

# Bloomfield's Blueprint

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



*December 2, 2020*



*Part One*  
COVID Update

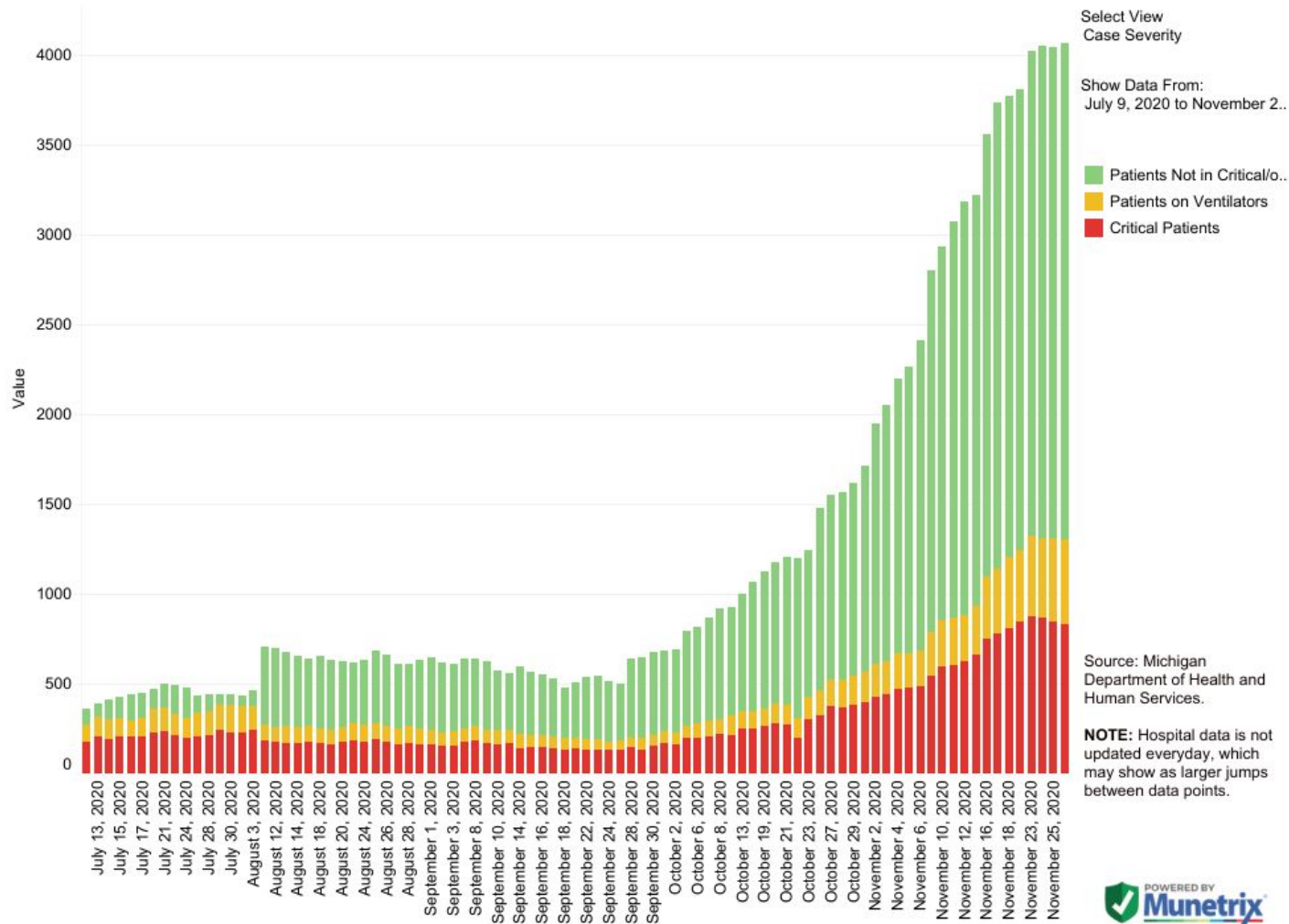


Reporting period: November 11 – November 24			
METRIC	RESULT	Trend	DEFINITION
Total "Confirmed and Probable" COVID-19 Cases Reported in Oakland County	9450	↑	"Confirmed": laboratory-confirmed positive molecular viral test "Probable": rapid-antigen positive viral test
Cases/Day per Million Population 7-Day Average 14-Day Average	628 567	↑	Average number of cases per day per million population over the given timeframe
14-Day Average Daily Case Counts	675	↑	The average number of cases per day reported over the last 14 days of the reporting period
14-Day Average Daily Death Counts	0.86	↓	The average number of deaths per day reported over the last 14 days of the reporting period
14-Day Average Tests Per Day	7420	↑	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	1.05%	→	The percentage of cases (confirmed and probable) that reported being hospitalized over the last 14 days of the reporting period
Percent Positivity (7 days)	13.18%	→	Percentage of reported positive tests over the last 7 days (November 17 – November 23)
Percent Positivity (28 days)	12.16%	↑	Percentage of reported positive tests over the last 28 days (October 27 – November 23)
Healthcare Capacity Strength	STRONG-STABLE	→	Assessment of bed availability and hospital capacity
Testing, Tracing, Containment Infrastructure	STRONG	→	Availability of testing in Oakland County and Oakland County Health Division contact tracing capability (contact tracing is defined as following exposed residents through their 14-day quarantine period)
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: November 11 - 24

