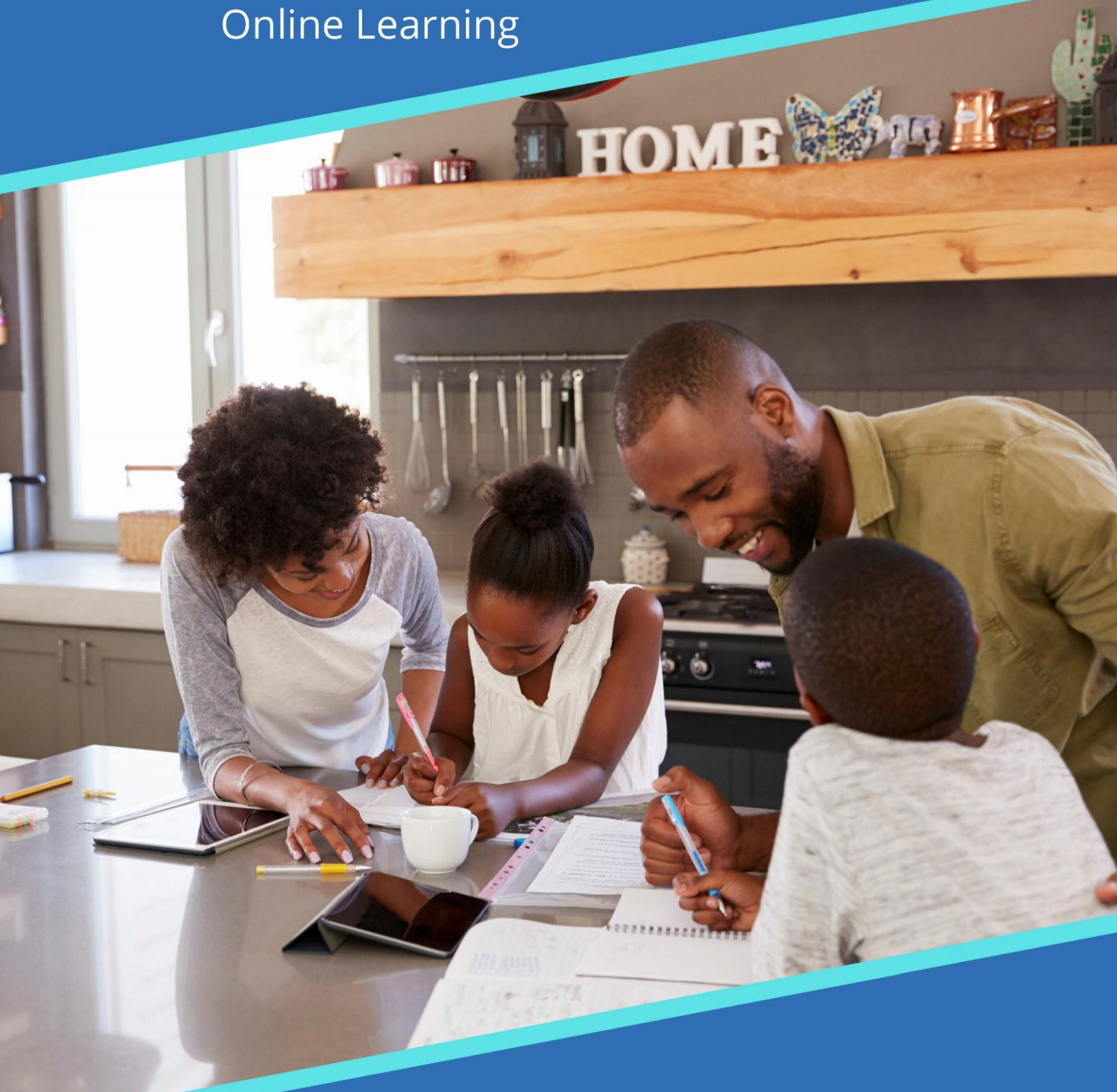


# BPS Online:

A Family Guide to Temporary  
Online Learning



**Birmingham**  
PUBLIC SCHOOLS

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# BPS Online

## A family guide to temporary online learning

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.*

*This guide was last updated on Tuesday, April 14, 2020.*

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# BPS Virtual Learning – COVID-19 Closure

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Because schools will be closed for the rest of the school year, Birmingham Public Schools teachers and students will be making a shift in our approach to online learning. **Beginning April 15, new course or grade specific virtual classrooms will address district curriculum, including new material.** While school buildings will be closed for the remainder of the school year, we are committed to continuing student learning throughout the closure. Even though online learning is not a direct substitute for the types of instruction and support students receive each day when school is in session, it still provides a way to advance learning and to stay connected while we are practicing social distancing.

