Welcome to the 2017 State of the District report for the Birmingham Public Schools. I invite you to peruse the following information to learn more about our outstanding district. Within these pages, you will find both evidence of our excellent work along with areas where we are diligently focusing on improvement for all learners.

This report provides information on the continuing work of our Strategic Plan along with key performance measures. You will also discover comparisons on the international level where our students perform well. Additional information includes demographic information, graduation rates, average class size and an overview of the many programs and opportunities we provide. Also included is a Learner Profile, achievement measures, measures of progress and much more. Please take the time to review our work on improving learning for all and eliminating learning and opportunity gaps where they exist.

In last year’s State of the District report, I encouraged you to better understand the work we are doing and the progress we are making as a school district. Once again, we are providing you with an opportunity to learn more about our plans, current work, successes and challenges. When we speak of the successes and challenges, we share with you two responses; the great news about our successes and the critical work that lies ahead regarding our challenges. Each and every child matters and I ask you to join with me in continuing to support great opportunities for our young people along with the important work that goes on each day in all of our classrooms.

Thank you for your interest. My staff and I value your input and support and firmly believe that great schools are the key part in ensuring great communities. It is an honor to serve our children each day knowing our goal is to ensure positive outcomes for all.

Sincerely,

Dr. Daniel Nerad
BPS Superintendent
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**Mission**

*Birmingham Public Schools Mission*: By ensuring educational excellence, we challenge and inspire all learners to positively impact their world.

**Vision**

All learners are inspired and engaged, develop fully and have a positive impact on our diverse, global society where:

- Students develop a passion for ethical leadership, learning, excelling, innovating and contributing.
- Staff work collectively and collaboratively to ensure a rigorous academic and caring environment that meets the needs of all learners.
- Parents and guardians support the positive development of their children and collaborate with staff for great outcomes for their children.
- Community members create necessary support for children to develop well and are active partners in ensuring the continuation of a great community.

**Core Values**

- **All Learners**
  We value and respect each member of our community and are committed to each learner’s growth and development.

- **Diversity**
  We encourage and embrace the unique qualities each person contributes to our community.

- **Collaboration**
  We foster collaboration through positive engagement and meaningful dialogue in all our interactions.

- **Innovation**
  We inspire innovation and growth by modeling courage, resilience, curiosity, creativity, risk-taking, exploration and reflection.

- **Excellence**
  We inspire academic excellence by challenging all learners to reach their full potential.

- **Leadership**
  We empower all learners to demonstrate strong character as they lead and mentor within the school and community.

- **Learning**
  We instill passion and excitement for continuous learning through an intellectually rich, engaging and safe learning environment.

- **Character**
  We foster civic responsibility by engaging in service learning and inspiring all learners to become involved in local, national and international topics.
What makes Birmingham Public Schools?

Our district serves a large and diverse portion of Oakland County. Nine municipalities feed into our district from Southfield to Birmingham and from Troy to West Bloomfield. With eight elementary schools, two middle schools, two high schools, a districtwide 3-8 school of choice, an alternative high school and expansive early childhood and adult education programming, Birmingham Public Schools strives to serve our entire community. With exceptional graduation rates and strong test scores, BPS is a district that college and career recruiters seek.
District Programs and Opportunities

Preschool
Our youngest learners enter the district at just six weeks old through the Wee Care program housed at Groves High School. Preschool-aged children have additional opportunities through the accredited, full-service, all-day preschool housed at the Midvale Early Childhood Center. Each of the BPS elementary schools also house half-day preschool programs.

Elementary Schools
Our K-5 buildings offer unique learning environments led with extensive character education initiatives. Seven of the elementary schools have earned National Schools of Character recognition through the Character Education Partnership, and all have earned Promising Practice Awards in Character Education.

Academic achievement is high at the elementary school level and state and national assessments regularly rank BPS schools among the top in the state.

Students in elementary school also have access to art, music, physical education, band or orchestra, world language and community service opportunities. Our elementary schools are all recognized as Michigan Green Schools and have active PTA and Proud Dad’s Clubs.

