

# Bloomfield's Blueprint

*Returning to teaching &  
learning for the 2020-2021  
school year*



*August 20, 2020*



“But we are strong, each in our purpose, and we are all more strong together.”

-Bram Stoker

- A time of great uncertainty
- A strong feeling of loss as we enter the school year
- Increasing data on mental health toll nationally
- Mixed feelings on risk tolerance
- Overwhelming engagement and support for each other



# Finding our way amidst a fluid situation

- Grateful for community feedback
- Strong input from School Board
- Collaboration with other school districts locally, nationally and internationally.
- Review of data and information to develop plan
- Awareness of national school and university successes and challenges in person
- Recognition that situation is fluid, but we need a firm position
- Recognition that we'll all need to be flexible if things change



# Outline for this evening

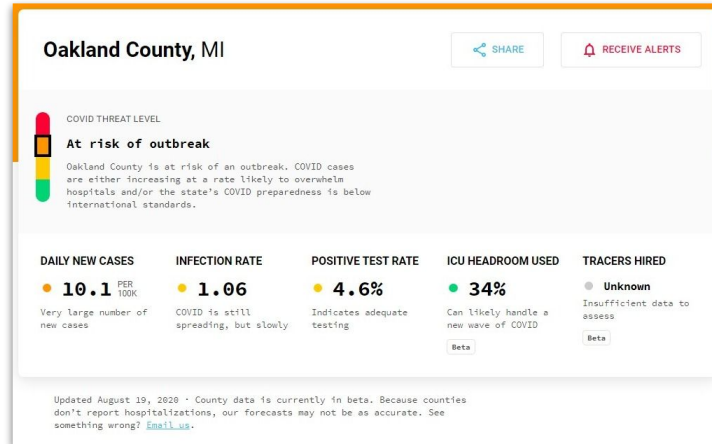
- *Part One:* In-Person Decision-Making
- *Part Two:* Bloomfield Virtual Update
- *Part Three:* Bloomin' Preschool
- *Part Four:* Grades K-5
- *Part Five:* Grades 6-12
- *Part Six:* Special Education

# *Part one:*

In-Person Decision-Making

# Assessing the COVID situation to inform school status

- There will be a virtual option for the foreseeable future
- To provide in person learning, community and school situation must be assessed
  - School district controllable factors
  - Critical covid metrics
  - Additional data and information
  - The School Board and Administration will meet bi-monthly to assess situation. Decisions will be informed by the critical covid metrics and additional important information.

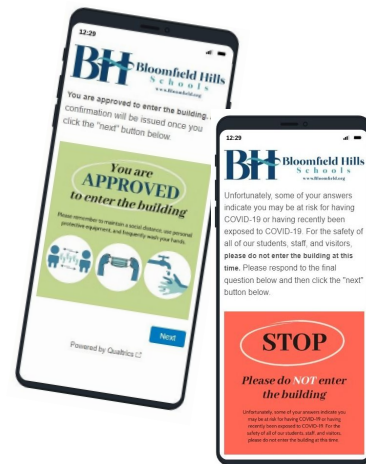


# Market Data and Models Reviewed

- 7-Day Oakland County Case Average – [Oakland County Dashboard](#); [Harvard Global Health Institute](#)
- 7-Day Oakland County Case Average by Zip Code - [Oakland County Dashboard](#)
- 14-Day Oakland County Trend Graph – [New York Times Maps and Cases](#)
- Oakland County Infection Rate – [COVID Act Now](#)
- Oakland County Positive Test Rate – [COVID Act Now](#)
- Oakland County Cases by Age Group – [State of Michigan](#)
- 7-Day Surrounding County Case Averages – [Harvard Global Health Institute](#)
- Comparison Examples & Studies – [Oregon Health Authority](#); [REL June 2020 Report](#)
- Fall 2020 School Return Issues – Various Media Reports
- University of Texas School Predictor – [New York Times 7/31/20 Interactive](#)
- [Pennsylvania Plan](#)
- [Minnesota Plan](#)
- [Massachusetts Plan](#)
- [Illinois Plan](#)

