Bloomfield's Blueprint

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

BH
Bloomfield Hills
Schools

April 29, 2021

Part One
COVID Update

COVID Vaccine Doses Administered by Person's Residence

Dashboard Updated: April 27, 2021. Doses administered are reported according to where the patient lives and the date they were vaccinated. Non-Michigan residents vaccinated in Michigan can be found by selecting "Non-Michigan Resident" in the County drop-down. Providers have 24 hours to report vaccinations to MDHHS.

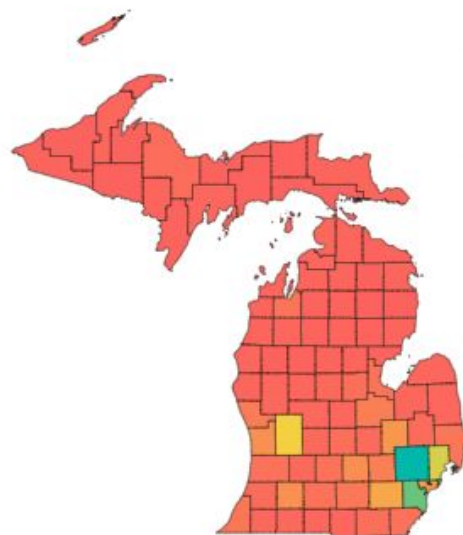| Preparedness Region	Local Health Dept. Jurisdiction	County	Provider Type	Dose Number
All	All	All	All	All

Michigan

COVID Doses Administered by County

Doses Administered

Low   Moderate   High

Data as of:
4/28/21

Week Ending Date

10/17/2020   5/1/2021

Sex

All

Age Group

Number of COVID
Vaccine Doses
Administered

6,657,997

Weekly COVID-19 Report

Oakland County Schools

OAKLAND COUNTY MICHIGAN
HEALTH DIVISION
DAVID COULTER
OAKLAND COUNTY EXECUTIVE

Reporting period: April 14– April 27

METRIC	RESULT	Trend	DEFINITION
Total "Confirmed and Probable" COVID-19 Cases Reported in Oakland County	8,240	↓	"Confirmed": laboratory-confirmed positive molecular viral test "Probable": rapid-antigen positive viral test
Cases/Day per Million Population 7-Day Average 14-Day Average	368 490	↓	Average number of cases per day per million population over the given timeframe
14-Day Average Daily Case Counts	589	↓	The average number of cases per day reported over the last 14 days of the reporting period
14-Day Average Daily Death Counts	.5	↓	The average number of deaths per day reported over the last 14 days of the reporting period
14-Day Average Tests Per Day	5,052	↓	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	.14%	↓	The percentage of cases (confirmed and probable) that reported being hospitalized over the last 14 days of the reporting period
Percent Positivity (7 days)	10.88%	↓	Percentage of reported positive tests over the last 7 days (April 21 – April 27)
Percent Positivity (28 days)	14.31%	↓	Percentage of reported positive tests over the last 28 days (March 31 – April 27)
Healthcare Capacity Strength	At or reaching capacity	↑	Assessment of bed availability and hospital capacity
Testing, Tracing, Containment Infrastructure	STABLE	→	Assessment of testing availability and OCHD contact tracing capability

Reporting Period: April 14 - April 27

Total Oakland County Cases Reported by Age Group					
Age Group	Total Cases	Trend	Age Group	Total Cases	Trend
0-4	226	↗	50-59	1083	↙
5-9	362	↗	60-69	667	↙
10-13	419	↗	70-79	246	↙
14-18	839	↗	80-89	112	↙
19-29	1683	↗	90+	33	↗
30-39	1396	↗	Unknown	12	
40-49	1162	↙			

The number of reported cases decreased by 3,011 cases. The average number of tests per day decreased by 402 tests per day. Percent positivity decreased .62% over the last 28 days and decreased by 3.0 % over the last 7 days. The number of deaths reported during this period has decreased by .8%. The percentage of cases hospitalized has decreased by .03%. Healthcare capacity in many places is at or nearing capacity. Testing, tracing, containment and infrastructure remain stable.

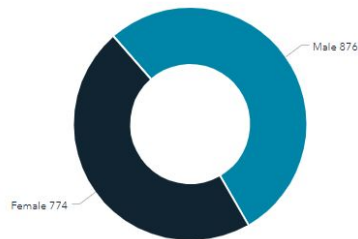# COVID-19 Summary for Oakland County

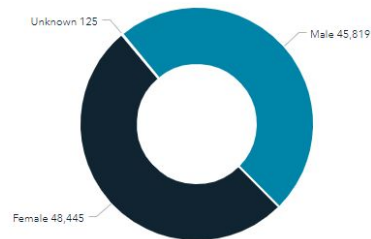**94,389**
Total Cases[1]

1,650
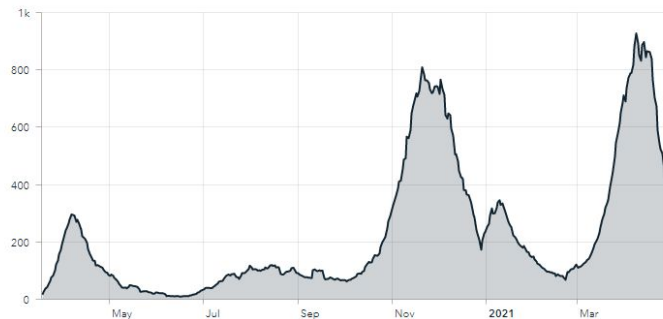Total Deaths

71,756
Total Recovered[2]

Counts | About

Deaths by Gender

Male 876
Female 774

Cases by Gender

Unknown 125
Male 45,819
Female 48,445

Counts by Day*

Date	Cases	Deaths
27-Apr	121	
26-Apr	390	
25-Apr	188	
24-Apr	367	
23-Apr	467	
22-Apr	491	
21-Apr	633	
20-Apr	625	2
19-Apr	786	1
18-Apr	299	

7 Day Average of Daily Cases

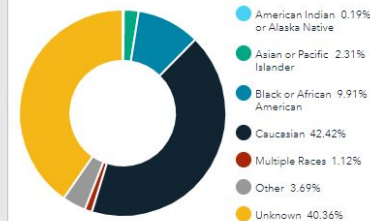7 Day Case Average | 7 Day Death Average | Total Confirmed Cases

Cases by Age Group

Age Group	Cases
0-19	12,506
20-29	19,705
30-39	14,453
40-49	13,652
50-59	14,757
60-69	10,108
70-79	5,319
80-89	2,690
90-99	1,076
100 +	45
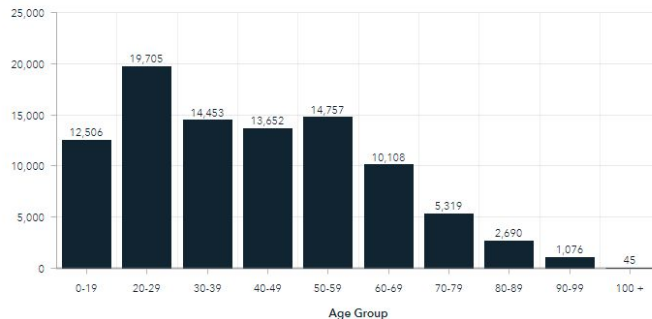
Cases by Age Group | Cases by Age & Gender | Deaths by Age Group | Deaths by Age & Gender

Percentage of Cases by Race

- American Indian 0.19% or Alaska Native
- Asian or Pacific 2.31% Islander
- Black or African 9.91% American
- Caucasian 42.42%
- Multiple Races 1.12%
- Other 3.69%
- Unknown 40.36%

Cases by Race | Deaths by Race

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.

India

300,000

250,000

200,000

150,000

100,000

50,000

Brazil
United States
France
Germany
Canada
Mexico
United Kingdom

Oct 16, 2020   Nov 16, 2020   Jan 5, 2021   Feb 24, 2021   Apr 27, 2021

END OF SECTION

DISCUSSION

BH Bloomfield Hills
Schools
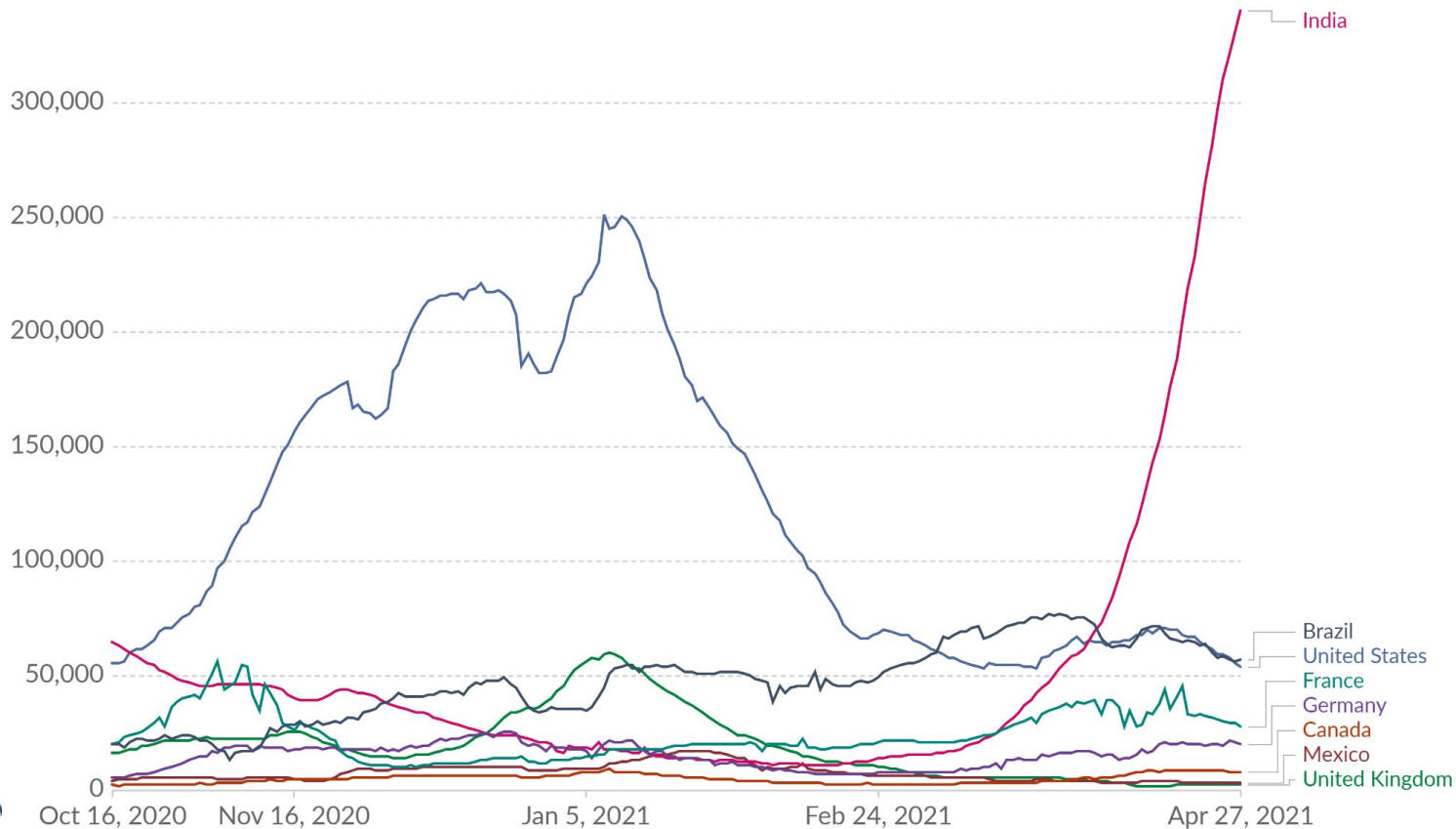
Staffing Update

Leave of Absence Provisions:
- 229 recovered / returned
- 2 currently quarantined
- 24 active FMLA*
- 2 Workers Comp Disability

*Staff with FMLA status may also be in other categories as well.

