

BIRMINGHAM PUBLIC SCHOOLS DISTRICT PREPAREDNESS PLAN

Birmingham Public Schools
31301 Evergreen Road, Beverly Hills, 48025
District Code: 63010
<https://www.birmingham.k12.mi.us>
Intermediate District: Oakland Schools

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Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan's Return to School Roadmap](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Assurances

Birmingham Public School District commits to implement the following as outlined in the Governor's Executive Order 2020-142.

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
3. The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
4. The District assures that it will, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
5. The District assures that during Phase 1, 2 or 3 it will close its buildings to anyone except:
 - a. District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions.
 - b. Food-service workers preparing food for distribution to students or their families.
 - c. Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. The District assures that during Phase 1, 2 or 3 it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.
9. Food distribution will continue for eligible students.

Guiding Research

Primary Research and Guidance

- [MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap](#)
- General Education Leadership Network (GELN) Back to School Plan - [Version 1.0](#) "Do First"

Secondary Research Support & Resources

- [NIET Planning Guide](#)
- [TNTP Reimagine Teaching](#)
- [Crosswalk of Roadmap, TNTP and NIET planning guides](#)
- [EAB Resource Center](#) and [EAB Webinar](#)
- [K-12 District Reopening Checklist](#) - Hanover Research and Washington Association of School Administrators
- [Transcend Playbook of Tools and Guidance](#)
- [Hanover Research: Offline Equity Best Practices](#)
- Michigan State University - [Reopening Schools During the COVID-19 Pandemic An Overview of Guidance for School Districts](#)
- Other State Resources:
 - [Considerations for Reopening School](#) (Ohio)
 - [Re-Entry and Reopening of Schools](#) (Missouri)
 - [Guidance for Social Distancing in Schools](#) (Minnesota)
 - [Recovery Plan for Education](#) (Maryland)
- Opportunity Labs - State Level Projects
 - [Launch Nebraska](#) (Nebraska)
 - [Path to Recovery for K-12 Schools](#) (Georgia)
 - [Roadmap for Opening Schools](#) (Arizona)
- MIOSHA Safe Work Protocols ([link](#))

MI Safe Start Phases 1-3 Remote Instruction

Birmingham Public Schools will provide the same instructional plan outlined in Phase 4 should the State of Michigan revert to Phases 1-3. All assurances, instructional planning, technology assistance outlined in Phase 4 will continue to occur.

MI Safe Start Phase 4 Remote Instruction or Small Group In-person Instruction

Birmingham Public Schools will provide a remote environment for all students. If allowable and appropriate, small groups of students may participate in in-person instruction. These groups would allow for social distancing and be limited to no more than nine students in a space.

Phase 4-Safety Protocols

Personal Protective Equipment

District and Building Implementation Plan:

- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- The following individuals shall wear face coverings, except during meals and unless a face covering cannot be medically tolerated or the individual is incapacitated or unable to remove the facial covering without assistance:
 - All staff and all students in grades pre-kindergarten and up when on a school bus.
 - All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.
 - All staff when in classrooms.
 - All students in grades 6 and up when in classrooms.
 - All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
- Fabric face coverings will be ordered and provided to every staff member.

- Fabric and clear face coverings will be provided to preK-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 15)
- Individuals (staff or students) who claim medical exemption will need to meet with the Assistant Superintendent for Human Resources/Principal/School Nurse to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)
- Students requiring special considerations (example: 504 Plans, IEPs, health care plans) regarding failure to wear a face covering will be referred to their specific case manager for the development of additional interventions.
- Guests to the school building (presenters, substitute teachers, etc.) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene

District and Building Implementation Plan:

- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule
 - Room and materials cleaning schedule
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 17
- Sharing school supplies will be limited, and each student will have their own supply box for materials.

Spacing, Movement and Access

District and Building Implementation Plan:

- Building/facility leaders and custodial staff will walk through each building by July 1 to assess the number of desks, tables, the capacity to physical distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The

current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations. Large tables rather than individual desks are used in grades 4 and 5.

- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in kiosk.)

