PHASED REOPENING

2020-2021 SCHOOL YEAR

FIRST NINE WEEKS	**FULLY VIRTUAL WITH LIMITED FACE-TO-FACE SERVICES.**
	● All students will be served through virtual learning by BCS teachers:
	  ● Students at all grade levels will have access to a wide range of digital learning resources.
	  ● Parents will have access to the platforms where teaching and learning will take place
	● Students will be scheduled for small group instructions *based on teacher/instructional analysis of the academic data.*

SECOND NINE WEEKS	**IN PERSON, IF POSSIBLE.** The goal is to be in school by the end of the second nine weeks. However, this decision is contingent upon current information and could also be an extension of virtual learning or a transition to staggered schedules. Students who selected full-time virtual will continue education delivered through virtual platforms.
DECISION MAKING	**CHECKPOINTS FOR CONSIDERATION OF LEARNING MODEL CHANGES.** The district will assess the continuation of the all-virtual model in the first semester by October 15, 2020 to determine the learning model for the second nine weeks to include virtual, blended or traditional.

BESSEMER CITY SCHOOLS

Bessemer City Schools

ReOpen
ReEngage
ReImagine

PLAN FOR REOPENING 2020-2021

REOPENING PLAN COMPONENTS

CURRICULUM

Learning framework, student engagement and teacher responsibility.

SPECIAL POPULATIONS

Learning for students with specialized learning needs.

STUDENT SERVICES

Health, hygiene, counseling and social emotional learning.

CHILD NUTRITION

Nutritional health of our students.

TRANSPORTATION

How will students travel safely.

OPERATIONS

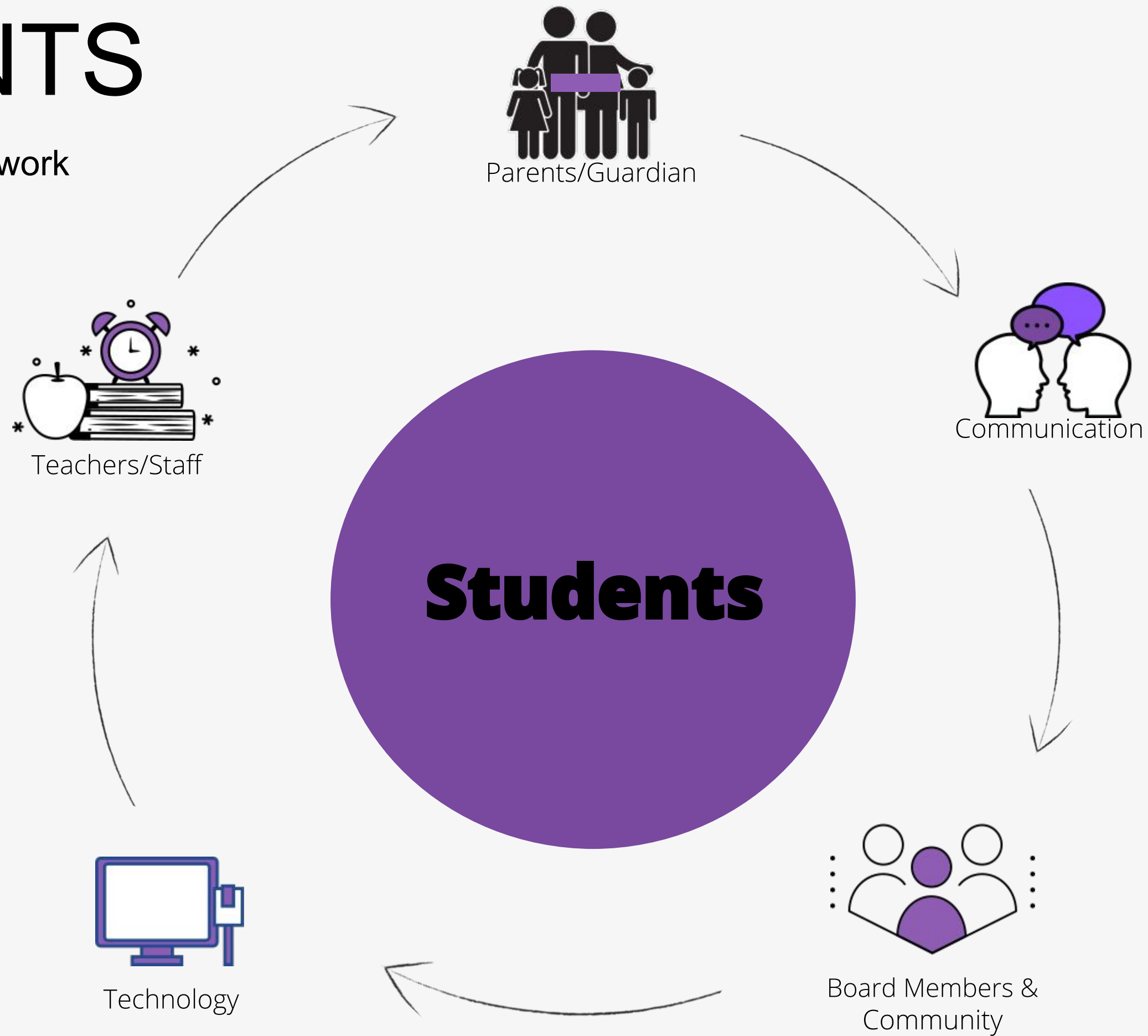Keeping our schools and facilities clean and safe.

HUMAN RESOURCES

Staffing, recruitment, and employee relations.

FINANCE

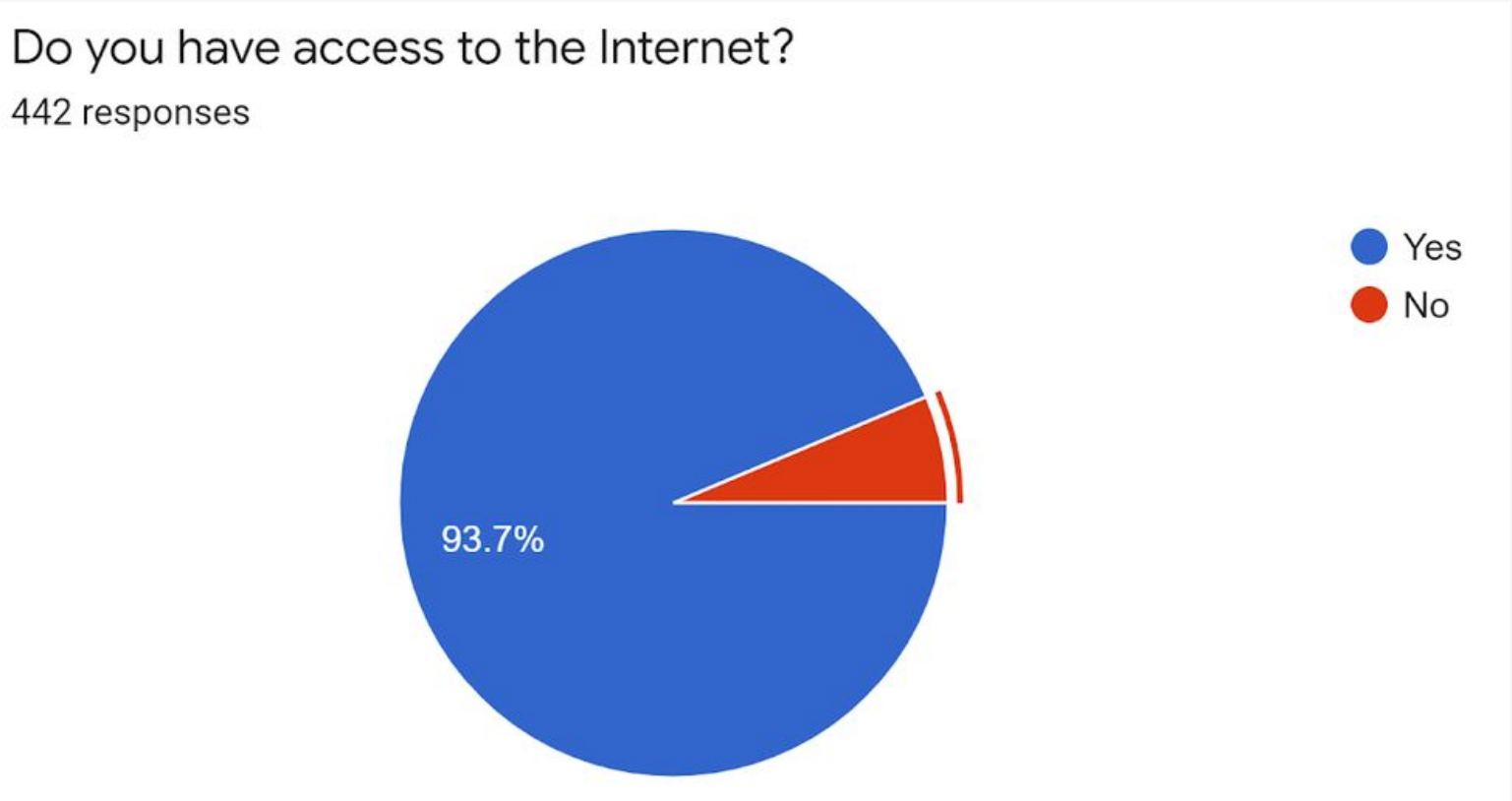CARES/ESSER revenue and expenditure projections and tracking.

What We Learned...

Internet Access

Do you have access to the Internet?
442 responses

- Yes
- No

93.7%

Device Access

Do you have access to at least one laptop or desktop with video (web cam) and audio (microphone and speakers)?
442 responses

- Yes
- No

28.1%

71.9%
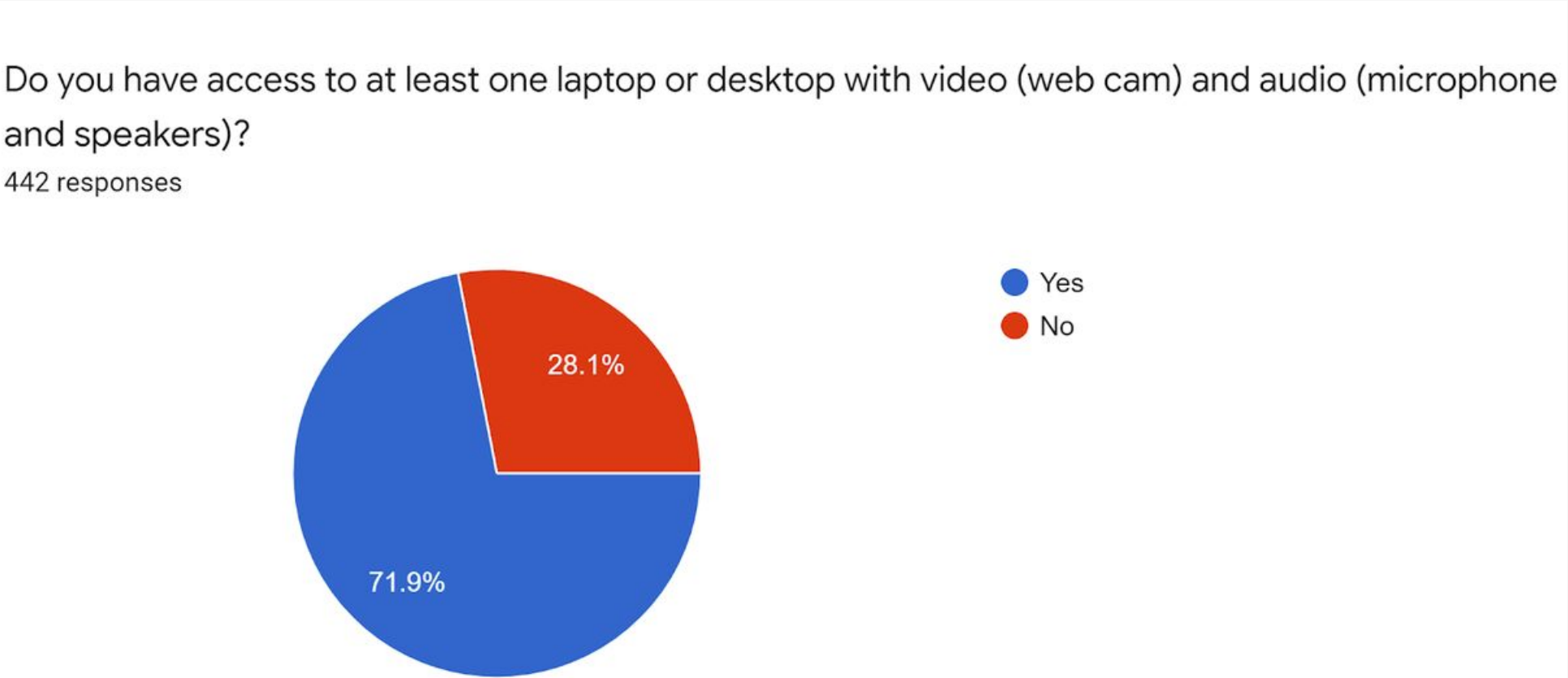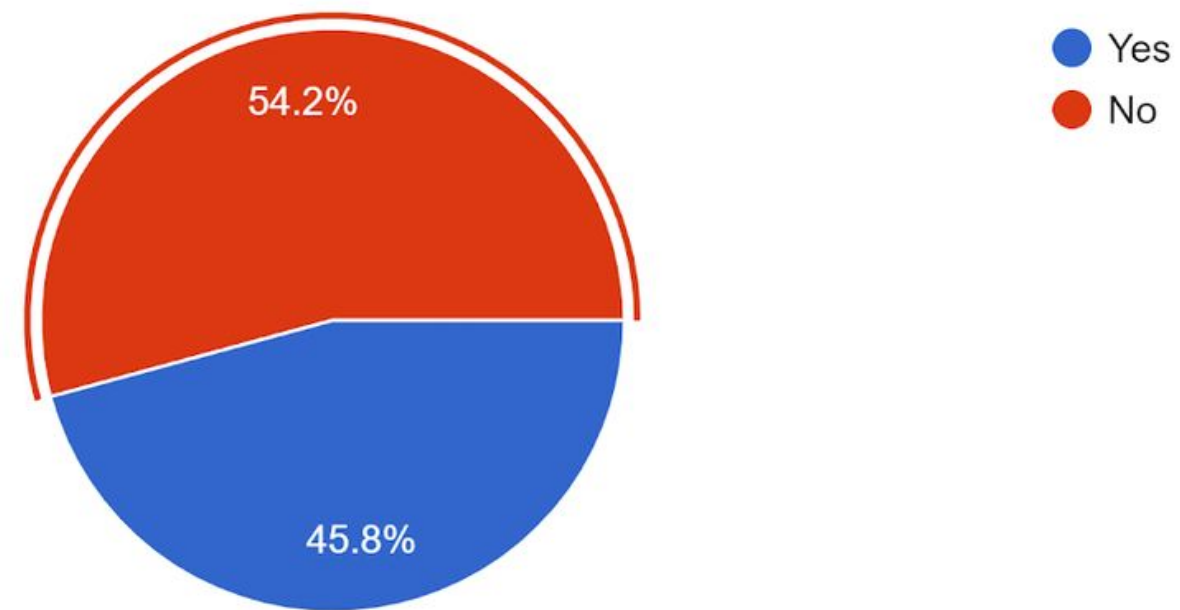
442/2200 Households Responded

What We Learned...

Professional Development

Do you need professional development on the e-learning platforms listed above?

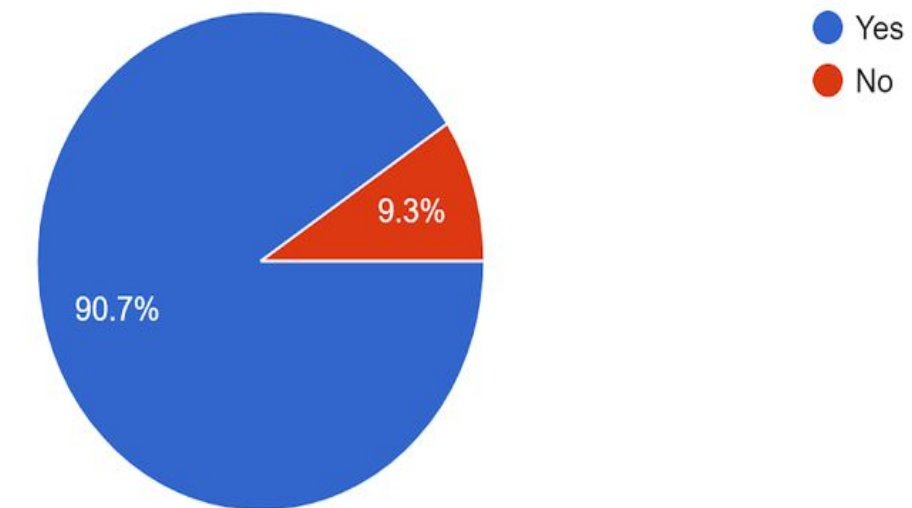214 responses

- Yes
- No

54.2%

45.8%

Teacher Survey

Parental Development

Would you attend virtual training sessions on how to use ZOOM, Acellus, Google Classroom, MyON, etc.?

442 responses

- Yes
- No

9.3%

90.7%

Parent Survey

What we considered...

