assessment



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# Special Education Instructional Vision and Planning

Ms. Deborah Dormady & Dr. Toni Ann Carey



# What Guides Us

“

EVERY STUDENT CAN LEARN  
*just not on the same day*  
OR IN THE SAME WAY

-george evans

”

# Vision for 2021-22 and Beyond



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Special  
Education  
Instructional  
Vision  
& Planning

# SOCIAL-EMOTIONAL LEARNING

## PREPARE

...for a what a new year may  
require of students, families  
and staff.



## RULER

## UNDERSTANDING BEHAVIOR

DBT Training for  
District Clinicians

## UPDATED TRAINING

in the identification and  
development of Functional  
Behavioral Assessments.

Addition of a  
BCBA/Behaviorist



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# AAC PROJECT PHILOSOPHY

(Augmentative & Alternative Communication)



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All students have the right to interact socially, build relationships, share opinions, and make choices from meaningful alternatives.

All students have the right to ask for and obtain information, request desired items/actions, and refuse unwanted items or actions.

All students have the right to express their needs, wants, preferences and feelings using the modality or combination of modalities that allow them to be effective communicators at school, home, and within the community.

## WE BELIEVE

All students have the right to interact socially, build relationships, share opinions, and make choices from meaningful alternatives.

All students have the right to be provided with meaningful opportunities to engage as full communication partners across environments with adults and peers.

**We presume competence in our students, which means all students are addressed directly, and treated with dignity, courtesy, and respect.**

## ALL CHILDREN HAVE THE RIGHT TO LEARN TO READ

- Collaborate with RTI Coordinator on universal screening & early identification of struggling readers
- Refining formal reading evaluation practices to identify Dyslexia
- Continue Wilson Reading System Training for learning specialists
- Addition of Specialized Reading Instruction to the K-12 continuum
- Designated Specialized Reading Teacher 6-8, 9-12



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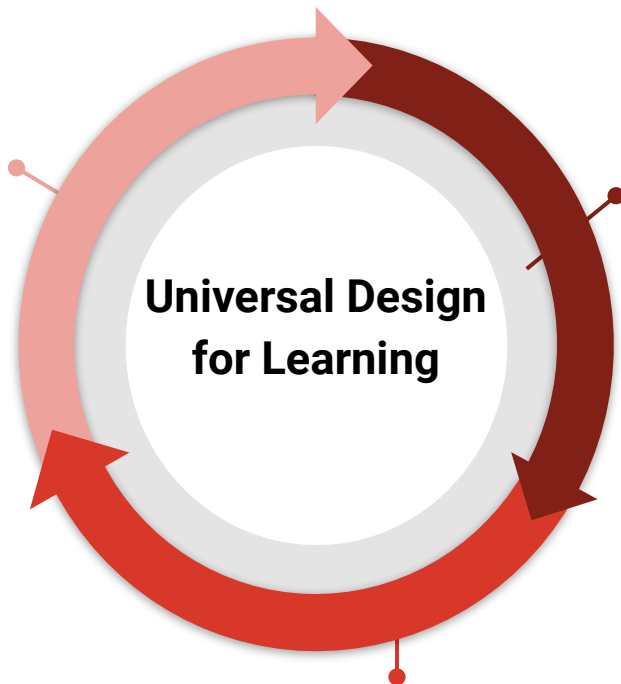
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# Reducing Barriers, Creating Opportunities



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**Student Voice**  
Building systems to  
include students  
voice and choice in  
instruction



**Instructional  
Technology**  
Continued support  
of instructional  
technology to  
reduce learning  
barriers for all  
students

**Executive Functioning**  
Developing structures and supports  
across the K-12 continuum to increase  
student independence

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## Professional Development



Develop a K-12 professional development plan to support continued understanding of neurodiversity and the strategies needed to implement UDL strategies.

## Co-Teach Practices



Continue evaluating and improving Co-Teach practices K-12.

## Training



Comprehensive training for all support team members.



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# Discussion

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# Elementary Instructional Vision and Planning

Mr. Gold (BHES), Ms. Smith (BVES), Ms. Morsi-Hogans (MKES),  
Ms. Letizia (PRES), Ms. Brewster (WPES)



# Elementary Literacy



- Continue implementation of structured reading instruction utilizing the Wilson Foundations Program
- Importance of professional development in phonics instruction for K-3rd grade and tiered support teachers
- Continue literature-based reading component through workshop model
- Importance of continued professional development in Reading Units of Study with support of TCRWP staff developers
- Build diversity in classroom libraries and support anti-racism work through literature lens
- Support social-emotional wellness practices through literature



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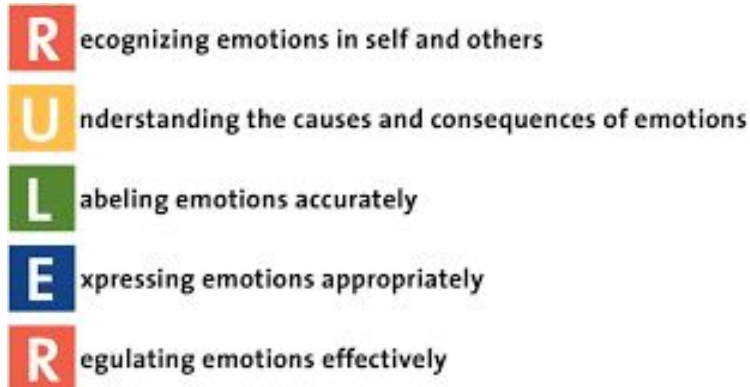
## Elementary Instructional Vision and Planning



