



**BH**

**BH** Bloomfield Hills  
S c h o o l s

**CONTINUOUS  
LEARNING**

**PLAN**

FOR EMERGENCY SCHOOL CLOSURES

# CONTENTS

<b>Continuous Learning Plan 2.0</b>	<b>2</b>
Vision of Bloomfield Hills Schools Continuous Learning 2.0	2
Our Commitment to the Community	3
Key components:	4
Teaching and Learning Components:	4
K-5: Elementary Classroom and Specialist Teachers	5
Middle Grades: Grades 6-8	6
High School and Bowers: Grades 9-12	7
All Special Education Staff:	8
Collaboration	8
Documentation	8
Resource Room Teachers, Learning Specialist and Interventionists	8
Early On, ECSE, ARP/FRP, DHH, Wing Lake, and PREP	10
All Teachers(Self-Contained and UA)	10
Ancillary Staff Expectations	11
Interpreter Expectations:	12
A Week At a Glance Mock-Up:	14
K-12 Steering Committee	14
Grade Band Facilitation Team	14
District Grade Level Teams	15
K-12 Tech Curator Team	15

*A Sense of Belonging in*  
**Bloomfield Hills Schools**  
**Continuous Learning Plan 2.0**



### **Vision of Bloomfield Hills Schools Continuous Learning 2.0**

There has never been a time in our recent shared history when the concept embedded in our Portrait of a Learner has been more apt. During this unprecedented time, we collectively lean on:

*Our disposition toward **grappling with complexities.***

*A learner who can grapple with complexities can  
**persevere in the face of multi-layered processes, ideas, and problems.***

***They can display resilience in the face of challenges and change.***

During this time of physical distance and isolation, the goal of Continuous Learning 2.0 is to move forward content learning with the BHS community through activities that ask students to inquire, engage and reflect.

Connections within the community are equally as important. **This is not a time to disconnect but rather to connect, learn and collaborate in new ways.** The goal of Continuous Learning 2.0 is for all members of the BHS community to feel supported and understand that no one is alone

## Our commitment to the community

We are moving forward with a BHS Continuous Learning Plan that will launch after Spring Break. We are committed to supporting an environment that promotes learning, critical thinking, creativity and a sense of connectedness to teachers and peers.

**Together we will do our very best to meet the needs** of our diverse student population for an extended period of time.

**The well-being of our students, families, and staff is a top priority.** It is possible that these times could lead to anxiety. We don't want to overload students and families with assignments, activities, and projects. However, we do want to provide continuous learning opportunities. It is important to keep in mind that our families are in very different places in terms of their capacity to support continuous learning.

If at any time you feel a counselor or social worker is needed to assist a student, a family, or a colleague, please reach out to your building administrator and/or building counselor or social work staff. **These can be hard times for us all in various ways.**

**Be assured you are supported!** Our goal is to move learning forward using a thoughtful and meaningful approach. You have a support system surrounding you (Learning Services Team, Administrators, Teacher Leaders, Learning Specialists, and the Technology Team).

We must understand that our "regular classroom experience" will not be the same. **The style of instruction must change.** This may require new learning for all of us. Students will engage with topic-related content and skills in a variety of ways.

We will continue to monitor/adjust this experience as time goes on and strive to create a continuous learning experience that **meets the needs of all members of the community to the best of our ability.**

# Continuous Learning Plan 2.0

## Key components:

- **Connectedness:** The sense of community is at the forefront of our plan. Teachers will communicate and connect with their classes through activities that are designed to maintain the classroom community.
- **Content:** Teaching teams will create learning experiences at each grade level or course that moves learning forward and is available to all students. This is the curriculum. The content allows students to move forward in their learning. Teachers will provide feedback to students on the learning experiences and assist the student in uncovering new knowledge.
- **Compassion:** All members of the community will be treated with compassion and grace. This is a stressful time for everyone in the community and the impact on every family and individual will be different. Treating each other with kindness and grace is the goal for all community members.
- **Reflection and Improvement:** As the community moves into this new reality, there will be continuous improvements to the system and tweaks as we see the feedback. The overall format will not change, just be improved and revised to meet the needs of this ever-changing response to the pandemic.

## Teaching and Learning Components:

- **Connection opportunities:** daily connection opportunity that becomes a part of a student's daily routine and a touchstone with the school community.
- **Teacher connection with students:** teacher to student or small group connection that allows for connection and/or feedback on learning invitations and exploration.
- **K-8:** Daily School Bell: Invitation to Learn that provides a starting area to the continuous learning plan by grade level by school.
- Opportunity for students to share their learning with peers and teachers.
- Teacher provides **learning focused feedback** to students.
- The computer screen is a doorway into the classroom.

