On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149.

Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan that has been approved by an intermediate district or authorizing body.

The Plan does not replace the District's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on:

- educational goals,
- instructional delivery,
- grading,
- and equitable access.



Assurances

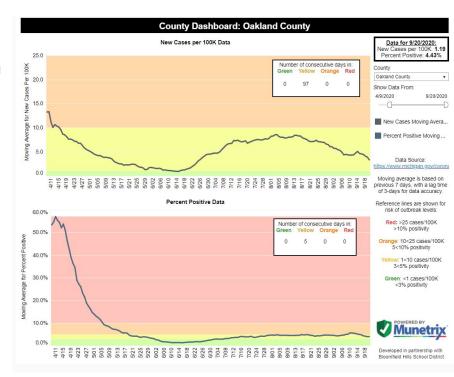
- Bloomfield Hills Schools will make their Oakland Schools approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on www.bloomfield.org no later than October 1, 2020.
- Bloomfield Hills Schools will create and make available on its transparency reporting link located on the
 district's website, a report concerning the progress made in meeting the educational goals contained
 in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be
 achieved by the middle of the school year and not later than the last day of school of the 2020-2021
 school year for goals Bloomfield Hills Schools expected would be achieved by the end of the school
 year.



- If delivering pupil instruction virtually, Bloomfield Hills Schools will:
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Bloomfield Hills Schools had planned for that exposure to occur for in-person instruction.
- Benchmark Assessments: Bloomfield Hills Schools will:
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.



- Bloomfield Hills Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. <u>Note: A</u> <u>determination concerning the method for delivering</u> <u>pupil instruction shall remain at the Bloomfield Hills</u> <u>Schools Board of Education's discretion.</u> Key metrics that Bloomfield Hills Schools will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19





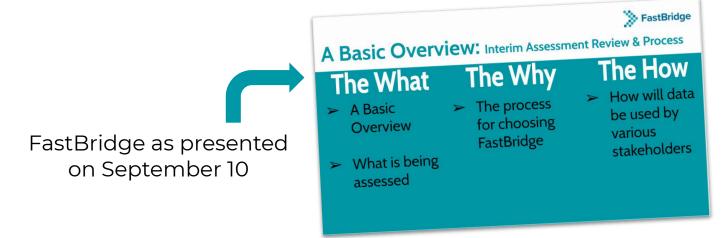
- If Bloomfield Hills Schools determines that it is safe to provide in-person instruction to pupils, Bloomfield Hills Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the district.
- Bloomfield Hills Schools assures that
 - instruction will be delivered as described in this plan and approved by the Bloomfield Hills Schools Board of Education,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the Bloomfield Hills Schools will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in Bloomfield Hills Schools during a public meeting described in PA-149.



- Bloomfield Hills Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- Bloomfield Hills Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Bloomfield Hills Schools and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Bloomfield Hills Schools. The Bloomfield Hills Schools will publicly announce its weekly interaction rates at each Bloomfield Hills Schools Board meeting where it re-confirms how instruction is being delivered. The Bloomfield Hills Schools will make those rates available through the transparency reporting link located on the Bloomfield Hills Schools website each month for the 2020-2021 school year.

Goals & FastBridge

- **Reading Goal**: Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in reading for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.
- **Mathematics Goal**: Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in mathematics for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.
- **Social Emotional Learning (SEL)**: Bloomfield Hills Schools will screen and respond to and support student wellness.





Multi-Tiered System of Supports



Research-based instruction and classroom interventions, as needed. that will be available to all learners and effectively meet the needs of most.

TIER



Supplemental tions within and outside of the classroom. This is intended for some learners who require support or extension beyond Tier I.

TIER 2



Supports provide intense individual interventions for few learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.

TIER 3

Although MTSS is always important, we understand its urgency due to COVID and have developed an MTSS Response to COVID, summarized below.

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child

The following five essential components of **MTSS** are inter-related and complementary:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

Procedure for Student Concerns

As we slowly start to phase in a return to school it is critical that we are focused on the mental health of our students. We must work together in order to recognize when students may need additional support. As we are continuing to check-in with students, please utilize the chart below to guide and support our students.

> Identifying Students Who Need Additional Screening And Support Building Instructional teams should meet monthly to review screener and classroom data and determine which students may need additional support.