Birmingham Covington District Wide Grades 3-8 School
Birmingham Covington School (BCS) is unique to BPS and offers a choice in educational structure and philosophy to students who live in the district. The curriculum focuses strongly on science and technology through multi-age learning environments.

Middle Schools
Our middle school programming is designed to develop confident, compassionate, intellectually-curious young people who are well prepared to excel throughout the remainder of their educational careers. Language arts, math, science and social studies teachers deliver core content through an innovative 21st century learning environment that leverages technology to engage students.

High Schools
Our high school students continue to rank among the highest achieving in the state. With comprehensive curriculum offerings and a wide variety of extra-curricular and co-curricular opportunities, our students are able to find a path that best prepares them for the world beyond high school. Science, Technology, Engineering, Art and Math (STEAM) programs are among the finest in the state with students succeeding in high school and beyond. Both high schools also offer multidisciplinary programs, Flex and Excel, that provide students with a comprehensive inquiry-based, student-driven experience. The majority of BPS students are accepted to one of their top three choice colleges or universities. Students are also provided with the opportunity to attend a vast array of programs through the Oakland County Technical Campus.
Advanced Placement and Honors courses
With numerous Advanced Placement and Honors Level classes, our high schools foster high academic success and are among the most competitive high schools in the state. In 2016, 236 students from Groves and Seaholm high schools earned AP Scholar status as a result of their hard work and dedication to their Advanced Placement course studies.

World Language
Our students have the opportunity to learn Spanish, French, Chinese and Japanese. Students begin their cultural journey as early as second grade, when world language begins at each elementary school. Students in middle school delve deeper into language and culture with trips to Quebec and China. High school students have the opportunity to take advanced level language classes and can earn college credit through Advanced Placement.

Special Programs
Our Specialized Services programs provide our general education students with supportive services to meet their needs. Highly trained professionals work with students on differentiated instruction and services which are tailored to the unique needs of every student with a disability. BPS also offers specialized services to our English language learners (ELL). Serving students from across the world, our ELL program not only focuses on language acquisition but also assists students with their transition to our schools.

Fine Arts
Our district has the reputation of being a leader in the fine arts. Our award winning programs are led by dedicated professionals who are experts in their field. From theater, vocal music, orchestra, band, ceramics, jewelry making and more, our students thrive as they explore the world of fine arts. Students in these programs continue to garner awards and expand their horizons. Our fine art classes are an important part of an extensive curriculum that focuses on success for every student.

Career and Technical Education
Each year, BPS offers career and technical education programs at both Groves and Seaholm high schools. These programs are designed to prepare youth for a broad range of employment and continuing education opportunities and are offered under the guidance of certified teachers, counselors and cooperative education coordinators. Courses include business administration, computer programming, finance, digital/multimedia and information resource design, marketing, drafting and design and mechanical drafting.
Professional Growth

Staff of BPS have multiple opportunities to grow within their profession. The district values a variety of ways for the staff to learn, including professional learning opportunities, collaborative work environments, seminars and conferences.

The cultivation of professional skills is encouraged through district sponsored events designed to strengthen skills. Each year, the district hosts speakers and utilizes the strengths of current staff members to enhance learning for teachers, support staff and administrators. Diversity programming is offered each year, while various speakers are brought in from around the nation to speak at various events.

Professional learning opportunities are encouraged by the district. Staff members are provided conference and seminar selections related to their field. Current teachers are required to earn 30 professional development hours each year.

Staff members also benefit from:

District Leadership Teams
District Leadership Teams meet at various times of the year to collaboratively work on the development of curriculum, assessments and instructional practices for district subject areas.

Subject Area Leadership Teams (SALT)
Subject Area Leadership Teams meet three times a year and serve as a collaborative environment for administrators and teachers of varying levels. Members are dedicated to their content area and demonstrate leadership skills.

Curriculum Action Teams (CATs)
CATs are responsible for the horizontal articulation and alignment of standards and curriculum using the lens of BPS objectives and goals.

