

Bloomfield's Blueprint

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



November 19, 2020



Part One
COVID Update



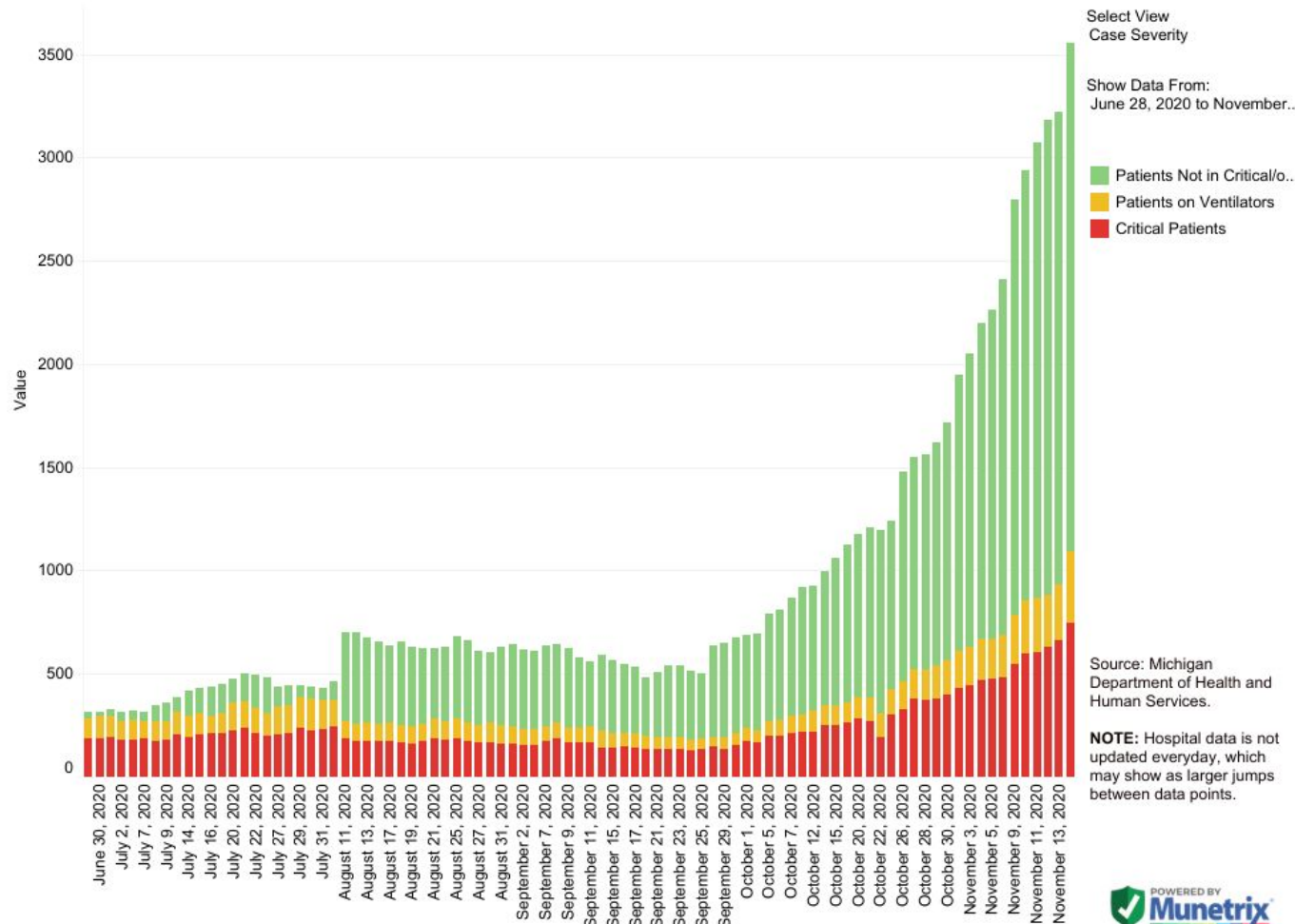
Reporting period: October 28 – November 10			
METRIC	RESULT	Trend	DEFINITION
Total “Confirmed and Probable” COVID-19 Cases Reported in Oakland County	8511	↑	“Confirmed”: laboratory-confirmed positive molecular viral test “Probable”: rapid-antigen positive viral test
Cases/Day per Million Population 7-Day Average 14-Day Average	534 506	↑	Average number of cases per day per million population over the given timeframe
14-Day Average Daily Case Counts	607	↑	The average number of cases per day reported over the last 14 days of the reporting period
14-Day Average Daily Death Counts	1.4	↑	The average number of deaths per day reported over the last 14 days of the reporting period
14-Day Average Tests Per Day	6529	↑	The average number of diagnostic tests administered to Oakland residents over the last 14 days of the reporting period
Percentage of Cases Hospitalized in the Last 14 Days	0.9%	→	The percentage of cases (confirmed and probable) that reported being hospitalized over the last 14 days of the reporting period
Percent Positivity (7 days)	13.85%	↑	Percentage of reported positive tests over the last 7 days (November 10 – November 16)
Percent Positivity (28 days)	10.70%	↑	Percentage of reported positive tests over the last 28 days (October 20 – November 16)
Healthcare Capacity Strength	Strong-Average	→	Assessment of bed availability and hospital capacity
Testing, Tracing, Containment Infrastructure	STRONG	→	Assessment of testing availability and OCHD contact tracing capability
County Level Risk Determination	E	→	County level risk determination based on state guidance. Local epidemiology is also a factor in school and district-specific decision making