Staffing Update

Certified Staff
In the past 90 days, the following changes have occurred

	Teacher	Special Education Teacher	Guidance Counselor	Therapists (physical, occupational, speech)	Psychologists and Social Workers	Media Specialists
Resignations and Retirements	3	1				
New Hires	5	2			1	
Current Open Positions	3	8	1	2	3	

Staffing Update

Non-Certified Staff
In the past 90 days, the following changes have occurred

	Paraprofessionals	Instructional Assistants	Preschool / Latch Key	Transportation	Support Personnel
Resignations and Retirements	1	1	2	2 drivers 1 aide	0
New Hires	6	1	0	1 driver	0
Current Open Positions	7	2	4	18 drivers 1 aide 1 mechanic	0

END OF SECTION

DISCUSSION

Bloomfield Hills
Schools

Part Three
Bowers Application/ Criterion-Based Schools of Choice Programming

Guiding Viewpoints

As a school community, we commit to the following guiding viewpoints:

- We believe that high quality academic instruction is essential for the growth and development of all learners. *At Bowers, we learn collaboratively utilizing a responsive, flexible, and experiential curriculum.*

- We believe that relationships are at the core of a healthy school community. *At Bowers, we focus on restorative approaches to behavior and support recognizing that all people bring unique circumstances and strengths with them.*

- We believe that social emotional learning is critically important for the long term success of all students. *At the center of the Bowers experience is a research-based social emotional curriculum. Social emotional supports and community building are emphasized in each facet of the learning experience.*

- We believe in the power of place. *At Bowers, we emphasize connection to place and engage in experiential learning that includes exploration of farm, community, and self.*

- We believe that our students can best realize their strengths, interests, and independence when they are immersed in experiential learning both on and off campus. *At Bowers we work to develop strong partnerships to provide students with a variety of experiences to prepare them for their future.*

Application Criteria

Application Criteria:

In Accordance with State School Aid Act, Schools of Choice Section 105 (MCL 388.1705), Bowers Academy School of Choice will be open to students residing in Oakland County.

For the 2021-2022 School Year, up to <u>15</u> School of Choice Applicants will be accepted for enrollment. Applicants must be entering junior year of high school.

Application Criteria

In order for an application to be considered, the following criteria must be met:

- Agree to the terms and conditions of Bowers Academy as outlined in the Student Commitment.

- Agree to meet to discuss a success plan and expectations of enrollment at the initial interview **and** orientation.

- Understand and agree to attendance commitment, attending school in person and on time each day. This will include arranging transportation as needed.

- Have **independent** daily living/grooming skills such as using the bathroom, eating and mobility.

- Maintain appropriate behavior and social skills as a part of the community in the experiential learning space, including effective communication with students, staff, and community members.

- Participate fully within the learning community, interacting appropriately with both animals and humans. Be able to adjust behavior as necessary.

Student Commitments

Attendance:
Your presence is an essential part of our learning community.

Collaborative Learning:
It is our goal to support your growth and development as a learner in our community through collaborative, reflective, experiential, and cooperative learning experiences.

Place:
Engagement on the farm is an essential part of experiential learning at Bowers.

Career and College Readiness:
It is our goal to support you in the design of learning experiences outside of the Bowers Academy campus prior to graduating.

Application Window

The online School of Choice application window is open from Monday, July 19, 2021 at 8:00am to Friday, August 6, 2021, at 4:00pm.

If more than 15 applications are submitted, all applicants who fit the criteria will be entered into a lottery.

- The lottery will take place on Tuesday, August 10, 2021at Booth Center in room ABC

- 15 applicants will be selected at random utilizing a lottery.

  - Remaining students will be maintained on a wait list.

- Lottery selections will be notified on Friday, August 13, 2021 by phone.

- If selected to attend Bowers Academy, the applicant must attend the interview **AND** orientation in order to complete the enrollment process.

- The deadline for the enrollment process will be August 30, 2021 at 4:00 p.m.

  - Any student who has not completed the enrollment process will no longer be considered.

- On August 31, 2021, any remaining seats will be filled by the applicant(s) on the waitlist, in the order they were selected for the waiting list.

Application Timeline

School of Choice Window Opens: Monday, July 19, 2021

School of Choice Window Closes: Friday, August 6, 2021

Lottery: Tuesday, August 10, 2021

Initial Student Notification: Friday, August 13, 2021

Interviews: Week of August 16, 2021

Initial Orientation: Thursday, August 26, 2021

Deadline for Initial Student Commitment: Monday, August 30, 2021

Status Update-Communication via phone to students on the waiting list: Tuesday, August 31, 2021

Wait List Orientation: Friday, September 3, 2021

Deadline for waiting list Student Commitment: Monday, September 6, 2021

First Day of School: Wednesday, September 8, 2021

Final Date for status change from "Waitlist" to "Enroll Eligible": Friday, September 10. 2021

END OF SECTION

DISCUSSION

BH Bloomfield Hills
Schools

Part Four
Special Education and Equity Update

Program Alignment and *Successes*

SEL Curriculum

Bond Design Work

LINKS Program

Unified Sports

Therapy Dogs

Strategic Plan *Alignment*

Obj. 1 Providing experiential, student-centered learning, emphasizing a high level of effective research & inquiry throughout the curriculum.

Obj. 3 Implementing multiple ways for students to show evidence of learning.

Obj. 4 Providing all students a rigorous curriculum aligned to standards for every subject.

Obj. 5 Ensuring ongoing opportunities for student choice and voice across all disciplines.

Obj. 6 Ensuring that students of all abilities are offered the consistent & coherent support needed to reach their potential (MTSS, 504, IEP, etc.).

Obj. 7 Educating the whole child & intentionally planning for the social-emotional well-being of all students.
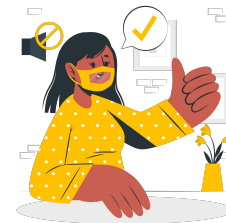
What is *Special Education?*

Special Education is not a place.

It is a set of "services" provided to/for student with a disability to allow that students have access to and to succeed in the general education.

All students are general education students. First and always!

Requirements of Special Education

We can't discriminate.

We have to ensure ALL general education interventions have been tried with FIDELITY prior to referral and eligibility determination.

We have to educate students in their least restrictive environment (LRE).

We have to be compliant and follow procedures.

We have to offer a Free Appropriate Public Education (FAPE).

What is Equity and *Inclusion?*

Equity is an imperative process of removing barriers and creating spaces, by intentionally putting it at the forefront, ensuring access for all while amplifying diverse voices that are treated as insignificant and are unacknowledged.
(source: OCDEISJ)

Inclusion intentionally uses privilege or unearned benefits to amplify those who are treated as insignificant and unacknowledged so that their voices are heard and valued, and every individual feels a sense of belonging. *(source: OCDEISJ)*

Intentions and *focus* of our work

- To 'rethink' special education and work together to create a system of supports that is governed by conscience, provides compliance, and ensures education benefit for students.
- Uplift a community of diverse ideas that fosters understanding, acceptance, respectful civic discourse, and inclusion.
- To create an environment for the district to have meaningful dialogue and learn from one another.
- Center the voices of our students, going beyond the superficial attention to "student voice" to a more robust vision of power-sharing with our young leaders.
- To understand the 'why' behind what we do.

Bond *Design* Work

- Focus on inclusive design with intentional planning on locations of classrooms.
- State of the art accessibility throughout buildings (braille walls, embedded sound systems, enhanced lighting, entrance/exits, accessible playgrounds, calming spaces).
- Enhanced spaces for development of daily living skills (full kitchens, laundry, showers, etc.).
- Zero entry accessible pool at "North Hills." This will be part of Wing Lake's Adapted PE curriculum as well as available for the greater community.

LINKS Program

LINKed to BHHS during the 2020-21 School Year

A total of 51 students made the choice to be LINKed to BHHS this year! They have created 51 new friendships with students throughout the school. We are hoping to continue to increase opportunities next year for students! COVID-19 has certainly changed the way students are meeting up and getting to know one another, but this year we made it work!
Activities our LINKs enjoyed with their friends:

- Nature Hikes
- Outdoor Study Sessions
- Netflix parties
- Video games
- FaceTime
- Lunch

LINKed at BHMS during the 2020-21 School Year

- Pilot - starting with one 5th grade classroom.
- Comments from the staff:
    - "Their genuine care is amazing and unwavering."
    - "I am amazed with the observations and insight that the students have."
    - "They show a genuine compassion for our student."

TESTIMONIALS

"I hate school!" "School is ruining my life." "I don't have any friends to play with." Prior to the Peer to Peer program, my daughter would refuse to go out for recess, eat lunch under her desk, and rarely participate in the classroom.

To say that I have seen a remarkable change would be an understatement. She has made friends, she plays with them at recess, she is engaging in the classroom, she is more confident, she is happy. She smiles! - Parent from BHMS

I have loved being a LINK so much!! My link and I are genuine friends and I have so much fun hanging out with her. We FaceTime, text, and eat lunch together! This experience is so amazing for everyone involved! - Cami Krugel

Being a part of LINKed allows you to meet and become friends with new people, people that you might have never met before. I am so happy that I 'm doing link and that I was able to make a new friend. - Francis Nwamgbe

Favorite Moments

"My favorite moments of LINKed this year were attending case conferences and hearing our LINKs talk about their shared interests, struggles, and experiences with their peers. In the beginning, it is a surprise that their peers are experiencing so many similarities, but by the end of the semester, it's just normal. This program is about seizing the opportunity to create lasting bonds. It is the bond that extends beyond the classroom, the class just gives everyone a place to begin." - Special Education Coordinator Carrie Fines

Unified *Sports*

- An extension of the Peer-to-Peer Program.
- Dedicated to promoting social inclusion through shared sports training and competition experiences, Unified Sports joins people with and without disabilities on the same team.
- Exercise (Sensory) Rooms for team practice.
- Collaboration between BH Athletics Department and Unified Sports/Special Olympics of MI.

Social-Emotional Learning *Curriculum*

- In the past, social-emotional learning could have been seen as the responsibility of the School Social Worker (SSW).
- All students can benefit from an inclusive social-emotional learning curriculum.
- Teachers, SSW, and Counselors collaborating to support all students.
- 30 minute weekly in-class lessons, one-on-one with counselors/SSW.
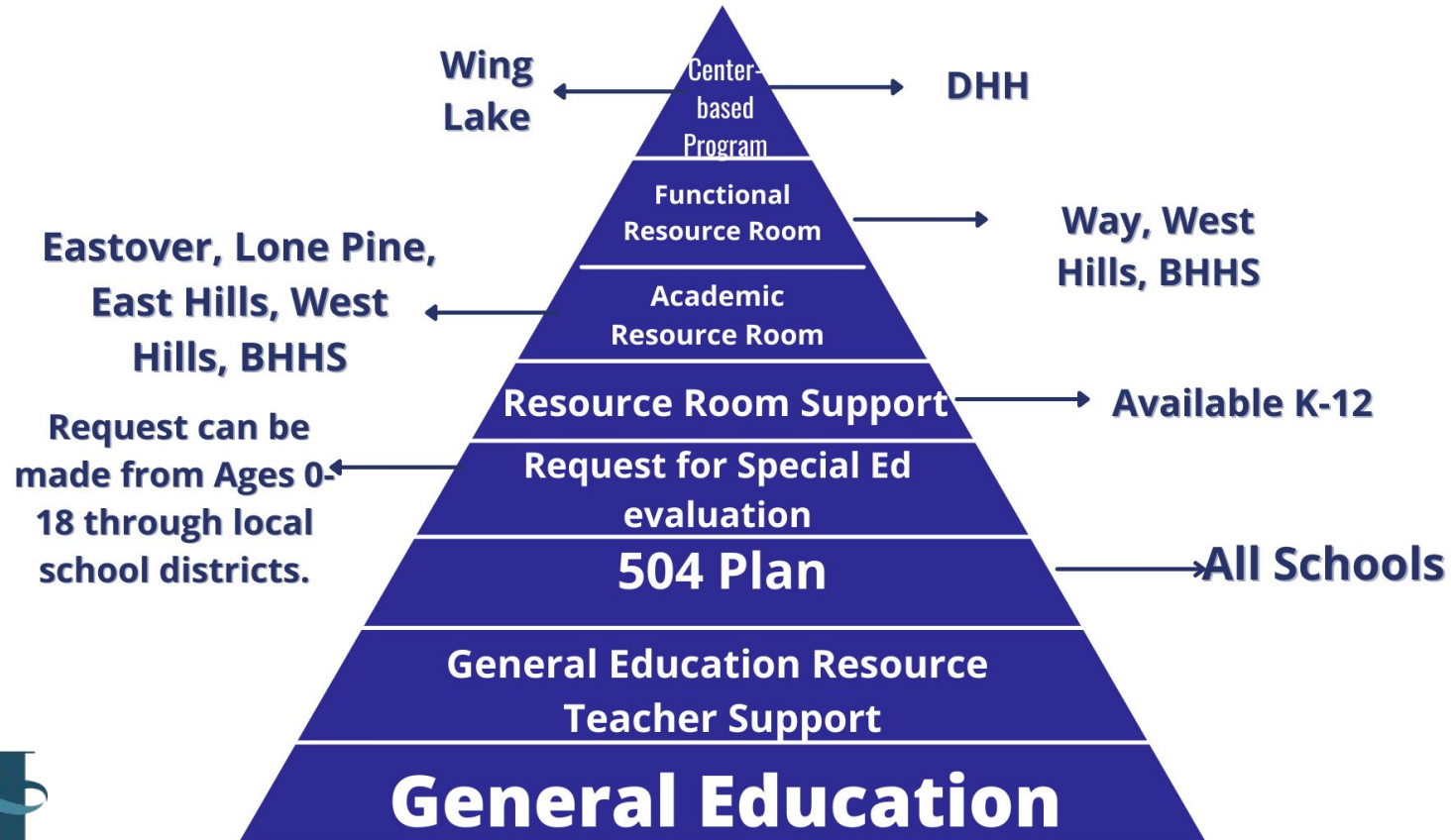
Therapy Dog *Program* - Meet *Daisy!*

- Training begins early June
- 2nd dog will be arriving in a few weeks
- Schools or donors will be able to select the names
- Letters to go home to families from each school beginning of May
- District communication and fundraising efforts to begin mid-May

Current Continuum of Programs/Services

Wing Lake ← Center-based Program → **DHH**

Functional Resource Room → **Way, West Hills, BHHS**

Eastover, Lone Pine, East Hills, West Hills, BHHS ← Academic Resource Room

Resource Room Support → **Available K-12**

Request can be made from Ages 0-18 through local school districts. ← Request for Special Ed evaluation

504 Plan → **All Schools**

General Education Resource Teacher Support

General Education

BH

Shifting of Special Education Programming

Current Continuum of Services

- Early On (Birth - 3)
- SEED (3-5)
- Resource Room/Directed Studies (K-12 - all buildings) - RR
- Academic Resource Program (K-12-EO, LP, WH, EH, BHHS) - MiCI
- Functional Resource Program (K-12 - Way, WH, BHHS) - MoCI
- PREP (18-26)
- Center Programs (In district = Wing Lake, DHH; Out of district = SEI, ASD, DD)

Future Continuum of Services

- Early On (Birth - 3)
- SEED (3-5)
- Level 1 (K-12-all buildings) - RR
- Level 2 (K-12-all buildings) - RR
- Level 3 (K-12-all buildings) - RR
- Level 4 (K-12-all buildings) - RR
- PREP (18-26)
- Center Programs (In district = Wing Lake, DHH; Out of district = SEI, ASD, DD)

The *WHY*!

