

# **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](http://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.



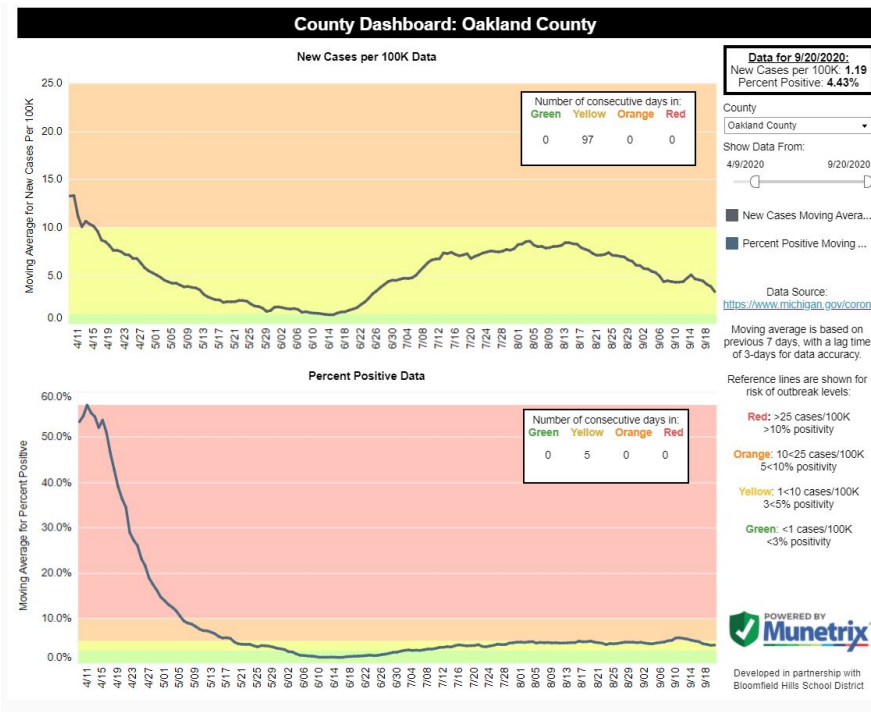
# Assurances continued...

- 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.



# Assurances continued...

- 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the Bloomfield Hills Schools Board of Education's discretion. 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



# Assurances continued...

- 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
  - 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.



## Assurances continued...

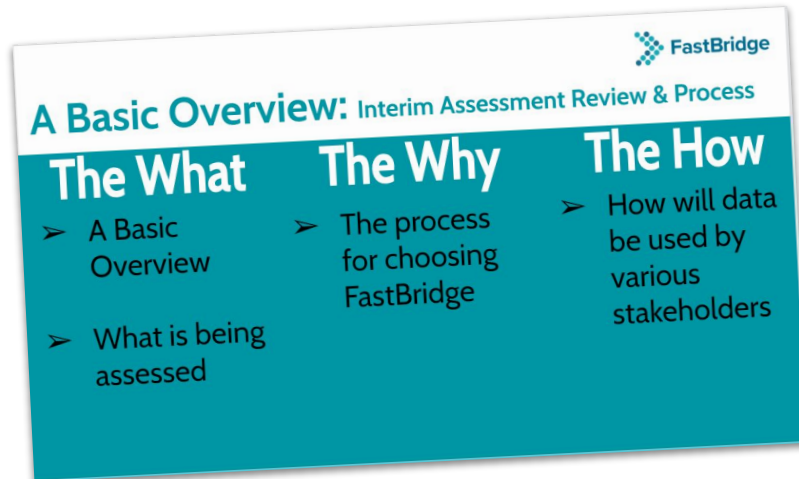
- Bloomfield Hills Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- Bloomfield Hills Schools will ensure that two (2), 2-way interactions occur between 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

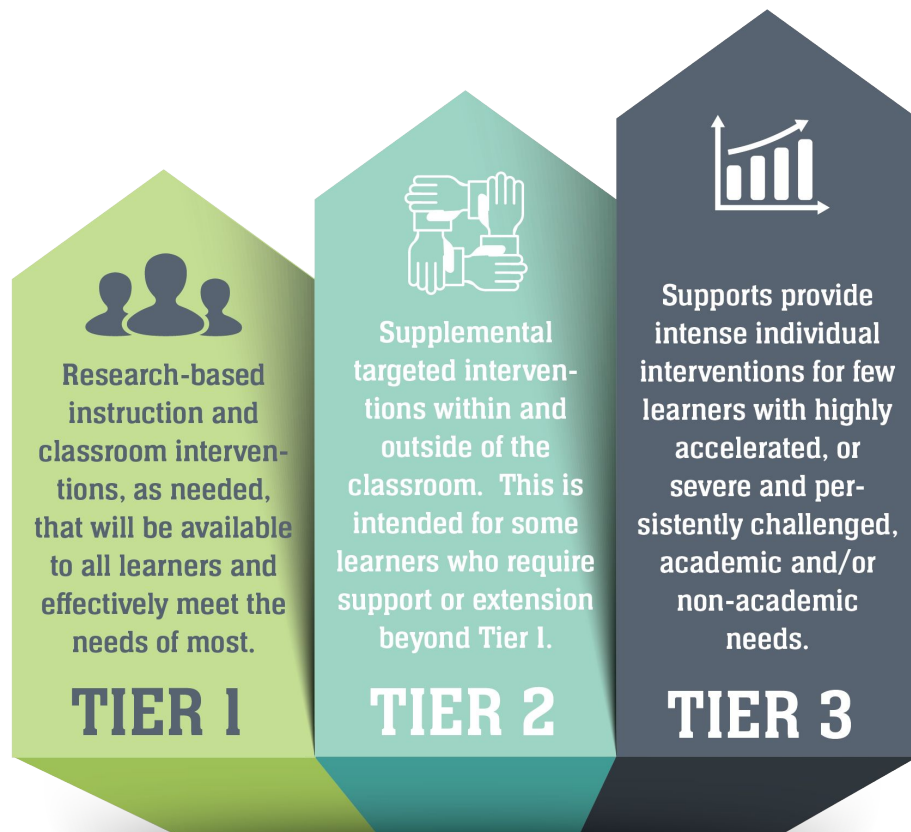
- **Reading Goal:** Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in reading for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.
- **Mathematics Goal:** Bloomfield Hills School will maintain 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.