Literacy & Equity

# RULER and Anti-Racism Goals

- Continue phased approach and RULER adoption
- Implementation of RULER tools and strategies
- Family engagement/education
- Recognizing bias and shifting our mindsets
- Critically examine our practices



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# Class Size and Staffing

- Tiered Support
- Class Size
- Addressing any Learning Loss
- Different in each building

All in this together!



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Elementary  
Instructional  
Vision  
and Planning





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# Discussion

Elementary  
Instructional  
Vision  
and Planning



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# Fox Lane Middle School Instructional Vision and Planning

Ms. Ostrofsky



# Vision for 2021-22 and Beyond

- **Reinstating 6th Grade South House**
  - Appropriate enrollment to support Social and Emotional Learning (SEL) and Academics
- **RULER and SEL**
  - District-wide
  - School-wide - Site-based team trained from Sept. - Dec. 2020; All school staff training began in Jan. 2021; Student introduction to RULER philosophy this spring 2021
- **Reimagining RTI**
  - Support academic gaps for all students
  - School-wide screener selected and administered for all students



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**FLMS**  
**Instructional**  
**Vision**  
**and Planning**

# Vision for 2021-22 and Beyond



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- **Anti-Racism**
- **Team Philosophy**
  - Strengthening the team approach and philosophy
  - Reconnect and re-engage
  - **All** students benefit from teaming
- **New Schedule for FLMS in September**
  - Same start and end time as FLHS
  - More opportunities to support students during the school day
  - More opportunities for professional development
  - More opportunities for teachers to meet about students and their needs/goals

**FLMS**  
**Instructional**  
**Vision**  
**and Planning**



# Vision for 2021-22 and Beyond



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- **Continued Work on Grade-Level Capstone Opportunities**
  - 6th Grade - Inquiry and Investigation (Researcher - Information)
  - 7th Grade - Advocacy and Action (Advocate - Argument and Information)
  - 8th Grade - Voice and Choice (Communicator - Narrative, Argument and Information)
- **Reinstating all School Events (pre-Covid days)**
  - Almost Anything Goes, Concerts, Musical, Fox Factor, Intramurals, Modified Sports . . .

**FLMS**  
**Instructional**  
**Vision**  
**and Planning**



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# Discussion

FLMS  
Instructional  
Vision  
and Planning



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# Fox Lane High School Instructional Vision and Planning

Dr. Miller



# Vision for 2021-22 and Beyond



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**FLHS**  
**Instructional**  
**Vision**  
**and Planning**



# Vision for 2021-22 and Beyond



## Improve programs for all students

- ***Inclusive instructional practices.***
  - Continue to implement and grow the vision of inclusion across all content areas such that all students have their best opportunity to achieve their full potential.
    - Restructuring of co-teach models, greater integration of all FLHS students.
    - Continue to increase access for students to pursue rigorous curricula.
  - Strategic hiring of faculty/staff to support our common vision.
  - Reassessing our pyramid of interventions to best meet the needs of our ever changing student body. For example, teaming in 9th grade, summer enrichment, remediation and support, etc.

# Vision for 2021-22 and Beyond



- ***Teaching and learning***

- Instructional Leadership
  - Investment of resources and TIME to learn from, talk to, and partner within our school/departments. For example, learning walks, collaborative evaluation processes, mastery of Danielson framework, etc.
  - Building agency and voice among educators to implement school and district vision - trust, risk-taking, not being afraid to “fail forward”
- Reimagine how learning “looks” at FLHS
  - Support meaningful professional development for the individual and group learning of faculty and staff
  - Support innovative instructional practices- UDL, PBL
  - Learning spaces: engineering, fashion, science/humanities research, learning commons, etc.

# Vision for 2021-22 and Beyond



- ***Instructional technology***

- Aspects of digital teaching and learning to keep, evolve, or disregard
- Leverage 1:1 for both in-person and remote classrooms
- Integrate and further Universal Design for Learning (UDL) that facilitates thinking about teaching and learning that helps give all students an equal opportunity to succeed. (Nearpod, Kami, etc.)
  - UDL offers flexibility in the ways students access material, engage with it and show what they know.

- ***STE(A)M programming***

- Reimagine programming at FLHS to better integrate disciplines of science, math, engineering, technology and the arts.

# Vision for 2021-22 and Beyond



- ***Anti-racism***
  - Continue to work with student leaders, faculty, building leadership, and central administration to support the entire Fox Lane community in this important work
- ***Social and Emotional Learning (SEL).***
  - Work to strongly support the SEL needs of all students at FLHS.
  - In addition to flagship programs such as FLHS KEA, Hillside, and Bridges, we will train our staff as we strive to be a high functioning RULER school and school district.





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# Discussion

FLHS  
Instructional  
Vision  
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