Priorities
- Health and safety of students, staff, and community
- Instructional implications
- Resources available
- Feasibility of plan scenarios

Variables
- Further guidance from government and health officials
- Transportation regulations
- Number of students needing transportation
- Number of students attending all virtual

ReOpen
ReEngage
ReImagine

PLAN FOR REOPENING 2020-2021

Blended Instruction
- Preparing to Open (June 2020-August 2020)
- District-wide Procedure
  - PreK Procedures
  - K-2 Procedures
  - 3-5 Procedures
  - 6-8 Procedures
  - 9-12 Procedures

Virtual Instruction
- Preparing to Open (June 2020-August 2020)
- District-wide Procedure
  - PreK Procedures
  - K-2 Procedures
  - 3-5 Procedures
  - 6-8 Procedures
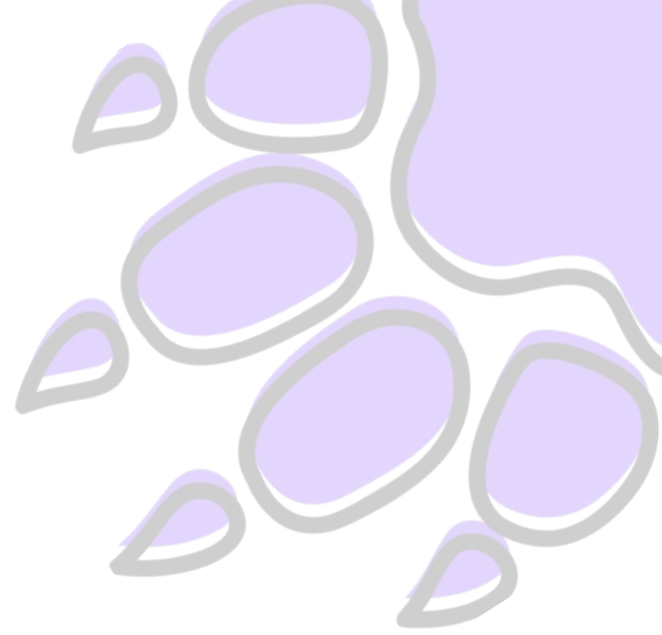 - 9-12 Procedures

Traditional Instruction
- Preparing to Open (June 2020-August 2020)
- District-wide Procedure
  - PreK Procedures
  - K-2 Procedures
  - 3-5 Procedures
  - 6-8 Procedures
  - 9-12 Procedures

ART

- Verify inventories, prepare spaces, materials and equipment for resuming services.
- Create a schedule to sanitize district-owned instruments, equipment, or materials.
- Identify materials and equipment needed to deliver content following social-distance and sanitization protocols.
- [Alabama Arts Education Return to School Recommendations](#)

Libraries

- Complete end-of-year tasks, prepare spaces and library collections for resuming services.
- Library [Phase-by-Phase Return Plan](#)

Professional Learning

- Provide professional learning during the summer of 2020 that addresses the pedagogy of distant teaching, new initiatives, etc.
- Provide in-depth, differentiated PD for teachers in August 2020.
- Plan for Fall and Spring E-Learning Days/PD that are a blend of PD and practice teaching from home.
- [PD Calendar](#)

Learning Resources

- Ensure that all students have successfully logged into Schoology and key digital learning resources at school and from home.
- Restrict/prohibit use of backpacks and keep supplies in classrooms. Allow small purses.
- PreK-12th grade will utilize Schoology or Google Classroom as online classroom
  - Note that Schoology provides Google Classroom and Acellus Apps integration, automatic rostering that updates daily, parental access to view all aspects of their student's work and feedback, and other blended learning tools.
  - [Additional Learning Resources for PreK-5th Grade](#)
  - [Resources for K-12 Critical Standards](#)
  - [Additional Math Resources for K-12th Grade](#)
  - [Additional Remote Learning Resources for Science (K-12th Grade)](#)
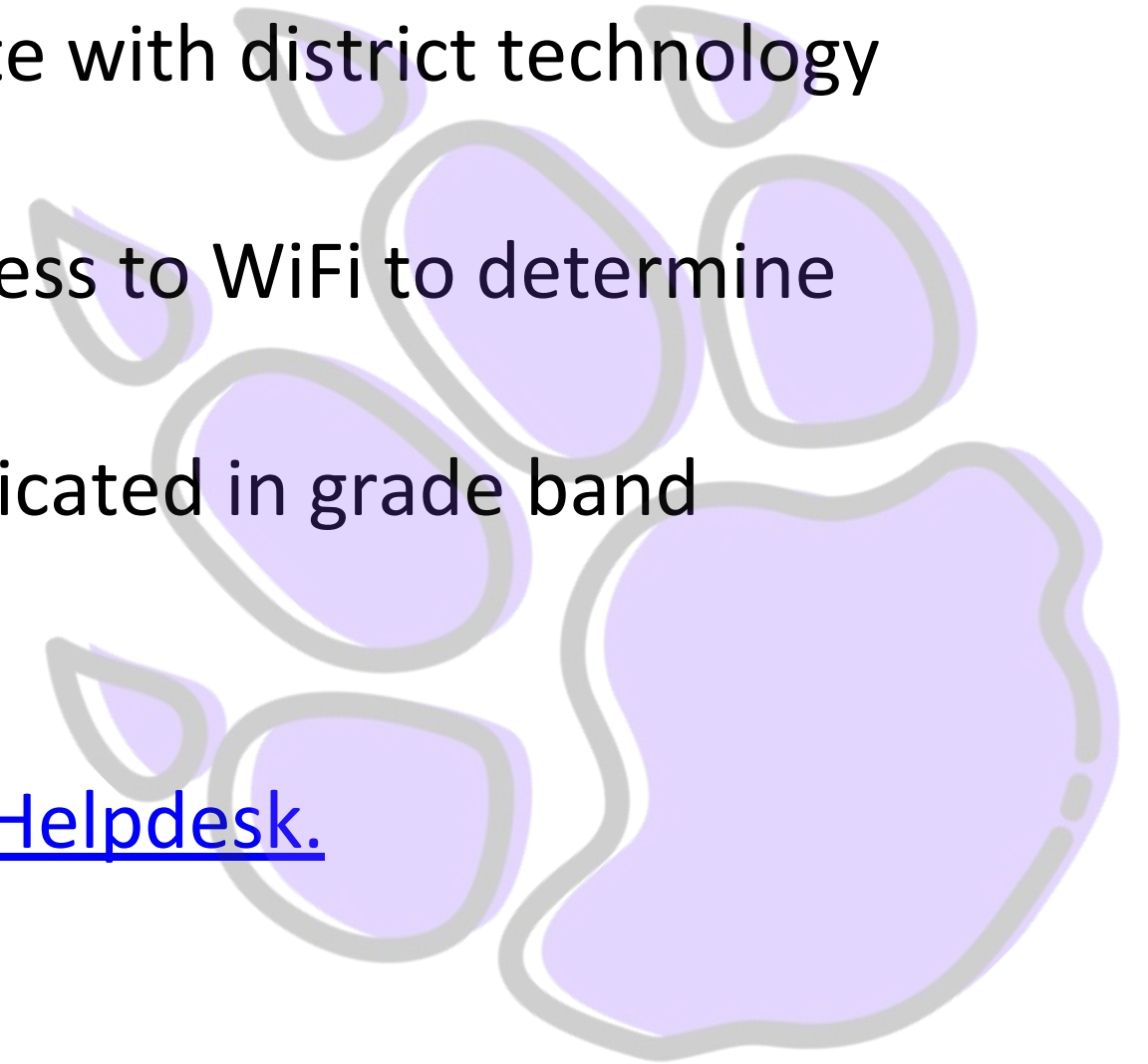 - [Remote Learning Resources for EL](#)

Classroom Environment

- Tables and desks will be arranged to avoid face-to-face interaction (to the greatest degree possible) among students.
- Student desks and tables will be positioned apart to allow for social distancing (to the greatest degree possible).
- Arrange the classroom environment so students remain within sight lines of the teacher during instruction (nothing barricading or blocking view of student, like a screen).
- Ensure environment allows for students to navigate the classroom freely for wheelchair users, visually impaired students and others who require assistance to participate fully in instruction.

"In areas where 6ft of distance is not possible, face masks/coverings will be required. Bandanas are not allowed. For example, hallways, buses, etc."

Technology

- Purchase necessary equipment.
- Collaborate with schools on device distribution process.
- Update Code of Conduct with updated version of expectations for all students using BCS devices at school or home. Update acceptance of device responsibility for checkouts that occur as part of normal school or school closure.
- Each school will designate a single point of contact to communicate with district technology teams.
- Connect with public libraries and others who offer free, public access to WiFi to determine capacity.
- Do not require password update for students with exceptions (indicated in grade band sections in this document).
- Refer to additional details in [Technology Plan](#).
- When students have issues, teachers submit support requests on [Helpdesk.](#)
- [Sanitize devices](#) prior to a repair or replacement evaluation.

DISTRICT-WIDE PROCEDURES

Action/Practice/Policy

Extra-/co-curricular

- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. This includes but is not limited to: assemblies, field days, spirit nights, athletic events or practices, field trips, special performances, and school-wide parent meetings.
- Extended day activities will follow the guidelines used during the school day.

Grading policy/practices

- Year-long, district-wide focus on studying PLC 1 (*How will we know they are learning?)*
- Refer to the [Guidance on grading practices](#) (effective August, 2020).

Instructional Focus

- Utilize [BCS Curriculum Guides and pacing](#) for the 2020-2021 school year.
- Utilize the [K-12 Content Priority Standards](#).
- As part of the RTI processes, provide immediate interventions to address COVID-19 gaps.
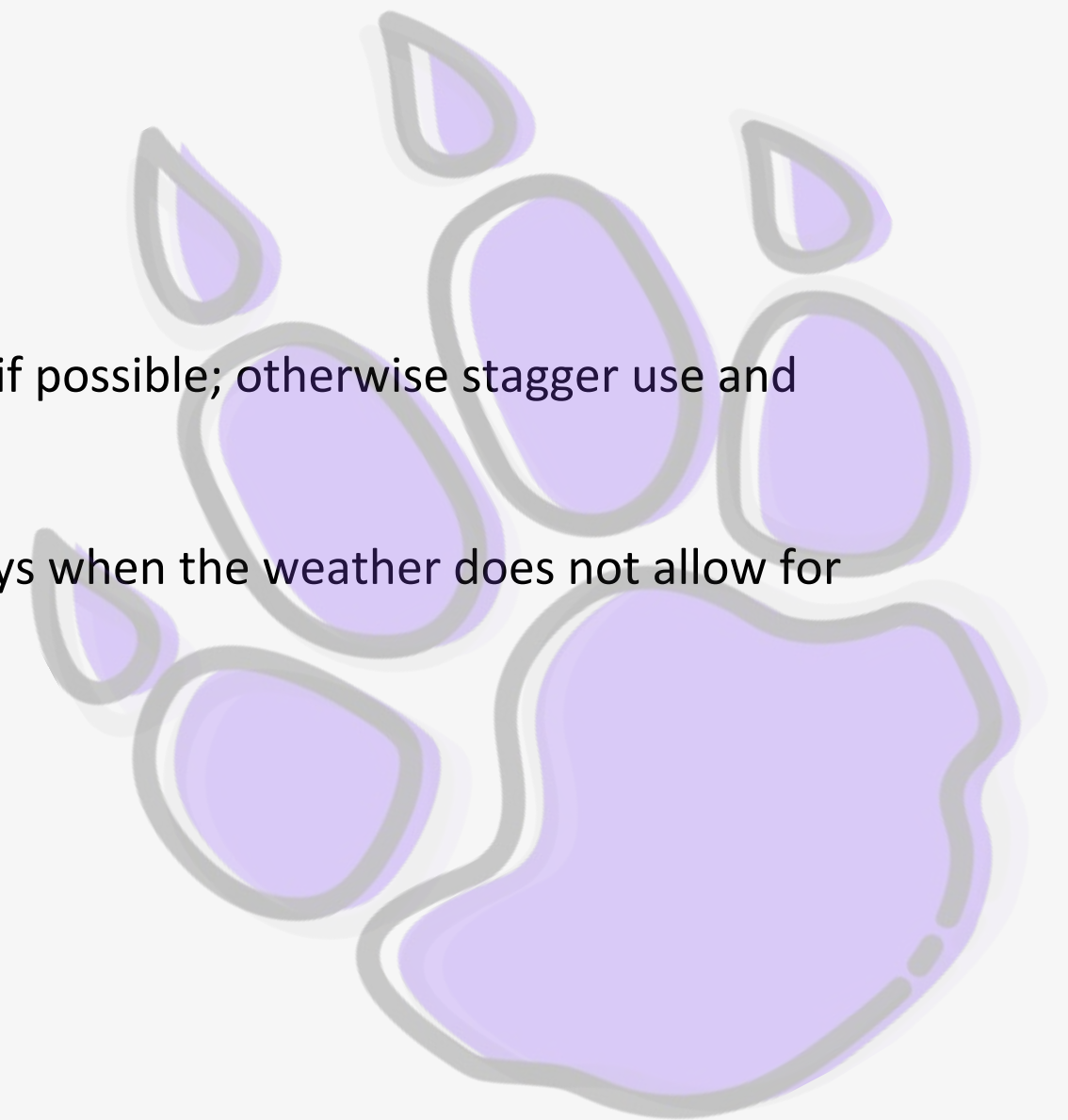- Participate in weekly collaborative teams as part of the PLC focus.

Grade	Minimum	Maximum	Recommended Length to Sustain Attention
Pre-K	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Instructional Focus- cont.

- Maintain updated online classroom and use blended instruction on a regular basis in order to be prepared for a potential school closure.
- Use collection of digital learning resources (MyON, Freckle, Imagine Learning, Acellus, GSuites, Pearson Realize, Accelerated Reader, Ramsey Education, Khan Academy, Read to Lead, Go Noodle) tailored for specific grade levels that are integrated into Schoology.
- Provide continued targeted practice in foundational reading skills. Continue to meet with small groups of students, formed based upon foundational reading skill needs, to practice phonological awareness, phonics, fluency, vocabulary, and/or spelling. This is essential to maintain and deepen students' literacy skills and prevent loss for EL students.
- Replace lab activities with videos of the labs where proper social distancing cannot be maintained.
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

Physical Education

- Classes will be limited to non-contact sports and activities.
- Practice social distancing in shared spaces such as multipurpose rooms, cafeterias and playgrounds if possible; otherwise stagger use and disinfect in between use.
- Students in middle and high school will not dress out.
- Classes will be held outside when possible. Each school will have an alternate location for PE for days when the weather does not allow for outside class.
- Frequently disinfect and sanitize physical education equipment and spaces.
- [Alabama's K-12 Physical Education Programs](#)
- [Guidelines for K-12 Online Physical Education](#)
- [Virtual Resources for Health & PE](#)

Floor, Wall, SMART Board Activity

- No student activities on the floor, wall, or SMART Boards.

Small-Group and Pull-Outs or Push-Ins

- Students may participate in small group instruction, maintaining social distancing.
- Pull-outs may be acceptable though minimized.

Instructional Field Trips

- Teachers are encouraged to use virtual field trips.
- There will be no in-state or out-of-state instructional field trips during the first semester. This will be re-evaluated throughout the school year.

Extended Day Programs

- The Extended Day program will follow the same procedures of the school. Closures will be determined by the school's status and/or recommendations from health officials.
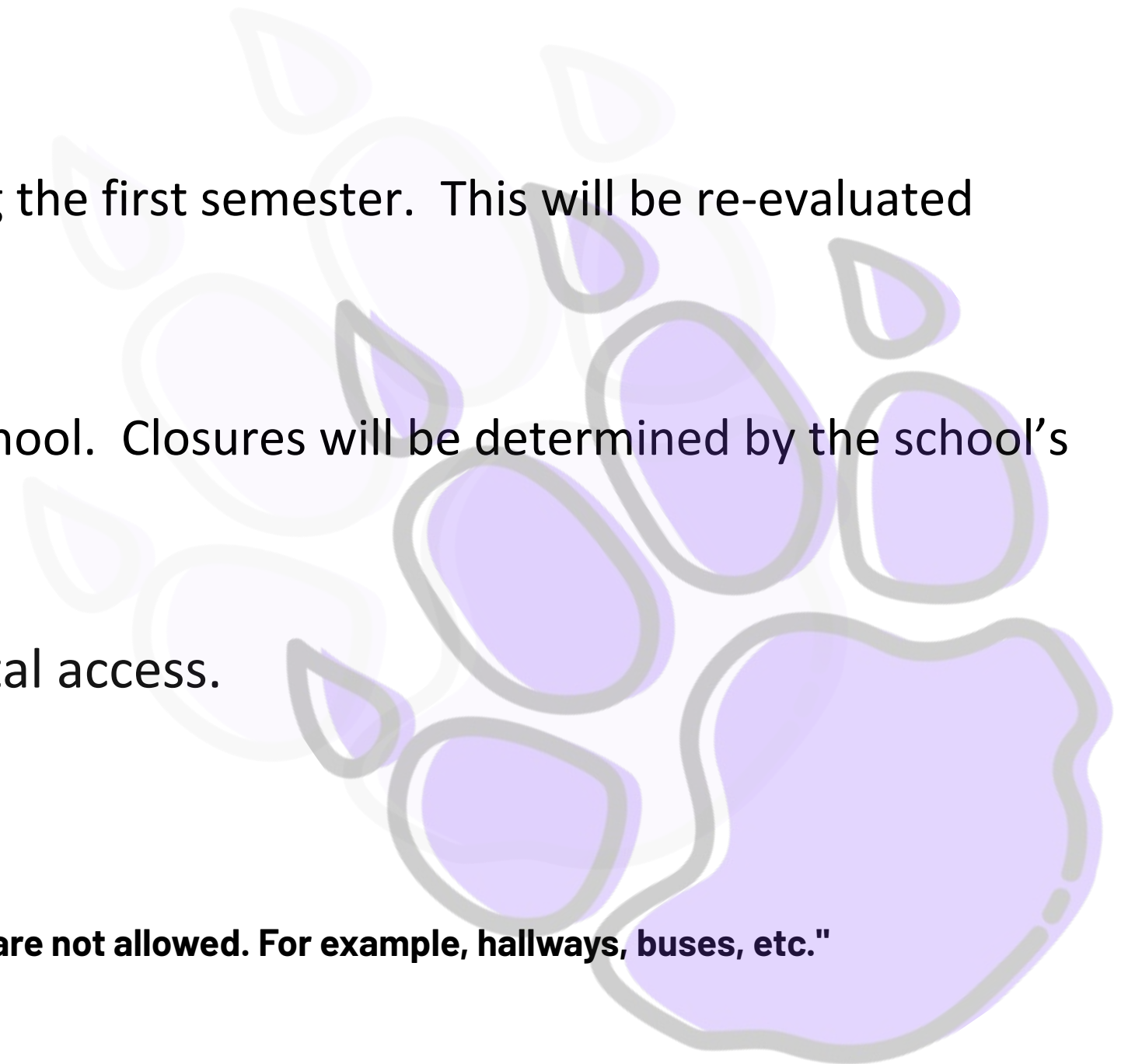
Report cards

- Distributed electronically. Parents will receive iNow Parent Portal access.

Online Registration

- All new and returning students will register online.

"In areas where 6ft of distance is not possible, face masks/coverings will be required. Bandanas are not allowed. For example, hallways, buses, etc."

Special Population

SPED

- Providing specialized instruction utilizing research-based reading, math, transition, and social emotional learning programs; programs are web-based to allow for a smooth transition between traditional, blended, and virtual options.

- Providing virtual PD to sped staff in order to implement above programs with fidelity.

- Adding the Google Read and Write extension to students Google platform to assist with speech-to-text and text-to-speech.

- Utilizing measures to ensure safety of psychometrist, SLP, and students during testing sessions in order to continue to meet our Child Find obligations (face shields for psychometrist/SLP and student; free standing clear safety barrier; ordered extra manipulatives, etc.).

- Setting up a Life Skills classroom at Bessemer City High School to assist the students in the self-contained classes with developing functional skills.

- Revamping the sensory rooms to better assist students with sensory diets and emotional needs.

- Developing a timeline for sped teachers to review/revise students' IEPs to reflect the students evolving needs based on assessment data and parent feedback.