Compliance - We are required to align to either the Michigan Administrative Rules for Special Education (MARSE) or the Oakland ISD Special Education Plan for programming.

Purpose - The intent of the four levels of support are to move away from a disability driven system and move towards a student need driven system with a focus on *Specially Designed Instruction* for students.

Full Continuum - Increase our capacity to meet the needs of MOST students with disabilities within BHS and potentially return some students from center programs - an outcome of the design committee.

Stop the Label - Move away from the stigmatization of categorical classroom labels for students with IEPs.

"We need to make placement decisions based on the needs of the child, not the label." Terri Rink, Director of Special Education MDE

"A new component of the OS ISD Plan is the Level of Need that describes learners, not by disability, but by the level of support needed to access the curriculum. Students will be viewed in terms of areas such as assessment, placement and adult support needed within their Least Restrictive Environment."

*"The LEA must provide a child with a disability **specially designed instruction** that addresses the unique needs of the child that result from the child's disability, and ensures access by the child to the general curriculum, even if that type of **instruction** is being provided to other children, with or without disabilities."*
OSEP Letter 2012

Level *Programs*

Guiding Principles:

- Can attend general education and special education classes.
- May need behavioral accommodations or supports.
- May receive paraprofessional supports based on individual needs.
- Will follow the General Education Curriculum with either accommodations or modifications as defined in the Individualized Education Program (IEP).
- May take state and district assessments with accommodations as outlined by approved standard or non-standard criteria; and as defined in the Individualized Education Program (IEP).
- May receive a regular diploma, certificate of academic achievement, or a certificate of attendance.

Level Programming:

- Will be based on student's identified needs in the following areas:
  - Academic
  - Independence
  - Engagement
  - Behavioral
  - Social
- Will offer multiple programming options.
- Will provide for greater flexibility.
- Will focus on student dignity and move away from classroom labels.

BH

Multi-year *Process*:

We understand moving to a level program model is a big change and it will not happen overnight. It will be a multi-year process to shift to level programs as noted below:

1. **2021-22** - Strategic PD surrounding the shift in programming design will be provided and focus on caseload analysis, behavior, peer to peer, Universal Design for Learning (UDL) -evidence based high leverage practices, Specially Designed Instruction (SDI), executive functioning and meeting mechanics.

2. **2021-22** - We will open two Level 4 programs, one at Lone Pine Elementary School and one at West Hills Middle Schools.

3. **2022-23** - We will shift to full implementation of Level programming district wide; ARP/FRP/RR/DS will no longer be utilized to identify BH programs.

Additional Staffing *Support*:

- Instructional coaches K-8 - .5 per building
    - Primary focus on modeling/coaching; high leverage practices; evidence based strategies; establishing consistency; support district wide AT
- Behavioral coach - district-wide
    - Primary focus on modeling/coaching
- Full Time SSW's in every building
    - Will support both special and general education; focus on SEL
- Level 4 Classroom Staff
    - Goal is to begin to return students from center program and support

Center Programs

Deaf and Hard of Hearing Program

Wing Lake SXI/SCI Program

LINK -
Oakland County Special Education LRE

Oakland County Special Education LRE Continuum

The IEP team, which includes the parent(s), will consider the individual needs of the student and determine where the student may **thrive** and obtain the most appropriate **educational benefit**.

Center Programs - Separate No Intent to Integrate	• Bloomfield Wing Lake (SCI, SXI) • Hazel Park Edison (EI) • Waterford Kingsley Montgomery (EI, SCI, SXI) • Hazel Park (SXI) • Lake Orion (ASD, EI) • Lamphere Center (ASD, DD)
Center Programs - Integrated	• Birmingham (ASD) • Bloomfield (DHH) • Clawson (ASD) • All Adult Transition Programs for Oakland County
Local Programs – Separate*	• As determined by district
Local Programs – Integrated*	• As determined by district
Local Services	• As determined by district

Intensity, frequency, duration of support

Most restrictive
Greater Staff:Student Ratio
Environmental Supports
Physical/Health Needs
Behavior Challenges
Communication Needs
Socialization Needs
Staff Knowledge & Expertise
Program Resource Needs

Independence, ability to communicate, inclusionary opportunities

Less Staff:Student Ratio
Increased level of Independence
Increased degree of inclusion
Least Restrictive

Oakland Schools • Department of Special Populations

*cooperative agreement optional • 06.17.20

Wing Lake and DHH Center *Programs*

- Wing Lake services students ages 3 to 26 primarily with severe cognitive disabilities and severe multiple impairments
  - Maximum of 111 students can be enrolled annually
  - 97 students currently enrolled
- The DHH program services students in preschool through 12th grade whose IEPs determined placement to be in a program
  - Maximum of approximately 65 students can be enrolled annually
  - 56 students currently enrolled
- Referral Process -
  - Students from all over Oakland County can be referred to Wing Lake and the DHH program.
  - Resident Districts complete a placement request and submit it to Oakland Schools Central Coordination office. The packet is reviewed for completeness and sent to the program(s) being considered.
  - Staff in the "receiving" district observe the student in their current placement and provide parents/guardians a tour of Wing Lake or the DHH program. Currently tours are virtual.
  - Within 30 school days an IEPT meeting is held where placement is determined.

Wing Lake

- Family perspective - Elder family and Schueller family
- Staff shout out
- Wing Lake Moving Forward
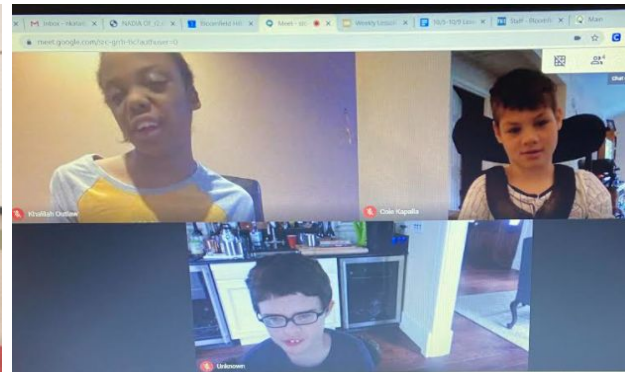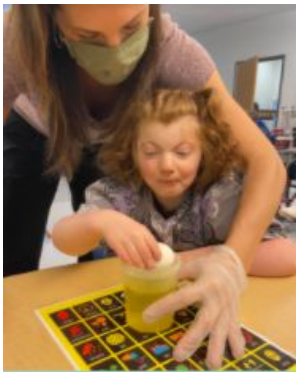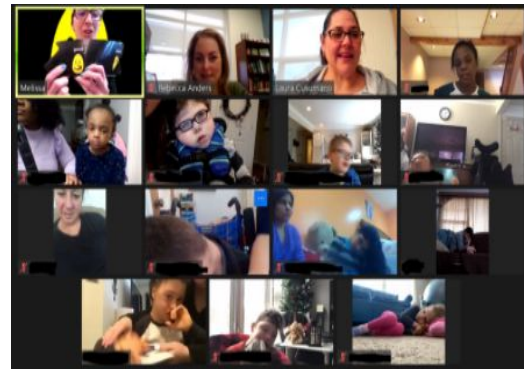
Deaf and Hard of Hearing *Program*
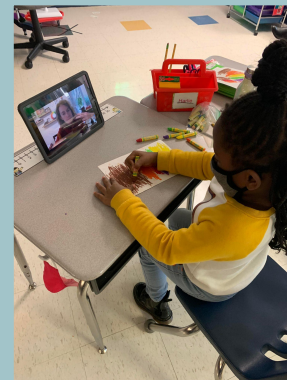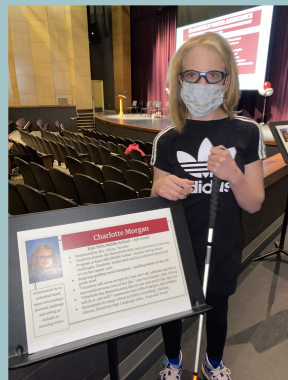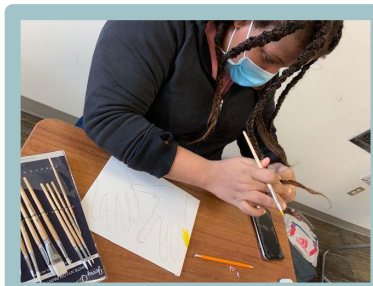
Deaf and Hard of Hearing *Program*

Family Prospective: Khairallah Family

Staff Shout Out

Moving us forward, Vision:
1. Immersion, Reflection, Progress
   a. D/HH Forward
2. Community Partnerships
   a. Holley Institute
   b. Hands & Voices
   c. DIA & DeafCAN
   d. DeafBlind Central (DB)
3. Educate and Inform
   a. District - PD and Universal Accommodations/Accessibility
   b. County - What our D/HH program has to offer

Diana Campbell, District ASL Specialist
- Family Sign Language
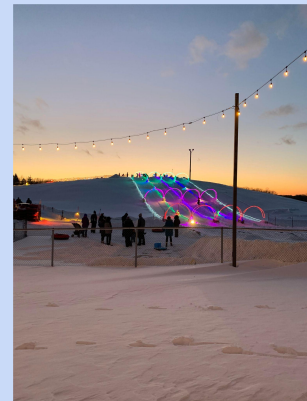
Student Equity *Council*

- Weekly Meetings since June
- All students welcome
- A student-led working group focused on realizing what is outlined in the Resolution to Eradicate Racism
- Presented at Kevin's Song Conference
- Led Professional Learning for all HS Staff
- Created teaching guides for staff
  - Recognizing Bias in the classroom
  - Language in the classroom
  - Classroom Environment

BH
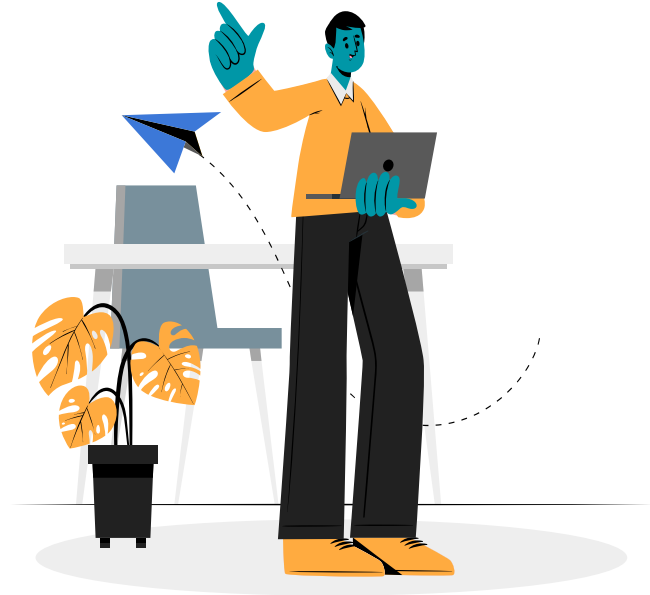
Global *Education* Teams

Cultural Observances Calendar - Schools are living into and lifting up the observances around the school and in classrooms.
Twitter: @BHillsGlobalEd

The Language Of Equity

Updated 1.15.2021
Cultural Observances: Bloomfield Hills Schools

The Bloomfield Hills School Global Education Team is pleased to share our interactive calendar of cultural observances for our school family! Cultural Celebrations are important because they help to better explain the stories and histories of various cultures. Cultural celebrations allow students to explore the complexities and richness of each cultural identity and to appreciate and understand these stories within the greater American Narrative. Bloomfield Hills Schools also recognizes that it is critical that our students are learning about various cultures throughout the school year and curriculum, and that recognitions during these months/days are in addition to and support an inclusive curriculum.

