

Bloomfield's Blueprint

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



April 29, 2021



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

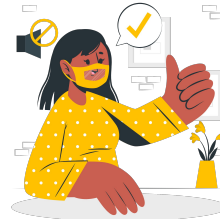
We can't
discriminate

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
FAPE



We don't have a
magic wand or carry
around fairy dust

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. (from 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. (from OCDEISJ)



Intentions and *focus* of our work

- To ‘rethink’ special education and work together to create a system of supports that is conscience, compliant 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 Lakes Adapted PE curriculum as well as available for the greater community.



LINKS Program



LINKed to BHHS during the 2020-2021 School Year

51 students made the choice to be LINKed to BHHS this year! They have created 51 new friendships with students throughout the building. We are hoping to continue to increase opportunities next year for students!

Covid 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 2020-2021 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 Nwamgbé

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." - Carrie Fines



“What has been the best experience this month?” LINK responses:

"We made a lip-sync video together - It was so much fun!"

"I invited my peer to have lunch with my friends and I over Zoom"

"We hung out over Zoom this weekend, just talking"

"I saw my peer take initiative in one of his classes. It was a really big step for him!"

*“We
facetimed
for lunch
and I got to
meet my
peer’s
family”*

“I don’t
feel lonely
anymore”

Qualities of a strong LINK as described by the LINKS!:





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 Social Worker
- 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