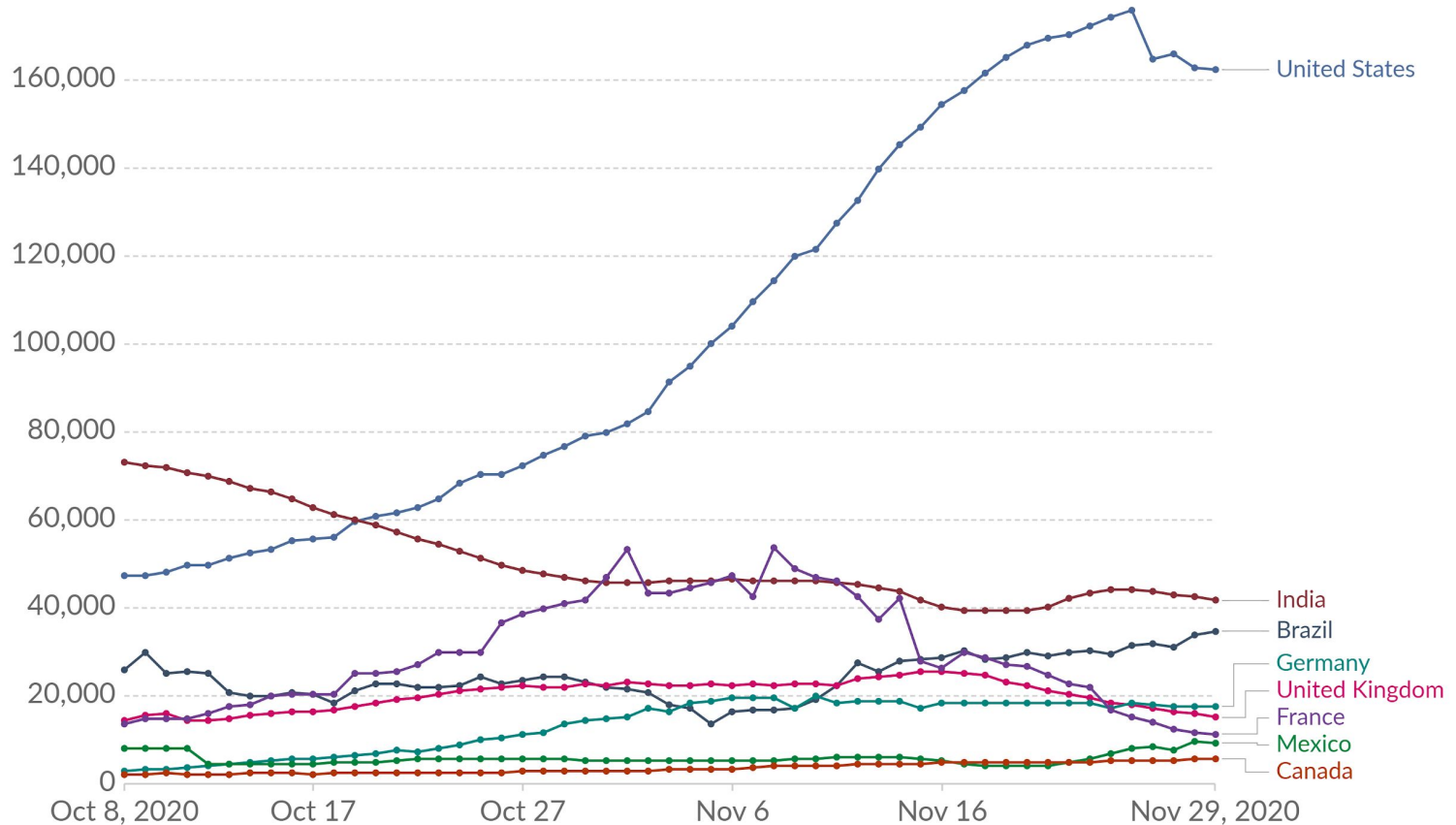
Total Oakland County Cases Reported by Age Group					
Age Group	Total Cases	Trend	Age Group	Total Cases	Trend
0-4	111	→	50-59	1594	↑
5-9	179	→	60-69	1053	↑
10-13	177	→	70-79	573	↑
14-18	485	↑	80-89	201	→
19-29	2076	↑	90+	74	→
30-39	1447	↑	Unknown	20	
40-49	1459	↑			