# Requirements for In-Person Models Within Our Control

- Cleaning protocols
- PPE inventory
- 6' social distancing for students
- K-12 masks
- Daily health screening
- Tracing protocols
- Tracking
- Quarantine protocols will be consistent with CDC guidelines and Oakland County and State requirements



## THREE STAGES OF CLEAN



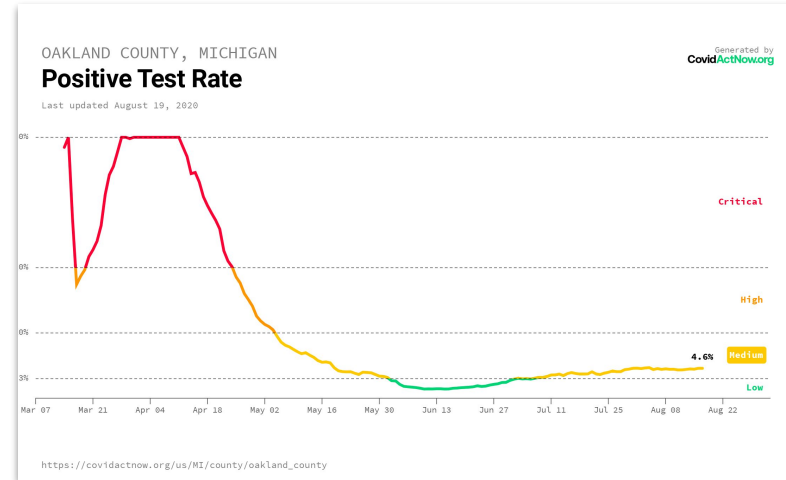
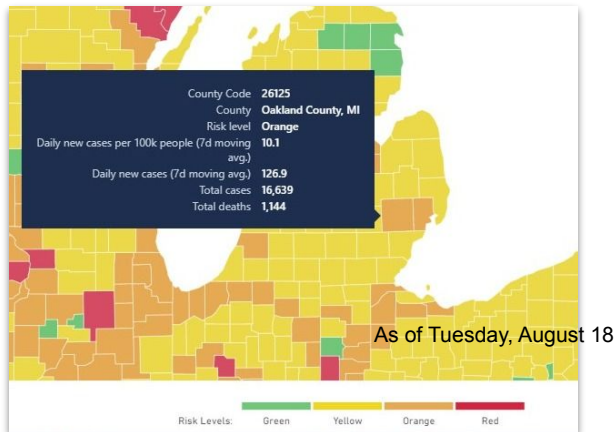


# COVID-19 Data

- County daily case rate / (7 day moving average of daily reported cases/100K)
- Test positivity rate/ (percent positive for covid 19 diagnostic tests)

The primary metrics will be **county case count & test positivity rate**, as described with the Harvard Global Health Institute and a few other states.

COVID Risk Level	Case Incidence	
Red	>25	Daily new cases per 100,000 people
Orange	10<25	Daily new cases per 100,000 people
Yellow	1<10	Daily new cases per 100,000 people
Green	<1	Daily new cases per 100,000 people



\* As relevant, the district and Board will use additional state and community available data to make a most informed decision in the interest of students, staff and the community



## Setting our Thresholds

Like other states, we will use the county daily case rate and the test positivity rate to help guide whether it is safe to consider in person learning. Currently, Oakland County case rate is at 10.1/100k (which puts us in the low end of orange) and at ~4.5% test positivity

There are several models in market. This Harvard Global Health Institute Model (developed by Dr. Ashish Jha, et. al.) provides thresholds. We will adapt this information to help set our thresholds for *consideration* of in-person learning.