Reporting Period: October 28 - November 10

Total Oakland County Cases Reported by Age Group					
Age Group	Total Cases	Trend	Age Group	Total Cases	Trend
0-4	109	↑	50-59	1385	↑
5-9	172	↑	60-69	972	↑
10-13	169	↑	70-79	468	↑
14-18	465	↑	80-89	207	↑
19-29	1947	↑	90+	80	↑
30-39	1319	↑	Unknown	8	
40-49	1210	↑			

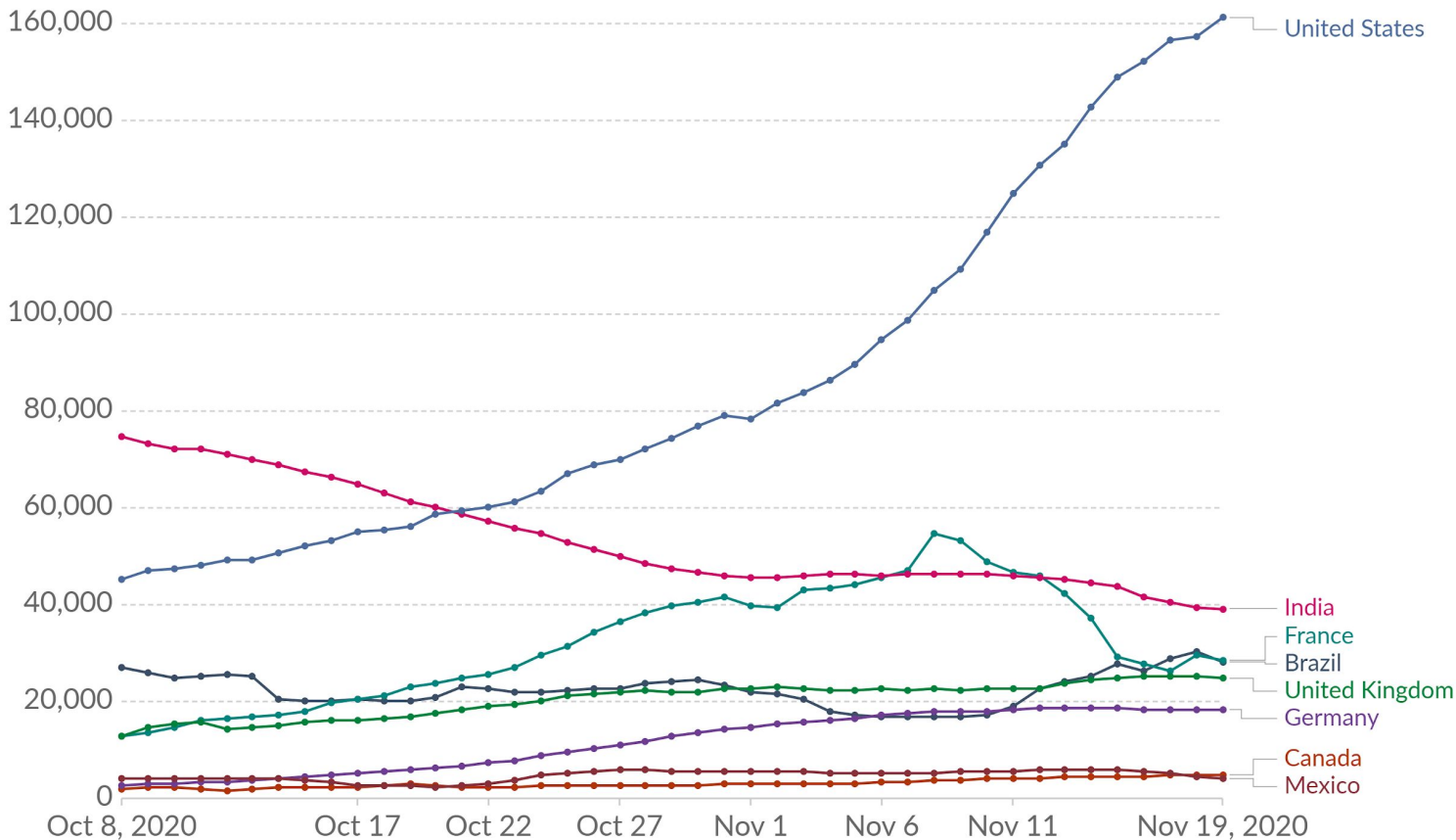
The number of reported cases increased about 2600 cases from last week. Percent positivity over the last 7 days was 1.75% higher, while the percent positivity over the last 28 days was just over 2% higher. The number of tests per day over 14 days increased about 860 tests per day. The average daily deaths rate increased to 1.4 this week. Cases increased in every age group this week.