FastBridge as presented  
on September 10





# Multi-Tiered System of Supports



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:

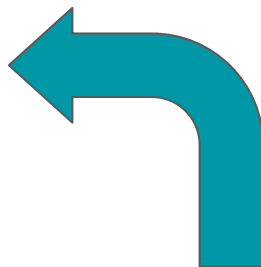
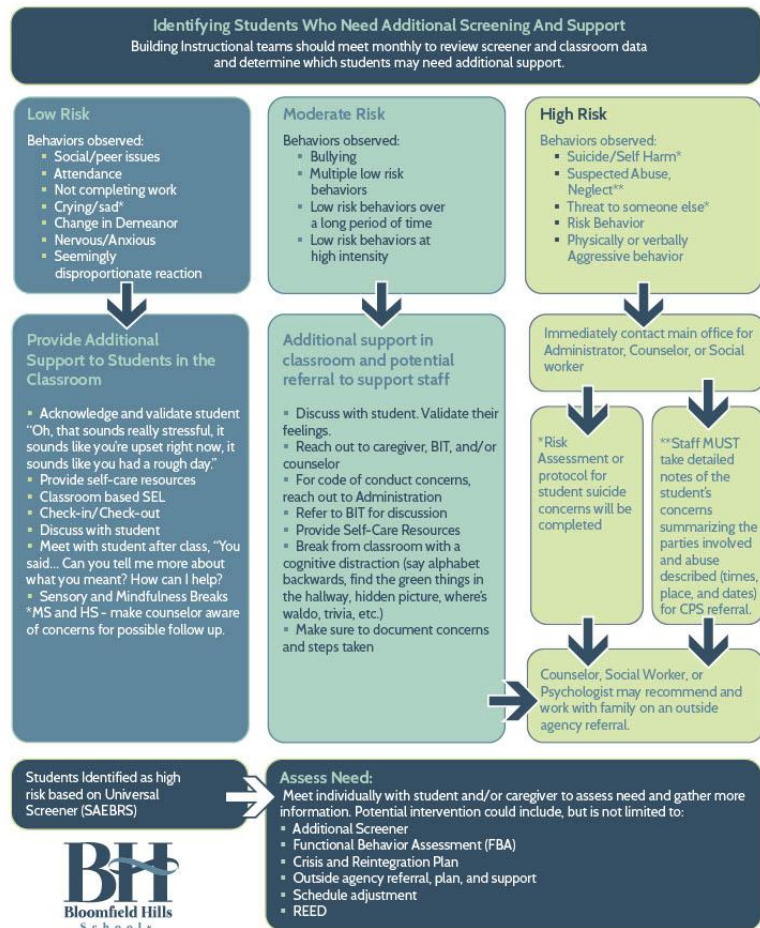
- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

## 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.



“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.”



# Review...

**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:

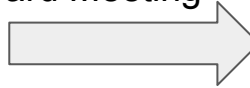
- Connectivity to broadband/cell services for our in-district and center program families in need.
- Access to software tools for online and offline work that is accessible on district and non-district devices.
- District provided devices for each student and additional devices for hybrid/distance learning 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.





# 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.

**Multiple Cohorts/Hybrid Scheduling** has been designed to reduce the number of students in the face-to-face classroom setting. Students in grades K-6 will engage in classroom learning in AM or PM cohorts on Monday, Tuesday, Thursday, and Friday.

## Practice 2: Meetings Centered in Staff

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### Guiding Principles (adapted from [Responsive Classroom](#))

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- What we know and believe about our students - individually, culturally, developmentally - informs our expectations, reactions, and attitudes about those students.

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## 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 CASEL's Core Competencies of self-awareness, social-awareness, relationship skills, self-management, and responsible decision making.



### Guiding Principles

- Each school will have a designated time each week dedicated to SEL, 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 their school.
- 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.

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END OF SECTION

# DISCUSSION