> > Moderate Risk

* Bullying

Behaviors observed:

behaviors

Multiple low risk

high intensity

Low risk behaviors over

a long period of time

Low risk behaviors at

Behaviors observed:

- Social/peer issues
- Attendance
- Not completing work
- Crying/sad* Change in Demeanor
- Nervous/Anxious
- Seemingly
- disproportionate reaction

Acknowledge and validate student

"Oh, that sounds really stressful, it

sounds like you're upset right now, it

Meet with student after class, "You

said... Can you tell me more about

what you meant? How can I help?

Sensory and Mindfulness Breaks

of concerns for possible follow up.

*MS and HS - make counselor aware

sounds like you had a rough day."

Provide self-care resources

Classroom based SEL

Check-in/Check-out

Discuss with student

High Risk

Behaviors observed: Suicide/Self Harm*

- Suspected Abuse. Neglect**
- . Threat to someone else*
- · Risk Behavior
- Physically or verbally Aggressive behavior



Additional support in classroom and potential referral to support staff

- Discuss with student. Validate their
- Reach out to caregiver, BIT, and/or
- For code of conduct concerns.
- reach out to Administration Refer to BIT for discussion
- Provide Self-Care Resources
- Break from classroom with a cognitive distraction (say alphabet backwards, find the green things in the hallway, hidden picture, where's waldo, trivia, etc.)
- Make sure to document concerns and steps taken





**Staff MUST take detailed notes of the student's

summarizing the parties involved and abuse described (times, place, and dates)

for CPS referral.



Counselor, Social Worker, or Psychologist may recommend and work with family on an outside agency referral.

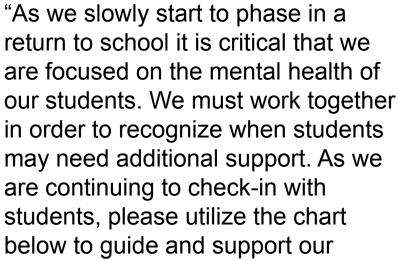
Students Identified as high risk based on Universal Screener (SAEBRS)



Assess Need:

Meet individually with student and/or caregiver to assess need and gather more

- information. Potential intervention could include, but is not limited to:
- Additional Screener
- Functional Behavior Assessment (FBA)
- Crisis and Reintegration Plan Outside agency referral, plan, and support
- Schedule adjustment







students."



Distance Learning is employed for all students during times of complete building closure, during the cohort/hybrid schedule, or during periods of required quarantine. Each staff member has a digital platform for students to engage with including Google Classroom and Canvas. Teachers provide direct instruction via tools like Zoom and Google Meets while also providing learning focused feedback in small group and individual one-on-one settings.

Multiple Cohorts/Hybrid Scheduling has been designed to reduce the number of students in the face-to-face classroom setting. Students in grades K-8 will engage in classroom learning in AM or PM cohorts on Monday, Tuesday, Thursday, and Friday. Students attending in the AM will engage in remote and asynchronous learning in the afternoon, and vice-versa. Wednesdays will include whole class activities specific to student wellness and social emotional learning. In addition students will engage in their co-curricular learning such as physical education, music education, Spanish, and Art.

Students in grades 9-12 will engage in classroom learning in an AA/BB cohort grouping. On Monday and Tuesday, all A cohort group students will attend in-person instruction and cohort B will attend these classes through distance learning concurrently. On Thursday and Friday, all B cohort group students will attend in-person instruction and cohort A will attend these classes through distance learning concurrently. On Wednesdays, all students will attend classes through distance learning. Wednesdays will also include specific social-emotional learning activities for all 9-12 students.

Bloomfield Virtual provides an equitable, caring, and safe learning environment for Kindergarten through fifth grade students that is fully virtually. Bloomfield Virtual encourages students 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.



Review of Equitable Access

Bloomfield Hills Schools is committed to building and supporting a technology ecosystem that is focused on providing equal access for our students, families, and staff that includes:

- Connectivity Support
- Access to tools and devices
- Family technical support for learning and troubleshooting technology issues

Specifically, Bloomfield Hills Schools provides:

- Connectivity to broadband/cell services for our in-district and center program families in need.
- Access to software tools for online and offline work that is accessible on district and non-district devices.
- District provided devices for each student and additional devices for hybrid/distance learning scenarios for our students with additional learning requirements.
- Virtual classrooms and resources available 24-7 including over 300 software applications and tools for students.
- Provide electronic and analog learning resources and support materials directly to families to support and supplement online/offline work
- Family Help Desk for families to access realtime support
- Website and portals for students and families to access additional support materials and resources.
- Translations services for families to communicate with district services.