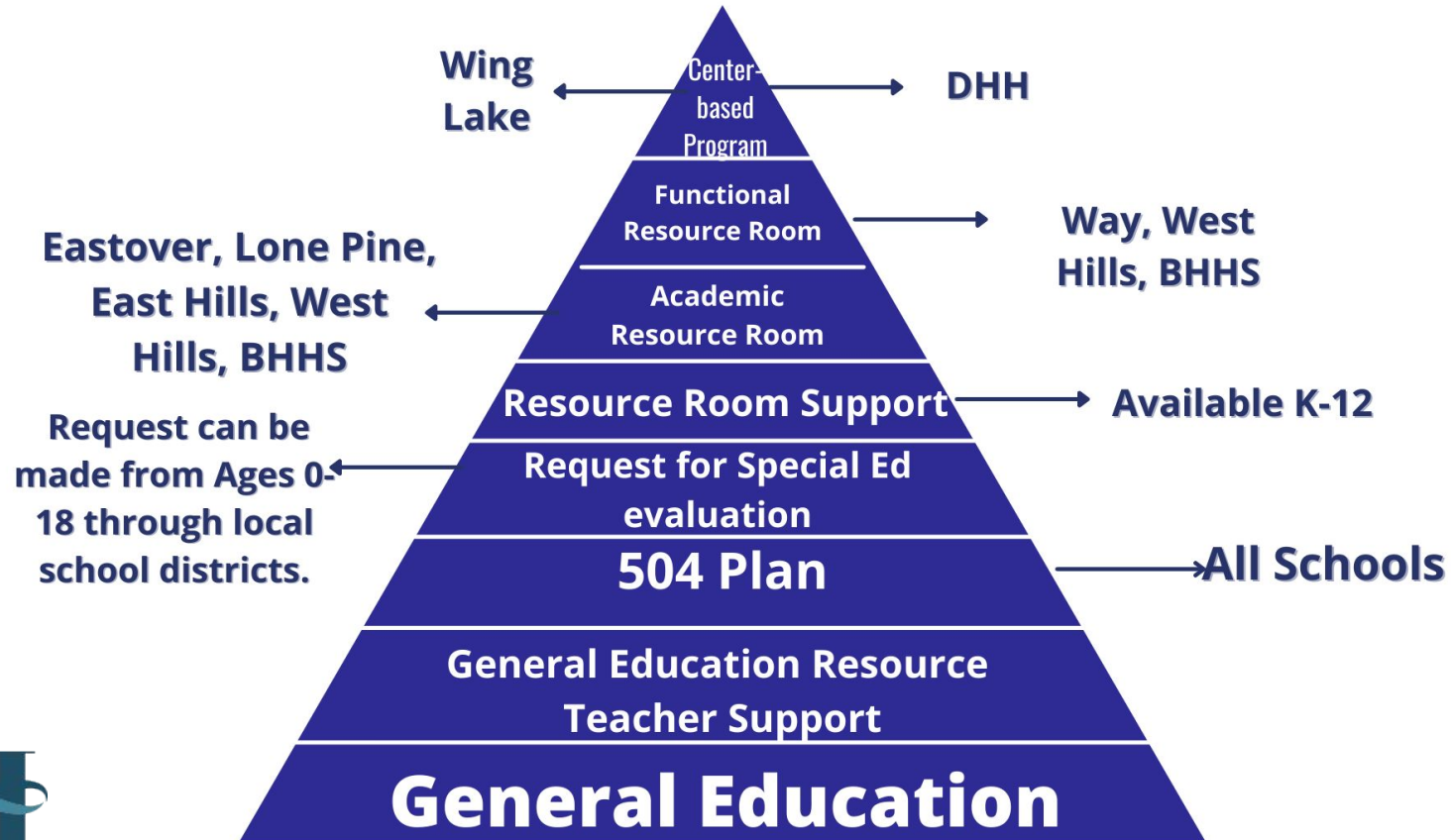
Therapy Dog *Program*

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



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 (Wing Lake,
DHH- in district, SEI, ASD, DD - out
of district)

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 (Wing Lake, DHH
- in district, SEI, ASD, DD - out of
district)

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



The When:

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

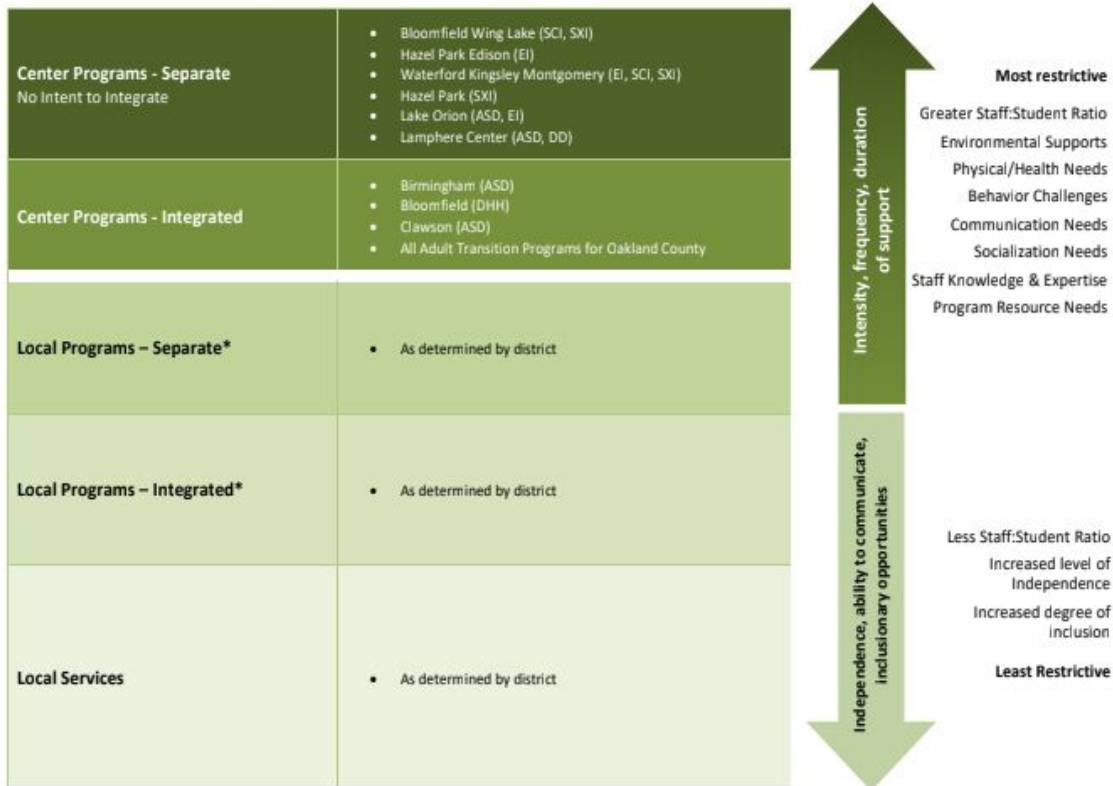
Deaf and Hard of Hearing Program

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**.