# Expectations for Teachers

---

## K-5: Elementary Classroom and Specialist Teachers

- Each day of learning **will be launched** with a “School Bell: Invitation to Learn” led by one teacher from each school. A link to the “School Bell Launch” activity will need to be created and shared the previous Friday in the learning plan.
- **Please identify your “School Bell” with this naming convention: Conant - School Bell or Way School Bell.**
  - This launch will be pre-recorded and should be 3-5 minutes in length.
  - Building teams will determine which classroom teacher or specialist teacher does this each day.
  - After introducing yourself, you could:
    - Share a favorite book utilizing “think aloud strategies” and interactive Read Aloud thinking prompts.
    - Link a ‘real life’ mathematical problem or scientific wonder, with some steps to get started. Modeling thinking/strategies/etc. Inviting students to share back their solutions/process with invitation to work through those attempts in a future video check in.
    - A fun physical activity or warm up to the day - naming the health/wellness components.
    - Launch writers into a notebook invitation that responds to a reading, a social situation, or an idea or claim. Coach the writer through a few of the ‘big idea elements’ that writers in your grade level might currently be working with.
- Elementary teachers will host **two “classroom meeting opportunities” each school day.** Students have the **option of attending one or both** if they are able. These should be from 15 to no more than 30 minutes each.
  - One of these opportunities should have an embedded pre-recorded “**mini-lesson**” to advance a grade specific learning goal. The lesson can be presented to the “class” via Google Meet by the teacher then followed by the teacher being live.
  - Each building will identify their “classroom meeting” times for each grade so that the times do not overlap. For example, 1st grade meets 10:15-10:45 and 3rd grade meets 11:00 to 11:30. This allows devices to be shared across the home as needed.
  - There should be two of these each day with an attempt to try to reach all students through the two different times. Not all students will be able to “attend” each session.
- Elementary students will be provided with a weekly learning plan that moves the students forward through grade level content as appropriate in an at-home learning environment.

---

## Middle Grades: Grades 6-8

Grade level teams develop a team contact plan that allows for a team meeting with their students twice daily that is divided amongst the team members including specialists teachers.

**School Bell video invitation** to learn that is pre-recorded ( 7-10 minutes in length) will be made available for each school. For example, East Hills students should have a “school bell” activity each day. It can be created by any member of the school.

### **Middle School Teams will work collaboratively to engage students:**

- The engagements for students will be proportional (i.e. equal across all the four core areas)
- Each engagement should involve 30 minutes of instruction (videos, writing, etc.)
- These should be created for all students in that grade across the three middle schools so all BHS students have access to the same content
- Each student should have two learning engagements per day. This schedule will be determined by the grade level teams using their professional judgement. For example, Odd days may be Science and Math with the learning engagements, Social Studies and English have practice assignments, and two subjects will hold office hours.

### **Middle School elective teachers should:**

- Create one engagement per week that is equivalent to 30-minutes of instruction that meets the needs of each of the courses they teach.
- This may or may not be the same lesson or engagement for everyone or every section.

### **Learning Engagements could be:**

- Direct instructional video or live instruction that is recorded
- Guided “Learning” of other videos (i.e. what to look for and feedback)

### **All teachers will hold office hours throughout the week.**

- Core teachers should rotate their office hours so that students are engaged with two teachers per day for 30-45 minutes.
- Elective teachers should hold one office hour session per week by grade level served.
- This should be a weekly published schedule.
- This could include any of the following:
  - Teacher feedback to student on learning
  - SEL check-in
  - Current Events
  - Stump the teacher
  - This CAN BE FUN!
  - This does not need to be only academic in nature. It is also about the CONNECTIONS!

**Feedback:** Individual teachers are asked to develop ways to provide feedback to students about the learning they are engaging with. Teachers will not be grading work during this time; however, it is expected that teachers will provide non-graded feedback to students on tasks which they complete. Sample ideas could include:

- Having further conversation around a topic without providing direct instruction
- Google Hangout with more than one student on a topic or just a conversation
- Providing opportunities for peers to offer feedback
- Find ways to adapt Visible Thinking routines into a feedback loop
- Ask probing questions that guide the student towards deeper understanding and send them for further individual research
- Set up a mock trial or Model UN type engagement on a current event
- Make a “you be the expert” type of experience that provides students the ability to share their knowledge with others - a virtual knowledge market or wax museum
- It is important that the students know that their work or knowledge has been seen and/or heard.

