

BPS Continuity of Learning Plan



Tuesday, April 14, 2020
BPS Board of Education
Study Session



COVID-19 Restrictions

Per the Governor's Executive Order limiting in-seat, face-to-face instruction due to the COVID-19 outbreak, Birmingham Public Schools has redesigned student learning for an online environment. The mission of this work is to continue new learning when an in-person teaching and learning environment is unavailable.

Our work focuses on:

- *Continuing essential learning standards and units for students.*
- *Sharing mental health resources and ensuring BPS/family connections to support wellbeing.*
- *Providing families with resources and materials to allow learning to continue at home during this prolonged building closure.*
- *Adhering to state and federal mandates to provide equity and access for all.*
- *Updating families on our actions, answering questions and providing support.*

Collaborative Continuity of Learning Plan

The Executive Order required that the District submit a Continuity of Learning Plan (CLP) to Oakland Intermediate School District for approval. BPS worked collaboratively with our Birmingham Education Association during the development of the plan.

This collaborative process provided:

- *A “students-first” approach balancing the academic and social-emotional needs of all children.*
- *Educator perspectives, ideas and support.*
- *A common District platform through Google.*
- *Assurance that state guidelines were being met, including topics such as technology needs and food services.*

Additionally, this presentation is being shared with the Board of Education as the District seeks additional perspectives and feedback from elected officials representing our community.



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Guiding our Work

As a district, the following themes guided the development of our continuity of learning plan:

- **Student-centered approach.**

At the heart of this plan, we continue to ask ourselves, “What is in the best interest of children?”

- **Best-practices based on research.**

There are not studies with research findings on how to educate students online during a worldwide health crisis. As such, we will continue to evaluate what works well and is in interest of our students throughout this time.

However, there are experts that have given recommendations based on best practices.

- National Board of Professional Teaching Standards
- Recommendations from experts at the university level
- Exemplar state plans

Guiding our Work

- **Social-Emotional Support.**
Our plan ensures that students have a social-emotional touchpoint with an adult almost every day.
- **Compassion over Compliance.**
We recognize that students have unique situations occurring during this time that make it difficult to participate. Our expectations keep in mind that we do not want to penalize students or families during this time.
- **We are a District with a variety of Different Learners.**
We have students with many different learning needs, and the plan may need to be adjusted for individuals. Our general education and special education teachers/504 class managers will work collaboratively together to accommodate the needs of our students.

Feedback and Grading

BPS is committed to ensuring that no student's GPA will be harmed due to the COVID-19 health crisis. We understand that families and educators are all experiencing varying levels of upheaval during this time. Traditional grading procedures will not be part of the BPS plan.*

- Students will be expected to participate in the continued online instruction to earn credit without penalty to GPA.
- Teachers, while expecting participation and performance, will provide accommodations to all students as needed.
- Teachers will provide feedback in many forms to assess student participation and performance.

*Due to the continuing fast evolution of this crisis, the District continues research into high school grading procedures beyond acquisition of credit to ensure that its mission to prevent harm to any student's high school transcript is realized.

This research includes impact on college admissions, scholarships and career opportunities.

Monitoring Progress and Feedback

Teachers will monitor student progress and provide timely feedback that will highlight successes and areas for students to improve.

To assess understanding of essential learning standards, teachers may:

- Provide traditional, corrective feedback on problem sets, questionnaires and other assignments.
- Consider text comments in documents where that feature is available.
- Record participation, assignments or activities to mark as “collected” (for MS and HS) in PowerSchool.
- Establish suggested communication methods between scheduled Office Hours.
- Communicate a timeline for posting lessons, assignments and student submission.
- Provide regular feedback on student work, assignments and activities.
- Monitor student participation in virtual learning and progress on assignments.
- Intervene in situations where student participation and performance falls into question.

Traditional final exams will not be administered during this closure..