Screening Students and Staff

District and Building Implementation Plan:

- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form. A dedicated staff person will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Testing Protocols for Students and Staff and Responding to Positive Cases

District and Building Implementation Plan:

- BPS continues to work in collaboration with the Oakland County Health Division. BPS will follow their protocols regarding students and staff developing symptoms while at school:
 - a. Staff/student displaying symptoms will be isolated in the designated quarantine room immediately.
 - b. Sick individuals will be sent home (staff or student). Student's parent/guardian is contacted for pickup.
 - c. Staff and parent/guardians of the student should call their preferred health care provider for guidance.
- BPS will contact the OCHD Communicable Disease Department Unit at ochd-k12schools@oakgov.com when a student/staff is sent home with symptoms.
 - a. Parent reports that a child tests positive for COVID-19.
 - b. Staff member reports being positive for COVID-19.
- BPS will communicate with families, sharing potential exposures and testing information.

Responding to Positive Tests Among Staff and Students

District and Building Implementation Plan:

- BPS will utilize the Oakland County Health Department [Staff COVID-19 Report Form](#) and the [Student COVID-19 Report Form](#).

- BPS will work with Oakland County Health Department (OCHD) to provide close contacts of the affected individual from two days before symptoms or positive test occurred.
- Facilities team members are alerted to begin cleaning protocols following the alert of a positive case.
- BPS will alert families and staff. Prepared messages include:
 - a. Potential exposure notification/Testing information
 - b. OCHD Confirmation and determination (quarantine/isolation guidelines)
 - c. Return to school
 - d. Potential exposure at a BPS event
 - e. Staff reminder of privacy rights
 - f. Addressing rumors

Food Service

District and Building Implementation Plan:

- All students will wear masks into the cafeteria and can remove them when eating. They will put them back on when eating is completed.
- In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- Excess tables will be removed to maintain compliance with six feet guidelines.
- Markings will be put on the floor to designate six-foot distancing.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Gatherings and Extracurricular Activities

We are following the MHSAA guidelines (see athletics portion) for all extracurricular activities during Phase 4. This means no indoor activity, since we are all virtual. Only outdoor activities may continue observing the social distancing rules and guidelines.

Athletics

District and Building Implementation Plan:

- The District will follow MHSAA guidelines with respect to athletic practices and competitions; these guidelines vary by sport and can be viewed on the [MHSAA's Health & Safety](#) page.

Cleaning

District and Building Implementation Plan:

- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must

wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.

- Each building custodial team and administrator will tour their building and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m., 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Classroom teachers will wipe down the students' desks every time students exit the room with EPA-approved disinfectant or diluted bleach solution. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.

Busing and Student Transportation

District and Building Implementation Plan:

- Contact will be made with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Assurance statements will be developed to ensure the appropriate use of face covering for all drivers, use of hand sanitizers and cleaning protocols.
- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- Transportation contractors will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- High traffic areas will be wiped down once an hour.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."
- Training will be offered to all bus drivers that includes:
 - Appropriate use of face covering
 - Policies regarding face covering
 - Policies regarding hand sanitizing
 - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

Medically Vulnerable Students and Staff

District and Building Implementation Plan:

When BPS originally planned for a hybrid in-person learning option and a virtual academy option, staff were provided with information to notify Human Resources by email if they were requesting an accommodation because they were medically vulnerable or caring for family members who were medically vulnerable. BPS staff were asked to provide a request for an ADA accommodation by providing a doctor's note documenting the diagnoses that made them high risk. If staff were caring for family members who were medically vulnerable, they were asked to provide a form similar to an

FMLA Physician Certification form to document the conditions of family members who were high risk. The district then moved to a full virtual-only online start to the school year. This document previously submitted will be used to accommodate any staff who may be asked to come into the building on a regular basis, and used when the district returns to an in-person learning environment.

- Identify all health care plans, IEPs, and 504 plans for students participating in in-person instruction.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.

Phase 4 - Mental & Social-Emotional Health

District and Building Implementation Plan:

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders. We have already been trained at the elementary level in CASEL resources to guide and support our thinking.

Our district has established an Emotional Health and Wellness Committee. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school. We used Whole School, Whole Child resources from ASCD.

Screening and Referral Process to Identify and Support the School Community

The Birmingham Public Schools will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member.

Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website.

We believe that SEL should be an integrated component of our instructional and wellness approach as supported by the [Yale Center for Emotional Intelligence](#).