Special Education Supports

Presented at September 2 **Board Meeting**

Part Three

Trefreshmat Secreption specific to Special Education and REL

Special Education Update/Black Hawk Extended Care

BH

 Please describe how the Bloomfield Hills Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Special Education Supports

The following applies to students with IEPs:

Bloomfield Hills Schools is committed to providing free appropriate public education (FAPE) opportunities for students with disabilities and will align with Oakland County Health Department recommendations. We anticipate all IEPs and 504s will be followed as written, including accommodations, programs and services, understanding that some IEPs and 504s may need to be adjusted based on individual needs.

K-5 Resource Room Support

Resource room support will be provided to students with IEPs and will be placed into students' virtual schedules.

Students Receiving Programs and Services in Self-Contained Programs

Students who receive special education programs and services within ARP/FRP, DHH, SEED, PREP, or Wing Lake will have their instruction delivered by a self-contained special education teacher.

Expectations will mirror our in-person teaching and learning experiences. Bloomfield Hills Schools will provide a device to every student upon enrollment and completion of the Technology Agreement. Students will need an adult or older sibling support for initial virtual navigation and continual time management support. We encourage parents to reach out to their child's special education caseload teacher, service provider, or the special education department if you have questions on whether or not Bloomfield Virtual is the right fit for your child.

Given the unique population of these programs, exact schedules and class assignments will be determined and announced just prior to the start of school (September 8th) by the identified special education teacher.

Ancillary services will be provided virtually by Bloomfield Hills staff including speech, OT, PT. Social Work, and ASL. Case managers will collaborate with each student's identified special education teacher and parent/guardian to schedule direct (individualized or small group) or consultative services.

Bloomfield Hills Schools Extended COVID-19 Learning Plan

on for Self-Contained programs (ARP/FRP/DHH/SEED/PREP) e in approach: Remote services starting on 9/8 with a gradual one: September 8 - 11*

s will begin remote to focus on transition activities, building nity and social-emotional supports

- et 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 o: September 14-18*

dents transition to 1/2 day F2F A.M., 1/2 day asynchronous

ee: September 21-25* and on

ded each week until full time status is achieved

for all self-contained classrooms (ARP/FRP/DHH/SEED

)HH would be F2F (100% M/T/TH/F) RP/FRP would be F2F (100% M/T/TH/F) REP would be F2F (50% alternating M/T/TH/F) r SEED F2F (100% M/T/W/TH - 1/2 days AM/PM)

nesday (Distance learning)

Synchronous/asynchronous instruction Deep cleaning

Classrooms divided into 2 rooms (if needed based on

All required and strongly recommended safety requirements Staffed appropriately for caseload and social distancing

eacher model:

split into small groups (if needed) araprofessional support for all rooms

ended COVID-19 Learning Plan

Education time supported virtually support for our Deathlind students (DHH)

ssions (general education time) ed support sessions (DHH)

rid SCI/SXI (alternating M/T/TH/F): is in-person and 3 days distance learning per

firtual Program, all students will follow one ted to Bloomfield staff and Wing Lake ed to Bloomielo suur and verig Lake heir children will meet their child at front off from a trusted staff member.

tely with synchronous and asynchronous ery wan syrumuruus ara asyrumurus transition activities, building community note synchronous and asynchronous

note synumorious and asynchronous f will be preparing for in-person learning egarding new procedures and protocols will be 8:45 - 2:35 p.m.

ices, and Specials (Adapted PE and

procedures will be in place to limit the on Mondays and Tuesdays and have

ays, Thursdays, and Fridays n Thursdays and Fridays and have fuesdays, and Wednesdays. uilding, Students will have a opportunities on Wednesdays

New Teacher Consultant's:

- Black House Citiended Care and students with an SEP* # . Resident with on 110 will have the shally to majors their measure
- based CC 25 WW
- Converger presented by catalities; shell
 We will reside more effect to best tile primer into with the
- efficiently referred made to
- Number's cost being or planterer bend;
 Number's planter belder (Bing on or denling insertee)
- "Cody to AC 45 students (d. days pre-conti) and AD 6.6 dualents Orders unto contil



BH Daycare opportunities

Suggested resources: NextDoor (bebysitters publishing Information on NextDoor)

Franklin Athletic Club & Other Local Care Centers (may not be licensed & not a product of BHS/

MatroParent & other family websites ito findboth licensed and non-licensed programs).