**We must be at least three weeks in a lower phase before it takes effect. A one day increase resets the timeline.**

Risk Levels	Strategy for Pandemic Resilient Teaching and Learning ( <i>adapted from Harvard model</i> )
<b>Red</b> <b>&gt;25/100K</b> <b>&gt;10% positivity</b> <b>Virtual only</b>	Stay-at-home orders in place; all learning remote for all learners; districts, states, and federal government invests in remote learning
<b>Orange</b> <b>10&lt;25/100K</b> <b>5&lt;10% positivity</b> <b>Hybrid can be considered</b>	1st priority for re-opening: ARP/FRP/SEED/PREP, Bowers Academy, and Kindergarten.  2nd priority for re-opening: Elementary level students.  3rd priority for re-opening: Middle school students.  4th priority for re-opening: High school students.
<b>Yellow</b> <b>1&lt;10/100K</b> <b>&lt;5% positivity</b> <b>Hybrid and full in-person can be considered</b>	1st priority for re-opening: ARP/FRP/SEED/PREP, Bowers Academy, and elementary students.  2nd priority for re-opening: Middle school students.  3rd priority for re-opening: High school students.
<b>Green</b> <b>&lt;1/100K</b> <b>&lt;3% positivity</b> <b>Full in-person can be considered</b>	All schools open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms.

# Oakland Positive Test Rate

## Oakland County, MI



COVID THREAT LEVEL

### At risk of outbreak

Oakland County is at risk of an outbreak. COVID cases are either increasing at a rate likely to overwhelm hospitals and/or the state's COVID preparedness is below international standards.

#### DAILY NEW CASES

● **10.1** PER 100K

Very large number of new cases

#### INFECTION RATE

● **1.06**

COVID is still spreading, but slowly

#### POSITIVE TEST RATE

● **4.6%**

Indicates adequate testing

#### ICU HEADROOM USED

● **34%**

Can likely handle a new wave of COVID

Beta

#### TRACERS HIRED

● **Unknown**

Insufficient data to assess

Beta

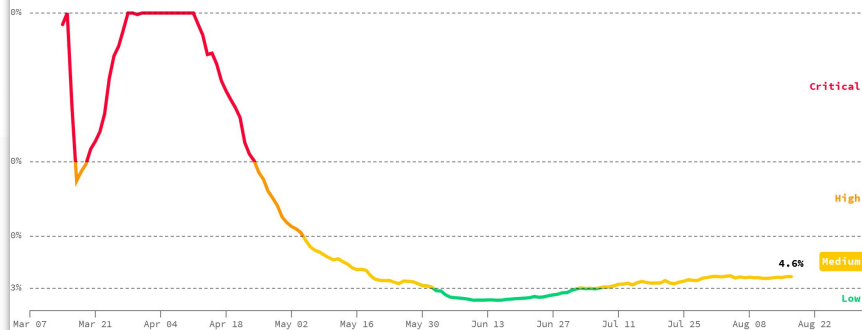
Updated August 19, 2020 • County data is currently in beta. Because counties don't report hospitalizations, our forecasts may not be as accurate. See something wrong? [Email us](#).

OAKLAND COUNTY, MICHIGAN

### Positive Test Rate

Last updated August 19, 2020

Generated by  
CovidActNow.org



[https://covidactnow.org/us/MI/county/oakland\\_county](https://covidactnow.org/us/MI/county/oakland_county)



*Healthy Guidelines*  
for students & staff



# Daily Screening

At home, each day via:

- Desktop or laptop
- Tablet
- Mobile device

A paper version will be available for those without device access

At the bus or school door, students will show either:

- The “approved” screen on a device
- A printed copy of the “approved” screen
- The paper form



## CDC Identified Symptoms:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.



# Facial Coverings

All students, ages two and up, will wear masks throughout the day (except when eating, drinking, or engaging in physical activity). Disposable masks will be available for students who forget, misplace, or soil their mask.

Students excluded from face covering requirements include:

- Anyone who has trouble breathing or otherwise unable to remove the face covering without assistance. Exemption should require physician's diagnosis to justify inability to wear mask when feasible.
- Students with special needs who are unable to tolerate a face covering.



# Social Distancing

It is strongly recommended that schools minimize opportunities for sustained exposure (15 minutes or more) and ensure social distancing (at least 6 feet between people) whenever possible.

- Provide frequent reminders and signage for students and staff to stay at least 6 feet apart from one another when feasible.
- Place physical barriers, such as plexiglass, for protection at reception desks and similar areas.
- Arrange classroom seating so students face in one direction and are separated by 6 feet.
- If possible, designate hallways as one-way, posting directional reminders on the walls and/or floor.
- Designate entrance and exit doors for classrooms, restrooms, and wherever other opportunities exist to reduce the chance of close contacts.
- Keep students and teachers in small cohort groups that stay together.
- Limit mixing between cohort groups as much as possible (e.g., during recess, lunch in the cafeteria, arrival and dismissal, etc.).
- Discontinue activities that bring together large groups and/or do not allow for social distancing. This includes assemblies, in person field trips, and large groups using playground equipment simultaneously.
- Incorporate virtual events such as field trips, parent/family meetings, assemblies, and performances where possible.