We have identified a committee to discuss a building-based point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

We have a plan to establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

In order to ensure that staff can identify at-risk students in a timely manner, our ISD partners **will** provide a professional development session for [staff on the indicators of students at-risk for mental health issues](#).

Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

- Student level protocol: we are working on embedding this work through universal screening, selective screening, or a student in crisis, to identify students needing support.
- District level protocol: we have embedded this work through the following MTSS Whole Child [Graphic](#).
- Community-level protocol: we have partnered with our community, specifically, behavioral and mental health providers, to support students and families in need through a well-developed list of hotlines and resources provided and vetted by Oakland ISD

[Professional Learning](#)

Please see the [Professional Learning Work Plan](#) outlined in the Instruction Section.

Resources to Support the School Community

The Birmingham Public School District will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

Phase 4 - Instruction

District and Building Implementation Plan:

Our district will utilize three district-level reopening committees, Instruction, Health & Safety, and Mental Health & Wellness. The Instruction Reopening Team will be led by our Assistant Superintendent for Student Learning & Inclusion. We will include:

- Building principals
- District administration
- Special education staff
- PK-12 teacher representatives from our different buildings and grade levels
- Union representative
- Paraprofessional

Our group will meet virtually *via* Zoom on a regular schedule. Subgroups will be formed to address specific areas of the plan and will meet as determined through our process.

Our district will ask stakeholders to provide feedback regarding their experience with online learning through an online survey and feedback from focus groups.

After the results from the survey and feedback from focus groups are available, our District Instruction Committee will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

The final Preparedness Plan will be posted on the district's website, and related sections will be made available to students and staff. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

[Instruction - Remote Instruction \(Before School Reopens\)](#)

District and Building Implementation Plan:

Our Instructional Work Plan is centered on our mission statement - *By ensuring educational excellence, we challenge and inspire all learners to positively impact their world* - as well as the strategic plan

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Clear expectations have been set around high quality remote and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan (described later in this document).

During Phase 4, all Pre-K- Post Secondary students will engage in robust remote instruction that includes synchronous and asynchronous learning.

Standards-Aligned Curriculum and High Quality Instructional Materials:

Many of our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Schoology as our Learning Management System (LMS) for all students in grades K-12.

Resources that support planning around prioritized curriculum:

[CIA Toolkits for COVID-19 Reopening](#)

- [The Pre-Assessment Process Achieving Learning Outcomes Through Pre-Assessment Tasks and Practices](#)
- ELA
 - Grades [K-5](#)
 - Grades [6-12](#)
- [Mathematics](#)
- Science
 - [Grades K-5](#)
 - [Grades 6-12](#)
- [Social Studies](#)
- [World Languages](#)
- [Health](#)
- [Fine Arts](#)
- PK: High Scope

High Quality Instructional Methods and Intervention Programs:

Our built-in Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades PreK-12 (Reading Recovery, Leveled Literacy Instruction, Math Interventions, Academic Labs, etc.). We are expecting that we will be able to allow the delivery of some Tier II and III interventions in an in-person environment. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

Resources that support instruction and intervention planning:

- [Best Practices for Remote Teaching](#)
- [Student Intervention Toolkit](#)
- [Resources For Supporting Students With Disabilities](#)
- [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- [PLC Data Protocol, PLC Data Dialogue #1, PLC Data Dialogue #2, Using a simple clipboard to track student learning](#)

Meaningful Assessment Methods:

Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

Resources to support meaningful assessment practices:

- [What do we mean by formative assessment?](#)
- [Transcend Playbook p 72-74](#)
- [Preschool Assessment: A Guide to Developing a Balanced Approach](#)

Integration of Social-Emotional Learning:

Supporting the social-emotional learning needs of students is necessary for academic success. At the elementary and middle school levels, we have dedicated time for SEL support for students. At the

high school, SEL will be supported by school counselors and the Wellness and Crisis Counselors through collaborations with general education teachers.

As well, staff will continue to receive support and training for Restorative Practices and Equity and Inclusion training. This will help with classroom integration of positive supports.

Special Education:

Before school starts, students' IEPs, and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Postsecondary Transitions:

In close collaboration with our high school principals, school counselors, College and Career Counselors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair and/ or Senior Seminar that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.