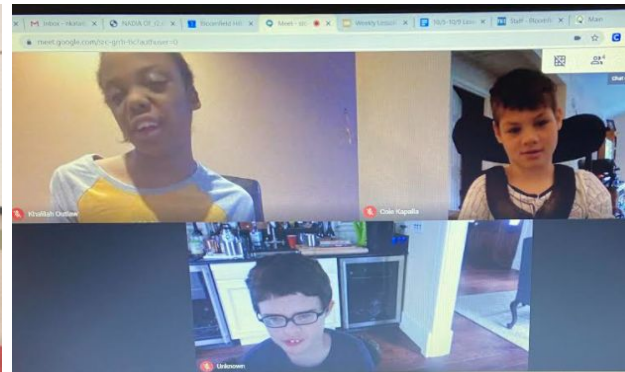
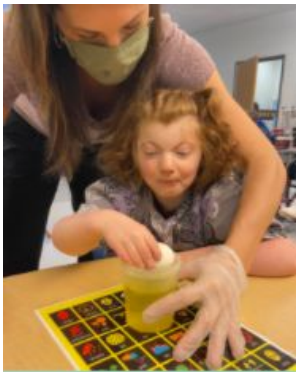
Wing Lake and DHH Center Programs

- ★ Separate Oakland County Center Program
 - Operating costs are covered through a combination of a countywide special education levy and state funding provided to resident school districts.
 - Operated by Bloomfield Hills Schools
- ★ 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.

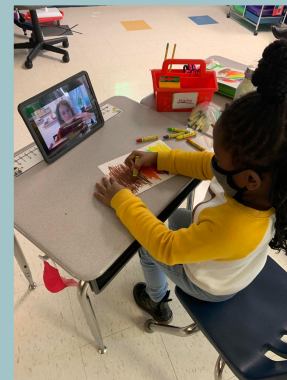
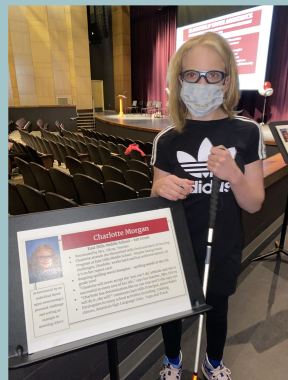
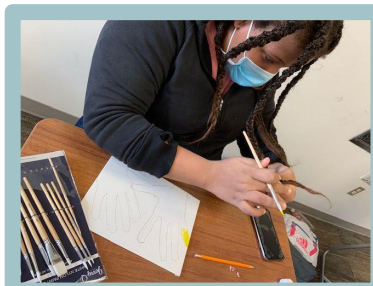