# Education

- We will share Healthy schools guidelines with students and families
- Orientation for safety and health done at school
- In school signage as reminder and prompts

# Cleaning protocols

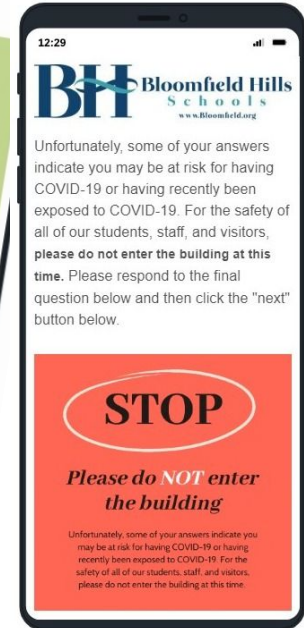
- Janitorial staff will conduct enhanced cleaning throughout the day using EPA certified materials.
- Playground equipment will be cleaned
- Cleaning supplies will be available to students and staff





# Visitor and vendor protocols

- No visitors are permitted into schools beyond the school office. Screening questions will be posted on the entry door and masks will be required.
- Essential vendors that provide critical services will be permitted, subject to health and safety guidelines. Vendors are required to complete the daily screening questions.
- Any other vendors or visitors will need Principal approval.



# *Part two:*

Bloomfield Virtual Update

# Bloomfield VIRTUAL

*Welcome to your new school! We are so glad you are here!*

**Bloomfield Virtual in an all-online option for families in kindergarten through fifth grade.**

- Bloomfield Virtual in an all-online option for families in kindergarten through fifth grade
- Current Enrollment as of August 19th
  - Grade K: 95 Students
  - Grade 1: 126 Students
  - Grade 2: 124 Students
  - Grade 3: 123 Students
  - Grade 4: 116 Students
  - Grade 5: 91 Students
  - **Total: 675 Students - About 30%**



## Mission Statement

Bloomfield Virtual provides an **equitable, caring, and safe** learning community where **students are encouraged to be intellectually curious and academically ambitious**. Leveraging the power of technology and community, Bloomfield Virtual learning promotes student agency for all learners to achieve their highest aspirations.

## Staffing for Bloomfield Virtual

- Leadership Structure: Addition of a Bloomfield Virtual Administrator
- Creating Sections & Identifying Teacher Assignments



# What does a virtual, at-home classroom look like?

Students thrive with routine. Design a quiet learning space with essential materials.

- Learning throughout the day will occur both on-and-offline. Have devices and chargers available as needed.
- Create a space that is comfortable for both the student and any adults supporting their experience.
- Consider letting your child help you to set up his/her learning space to get them excited for the new school year and remember that it should be a comfortable spot where they can focus.
- Easily accessible storage for supplies is recommended.



# *Part three:*

Bloomin' Preschool  
Early Childhood



**Possible opening: September 14, 2020\***

Hours of operation 7:00 a.m. - 5:30 p.m

- Continues to meet community need with wide range of availability
- Early closure allows for additional cleaning responsibilities

Shift in Start Date Provides For:

- Staffing to return to necessary levels
- Classroom arrangements that create opportunities for distancing.
- Necessary training for staff health & safety, instructional shifts, etc.