- Provide continued targeted practice in foundational reading skills. Continue to meet with small groups of students, formed based upon foundational reading skill needs, to practice phonological awareness, phonics, fluency, vocabulary, and/or spelling. This is essential to maintain and deepen students' literacy skills and prevent loss for EL students.
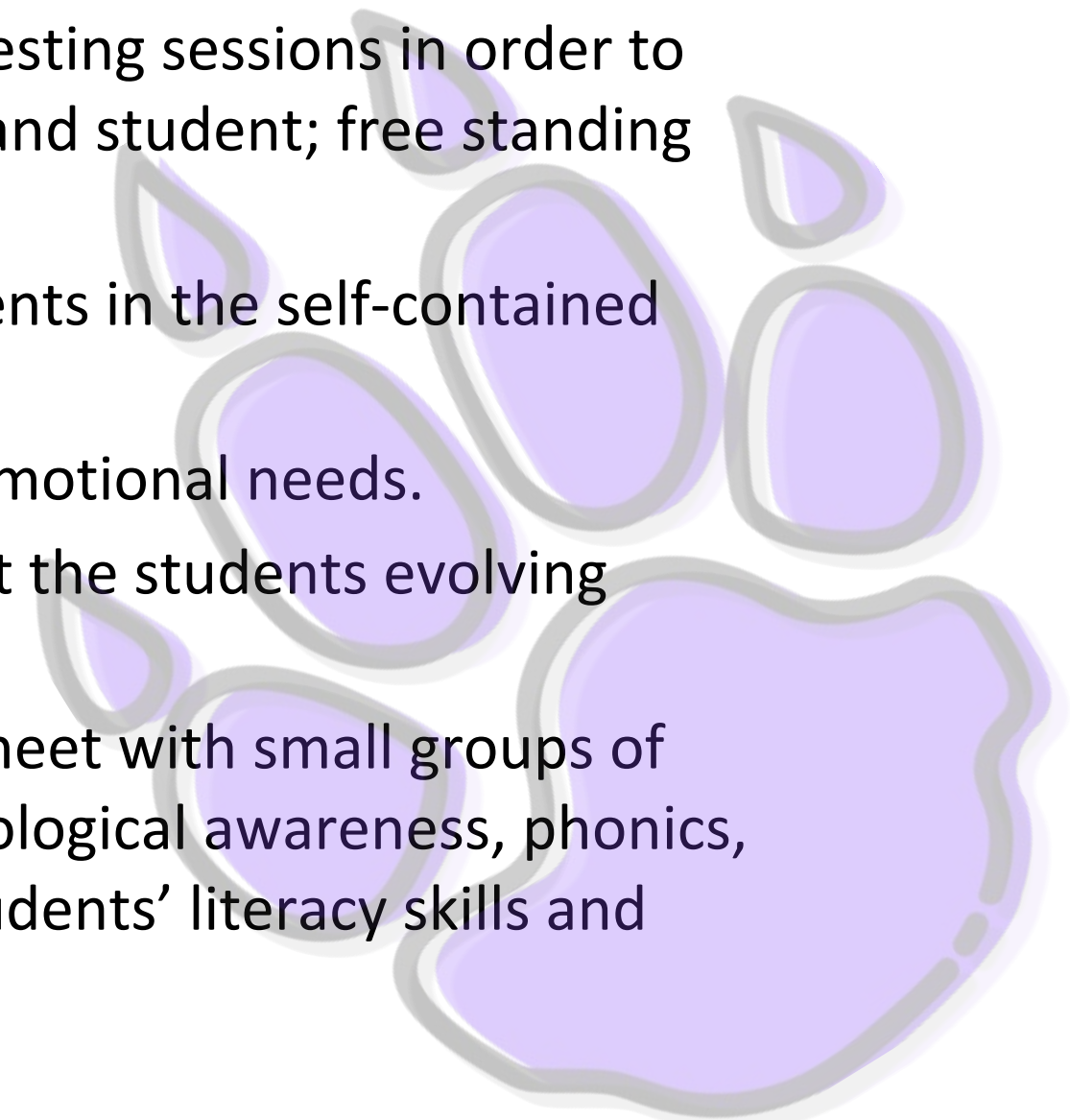
504

- Section 504 services will be provided according to students' 504 plan with consideration to the BCS Reopening Our Schools plan.
- The determination of revisions to any 504 plan will be based on students' pathway to instruction, updated medical information, input from members of the Section 504 team, and/or data collected by the Problem Solving Teams.
- Sections 504, including accommodations and related services, will be provided based on the collaboration of Section 504 Chairperson and general education teachers according to ongoing needs of the students.
- Parents should communicate special health considerations to the school's nurse and with the Section 504 Chairperson. If health concerns impart the 504 plan, revisions may be made to ensure effective implementations.
- 504 meetings to include referral meetings, eligibility meetings, re-revaluation meetings, and annual planning meetings may be held using a BCS virtual platform. If a parent is unable to meet virtually due to technology access or prefers an in person meeting, the team will arrange a meeting at the child's school.

EL

- Consider the wearing of face coverings/ shields and/or desk barriers as an additional barrier to understanding for EL students.
- Enact plan to support ELs who opt for virtual learning.
- Remote Learning Resources for English Learners
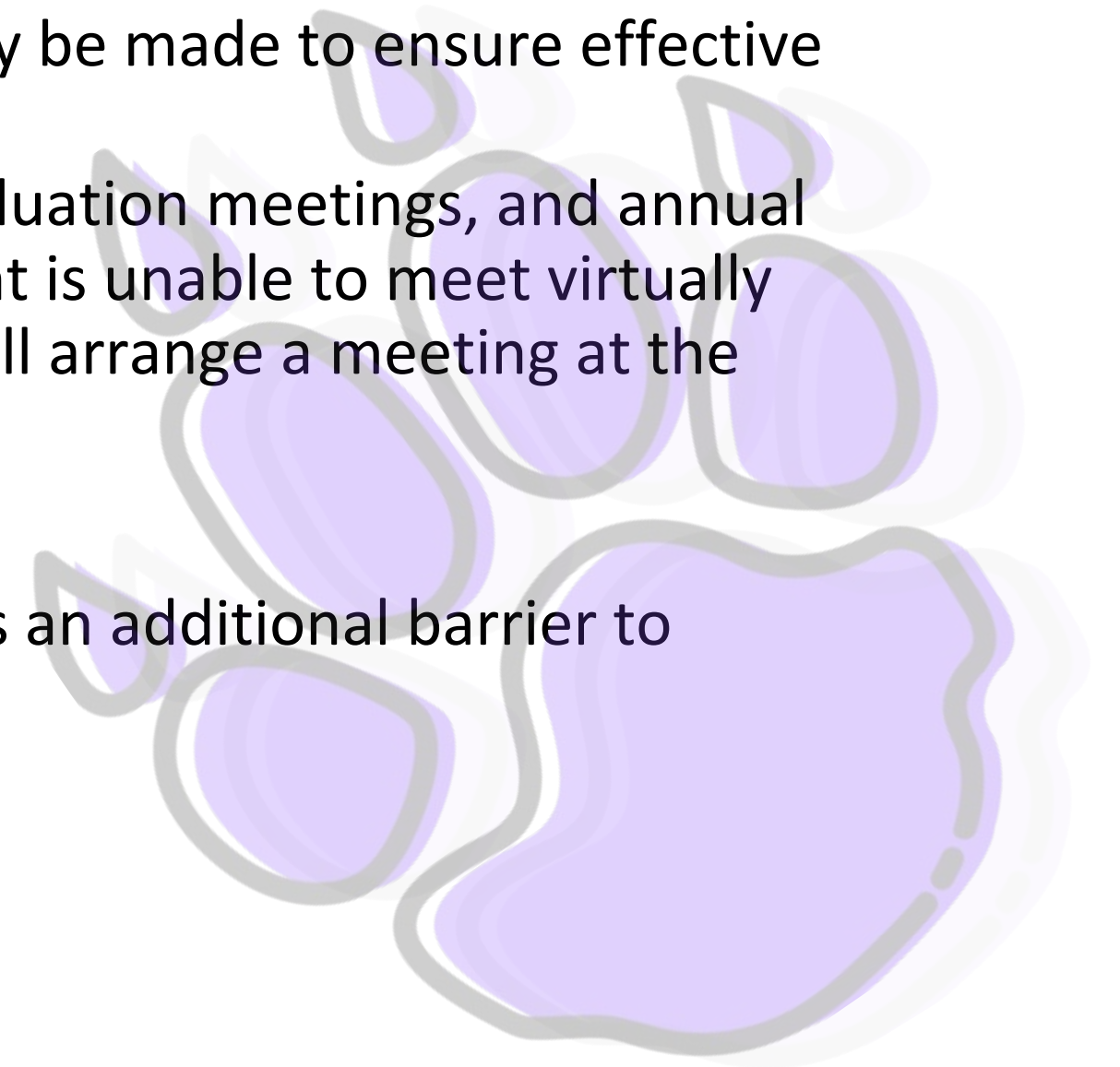
Technology

- Students who need to learn at home will check-out a device, charging cables, and/or hot spots as needed.
- Required documentation for all students in iNOW: if family has a device that can be used for learning, if family has WiFi, and number of siblings attending the same school.
- Each school will designate a single point of contact to communicate with district technology teams.
- When students have issues, school personnel submit support requests to Helpdesk.
- Sanitize devices prior to a repair or replacement evaluation.
- There are additional details in the Technology Plan, including how schools will provide devices should there be another extended school closure.

Virtual/Learning from Home

- Draft and approve district policies regarding virtual school:
    - Enrollment eligibility
    - Access to extra- and co- curricular services
    - Grading
    - Process for participation in district and state testing, etc.
    - Resources may include: DigitalPromise.org
- Teachers at brick-and-mortar schools will not teach students learning from home full time.
- Consider staffing BCS virtual learning school with teachers/staff who are unable to return to work in person. Aim for right-sized faculty to serve K-12 students.
- Determine best way to staff and provide counseling services for virtual students.
- Classroom assessments will be administered virtually and teachers will follow-up with the students.
- For students scheduled to be away from school, the paradigm shifts from "attendance" to "participation". Students are expected to "participate" in learning. State-required "attendance" records should be satisfied through practices that prioritize student engagement (not *necessarily* presence in any particular event.)
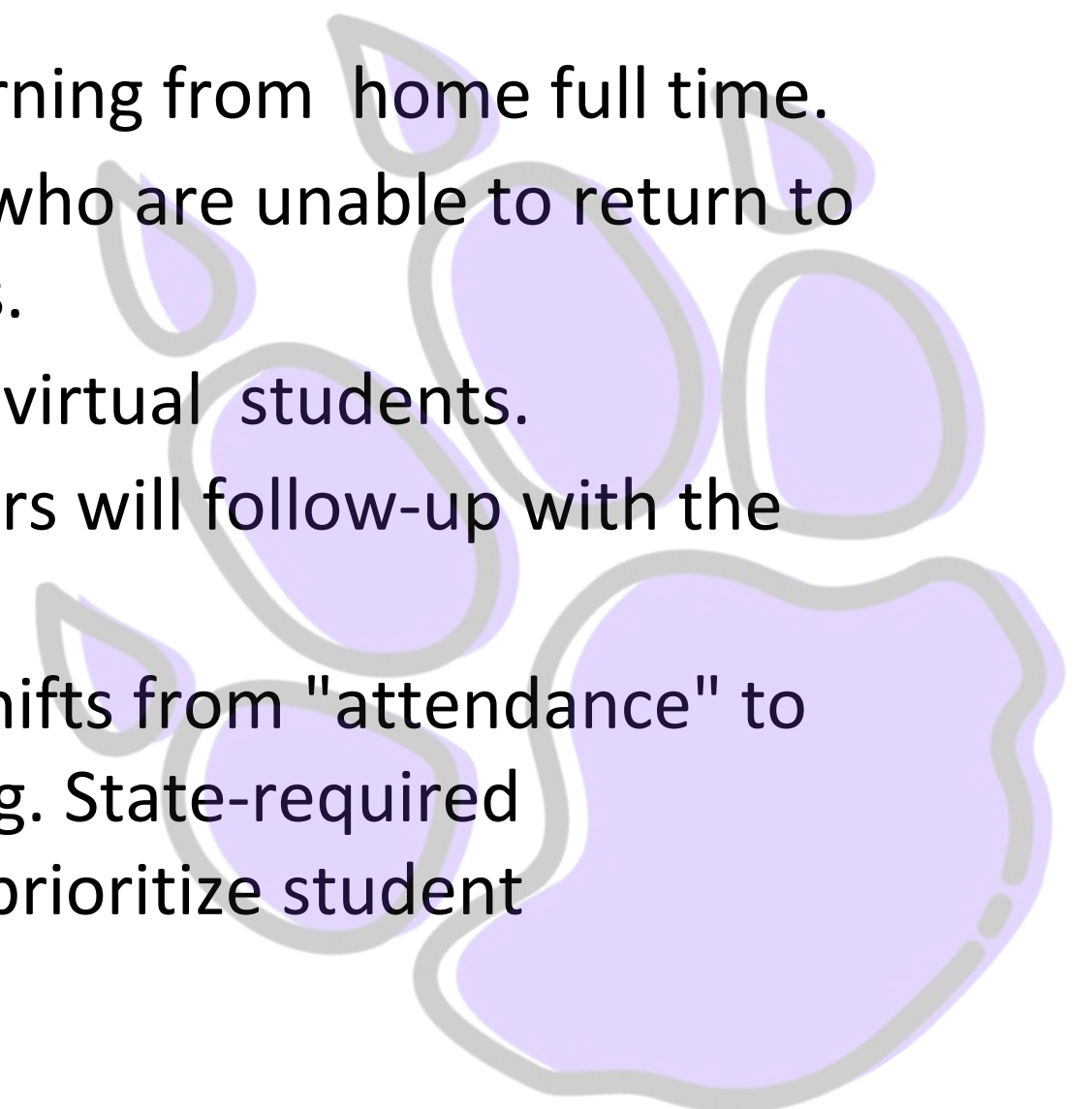
Instructional Delivery

The ALSDE has worked closely with the Alabama Department of Public Health to determine guidelines, percentages, and thresholds for traditional, blended, and remote teaching and learning delivery frameworks.

Parents may select between three options for students to receive instruction for the 2020-2021 school year.

LEARNING FRAMEWORK

Blended

Face to face and online instruction and learning adhering to the preset blended learning schedule. Daily attendance will be taken. **All students are allowed to participate in extra/co-curricular activities.**

Virtual

Online instruction and learning using Acellus (K-8) or Access/SchoolsPLP (9-12) with daily online attendance and minimal physical attendance required (testing, etc.).

Traditional

Face to Face instruction and learning with daily physical attendance and minimal restrictions. **Remote learning is an option if a classroom, group of classrooms or school must close temporarily.**

DRAFT1 BCSS Reopening Plan.

BLENDED INSTRUCTION

Blended Schedule for All Students/Schools:

- All households (as identified in iNOW) will be divided into two evenly distributed groups: A and B. Schools then create/adjust schedules so that each class is a 50/50 mix of students from both groups.
- Classes run every day Monday thru Friday, except Wednesdays, at scheduled time.
- Group A Students: in schools Mondays & Tuesdays, learn at home Wednesdays, Thursdays, and Fridays.
- Group B Students: in schools Thursdays & Fridays, and learn at home Mondays, Tuesdays, and Wednesdays
- On Wednesdays, faculty members will participate in PLC work and targeted virtual work with students in need of support.
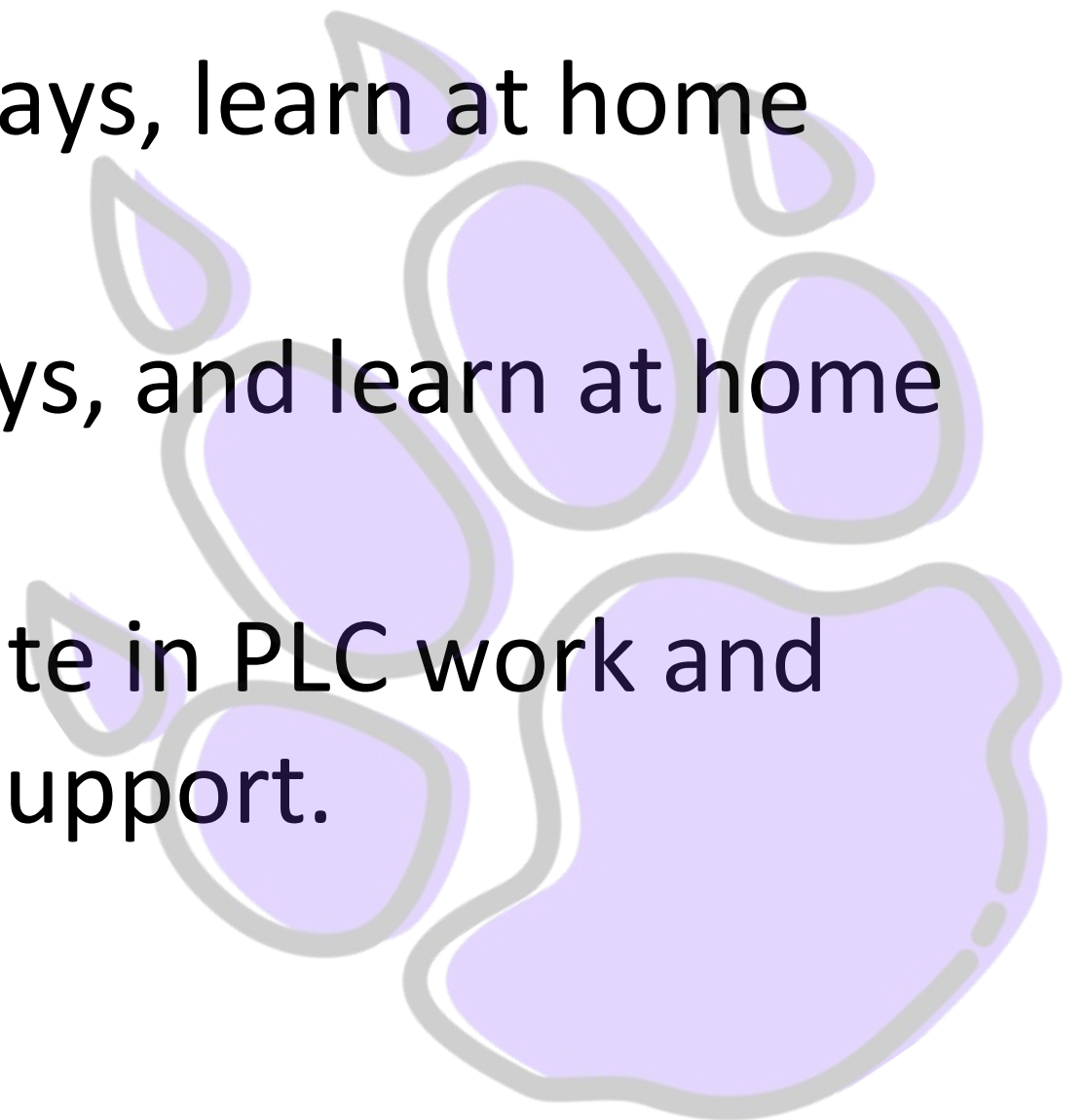
Blended Schedule- Purposes:

- Allow students and parents to learn new school procedures that have been put in place due to COVID-19 prevention in a small-group setting.