We have worked as a team to develop baseline information about significant dates to the community. We also know that we have missed important dates and ways that families may celebrate. No cultural group celebrates in the same way, so this document will continue to grow and be updated as we hear from staff and families within our community.

The *2019-2020 Bloomfield Hills Schools Cultural Observances Calendar* includes the following annual observances:

Cultural Observances	Description	2020-2021 School Year	Tweet
Eid al-Adha* - Islam	This Muslim holiday marks the end of the hajj, which is the pilgrimage to the holy city of Makkah that every Muslim must take during his or her life. Eid al-Adha is a day of thanksgiving and is celebrated by everyone, not just by those who make the pilgrimage in a given year. It commemorates the belief that Abraham obeyed God's command to sacrifice his son Ismail. The holiday is one of remembrance and forgiveness. Eid al-Adha extends over three days and students often miss the first day from school.	July 20-23	
Deaf Awareness Month	To commemorate the first congress of the World Federation of the Deaf, which was held in September of 1951, the State of Michigan recognizes the entire month of September as Deaf Awareness Month. The purpose of Deaf Awareness Month is to increase public awareness of the issues and the culture of people who are deaf, as well as to promote equal access to information and services for deaf individuals, to educate the public about the misconceptions of being deaf, and to learn about the types of educational programs, support services, and resources available to	Month of September	

Bloomfield Hills Schools
The Language of Equity

Why Language Matters
Brene Brown reminds us that "Dehumanizing language is always the beginning of violence." We have a responsibility to continue to evolve our language and be intentional with our words. Elena Aguilar in "Coaching for Equity" states that "If we want to think differently, and create a different reality, we need to examine and change our language."

Intent vs. Impact
If you use dehumanizing language, and you are called out for it, regardless of your intentions you have caused harm. It is your responsibility to own the harm that you caused, and prioritize the impact on those you harmed, rather than yourself. A way to do this, **"I am sorry that my words caused harm. I hear and appreciate your feedback, and I will adjust my language moving forward."**

Empowering Language
Our work and writing about education should always seek to frame with an agency lens rather than a deficit lens. Deficit language is language that puts blame and responsibility on those that are most impacted by structural and systemic issues, rather than naming the root causes. It suggests that people are responsible for their predicament and fails to acknowledge the systems that are causing harm. People that are affected by a system should be maintained as agents of their own story, and we should not be positioning ourselves as saviors for any of our students or families.
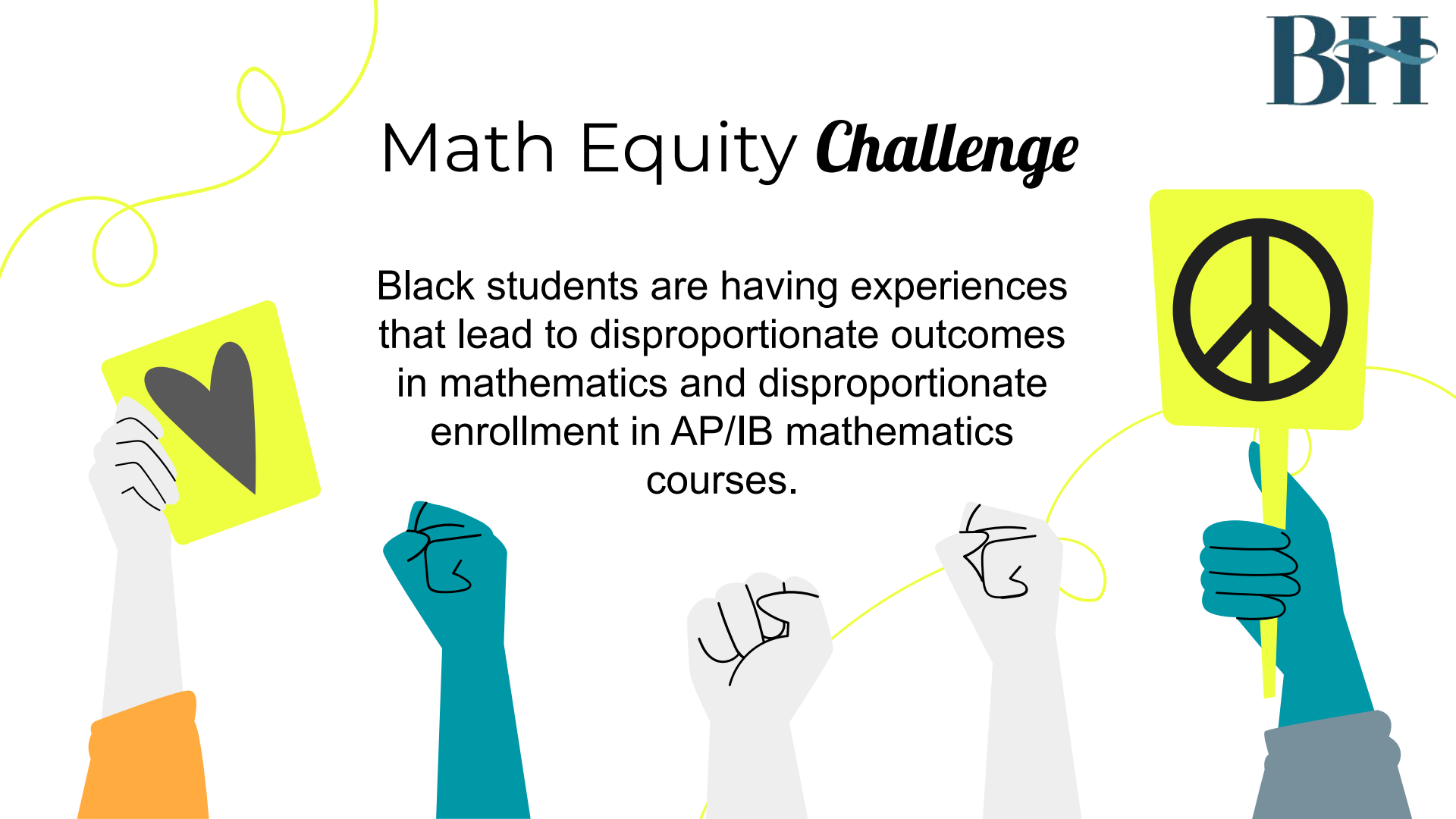
Person-First Language
Person-First language is a way to talk about individuals that allows them their full humanity and acknowledges every individual's inherent value before attaching any labels. Person-First language places personhood at the center and considers all other descriptive social identities that one holds as secondary. When discussing language surrounding (dis)ability status, people with (dis)abilities are people first. When referring to an individual with (dis)abilities it is important to identify them as a person with a (dis)ability, not a disabled person; person on the autism spectrum, not autistic or autistic person. The "People First" mentality should also be applied when discussing mental illness. A person with a mental illness is a person first. When referring to an individual with mental illness it is important to identify them as a person living with a mental illness, rather than a mentally ill person. Use the term accessible rather than disabled or handicapped to refer to facilities. Avoid outdated, offensive words such as handicapped, retarded, crazy, etc. Avoid
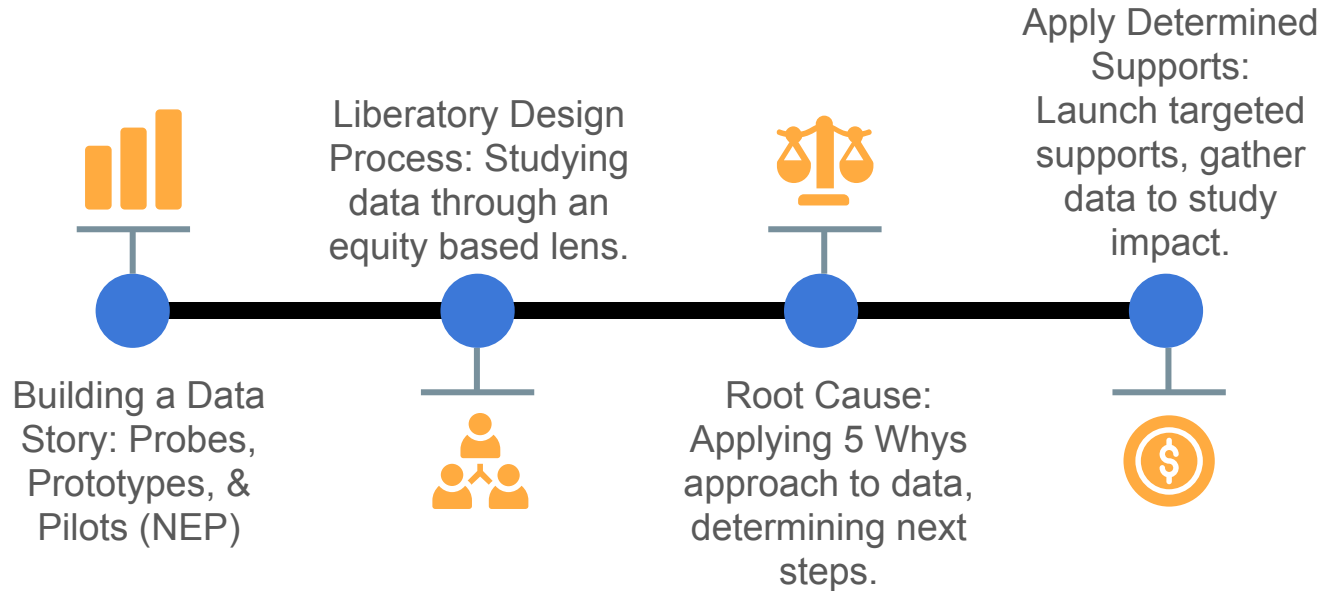
Math Equity *Challenge*

Black students are having experiences that lead to disproportionate outcomes in mathematics and disproportionate enrollment in AP/IB mathematics courses.

Employing a *Continuous* Improvement Process

Liberatory Design Process: Studying data through an equity based lens.

Apply Determined Supports: Launch targeted supports, gather data to study impact.

Building a Data Story: Probes, Prototypes, & Pilots (NEP)

Root Cause: Applying 5 Whys approach to data, determining next steps.

Root Cause *Analysis*

Students that do not feel successful in mathematics are noting that they do not feel safe to make mistakes in their mathematics classes.

Students that do not feel successful in mathematics are noting that they do not feel safe to ask questions in their mathematics classrooms.

Students are having inconsistent experiences with regards to relationships with teachers. There is a correlation in the data between a relationship with the teacher and a feeling of success in mathematics.

Math Equity *Challenge* SMART Goals

At the end of the 2021-22 school year, 7th grade students scheduling Algebra 1 (8th grade in 2022-23 school year) courses will be more representative of the overall 8th grade racial makeup.

At the end of the 2021-22 school year, perception data shows an increase in students indicating that their mathematics learning environment promotes/encourages multiple attempts and productive struggle.

In the 2021-22 school year, classroom observations will show an increase in student to student problem solving based conversations.

Teachers will engage in multiple professional learning experiences and gain a shared understanding around strength based feedback demonstrated by the end of the 2021 school year through teacher-created guiding statements and strategies.

Professional *Learning*

2020-21

- Executive Functioning
- Trauma-Informed Practices
- ASD Strategies
- iXL
- Student Fishbowl (HS Only)
- Teaching Guides from Student Equity Council
- 6-12 Math
- Parent/Caregiver Series
- National Equity Project Monthly Webinars
- Peer-to-Peer

2021-22

- Executive Functioning
- Trauma Informed Practices
- Meeting Mechanics
- Peer-to-Peer
- Universal Design for Learning
- Specially Designed Instruction
- Educational Strategies
- iXL
- Needs Based IEPs
- Anti-Racism Leadership Institute
- Parent/Caregiver Series

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Future Vision for *Continued* Collaboration

- Full time Social Workers in each building will help to support one-on-one, small group, and classroom SEL.
- Growing the Therapy Dog program to extend to each of our buildings
- Collaboration with instructional coaches, supporting inclusion and belonging for all students.
- Growing LINKs program to be in all buildings.
- Continued focus on equity and inclusion as it relates to Bond Design.
- Continued inclusion of all math classes in the math equity challenge, including self-contained math classrooms.
- And more to come!!!