Instructional Delivery & Exposure to Core Content

Presented and approved at **August 6 Board Meeting**



Instructional Delivery & Exposure to Core Content

Please describe how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Bloomfield Hills Schools has multiple learning pathways in place for the 2020-2021 school year including distance learning, face-to-face learning, and a fully virtual classroom experience.

Teachers will create lessons and activities that engage K-5 students in the school environment utilizing innovative practices with expectations that mirror our pre-COVID19 teaching and learning expectations. Bloomfield Hills Schools will provide a device (iPad for K-1, Chromebook for 2-12) to every student upon enrollment and completion of the Technology Agreement. All courses will utilize Google Classroom and Zoom for ease of use when in the remote setting. Students in all classrooms will have the opportunity to develop strong relationships and a sense of belonging with dedicated teachers and a consistent cohort of students

Bloomfield students will continue to engage with the BHS curriculum, grounded in the Michigan Academic Standards. Experiential learning opportunities connected to our district farm and nature center will be included in addition to art, music, physical education, and Spanish. Opportunities for purposeful play and inquiry approaches to learning will be utilized with appropriate grade level developmental skills reinforced (i.e. social, self-management, fine motor skills, etc.) All students with a disability who enroll in BHS Blueprint will receive program, services and accommodations according to their individual IEP or 504 plan, understanding that some IEPs and 504s may need to be adjusted based on individual needs.

Distance Learning is employed for all students during times of complete building closure, during the cohort/hybrid schedule, or during periods of required quarantine. Each staff member has a digital platform for students to engage with including Google Classroom and Canvas. Teachers provide direct instruction via tools like Zoom and Google Meets while also providing learning focused feedback in small group and individual one-on-one settings.

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Bloomfield Hills Schools Extended COVID-19 Learning Plan

remote and asynchronous learning in the include whole class activities specific to ng. In addition students will engage in their

Practice 2: Meetings Centered in Staff

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The shift we see

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COVID-19 Learning Plan

room learning in an AA/BB cohort grouping. students will attend in-person instruction ah distance learning simultaneously. On tents will attend in-person instruction and stance learning simultaneously. On through distance learning. Wednesdays iming activities for all 9-12 students.

ation, music education, Spanish, and Art.

aring, and safe learning environment for at is fully virtually. Bloomfield Virtual ous and academically ambitious. nmunity. Bloomfield Virtual learning achieve their highest aspirations.

- Teaching social and emotional skills is as important as teaching academic
- How we teach is as important as what

What we know and believe about our students - individually, culturally, developmentally - informs our expectations, reactions, and attitudes about those students.

Practice 3: Whole School Weekly Transformative Social-Emotional Learning

As a district, we are committed to establishing time and space for a focus of weekly whole-school transformative social-emotional learning. There will be common themes among K - 12 that will include CASELs Core Competenci of self-awareness, social-awareness, relationship skills, self



- Each school will have a designated where the entire school is participating.
 - . Time in grades 6-12 should will rotate through the schedule (i.e. Week 1 during 1st hour, week 2 during second hour, etc.) Elementary can choose time that best meets the needs of
- A District-wide SEL Curriculum Team will be convened to create a framework that supports SEL

Please describe how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the Bloomfield Hills Schools had planned for that exposure to occur for in-person instruction.

Bloomfield Hills Schools curriculum leaders set the curricular calendars and pacing guides annually based feedback from multiple sources including student performance data, faculty feedback, and alignment to the Michigan Academic Standards. This scope and sequence work is articulated at the class/course and grade/department level district-wide. The linked 2020-2021 school year Curriculum Map articulates the planned pacing and exposure to content and skill acquisition.

As the district responds to the current status of COVID-19 metrics, the instructional delivery will shift accordingly between distance learning, hybrid/cohorts, and fully in-person. Though the instructional delivery may change, the curriculum focus continues to be focused on the core content areas and the standards that continue the educational development of the students to all pre-COVID district benchmarks.

Bloomfield Hills Schools Extended COVID-19 Learning Plan

38







Bloomfield Hills Schools Extended COVID-19 Learning Plan

Page 14



END OF SECTION

DISCUSSION