State Hospitalization Trends - Case Severity



Daily new confirmed COVID-19 cases

Shown is the rolling 7-day average. The number of confirmed cases is lower than the number of actual cases; the main reason for that is limited testing.



Source: European CDC – Situation Update Worldwide – Last updated 19 November, 10:06 (London time)

CC BY

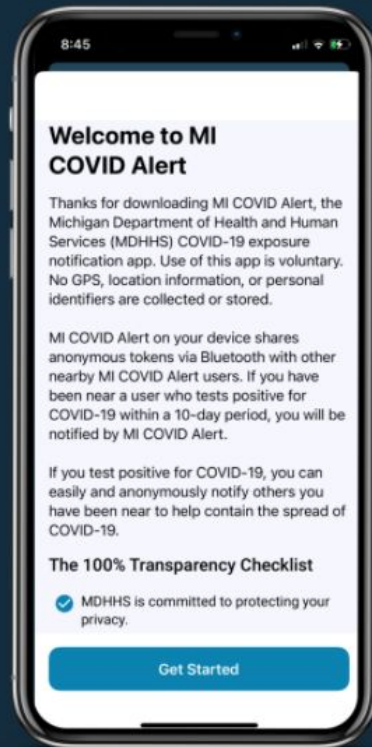


MI COVID ALERT APP

Stay safe. Protect each other.

MI COVID Alert is a free app for your mobile phone. It will help us to notify each other and slow the spread of coronavirus (COVID-19) in Michigan.

Using the MI COVID Alert app along with the existing public health measures will help us all stay safe when we meet up, socialize, work or travel.



County Dashboard: Oakland County

Notes

New Cases per 100K Data

Number of consecutive days in:
 Green Yellow Orange Red
 0 0 0 17

Data for 11/14/2020:
 New Cases per 100K: 13.93
 Percent Positive: 14.72%

County
 Oakland County

Show Data From:
 4/10/2020 to 11/14/2020
 and Null values

■ New Cases Moving Avera..
 ■ Percent Positive Moving A..

Data Source: <https://www.michigan.gov/coronavirus>
 Moving average is based on
 previous 7 days, with a lag time
 of 3-days for data accuracy.