BH

END OF SECTION

DISCUSSION

Bloomfield Hills
Schools

Part Five
Catchment Area Update

PTO Presentations & *Capturing* Feedback

Agenda

- Introduction/Process Overview
- District Demographics and Trends
- Pupil Enrollment Methodology
- District-wide Pupil Enrollment Projection
- Grade Cohort Review
- Questions/Answers

Process Overview

- Currently, two Bloomfield middle schools house grades 4 through 8, and one middle school houses grades 5 through 8.
- By fall of 2023, there will still be four elementary schools, and all will serve Kindergarten through grade 5, and the two middle schools, named "North Hills" and "South Hills," will serve students in grades 6 through 8.
- The North campus will be located where Lahser High School once stood, and the South campus will stand at the current Bloomfield Hills Middle School.
- Recommendations will be presented to the Board of Education in Fall 2021

Guiding *Principles*

We will continue to honor choice, as much as possible, while creating a collective identity with consideration for transportation and an equitable in-district transfer process.

We are committed to looking through all decisions with a lens on equity of access and opportunity for all students and staff.

We will determine low-impact vs. high-impact transitions and review catchment areas every 3-5 years.

We are committed to equal-sized enrollment at all 4 elementary and 2 middle schools that reflect equitable demographics with proximity to neighborhood schools.

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Demographics & *Trends*

Demographics & *Trends*

Plante Moran CRESA's Process

Demographic Growth
- GIS
- US Census Bureau

Core Base Statistical Area
- Primary Area (District)
- Comparison #1 (County)
- Comparison #2 (State)

Cohort Survival – DS 4061

Demographics & *Trends*

Bloomfield Hills Schools' Demographics

- Median Age of Householder: 61.4
- Total # of Families: 11,418
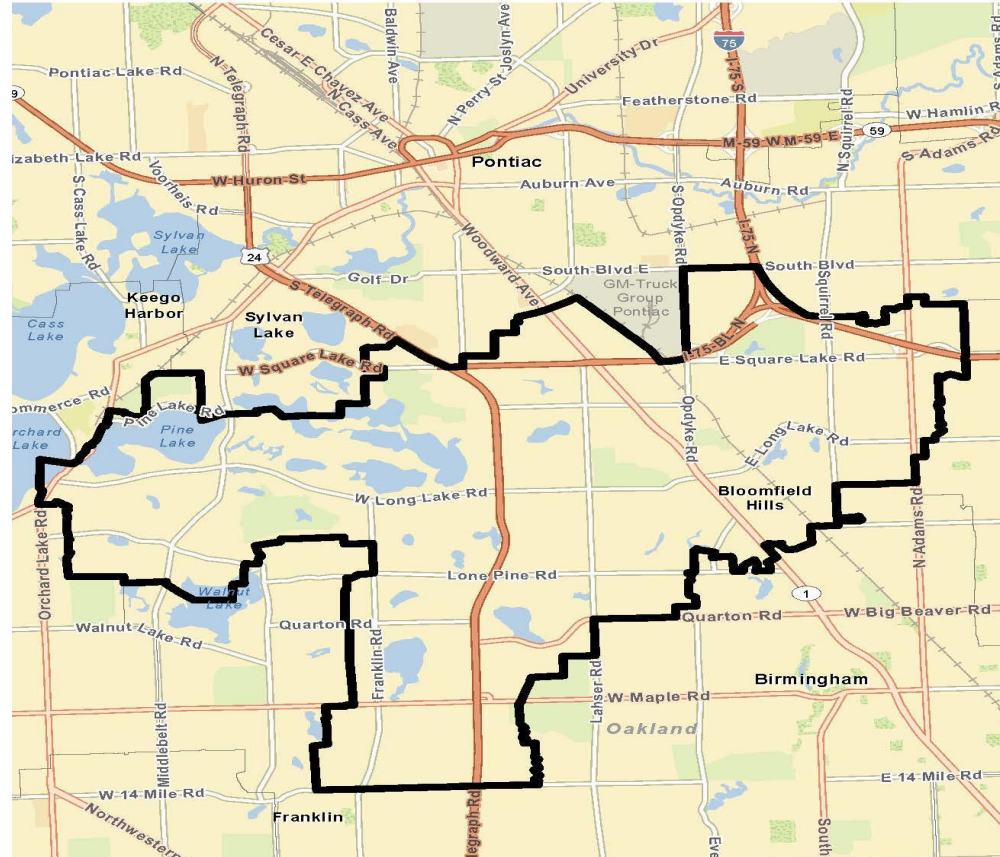- Households with School Age: 4,922
- % of Households with Children: 31%
- Enrolled School-Aged Children: 7,031
- Enrolled in Public PK: 44.67%
- Enrolled in Private PK: 55.33%
- Enrolled in Public K-12: 76.24%
- Enrolled in Private K-12: 23.76%

Primary Area: Bloomfield Hills Schools
Comparison Area 1: County of: Oakland
Comparison Area 2: State of: Michigan

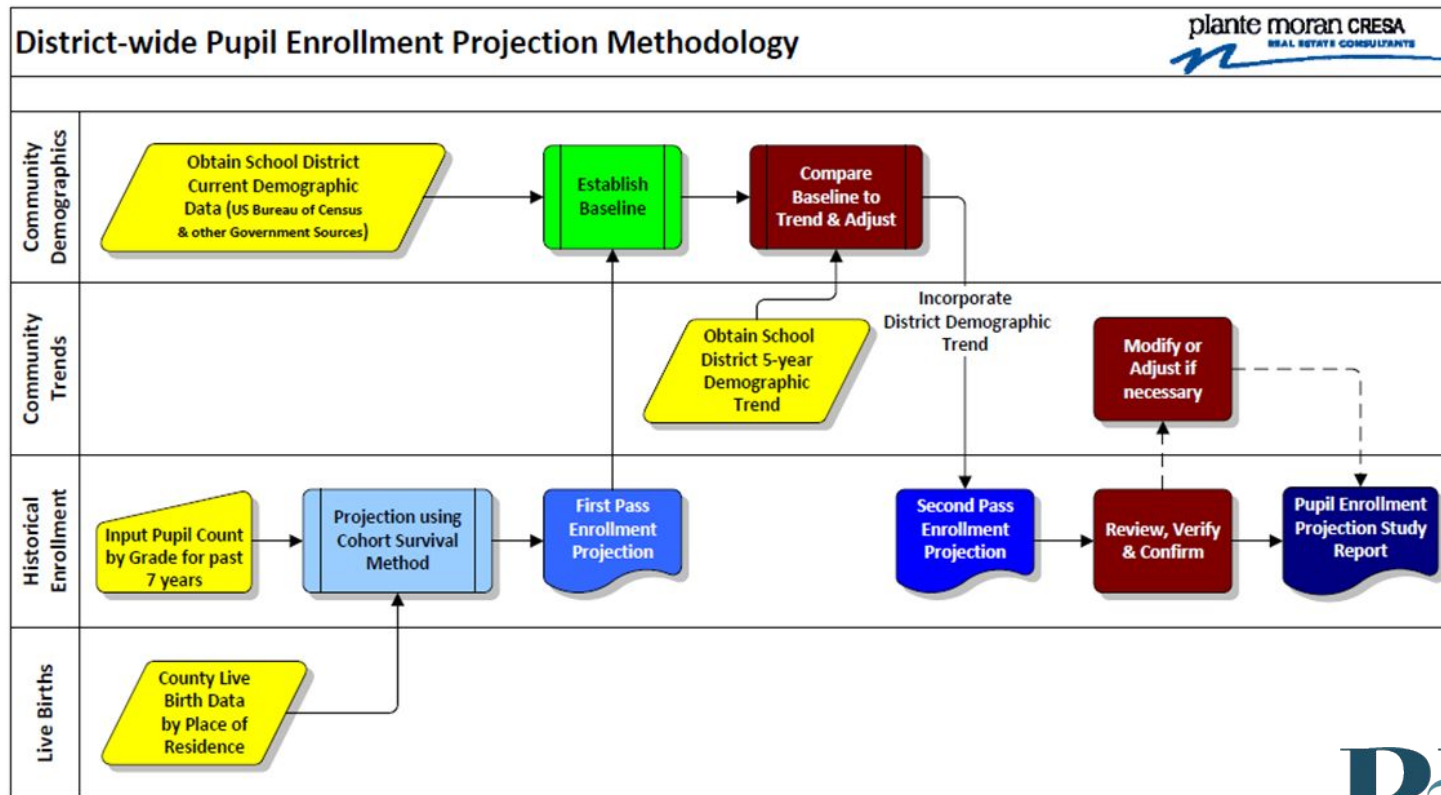|	Primary Area	Comparison Area 1	Comparison Area 2
	Bloomfield Hills Schools	Oakland County	Michigan
County Code (Some Districts)		26125	
Grade Range (District)	KG - 12		
Total Persons	39,562	1,258,791	9,998,925
Urban Population	100.00%	95.18%	74.69%
White	73.48%	69.27%	71.90%
Black	8.62%	14.65%	14.06%
Asian	11.95%	7.38%	3.21%
Am. Indian/Alaskan	0.09%	0.31%	0.82%
Other	0.42%	1.10%	1.71%
2 or More Races	3.23%	3.35%	3.42%
Hispanic	2.22%	3.95%	4.87%
Median Age	52.6	41.4	40.2
Total Housing Units	16,925	550,041	4,635,434
Total Housing Units - Occupied	15,879	513,660	3,975,882
Median Housing Value	$ 352,080	$ 178,611	$ 125,826
Median Household Income	$ 144,822	$ 90,893	$ 67,645
Average Household Income	$ 203,091	$ 120,781	$ 87,816
Per Capita Personal Income	$ 81,996	$ 49,703	$ 35,411
High Income Average	$ 389,410	$ 337,807	$ 324,462
Total Number of Families	11,418	324,499	2,517,323
Total Number of Households	15,879	513,660	3,975,882
Average Household Size	2.47	2.43	2.46
Median Household Size	2.60	2.60	2.60
Median Age of Householder	61.4	54.0	54.1
Households with School Age Children	4,922	227,680	1,494,119
% of Household with School Age Children	31.0%	44.3%	37.6%
Average # of K-12 children per household	1.43	0.94	1.21
Average # of K-12 children per housing unit	0.31	0.44	0.38
Median Year Moved In	2009	2003	2004
Enrolled School Age Children PK-12	7,031	213,435	1,806,107
Enrolled in Public Pre-primary School	44.67%	55.88%	67.90%
Enrolled in Private Pre-primary School	55.33%	44.12%	32.10%
Enrolled in Public School (K-12)	76.24%	85.92%	88.92%
Enrolled in Private School (K-12)	23.76%	14.08%	11.08%
Household Educational Attainment (Pop 25+)			
Less Than High School (no diploma)	2.09%	6.08%	9.63%
High School Graduate	8.62%	18.03%	28.17%
Some College	12.56%	20.77%	23.77%
Associate's Degree (2 years)	4.77%	8.10%	9.72%
Bachelor's Degree (4 years)	34.36%	26.82%	17.49%
Master's Degree	21.58%	14.73%	8.33%
Professional Degree	12.34%	3.50%	1.76%
Doctorate Degree	3.68%	1.97%	1.14%
Employment Profile (Pop 16+)			
White Collar Occupations	85.60%	71.09%	58.20%
Blue Collar Occupations	5.80%	14.50%	23.55%
Service Occupations	8.60%	14.41%	18.25%
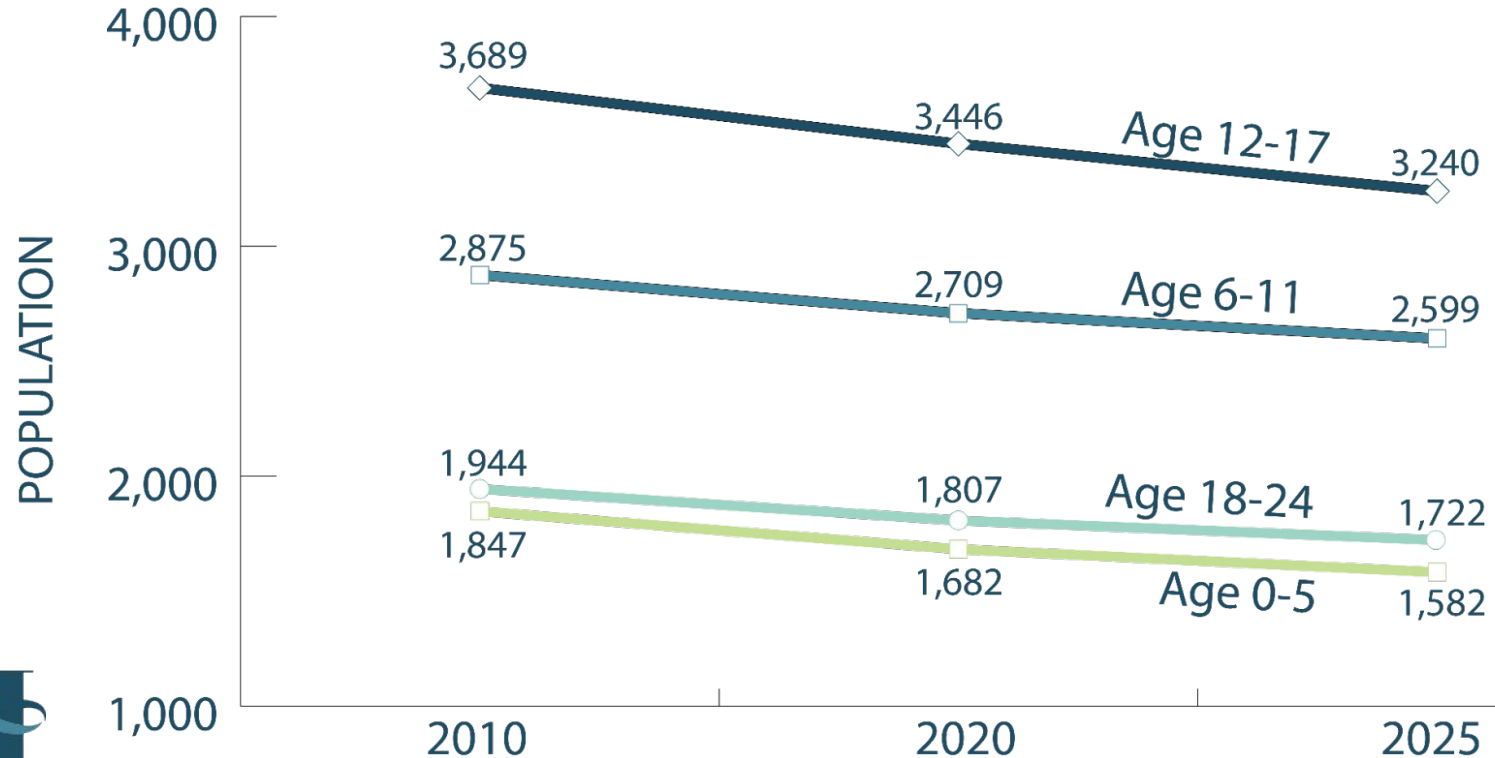
Demographics & *Trends*