Work Groups
Curriculum work groups are responsible for completing specific pieces of curriculum development as identified by either CAT or the SALT. Specific work may include creation, adoption or adaptation of units of study; development of supports for instruction; identification of resources and creation of district common assessments.
Learner Profile

**District Goal:** Every student is future-ready
- To contribute to their world
- For the global workplace
- For personal success

**Teaching and Learning for Global Competence:**
Provides experiences that challenge students to better understand their world, to think, develop in-depth understandings and to apply academic learning to be future-ready.

**Globally Competent Students:**
- Investigate the world
- Recognize and weigh perspectives
- Communicate ideas
- Take action

**ALL BPS LEARNERS**
- GLOBAL CITIZENS OF CHARACTER
- COMMUNICATORS AND COLLABORATORS
- KNOWLEDGEABLE AND SKILLED
- CRITICAL THINKERS, QUESTIONERS AND PROBLEM SOLVERS
- CREATORS AND CONTRIBUTORS
- MOTIVATED, CONNECTED AND SELF-DIRECTED
Strategic Planning and Priorities

In 2013, the district embarked upon a process to create a new Strategic Plan. The goal creation involved stakeholders throughout our district and took place over several days. The result of this planning provided goals and priorities to help move the district forward.

- **BPS WILL . . . BUILD GOVERNANCE AND LEADERSHIP**
  - District office will support schools
  - Strengthen professional learning networks
  - Ensure sound planning and positive outcomes

- **BPS WILL . . . CULTIVATE COLLABORATIVE CULTURES**
  - Enhance professional collaboration
  - Foster growth mindset via professional learning
  - Plan and develop personalized professional learning

- **BPS WILL . . . ENGAGE WITH FAMILIES AND COMMUNITY**
  - Increase engagement and participation
  - Provide family support to eliminate learning gaps
  - Create student and family transition plans
  - Provide early childhood learning opportunities

- **BPS WILL . . . ALIGN RESOURCES**
  - Create a dynamic and focused educational organization
  - Recruit high quality diverse staff with equitable staffing
  - Ensure sound financial planning

Creating Future-Ready Students

IMPROVING LEARNING FOR ALL AND ELIMINATING LEARNING GAPS THROUGH:

- **FOCUSING ON IMPROVED TEACHING AND LEARNING**
  - Five Dimensions of Teaching and Learning
  - Quality curriculum, assessments and systems of interventions
  - Culturally relevant practices

- **FOCUSING ON LEARNING WITH CHARACTER**
  - Social emotional learning
  - Empathetic and ethical
  - Service learning
  - Positive world impact

- **FOCUSING ON GLOBAL LEARNING**
  - Enhanced global perspectives
  - Thinker/Doer mentality
  - Knowledge and skill applications
  - Motivated and self-directed practices

- **FOCUSING ON ENHANCED LEARNING ENVIRONMENTS**
  - Leverage digital tools
  - Career-focused experiences
  - Optimal school day structure
  - Instructional space upgrades
Measuring Progress (MP)

Specific data have been identified as key performance indicators against which BPS measures the progress of the district in accordance with the four goals of the district’s strategic plan. The key performance indicators incorporated in this State of the District Report include:

► **STUDENT ACADEMIC ACHIEVEMENT:**
  - Progress on NWEA Measures of Academic Progress in Reading and Mathematics – Grades K-8
  - State assessments for grades 3-8 and grade 11; grade 9 beginning with the 15-16 school year

► **STUDENT ENGAGEMENT:**
  - Statistics related to Advanced Placement enrollment and exams completed

► **EQUITY AND ACCESS:**
  - Graduation rates

Other measures include data from OECD tests, state assessments for students with disabilities and English language learners, Fountas + Pinnell assessments and coursework exams. See Page 16 for details.

**GREATEST AREA OF NEED (GAN) WORK:**
The NWEA MAP Growth Assessments (formerly named the NWEA Measures of Academic Performance) are used to monitor progress against the district’s **Greatest Area of Need (GAN) Goal**.

In 2013-14, the greatest area of need for BPS overall was to improve and maintain the performance of all students in the areas of reading and mathematics. The NWEA MAP Growth assessments measured this goal work. This assessment has been administered consistently to all students in grades K-8. Using the spring 2014 scores as baseline data, target scores were determined for the spring of each year, using a formula that would measure progress toward having all students perform at the national mean score for their grade by the spring of 2017.