**\*Date is tentative and subject to change, based on district and county metrics for assessing COVID-19 regional status.**



## *Health & Safety*

- **Face Coverings** All children over 2 years of age required to wear masks in common spaces and when playing in close proximity to friends. Classrooms will offer “mask break areas” where children can sit/play safely without wearing their masks. All staff will wear masks.
- **Screening** Staff and children complete health screening prior to entering building each day. Staff and child temperature checks upon arrival. 100.4 or higher cannot be admitted to school.
- **Limited entry** Access to school buildings will be limited to staff and children. Families will meet their child at front entrance for pick up and drop off from trusted staff member.
- **Aligned** Follow district Preparedness and Response plan and cleaning protocols as it applies to preschool.
- **Classroom size** Limitations with square footage and licensed classroom space.
- **Three feet apart** Close contact required - feeding, diaper/toilet, etc.
- **Natural Cohorts** Preschool classes are structured by age and naturally grouped as individual classrooms” (10-20 students)
- **Smaller class sizes** Fewer children in each class through adding additional sections, cancellations and closing registration to new families



# *Part four:*

Kindergarten - Fifth Grade



# Grades K-5 Distance Learning SAMPLE Schedule

<b>Check-In and Connections</b> 20 Minutes	9:05 - 9:25 - Synchronous Engagement
<b>Mathematics</b> 60 minutes	9:25 -10:25 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	10:25 - 10:35
<b>Reading</b> 60 minutes	10:35 -11:35 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Lunch/Recess 11:35 - 12:25</b>	
<b>Writing</b> 45 min	12:25 - 1:10 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Break</b>	1:10 - 1:20
<b>Academic Block</b> 45 min Science, Social Studies, Word Study, etc.	1:20 - 2:05 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
<b>Asynchronous Learning</b> 75 Minutes	2:05 - 2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:50 - 3:25 - Independent work, and/or individual or small group support as needed



# K-5 Update Sample Hybrid Schedule

Sample Hybrid Schedule AM/PM Rotation			
Bell schedule for: Conant, Eastover, Lone Pine, and Way			
Students Divided into 2 Cohorts (Groups)	Group A (4 Days: M, T, Th, F)	Group B (4 Days: M, T, Th, F)	Group A & B (Wednesday)
Morning 9:05-11:50	In-Person 9:05-9:25 Morning Meeting 9:25-10:35 Reading and Writing 10:40-11:50 Math	Distance Learning 9:05-9:25 Morning Meeting (attend via Zoom) 9:25-11:50 Special of the day and asynchronous work on Science, Social Studies, or Word Study, etc.	Distance Learning Each Wednesday will include synchronous and asynchronous learning opportunities with a specific focus on social-emotional learning. We will thoroughly clean each building on Wednesday.
11:50 - 1:10	Lunch, Play, & Travel Time (Cleaning of Buildings)		
Afternoon 1:10 - 3:55	Distance Learning 1:20-3:45 Special of the day and asynchronous work on Science, Social Studies, or Word Study, etc.	In-Person 1:10-2:30 Reading and Writing 2:35-3:45 Math	



- **Distance Learning for 1st - 5th grade students to begin the year.**
- **Possible Hybrid return to school for Kindergarten students potentially beginning September 21, 2020\***
  - Phase-in approach for Kindergarten includes alternating AM/PM cohorts
    - AM cohort - in-person instruction from 9:05-11:20 on M/T/Th/F with Wednesday check ins
    - PM cohort - in-person instruction from 1:20-3:55 on M/T/TH/F with Wednesday check ins
  - Art, Music, Physical Education, and Spanish will take place virtually during the remote segments of the day.
- **Wednesdays** - Deep cleaning of the building; Students will have synchronous and asynchronous learning opportunities on Wednesdays and on their other Remote Learning windows of time.

Possible Kindergarten Phase-In			
<i>Students Divided into 2 Cohorts (Groups)</i>	<b>Group A</b> (4 Days: M, T, Th, F)	<b>Group B</b> (4 Days: M, T, Th, F)	<b>Group A &amp; B</b> (Wednesday)
<b>Morning</b> 9:05-11:50	<b>In-Person</b> Primary Focus on Math & ELA	<b>Distance Learning</b> Synchronous, Asynchronous, Specials, etc.	<b>Distance Learning</b> Each Wednesday will include synchronous and asynchronous learning opportunities with a special focus on social-emotional learning. We will thoroughly clean each building on Wednesday.
11:50 - 1:10	Lunch, Play, & Travel Time (Cleaning of Buildings)		
<b>Afternoon</b> 1:10 - 3:55	<b>Distance Learning</b> Synchronous, Asynchronous, Specials, etc.	<b>In-Person</b> Primary Focus on Math & ELA	