Wing Lake

- Family perspective - Elder family
- Staff shout out
- Wing Lake Moving Forward



Deaf and Hard of Hearing Program



Deaf and Hard of Hearing Program



Family Prospective: Khairallah Family

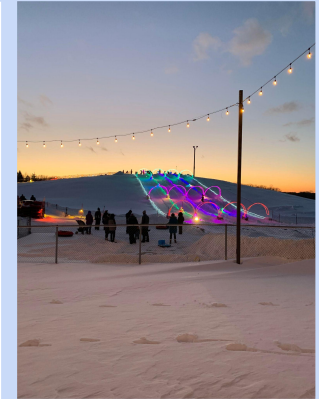
Staff Shout Out

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

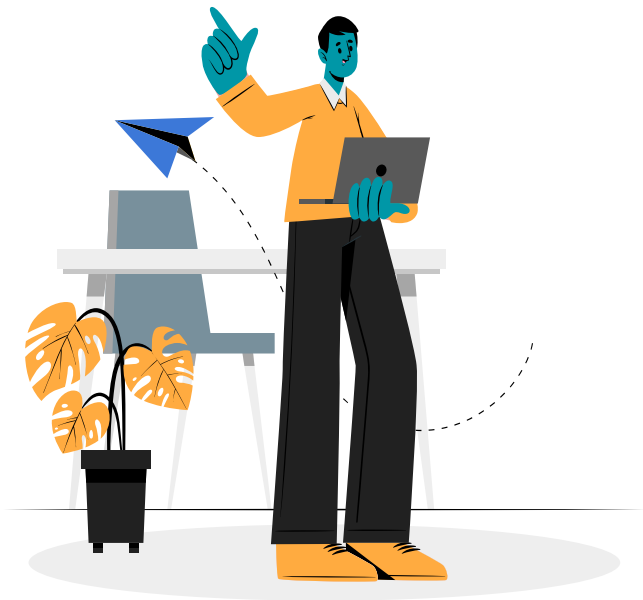
[Diana Campbell, District ASL Specialist](#)

- [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



Global Education Teams

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

Twitter: @BHillsGlobalEd

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

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:

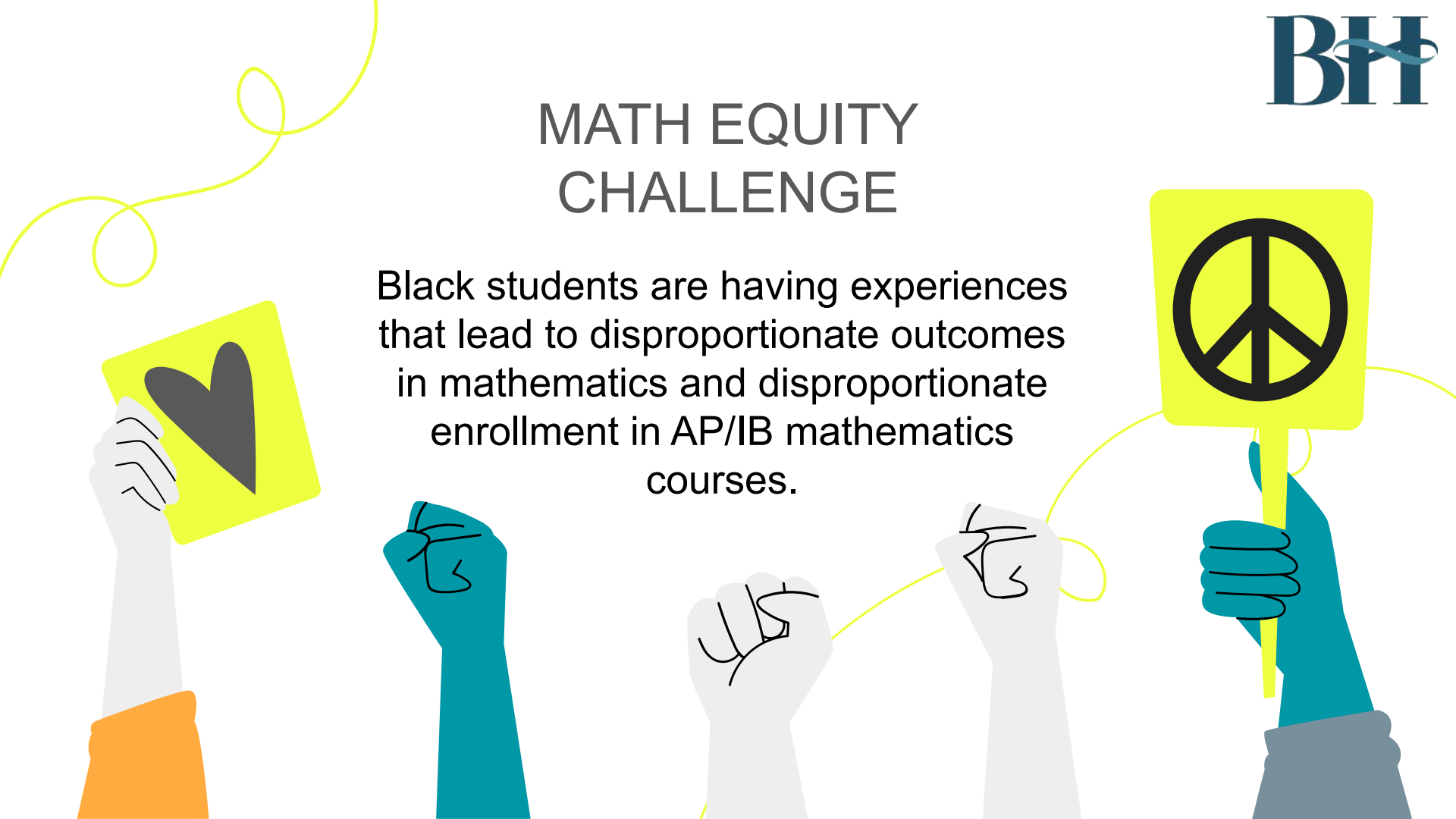
Cultural Observances	Description	2020-2021 School Year	Tweet
Eid al-Adha* - Islam	This Muslim holiday marks the end of the hajj, which is the pilgrimage to the holy city of Meekah that every Muslim must take during his or her life. Eid al-Adha is a day of thanksgiving and is celebrated by everyone, not 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	