**CHART MP 1**

Percentages of students who were at the national mean RIT score for their grade in the spring of 2014, and percentages of students who met the district target (scored within one standard deviation of the mean RIT score) on the spring 2015, spring 2016 and spring 2017 assessments. The goal was for 100 percent of students to reach the national mean RIT score for their grade by spring 2017.

*In order to show consistent data for all years included here, the data for 2015 have been adjusted to reflect NWEA 2015 RIT scores. At the original time of analyzing progress of our S.M.A.R.T. (spring of 2015), the 2015 NWEA national scores were not yet confirmed.*
Measuring Progress

ACHIEVEMENT MEASURES
A measure of current student progress shows the performance of all K-8 students against their respective grade national mean score in the spring of 2017. Charts MP 2 and MP 3 illustrate the breakdown of data that represent those meeting the national mean and those within the normal range of performance for reading and mathematics. The normal range of performance is based on the standard deviation for each national mean RIT score.

READING (CHART MP 2)
CHAIR MP 2
Seventy-five percent of all students reached the actual national mean score for their grade in Reading, while 95 percent of all students were in the normal range of performance for their grade.

MATHEMATICS (CHART MP 3)
CHART MP 3
Sixty-nine percent of all students reached the actual national mean score for their grade in mathematics, while 94 percent of all students were in the normal range of performance for their grade.
Measuring Progress

ACHIEVEMENT MEASURES

Performance of student achievement by grade shows continued overall strong performance of our students. The GAN is based on the fact that not all students are performing within grade-level averages. While the district mean scores are very good, they are not indicative of the performance of every child at every grade. Charts MP 4 and MP 5 show the strong district performance on NWEA MAP Growth assessments. District mean scores exceed national mean scores at every grade on the spring 2017 NWEA MAP Growth reading and mathematics assessment.

**CHART MP 4**
District mean scores exceed national mean scores at every grade on the Spring 2017 NWEA MAP Growth reading assessment.

**CHART MP 5**
District mean scores exceed national mean scores at every grade on the spring 2017 NWEA MAP Growth mathematics assessment.
Measuring Progress

**STATE ASSESSMENTS**
Michigan State assessments were redesigned to address newly adopted state standards for academic performance in English language arts and mathematics. This new test was implemented in the spring of 2015 and is not readily comparable to the long-standing MEAP, Michigan Education Assessment Program. Charts that follow reflect a snapshot of performance based on spring 2017 assessment results, as well as two years of achievement as measured by the new M-STEP, Michigan Student Test of Educational Progress.

**KEY PERFORMANCE INDICATOR**
A second measure of student progress is student performance on state assessments that are administered every spring to students in grades 3-8 and grade 11. Specific subjects are tested at some grades and not at others. English Language Arts and Mathematics are measured in grades 3-8 through the M-STEP assessment, and through the SAT college entrance exam from College Board at grade 11. Science and Social Studies performance are measured with the M-STEP at specific grades as indicated by two years of proficiency on state assessments by subject area.
Measuring Progress

**SUBGROUP ACHIEVEMENT**

The achievement of subgroups identified by No Child Left Behind legislation continues to be followed to determine the progress of these students in relation to the progress of non-identified students in the population.

The following graphs represent state test results for these subgroups over three years in Reading and Mathematics.

**STATE OF MICHIGAN ASSESSMENTS**

PERCENTAGE OF STUDENTS PROFICIENT:

GRADES 3-8 COMBINED ENGLISH LANGUAGE ARTS OVER TIME

**STATE OF MICHIGAN ASSESSMENTS**

PERCENTAGE OF STUDENTS PROFICIENT:

GRADES 3-8 COMBINED MATHEMATICS ARTS OVER TIME

**SUBGROUP DATA** Provide information on student populations that might benefit from focused and differentiated instruction.