Reference lines are shown for
 risk of outbreak levels:

Red: >25 cases/100K
 >10% positivity

Orange: 10-25 cases/100K
 5-10% positivity

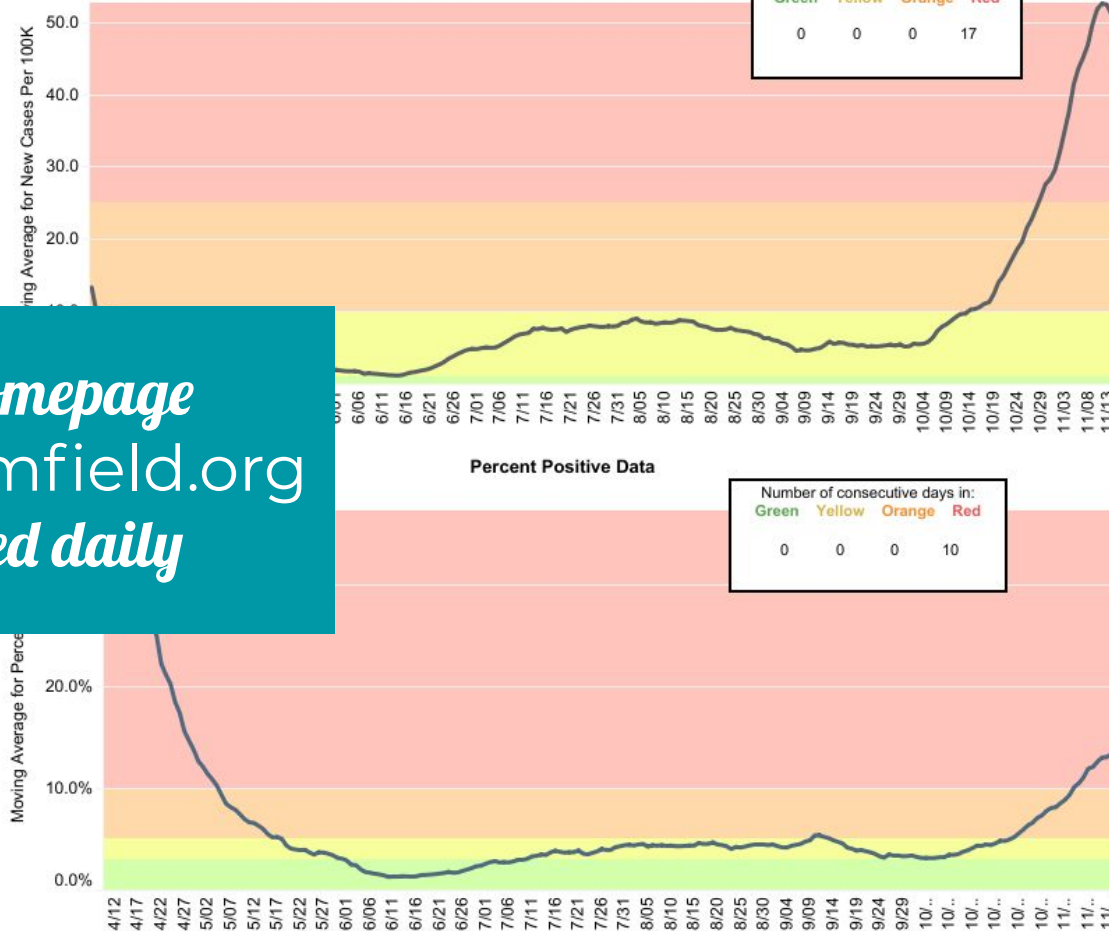
Yellow: 1-10 cases/100K
 3-5% positivity