Resources that support postsecondary transitions

- [College and Career Readiness COVID-19 ISD College Access Network](#)

Schedules and Routines

In Phase 4, our students will participate in a virtual format.

Scheduling Resources:

- [Fairfax County Public Schools, VA](#)
- [Clover School District, SC](#) (go to pages 20, 25-29)
- Fort Mills Public Schools, SC - <https://www.fortmillschools.org/cms/One.aspx?portalId=56784&pageId=7838351>
- https://www.austinisd.org/sites/default/files/dept/coronavirus/docs/Reopening-Overview_6.29.20_ENGLISH.pdf
- [Hanover Research Reopening Workbook](#)

Elementary School Schedule and Considerations:

- Screen Time- For all students, we are cognizant of the amount of time that students are spending in front of a screen. For younger students, time will be utilized in large groups, small groups and one-to-one instruction. Activities will include hands-on, kinesthetic age-appropriate lessons that allow students to attend appropriately.
- SEL Integration- Ensuring that teachers and students have a dedicated time to focus on social emotional learning.
- Access to Electives- Ensuring that students have access to electives in the areas of art, music, media, Spanish, and physical education in the virtual environment.
- Tier II or III supports- Dedicated time within the schedule to offer Tier II or III supports.
- Collaboration time for Teachers- collaboration time is dedicated for teachers to work in their PLC or receive professional development.
- [Draft Schedules](#)

Middle School Schedule and Considerations:

- Screen Time- For all students, we are cognizant of the amount of time that students are spending in front of a screen. For middle school students, time will be utilized in large groups, small groups and one-to-one instruction. Activities will include hands-on, kinesthetic age-appropriate lessons that allow students to attend appropriately.
- SEL Integration- Ensuring that teachers and students have a dedicated time to focus on social emotional learning.
- Tier II or III supports- Dedicated time within the schedule to offer Tier II or III supports.
- Collaboration time for Teachers- collaboration time is dedicated for teachers to work in their PLC or receive professional development.
- [Draft Schedules](#)

High School Schedule and Considerations:

- Screen Time- For all students, we are cognizant of the amount of time that students are spending in front of a screen. Activities will include hands-on and simulations that allow students to attend appropriately.
- Tier II or III supports- Dedicated time within the schedule to offer Tier II or III supports.
- Collaboration time for Teachers- collaboration time is dedicated for teachers to work in their PLC or receive professional development.
- [Draft Schedules](#)

Instruction – Remote and Small Group In-person (After School Opens)

Ensuring Learning:

Once school starts, we will ensure learning for all students through our Professional Learning Community (PLC) structure. We will provide teacher teams with the time to ensure that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course

Extended day structures and or in-person support will be activated if we are unable to meet student needs during the school day.

For students needing additional support, teachers will communicate progress and targeted plans to families in their home language.

When schools re-open for In-Person or Hybrid Instruction, school districts should continue revising students' IEPs and 504 plans in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

Educators are reminded to consult with the recent guidance released by the Michigan Department of Education Office of Special Education below:

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf

Comparison of Compensatory Education and Recovery Services Due to COVID-19 - https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf

Resources that support ensuring learning:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)

Shifting to a Hybrid or In-person Learning Environment:

To remain prepared for needed shifts to an all-district remote learning context, we will secure hard copy materials that will provide standards-aligned learning that is customizable to student needs.

Communications and Family Supports

District and Building Implementation Plan: Communication Systems:

BPS continues to utilize Blackboard as the main communications tool to connect with families. Each building has access to lists of students specific to their school, and the District uses the system to reach over 13,000 stakeholders. Blackboard allows for text, email and phone messaging and translates messages in 15 languages.

BPS also engages the community on social media through our Facebook, Twitter and Instagram accounts (handles: @birminghamPS) and provides video updates on www.youtube.com/birminghamPS. Our website, www.birmingham.k12.mi.us can be designed to display on-screen alerts and pages have been developed to relay COVID-specific information.