While Birmingham students in special populations do not show the same level of achievement as their fellow students, they do perform substantially better than their peers across the county and state.

www.birmingham.k12.mi.us
All students in grade 11 also take an assessment in the spring. In spring 2015, with the newly designed M-Step, grade 11 students continued to take the ACT college entrance exam in conjunction with the M-Step assessment for reading, mathematics, science, and social studies. In spring 2016, the state tests changed, using the SAT as the college entrance exam and included scores from SAT to measure reading and mathematics. The M-Step science and social studies assessments continued to be administered to students in grade 11.

Grade 11 state assessment data for three years show a shift in student achievement when a new test was implemented in spring 2015. Many students approached the 2015 assessment with a less-than-positive attitude, which was not reflective of our typical students’ efforts in testing sessions. As a result, data for 2015 showed lower scores than would be anticipated for BPS grade 11 students.
Measuring Progress

**ACT COMPOSITE**

Birmingham Public Schools students perform particularly well on national assessments. Composite scores for graduating seniors in the class of 2017 who took the ACT assessment in grade 11 show a continued seven-year record of scoring in the 24.0-25.0 composite score range, which compares to a national composite score range of 20.8 to 21.1 over the same years.

![Graph showing ACT Composite scores]

**ADVANCED PLACEMENT CLASSES**

Student participation in AP classes includes total enrollments in AP classes across both high schools. Also included in this chart are data that represent the number of those students who elected to take AP exams, as well as the total number of AP exams completed. Many of our students take more than one AP exam in any given year.

![Graph showing AP courses and exams]

*Represents enrollment each trimester—not completed course.*
Measuring Progress

OTHER MEASURES OF PROGRESS

**FOUNTAS & PINELL**

Other local indicators of student performance include reading assessments administered through the Fountas & Pinnell Benchmark assessment system. All students in grades K-5 are assessed and monitored using these assessments. Data show that while overall 90 percent of BPS students reach the independent reading level expected for their respective grades in the spring of each year, black or African American students have lower success rates, which were 15 percent lower than the overall district rate in 2017, compared to 10 percent in 2016. Students in both subgroups of English Language Learners and students with disabilities performed at rates lower than the district overall showing 18 to 21 percent in 2017 compared to 20 to 30 percent lower in 2016. All of these data for 2017 show lower-than-district performance for subgroups in 2017 than in 2016.

**MI-ACCESS**

Students who qualify for specialized services can also qualify to take a state assessment that meets the needs of these students while still measuring their knowledge in specific subjects. The Michigan State test administered to these students in the spring of each year is the MI-ACCESS. There are multiple categories of students who take the MI-ACCESS in place of the MSTEP. Overall on the Math and ELA MI-Access assessment combined, 110 of the 158 (70 percent) students who took the test in spring 2017 were proficient. These statistics breakdown as 65 percent proficient in ELA and 74 percent proficient in math.

Students are classified as Participation (P), Functional Independence (FI), and Supported Independence (SI). The students categorized as P showed the lowest success rates of the three groups in the 2015 and 2016 spring assessments, which was not the case on the spring 2017 assessment. Students classified as P in 2017 showed 77 percent proficient (10 out of 13 students) on the ELA assessment compared to a rate less than 45 percent in spring 2015 and spring 2016. Students of FI and SI categories in 2017 showed 63 percent (42 of 67 students) success rates compared to over 78 percent success in meeting or exceeding ELA expectations in spring 2015 and spring 16.

Mathematics performance on the spring 2017 MI-ACCESS resulted in 58 of 78 (74 percent) reaching proficiency compared to an increase from 70 to 78 percent from the spring of 2015 to the spring of 2016. Similar to the ELA assessment, 10 of 13 (77 percent) students in the P subgroup reached proficiency in spring 2017. These data compare to scores for the P subgroup of 57 percent and 44 percent rates of success in 2015 and 2016, respectively. Students in the FI and SI subgroups performed at the rate of 74 percent (58 of 78 students) compared to 70 and 80 percent proficient in spring 2015 and spring 2016, respectively.