Green: <1 cases/100K
 <3% positivity



Developed in
 collaboration with
 Bloomfield Hills School
 District and Munetrix

On the homepage
www.bloomfield.org
& updated daily



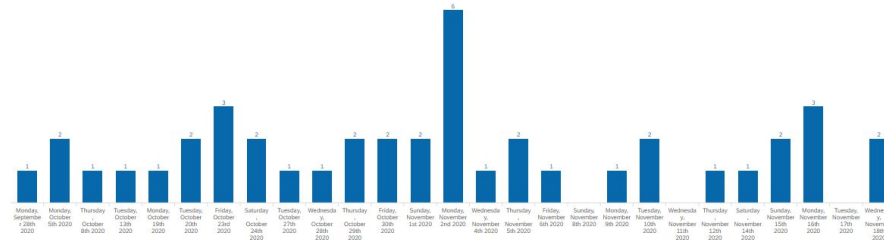
BLOOMFIELD HILLS SCHOOLS

REAL TIME COVID-19 DATA

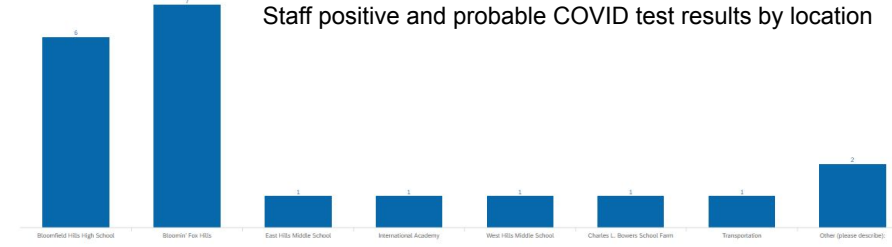
[CLICK HERE TO VIEW OUR DASHBOARD](#)

On the homepage & updated with data as it is reported,
meets requirements of Emergency Order MCL 333.2253

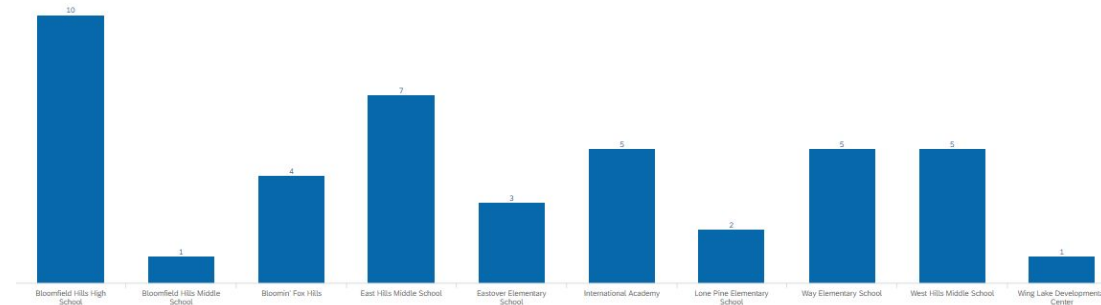
Student positive and probable COVID test results by date



Staff positive and probable COVID test results by location



Student positive and
probable COVID test results
by location

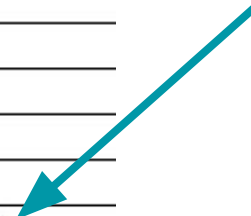


School Evaluation



Oakland County Health Division

fx Mitigation Measure Category	
	A
1	Mitigation Measure Category
2	Weight %
2	Personal Protective Equipment
3	Spacing, Movement and Access
4	Hygiene
5	Screening Students and Staff
6	Busing and Student Transportation
7	Food Service, Gathering, and Extracurricular Activities
8	Testing Protocols for Students and Staff and Responding to Positive Cases
9	Cleaning
10	Athletics
11	Medically Vulnerable Students and Staff
12	Responding to Positive Tests Among Staff and Students
13	Total
14	Districts/school plans should score 80 to pass



Next Steps

Updates at the next BoE meeting:

1. Metrics-As part of our August 20th meeting the district used a red, orange, yellow, and green metric to inform the decision to open as a whole, remotely, hybrid, or in-person. As the COVID-19 pandemic has evolved and more guidance has been provided by local health authorities, the district will continue to adjust and improve on its process.
2. Return to in-person learning.





END OF SECTION

DISCUSSION

Part Three

Return to School Update



Hybrid Highlights & Challenges

Hybrid learning, by design in the time of COVID, is a compromise between virtual learning and in-person learning. This model has distinct benefits including:

- Two cohorts allow students to remain within recommended distances
- In-person schedules allow teachers to continue to use formative assessments to meet the needs of students within the core curriculum areas
- Curriculum development and pacing is focused on core learning essentials in all four core academic areas with flexible time for unified arts exploration
- An emphasis on core learning essentials while in-person
- Allowing students to interact with each other in a pandemic safe environment and providing a daily and weekly structure that supports the intellectual, social, emotional, and physical needs of students

Academic challenges:

- Hybrid impacts each grade band differently in terms of instructional time due to a myriad of factors such as:
 - Pacing of task completion varies by student, by course, and location.
 - Elements related to technology use (microphone volume, connectivity, computer placement)
- Each change in instructional plan (i.e. remote, hybrid, etc.) lessens the focus on instruction for an average of 3 weeks. The new systems and procedures becomes the initial focus to support student wellness.
- At the HS level the total course load is not reduced. The current hybrid design has a teacher facilitating between an online group and an in person group. The number of students choosing to come into school on a given day can be as small as 3-5 in a class period.
- Unbalanced participation between in person and remote students connecting virtually into a class period.