**\*Date is tentative and subject to change, based on district and county metrics for assessing COVID-19 regional status.**



# *Part five:*

Grades 6-12

# Middle Level (Grades 6-8) Distance Learning Bell Schedule



Time	6th Grade	7th Grade	8th Grade
9:05-10:10	<u>Core Class 1</u> 9:05 - 9:10 Attendance and Connection Protocols 9:10 - 10:10 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.		
10:15-11:20	<u>Core Class 2</u> 10:15 - 10:20- Attendance and Connection Protocols 10:20 - 11:20 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.		
11:25 - 12:15	Lunch		
12:15 - 1:20	<u>Electives 6</u> Two 20 minute Synchronous Electives Classes and 25 minutes of independent coursework for electives	<u>Core Class 3</u> 12:15 - 12:20 - Attendance and Connection Protocols 12:20- 1:20 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.	
1:25 - 2:30	<u>Core Class 3</u> 1:25 - 1:30 - Attendance and Connection Protocols 1:30 - 2:30 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.	<u>Electives 7</u> Two 20 minute Synchronous Electives Classes 25 minutes of independent coursework for electives	<u>Core Class 4</u> 1:25 - 1:30 - Attendance and Connection Protocols 1:30 - 2:30 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.
2:35 - 3:40	<u>Core Class 4</u> 2:35 - 2:40- Attendance and Connection Protocols 2:40 - 3:40 - At least 25 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning, and individual engagement.		<u>Electives 8</u> Two 20 minute Synchronous Electives Classes 25 minutes of independent coursework for electives

# 6-8 Hybrid Schedule

## Sample Hybrid Schedule AM/PM Rotation

Bell schedule for all students at East Hills, West Hills, and BHMS

Group A - 8:15 to 11:00 AM In-Person (4 Days: M, T, Th, F)	Group B - 12:20 to 3:05 PM In-Person (4 Days: M, T, Th, F)	Group A & B (Wednesday)
<b>In-Person</b> 8:15-8:50     Core 1 8:55-9:30     Core 2 9:35-10:10     Core 3 10:15-10:50     Core 4 10:50-11:00     Wrap up and Dismissal	<b>Distance Learning</b> 8:15-9:15 - Electives 9:15 - 9:30 - Break 9:30 - 11:00 - Continued class work and home learning in all content areas	<b>Distance Learning</b> Each Wednesday will include synchronous and asynchronous learning opportunities. We will thoroughly clean each building on Wednesday.
11:00 - 12:20 Lunch, Play, & Travel Time (Cleaning of Buildings)		
<b>Distance Learning</b> 12:20 - 1:20 - Electives 1:20 - 1:35 - Break 1:35 - 3:05 - Continued class work and home learning in all content areas	<b>In-Person</b> 12:20-12:55     Core 1 1:00-1:35         Core 2 1:40-2:15         Core 3 2:20-2:55         Core 4 2:55-3:05         Wrap Up and Dismissal	

Middle level students (grade 6-8) have the option to “remote into the learning” at any time throughout the year and may return in-person when they are comfortable.



# BHHS Distance Learning Schedule

	Daily	Wednesdays
<b>1st or 2nd Hour</b>	90 min - 8:55 - 10:25	70 min - 8:55 - 10:05
<b>3rd or 4th Hour</b>	90 min - 10:30 - 12:00	70 min - 10:10 - 11:20
<b>Lunch</b>	<b>12:00 - 12:30</b>	<b>11:20 - 11:50</b>
<b>5th or 6th Hour</b>	90 min - 12:30 - 2:00	70 min - 11:50 - 1:00
<b>7th or 8th Hour</b>	90 min - 2:05 - 3:35	70 min - 1:05 - 2:15
<b>Clubs and Activities</b>		<u>85 min - 2:15 - 3:35</u> <b>Clubs and Activities for Students</b>

Each class will have at least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement.