Expectations - Elementary

- Classroom teachers will assign **three lessons each day** across content areas, Monday-Thursday.
 - Teachers will post assignments for students to complete and submit through the virtual classroom Monday through Thursday with independent practice activities on Friday, as directed by the teacher.
 - Fridays will be independent practice and extension activities for families, as directed by the teacher. Suggested activities may include independent reading, journal prompts, math skill practice, Raz-Kids, independent research, etc. Students who may have missed assignments or fallen behind can also use this day to make up their work.
- Teachers will use a virtual classroom by grade level and building (i.e. 3rd Grade West Maple Google Classroom, 2nd Grade Pembroke Google Classroom).
- Unified Arts/Counseling Lessons will be scheduled on specific days of the week at the building level and will occur once per week for each grade level. These opportunities may be scheduled on Fridays.

Expectations - Elementary

- Teachers will choose age-appropriate lesson length, appreciating different learners will engage at different levels and over different lengths of time.
- Suggested times per **content area lessons include 15-20 minutes for Lower Elementary and 25-35 minutes** for Upper Elementary.
- **Classroom teachers will schedule three social/emotional touchpoints per week** (i.e. morning example, question-answer sessions) for a suggested length of 15-30 minutes.
 - Two of these social/emotional touchpoints will be live sessions.
 - If a teacher chooses to provide new content, they must record the session to give students who cannot attend access to the material.

3-5 Sample Schedule, Monday-Thursday

Before 9:00	Breakfast/Morning Routine (dress, brush teeth, clothes away)
9:00-9:30	Live Session with Classroom Teacher or UA Teacher
9:30-10:00	Creative Time (Draw, build, write, play/listen/dance to Music)
10:00-10:30	Academic Time #1 (e.g. math, science, social studies, ELA)
10:30-10:50	Break/Snack Time
10:50-11:20	Academic Time #2 (e.g. math, science, social studies, ELA)
11:20-12:20	Lunch/ Playtime
12:20-12:50	Academic Time #3 (e.g. math, science, social studies, ELA)
12:50-1:20	Unified Arts Time (Art, Music, PE, Spanish)
1:20-2:00	Down time (non scripted, students play)
2:00-2:30	Independent Reading Time (Pleasure book/RAZ Kids)
2:30-3:00	Inquiry time**/Read aloud
3:00-3:30	Outside Play/ Indoor Go Noodle (build obstacle course, create scavenger hunt)
3:30-4:00	Crafts/Science Experiment/Baking/Building

Expectations -Middle School

- Each lesson plan should be between **20-45 minutes**.
- Students should be engaged in no more than **2.5 hours of learning per week for each course** that includes both the mini-lesson and the interaction with instructional materials.
- This learning could include the following:
 - Informational video presentation
 - Reading selection
 - Chat discussions
 - Writing
 - Student practice of content
 - Other learning activities.

At all levels, teachers will provide social-emotional support and field questions about classroom activities.

6-8 Sample Academic Schedule

Before 9:00	Breakfast/Morning Routine (dress, brush teeth, clothes away)
9:00-9:30	English Language Arts
9:30-10:00	Elective
10:00-10:45	Live Session with Teacher
10:45-11:15	Break/Snack Time
11:15-11:45	Math
11:45-12:45	Lunch/Downtime
12:45-1:15	Science
1:15-1:30	Break
1:30-2:00	Social Studies
2:00-2:30	Creative Time (Draw, build, write, play/listen/dance to Music)
2:30-3:00	Independent Reading Time

Expectations - High School

- Students should be engaged in no more than **3-3.5 hours of learning per week for each course** that includes both the mini-lesson and the interaction with instructional materials.
- This learning could include the following:
 - Informational video presentation
 - Reading selection
 - Chat discussions
 - Writing
 - Student practice of content
 - Other learning activities

At all levels, teachers will provide social-emotional support and field questions about classroom activities. At the high school level, teachers should schedule at least two live X-blocks per week. This check-in should take the form the teacher is most comfortable administering.

High School Sample Academic Schedule

Time	Day 1	Day 2
9:00-10:10	First Hour Course	Second Hour Course
10:10-10:55	X-Block Live Session with Teacher	X-Block Live Session with Teacher
10:55-11:15	Break	Break
11:15-12:25	Third Hour Course	Fifth Hour Course
12:25-1:30	Lunch Break/Downtime	Lunch Break
1:30-2:40	Fourth Hour Course	Independent Reading/Unfinished Assignments from other classes

Specialized Instruction and Student Services

The BPS Specialized Instruction and Student Services department has created staff expectations that provide support, to the extent possible in an online environment, to continue learning for the 16 percent of BPS students with 504 and IEPs. Multiple technology platforms will be used to provide appropriate instruction and activities. Samples of expectations in these areas are noted below.