Wednesday K-12

Limitations & Challenges

- A combination of asynchronous and virtual instruction is required to meet the competing needs:
 - Teacher attendance at IEPs
 - Building based meetings
 - Team/Grade Level meetings
 - Data Studies
 - Tech-embedded professional learning
- Professional planning time & other related contractual provisions to support teachers with instructional quality
- Deep cleaning buildings reduces spread
- Elementary teachers receive almost all of their weekly planning time on Wednesday afternoons.

Process for Redesign:

- Empower site-based instructional leadership teams to consider feedback and redesign the learning experiences for the day for elementary, middle school, and high school:
 - Consider more structure & depth
 - Choice & variety in student engagement
 - Preserve Time for Teacher/student/parent contacts
- Possibility of Scheduling an additional Board Instructional Committee (BIC) to collaborate with building teams and provide support with exploring new designs and structures

Synchronized Learning

Synchronous Learning description:

Teachers and students are engaging with the curriculum together. This takes the form of **whole group instruction, small group instruction, group work in collaboration with other students with teacher supervision**, watching a video together with guidance and context provided by the teacher, student and teacher sharing of learning, etc. In all classroom formats, instructional design and student learning occur throughout the day outside of teacher facilitated time.

COVID has impacted the maximum number of students that can be in-person at one time, therefore the “time” of teacher facilitated instruction differs. However the instructional models remain consistent. Students attending Bloomfield Virtual work independently on tasks during the school day in ways similar to the remote portion of the Hybrid school day..



Grades K - 2 SAMPLE Virtual Schedule	
Check-In and Connections 40 minutes	9:05 - 9:25 - Synchronous Engagement
Mathematics 60 minutes	9:25 - 10:05 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Break	10:05 - 10:20
Reading 10 minutes	10:20 - 11:20 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Connections 20 minutes	12:30 - 12:50 - Synchronous Engagement
Writing 30 min	12:50 - 1:20 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Break	1:20 - 1:35
Academic Block 30 min Science, Social Studies, World Study, etc.	1:35 - 2:05 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Asynchronous Learning 55 min	2:05 - 2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:45 - 3:00 - Independent work, and/or individual or small group support as needed

Grades 3-5 SAMPLE Virtual Schedule	
Check-In and Connections 20 Minutes	9:05 - 9:25 - Synchronous Engagement
Mathematics 60 minutes	9:25 - 10:25 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Break	10:25 - 10:35
Reading 60 minutes	10:35 - 11:35 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for support, asynchronous learning and individual engagement
Writing 45 min	12:15 - 1:00 - 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
Break	1:00 - 1:10
Academic Block 45 min Science, Social Studies, World Study, etc.	1:10 - 1:55 - 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
Asynchronous Learning 70 Minutes	1:55 - 2:35 - Specials (Music, PE, Spanish, Art, or Media) 2:35 - 3:05 - Independent work, and/or individual or small group support as needed

At a **minimum** to meet student needs Bloomfield Virtual provides:

- K-2: 100 minutes of planned synchronous learning per day or 500 minutes per week
- 3-5: 120 minutes of planned synchronous learning per day or 600 minutes per week

Hybrid students face-to-face:

- K-5: 165 minutes of planned synchronous (in-person) per day or 660 minutes per week

Bloomin' Preschool



Preschool spaces are deep cleaned after dismissal.



Infant - Four Year Old Enrollment is at 30-40% percent of previous school year. The reduced student count allows for full day operations with greater distancing in place.



Preschool staff are compensated for their planning time rather than receiving release time within the instructional day.



Currently, the program is operating at a net loss.