# BHHS Hybrid Schedule

Hybrid Schedule AA/BB Rotation		
Group A	Group B	Group A & B (Wednesday)
<b>In-Person - Monday and Tuesday</b> 7:25 AM to 2:30 PM Students will be divided into four staggered lunch groups and safety measures including staggered passing times, hallway directions, bathroom protocols, mask-wearing and desk spacing will be in place as directed by CDC and the health department.	<b>Distance Learning - Monday and Tuesday</b> Students would attend all classes remotely. 7:25 AM to 2:30 PM	<b>Distance Learning</b> Each Wednesday will include synchronous and asynchronous learning opportunities with a specific small group and specific course supports. We will thoroughly clean each building on Wednesday.
<b>Distance Learning - Thursday and Friday</b> Students would attend all classes remotely. 7:25 AM to 2:30 PM	<b>In-Person - Thursday and Friday</b> 7:25 AM to 2:30 PM Students will be divided into four staggered lunch groups and safety measures including staggered passing times, hallway directions, bathroom protocols, mask-wearing and desk spacing will be in place as directed by CDC and the health department.	

BHHS students have the option to “remote into the learning” at any time throughout the year and may return in-person when they are comfortable.





# Bowers Academy Hybrid Schedule

## Modified Schedule for All Bowers Students - Monday, Tuesday, Thursday, Friday Beginning September 14 in-person hybrid\*

*Students will be remote and preparing for in-person the week of September 8*

Monday, Tuesday, Thursday, Friday	Wednesday
<p><b>In-Person</b> 7:30 AM to 2:30 PM</p> <p>For all students, there will be a strong focus on Social-Emotional Learning embedded in all content areas. The Bowers Farm space will be used regularly to spread out and connect with our school environment.</p> <p>Bowers Academy space was originally designed for 50 students. With the small cohort size, students will be able to engage with each other and the content at a physical distance that adheres to CDC guidelines.</p>	<p><b>Distance Learning</b> Each Wednesday will include synchronous and asynchronous learning opportunities with a specific small group and/or course supports. We will thoroughly clean the building on Wednesday.</p>

Bowers Academy students have the option to “remote into the learning” at any time throughout the year and may return in-person when they are comfortable.

**\*Date are tentative and subject to change, based on district and county metrics for assessing COVID-19 regional status.**



# A note about the 6-12 hybrid schedule...

If a 6th - 12th grade student or family is not comfortable returning to in-person during the hybrid model, all 6th - 12th grade classes can be taken through distance learning with the same teacher and the same classmates.

The high school will prepare the building with one-way hallways, staggered lunches, and other options as the hybrid model approaches. Final planning will include a survey of the students returning in-person to create the safest design.



# *Part six:*

Special Education

# Special Education



## Programming option for Self-Contained programs (ARP/FRP/DHH/SEED/PREP)

- Gradual phase in approach: Remote services starting on 9/8 with a gradual transition to F2F
  - **Week One: September 8 - 11\***

Students will begin remote to focus on transition activities, building community and social-emotional supports

    - Set expectations for students returning back to school F2F
      - Training for staff on PPE and safety procedures
      - Show the classrooms (where they will sit, stand, etc)
      - Protocols for drop off and pick up, outside, hallway, school and classroom protocols
      - Show the staff in their masks
      - Visuals/Social Stories
      - Solidify routines and procedures
  - **Week Two: September 14-18\***
    - Students transition to ½ day F2F A.M., ½ day asynchronous instruction P.M.
  - **Week Three: September 21-25\* and on**
  - Time is added each week until full time status is achieved

\*Date is tentative and subject to change, based on district and county metrics for assessing COVID-19 regional status.



# Hybrid Model

- **Hybrid Model proposal for all self-contained classrooms (ARP/FRP/DHH/SEED/PREP)**
  - Hybrid for DHH would be F2F (100% M/T/TH/F)
  - Hybrid for ARP/FRP would be F2F (100% M/T/TH/F)
  - Hybrid for PREP would be F2F (50% alternating M/T/TH/F)
  - No hybrid for SEED F2F (100% M/T/W/TH - ½ days AM/PM)
  - **Wednesday (Distance learning)**
    - Synchronous/asynchronous instruction
    - Deep cleaning
- **Classrooms**
  - Classrooms divided into 2 rooms (if needed based on caseload)
  - All required and strongly recommended safety requirements
  - Staffed appropriately for caseload and social distancing support
- **Lead Teacher model:**
  - Split into small groups (if needed)
  - Paraprofessional support for all rooms
  - General Education time supported virtually
  - Intervener support for our Deafblind students (DHH)
- **Dedicated rooms for:**
  - Teacher-led instruction
  - Asynchronous support
  - Virtual inclusion sessions (general education time)
    - Interpreter led support sessions (DHH)