Online learning activities and expectations will look different from the typical lessons that students are used to experiencing in an actual classroom. Students may need extra time and encouragement to adjust to online formats for learning. Based on district established guidelines, teachers will provide lessons that adhere to optimal schedules and times for students. **Not all students are the same and teachers will be flexible in their support as students adjust to learning online.**

Creation of our alternative learning plans has been guided by research around best practice. Review of the National Board for Professional Teaching Standards and dialogue with colleagues and other professionals at multiple levels in the field of education informed decisions around the amount of time for student engagement in content. These decisions were made in the best interest of students. **Overall, the times are general and may vary upon the activity and needs of students.**

## Shifting from Enrichment to New Learning

For the past several weeks, students have had access to enrichment activities. **Starting on April 15, students are expected to join new Google Classrooms designed for each course at the secondary level, and each grade level team at the elementary level.** These new classrooms will provide activities and assignments that will help students progress through new content. **Students will be expected to submit assignments to receive feedback from their teachers that indicates where students have been successful and where they may want to spend more time.** Periodic feedback will guide students in developing understanding and the ability to apply concepts. Students who have circumstances that interfere with their ability to participate in an assignment should contact their teacher. During this unprecedented time, teachers will be flexible and understanding of each student's unique situation. On April 15, teachers will be reaching out to students to explain how they can join their new classrooms.

# Online Resources and Google Classroom

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**Virtual learning will continue to occur via Google Classroom.** Teachers will either provide students with a special “class code” to join their new Google Classroom, or students may have already been added to their classrooms by teachers. If a class code is needed, your student’s teacher will provide the code. [Learn how to join a class](#) using a teacher-provided class code by clicking the link.

If accessing Google Classroom via mobile phone, you can download the app or access it using the following link: <https://classroom.google.com>. For [step-by-step directions for signing-in to Google Classroom](#) watch the linked video. **Students must log in with their bps-schools.com account. Families can only view activities while their student is logged into the classroom.**

## Technology Support for Families

The Birmingham Public Schools 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. Remote hardware support presents an increased level of difficulty. The majority of our students working remotely are using personal devices with which we are unfamiliar. We will not be able to provide support for personal device hardware issues.

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](mailto:HelpDesk@birmingham.k12.mi.us) or 248-203-3123.

*If there are technology issues with an individual assignment or post, or with Google Classroom access, please contact the student’s classroom teacher.*

## Video Conferencing and Opt Out Form

Our use of video conferencing is new. We are using a number of tools (Google Hangouts/Meet and Zoom). All students should review and adhere to district guidelines for [Video Conferencing Etiquette](#).

We want to ensure that these tools are being used appropriately by students:

- Parents/guardians should be mindful about what family activities would potentially be heard/seen during the students’ use of video conferencing. This is a great tool to keep students connected, but please have your students use these tools somewhere near enough you can monitor, yet private enough to concentrate on their work.
- Please have students dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.

- Recording conference sessions: We encourage teachers to record non-confidential video conferencing sessions and post them for students who cannot attend the live session. Here are guidelines about recordings:
  - These recordings will not be publicly available, only shared within the Google Classroom, a similar section of the same class, or within the Birmingham Public Schools' Google domain that requires a network account.
  - Faculty will announce their intention to record the session giving students/parents/guardians the opportunity to turn off their camera and/or microphone if privacy is of concern.
  - Students/parents/guardians, should not take photos, screenshots, record any video, or audio, from these conference sessions. You do not have permissions to do so and it is a violation of our [Responsible Use Guidelines](#).
- Lastly, **the same rules of conduct and behavior will apply as apply in the classroom.** The Birmingham Public Schools Code of Conduct will continue to apply to this remote learning.

Families wishing to Opt Out of video conferencing may do so by completing a [District Video Opt Out Form](#).



# Expectations for Learning

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**Students are encouraged to participate in learning activities, assignments and teacher contact.**

## Expectations for Learning Activities and Assignments

Students at each level can expect to be engaged in learning activities and assignments from their teachers.

Estimated times for learning vary by grade level:

- Lower Elementary: 45 - 60 minutes per day
- Upper Elementary: 75 - 105 minutes per day
- Middle School: 2.5 hours per week, per course
- High School: 3 - 3.5 hours per week, per course

## Expectations for Teacher Contact

### General Education Classrooms

At all levels, teachers realize the importance of checking in to support student wellbeing and to assist students in their learning. It is recommended that students break up their day into multiple shorter sessions or take frequent breaks for physical activity or relaxation should they feel overwhelmed or fatigued. Teachers may use [Google Meet](#) or [Zoom](#) as a platform for virtual meetings. **Schools will work to provide adult contact with students on most days of the week.**

- Elementary students can expect to participate in three check-ins each week. Two of these check-ins will be through live meetings using tools like Google Meet, Zoom, or working together on a live Google doc. The third check-in might include a shared video message or interaction through an online tool, like Flipgrid or SeeSaw. Additionally, Unified Arts teachers and counselors will provide a meeting time each week for students. Typical meetings will run from 15-30 minutes.
- Middle school students can expect to participate in one live weekly check-in with each teacher. Typical check-ins will run from 30-60 minutes
- High school teachers will offer at least two live X-blocks per week. Typical sessions will run from 30-45 minutes.
- Additionally, teachers will monitor and use email as they normally would during the school year.

## Specialized Instruction and Student Services

The BPS Specialized Instruction and Student Services department will provide support, to the extent possible in an online environment, to continue learning for BPS students with 504 and Individual Education Plans (IEPs). Students with 504 Plans will be supported by their general education teachers as appropriate. Students with IEPs will be supported by special education staff to promote success in general education classes. Social workers, as well as Occupational, Physical and Speech Therapists, will contact individual parents to discuss plans for those students who typically receive these services.

Samples of expectations for teachers offering specialized instruction are provided as reference for what families may see. **Actual schedules will be determined according to the needs of each child.**

## Cognitively Impaired Support

**Individual Google Classrooms will be established per level.**

- Elementary teachers will post two lessons per week, focusing on reading and math
- Middle school teachers will post one to two lessons per week, primarily reading and math, with alternating social studies and science weekly. Platforms will include ULS and RAZ Kids.
- High school teachers will develop accommodations for both MICI and MOCI students.
- Post-secondary teachers will post one lesson per week.

## ECSE (Early Childhood) Support

**ECSE and Inclusive Services will provide learning activities for families on a weekly basis:**

- Curriculum based activities in all domains will be adapted and modified as needed to provide access.
- Activities will be multimodal and will not rely solely on screen time.
- Resources will be posted for both families and students.

## ASD (Autism Spectrum Disorder) Support

**Elementary teachers will post a daily, Digital Choice Board for students to access.**

- These choices will include a calendar lesson, a Unique Learning Systems (ULS) or Essential Element lesson in ELA or Math, a follow-up activity connected to the ULS or Essential Element lesson, a video message from the teacher or staff member, a Boom Card or L3 lesson from ULS and a Question of the Day.
  - Secondary teachers will create a Google Classroom for each level, including middle, high, and post-high schools. Two lessons per week will be created and posted on the Choice Boards, and one lesson will be posted by non-core, elective teachers.



# Student Expectations for Online Learning

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Expectations for student engagement in online learning will depend on the grade level and course.

**All students will need to log into a Google Classroom as guided by their teachers.** At the elementary level, students will find all of their assignments in one Classroom, and secondary students will have Classrooms for each of their courses. This organization will allow teachers to tailor the learning assignments to the needs of their students.

The remaining nine weeks of school will be dedicated to preparing students for fall 2020.

It is important for students to participate on a regular basis in Google Classroom lessons and assignments. Teachers will expect to see assignments completed and submitted. At the same time, due dates will be less strict than if classes were in full session. **If students do not participate, teachers will follow up to check on the wellbeing of the student.**

Attendance will not be monitored in a traditional sense for the remainder of the school year.

**Teachers will use student submission of assignments to determine participation as an indicator of attendance.** By submitting assignments according to the teacher's guidelines, students are indicating their level of engagement with curriculum.

Details that follow are provided to assist families in planning student online learning schedules.

## Expectations for elementary students:

**Students will receive three lessons each day, Monday through Thursday, with independent practice and extension activities directed by teachers on Friday.**

Each lesson will include a mini-lesson for instruction and explanation of activities. Mini-lessons may be a posted video, instructions posted online, or some other form of delivery that students may already have used in the classroom.

With each of these lessons students can expect assignments that will be completed and submitted through Google Classroom or other sites as instructed 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.

In addition to the lessons and assignments, students will be asked to participate in virtual sessions three times per week for **approximately 15 - 20 minutes or 25-30 minutes at lower and upper elementary grades, respectively.**

Teachers will use Google Meet, Zoom, live Google Documents, or other tools that they already use. These sessions may be used for such things as Morning Meeting, or to answer questions students have about assignments. Unified Arts teachers and counselors will also schedule virtual meetings during the school closure.

### **Teachers will continue with the curriculum.**

The remaining nine weeks of school will be dedicated to preparing students for fall 2020. It is important for students to participate on a regular basis in Google Classroom lessons and assignments. Teachers will expect to see assignments completed and submitted. If students do not participate, teachers will follow up to check on the wellbeing of the student.

## Expectations for middle school students:

### **Students will access lessons and assignments through Google Classrooms created by each teacher.**

Middle school students should plan for **approximately 2.5 hours per week of learning for each course**. The total time includes the lesson, activities, and assignments.

In addition to the lessons and assignments, teachers will provide one weekly live check-in session.

Teachers will schedule Google Meet, Zoom video, Google chat, or Google Doc live as touchpoint sessions for questions and answers. Virtual meetings will typically last 30- 60 minutes.

## Expectations for high school students:

### **Students will access lessons and assignments through Google Classrooms created by each teacher.**

High school students should plan for **approximately 3 - 3.5 hours per week of learning for each course**. The total time includes the lesson, activities, and assignments.

In addition to the lessons and assignments, teachers will provide two live x-block sessions.

Teachers will schedule Google Meet, Zoom video, Google chat, or Google Doc live as touchpoint sessions for questions and answers. Virtual meetings will typically last 30-45 minutes.

## Course changes and amendments

With so little time remaining in the 2019-20 school year, we are not able to amend schedules at this time. Courses assigned to students at the time of the closure will remain on their schedule for the remainder of the academic year.

# Sample Student Schedules

**Each individual school will provide a schedule for live sessions offered by teachers during the week.** In order to assist families trying to schedule learning each day, the following samples offer suggestions. However, we recommend that each family develop their own schedule based on family needs. At the elementary level, teachers will include learning activities for Monday through Thursday, with Friday reserved for independent practice and time to catch up on any missing or late assignments.

## K-2 Sample Schedule

K-2 Sample Schedule	
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)
10:00-10:20	Academic Time #1 (e.g. math, science, social studies, ELA)
10:20-10:40	Break/Snack Time
10:40-11:00	Academic Time #2 (e.g. math, science, social studies, ELA)
11:00-12:00	Lunch/ Playtime
12:00-12:20	Academic Time #3 (e.g. math, science, social studies, ELA)
12:20-12:40	Unified Arts Time (Art, Music, PE, Spanish, Library)
12:40-2:00	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

## 3-5 Sample Schedule

3-5 Sample Schedule	
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

## 6-8 Sample Schedule

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

## High School Sample Academic Schedule

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

# Grading and Credit

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During this unprecedented period, the connectedness and care for our students remains our first priority as we maintain our students' continuity of learning. **Our plans for feedback, grading, and credit below are based upon the principle that no educational harm should come to any child through a reasonable approach to these important subjects.** This pandemic and the statewide suspension of in-person instruction has impacted our entire society in enormous ways. The emphasis for schoolwork now is on continuous learning, supported by monitoring and feedback, not traditional grades. In this crisis it is important for our students to focus on achieving essential outcomes and skills without the potential negative impact that this forced, online environment and crisis may cause them. Yet, we must establish an expectation that learning will continue, and its pursuit will help our students prepare for the next level while helping them navigate this environment with the sense of community from a distance that it will provide.

## High School

### Continuity of Learning Plan Components

- **Students will engage in learning** and instruction that advances our curriculum and address essential learning standards and units with an expectation of participation for the rest of this year.
- **Students will receive, complete, and submit assignments** through Google Classrooms or other means that are specific to their class, teacher or course. Teachers will provide regular and helpful feedback to students on the work they complete.
- **Students will have the opportunity to participate** in assigned Google chats, text exchanges, in live Google documents or in virtual meetings with their teachers. Teachers will provide students and parents with a schedule of these meetings. Depending on grade-level, sessions will be for the purpose of morning meetings, learning or to offer support through question-and-answer sessions. High school students will participate in X-Block virtual sessions on an as needed basis. These sessions are not required.
- **Students will be provided continued social-emotional supports**, and we will remain focused on their well-being throughout this closure.

### Teacher Flexibility

Even while establishing an expectation of participation and performance, **our teachers have and will continue to demonstrate flexibility and provide accommodations** for students and families given the crisis at hand. They understand that family work commitments, pressure, anxiety, illness and loss of loved ones are all factors that must be considered during this global health emergency.



## Grading and Credit

**Traditional letter grades will not be assigned at the end of the course.** We will make every attempt possible to assist and help students be successful and earn credit for course completion. Transcripts will reflect the following:

**Credit/Pass, No Letter Grade 'G'** - Students meeting the participation and performance standards outlined in the performance expectations section below will be given a 'G' grade that will provide credit without a grade. This will convey that students met standards during this crisis without penalty to their overall GPA. Clarification of this grade will be provided to colleges, universities, the military, and employers via transcripts.