Planning for a Return to Five Full Days



Planning for a Return to Five Full Days

Metrics have to be in alignment



Communication that students would be less than six feet apart with masks on at all times aside from lunch



Work through logistics that administrators identified

Know how many students plan to be in-person vs. virtual for second semester



Hiring staff for the full-time schooling additional needs, including:

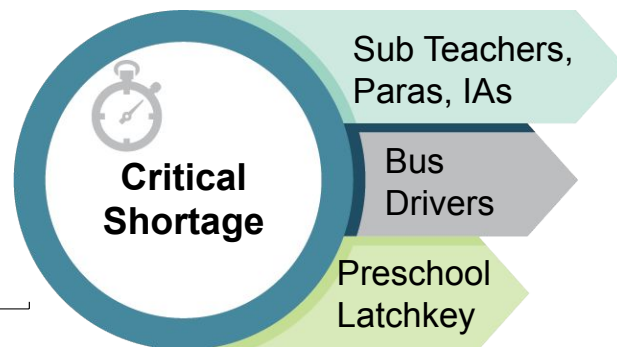
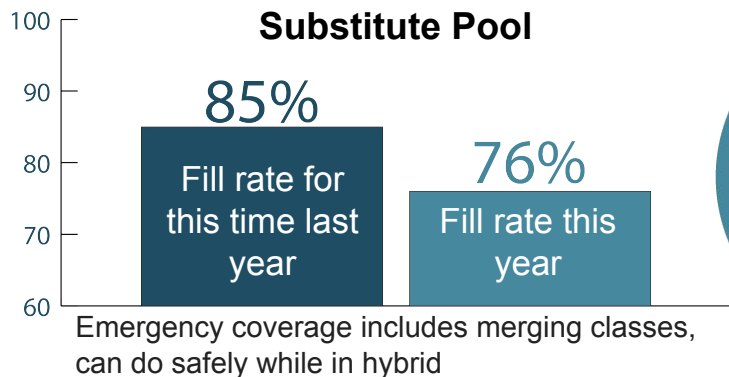
- Guest teachers for teacher absences
- Additional transportation services
- Additional custodial services
- Additional food services
- Additional paraprofessional + Instructional Assistant (Wing Lake) supports

Planning for a Return to Five Full Days



Leave of Absence Provisions:

- 41 staff eligible/applied for EPSLA
- 17 currently quarantined
- 8 teachers took year-long LOA



Support Staff	Paras	Preschool/Latch Key	Drivers
2019 Resignations	-12	-10	-13
2019 New Hires	+9	+9	+13
2020 Resignations	-14	-20	-10
2020 New Hires	+4	+4	+2
Cumulative Difference	-13	-17	-8

Recruitment Efforts:

- *Operational/support positions:* Oakland County Consortium, Linked In, signs, flyers, social media, PTO sites, FB/Instagram, etc..
- *Instructional/Admin:* Oakland County Consortium, Handshake (all participating universities), MASA, MAISA, MASB, Michigan ASCD, MASSP, MEMSPA, MSPRA

Planning for a Return to Five Full Days

Voices of Building Administration & Leadership

Students and staff will return to a space that remains **FIXED and LIMITED**. Therefore it requires a whole-school review of:

- Communication to families regarding continued required mask-wearing and less than 6 feet of social distancing. Some sites report limits of 15 learning spaces at a 6 foot distance and 1-3 feet as the largest range possible given current full in-person classroom enrollment.
- Arrival and dismissal procedures
- Lunch procedures including recess safety protocols and supervision
- Quarantine room(s) and symptom protocols
- Classroom assignments, furniture placement, and usage
- Revise & revamp service schedule for special education supports and interventions
- Revise the specials schedule
- Create contingency plans for staff shortages and/or staff that need to be quarantined
- Plan for more crowded hallways and larger gatherings of students in various spaces
- Cleaning protocols

With another instructional model shift, schools need to:

- Review and revise the virtual unified arts schedule
- Hiring and training a robust guest teacher and support network for each school
- Support teachers and students with the transition to full-time in-person instruction with the limitations COVID creates.



Planning for a Return to Five Full Days

*Wing Lake TBD

Priority #1
Date TBD

Early On, SEED,
ARP, FRP, DHH
and Bloomin'

Priority #2
Date TBD

Elementary

Priority #3
Date TBD

Middle School

Priority #4
Date TBD

High School



Planning for a Return to Five Full Days

- Lack of technology devices for all students (~1700 short district-wide)
 - Ordered 600 in April and 2,000 in June
 - 600 expected Jan., 2K were canceled (no devices)
- Families are supplementing with devices at home that may not be mobile or may be shared and not able to bring to school
 - K-1 - 660+ iPads - all covered
 - 2-12 - 1,700 short for 1:1



Planning for a Return to Five Full Days

Transportation
needs 10
additional
drivers

Challenges:
Unemployment
stimulus, fear of
COVID-19 in the
workplace

Action Items:
Continue recruitment
and training efforts,
consider service level
reduction; such as
neighborhood stops
for elementary and
middle school, limit
eligible ridership to
students based on
proximity to school
building

Planning for a Return to Five Full Days

COVID Daily Pre-Screen tool combined with COVID Suspected/Confirmed Case Reporting tool & Daily Attendance

- Streamlined notifications to Oakland County Health Division and internally - examples:
 - Custodial for rapid cleaning
 - Administrators for siblings and family members attending/working at other sites
 - Transportation (if the student rides the bus)
 - Human Resources (to provide sub coverage - great job, Linda Swider!)
- The first “page” of the form remains the daily tool - beyond that is the reporting tool if needed
- At the end of the reporting tool, families and staff know what to do and what will happen next

Bloomfield Hills Schools
www.Bloomfield.org

This form is the daily pre-screen tool for students, staff, and visitors/vendors. It is also used to report possible or confirmed cases of COVID-19 among students and staff. Bloomfield Virtual students do not need to complete this form on a daily basis.

I am....

A student who WILL (or planned to) attend school in-person today (Select this option if you are the parent/guardian and completing the form on behalf of the student)

I am reporting a student absence or mid-day dismissal for illness or non illness reasons (Select this option if you are an adult completing the form on behalf of the student)

I am a staff member attending work today OR reporting a possible/confirmed case of COVID-19

12:29

Is the person with possible COVID currently on school property in the quarantine room?

Yes

No

Please indicate if this person has someone in their household, who attends (student) or works (employee) at another building in Bloomfield Hills, and include their name(s):

Bloomfield Hills High School

Bloomfield Hills Middle School

Bloomin' Fox Hills

Bloomin' Lone Pine

Bloomin' Conant

12:29

BH Bloomfield Hills Schools
www.Bloomfield.org

If the individual is symptomatic and did not attend school/work or was asked not to attend school/work, the individual shall remain home. The district highly recommends the individual gets tested using a Polymerase Chain Reaction (PCR) Send-Out test.

Individual shall stay home until all of the following apply:

1. They have not had a fever $\geq 100.4^{\circ}\text{F}$ for 24 hours without the use of fever reducing medications.
2. They are symptom-free.
3. It has been at least 10 days since their symptom onset.

If they are tested, they must stay home until the test results return. If the test is negative, the individual may provide the test results to the building for the permission to return prior to the end of

Planning for a Return to Five Full Days

What has to happen to propose a full return?

- Metrics have to be in alignment
- Communicate: Students would be less than six feet apart with masks on at all times aside from lunch
- Work through logistics that administrators identified
- Know how many students plan to be in-person vs. virtual for second semester
- Hiring staff for the full-time schooling additional needs, including:
 - Guest teachers for teacher absences
 - Additional transportation services
 - Additional custodial services
 - Additional food services
 - Additional paraprofessional + Instructional Assistant (Wing Lake) supports

Our decisions continue to be multi-factorial. The color zone is an important input to a decision to change school formats, however case trends, school district trends, hospital capacity and trends, county tracing capabilities, etc. are very important inputs as well. In addition, there are structural and operational issues that would also help guide formats - e.g. ability to distance desks, congestion in spaces, tracing efficacy, etc.



Any transition forward will require a two-week notification to staff & families



END OF SECTION

DISCUSSION

Part Four

Extended Continuity of Learning Plan





END OF SECTION

DISCUSSION

Next Steps

Updates for the next Board of Education meeting:

- Metrics: as part of our August 20th meeting the district used a red, orange, yellow, and green metric to inform the decision to offer learning remotely, hybrid, or in-person. As the COVID-19 pandemic has evolved and more guidance has been provided by local health authorities, the district will continue to adjust and improve on its process
- Return to in-person learning