# Wing Lake Developmental Center

- **Hybrid for Wing Lake SCI/SXI (alternating M/T/TH/F):**
  - Phase-in approach to 2 days in-person and 3 days distance learning per child
  - Wing Lake is not offering a Virtual Program; all students will follow one schedule and remain with their current teacher.
  - Access to building will be limited to Bloomfield staff and Wing Lake students. Families who drive their children will meet their child at front entrance for pick up and drop off from a trusted staff member.
- **Schedule:**
  - **Week One and Two: September 8 - 18\***
    - Students will begin remotely with synchronous and asynchronous opportunities to focus on transition activities, building community and social-emotional supports.
    - In addition to providing remote synchronous and asynchronous learning opportunities, staff will be preparing for in-person learning by participating in training regarding new procedures and protocols.
  - **Week Three: September 21-25th\* and on:**
    - *In-Person times for students will be 8:45 - 2:35 p.m.*
      - *Lunch, Ancillary Services, and Specials (Adapted PE and Music) will be in classrooms.*
      - *Dismissal and arrival procedures will be in place to limit the number of students in hallways*
    - Group A will attend in-person on Mondays and Tuesdays and have distance learning on Wednesdays, Thursdays, and Fridays
    - Group B will attend in-person on Thursdays and Fridays and have distance learning on Mondays, Tuesdays, and Wednesdays.
  - **Wednesdays** - Deep cleaning of the building; Students will have synchronous and asynchronous learning opportunities on Wednesdays and on their other Distance Learning days
  - Wing Lake staff will continue to develop and share weekly learning templates.

**\*Dates are tentative and subject to change, based on district and county metrics for assessing COVID-19 regional status.**



# *Professional Learning*

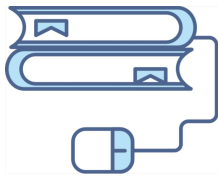
For Staff

# Professional Learning for a Virtual Environment

- Professional learning for district staff will take a **job-embedded approach**, grounded in responsive day-to-day virtual teaching and learning design needs.
  - Teachers are empowered to individualize and prioritize their particular learning needs through a synchronous and asynchronous designed menu of professional learning.
  - New curriculum pacing guides provide a framework for all teachers to maintain the rigorous BHS curriculum in virtual, distance, hybrid and in-person environments for all students
  - Drop-in professional learning opportunities are designed to be embedded within the instructional day where teachers can engage for a short span on a particular technology tool and/or virtual learning design.



# Professional Learning for a Virtual Environment



## Virtual Professional Learning

The 2020 Professional Learning schedule starts with rich experiences including Trauma Informed Practices, the Fundamentals of Teaching Online, and various curriculum trainings. The Virtual Professional Learning facilitators inform teachers and model online instruction best practices.



## Self-Paced Courses

Additional, self-paced professional learning are available to teachers on subjects like virtual instructional practices, MiStar procedures, and creating rich video experiences. Teachers can also request to attend conferences or utilize external resources.



## Ongoing Learning

Building-based teacher cohorts will engage with learning modules and resources provided through both district and *The Distance Learning Playbook, Grades K-12*. Ongoing support from instructional leaders and Technology Integration Specialists will help teachers navigate new virtual instructional practices.

## *Tentative Key Dates:*

- **September 8:** First day of school (remote/virtual for all students)
- **September 14-18\*:** Special Education self-contained students (with the exception of Wing Lake) transition to ½ day in-person (a.m.) and ½ day asynchronous instruction (p.m.).
- **September 14\*:** Bloomin' Preschool programs open for in-person teaching and learning for all students (including infant/toddler program) and Bowers Academy students return with a hybrid in-person model.
- **September 15:** Board of Education Meeting to review data and make additional decisions
- **September 21\*:** Kindergarten and Wing Lake students return to in-person teaching and learning in hybrid model

Exploring daycare solutions for staff and elementary families

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