**WIDA**

The WIDA test is designed for English Learners (EL). All students who qualify for English as a Second Language (ESL) services in grades K-12 take this assessment each year. The composite proficiency rate of all BPS students in this population in 2017 was 45 percent, compared to 62 percent in 2015 and 52 percent in 2016. This drop in proficiency rate is not unexpected, as the State proficiency levels were set at considerably higher rates on the 2017 assessment than in the past. Also, this subgroup of students is transient, and at any one point in time, new students may move into the district and be eligible for testing without having received any measurable amount of instruction in our ESL program. Overall, student success rates continue to improve from grades K through 5, with a drop in middle and high school grades. These changes may be related to improved English proficiency of students who enroll in the district in elementary school and stay in the district over time, while new students coming into the district in secondary grades have not yet reached English language proficiency.

The distribution of success rates by school is indicative of the locations at which we house our ESL centers. Center schools have the highest concentrations of students who are at the earliest stages of becoming English proficient, resulting in those schools showing lower rates of proficiency overall.
INTERNATIONAL COMPARISON

Another way of looking at the district’s success is to compare BPS students with international performance. The Organization for Economic Cooperation and Development (OECD) uses the Program for International Student Assessment (PISA) that includes testing 65 educational systems across the globe. The OECD in conjunction with America Achieves has developed a PISA-like assessment that is administered to schools, providing a means by which schools can measure performance against an international benchmark. The OECD Test for Schools has been in existence since 2012-13, which was the pilot year of the program. Birmingham Public Schools students who are of age 15 and are randomly selected by the America Achieves testing services participated in the pilot test and again in the spring of 2014 and 2016. In both cases BPS high schools have demonstrated high scores on an international basis, and on a national basis. This test will be administered again in 2018.

HOW BPS GROVES AND SEAHOLM PERFORMANCE IN MATHEMATICS COMPARED TO PUBLIC AND PRIVATE SCHOOLS IN THE UNITED STATES 2016

Note: shaded bars above and below the mean scores represent the 95 percent confidence interval.
Source: OECD.

HOW BPS GROVES AND SEAHOLM PERFORMANCE IN READING COMPARED TO PUBLIC AND PRIVATE SCHOOLS IN THE UNITED STATES 2016

Note: shaded bars above and below the mean scores represent the 95 percent confidence interval.
Source: OECD.

HOW BPS GROVES AND SEAHOLM PERFORMANCE IN SCIENCE COMPARED TO PUBLIC AND PRIVATE SCHOOLS IN THE UNITED STATES 2016

Note: shaded bars above and below the mean scores represent the 95 percent confidence interval.
Source: OECD.
Sound financial planning is an important strength of Birmingham Public Schools. The district continues to align resources in order to support classrooms. The district utilizes an Audit Committee to ensure fiscal integrity and the Central Budgeting Committee to maintain a focus on effective fiscal management.

The district relies on public funding to maintain services. The District continues to hold a AAA bond rating through Moody’s Investment Services due to strong fiscal management and compliance with the Board’s Fund Equity Policy.

**GENERAL FUND REVENUE:**
The district relies on public funding to maintain services. Funded through local, state and intermediate monies, the district receives $117 million.

**GENERAL FUND EXPENDITURES:**
As a public entity that serves people, 82.2 percent of district expenditures focus on salaries and benefits, with additional focus on purchased services and supplies.
2015 Bond Program Updates

In 2015, voters in the BPS community approved a $66 million bond proposal. Bond dollars can only be used for new construction or the renovation of facilities and may not be used for operational expenses or salaries. The district identified four areas of focus for bond dollars, which included Building and Site Infrastructure, Safety and Security, Instructional Space Upgrades and Technology Infrastructure.

In the summers of 2016 and 2017, major work was done in the district focusing on Safety and Security. Buildings received new secure entry upgrades and athletic fields and other roofing, mechanical, paving and maintenance work was completed throughout the district. In 2017, Groves High School received a refresh on the auditorium for performing arts and the science and technology classrooms.

Bond updates can be found on the BPS website at www.birmingham.k12.mi.us/bond2015.