Michigan Live Births by County of Residence *

Methodology
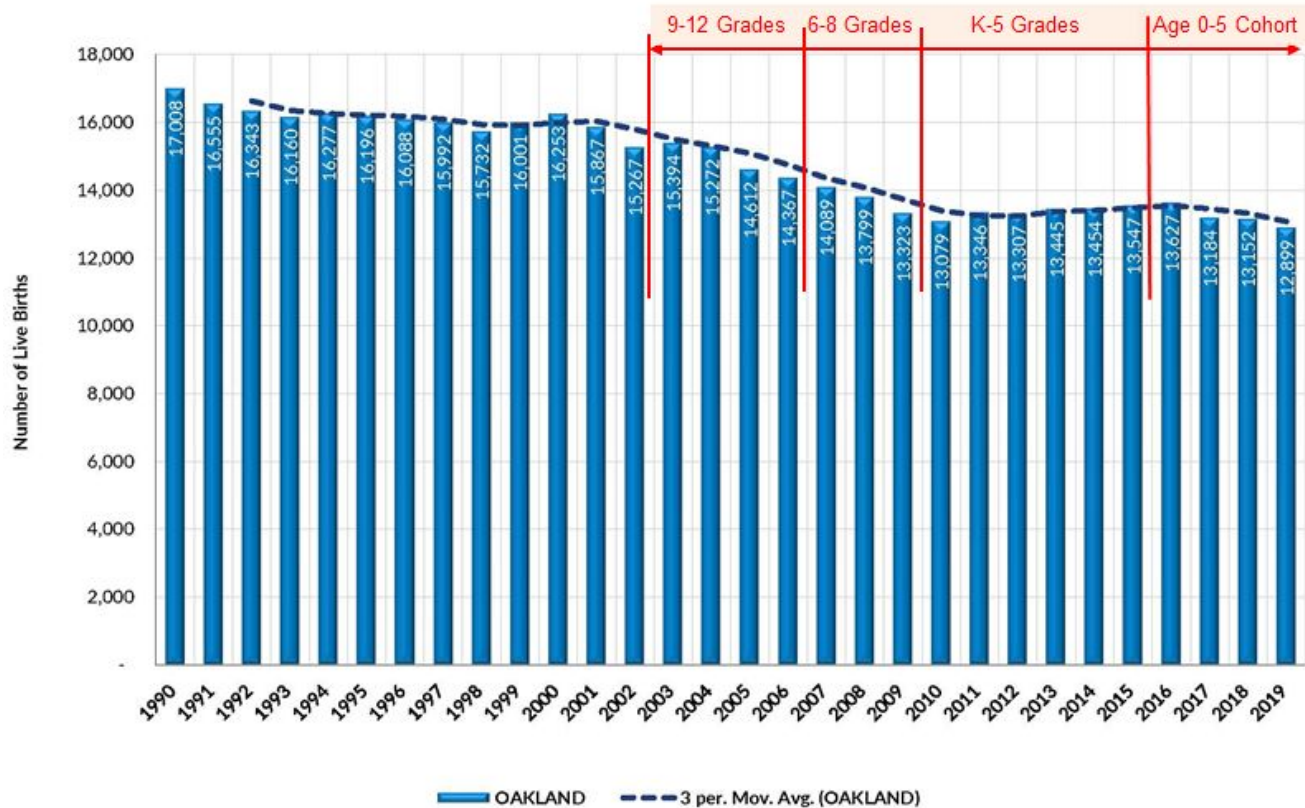
District-wide Pupil Enrollment Projection Methodology

District-wide *Projected* Pupil Enrollment

BH

Start Here

ENROLLMENT PROJECTION USING COHORT SURVIVAL METHOD
& Adjusted to Community Demographic Trends
Method One - Based on past Six Year Survival Rate

Educational Agency Name: **Bloomfield Hills Schools**
County: **OAKLAND**

Historical Projected

BASED ON 2020 FALL FTE
DISTRICT WIDE (ALL PUPILS)

Birth Yr	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2020 Live Births is an ESTIMATE
Births	13,323	13,079	13,346	13,307	13,445	13,454	13,547	13,627	13,184	13,152	12,899	13,294	based on past 3 years trend
K% Birth	2.35%	2.23%	2.67%	2.62%	2.44%	2.90%	2.68%	2.56%	2.57%	2.64%	2.63%	2.63%	Anticipated Non-historical Factor: -0.08%

	Historical Data						**	Projection Data									
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2028	2029
Grade	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2029	2030
K	313	292	357	349	327	390	362	348	341	347	339	350	N.A.	N.A.	N.A.	N.A.	N.A.
1	329	341	337	360	359	339	349	375	360	353	359	351	362	N.A.	N.A.	N.A.	N.A.
		109.10%	115.38%	100.89%	103.01%	103.53%	89.34%	103.46%	103.46%	103.46%	103.46%	103.46%	103.46%	N.A.	N.A.	N.A.	N.A.
2	363	335	362	352	375	380	368	366	394	378	370	377	369	380	N.A.	N.A.	N.A.
		101.92%	105.99%	104.29%	104.19%	105.82%	108.57%	105.05%	105.05%	105.05%	105.05%	105.05%	105.05%	105.05%	N.A.	N.A.	N.A.
3	378	386	353	376	347	379	375	376	375	403	387	379	385				N.A.
		106.30%	105.26%	103.92%	98.75%	101.08%	98.73%	102.26%	102.26%	102.26%	102.26%	102.26%	102.26%				N.A.
4	336	410	406	380	373	372	373	391	392	390	420	403	395				N.A.
		108.57%	105.00%	107.64%	99.11%	107.17%	98.43%	104.24%	104.24%	104.24%	104.24%	104.24%	104.24%				
5	429	353	419	425	391	388	382	387	405	406	404	435	418				
		105.02%	102.22%	104.76%	102.95%	104.13%	102.77%	103.56%	103.56%	103.56%	103.56%	103.56%	103.56%				
6	417	454	379	436	419	398	397	395	399	418	420	418					
		105.99%	107.60%	104.07%	98.68%	101.79%	102.16%	103.30%	103.30%	103.30%	103.30%	103.30%	103.30%	103.30%	103.30%	103.30%	103.30%
7	375	440	475	395	431	436	427	412	411	415	435	437	434	467	449	439	447
		105.44%	104.56%	104.15%	98.82%	104.05%	107.48%	104.00%	104.00%	104.00%	104.00%	104.00%	104.00%	104.00%	104.00%	104.00%	104.00%
8	438	387	460	485	391	437	434	434	419	417	422	442					446
		103.27%	104.46%	102.04%	98.88%	101.32%	99.57%	101.51%	101.51%	101.51%	101.51%	101.51%					
9	457	442	390	456	496	407	421	437	436	421	419	424					
		100.83%	100.59%	99.15%	102.40%	104.22%	96.41%	100.52%	100.52%	100.52%	100.52%	100.52%					
10	420	478	474	414	463	504	479	448	465	464	448	446					
		104.68%	107.20%	106.20%	101.60%	101.53%	117.70%	106.40%	106.40%	106.40%	106.40%	106.40%					
11	405	436	488	477	409	461	465	477	446	462	462	445					
		103.64%	102.06%	100.75%	98.86%	99.58%	92.34%	99.46%	99.46%	99.46%	99.46%	99.46%					
12	423	422	435	498	494	427	439	472	483	452	469	468					
		104.03%	100.00%	101.93%	103.41%	104.40%	99.26%	101.42%	101.42%	101.42%	101.42%	101.42%					
K - 12	5,083	5,177	5,335	5,401	5,276	5,319	5,273	5,318	5,326	5,327	5,353	5,374					
Year-to-Year #Growth	-106	94	158	67	-126	43	-46	45	7	1	26	21					
Year-to-Year %Growth	-2.04%	1.84%	3.05%	1.25%	-2.33%	0.82%	-0.86%	0.85%	0.14%	0.03%	0.49%	0.38%					
SE	295	285	275	275	268	278	274	273	273	273	275	275					
Non-released	31	46	55	64	52	37	38	38	38	38	38	38					
Totals	5,347	5,416	5,554	5,612	5,492	5,560	5,510	5,553	5,561	5,562	5,590	5,611					

Birth Year: 2015
Births: 13,547
K% of Births: 2.68%

K-12 Enrollment: 5,273
Difference: -46
% Growth: -0.86%

Total: 5,510

demographics. Non-released students are deducted from Totals.

Note: K-12 General Education Pupil Enrollment history and projections do not include self-contained special education, alternative education or part-time students (in FTE's).

** Due to the ongoing COVID-19 pandemic and the possibility that instruction will take place in person and virtually, it has been proposed that the method for determining funding be changed for the 2020-2021 school year only. Accordingly, under the bill, membership generally would be determined using a "super blend," comprising the blends of the current and prior school year. The 2019-2020 count (obtained by weighting the February 2019 count at 10% and the October 2019 count at 90%) would make up 75% of the super blend, and the 2020-2021 count (obtained by weighting the number of full-time pupils engaged in pandemic learning for fall 2020 at 90% and the February 2020 count at 10%) would make up 25%.