## 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.



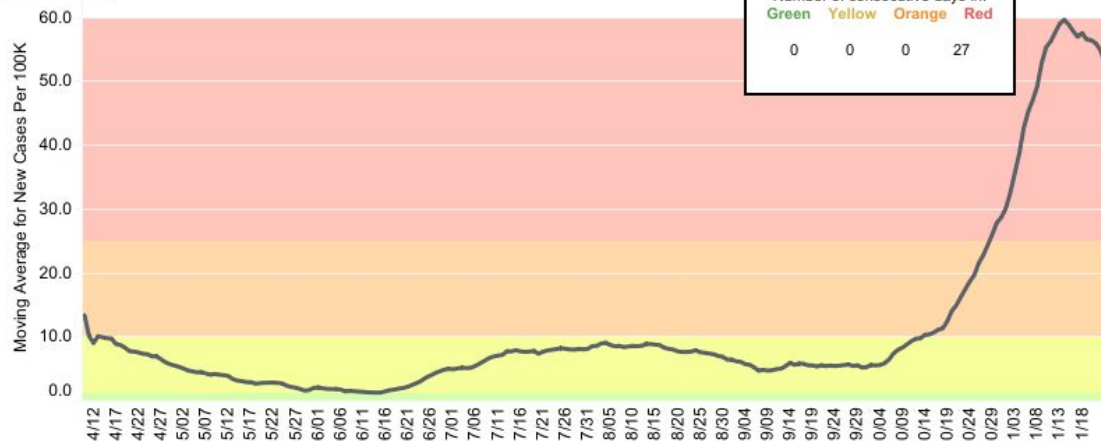
Source: Johns Hopkins University CSSE COVID-19 Data – Last updated 30 November, 06:01 (London time)

CC BY

# County Dashboard: Oakland County

Notes

## New Cases per 100K Data



**Data for 11/24/2020:**  
New Cases per 100K: **33.50**  
Percent Positive: **13.19%**

County  
Oakland County

Show Data From:  
4/10/2020 to 11/24/2020  
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:

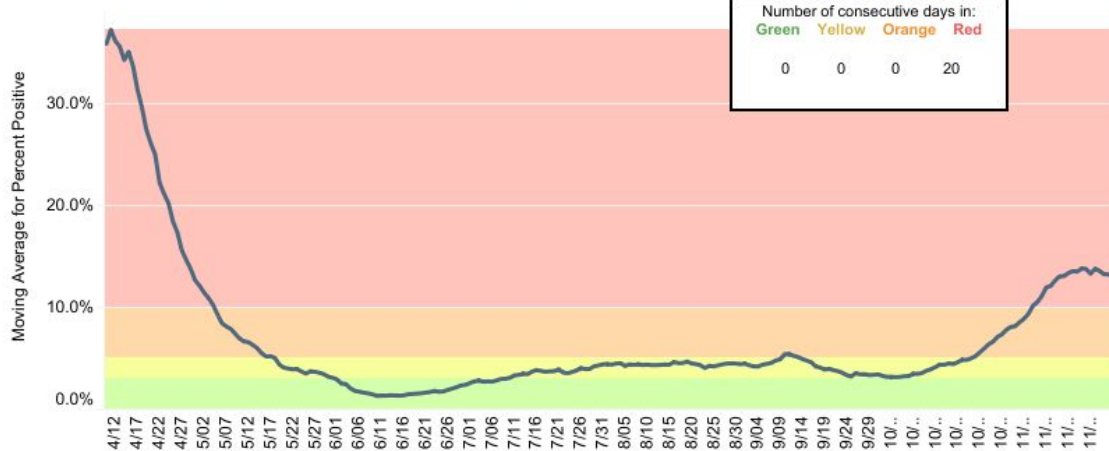
**Red:** >25 cases/100K  
>10% positivity

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

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

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

## Percent Positive Data



Developed in collaboration with  
Bloomfield Hills School District and Munetrix



# ***Dashboard:*** Brown University and School Superintendents and Principal Associations

**Most Recent Data: November 9th to November 22nd**

Total Enrolled Students

▼ 2

3,055,577

In Person Students

▼ 1

1,564,688

Staff in Building

▼ 1

537,128

Student Case Rate (Daily Per 100,000)

▼ 1

14

Staff Case Rate (Daily Per 100,000)