- Allow students to acclimate back to school in a small group setting.

- Allow teachers to have small groups of students to assess gaps in learning in small group settings that may be due to school closure.

- Establish a schedule that could be followed in the event of partial school closures or potential teacher/substitute teacher shortages due to teacher illness.
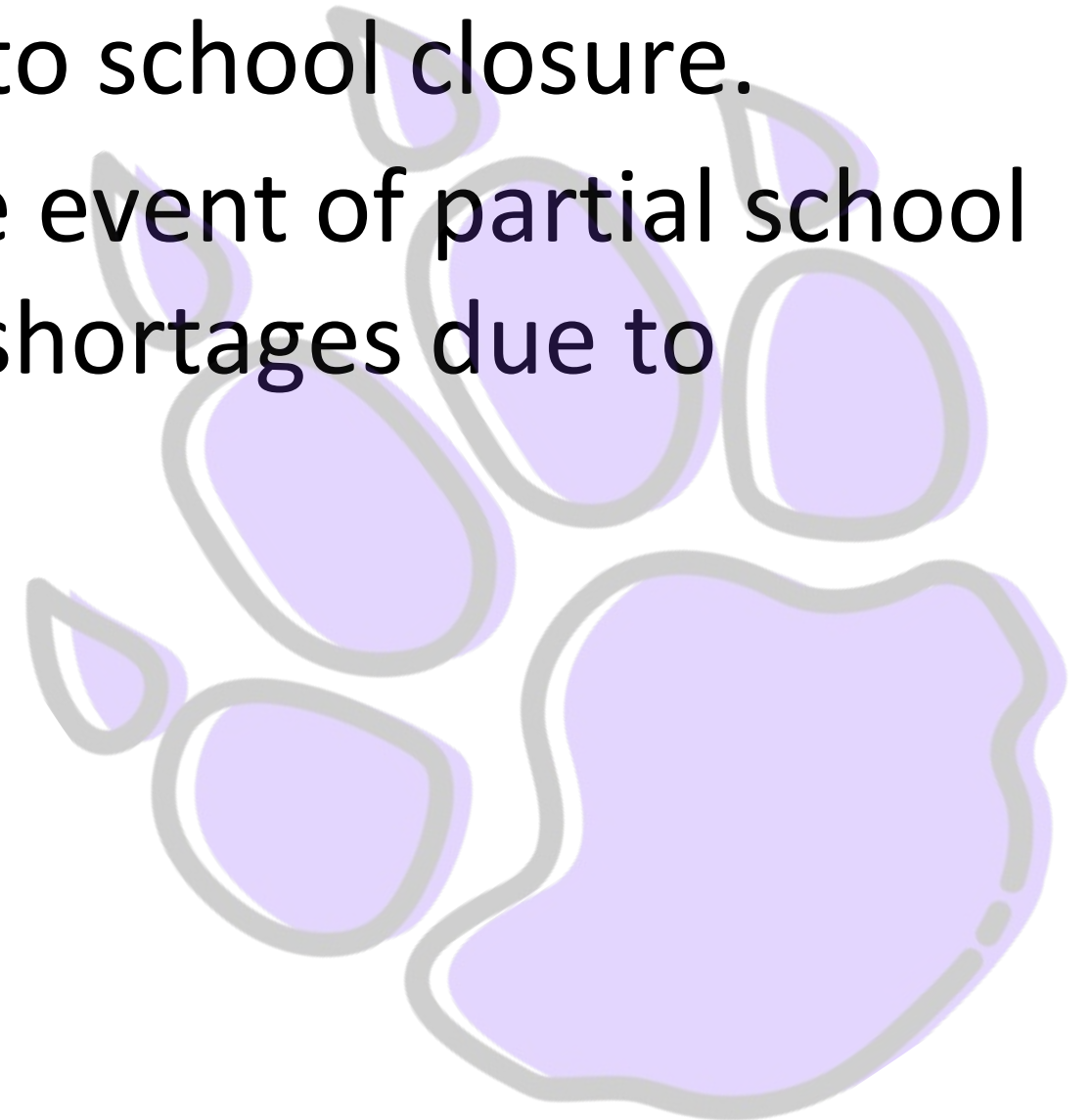
Blended Schedule – Expectations:

- Teachers will invest time in getting to know students.
- Teachers will administer diagnostic tools to determine current skills and knowledge of students following five months of school closure. These diagnostic tools include AlaKids Diagnostic Inventory for Kindergarten, DIBELS 8th Edition for K-3, STAR Math K-12 and STAR Reading in grades 4-12.
- Schools should have a plan for teaching students school procedures during this time (homeroom teachers). This includes any changes that we need to make in the hallways, break areas, lunchroom, school arrival, or dismissal.
- Consider reviewing class rules and syllabus on the first day of all students being together.

PREPARING TO OPEN

ART
- Verify inventories, prepare spaces, materials and equipment for resuming services.
- Create a schedule to sanitize district-owned instruments, equipment, or materials.
- Identify materials and equipment needed to deliver content following social-distance and sanitization protocols.
- [Alabama Arts Education Return to School Recommendations](#)

Libraries
- Complete end-of-year tasks, prepare spaces and library collections for resuming services.
- Library [Phase-by-Phase Return Plan](#)

Professional Learning
- Provide professional learning during the summer of 2020 that addresses the pedagogy of distant teaching, new initiatives, etc.
- Provide in-depth, differentiated PD for teachers in August 2020.
- Plan for Fall and Spring E-Learning Days/PD that are a blend of PD and practice teaching from home.
- [PD Calendar](#)
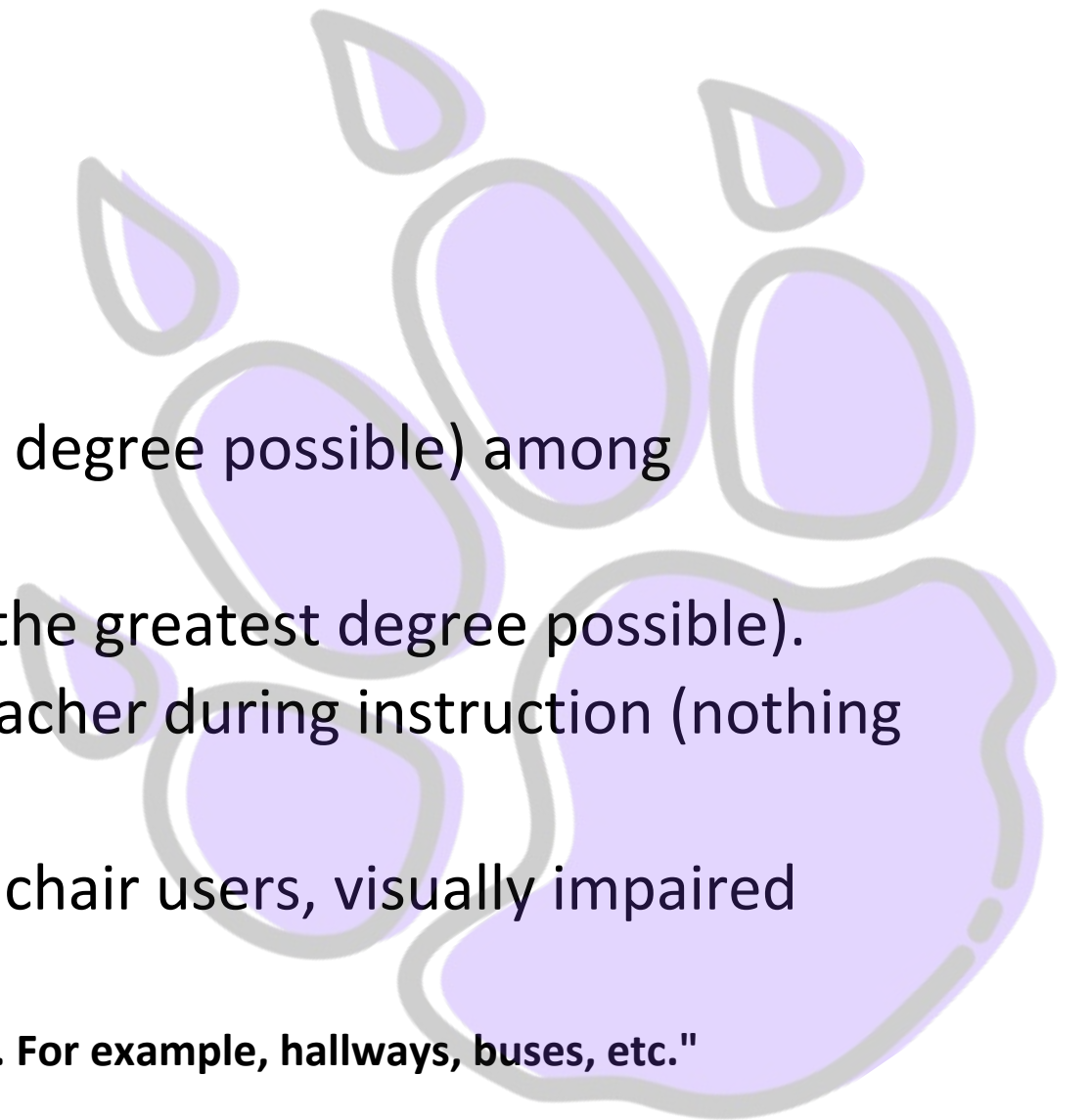- [Blended Learning: Fundamentals of the Planning Process](#)

Learning Resources

- Ensure that all students have successfully logged into Schoology and key digital learning resources at school and from home.
- Restrict/prohibit use of backpacks and keep supplies in classrooms. Allow small purses.
- PreK-12th grade will utilize Schoology or Google Classroom as online classroom
    - Note that Schoology provides Google College and Acellus Apps integration, automatic rostering that updates daily, parental access to view all aspects of their student's work and feedback, and other blended learning tools.
    - [Additional Learning Resources for PreK-5th Grade](#)
    - [Resources for K-12 Critical Standards](#)
    - [Additional Math Resources for K-12th Grade](#)
    - [Additional Remote Learning Resources for Science (K-12th Grade)](#)
    - [Remote Learning Resources for EL](#)

Classroom Environment

- Tables and desks will be arranged to avoid face-to-face interaction (to the greatest degree possible) among students.
- Student desks and tables will be positioned apart to allow for social distancing (to the greatest degree possible).
- Arrange the classroom environment so students remain within sight lines of the teacher during instruction (nothing barricading or blocking view of student, like a screen).
- Ensure environment allows for students to navigate the classroom freely for wheelchair users, visually impaired students and others who require assistance to participate fully in instruction.
    "In areas where 6ft of distance is not possible, face masks/coverings will be required. Bandanas are not allowed. For example, hallways, buses, etc."

DISTRICT-WIDE PROCEDURES

Staggered Schedule

- Bessemer City School students will re-enter the building on a "staggered start" structure. Prior to the start of school, 50% of the students will be assigned to Group A and 50% to Group B. Students living in the same household will be assigned to the same group.

- A key purpose for those staggered days is for our teachers to get to know students in a smaller setting, including providing our students with short, informal, district-wide assessments that allow teachers to quickly know what skills may be missing from the previous year.

- District-Wide Assessments
    - DIBELS will be utilized in grades K-3 and should be given in the first days of schools. The Dynamic Indicators of Basic Early Literacy Skills (**DIBELS**) are a set of procedures and measures for assessing the acquisition of early literacy skills.

    - AlaKids (Alabama Kindergarten Inventory of Developing Skills) is intentionally designed to help kindergarten teachers efficiently collect information during the beginning of the school year to assess kindergarten readiness by identifying student knowledge, skills, and behaviors.

    - STAR Assessments will be utilized to screen students for their reading (grades 4-12) and math (grades K-12) achievement levels. The STAR assessments will be utilized to monitor student growth throughout the year, to estimate students' understanding of the state standards, and predict students' performance on the state test. In addition, the results from the STAR assessments will be used to help teachers determine appropriate instructional levels and skills that students are ready to learn.

- While it is not possible for teachers to glean all information needed in a matter of days, the assessments should provide teachers with a starting point for planning interventions and re-teaching needs.

Staggered Schedule

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Learning at School	Learning at School	Learning at Home	Learning at Home	Learning at Home
Group B	Learning at Home	Learning at Home	Learning at Home	Learning at School	Learning at School

DRAFT BCSS Reopening Plan
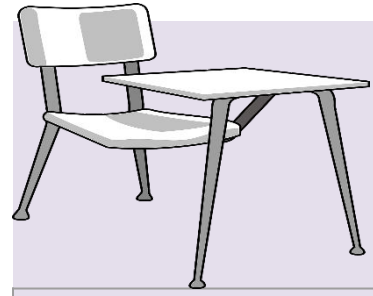
Blended Learning Instructional Schedule

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-K Google Meet	Reading & S.S	Reading & Math	Small Group, Individual, elective classes, SEL	Reading & Science	Reading & Math
K Google Meet	Reading, Math & S.S	Reading & Math	Small Group, Individual, elective classes, SEL	Reading, Math & Science	Reading & Math
1st-2nd Google Meet	Reading, Math & S.S	Reading & Math	Small Group, Individual, elective classes, SEL	Reading, Math & Science	Reading & Math
3rd-5th Google Meet	Reading, Math & S.S	Reading & Math	Small Group, Individual, elective classes, SEL	Reading, Math & Science	Reading & Math
6th-12th Google Meet	Follow Daily Schedule	Follow Daily Schedule	Follow Daily Schedule	Follow Daily Schedule	Follow Daily Schedule

*The times in the chart represent the amount of time per day to spend on Google Meet with students.

Action/Practice/Policy

Extra-/co-curricular

- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. This includes but is not limited to: assemblies, field days, spirit nights, athletic events or practices, field trips, special performances, and school-wide parent meetings.
- Extended day activities will follow the guidelines used during the school day.

Grading policy/practices

- Year-long, district-wide focus on grading practices.
- Refer to the [Guidance on grading practices](#) (effective August, 2020).

Instructional Focus

- Utilize [BCS Curriculum Guides and pacing](#) for the 2020-2021 school year.
- Utilize the [K-12 Content Priority Standards](#).
- As part of the RTI processes, provide immediate interventions to address COVID-19 gaps
- Participate in weekly collaborative teams as part of the PLC focus.

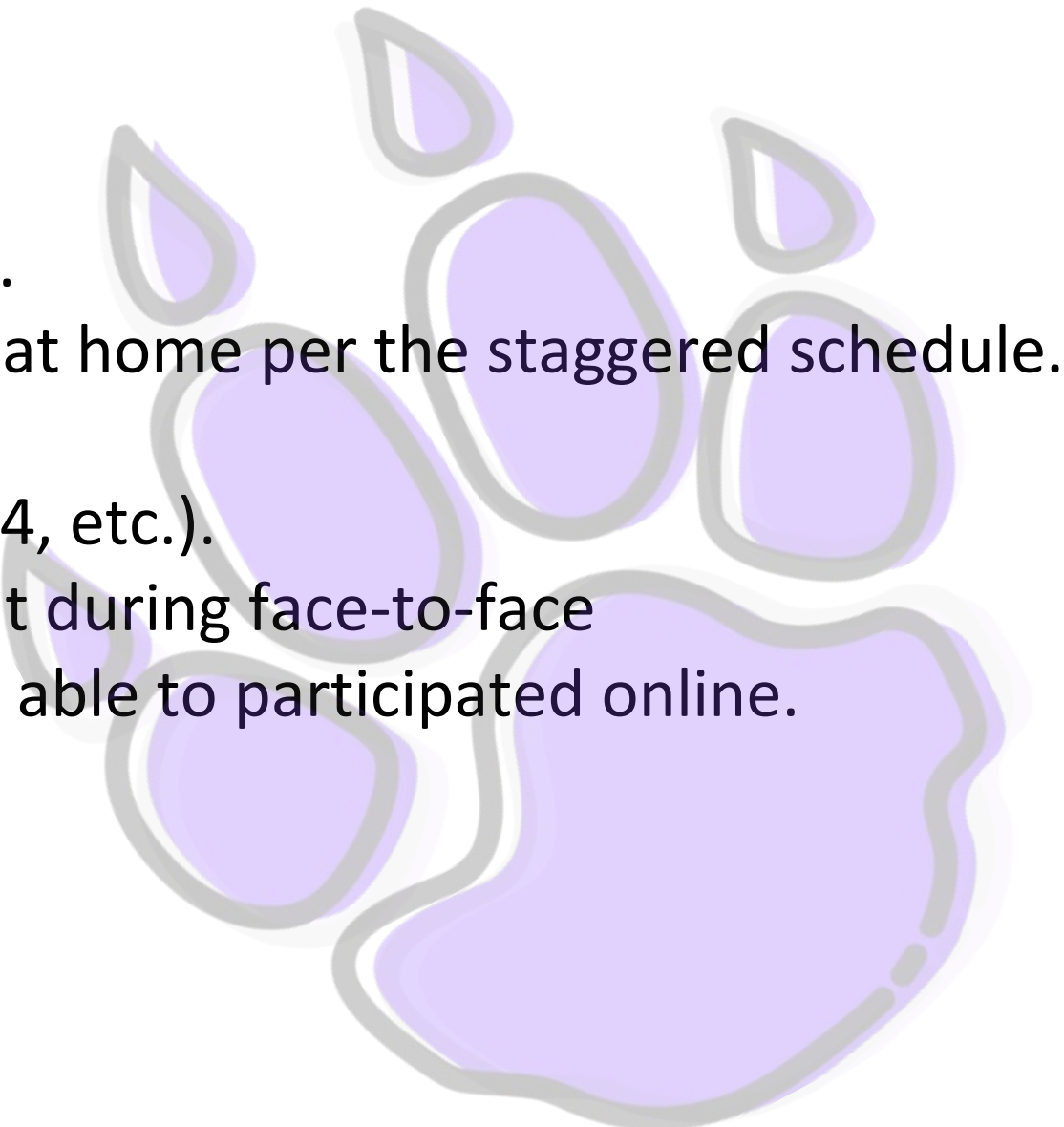| Grade	Minimum	Maximum	Recommended Length to Sustain Attention
Pre-K	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Instructional Focus- cont.

- Maintain updated online classroom and use blended instruction on a regular basis in order to be prepared for a potential school closure.
- Use collection of digital learning resources tailored for specific grade levels that are integrated into Schoology.
- Replace lab activities with videos of the labs where proper social distancing cannot be maintained.

On days students are learning at home, the distance learning recommendations times are as follows:

- Provide a specific, detailed orientation to new routines, schedules, deadlines, ways of participating, etc.

Include these things in a week's learning experiences:

- Integration of resources that support mastery of the learning targets.
- A weekly plan with daily tasks aligned with the learning targets.
- Formative assessment and specific feedback.
- Frequent opportunities for student interaction/dialogue around learning.
- Provide opportunities for practice and reinforcement while students are at home per the staggered schedule.
- Documented differentiation that meets student needs.
- Documented interventions for students with learning plans (SPED, EL, 504, etc.).
- Non-digital practice opportunities that are connected to standards taught during face-to-face class time per the staggered schedule provided for students who are not able to participated online.
- [Additional Math Resources for K-12th Grade](#)
- [Additional Remote Learning Resources for Science (K-12th Grade)](#)
- [Digital Literacy and Computer Science Resources](#)

Physical Education

- Classes will be limited to non-contact sports and activities.
- Practice social distancing in shared spaces such as multipurpose rooms, cafeterias and playgrounds if possible; otherwise stagger use and disinfect in between use.
- Students in middle and high school will not dress out.
- Classes will be held outside when possible. Each school will have an alternate location for PE for days when the weather does not allow for outside class.
- Frequently disinfect and sanitize physical education equipment and spaces.
- Alabama's K-12 Physical Education Programs
- Guidelines for K-12 Online Physical Education
- Virtual Resources for Health & PE

EL

- Consider the wearing of face coverings, face shields, and/or desk barriers as an additional barrier to understanding for EL students.
- Enact plan to support ELs who opt for virtual learning.
- Remote Learning Resources for English Learners

Technology

- Decide if most student device use will occur at school or at home and place the devices in that setting.

- If at school, use the Full Time in Schools plan. If at home, use the Full Time at Home plan.

- Required documentation for all students in iNOW: if family has a device that can be used for learning, if family has Wi-Fi, and number of siblings attending the same school.

- When students have issues, BCS personnel will submit support requests in [Helpdesk](#).

- There are additional details in the [Technology Plan](#), including how schools will provide devices should there be another extended school closure.

Virtual/Learning from Home

- Draft and approve district policies regarding virtual school:
  - Enrollment eligibility
  - Access to extra- and co- curricular services
  - Grading
  - Process for participation in district and state testing, etc.
  - Resources may include: DigitalPromise.org
- Teachers at brick-and-mortar schools will not teach students learning from home full time.
- Staff BCS virtual learning school with teachers/staff who are unable to return to work in person. Aim for right-sized faculty to serve K-12 students.
- Determine best way to staff and provide counseling services for virtual students.
- When a student becomes ill and must be away from school for a grading period or longer, transfer the student to the virtual learning school.
- Classroom assessments will be administered virtually and teachers will follow-up with the students.
- For students scheduled to be away from school, the paradigm shifts from "attendance" to "participation". Students are expected to "participate" in learning. State-required "attendance" records should be satisfied through practices that prioritize student engagement (not *necessarily* presence in any particular event.)
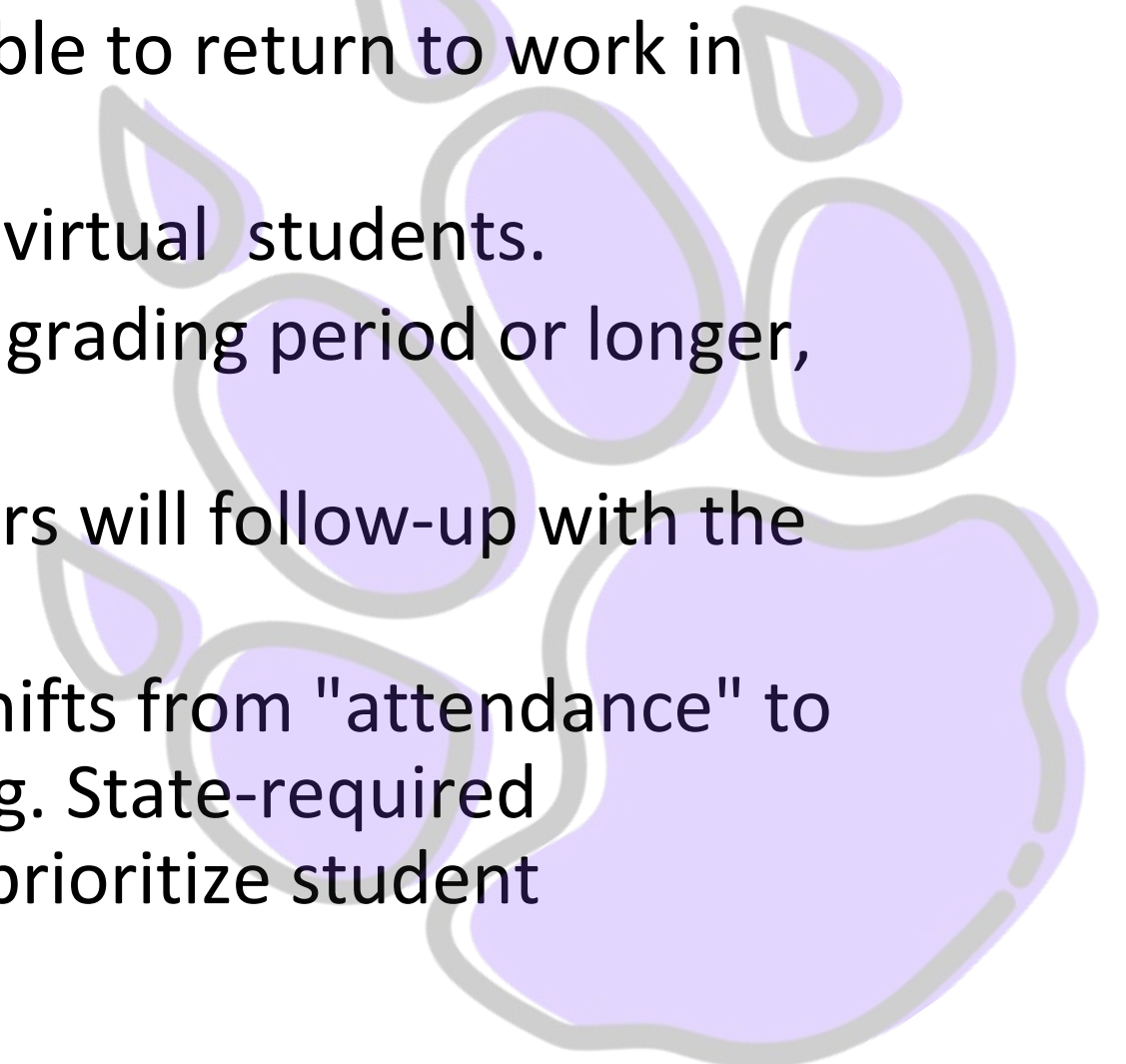
PREK – 2ND GRADE PROCEDURES

Art and Music

- Music and Art specialists push into classrooms (arts on carts). Virtual lessons are a possibility.
- All students follow hand washing protocols prior to and following Art and Music instruction.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Schedule
  - Grades K-1 = 30 minutes
  - Grades 2 = 30 - 40 minutes
- Fall Music = Grades K-2 / Fall Art = Grade K-2; Swap schools in spring
- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
- Alabama Arts Education Return to School Recommendation

Instructional Focus

- Administer Early Reading (DIBELS) and STAR Math Assessments to screen all K-2 students.
- Pre-K teachers utilize teaching Strategies GOLD standards.
- Utilize the K-2 Content Priority Standards.
- Utilize BCS Curriculum Guides and pacing for 2020-2021 school year.
- Additional Learning Resources for PreK – 5th Grade
- Additional Math Resources for K-12th Grade
- Digital Literacy and Computer Science Resources

Technology

- There are additional details in the Technology Plan (devices, procedures, etc.).

Recess

- Consider more frequent recess/break opportunities (brain breaks in the classroom- Go Noodle, stretches, etc.) if students have limited movement about the building during the day.
- If possible, take recess in groups smaller than a homeroom. (No more than 15 minutes).
- Teachers will monitor and ensure students are using appropriate social distancing during all (non-contact) activities.
- Stagger use of playground equipment and disinfect in between use or consider closing playground equipment.

Schedule

- All classrooms must be self-contained.
- Create schedules that minimize student movement within buildings. When possible, bring services or adults into homerooms (i.e. library lessons, art, music, etc.).
- Schedule bathroom breaks. Disinfect restrooms and check supplies before and after each class visit.

3RD – 5TH GRADE PROCEDURES

Art and Music

- All students follow hand washing protocols before and after Art and Music instruction.
- Music and Art specialists will push into homeroom classrooms ("arts on carts"). Virtual lessons are a possibility.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Schedule:
    - Grade 3 = 30 minutes
    - Grades 4-5 = 60 minutes
  o Fall Music = Grade 3 / Fall Art = Grade 3; Swap schools in spring
  o Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
- Alabama Arts Education Return to School Recommendation

Instructional Focus

- Administer Early Reading (DIBELS) and STAR Math Assessments to screen all 3rd grade students.
- Administer STAR Reading and Math Assessments to all 4th - 5th grade students.
- Utilize the [3-5 Content Priority Standards](#).
- Utilize [BCS Curriculum Guides](#) and pacing for 2020-2021 school year.
- [Additional Learning Resources for Pre-K - 5th grade](#)
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

Technology

- There are additional details in the [Technology Plan](#) (devices, procedures, etc.).

Recess

- Consider more frequent recess/break opportunities if students have limited movement about the building during the day.

- If possible, take recess in groups smaller than a homeroom.

- Teachers will monitor and ensure students are using appropriate social distancing during all (non-contact) activities.

- Stagger use of playground equipment and disinfect in between use or consider closing playground equipment.

Schedule

- All classrooms must be self-contained.

- Create schedules that minimize student movement within buildings. When possible, bring services or adults into homerooms (i.e. library lessons).

- Schedule bathroom breaks. Disinfect restrooms and check supplies before and after each class visit.

6TH – 8TH GRADE PROCEDURES

Arts Electives

- Students attend Arts Electives in Arts classrooms. Class sizes must allow for proper social distancing protocols.

- All students follow hand washing protocols before and after Arts electives.

- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.

- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.

- Instrumental Music Classes follow sanitization guidance.

- Alabama Arts Education Return to School Recommendation

CTE Electives

- Utilize virtual labs where social distancing cannot be maintained.

- Allow 10-15 minutes between lab classes for sanitizing and disinfecting.

Schedule

- Existing master schedules are likely to work with minimal modifications.
- Schedules should balance priorities of minimizing students movement (mixing students not in classes together) and of providing a structure that values socialization. Fewer passing periods with one-way traffic is preferable. Other actions to minimize unnecessary close or prolonged contact should be considered.
- Elective classes should meet in person with appropriate distancing protocols.
- Schools should develop advisory plans that avoid regrouping students beyond what daily schedules already require.
- Classes should be allowed to meet outside (without mixing with other classes) as possible.

Technology

- There are additional details in the Technology Plan (devices, procedures, etc.).
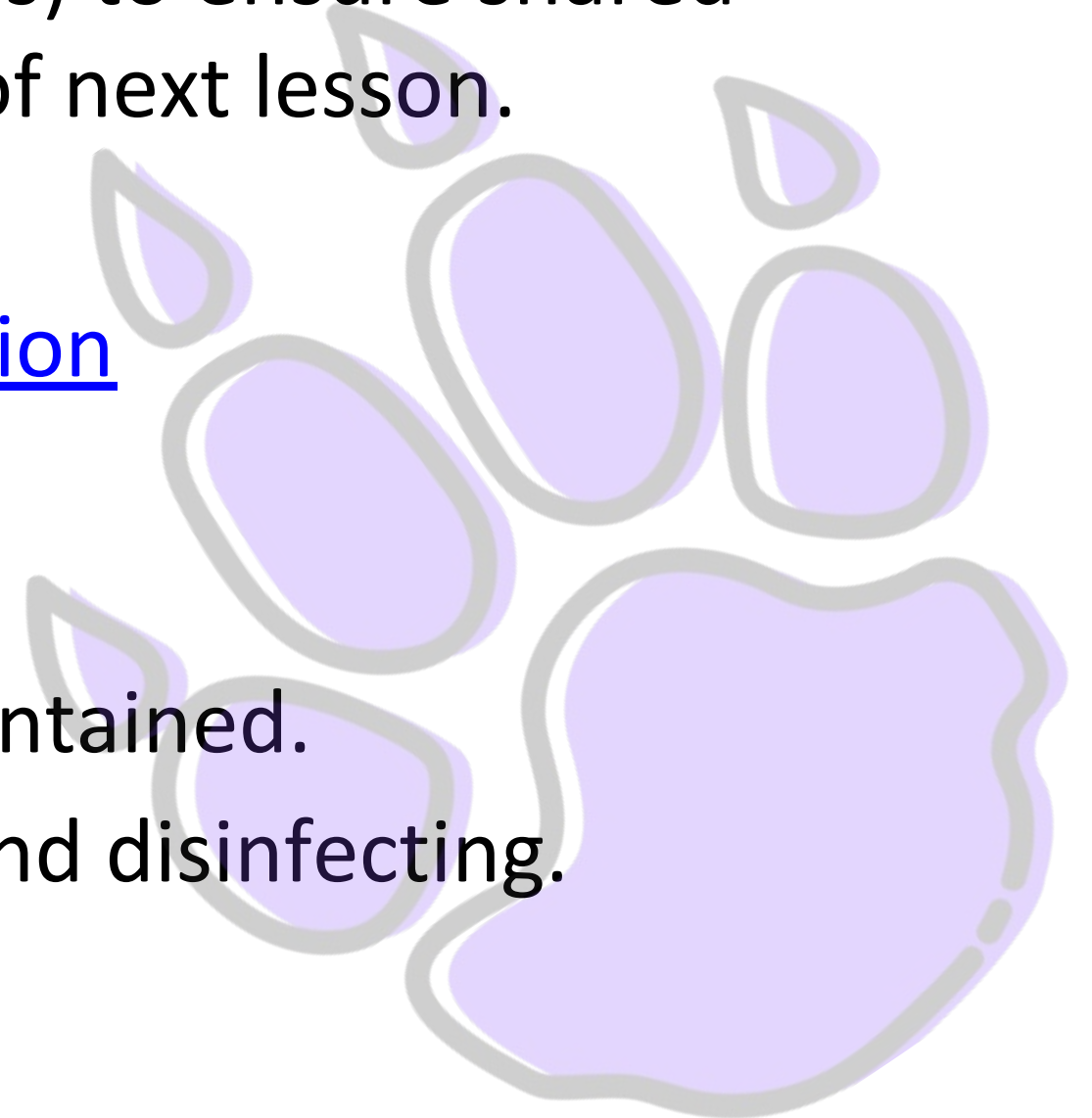
9TH – 12TH GRADE PROCEDURES

Arts Electives

- Students attend Arts Electives in Arts classrooms. Class sizes must allow for proper social distancing protocols.
- All students follow hand washing protocols before and after Arts electives.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
- Instrumental Music Classes follow sanitization guidance.
- Marching Band follows National Federation of State High School Associations (NFHS) recommendations.
- Alabama Arts Education Return to School Recommendation

CTE Electives

- Utilize virtual labs where social distancing cannot be maintained.
- Allow 10-15 minutes between lab classes for sanitizing and disinfecting.
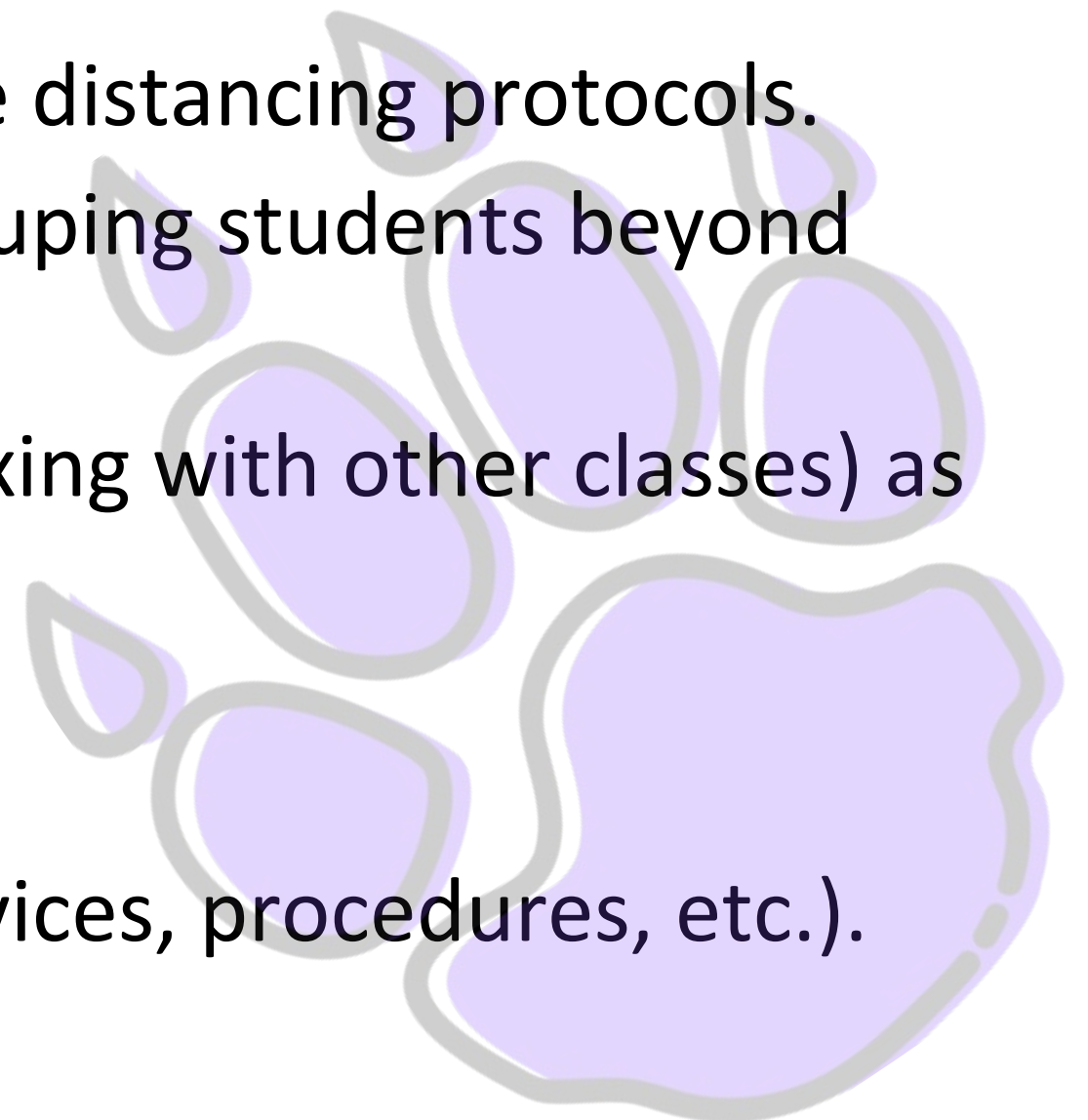- Teachers identify priority standards for course mastery, as well as for credentialing.

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- Elective classes should meet in person with appropriate distancing protocols.
- Schools should develop advisory plans that avoid regrouping students beyond what daily schedules already require.
- Classes should be allowed to meet outside (without mixing with other classes) as possible.

Technology

- There are additional details in the Technology Plan (devices, procedures, etc.).

VIRTUAL INSTRUCTION

Virtual Instruction With in Person Opportunities

- Faculty members will participate in person & virtual PLC work as well as targeted virtual/ in person work with students in need of support.
- Scheduled small group instruction based on the following (*based on teacher/instructional analysis of the academic data*):
    1) Tiers 2 & 3 instructional support for students in need of differentiated instruction that cannot be met by virtual conferencing.
    2) Students with Individual Educational Plans in need of additional instructional time or services
    3) Tutoring sessions set up by individual teachers based on student progress
    State Testing Regulations for proctoring unless a remote proctor set up is possible

- Students engaged in post- secondary coursework that require lab time will be required to participated in the hands-on experience at the discretion of the post-secondary institution.
- Students taking CTE coursework from Craft Academy will be required to participate in any lab experience deemed necessary by the instructor for the student to be able to complete the entire course (*with safety precautions in place*).
- Athletics pursuant to guidelines provided by Alabama High School Athletic Association.
- Transportation will be provided for in-person academic opportunities.

PREPARING TO OPEN
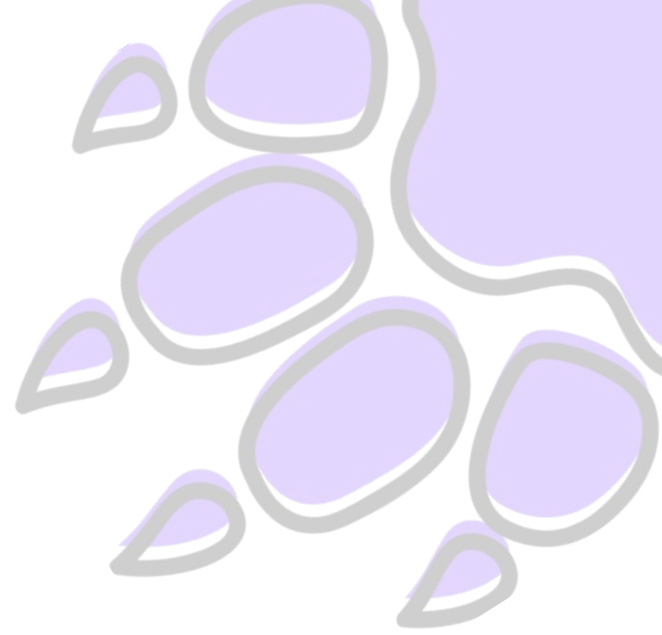
ART
- Verify inventories, prepare spaces, materials and equipment for resuming services.
- Sanitize district-owned instruments, equipment, or materials.
- Identify materials and equipment needed to deliver content via distance learning protocols.
- [Alabama Arts Education Return to School Recommendations](#)

Libraries
- Complete end-of-year tasks, prepare spaces and library collections for resuming services.
- Library [Phase-by-Phase Return Plan](#)

Professional Learning
- Provide professional learning during the summer of 2020 that addresses the pedagogy of distant teaching, new initiatives, etc.
- Provide in-depth, differentiated PD for teachers in August 2020.
- Plan for Fall and Spring E-Learning Days/PD that are a blend of PD and practice teaching from home.
- [PD Calendar](#)
- [Blended Learning: Fundamentals of the Planning Process](#)
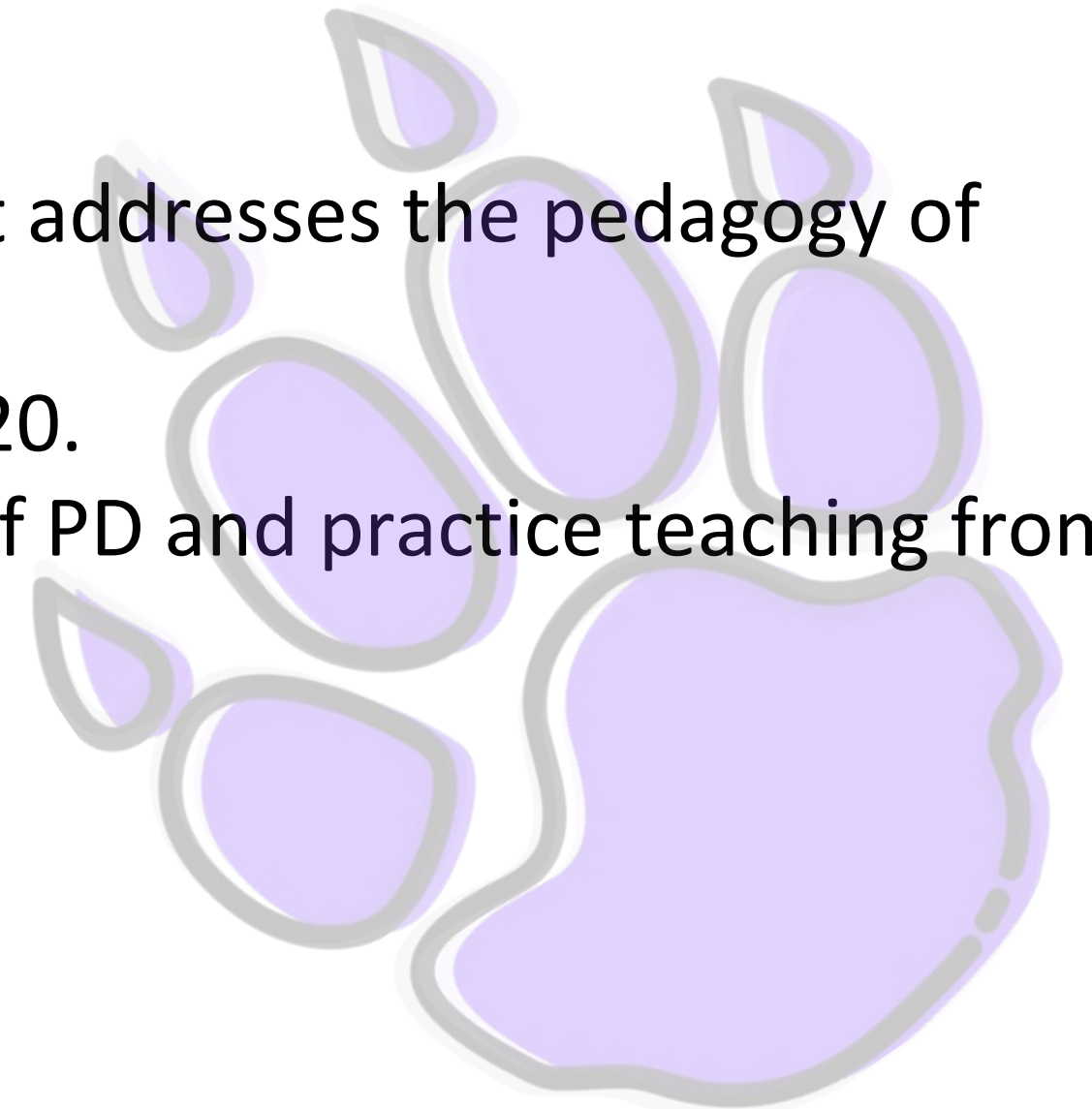
Learning Resources

- Schools ensure that all students have successfully logged into Schoology and key digital learning resources at school and from home.
- PreK-12th grade will utilize Schoology or Google Classroom as online classroom
  - Note that Schoology provides Google College and Acellus Apps integration, automatic rostering that updates daily, parental access to view all aspects of their student's work and feedback, and other blended learning tools.
  - [Additional Learning Resources for PreK-5th Grade](#)
  - [Resources for K-12 Critical Standards](#)
  - [Additional Math Resources for K-12th Grade](#)
  - [Remote Learning Resources for EL](#)
  - [Additional Remote Learning Resources for Science (K-12th Grade)](#).
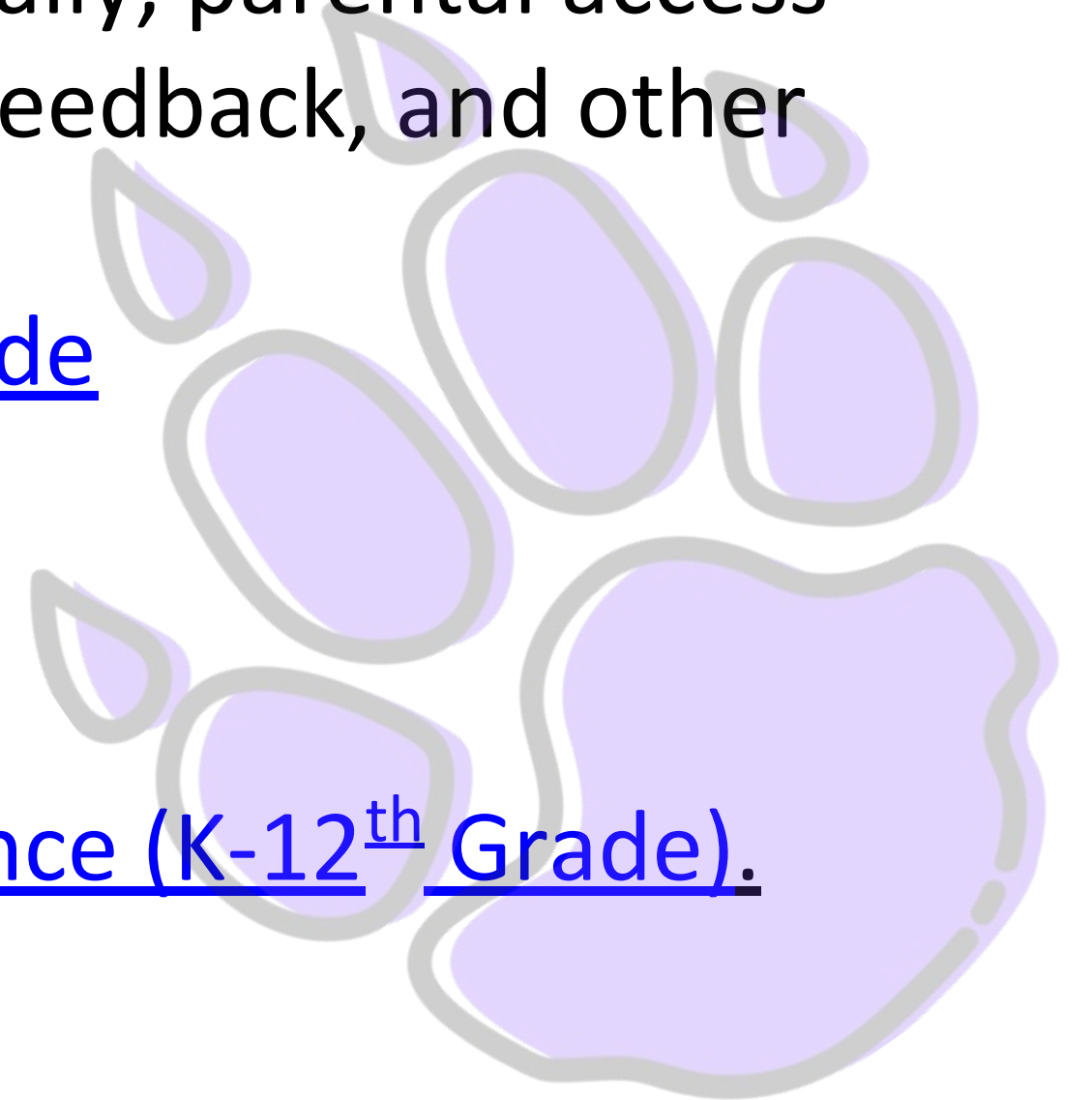
Technology

- Purchase necessary equipment

- Where necessary, collaborate with schools on device returns with this process

- Update Code of Conduct with updated version of expectations that apply to all students using BCS devices at school or home and with updated version of acceptance of device responsibility for checkouts that occur as part of normal school or school closure.

- Draft processes for: providing devices to new students, collecting devices from students who withdraw or no longer need a BCS device at home, device repair, etc.

- Draft and implement a plan to improve the existing documentation of student device checkouts.

- Each school will designate a single point of contact to communicate with district technology teams.

- Establish online training (tutorials) for parents to help them smoothly transition from traditional to remote.

- Connect with public libraries and others who offer free, public access to WIFI to determine capacity.

DISTRICT-WIDE PROCEDURES

Action/Practice/Policy

Extra-/co-curricular
- All face-to-face extra- and co-curricular activities suspended, postponed, or cancelled.
- Virtual activities or virtual variations of face-to-face activities are permitted.

Grading policy/practices
- Year-long, district-wide focus on studying PLC 1 (*How will we know they are learning?)*
- Refer to the Guidance on grading practices (effective August, 2020).

Instructional Focus
- Utilize BCS Curriculum Guides and pacing for the 2020-2021 school year.
- Utilize the K-12 Content Priority Standards.
- As part of the RTI processes, provide immediate interventions to address COVID-19 gaps.
- Participate in weekly collaborative teams as part of the PLC focus.
    - Maintain updated online classroom.
    - Establish daily office hours for communication with students and parents.
    - Use collection of digital learning resources tailored for specific grade levels.
    - Provide a specific, detailed orientation to new routines, schedules, deadlines, ways of participating, etc.

Include these things in a week's learning experiences:

- Integration of resources that support mastery of the learning targets.
- A weekly plan with daily tasks aligned with the learning targets.
- Formative assessment and specific feedback.
- Frequent opportunities for student interaction/dialogue around learning.
- At least four times a week video and/or audio interactions with students.
- Documented differentiation that meets student needs.
- [PE and Health Distance Learning Resources for K-5th Grade](#)
- Documented interventions for students with learning plans (SPED, [EL](#), 504, etc.).
- **Non-digital practice opportunities for students who are not able to participate online.**
- [Additional Math Resources for K-12th Grade](#)
- [Additional Remote Learning Resources for Science (K-12th Grade)](#)
- [Digital Literacy and Computer Science Resources](#)
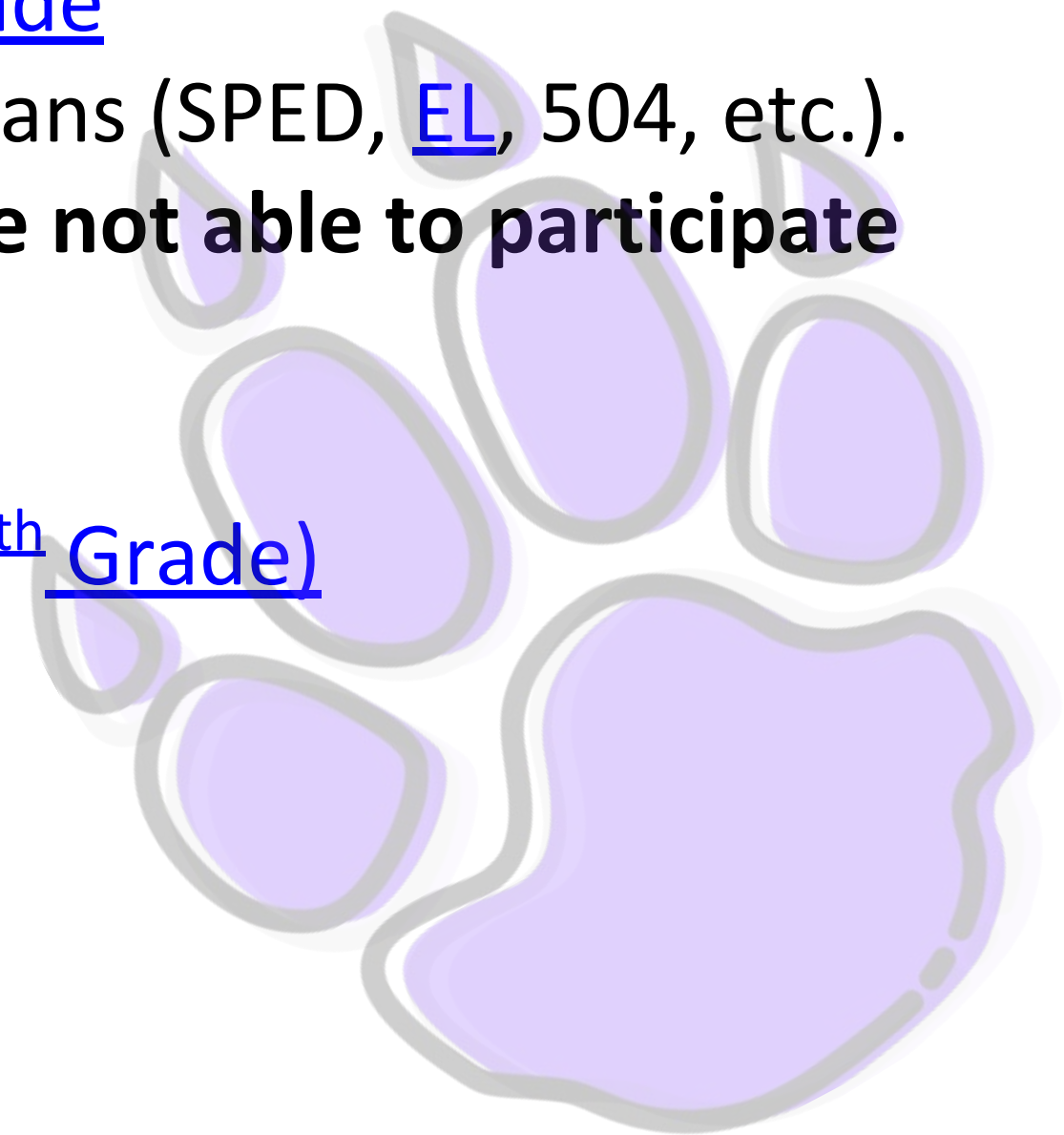
Physical Education
- Instruction and recommendations for active lifestyle options provided to students virtually.
- [Guidelines for K-12 Online Physical Education](#)
- [Virtual Resources for Health & PE](#)

EL
- Communicate plan for face-to-face screening (as required), including strict, severe health precautions.
- [Enact plan](#)to serve ELs who opt for virtual learning.
- [Remote Learning Resources for English Learners](#)

Virtual/Learning from Home
Draft and approve district policies regarding virtual school:
- Enrollment eligibility
- Access to extra- and co- curricular services
- Grading
- Process for participation in district and state testing, etc.
- Resources may include: [DigitalPromise.org](#)

At any point in time where a school or the district moves to this plan, all students would continue to learn at the school (virtual or brick-and-mortar) they were attending prior to school closure.

Technology

- Required documentation for all students in iNOW: if family has a device that can be used for learning, if family has Wi-Fi, and number of siblings attending the same school.

- When students have issues, teachers submit support requests.

- Devices checked out to students remain with students

- Draft and implement a plan to improve the existing documentation of student device checkouts.

- Draft processes for: providing devices to new students, collecting devices from students who withdraw or no longer need a BCS device at home, device repair, etc.

- Additional details in the [Technology Plan](Technology%20Plan).