▶ BPS BOND MONIES

Bond work snapshot:

SAFETY AND SECURITY

COMPLETED:
- Installation of secured entryways at Beverly, Bingham Farms, Greenfield, Harlan, Pembroke, Pierce, Quarton and Birmingham Covington School in 2016.
- Installation of secured entryways for the remaining buildings in 2017.

INSTRUCTIONAL

COMPLETED:
- Upgrades to athletic fields, including Groves track and high school tennis courts.
- Performing arts upgrades and media collaborative spaces at Groves and remaining athletic projects in 2017.

NEXT STEPS:
- Performing arts and media collaborative spaces at Seaholm High School.

TECHNOLOGY

COMPLETED:
- Phone upgrade throughout district
- Purchase of 5,760 laptops and repurposing of 1,400 existing laptops
- Cabling replacement
- Desktop replacement
- System upgrades
- Additional cabling replacement

INFRASTRUCTURE

COMPLETED:
- HVAC work
- Paving
- Roofing
- Boiler repair

NEXT STEPS:
- Additional roof replacements, paving and building maintenance
A STRONG FOUNDATION FOR BPS STUDENTS

Over the years the question has been asked, “Why do we need an Education Foundation for Birmingham Public Schools?” The simple answer is this - the kids! It is difficult to predict what will inspire a student, so Birmingham Education Foundation (BEF) resources are used to expand on the exceptional curriculum provided by BPS. The BEF-supported programs have the power to inspire students and nurture their passion in art, robotics, science, math, literature or service learning projects.

Sometimes it is the little things that make a difference, like studying bees in science class all year long, or visiting a planetarium to help solidify that astronomy lesson. It could also be bigger things, like attending the global finals competition for champion problem solvers, or visiting with the DSO to learn appreciation for the fine arts and music. The BEF has supported literacy programs, helped at-risk students, provided the extras to make a program better or stronger and supported the teachers who come up with better ways to deliver curriculum to their students.

COMMUNITY INVOLVEMENT AND BEF

• The BEF runs on volunteerism. There are multiple ways for the community to find their niche.

• The community learns and shares information about the BEFs mission and outreach accomplishments through www.supportBEF.org or by calling 248-203-3030.

• Kroger shoppers tie their savings card to the BEF to make a donation with each purchase.

• Online shoppers using Amazon can enter the site through the BEF website and the school district will receive an advertising fee.

• Participation in BEF-sponsored events are a way for the community to gather together in support of BPS students. Teachers, parents and community members also opt to make donations to the BEF AnnualFund Campaign each year.

• The BEF is also on Facebook, making it possible to reach the online community as well as the neighborhood community.

THE BEF BELIEVES IN THE BIRMINGHAM PUBLIC SCHOOLS DISTRICT, and welcomes new families to the district. For more information about the BEF and how you can get involved, contact the BEF office at 248.203.3030 or visit the BEF online at www.supportbef.org.
BPS BOARD OF EDUCATION

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BPS CENTRAL ADMINISTRATION

BIRMINGHAM PUBLIC SCHOOLS WELCOMES INPUT AND DIALOGUE WITH OUR COMMUNITY.
You can reach Birmingham Public Schools directly at 248.203.3000 or contact a department administrator below. We also encourage the use of Let’s Talk, a community engagement tool designed to help us track our responsiveness.

SUPERINTENDENT OF SCHOOLS
248.203.3004

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248.203.3001

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES
248.203.3032

DEPUTY SUPERINTENDENT FOR SCHOOL ADMINISTRATION
248.203.3010

EXECUTIVE DIRECTOR FOR SPECIALIZED INSTRUCTION
248.203.3017

ASSISTANT SUPERINTENDENT TEACHING AND LEARNING
248.203.3011

ASSISTANT SUPERINTENDENT FOR BUSINESS SERVICES
248.203.3040

EXECUTIVE DIRECTOR FOR TECHNOLOGY
248.203.4601

DIRECTOR OF CHARACTER EDUCATION, DIVERSITY & EQUITY
248.203.3100

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NOTICE OF NONDISCRIMINATION The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.

BPS Education and Administration Center · 31301 Evergreen Road, Beverly Hills, MI 48025 248.203.3000 · www.birmingham.k12.mi.us