▼ 1

34

Community Case Rate in School Matched  
Population ⓘ

▼ 2

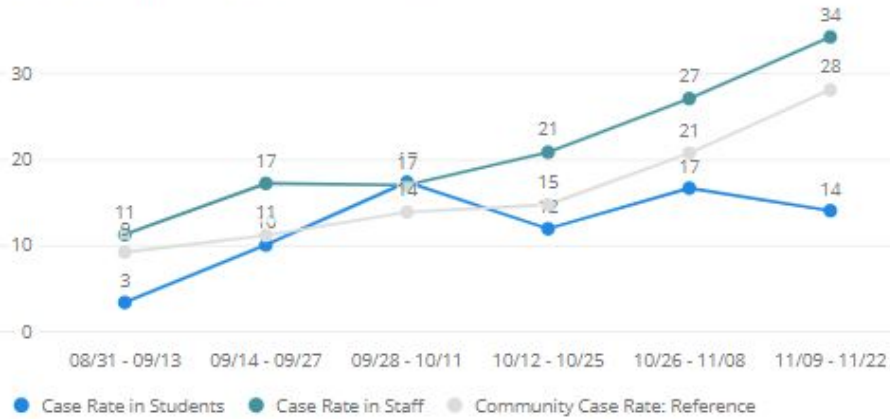
28



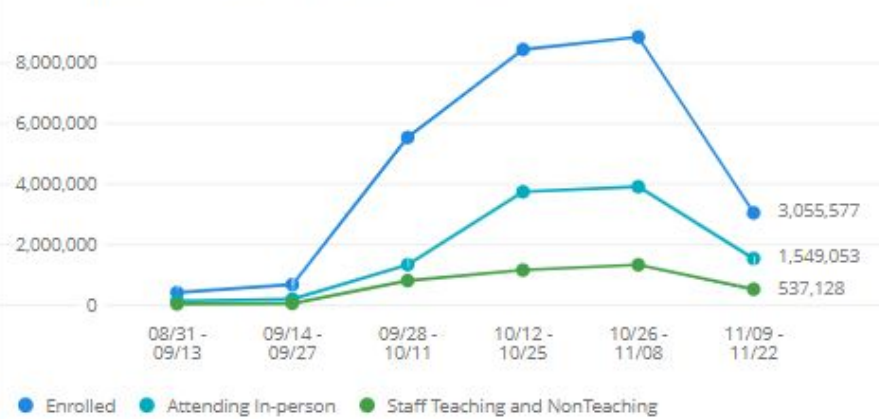


# *Dashboard:* Brown University and School Superintendents and Principal Associations

Case Rates in Students and Staff



Students and Staff Represented in Dataset





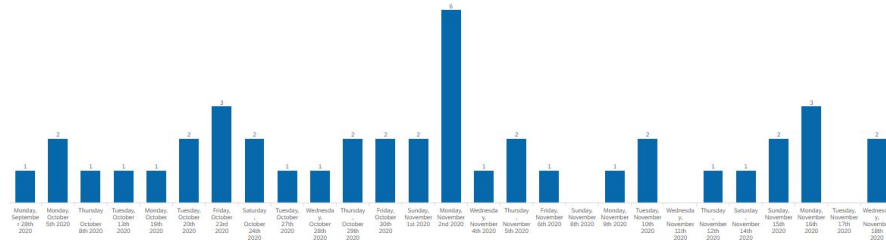
# BLOOMFIELD HILLS SCHOOLS

## REAL TIME COVID-19 DATA

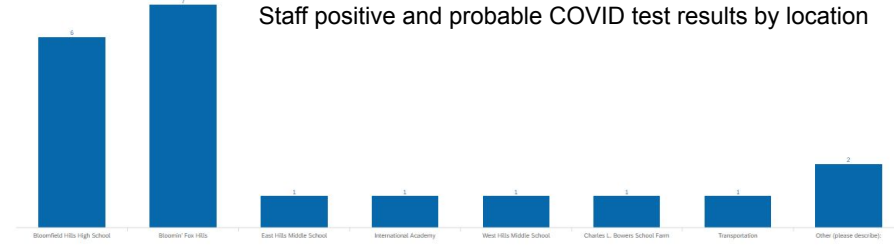
[CLICK HERE TO VIEW OUR DASHBOARD](#)

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

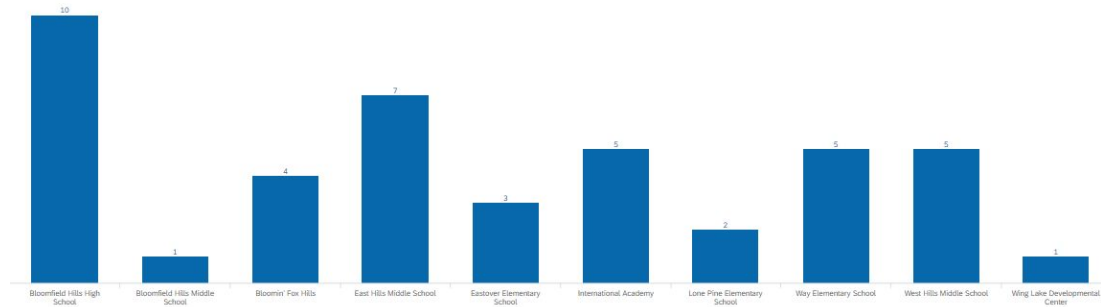
Student positive and probable COVID test results by date