---

## High School and Bowers: Grades 9-12

- Departments may determine certain days to provide connection opportunities where students can engage in course-specific learning that moves them forward in the curriculum.
- **Five 30 minute learning engagements** for all of the COURSE students every two weeks that could include:
  - Teacher feedback to student on learning
  - Direct instruction video or live instruction that is recorded
  - Guided “Learning” of other videos (i.e. what to look for and feedback)
- **Five 60 minute “office hours” engagements** for all of YOUR students every two weeks that could include:
  - Teacher feedback to student on learning
  - SEL check-in
  - Current Events
  - Stump the teacher
  - This CAN BE FUN! This does not need to be only academic in nature. It is also about the CONNECTIONS!



# Special Education and Support Staff Expectations

## All Special Education Staff:

### Collaboration

All special education staff are required to collaborate with general education staff and ancillary services to support individual students. Resource Room staff are responsible for working with grade-level teams to develop appropriate materials for your students and provide support through virtual means. Self-contained staff will work together to prepare one weekly template by program and grade level (e.g., Early On, ECSE, elementary, middle school, high school, Adult Transition) to share with families and provide support through virtual means.

### Documentation

It is essential that you continue to monitor your students' progress and maintain a record of your sessions. A Bloomfield Hills Schools Service Log (Word Document) has been added to the google classroom for your convenience or feel free to use your current practice for documenting student progress and service time. Documentation of your services may be requested at the conclusion of at-home learning.

---

## Resource Room Teachers, Learning Specialist and Interventionists

- See expectations above for your collaboration with your Specific Grade Levels and/or Students
- Collaborate with grade level/content teams across the District regarding planning for learning opportunities (including accommodating/modifying at-home learning resources).
- Please see Grade Band Facilitation guidance above.
- Provide students/families with **office hours** that remain consistent throughout the week. The expectation is 2-3 one hour-time slots per week (alternate morning and afternoon). This is separate from any expectations outlined below for the unique needs of your individual caseload.
  - Example - Mondays from 9-10 a.m. and Thursdays from 1-2 p.m.
- Provide a **visual experience** (video, Google hangouts) at least twice a week. Some possible approaches might include:
  - Social-emotional check-in with students and/or their families
  - Send a lovely message - [sample](#)
  - Teachers can record themselves reading a book
  - Teachers can record themselves at their home and talking about a favorite memory of the year from the class
  - Teachers could give a walking tour of their neighborhood and point out things they learned in science

- Teachers could share a favorite memory of their own education growing up
  - Teachers could hold a fireside chat with their students in the evening and talk about books
  - Teachers could introduce their students to their family pet(s).
  - Have students submit an art piece around a theme and share the pictures of the artwork with the whole class.
  - Set up a “theme week” or “spirit week” where students and teacher all wear something with that team
  - Hold a morning meeting or an evening meeting
  - Hold “office hours” and invite students to check in with you and each other
  - Share a favorite meal you make “cooking show” or demo on how to be a master chef
  - Showing the tricks a home pet can do
  - Model a visible thinking routine
- Teachers will offer **some format of an online session** that allows for connection and/or feedback on student specific support (i.e. CORE content, IEP goals and objectives, Student Goals, 504 Plans)
    - Example - group students by IEP goals (i.e., a reading group) and conduct a virtual session.
-

---

## Early On, ECSE, ARP/FRP, DHH, Wing Lake, and PREP

See expectations above for your collaboration with your Specific Grade Levels and/or Students

- Collaborate with grade level/content teams across the District regarding planning for learning opportunities (including accommodating/modifying at-home learning resources).
- Please see Grade Band Facilitation guidance above.

## All Teachers(Self-Contained and UA)

- Teachers will provide students/families with office hours that remain consistent throughout the week. The expectation is 2-3 one hour-time slots per week (alternate morning and afternoon). This is separate from expectations outlined below and the unique needs of your individual caseload.
  - Example - Mondays from 9-10 a.m. and Thursdays from 1-2 p.m.
- Students in self-contained programs will have a visual experience (video, Google hangouts) at least once a day with their own teacher. Some possible approaches might include:
  - Send a lovely message - [sample](#)
  - Teachers can record themselves reading a book
  - Teachers can record themselves at their home and talking about a favorite memory of the year from the class
  - Teachers could give a walking tour of their neighborhood and point out things they learned in science
  - Teachers could share a favorite memory of their own education growing up
  - Teachers could hold a fireside chat with their students in the evening and talk about books
  - Teachers could introduce their students to their family pet(s).
  - Have students submit an art piece around a theme and share the pictures of the artwork with the whole class.
  - Set up a “theme week” or “spirit week” where students and teacher all wear something with that team
  - Hold a morning meeting or an evening meeting
  - Hold “office hours” and invite students to check in with you and each other
  - Share a favorite meal you make “cooking show” or demo on how to be a master chef
  - Showing the tricks a home pet can do
  - Model a visible thinking routine
- Teachers will offer some format of an online session that allows for connection and/or feedback on student specific support (i.e. CORE content, IEP goals and objectives)
  - Example - group students by IEP goals and conduct a small group virtual session.