BPS remains continues to support families through communications methods that:

- Promote two-way dialogue between district/parents, school/parents, teacher/parents and District/staff
- Support student learning and social-emotional needs
- Inform and provide resources
- Address concerns and rumors
- Highlight achievements and successes

Family Partnerships:

Throughout the pandemic, BPS has been committed to developing partnerships with families. Parents and community members have partnered with BPS to provide academic supports, financial support for those in need and social-emotional supports. BPS families have been engaged through surveys and focus groups designed to offer insight into emotional health and wellbeing, instruction and health and safety. This fall, BPS plans to engage families further through:

- Technology support programs to assist families navigate the virtual learning environment.
- Social-emotional resources and information designed to assist students, community members and staff.
- Focus groups and Q&A sessions to answer questions and address challenges in this environment.
- Additional opportunities for parents to build their digital literacy.

Professional Learning

District and Building and Implementation Plan:

Professional Learning Structures:

The following learning structures will be implemented to for effective professional development:

Professional Learning Communities (PLCs):

Teachers will work with their peers with similar teaching assignments (i.e. grade-level or department) to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.

- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

Professional Development Job-embedded Courses

Teachers will be provided job embedded professional development through the Teaching & Learning department Courses may be delivered by a teacher, curriculum coordinator, hired facilitator, or asynchronous lessons.

Virtual when necessary:

We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, we will not participate in real time observations in classrooms – we will instead use video where appropriate. We will also be nimble and able to hold any session virtually – whether we are open or closed.

Time:

Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Week of August 25 – 27, 2020
- Daily common planning time
- Teacher PLC/PD time embedded in the schedule two times a week.
- Eight half-days in the 2020-21 school year dedicated for professional development.
- School staff meetings –Twenty staff meetings are dedicated for the school year.

Professional Learning Topics:

Topics for Professional Learning by Priority

TOPICS	NOTES
<p align="center">Utilizing a New LMS</p>	<p>1. Initial Orientation of LMS</p> <ol style="list-style-type: none"> a. Why was this LMS selected? b. Login and Features c. Course and Section Setup tools d. Course Navigation` e. Importing content from Google or other sources
	<ul style="list-style-type: none"> • Using the new LMS: Procedures <ol style="list-style-type: none"> a. Taking Attendance b. Announcements c. Calendaring d. Student/Parent Communication Tools
	<p>3. Using the new LMS: Instruction</p> <ol style="list-style-type: none"> a. Organization of lessons/modules/units b. Developing and Posting Assignments c. Uploading and Sharing Resources <p>.To Students</p> <p>.To Colleagues</p> <ol style="list-style-type: none"> d. Discussion Tools (test, reflect, plan) e. Conferencing Tools (test, reflect, plan) f. Groups
	<ul style="list-style-type: none"> • Analytics/Assessment in LMS <ol style="list-style-type: none"> a. Assessments and Deployment b. Providing Feedback (test, reflect, plan) <p>.Rubrics</p> <p>.Comments</p> <ol style="list-style-type: none"> c. Grading Tools (test, reflect, plan) d. Analytics (test, reflect, plan)
	<ul style="list-style-type: none"> • Lesson Design in the LMS <ol style="list-style-type: none"> a. Formatting Lessons (Ongoing reflection and collaboration) b. Best Practices (ongoing reflection and collaboration) c. Organization of lessons/modules/units
<p align="center">Content Pacing and Instruction Online</p>	<p>Collaborative time for planning instruction and assessment for each unit of study (before instruction, during instruction of unit, and post unit reflection). Utilize new pacing/instruction guides. PLC time at the beginning, middle and end of each unit of study. PLCs provide ideas, suggestions and feedback for the district.</p>
<p align="center">Increasing Student Engagement and Critical Thinking Online (and Classroom Management Online)</p>	<p>Tools and strategies to engage students in critical thinking and collaboration. Strategies for promoting homework/task completion and participation. Develop PD in the LMS to provide modules for PLCs to focus on weekly or bi-weekly.</p>