Staff positive and probable COVID test results by location



Student positive and  
probable COVID test results  
by location



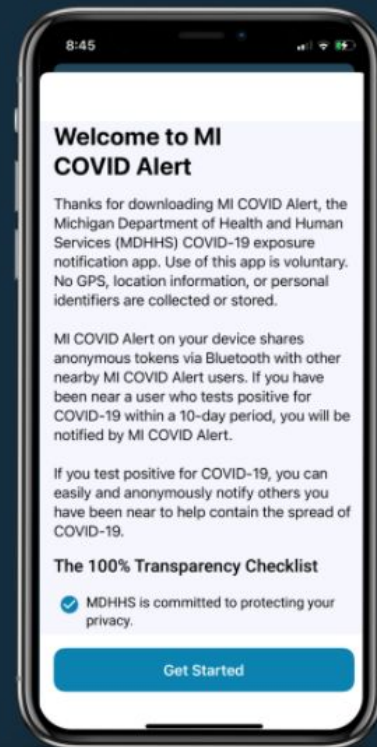


## MI COVID ALERT APP

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.





END OF SECTION

# DISCUSSION

## *Part Two*

# Updating Our Indicators



# Setting our Thresholds 8/20/20

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.

Our decisions continue to be multi-factorial. The color zone is 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.

**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: DHH/ARP/FRP/SEED/PREP, Bowers Academy, Wing Lake, 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: DHH/ARP/FRP/SEED/PREP, Bowers Academy, Wing Lake, 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.

# LEADING INDICATORS

	MORE In-Person Learning	Re-assess strategies to determine appropriate balance of in-person and remote learning	LESS In-Person Learning
<b>1</b> Number of new cases of COVID-19 (7-day moving average of new cases per 100,000 population per day)	< 10 new cases per 100,000 based on 7 day moving average	10 to < 25 cases per 100,000 based on 7 day moving average	25+ cases per 100,000 based on 7 day moving average
<b>2</b> Percent positivity rate (7 day moving average)	< 3% based on 7 day moving average	5-<10% based on 7 day moving average	>10% based on 7 day moving average