PREK – 2ND GRADE PROCEDURES

Art and Music

- Music and Art specialists push into homeroom classrooms via virtual lessons.
- Social-Emotional Learning (SEL) targets integrated with identified priority arts standards and skills.
- [Alabama Arts Education Return to School Recommendation](#)

Instructional Focus

- Create a schedule to administer Early Reading (DIBELS) and STAR Math Assessments to screen all K-2 students.
- Utilize the [K-2 Content Priority Standards](#).
- [Resources for K-12 Critical Standards](#)
- Utilize [BCS Curriculum Guides](#) and pacing for 2020-2021 school year.
- [Additional Learning Resources for PreK – 5th Grade](#)
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

3RD – 5TH GRADE PROCEDURES

Art and Music

- Music and Art specialists push into homeroom classrooms via virtual lessons.
- Social-Emotional Learning (SEL) targets integrated with identified priority arts standards and skills.
- [Alabama Arts Education Return to School Recommendation](#)

Instructional Focus

- Create a schedule to administer Early Reading (DIBELS) and STAR Math Assessments to screen all 3rd grade students.
- Create a schedule to administer STAR Reading and Math Assessments to all 4th - 5th grade students.
- Utilize the [3-5 Content Priority Standards](#).
- Utilize [BCS Curriculum Guides](#) and pacing for 2020-2021 school year.
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

Technology

There are additional details in the [Technology Plan](#) (devices, procedures, etc.).

6TH – 8TH GRADE PROCEDURES

Technology

- Students will access devices using district issued username and password. Usernames and passwords will be provided when devices are distributed.

- Student Google Account information will be provided by the student's classroom teacher. Generic format example: student first initial, last name, @students.bessk12.org (tstudent@students.bessk12.org)

- There are additional details in the Technology Plan (devices, procedures, etc.).

9TH – 12TH GRADE PROCEDURES

9TH – 12TH GRADE PROCEDURES

Technology

- Students will access devices using district issued username and password. Usernames and passwords will be provided when devices are distributed.

- Student Google Account information will be provided by the student's classroom teacher. Generic format example: student first initial, last name, @students.bessk12.org (tstudent@students.bessk12.org)

- There are additional details in the Technology Plan (devices, procedures, etc.).

Virtual Instruction- Access to Instructional Tools

- All students accepted in the virtual program will receive a Chromebook upon meeting all requirements and completion of the [Technology Usage Agreement](#).

- Students will use the Chromebook to access the online instructional program.

- Students must abide by all policies and procedures when utilizing the Chromebook.

TRADITIONAL INSTRUCTION

Traditional Instruction

- Due to the COVID-19 pandemic, traditional learning students may be required to transition to remote learning students not to be confused with virtual learning which is a separate program. Classroom teachers will be responsible for instruction using the district's learning management system, Schoology.

- Students who are new to the system will enroll through the new student online registration portal located on the district's website. Information is available on the website.

- Students who enroll in traditional learning will remain in traditional learning for the remainder of the 2020-2021 school year unless an exception is granted due to extenuating circumstances.

- All students will be assigned to a specific desk. Students must sit in their assigned seats.

Traditional Instruction: Access to Instructional Tools

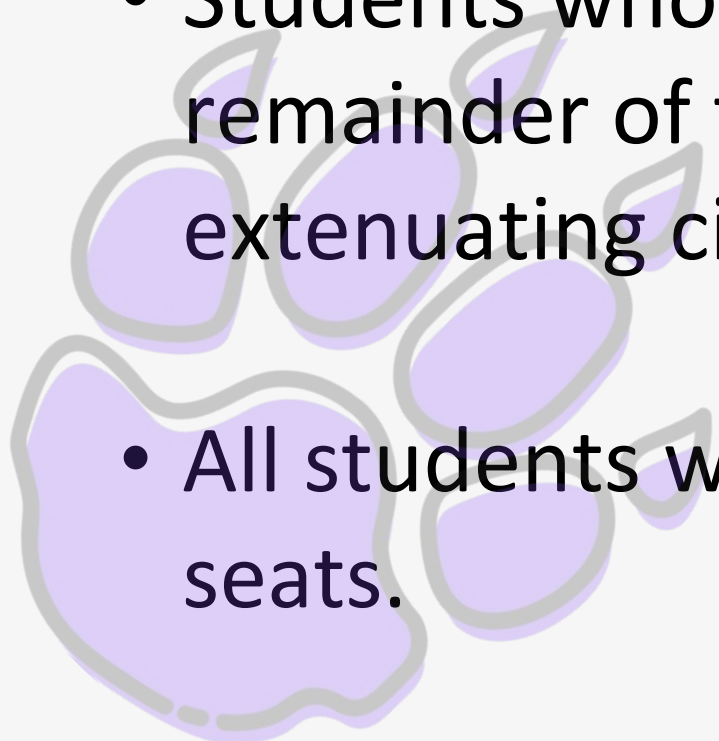- Students in grades K-12 will receive a Chromebook upon meeting all requirements and completion of the [Technology Usage Agreement](#).

- Students will use the Chromebook to participate in learning at school and in the event of a transition to remote learning to access Schoology, G-Suites or other online platform.

- Students must abide by all policies and procedures when utilizing the Chromebook.

Traditional Instruction: Planning for Remote Learning

- Grades K-2nd

- Teachers will plan for the use of paper and digital resources.

- Teachers will use Freckle for intervention and mClass (DIBELS) during remote learning.

- Ensuring that we have correct phone numbers so that we can contact all students during remote learning will be vital.

- Teachers are responsible for contacting families during periods of remote learning on a regular basis.

- Paper resources, decodables, leveled readers, packets that build student mastery, and math activities will be given to students.

- As teachers plan for each week, consideration should be given to how the content can be transitioned to remote learning.

- Consider which texts can be sent home, which paper resources are available to support the standards, and how to communicate with families (email, videoconferencing, telephone, etc.).

Traditional Instruction: Planning for Remote Learning

Grades 3-12
- Students assigned a device for the school year.
- Devices utilized for traditional classroom instruction and as a tool to continue learning in the event of a transition to remote learning.
- Teachers continue standards-based, quality instruction for their students through Acellus/Google Suite if classes transition to remote learning.
- Lessons will be a continuance of traditional instruction and should be planned with the same rigor as all other lessons.
- Grades will be taken for assignments given during remote learning.
- Each 3rd-12th grade teacher will conduct one Google Meet webinar (online class with assignment) per week per class and assign three Acellus or Google Classroom lessons per during remote learning.
- Remote learning- students will have four lessons per week in each subject. One of those lessons will be conducted through Google Meet to provide more direct instruction. Additional small group and individual Google Meet can be scheduled as necessary. (See Remote Learning Framework.)
- PreK-12th grade Google Meet should be scheduled by the teacher and shared with students during the normal school hours.
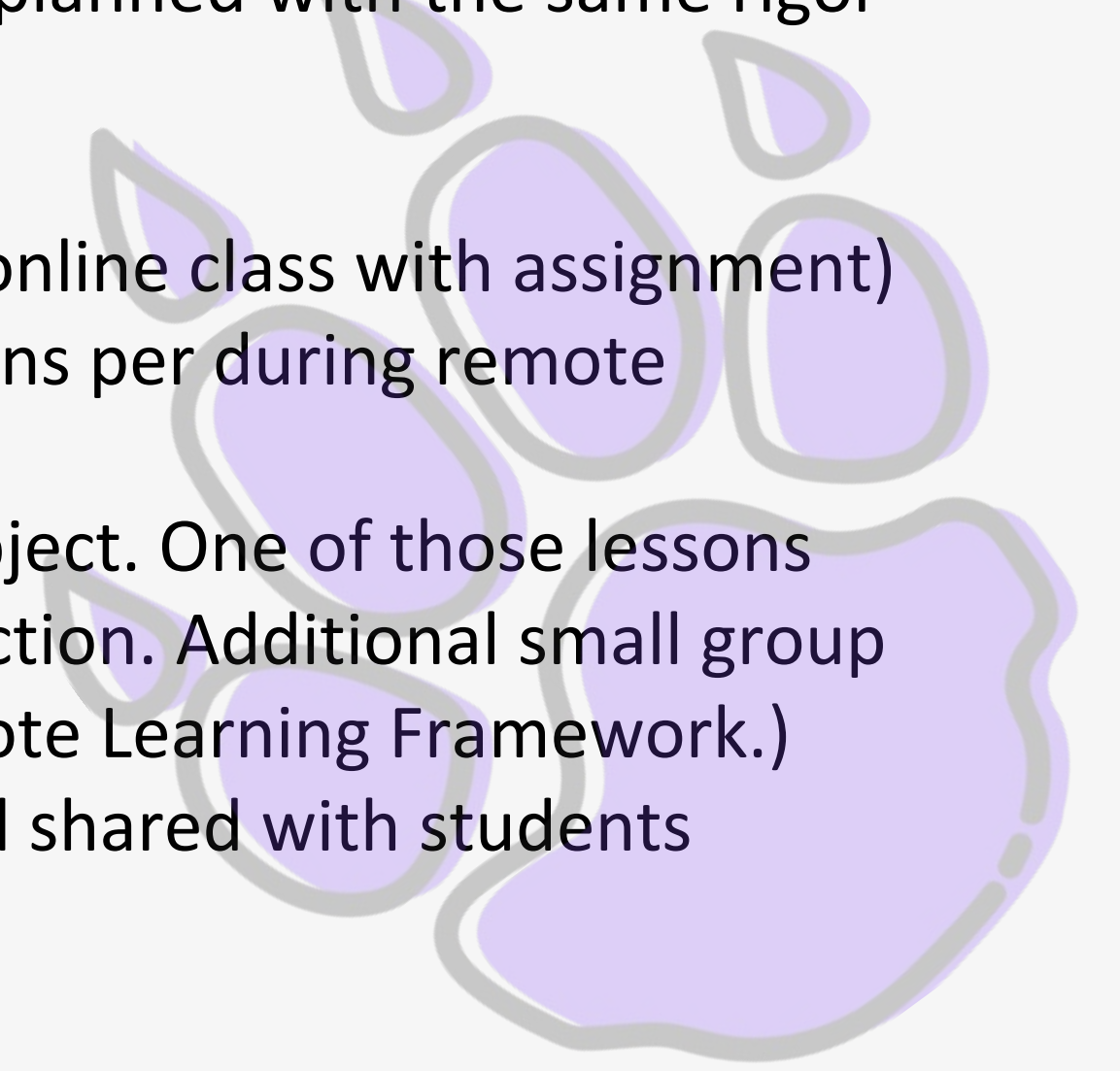
Remote Instruction: Staggered Schedule

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Learning at School	Learning at School	Learning at Home	Learning at Home	Learning at Home
Group B	Learning at Home	Learning at Home	Learning at Home	Learning at School	Learning at School

PREK – 2ND GRADE PROCEDURES

Art and Music

- Music and Art specialists push into cohorted classrooms (arts on carts). Virtual lessons are a possibility.
- All students follow hand washing protocols prior to and following Art and Music instruction.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Schedule
  - Grades K-1 = 30 minutes
  - Grades 2 = 30 - 40 minutes
- Fall Music = Grades K & 2 / Fall Art = Grade 1; Swap in spring
- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
- [Alabama Arts Education Return to School Recommendation](#)

Recess

- Consider more frequent recess/break opportunities (brain breaks in the classroom- Go Noodle, stretches, etc.) if students have limited movement about the building during the day.
- If possible, take recess in groups smaller than a homeroom. (No more than 15 minutes).
- Teachers will monitor and ensure students are using appropriate social distancing during all (non-contact) activities.
- Stagger use of playground equipment and disinfect in between use or consider closing playground equipment.

Schedule

- All classrooms must be self-contained.
- Create schedules that minimize student movement within buildings. When possible, bring services or adults into homerooms (i.e. library lessons, art, music, etc.).
- Schedule bathroom breaks. Disinfect restrooms and check supplies before and after each class visit.

Instructional Focus

- Administer Early Reading (DIBELS) and STAR Math Assessments to screen all K-2 students.
- Pre-K teachers utilize teaching Strategies [GOLD standards.](#)
- Utilize the [K-2 Content Priority Standards](#).
- Utilize [BCS Curriculum Guides and pacing](#) for 2020-2021 school year.
- [Additional Learning Resources for PreK – 5th Grade](#)
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

Technology

- There are additional details in the [Technology Plan](#) (devices, procedures, etc.).

3RD – 5TH GRADE PROCEDURES

Art and Music

- All students follow hand washing protocols before and after Art and Music instruction.
- Music and Art specialists will push into homeroom classrooms ("arts on carts"). Virtual lessons are a possibility.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Schedule
  - Grades 3-5 = 40 minutes
  - Fall Music & Art = Grades 3-5; Teachers switch schools in the spring

- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
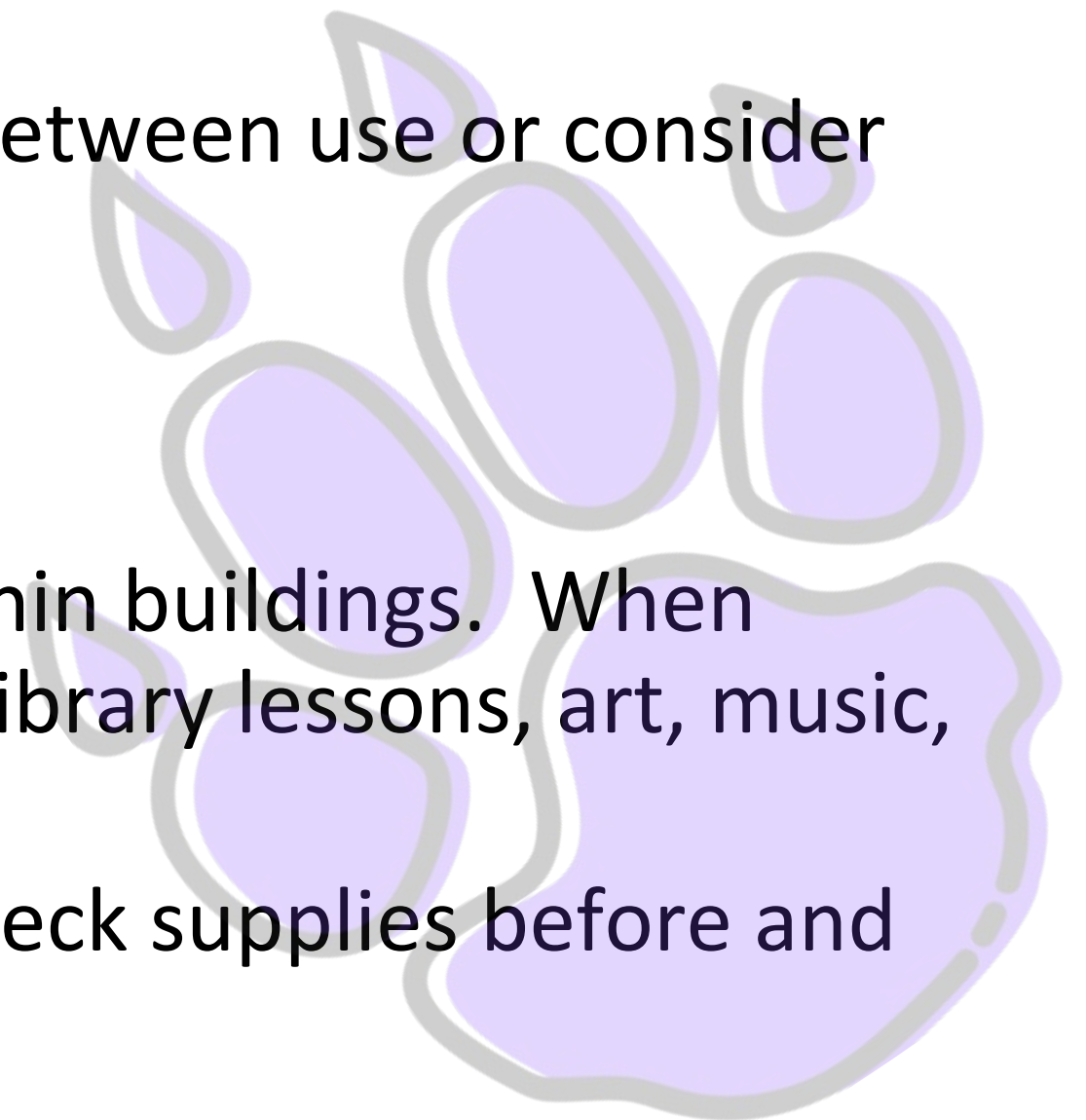- [Alabama Arts Education Return to School Recommendation](#)

Instructional Focus

- Administer Early Reading (DIBELS) and STAR Math Assessments to screen all 3rd grade students.
- Administer STAR Reading and Math Assessments to all 4th - 5th grade students.
- Utilize the [3-5 Content Priority Standards](#).
- Utilize [BCS Curriculum Guides](#) and pacing for 2020-2021 school year.
- [Additional Learning Resources for Pre-K - 5th grade](#)
- [Additional Math Resources for K-12th Grade](#)
- [Digital Literacy and Computer Science Resources](#)

Technology

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- There are additional details in the [Technology Plan](#) (devices, procedures, etc.).

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- Consider more frequent recess/break opportunities if students have limited movement about the building during the day.
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- Schedule bathroom breaks. Disinfect restrooms and check supplies before and after each class visit.

6TH – 8TH GRADE PROCEDURES

Arts Electives

- Students attend Arts Electives in Arts classrooms. Class sizes must allow for proper social distancing protocols.
- All students follow hand washing protocols before and after Arts electives.
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- Instrumental Music Classes follow sanitization guidance.
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CTE Electives

- Utilize virtual labs where social distancing cannot be maintained.
- Allow 10-15 minutes between lab classes for sanitizing and disinfecting.