---

## Ancillary Staff Expectations

See expectations above for your collaboration with your Specific Grade Levels and/or Students

- Collaborate with grade level/content teams across the District regarding planning for learning opportunities (including accommodating/modifying at-home learning resources).
- Please see Grade Band Facilitation guidance above.
- Every ancillary staff will provide students/families with office hours that remain consistent throughout the week. At a minimum, 1-2 one hour-time slots per week (alternate morning and afternoon). This is separate from expectations outlined below and the unique needs of your individual caseload.

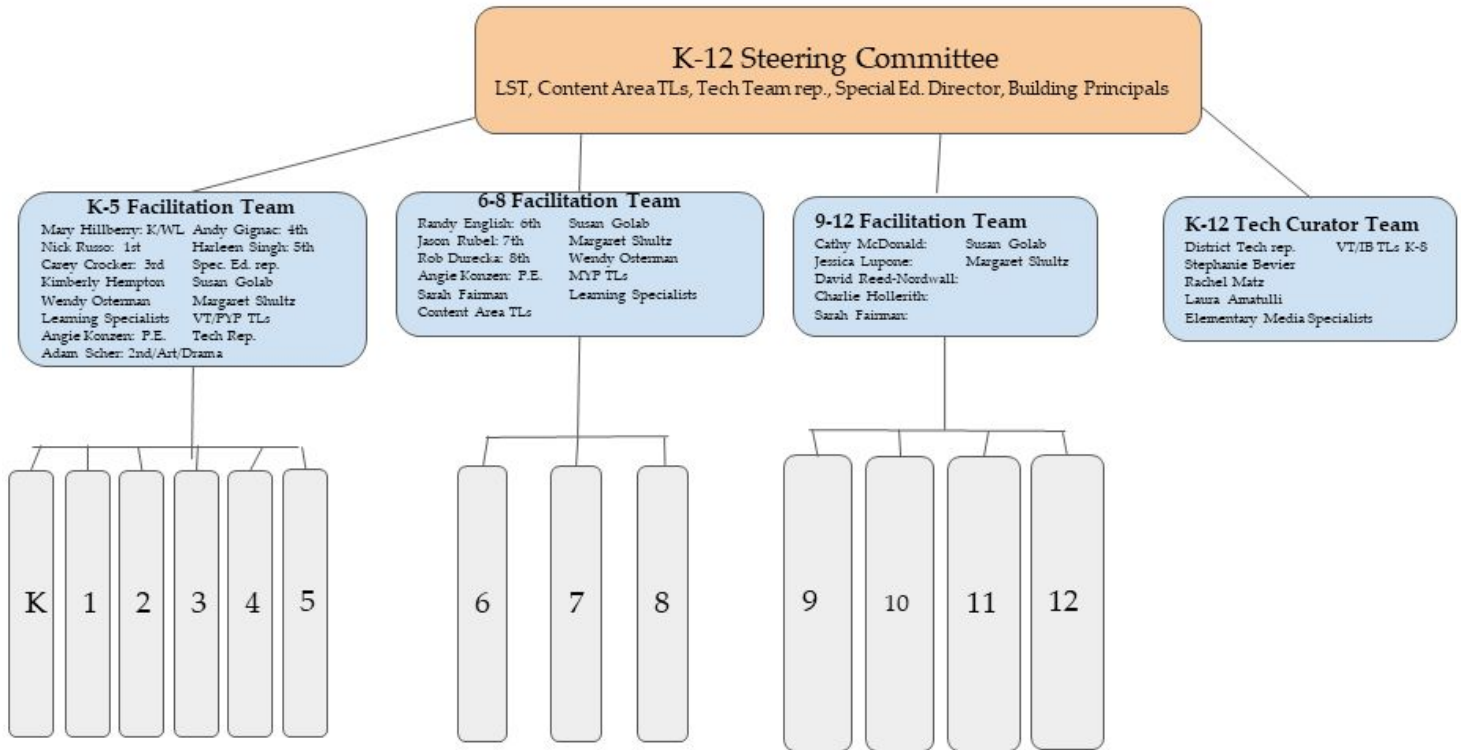
***Example - Mondays from 9-10 a.m. and Thursdays from 1-2 p.m.***