Cognitively Impaired

Teachers will establish individual Google Classroom per level.

- Elementary: 2 Lessons posted per week; primarily reading and math, with related assignments
- Middle School: 1 to 2 Lessons per week; primarily reading and math; alternating social studies and science
- High School: General Ed Lessons/assignments will be modified, and/or separate lessons provided
- Post-Secondary: 1 lesson/assign per week

Early Childhood

ECSE (Early Childhood) and Inclusive Services will provide the following to families weekly:

- Curriculum based activities in all domains that are adapted and modified as needed to provide access
- Activities that are multimodal, that do not rely solely on screen time
- Resources for families and students.

Elementary Autism

Teachers will post a daily, Digital Choice Board for students to have access to.

- A calendar lesson
- A Unique Learning Systems (ULS) or Essential Element (ELA or Math) lesson
- A follow-up activity connected to the ULS or Essential Element lesson
- A video message from the teacher and/or school staff member
- A Question of the Day

Secondary Autism

There will be one Google Classroom per level.

- 2 lessons from teachers per week
 - Teachers will work in groups to post 2 lessons per week. Lessons will be published on the Digital Choice Boards.
- 1 lesson from Unified Arts teachers per week

Other special education staff will provide support for students with IEPs as needed to promote their success in general education classes. Students with 504's will be supported by their general education teachers and case managers.

Student Wellbeing and Mental Health

We continue to share wellbeing and mental health resources for students and families through eNews, social media and our website. Families have access to supplemental educational resources as well as mental health links at www.birmingham.k12.mi.us/covid19. Links include:

- [Talking to Children about COVID-19](#) - Parent Resource from NASP
- [Corona Virus Resources](#) - ASCA
- [Talking to Teens and Tweens About CoronaVirus](#) - NYTimes
- [Talking to Kids About The Corona Virus](#) - ChildMind
- [Just For Kids: A Comic Exploring The New Coronavirus](#) - NPR
- [Helping children cope with stress](#) – World Health Organization
- [Mental Health and Covid-19](#)
- [Helping Children Cope with Changes Resulting from COVID-19](#)
- [How to Talk to Your Child About...](#) - Wylie Wellness

Additionally, BPS staff members have made it a priority to reach out to our students to remain connected and supportive. BPS counselors and social workers have provided resources, support and care for staff and families during this stressful time.

Caring for our Community

Throughout this closure, BPS continues to meet its mission to *positively impact our world*.

Food Services

Our BPS food service provider, Chartwells, has **maintained food services for our community** during the building closure. Teams serve anyone, ages 18 and younger, regardless of their enrollment status. Chartwells serves breakfast and lunch on Monday for Monday and Tuesday, Wednesday for Wednesday and Thursday, and Friday for Friday, Saturday and Sunday.

Community Care

Student groups like Seaholm Offers Support and (Groves) Falcon Pride have stepped up to **support our community with funds to provide assistance for families in need**. Over \$5,000 has been donated and shared with the community, with more support being offered each day.

Hospital Donations

BPS Community Counsels, led by Community School Organizers, have **provided needed medical supplies to Beaumont and other health organizations**. Disinfectant wipes, hand sanitizer and gloves have all been shared. Additionally, **staff with access to 3D printers have made masks** and delivered them to local medical facilities and **school groups have worked independently to show their gratitude to local essential workers**.

Summer and Fall 2020

Despite our best efforts in this new environment, we know that all students will need extra support when school resumes in-person. We are working diligently to address these needs.

- *Supplemental support programs already in place will be prepped to provide for our students.*
- *New programs will be explored to address the unique circumstances this closure has caused.*
- *Cross-grade collaborative teaching practices will provide insight on needed instructional review to address content gaps.*
- *Special Educators and Support Staff will have a plan in place to address missed learning in cases where in-person instruction was needed.*
- *Counselors and Social Workers will be prepared to address social-emotional needs for students and staff.*

Q&A

For more information on the work BPS has done during the building closures and an FAQ document, visit www.birmingham.k12.mi.us/COVID19



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