District-wide *Projected* Pupil Enrollment

ENROLLMENT PROJECTION USING COHORT SURVIVAL METHOD
& Adjusted to Community Demographic Trends

Method One - Based on past Six Year Survival Rate

Educational Agency Name: Bloomfield Hills Schools   Historical | Projected
County: OAKLAND

Grade Pattern Compilation

BASED ON 2020 FALL FTE
DISTRICT WIDE (ALL PUPILS)

| Grade Pattern	Historical Data							Projection Data									
	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2028 2029	2029 2030
K - 1	642	634	694	709	687	729	711	723	701	699	698	701	N.A.	N.A.	N.A.	N.A.	N.A.
K - 2	1,005	969	1,056	1,060	1,062	1,109	1,079	1,090	1,095	1,078	1,068	1,077	N.A.	N.A.	N.A.	N.A.	N.A.
K - 3	1,383	1,355	1,408	1,436	1,409	1,489	1,454	1,466	1,470	1,480	1,455	1,456	N.A.	N.A.	N.A.	N.A.	N.A.
K - 4	1,718	1,765	1,814	1,816	1,782	1,861	1,828	1,857	1,862	1,871	1,875	1,860	N.A.	N.A.	N.A.	N.A.	N.A.
K - 5	2,147	2,118	2,233	2,241	2,172	2,249	2,210	2,244	2,267	2,277	2,280	2,294	N.A.	N.A.	N.A.	N.A.	N.A.
K - 6	2,565	2,572	2,613	2,677	2,592	2,646	2,607	2,639	2,666	2,696	2,699	2,712	N.A.	N.A.	N.A.	N.A.	N.A.
1 - 2	692	676	699	712	734	719	717	741	754	731	729	728	731	N.A.	N.A.	N.A.	N.A.
1 - 3	1,070	1,063	1,052	1,088	1,081	1,098	1,092	1,118	1,129	1,134	1,116	1,106	1,116	N.A.	N.A.	N.A.	N.A.
1 - 4	1,405	1,473	1,457	1,467	1,454	1,470	1,465	1,509	1,521	1,524	1,536	1,510	1,511	N.A.	N.A.	N.A.	N.A.
1 - 5	1,834	1,825	1,876	1,892	1,845	1,858	1,848	1,895	1,926	1,931	1,940	1,945	1,928	N.A.	N.A.	N.A.	N.A.
1 - 6	2,252	2,280	2,256	2,328	2,264	2,256	2,244	2,290	2,325	2,349	2,360	2,362	2,378	N.A.	N.A.	N.A.	N.A.
2 - 3	741	721	715	728	722	759	743	743	769	781	757	755	754	757	N.A.	N.A.	N.A.
2 - 4	1,077	1,131	1,120	1,107	1,095	1,131	1,116	1,134	1,161	1,172	1,177	1,159	1,149	1,159	N.A.	N.A.	N.A.
2 - 5	1,506	1,484	1,539	1,532	1,486	1,519	1,499	1,520	1,566	1,578	1,582	1,594	1,567	1,568	N.A.	N.A.	N.A.
2 - 6	1,923	1,938	1,919	1,968	1,905	1,917	1,895	1,915	1,965	1,996	2,001	2,012	2,016	1,999	N.A.	N.A.	N.A.
3 - 4	713	796	758	756	720	751	748	767	767	793	807	782	780	779	782	N.A.	N.A.
3 - 5	1,142	1,149	1,177	1,181	1,111	1,139	1,131	1,154	1,172	1,200	1,211	1,217	1,198	1,187	1,198	N.A.	N.A.
3 - 6	1,559	1,603	1,557	1,617	1,530	1,537	1,527	1,549	1,571	1,618	1,631	1,635	1,647	1,619	1,620	N.A.	N.A.
4 - 5	764	763	825	804	763	760	756	778	797	797	824	838	813	810	809	812	N.A.
4 - 6	1,182	1,217	1,204	1,241	1,183	1,158	1,152	1,173	1,197	1,215	1,244	1,256	1,262	1,242	1,231	1,242	N.A.
4 - 7	1,557	1,657	1,679	1,636	1,614	1,594	1,580	1,585	1,607	1,630	1,679	1,693	1,696	1,709	1,680	1,681	N.A.
4 - 8	1,995	2,044	2,139	2,121	2,005	2,031	2,014	2,019	2,026	2,047	2,101	2,134	2,139	2,150	2,154	2136.773	N.A.
5 - 6	846	807	799	861	810	786	779	782	804	825	824	853	867	841	838	837	840
5 - 7	1,221	1,247	1,274	1,256	1,241	1,222	1,206	1,194	1,215	1,240	1,259	1,289	1,301	1,308	1,287	1,276	1,287
5 - 8	1,659	1,634	1,733	1,741	1,632	1,659	1,641	1,628	1,634	1,657	1,681	1,731	1,745	1,749	1,761	1,732	1,733
6 - 7	792	894	854	831	850	834	824	807	810	834	855	854	884	899	871	869	867
6 - 8	1,231	1,282	1,314	1,316	1,241	1,271	1,258	1,241	1,229	1,251	1,276	1,296	1,327	1,340	1,346	1,325	1,313
7 - 8	813	827	935	880	822	873	862	846	829	832	857	878	878	908	923	895	893
7 - 9	1,270	1,269	1,324	1,336	1,318	1,280	1,283	1,283	1,266	1,253	1,276	1,302	1,322	1,354	1,366	1,372	1,351
7 - 10	1,691	1,748	1,798	1,749	1,781	1,784	1,762	1,731	1,730	1,717	1,724	1,748	1,772	1,826	1,840	1,843	1,858
7 - 11	2,096	2,183	2,286	2,227	2,190	2,245	2,228	2,208	2,176	2,179	2,185	2,193	2,216	2,275	2,310	2,315	2,327
7 - 12	2,519	2,605	2,722	2,724	2,684	2,673	2,667	2,680	2,659	2,631	2,654	2,662	2,668	2,724	2,765	2,791	2,805
8 - 9	895	829	849	941	887	844	856	871	855	838	841	865	887	886	918	932	904
8 - 10	1,315	1,308	1,323	1,354	1,350	1,348	1,335	1,319	1,320	1,302	1,288	1,311	1,338	1,359	1,392	1,404	1,411
8 - 11	1,721	1,743	1,811	1,832	1,759	1,809	1,800	1,795	1,765	1,764	1,750	1,757	1,782	1,807	1,861	1,876	1,880
8 - 12	2,143	2,165	2,247	2,329	2,253	2,236	2,239	2,267	2,249	2,216	2,219	2,225	2,233	2,257	2,316	2,352	2,359
9 - 10	877	920	863	870	959	911	900	885	901	885	867	870	895	918	917	948	965
9 - 11	1,282	1,356	1,352	1,347	1,369	1,372	1,366	1,361	1,347	1,347	1,329	1,315	1,338	1,366	1,387	1,420	1,434
9 - 12	1,705	1,777	1,787	1,845	1,862	1,799	1,805	1,834	1,830	1,799	1,797	1,783	1,790	1,816	1,842	1,896	1,913
10 - 12	1,248	1,335	1,397	1,389	1,366	1,392	1,384	1,397	1,394	1,378	1,378	1,360	1,346	1,371	1,399	1,420	1,455

BH

District-wide *Projected* Pupil Enrollment

ENROLLMENT PROJECTION USING COHORT SURVIVAL METHOD
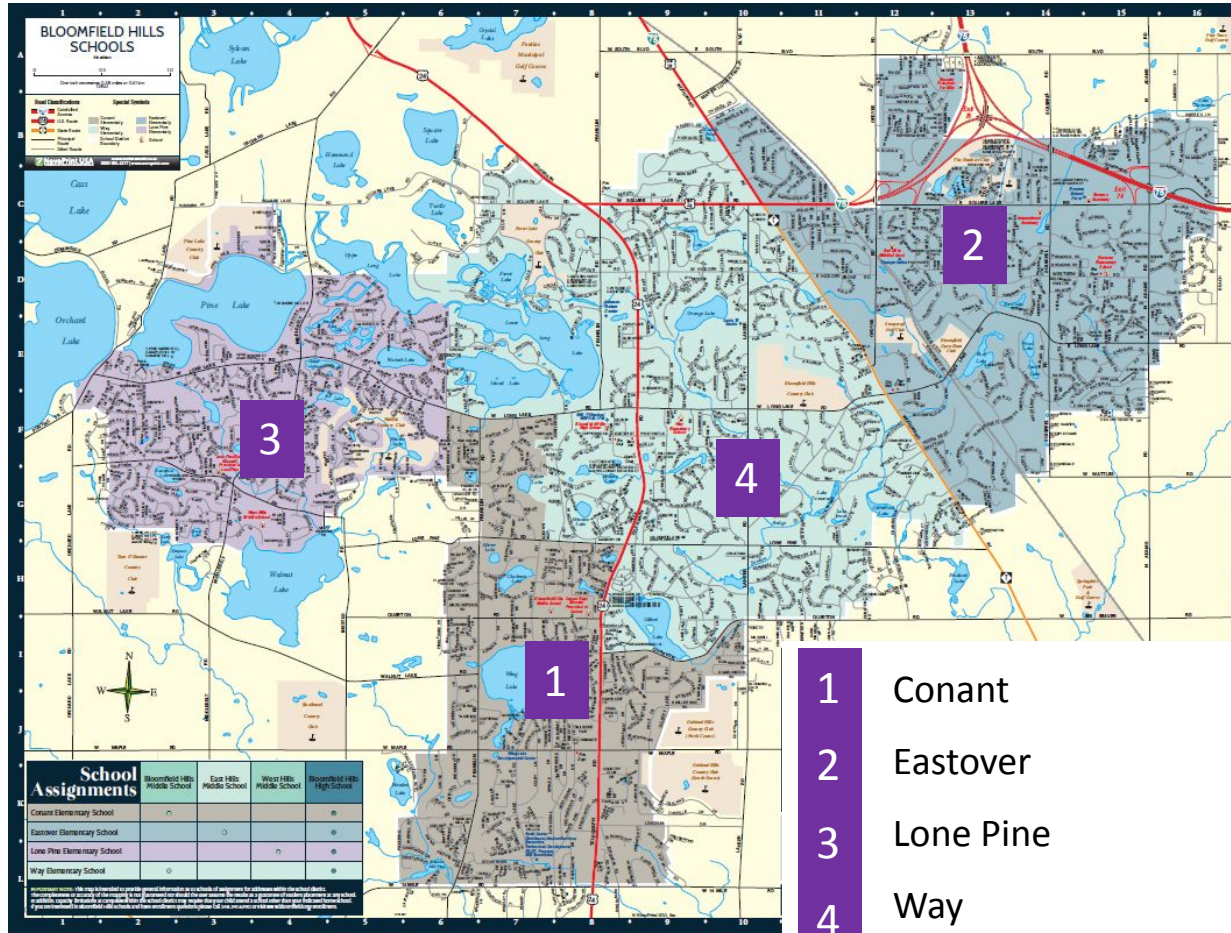& Adjusted to Community Demographic Trends
Method One - Based on past Six Year Survival Rate
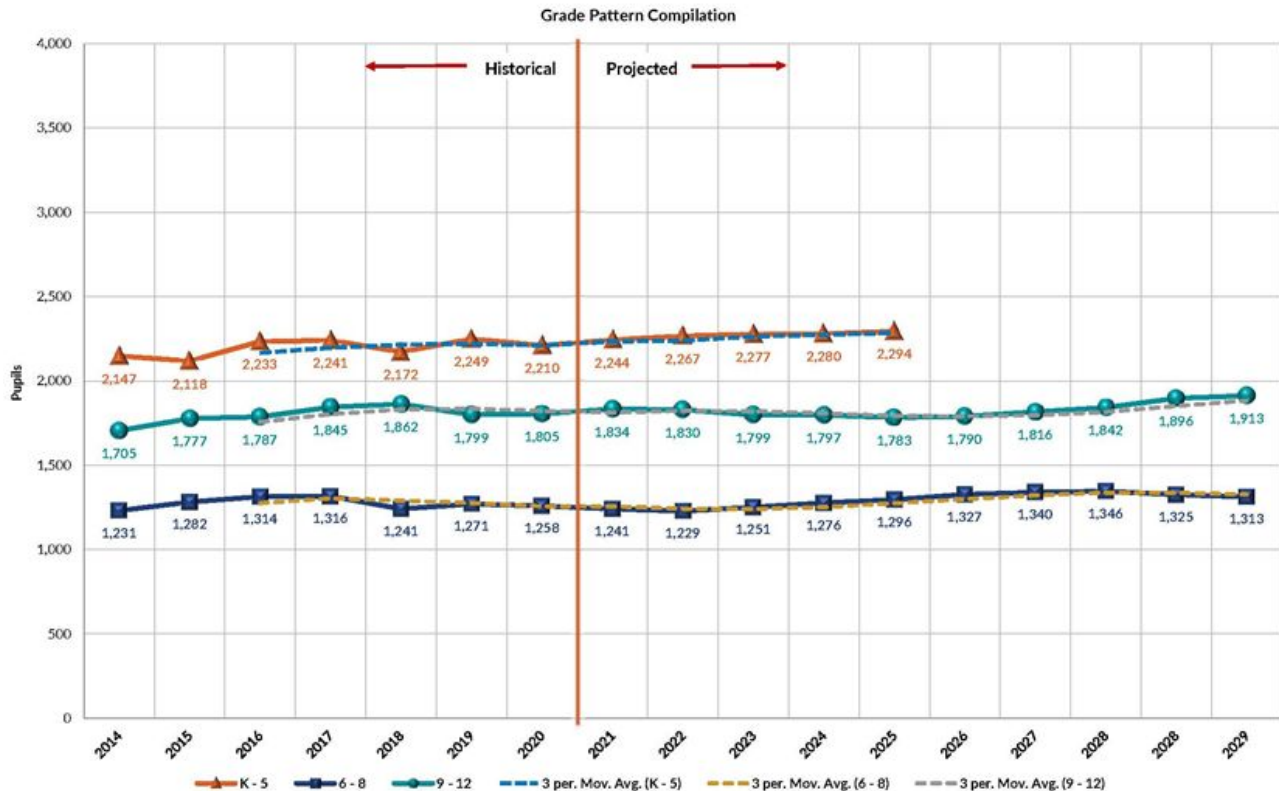
Current Elementary School Boundary Map (2021)
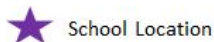

1 Conant

2 Eastover

3 Lone Pine

4 Way

Student Locator (Poly Plot) *Next Steps*....