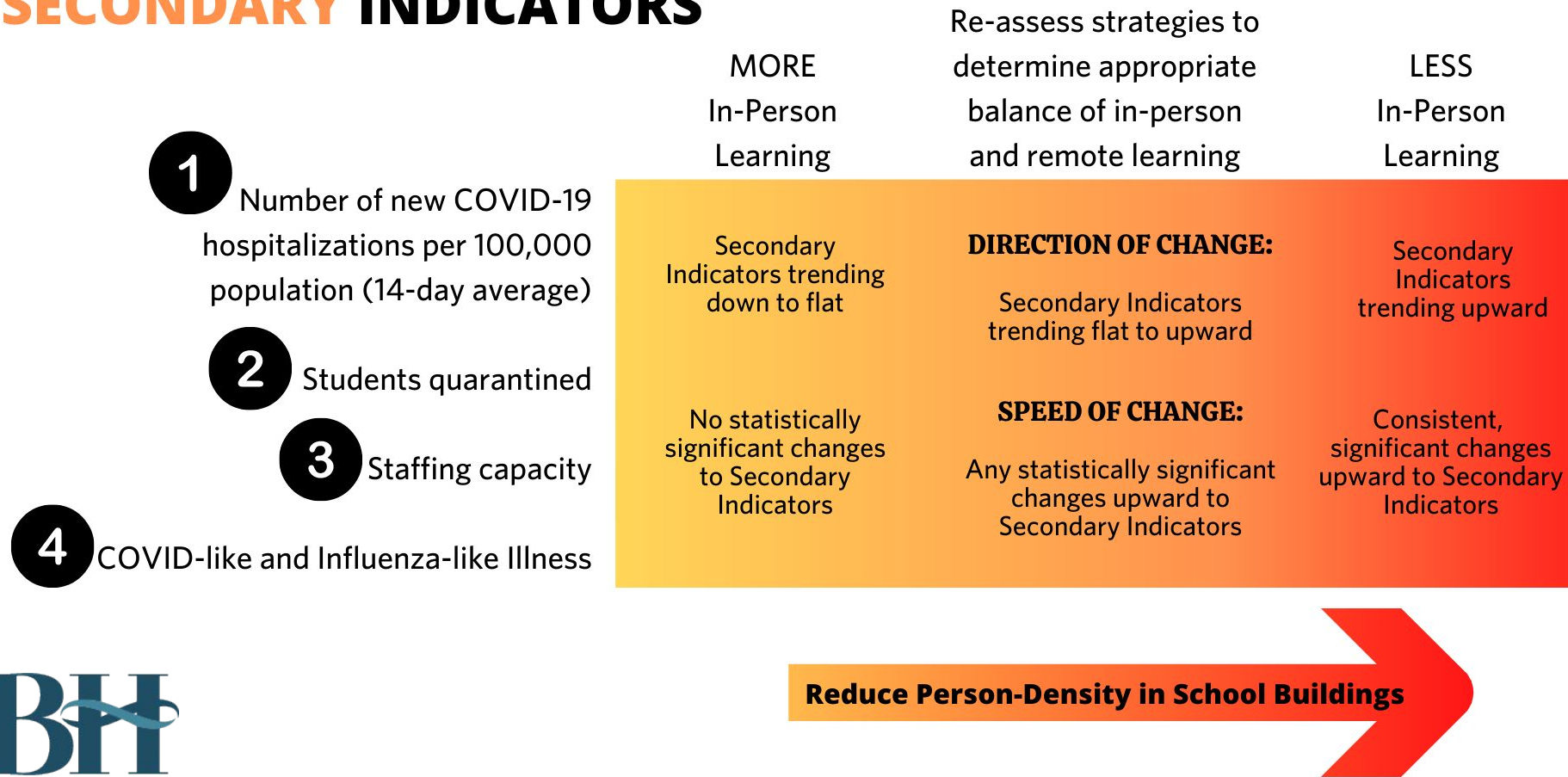


**Reduce Person-Density in School Buildings**

\* Originally adapted from: the Harvard Global Health Institute's publication The Path to Zero and Schools: Achieving Pandemic Resilient Teaching and Learning Spaces, July 2020 and revised in consideration of the Centers for Disease Control and Prevention (CDC) guidance document Indicators for Dynamic School Decision-Making.



# SECONDARY INDICATORS



\* Originally adapted from: the Harvard Global Health Institute's publication The Path to Zero and Schools: Achieving Pandemic Resilient Teaching and Learning Spaces, July 2020 and revised in consideration of the Centers for Disease Control and Prevention (CDC) guidance document Indicators for Dynamic School Decision-Making.





END OF SECTION

# DISCUSSION

# *Part Three*

## Return to School Update



# PPE: Warehouse *Inventory*



## *Cleaning Supplies*

BETCO 5 GALLON REFILL: 51  
BETCO SPRAY BOTTLE W/TRIGGER: 1,260  
BIOSHIELD 5 GALLON REFILL: 18  
PAPER TOWEL: 15 CASES OF 12  
CLOROX 360 1 GALLON: 304  
CLOROX WIPES: 216



## *Masks*

CLOTH MASKS: 7,900  
CLOTH WINDOW MASKS: 900  
ADULT DISPOSABLE MASKS: 7,200  
YOUTH DISPOSABLE MASKS: 5,750  
N95/KN95 MASKS: 220  
FACE SHIELDS: 100



## *Sanitizer and Gloves*

HAND SANITIZER BOTTLES: 1,152  
HAND SANITIZER 1 GAL REFILLS: 172  
HAND SANITIZER DISPENSERS: 30  
M GLOVES: 24,000  
L GLOVES: 112,000  
XL GLOVES: 31,000



## *Miscellaneous*

DISPOSABLE GOWNS: 2,400  
AIR PURIFIERS: 7  
THERMOMETERS: 70

**Note:** the schools are stocked with necessary PPE in addition to the warehouse inventory



# *School* Evaluation



Oakland County Health Division

fx	Mitigation Measure Category	
	A	
1	Mitigation Measure Category	Weight %
2	Personal Protective Equipment	15
3	Spacing, Movement and Access	15
4	Hygiene	11
5	Screening Students and Staff	10
6	Busing and Student Transportation	10
7	Food Service, Gathering, and Extracurricular Activities	10
8	Testing Protocols for Students and Staff and Responding to Positive Cases	8
9	Cleaning	7
10	Athletics	5
11	Medically Vulnerable Students and Staff	5
12	Responding to Positive Tests Among Staff and Students	4
13	<b>Total</b>	<b>100</b>
14	<b>Districts/school plans should score 80 to pass</b>	



# *COVID Building Walkthroughs*

- Leonard Sanford and the nurses successfully completed COVID compliance walkthroughs at all **12** school sites earlier this week.
- As we continue to implement a District-wide Distance Learning model, the goal of these walkthroughs was to provide refreshers, answer questions, provide relevant updates and ensure that all previously set in place COVID-19 transmission mitigation measures are still in compliance.
- Our team was happy to share with school principals that our OCHD Risk Mitigation Score came back at **100%**, which means that we not only met the benchmark of 80% but rather we exceeded expectations in true BHS form.
- Overall, our school administrators continue to show **diligence** and **ingenuity** as they lead their respective teams through the pandemic.