- Students will have a **visual experience** (video, Google hangouts) at least once a week with their service provider. Some possible approaches might include:
  - Send a lovely message - [sample](#)
  - Staff can record themselves reading a book
  - Staff can record themselves at their home and talking about a favorite memory of the year from the class
  - Staff could give a walking tour of their neighborhood and point out things they learned in science
  - Staff could share a favorite memory of their own education growing up
  - Staff could hold a fireside chat with their students in the evening and talk about books
  - Staff could introduce their students to their family pet(s).
  - Have students submit an art piece around a theme and share the pictures of the artwork with the whole class.
  - Set up a “theme week” or “spirit week” where students and teacher all wear something with that team
  - Hold a morning meeting or an evening meeting
  - Hold “office hours” and invite students to check in with you and each other
  - Share a favorite meal you make “cooking show” or demo on how to be a master chef
  - Showing the tricks a home pet can do
- Staff will offer some format of an online session that allows for connection and/or feedback on student specific support (i.e. IEP goals and objectives, AAC, social stories, visual schedules, gross/fine motor/sensory time)
  - Example - group students by IEP goals and conduct a small group virtual session.
  - Example - schedule a gross motor group and invite students from your caseload to attend virtually.
- Opportunity for students to share their learning with peers and teachers (individual or group virtual sessions).
  - Example - student emails a picture of something fun/engaging they did.

## Interpreter Expectations:

- Coordinate with DHH and general education teachers to provide communication support for pre-scheduled general education class meetings
  - Participate in meetings (including but not limited to IEP meetings) as an interpreter or participant
  - Pair with district grade level teams to support the use of interpreters in supporting video and lesson recordings
  - Provide additional interpreting supports as deemed appropriate by Supervisor
  - Interpreting Support Services Hours, 8:00 A.M. - 4 P.M.
  - Provide site-translation for students/families throughout the day to support resources, directions, and activities provided by general education and special education teaching staff
    - If site-translation is not sufficient and a more in-depth explanation of content is needed, the interpreter will contact the students caseload teacher via email. The caseload teacher will reach out to the student to provide support, and/or coordinate a meeting between the student and general education teacher using Interpreting Support Services.
-

# Continuous Learning Plan: Collaborative Structures



## A Week At a Glance Mock-Up:

MONDAY 3/30	TUESDAY 3/31	WEDNESDAY 4/1	THURSDAY 4/2	FRIDAY 4/3
Steering Committee meets	Grade Level Team Leaders launch their grade level planning group	Grade level team planning	Grade level team planning  Grade level teams have weekly plans uploaded by end of the day or noon Friday	Grade level teams have weekly plans uploaded by noon.

### K-12 Steering Committee

- This committee meets 1x/week, each Monday, to inform and align the ongoing Continuous Learning Plans K-12. The team will check-in, provide updates, and troubleshoot the week ahead.
- The BHS Continuous Learning site will be updated with the following weeks' plans between Friday evening and Monday at 8 a.m. The administrator of the team will move learning plans from 'current' to 'archived'.

### Grade Band Facilitation Team

- The facilitation teams determine what mode and frequency of communication they may need in order to best support their specific grade level teams across a week's worth of continuous learning planning.
- Each grade level leader will help support coordination of a weekly schedule of virtual meetings/communication processes (synchronous and/or asynchronous) for their particular grade level group of teachers.
- Grade level leaders are encouraged to invite into their planning sessions supportive assistance from LST, Teacher Leaders (IB, Learning Specialists, Content Area), Special Education, and technology supports.

## District Grade Level Teams

- Grade level administrator lead develops organizational structures of roles that work best for their particular grade level team.
- Grade level teacher teams determine the frequency and mode of how they feel best supported in developing weekly learning plans. It is important to include the Learning Specialists, Resource Room and Special Education (and other ancillary staff as appropriate) in these grade band discussions.
- Grade level lead will also coordinate with Teacher Leaders of Specials (Art, World Language, Music/Drama, P.E.)
  - Adam: Art, Music, Drama;
  - Mary: World Language;
  - Nick: Media
  - Sarah Fairman: Design and Foods
  - Angie: P.E. and Health
- On an as-needed basis, grade level teacher teams pull in-district support staff to help in planning (i.e. LST, Special Ed., technology, Learning Specialists, PYP/IB Teacher Leaders, Instructional Coaches, Content Area Teacher Leaders).

## K-12 Tech Curator Team

- District level technology staff lead teacher leaders/media specialists in the curation process of useful digital learning tools for K-12.
- Team develops, when needed, professional learning support for virtual learning tools (i.e. video how-to's, host synchronous Digital Maker Space hours, etc.).