Students by school

- Conant (2021 Enrollment: 411 students Grade K-4)
- Eastover (2021 Enrollment: 436 students Grade K-3)
- Way (2021 Enrollment: 399 students Grade K-4)
- Lone Pine (2021 Enrollment: 299 students Grade K-3)
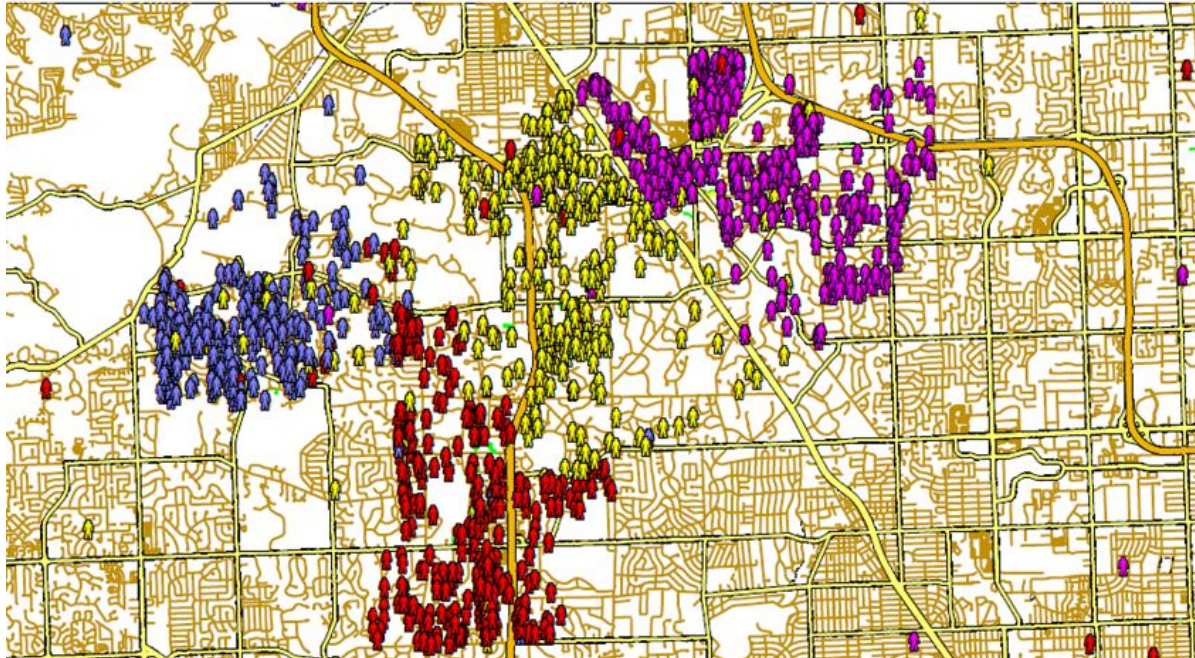
Consideration for School Boundary Map (2023)

Student Locator (Poly Plot) *Next Steps*....
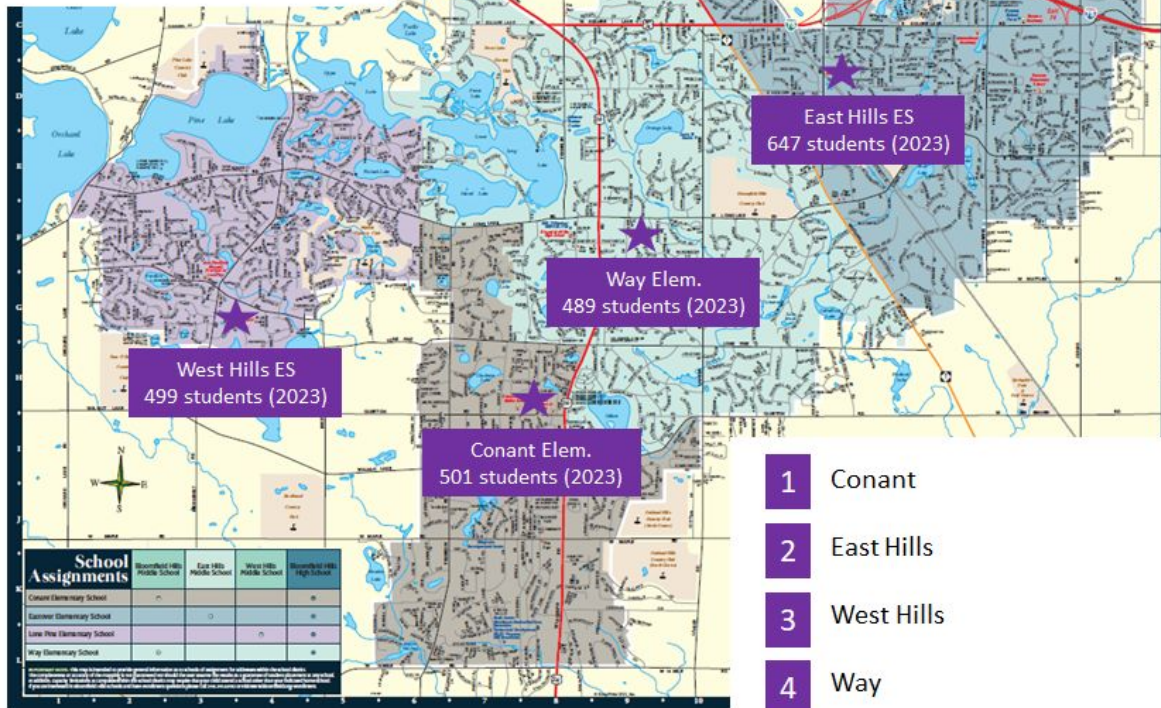
Students by school

- West Hills MS (2021 Enrollment: Grades 4-8 = 558 students)
- East Hills MS (2021 Enrollment: Grade 4-8 = 597 students)
- Bloomfield Hills MS (2021 Enrollment: Grades 5-8 = 753 students)
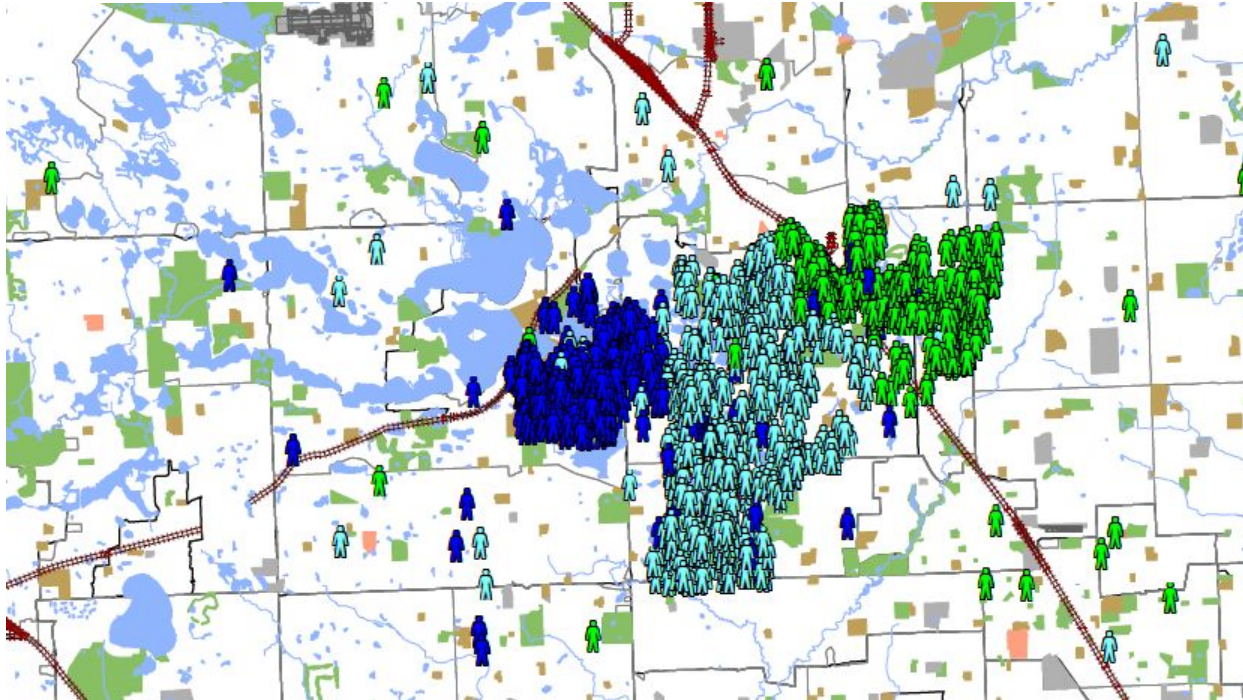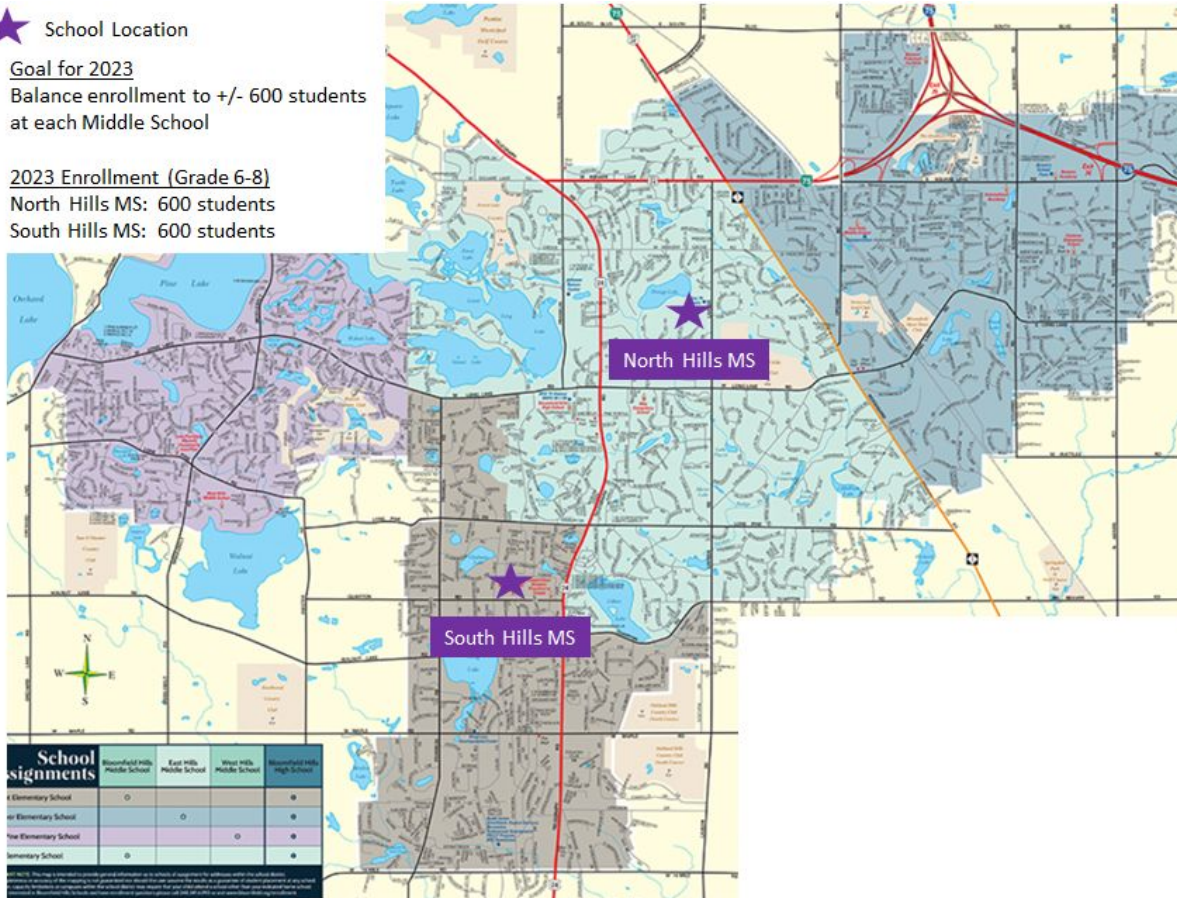
Consideration for School Boundary Map (2023)

Accomplished & Next Steps

Initiated/Ongoing/Finished
- Prepare & Study Enrollment Projections
- Establish Enrollment Targets
- Study Boundary Maps with Student Locator Poly Plots
- Assemble District Leadership Team & Generate Scenarios
  - Superintendent & Central Office, Enrollment, Transportation & Facilities, Building Administration, Communications, & 2 BoE members
- Present Information to Cabinet, FFLA, BIC, BoE (April 29th), & PTO's

Next Steps
- Form a Community Catchment Area Task-Force: Meeting May 10th
- Study Catchment Areas & Develop Maps/Models/Scenarios
- Provide Feedback to District Leadership Team Further Development
- Collect Community Feedback (summer months)
- Present Findings & Final Recommendation to the BoE (fall of 2021)