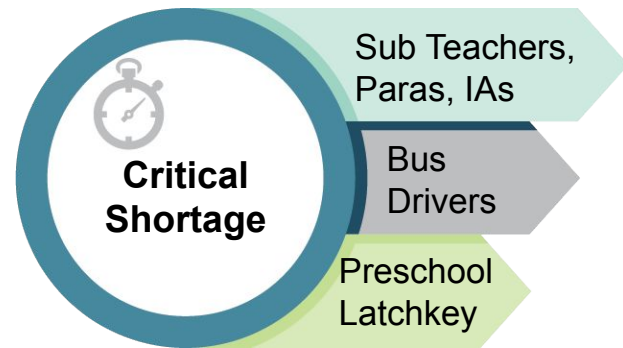
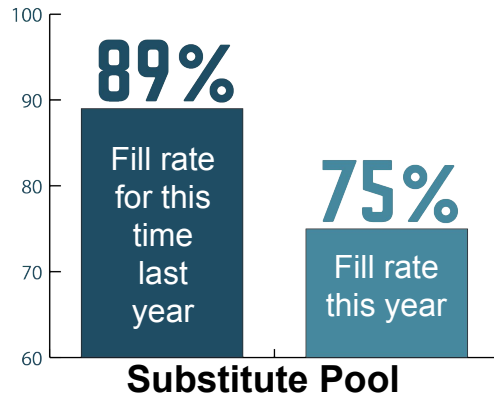


# Staffing Update



## Leave of Absence Provisions:

- 142 recovered / returned
- 22 staff active on EPSLA
- 5 currently quarantined
- 16 active FMLA
- Plus the unknown of those who have not told us since we are in remote status



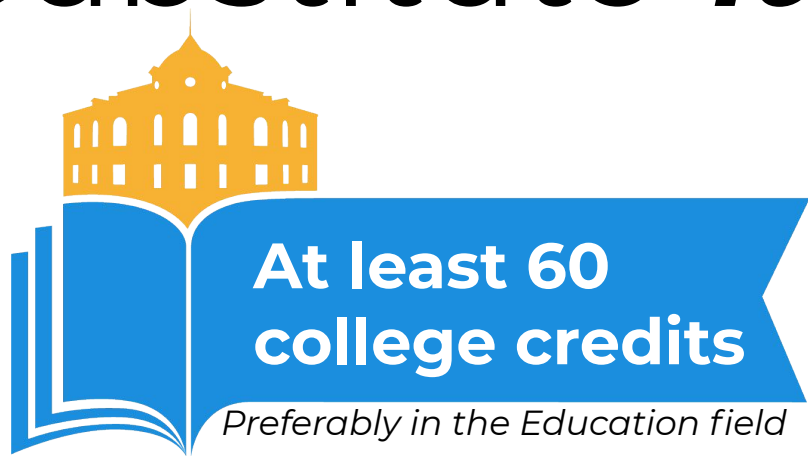
Support Staff	Paras	Preschool/ Latch Key	Drivers
2019 Resignations	-12	-10	-13
2019 New Hires	+9	+9	+13
2020 Resignations	-14	-24	-11
2020 New Hires	+8	+4	+3
Cumulative Difference	-9	-21	-8

## 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



# Substitute *Teachers*



**Number** of new substitute teachers, paras, and instructional assistants



BHS has increased the daily rate from \$105 to \$130

Applicants can apply by visiting [www.edustaff.org](http://www.edustaff.org)





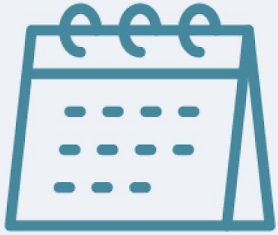


END OF SECTION

# DISCUSSION

# *Part Four*

## Next Steps



Request a  
January 7, 2021  
special meeting



to provide an  
update on  
staffing



and establish  
phase-in dates



END OF SECTION

# DISCUSSION

# *Part Five*

## Social Emotional Learning Update



We started this fall with a new plan for ***Social-Emotional Learning*** focused on three goals.