**No Credit/No Pass, No Letter Grade 'I'** - Students not meeting the performance expectations outlined in the performance expectation section below will not receive a grade at the end of the trimester but will instead receive an 'I' grade, which currently stands for "incomplete." This will not harm their GPA yet not convey credit. Clarification of this grade will be provided to colleges, universities, the military, and employers via transcripts. In these cases, BPS will create future opportunities during the summer, future summers, after school, on weekends or during breaks for students to earn credit. Such options will be provided for students at little to no cost.

## Course Participation Expectation

**Teachers at the grade level and in departments will establish the essential learning standards, skills and units to be covered during the prolonged closure.** Class assignments and assessments will vary across the different classes and departments. Assignments might include readings with responses, essays, problem sets, analysis or other activities similar to what might be assigned in a traditional classroom. In order to receive credit for participation and performance in a course, students must successfully complete 70% of work assigned to them. In collaboration with their department head, department colleagues and assigned building administrator, teachers will determine the standard for completion for assignments. Assignments will be posted regularly to ensure that students have ample time to complete. Teachers may exempt students from assignment expectations as they see fit, and those assignments will not count toward the expected completion percentage. Additionally, the 70% standard of completion may be modified due to special circumstances by the teacher with the approval of a building administrator. **Any student with an IEP may be amended or exempted from assignments as directed by their caseload educator. Students with 504 accommodation plans may be amended or exempted from assignments by their teacher if appropriate.**

## Work Completion to Standard

**Each item of work assigned to a student has a purpose(s) for its completion.** Teachers (with department head, colleagues and building administrator) will be determining a reasonable, baseline of performance for each assignment based on its purpose(s). **If a student cannot submit work on time or experiences challenge with an activity, the teacher will be able to amend an activity for a student, perhaps after guidance and direction, in order to provide the student an opportunity for completion.** This process will help accommodate unique family situations while also permitting our instructors to establish appropriate levels of performance for each assignment.

## Teacher Feedback

Students will receive feedback on participation and class assignments from teachers in a timely fashion and in a variety of ways. **Students will be able to monitor performance based on the feedback provided.** While letter grades will not be assigned, corrections and guidance relative to assessments, papers, problem sets, or any other type of assignment will be provided by teachers at their discretion and posted in PowerSchool as "completed." Again, teachers will be encouraged to provide accommodations to all students during this public health emergency.

## Middle School

### Continuity of Learning Plan Components

The components of the middle school continuity of learning plan are similar to the high school with the exception of the exact schedule and the grading. **Middle school students are expected to engage in learning online, complete and submit assignments as expected, and participate in assigned virtual meeting and exchanges as assigned by the teacher.** Students will be provided continued social-emotional supports as we focus on their well-being.

## Grading and Feedback

**Students are expected to participate and perform in continued online learning to prepare themselves appropriately for high school, especially those students in the 8th grade.** Teachers will monitor student participation through the submission of completed assignments and will provide meaningful feedback to help students understand how well they are progressing. These assignments can include formative assessments, problem solving, written papers, responses to readings, or other assignments and activities. Students will receive a "G" grade, due to our priority on balancing learning and well-being during the prolonged closure. **Their ongoing work will be monitored so students are prepared to move to the next level of learning in the fall.**

## Elementary School

### Continuity of Learning Plan Components

**The components of the elementary school continuity of learning plan fit the unique needs of elementary aged students with lessons provided by classroom teachers along with unified arts instructors.** We would like students to participate and will be balancing their development with a keen focus on their social-emotional well-being during this period of time.

### Grading and Feedback

**Teachers will monitor student participation through the submission of completed assignments and will provide meaningful feedback to help students understand how well they are progressing.** These assignments can include formative assessments, problem solving, written papers, responses to readings, or other engaging activities. While students will not receive standards-based report cards, their ongoing work will be monitored, to be sure students are prepared for the next level of learning. **Students will progress to the next grade level in the fall if they were on track prior to the closure of schools.**

# Caring for our Community

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## 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. Find the [flyer for Food Services](#) here.

## 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. **Contact your school to see how you can support these efforts or your principal if your family is in need of support.**

## Hospital Donations

BPS Community Councils, 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. **Share your efforts on Facebook or Twitter using #BPSConnectED.**

## Informing our Community

BPS has worked to share vital information with the community regarding the spread of COVID-19. **Learn more about the health crisis, BPS communications and find resources for students and families at [www.birmingham.k12.mi.us/COVID19](http://www.birmingham.k12.mi.us/COVID19).**