The Language Of Equity

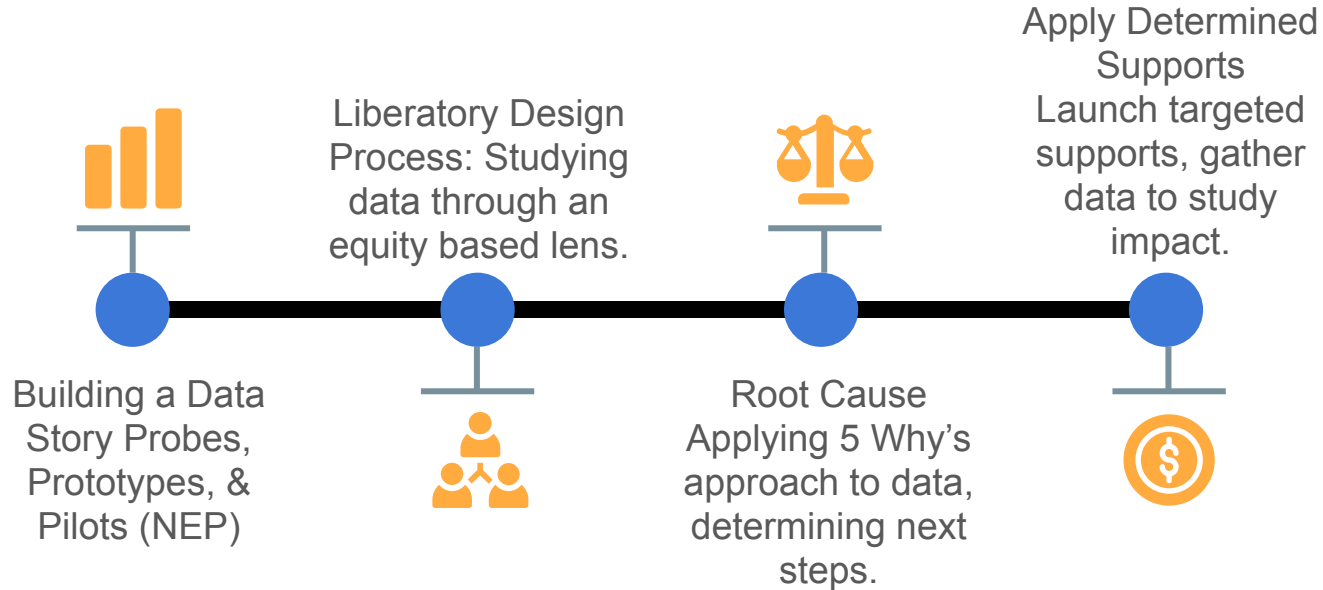


MATH EQUITY CHALLENGE

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



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

At the end of the 2021-2022 school year, perception data shows an increase in students indicating that their mathematics learning environment promotes/encourages multiple attempts and productive struggle.

In the 2021-2022 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

2020-2021

- 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

2021-2022

- 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



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!!!