Self-Care and Social Emotional Learning	How to assist students in crisis and our own self-care. Work from the health and safety committee. Strategies for checking in on students. Includes modules for staff meetings throughout the year.
Universal Design Online	Digital tools and strategies to provide UDL to support all students. (ongoing)
Digital/Curriculum Resources	<p>Develop a Course with Modules for Instructional Strategies supported by Technology (possible examples below)</p> <ol style="list-style-type: none"> 1. Collaboration <ol style="list-style-type: none"> a. Zoom Break Out Rooms b. Jamboard/Google Draw c. Google Docs/Slides/Sheets 2. Assessment and Feedback <ol style="list-style-type: none"> . GoFormative a. LMS Analytics b. LMS Rubrics 3. Student Engagement <ol style="list-style-type: none"> . Zoom Break Out Rooms a. EdPuzzle b. PearDeck c. Poll Everywhere d. Kahoot 4. Differentiation <ol style="list-style-type: none"> . Compass Learning a. Small Group Instruction <p>.LMS .Zoom Rooms .Para/LRC Staff (LMS co-teaching)</p> <ol style="list-style-type: none"> 5. Student Exploration and Sense Making <ol style="list-style-type: none"> . News ELA a. Discovery Ed. b. Primary Source Documents c. Data Sets d. Pioneer Valley e. Gale Databases f. Virtual Labs (Desmos, etc.)
Diversity Equity Inclusion	<ul style="list-style-type: none"> ● Understanding the difference between equality and equity. ● How to conduct an equity audit ● Having difficult and challenge conversations within the classroom and within your department
Restorative Practices	<ul style="list-style-type: none"> ● Proactive strategies within the classroom and in a virtual environment. ● Conferencing tools for conflict resolution
Accreditation and School Improvement	<ul style="list-style-type: none"> ● District accreditation and the new SIP tool for district personnel and School Improvement Teams

Phase 4 - Operations

Budget, Food Service, Enrollment, and Staffing

District and Building Implementation Plan:

- BPS is working to identify staff who are unable to return to work and placing them on the appropriate leave of absence or working to accommodate a revised work schedule.
- BPS is working with the bargaining unit representatives of our support groups (Paraprofessional, Secretaries) to determine alternative duties and responsibilities if regular job assignments and responsibilities are no longer available based on the district's current learning format.
- BPS is currently in the hiring process to fill open positions created by employees unable to return to work or who chose to retire prior to the 2020-21 school year.
- BPS is identifying staff in departments affected by the current all-virtual learning format, such as Kid's Club, Noon Aides and other support staff to determine whether staff can be redeployed in other capacities in the district.
- BPS is working with employee groups and individual employees to provide remote work opportunities to accommodate high risk medical diagnoses.
- BPS created and released remote recruiting, interviewing and hiring guidelines for all hiring managers in May 2020
- [Link to Food Service](#) in Safety section

Technology

District and Building and Implementation Plan:

In order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house.

Our Technology Services Department remains committed to servicing the needs of students during the current physical building closure. This support will be handled remotely with a focus on user accounts, password resets and software support where applicable. The BPS Technology Services department will be working remotely to assist with student username and password problems. For those questions, please contact the Birmingham Public Schools Help Desk at HelpDesk@birmingham.k12.mi.us or 248-203-3123. If there are technology issues with an individual assignment or post, or with Schoology access, please contact the student's classroom teacher.

Transportation

District and Building Implementation Plan:

[Link to Busing and Student Transportation](#)

MI Safe Start Phase 5 Hybrid or In-Person Instruction

Phase 5 - How it differs from Phase 4

Birmingham Public School district will follow all of the required and strongly recommended protocols as outlined in the *Michigan's 2020-21 Return to School Road Map*. In phase 5, Birmingham will offer either a hybrid or in-person instruction model.

The hybrid model will include students attending for half-days with live instruction and asynchronous instruction when they are not in session. The district, in collaboration with the Birmingham Education Association will collaborate to determine the feasibility for live-streaming for students when they are not participating in live sessions with teachers.

The activation of the hybrid learning programs will be scaled to deliver standards-aligned curricula and high quality instructional materials.

MI Safe Start Phase 6 Post Pandemic

Phase 6 - How it differs from Phase 5

Phase 6 of *Michigan's 2020-21 Return to School Roadmap* only has recommendations for safety protocols. These recommendations are dramatically reduced from what is in Phases 4 and 5. Most of them represent basic cleaning and hygiene routines that should be standard at all times.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:

August 11, 2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

<https://www.youtube.com/user/BirminghamPS>

Link to the approved Plan posted on the District/PSA/nonpublic school website:

www.birmingham.k12.mi.us

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan:

Mark Dziatczak, Superintendent

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

August 17, 2020

Date Submitted to State Superintendent and State Treasurer: