Bloomfield Virtual

Bloomfield Hills Schools

INFORMATIONAL PRESENTATION

WEDNESDAY
AUGUST 12, 2020
6 TO 7 PM
WWW.BLOOMFIELD.ORG/LIVESTREAM

Before we begin...

Bloomfield VIRTUAL is now only for grades K-5

- Bloomfield VIRTUAL is an all-online option for families in kindergarten through fifth grade.
- Students in Bloomfield VIRTUAL will make selections by semester to enroll for the entirety of the semester to attend the VIRTUAL school (online).

Students in grades 6 - 12 will be enrolled in their selected courses and have the option to remain in distance learning mode within those courses or attend in-person once schools have reopened. The school schedule, teacher, classmates, content, and expectations will not change for a student selecting either in-person or distance learning.

Option 1: In-Person (with Distance Learning)		Option 2: Bloomfield Virtual
Available in Phases 4 & 5: In-Person Teaching with Safety Protocols	State, County, or District School Closures: Distance Learning	Bloomfield Virtual: Commitment for 1 or 2 Semesters
• Facial Coverings Requirements • Hygiene Procedures • Cleaning Procedures & Protocols • Athletes • Screening • Testing & Contact Tracing • Transportation • Food Services • Specials/Elective Schedule K-8 • Reduced Day K-8 • Class Sizes & Movement	• Students stay with the same cohort, assigned teachers, and similar daily academic structure as In-Person • Sample Schedules • Specials/Elective Schedule K-8	• Website • Student Handbook • Sample Schedules • Specials/Electives Schedule K-8

Aug. 11-18

REGISTRATION WINDOW

To participate in Bloomfield Virtual for one or both 2020-2021 school year semesters, students must register during the registration window. Late registrations will not be accepted.

Aug. TBD

ORIENTATION EVENT

Sometime in August, after the registration window closes, students and their families will be invited to attend a virtual orientation to the Bloomfield Virtual experience.

What does learning
look like outside of
Bloomfield Virtual?

BH
Bloomfield Hills
S c h o o l s

In-Person Learning: COVID-19 Precautions

Health and Safety Considerations

Daily pre-screen for staff and students with symptom-checker.

Face coverings will be required on the bus and in common spaces. Visit our website for further details on masks.

Access to schools will be limited to students and staff as much as possible.

Hand sanitizer will be provided at building entrances, in classrooms, and in shared spaces.

A new temporary Director of Health & Wellness will ensure effective system-wide implementation of health and safety practices.

Frequent cleaning of all BHS schools, facilities, and buses.

There will be increased spacing in the building. Classroom layouts and arrival and dismissal processes will be modified to maintain physical distancing.

Hand-washing will be required throughout the day, including before and after meals.

BHS will continue to provide technology devices to students as needs are identified.

There will be limited sharing of school supplies. Students are asked to label supplies brought from home to the greatest extent possible.

Students will store belongings in containers to help keep items apart.

Students and staff will receive training on COVID-19 prevention practices, including social distancing and face covering use.

CDC Identified Symptoms:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

Self-Screening

At home, each day via:
- Desktop or laptop
- Tablet
- Mobile device

The screen will be shown upon building entry

A paper version will be available for those without device access

Transportation

- Students will be required to wear a mask / face covering
- Assigned seats

Food Service

- No Visitors for lunch
- Adjustments made to serving lines
- Students to eat in classrooms
- Extra time between lunches for additional cleaning
- Lunch orders placed the day before or in the morning (or as far as a week in advance)

BEFORE YOUR BUS RIDE ...

#BHSTogether

Are you feeling healthy?

Put your mask on

Use hand sanitizer

BH

Facial Coverings

Elementary Classrooms

Wearing a mask is no longer optional for K-5 students within their classroom. All K-5 students will be required to wear masks throughout the entire school day.

Facial Coverings
Requirements

K-12 Classrooms	Elementary & Middle Common Areas	K-12 Classrooms
ADULTS MUST WEAR A MASK IN THIS AREA #BHSTogether	**EVERYONE MUST WEAR A MASK IN THIS AREA** #BHSTogether	**EVERYONE MUST WEAR A MASK IN THIS ROOM** #BHSTogether

Thank you for doing your part to keep us safe!

Thank you for helping us be safe!

Thank you for doing your part to keep us safe!

BH Elementary In-Person Schedule *(Conant, Eastover, Lone Pine, Way)*

9:05 - 10:05
- Allocated for Student Specials (Asynchronous)
- Classroom Teacher Preparation Time

10:05 - 10:15
- Students Arrive for the delayed in-person instruction start time
- Teachers in the Room

10:15 - 3:55
- Instruction with a focus on core content
- Lunch and Recesses
- Google Meet with Specials Teachers

COVID-specific:
- Students would not utilize lockers and/or coat rooms unless necessary and these would be spaced apart. Students would be required to report directly to classrooms upon arrival.
- Hand-washing would be required in all classrooms as part of the school day
- Hand sanitizer stations in all classrooms
- Recess and outdoor opportunities will be scheduled for needed breaks.
- Specialists teachers document attendance for asynchronous virtual classes.
- Specialist teachers would also facilitate a 15-20 minute live virtual instruction during the school day on their scheduled day to maintain the teacher-student connections. Elementary classroom teachers remain in the classroom.

Middle School In-Person Schedule *(BHMS, EHMS, WHMS)*

BH

8:20 - 9:20
- Allocated for Student Specials (Asynchronous)
- Classroom Teacher Preparation Time

9:20 - 9:30
- Students Arrive for the delayed in-person instruction start time
- Teachers in the Room

9:30 - 3:10
- Instruction with a focus on core content
- Lunch and Recesses
- Google Meet with Specials Teachers

COVID-specific:
- Students would not utilize lockers and/or coat rooms unless necessary and these would be spaced apart. Students would be required to report directly to classrooms upon arrival.
- Hand-washing would be required in all classrooms as part of the school day
- Hand sanitizer stations in all classrooms
- Recess and outdoor opportunities will be scheduled for needed breaks.
- Specialists teachers document attendance for asynchronous virtual classes.
- Specialist teachers would also facilitate a 15-20 minute live virtual instruction during the school day on their scheduled day to maintain the teacher-student connections.

Steps for Returning To In-Person Learning

Learning Models Risk Diagram

- LOW RISK — Face-to-Face Learning
- MEDIUM RISK — Hybrid Learning
- HIGH RISK — Distance Learning

Option A — WEEK ON, WEEK OFF:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Group A: Face-to-face with teacher in school	Group A: Face-to-face with teacher in school	Group A: Face-to-face with teacher in school	Group A: Face-to-face with teacher in school	Group A: Face-to-face with teacher in school
	Group B: Remote learning with support	Group B: Remote learning with support	Group B: Remote learning with support	Group B: Remote learning with support	Group B: Remote learning with support
Week 2	Group A: Remote learning with support	Group A: Remote learning with support	Group A: Remote learning with support	Group A: Remote learning with support	Group A: Remote learning with support
	Group B: Face-to-face with teacher in school	Group B: Face-to-face with teacher in school	Group B: Face-to-face with teacher in school	Group B: Face-to-face with teacher in school	Group B: Face-to-face with teacher in school

Option B — HALF & HALF WEEK:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Group A: Face-to-face with teacher in school	Group A: Face-to-face with teacher in school	Group A: Remote learning - specials & wellness	Group A: Remote learning with support	Group A: Remote learning with support
	Group B: Remote learning with support	Group B: Remote learning with support	Group B: Remote learning - specials & wellness	Group B: Face-to-face with teacher in school	Group B: Face-to-face with teacher in school

Option C — A/B DAY ROTATION:

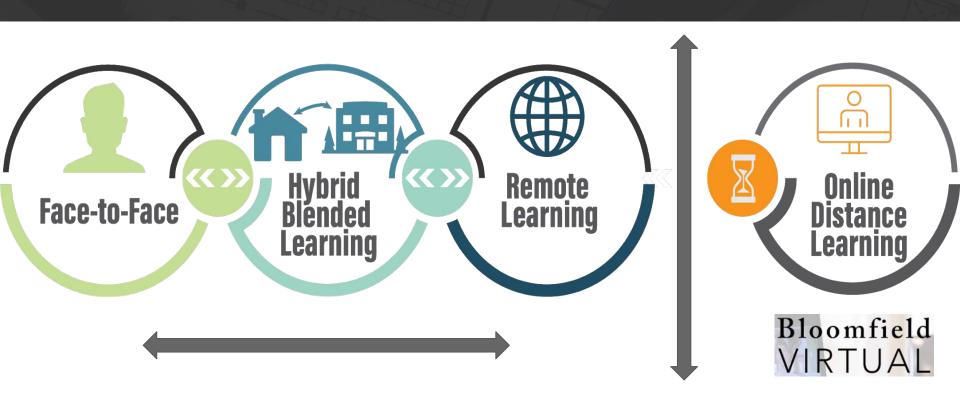|	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Group A: Face-to-face with teacher in school	Group A: Remote learning with support	Group A: Face-to-face with teacher in school	Group A: Remote learning with support	Group A: Face-to-face with teacher in school
	Group B: Remote learning with support	Group B: Face-to-face with teacher in school	Group B: Remote learning with support	Group B: Face-to-face with teacher in school	Group B: Remote learning with support
Week 2	Group A: Remote learning with support	Group A: Face-to-face with teacher in school	Group A: Remote learning with support	Group A: Face-to-face with teacher in school	Group A: Remote learning with support
	Group B: Face-to-face with teacher in school	Group B: Remote learning with support	Group B: Face-to-face with teacher in school	Group B: Remote learning with support	Group B: Face-to-face with teacher in school

*BHS will start school on September 8th in a Distance Learning Plan. When it is safe to return, students attending In-Person will first have a "partial" in-person schedule mixed with a "partial" virtual schedule (Hybrid). The Hybrid options above are still being studied for feasibility. The next step beyond a Hybrid Model is returning to a more traditional in-person schedule 5 days per week. - *Update will be provided at our next BoE Meeting.*

CONTINUUM OF LEARNING MODELS

Face-to-Face

Hybrid Blended Learning

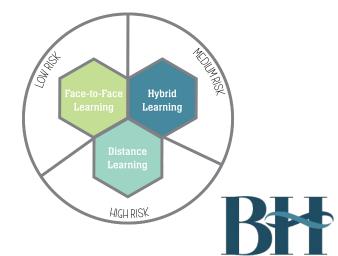Remote Learning

Online Distance Learning

Bloomfield VIRTUAL

Spacing of Desks

Desks will be spaced three to six feet apart. Spacing will deviate between the Hybrid Model & a Traditional In-Person Schedule.

LOW RISK

MEDIUM RISK

Face-to-Face Learning

Hybrid Learning

Distance Learning

HIGH RISK

BH

Option 1: K-5
In-Person / Distance Learning

Option 2: K-5
Bloomfield Virtual

In-person ⟷ Distance

Virtual

Each day, we hope to see all of our students for in-person teaching and learning, but we know that may look a bit different in 2020-2021, depending on the conditions of COVID-19.

If the Governor or Board of Education requires schools to be closed, BHS will utilize a distance learning model (all online) for all students for the duration of the closure.

Families may select Bloomfield Virtual if they desire for their child to learn online all or most of the time regardless of the operating status of the district.

BH

Bloomfield
VIRTUAL

Welcome to your new school! We are so glad you are here!

Mission Statement

Bloomfield Virtual provides an **equitable, caring, and safe** learning community where **students are encouraged** to be **intellectually curious** and **academically ambitious**. Leveraging **the power of technology and community**, Bloomfield Virtual learning **promotes student agency** for all learners to achieve their highest aspirations.

Virtual

Does not mean "alone"

Learner-Centered
Each student's strengths, needs, and interests are assets in fostering a passion for intellectual pursuit and teachers serve as mentors to facilitate learning that is meaningful.

Sense of Belonging
Relationships are critical both in the classroom and in the community. Students create authentic work that is meaningful to the community beyond school. Students can engage in real-world action through personal experience.

Place-Based Learning
Bloomfield Hills Schools - both virtual and in-person - will utilize the Bowers School Farm and Johnson Nature Center for learning expeditions when appropriate and permissible. Students enrolled in the virtual school will have the opportunity to enhance their learning through designed experiences similar to their in-person peers at these district gems.

Portrait of a Learner
The dispositions and skills described in the BHS **Portrait of a Learner** are always important and should influence the design and experiences across all learning models and grade levels.

IS VIRTUAL LEARNING RIGHT FOR MY CHILD?

- Students in grades (K-5) will need adult or older sibling support for initial virtual navigation and time management support.
- Zoom and Google tools will also support students in navigating the daily instructional sections
- Daily routines will mirror in-person teaching and learning expectations.
- BHS teachers will create lessons and activities that engage the student in the virtual school environment utilizing innovative practices
- Bloomfield Hills Schools will provide a device (iPad for K-1, Chromebook for 2-5) to every student upon enrollment and completion of the Technology Agreement.
- Students enrolled in Bloomfield Virtual may participate in extracurricular activities that happen outside of the classroom day including clubs and student organizations at their home school.

Bloomfield VIRTUAL:
Special Education Supports

SAMPLE VIRTUAL 3-5 Bell Schedule with Resource Room Support

	Daily
Check-In and Connections	9:05- 9:25 Synchronous Engagement
Mathematics 60 minutes	9:25 - 10:25 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
Resource Math Support	9:45-10:25
Break	10:25 - 10:35
Reading 60 minutes	10:35 - 11:35 - At least 30 minutes of synchronous facilitation including class read aloud with large group and/or small group instruction
Resource Room Support for Language and Literature	11:05-11:35
Lunch 11:35 - 12:15	
Connections 20 minutes	12:30-12:50- Synchronous Engagement
Writing 45 minutes	12:15 - 1:00 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
Resource Room Support for Writing	12:35-1:00
Break	1:00-1:10
Academic Block Science, Social Studies, Word Study, etc. 45 minutes	1:10-1:55 At least 20 minutes of synchronous facilitation including large and/or small group instruction
Asynchronous Learning 55 min	1:55-2:35 - Specials (Music, PE, Spanish, Art, or Media) 2:35-3:05- Independent work, and/or individual or small group support as needed
Resource Room Support	1:55-3:05 Support will be determined on an individual basis in collaboration with the caseload teacher.
Total Instructional Minutes	180 minutes of synchronous interaction with classmates and content facilitated by the teacher, 195 minutes independent work (not including breaks and lunch) for a total of 375 instructional minutes per day

SAMPLE VIRTUAL K-2 Bell Schedule with Resource Room Support

	Daily
Check-In and Connections	9:05 - 9:25 - Synchronous Engagement
Mathematics 40 minutes total	9:25 -10:05 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
Resource Room support for Math	9:45-10:05
Break	10:05 - 10:20
Reading 70 minutes total	10:20 -11:30 - At least 40 minutes of synchronous facilitation including class read aloud with large group and/or small group instruction
Resource Room Support for Reading	11:00-11:30
Lunch/Recess 11:30 - 12:30	
Connections 20 minutes	12:30 - 12:50 - Synchronous Engagement
Writing 30 min total	12:50 - 1:20 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction
Resource Room Support for Writing	1:00-1:20
Break	1:20 - 1:35
Academic Block Science, Social Studies, Word Study, etc. 30 min	1:35 - 2:05 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction
Asynchronous Learning 55 min	2:05-2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:45-3:00 - Independent work, and/or individual or small group support as needed
Resource Room Support	2:05-3:00 - Support will be determined on an individual basis in collaboration with the caseload teacher.

IS VIRTUAL LEARNING RIGHT FOR MY STUDENT WITH AN IEP or 504?

- We anticipate all IEPs and 504s will be followed as written, including accommodations, programs and services, understanding that some IEPs and 504s may need to be adjusted based on individual needs.

- Based upon enrollment, a virtual special education teacher will be assigned to support students with IEPs in the general education curriculum utilizing small group instruction. Resource room support will be provided to students with IEPs. and It will be placed into students' virtual schedules.

- Students who receive special education programs and services within ARP/FRP/DHH/ or SEED will have their instruction delivered directly by a special education teacher.

- Ancillary services will also be provided virtually by Bloomfield Hills staff including speech, OT, PT, Social Work and ASL.

- Given that each student's plan is individualized, if you have questions about whether or not Virtual Learning is right for your child with an IEP or 504 please reach out to your child's caseload teacher or the special education department.

Learning Platforms

Teaching & Learning from a DISTANCE

If the Governor closes school buildings, we will move to a distance learning model, maintaining safety, academic standards, and social connections through digital interactions.

Preparing for Distance Learning

If the Governor moves our area into Phases 1-3, all schools - public, private, charter, and parochial - will be closed. In Bloomfield Hills Schools, we are ready for this possibility. If the Governor closes school buildings, we will move our teaching and learning to "Distance Learning," which will allow us to progress in our teaching and learning goals while remaining safely at home.

LEARNING AT HOME

Based on Feedback from students, staff, and families, we have worked on updates over the summer to our at-home learning plan to include:

- More live/direct (synchronous) instruction
- Attendance taken
- Access to materials and progress/grades
- Revised daily schedule
- Students maintain relationships with peers and teachers, while learning fully from home
- Students and families will have complete access to class resources, progress, and grades
- The same rigorous and engaging teaching and learning families expect from Bloomfield Hills Schools

Google Classroom

zoom

Grades K - 2 SAMPLE Virtual Schedule

Check-In and Connections	9:05 - 9:25 - Synchronous Engagement
Mathematics 40 minutes	9:25 -10:05 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Break	10:05 - 10:20
Reading 70 minutes	10:20 -11:30 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Lunch/Recess 11:30 - 12:30	
Connections 20 minutes	12:30 - 12:50 - Synchronous Engagement
Writing 30 min	12:50 - 1:20 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Break	1:20 - 1:35
Academic Block 30 min Science, Social Studies, Word Study, etc.	1:35 - 2:05 - At least 10 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Asynchronous Learning 55 min	2:05-2:45 - Specials (Music, PE, Spanish, Art, or Media) 2:45-3:00 - Independent work, and/or individual or small group support as needed

Grades 3-5 SAMPLE Virtual Schedule

Check-In and Connections 20 Minutes	9:05 - 9:25 - Synchronous Engagement
Mathematics 60 minutes	9:25 -10:25 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Break	10:25 - 10:35
Reading 60 minutes	10:35 -11:35 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Lunch/Recess 11:35 - 12:15	
Writing 45 min	12:15 - 1:00 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Break	1:00 - 1:10
Academic Block 45 min Science, Social Studies, Word Study, etc.	1:10 - 1:55 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Asynchronous Learning 70 Minutes	1:55 - 2:35 - Specials (Music, PE, Spanish, Art, or Media) 2:35 - 3:05 - Independent work, and/or individual or small group support as needed

Learning
With
Bloomfield
Virtual

Personal Development

Knowledge Construction

Inquiry & Information Exchange

Community & Motivation

Technology & Access

Adapted from Gilly Salmon 5-Stage Model

Technology & Access

- At the beginning of the school year, teachers will be dedicating time to making sure students and parents are familiar with the technology, Learning Management Systems, and other tools used in Bloomfield Virtual.
- Bloomfield Hills Schools will be providing technology to students enrolled in Bloomfield Virtual as requested by families:
  - Kindergarten and 1st Grade students will receive iPads
  - 2nd-5th Grade students will receive Chromebooks
- K-5 Teachers will be using Google Classroom to communicate with students, add assignments and quizzes, provide feedback, post materials, and more.
- Bloomfield Hills students utilize Clever as a resource to access a wide variety of educational website resources.
- Tutorials will be available for students and teachers to help with technology.
- BHS Family HelpDesk tech support will be available Monday - Friday, 8am-4pm.

Community and Motivation

- Bloomfield Virtual teachers will establish an inclusive culture of community in which students can easily navigate and interact with their peers.
- Bloomfield Virtual teachers will work to find engaging ways to motivate students to participate and contribute to the virtual learning environment.
- Students will have the opportunity to gather on a virtual campus that helps build a sense of community and team building. "Houses" will be multiage/multigrade and initially based on the fostering of community. Throughout the year, the "Houses" may begin exploring and working into areas of student interest.   This space should feel like the "commons" area of the school or the playground where students interact, get to know each other, and share their passions. "Houses" will communicate through the Google Classroom under the direction of a teacher.
- Bloomfield Virtual will offer virtual field trips and in-person (when appropriate) to the farm and nature center as well as other cross-curricular interactions intended to build community.
- Families choosing Bloomfield Virtual will still have access to join extracurricular groups and athletic teams when available.

Inquiry & Information Exchange

- After Access is established and the foundations of Community/Motivation are built, the learning transitions into a space for student inquiry and the exchange of information.
- Bloomfield Virtual teachers will utilize our **Portrait of a Learner** to help shape students' academic progress:
    - A disposition to **inquire about the world.**
    - A disposition to **understand multiple perspectives.**
    - A disposition toward **respectful dialogue.**
    - A disposition toward **grappling with complexities.**
    - A disposition toward **taking responsible action.**

BH Bloomfield Hills Schools

Portrait *of a* Learner

A disposition to inquire about the world
A learner who inquires about the world can explore local and global connections, ask questions of significance that call upon critical thinking, frame problems and construct solutions. They seek information beyond familiar environments. They engage in analysis, synthesis, evaluation, creation, and application.

A disposition to understand multiple perspectives
A learner who understands multiple perspectives interacts with others whose paths differ greatly from their own, honoring the value of our shared human dignity. They recognize and resist stereotypes and understand multiple cultural contexts.

A disposition toward respectful dialogue
A learner who engages in respectful dialogue can communicate across differences and listen with intentionality. They express empathy for others while sharing courageously, openly and appropriately.

A 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.

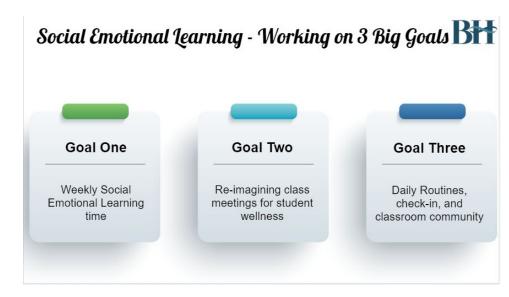**A disposition toward** taking responsible action
A learner who takes responsible action collaborates with others with the intent to mobilize ideas into action. They recognize that service to community is a form of action.

Knowledge Construction

- As Bloomfield Virtual teachers move through a paced curriculum with their students, they will utilize several different types of distance and virtual learning techniques to help their students construct new knowledge. Examples include:

  - Assignments, quizzes, and materials shared via Google Classroom.
  - Interactive mini-lesson videos.
  - Offline activities and project-based learning.
  - Readers and Writers Workshops.
  - Small group interactions and collaborations.
  - Targeted, specific, multimedia feedback.
  - And more...

Personal Development

- Bloomfield Virtual students will participate fully in their studies by accessing materials and information to dynamically learn and contribute in a virtual environment.
- Bloomfield Virtual's culture and community will foster personal growth and Social and Emotional skills.
- Students will engage in personal goal setting and portfolio work.
- Students will be able to independently shift from online learning to offline activities, and be comfortable working in large group, small group, and independent learning environments.

Social Emotional Learning - Working on 3 Big Goals BH

Goal One

Weekly Social Emotional Learning time

Goal Two

Re-imagining class meetings for student wellness

Goal Three

Daily Routines, check-in, and classroom community

What does a virtual, at-home classroom look like?

Students thrive with routine. Design a quiet learning space with essential materials.

- Learning throughout the day will occur both on-and-offline. Have devices and chargers available as needed.
- Create a space that is comfortable for both the student and any adults supporting their experience.
- Consider letting your child help you to set up his/her learning space to get them excited for the new school year and remember that it should be a comfortable spot where they can focus.
- Easily accessible storage for supplies is recommended.

Thank you Bloomfield Hills Teachers and Virtual School Design Team

Contributors

Thanks to our key contributors for designing Bloomfield VIRTUAL, a virtual campus where students can grow and thrive:

- Program Developers: Todd Bidlack, Noelle Collis, Lauren Dempsey, Sarah Fairman, Susan Golab, Emily Handy, Kimberly Hempton, Mary Hillberry, Alan Jaros, Liza Lauter, Matt MacLeod, Cathy McDonald, Jennifer Perrone, Jason Rubel, David Shulkin, and Kristen Vigier. In partnership with the work of Julia Beattie, Jamie Goldschmidt, Kathy Janelle, Stephanie Olson, Jennifer Rossi, Jennifer Teal, and members of the Spring 2020 Virtual Learning Taskforce.

- Virtual Content Creators: Cass Arsenault, Kathy Jakubiak, Amanda Melymuka, Theresa Tripp, Pam Walch, Stephanie Bartarian, Carrie Fines, Hannah LaCourt, Sean Strasburger, Jessie Hines, Matt MacLeod, Rachel Matz, Stephanie Bevier, Sarah Weaver, Sarah Lyon, Kari Griesbeck, Chris Drogosch, Katie Fellin, Beth Mitchell, Suzanne DeAngelis, Bobbi Greer, Amy Scott, Kathy Abbott, Mary Davi, Noelle Collis, Jordan Stark, Mike Barry, Jordan Stark, Candice Toma, Dayana Schemel, Sarah Giles, Alison Gallagher, Barb Brownson, Peg Pasternak, Dan Whitmire, Dave Zulkiewski and all the teachers that have worked tirelessly to create and craft a dynamic curriculum for all BHS students.

Important Contacts & Where to Find More Information

More questions? Here is who to contact:

Enrollment?
- Visit our enrollment office online or contact Sandra Dukhie at StudentServices@bloomfield.org

Is Bloomfield Virtual right for my child?
- Contact your child's current elementary or middle school principal

Questions Regarding Students with an IEP or 504?
- Contact your child's current elementary or middle school principal, your child's caseload provider, or the BHS Special Education Department

If I choose Option 1, In-Person (with Distance Learning), who can I speak to about what that will look like before making a final decision for BV?
- Contact your child's current elementary or middle school principal

Questions Regarding Programming for BV?
- Visit Bloomfield Virtual online or contact Kimberly Hempton at KHempton@bloomfield.org
- The BV website is under construction, so check back often for new information and updates
- If enrollment numbers increase significantly, we will create a Principal/Administrator position to help support the program
- Parent Orientation Night for Enrolled Students (Date TBD)

BH
Bloomfield Hills
Schools

ENROLLMENT OPTIONS

Bloomfield Hills Schools is proud to offer two choices for our Kindergarten through grade 5 families for the 2020-2021 school year.

For Students in Grade Levels Kindergarten-5th:

- **In-Person Instruction:** Students will begin the school year in a remote teaching and learning environment and will transition to in-person teaching and learning when the district determines it is safe and appropriate to do so. In-person students may transition to distance learning if needed due to COVID-19 conditions or an order from the Governor.

- **Bloomfield Virtual:** Bloomfield VIRTUAL is fully-online learning for families who do not desire to return to in-person teaching and learning. Bloomfield VIRTUAL requires a semester-long commitment. Students who select Bloomfield Virtual for the first semester will have the option to return to in-person teaching and learning (as described above) for the second semester if desired.

Enrollment Option Preference: [▾]

☐ **Click to confirm you have reviewed this section, then select the SUBMIT button (top left)**

The Window Into Your Student's Day at School

Our *commitment* to *you.*

Regardless of *where* a student and their family decide to learn in 2020-2021, Bloomfield Hills Schools is *committed* to providing **all learners** with a *safe*, *equitable*, and *engaging* learning experience that ensures students *feel connected*, *cared for*, and free to be *intellectually curious*.