# Social Emotional Learning

Implementation  
Document

2020-2021

1

Daily  
check-in,  
routines

2

Meetings  
for staff  
wellness

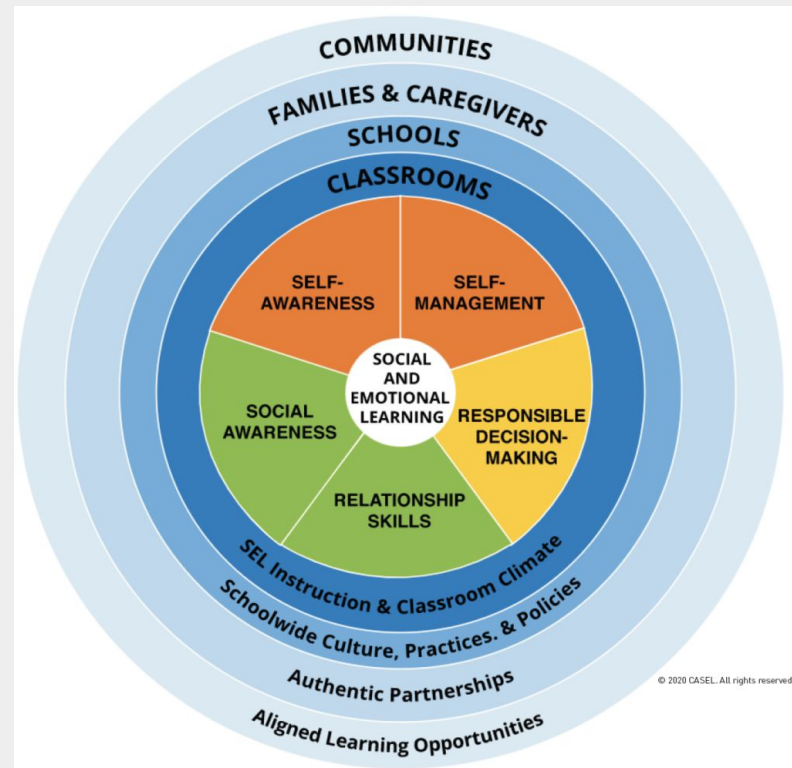
3

Whole  
School  
weekly SEL



# Whole School Weekly Transformative SEL

30 minutes dedicated every  
week for every student k-12



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# Monthly *Themes*

Each month lessons are tied to a theme and also aligned with CASEL Core Competencies



September: Identity

October: Feelings

November: Gratitude

December: Reflection

January: Building Healthy Relationships

February: Inclusion and Community

March: Self-Care

April: Decision-Making

May: Change



# District-wide *Shared Resources* and *Curriculum*

<b>November Focus: Gratitude</b> Our focus on gratitude is to find simple tokens of gratitude. Also, gratitude is not solely about this recognition, it is also about supporting and inspiring others. Research supports that when we are appreciated, we feel more valued, which can then lead to more positive behavior and outlook.  Week 1: Recognizing and taking note of gratitude (Self-Awareness) Week 2: Giving gratitude to others (Social-Awareness and Relationship Skills) Week 3: Gratitude and differences (Social-Awareness and Relationship Skills)  <b>Resources</b> <a href="#">Classroom Gratitude Challenge</a> <a href="#">Being Grateful for the Good Things in Life (Activity)</a> <a href="#">Cherokee Picture Book Shares Lessons of Gratitude for Thanksgiving and All Year Long</a> <a href="#">Gratitude Activities for the Classroom</a> <a href="#">Grateful Schools, Happy Schools</a> <a href="#">3 Gratitude Lessons for the K-8 Classroom</a>	Level	Resources
	K-2	Week 1: Recognizing and Taking Note of Gratitude (Core Competencies: Social Awareness, Self-Awareness, and relationship skills)
		Week 2: Gratitude (Core Competencies: Self-Awareness, Social Awareness)
		Week 3: Gratitude and Differences
	3-5	Week 1: Recognizing and Taking Note of Gratitude
		Week 2: Giving Gratitude to Others
		Week 3: Gratitude and Differences
	6-8	Week 1: Recognizing and Taking Note of Gratitude (Self-Awareness)
		Week 2: Giving gratitude to others (Social-Awareness and Relationship Skills)
		Week 3: Gratitude and differences (Social-Awareness and Relationship Skills)
	9-12	Week 1: Recognizing and Taking Note of Gratitude
		Week 2: Giving Gratitude to Others
		Week 3: Gratitude and Differences

SEL Leadership Team is creating the weekly templates for the district.



<p><b>Core SEL Competency: Self-awareness</b></p> <p><b>Self-Awareness</b> is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</p> <p>As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.</p>	
Facilitation Considerations (consider remote vs. Face to Face)	<p>This lesson can be done synchronously or asynchronously.</p> <p>It is important to understand that engaging in this work will continue to put students in a vulnerable space. It is critical to be open with students that you care about them and that they matter - and students should never be forced to share personal feelings, stories, or beliefs</p>
Learning Objective(s)	Students will understand the difference between shame and guilt, and consider how both of these emotions impact them.
Model	<p>Continuing to show your own vulnerability in a way that you are comfortable can help support students in their growth. Engaging with and being vulnerable with students will help students in addition to growing your own social-emotional skills.</p> <p>Share a time where you felt shame or guilt. Answer the following questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking about at the time?</li> <li>• What have you thought about since?</li> <li>• What impact did the situation have on you?</li> <li>• In what ways have you grown?</li> </ul>
Guided Engagement	<p>Choose one of the following. If delivering asynchronously, you may give students the option to choose for themselves:</p> <p><a href="#">Blog: The Difference Between Guilt and Shame</a></p> <p><a href="#">Brene Brown TED Talk: Listening to Shame</a> (20:39)</p> <p><a href="#">Shame vs. Guilt (TED Talk summary) (9:49)</a></p>

# Working in partnership with PTIA and PTOC for *caregiver experiences* related to SEL

## PREVIOUS

September 30: Cultivating Mental Health in the Era of COVID-19 Webinar featuring Dr. Gretchen Moran-Marsh

November 10: Conversations with Children About Race featuring Dr. Jay Marks

## UPCOMING

January 27 (6pm-8pm): Restorative Practices for Caregivers featuring Bill Boyle

February 25 (9am-11am): Restorative Practices for Caregivers featuring Bill Boyle

March 4 (6pm-8pm): Mindfulness for Caregivers featuring Bill Boyle





END OF SECTION

# DISCUSSION