Schedule

- Existing master schedules are likely to work with minimal modifications.
- Schedules should balance priorities of minimizing students movement (mixing students not in classes together) and of providing a structure that values socialization. Fewer passing periods with one-way traffic is preferable. Other actions to minimize unnecessary close or prolonged contact should be considered.
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- Schools should develop advisory plans that avoid regrouping students beyond what daily schedules already require.
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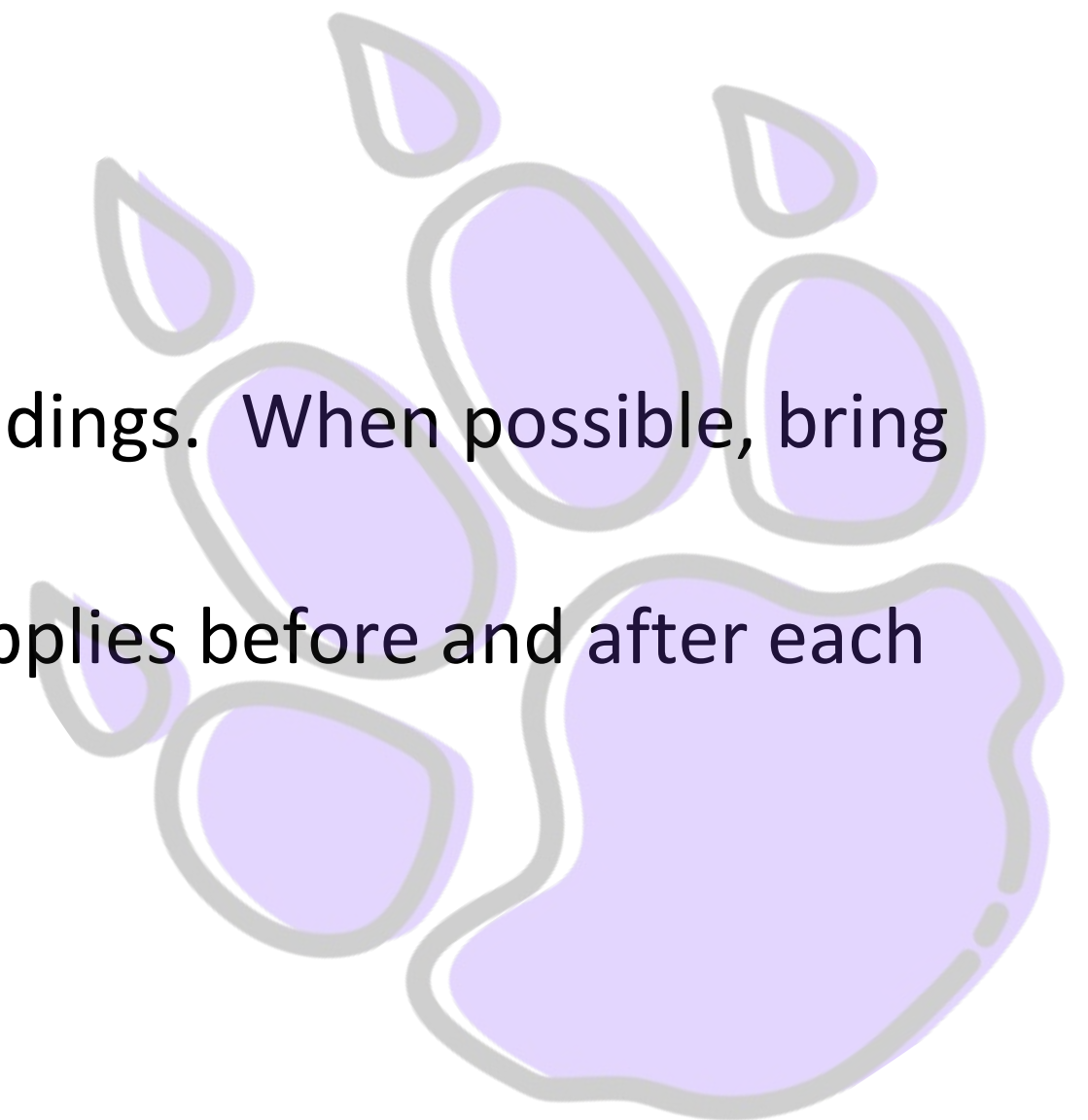- There are additional details in the Technology Plan (devices, procedures, etc.).

9TH – 12TH GRADE PROCEDURES

Arts Electives

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- All students follow hand washing protocols before and after Arts electives.
- Social-Emotional Learning (SEL) domains will be integrated with arts standards and skills.
- Time must be allotted between each class (10-15 minutes) to ensure shared materials and equipment are sanitized prior to delivery of next lesson.
- Instrumental Music Classes follow [sanitization guidance](#).
- Marching Band follows [National Federation of State High School Associations (NFHS) recommendations](#).
- [Alabama Arts Education Return to School Recommendation](#)

CTE Electives

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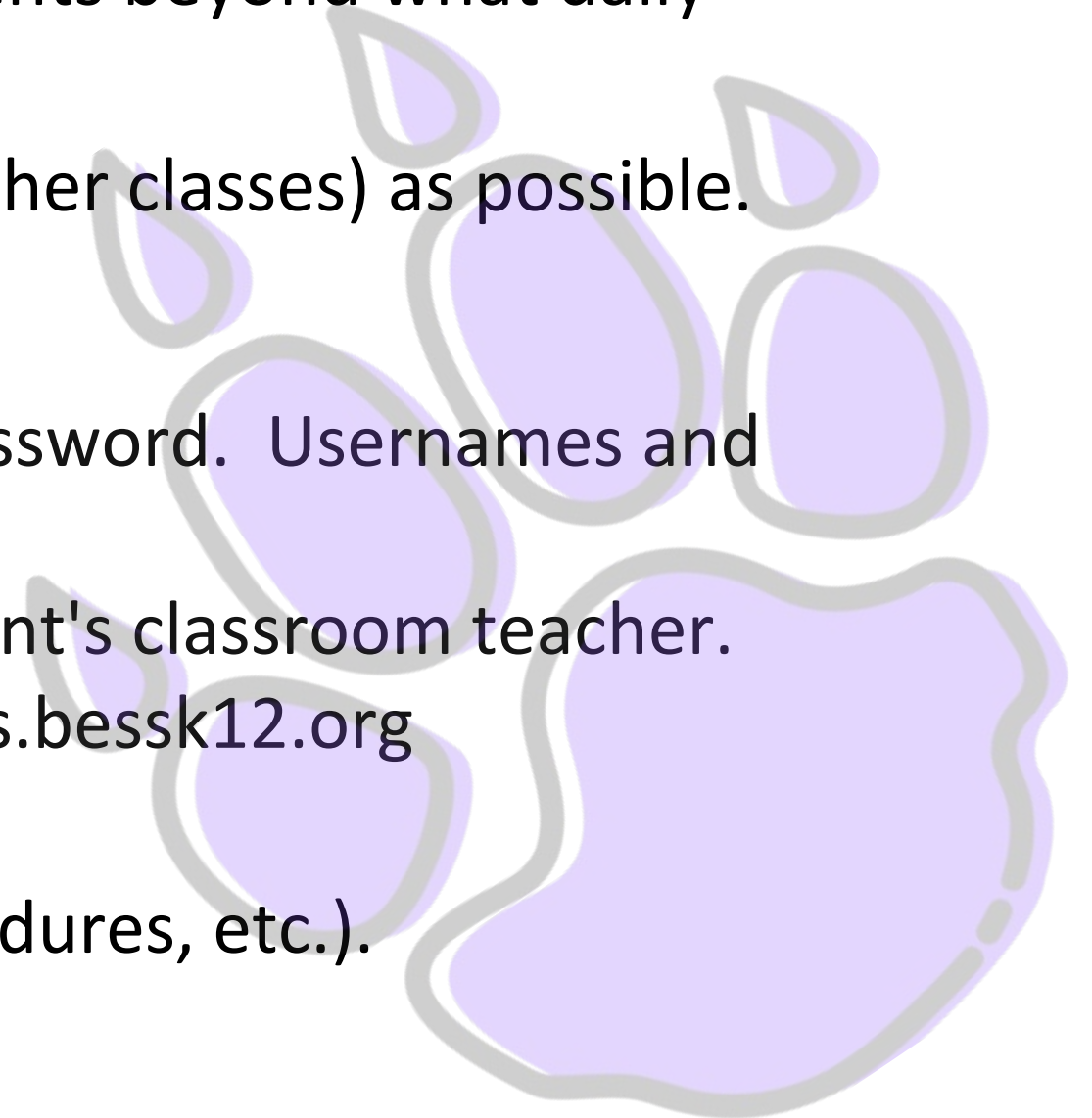- Allow 10-15 minutes between lab classes for sanitizing and disinfecting.
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Technology

- Students will access devices using district issued username and password. Usernames and passwords will be provided when devices are distributed.
- Student Google Account information will be provided by the student's classroom teacher. Generic format example: student first initial, last name, @students.bessk12.org (tstudent@students.bessk12.org)
- There are additional details in the Technology Plan (devices, procedures, etc.).

OPTING OUT

Parents Can Opt Out

Parents must opt-out of in-person instruction if they want their student to participate in virtual learning in lieu of in-person instruction. SURVEY WILL BE SENT TO DETERMINE PARENTS PLANS FOR REENTRY. Deadline to complete July 31st.

PARENTS CAN CHANGE THEIR PREVIOUSLY SELECTED METHOD WITH PRIOR WRITTEN NOTICE.

PREPARATION AND SUPPORT

Professional Development

- PD Dates and ongoing opportunities will be available for teachers PD begins at the end of July and continues through late September.
- Most PD will be delivered virtually.
- Please notify the Dept. of Curriculum and Instruction of specific PD needed if not listed on the PD schedule.

Parental Development and Workshops

- Parents will participate in a variety of virtual learning opportunities for them to support their students learning at home.
- Parents that choose any option are welcome to participate in the virtual parental development opportunities.

Support and Feedback

- Curriculum staff will support teachers in their areas of need.
- Administrators will provide ongoing feedback of any support that may be needed in their school.

Department of Special Education

Instructional Service Delivery

Special Education

- Students with disabilities will participate in district diagnostic reading and math assessments to identify potential areas of concern. IEP teams may reconvene to discuss a student's evolving needs based on assessment data, parent feedback, and general education and special education teachers' input. The IEP may reflect changes that address academic, social/emotional, and communication concerns as well as the need for additional accommodations and/or related services. Parents may request an IEP meeting at any time and the IEP team will convene a meeting within 30 calendars days of the request.

- Research-based reading, math, transition, and social emotional learning programs have been purchased with the expectation that these interventions will improve the learning outcomes of our students. Students receiving academic instruction via the Alabama Alternate Achievement Standards (AAS) will receive academic instruction utilizing the Unique Learning System (ULS) and News-2-You (n2y) programs that are aligned with the Alabama Course of Study standards for AAS. All programs are web-based to allow for a smooth transition between traditional, blended, and virtual learning frameworks. Special education teachers will be provided with professional development to equip them with the knowledge and skills to implement the programs with fidelity. Additional online resources and activities are provided in the Resource Appendix to assist student and families.

- Students with disabilities will have access to the Google Read and Write extension to assist them with speech-to-text and text-to-speech if needed.

Instructional Service Delivery

Special Education

- Specialized instruction may be provided face-to-face or via online instruction using virtual platforms such as Google Meet, Google Hangout, Zoom, etc. If the parent requests face-to-face services during remote/virtual learning, face-to-face specialized instruction will be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Special education teachers will collaborate with the parent to schedule a time between 8:00 a.m. and 3:00 p.m. for the student to receive small group and/or individual face-to-face services. Face-to-face services may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.

- Related services such as occupational therapy, physical therapy, and speech therapy may be in the form of face-to-face therapy, telephonic therapies, or therapies via online instruction using virtual platforms such as Google Meet, Google Hangout, Zoom, etc. If the parent requests face-to-face services during remote/virtual learning, face-to-face related services will be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Related service personnel will collaborate with the parent to schedule a time between 8:00 a.m. and 3:00 p.m. for the student to receive small group and/or individual face-to-face services. Face-to-face services may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.

Instructional Service Delivery

Preschool

- Preschool special education teachers will provide developmentally appropriate learning opportunities to prepare students for school success. Preschool special education teachers may provide direct instruction, act as consultants for other preschool providers, and/or develop small group sessions to assure individualized learning that supports all developmental domains.

- Preschool special education teachers may provide face-to-face instruction or bi-weekly lessons and activities via instructional packets, and/or other delivery platforms. Preschool special education teachers will communicate with parents and provide support for activities and assignments. If the parent requests face-to-face services during remote/virtual learning, face-to-face preschool instruction will be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Preschool special education teachers will collaborate with the parent to schedule a time between 8:00 a.m. and 3:00 p.m. for the student to receive small group and/or individual face-to-face services. Face-to-face services may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.

Instructional Service Delivery

Gifted Education

- Gifted education teachers will act as a consultant to general education teachers in addition to acting as a "pull out" or small group teacher to facilitate advanced learning for gifted students.
- Gifted education teachers will utilize Google Classroom to provide assignments, enrichment activities, and feedback to the students.
- Gifted education services may be in the form of face-to-face and/or online instruction using virtual platforms such as Google Meet, Google Hangout, Zoom, etc. If the parent requests face-to-face services during remote/virtual learning, face-to-face gifted education services will be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Gifted teachers will collaborate with the parent to schedule a time between 8:00 a.m. and 3:00 p.m. for the student to receive face-to-face services. Face-to-face services may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.
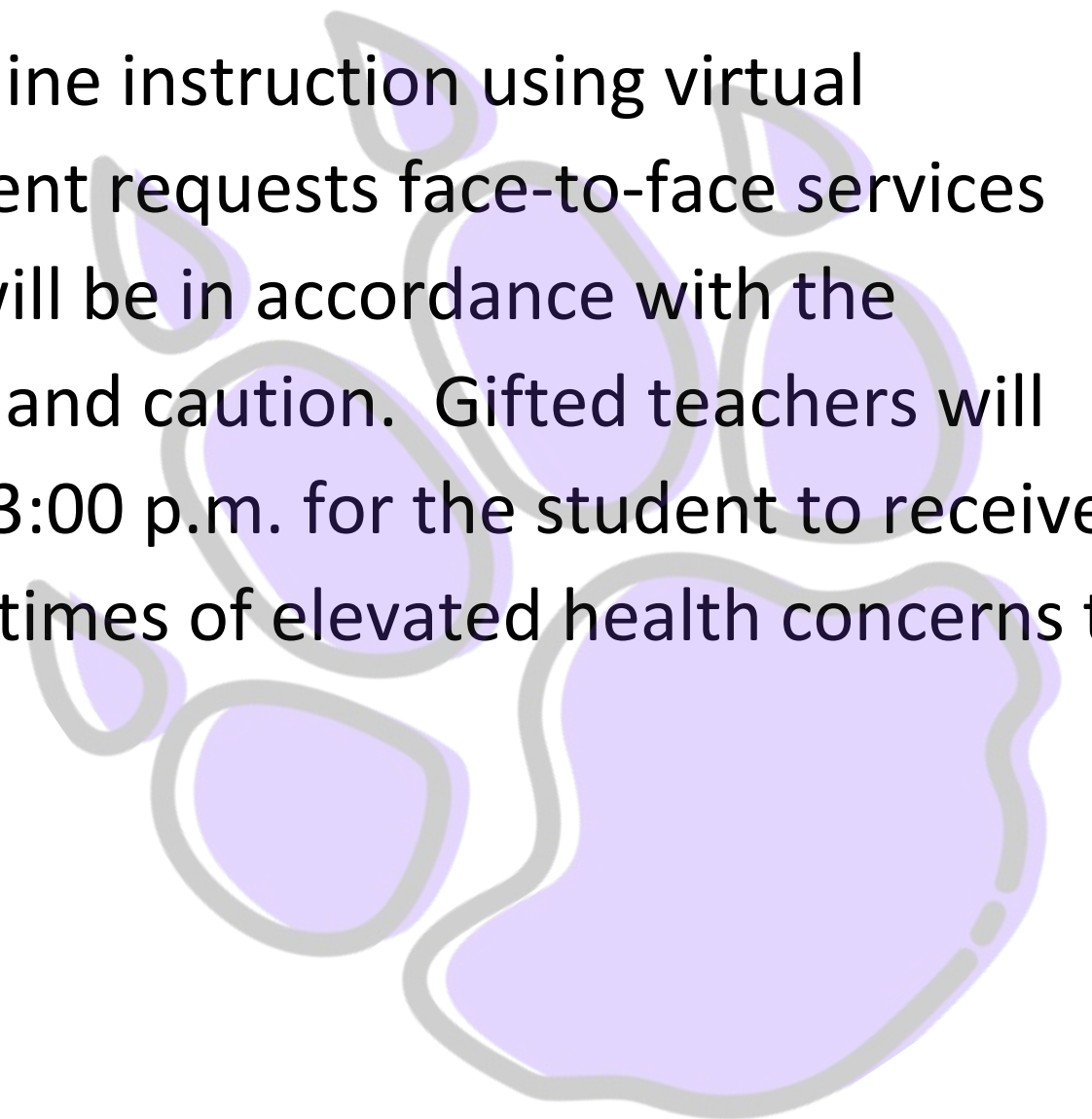
Instructional Service Delivery

Teacher Responsibilities

- Special education teachers, preschool teachers, and gifted education teachers will need to organize themselves and plan for all services, as necessary, in accordance with the district's reopening plan and the students' IEPs or GEPs.
- Special education teachers and gifted education teachers will collaborate with general education teachers and parents to identify critical skills to focus on during remote/virtual learning; provide online instruction, tutorials, and/or face-to-face instruction; maintain progress monitoring data, service logs, and parent contact logs. Face-to-face instruction may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings. Special education teachers will also collaborate with the general education teacher to share students' results from screeners and diagnostics to inform IEP revisions and accommodation design.
- Special education teachers and gifted teachers will review IEPs/GEPs for their caseloads and discuss students' IEPs/GEPs with the respective general education teachers by August 20th. Teachers will notify their liaison teacher immediately of any meetings that need to be scheduled. Meetings will be conducted virtually via the Zoom Conferencing platform and recorded for documentation purposes. If a parent wishes to meet face-to-face, teachers should work with their school administrator to schedule the meeting and locate a space with limited risk to others. Teachers should coordinate meeting times through calendar invites with district personnel, including their school administrator as the LEA. Face-to-face meetings may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.
- Special education teachers, preschool teachers, and gifted education teachers will maintain daily office hours (a minimum of one hour) during remote/virtual learning. During this time, the teachers will be available to provide instructional support, answer questions, and/or provide information as needed. The teachers will communicate their availability to student and parents via email.
- If a student does not have an active IEP for the 2020-2021 school year because of the COVID-19 school closures, these meetings must be held no later than August 28th. **This is non-negotiable.**

Instructional Service Delivery

School Psychometrist and Speech Language Pathologists Responsibilities

- The school psychometrist will complete any overdue intellectual, achievement, behavior assessments, etc. for initial referrals or reevaluations and the speech language pathologists will complete any overdue speech and language assessments caused by COVID-19 school closures by August 20th.
- Assessments for eligibility purposes, such behavior rating scales, autism rating scales, etc. may have components that are completed virtually or telephonically. However, intelligence, achievement, and speech and language assessments will be conducted in a face-to-face manner, utilizing safety precautions outlined in COVID-19 resources provided by the Alabama Association of School Psychologist. We will make a good faith effort to remain compliant with state and federal timelines. Face-to-face testing will also be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Face-to-face testing may not be feasible during times of elevated health concerns to reduce exposure to illness in the school buildings.
- The school psychometrist and speech language pathologists will utilize safety measures during testing sessions to promote the health and safety of themselves and students as the district continues to meet our Child Find obligations. Face shields for the psychometrist/SLPs and student, free standing clear safety barrier, extra manipulatives, pointers, golf pencils, etc. have been purchased to assist with safety procedures.
- The school psychometrist will collaborate with the special education teachers to coordinate eligibility meetings. Meetings will be conducted virtually if needed via the Zoom Conferencing platform and recorded for documentation purposes. If a parent wishes to meet face-to-face, teachers should work with their school administrator to schedule the meeting and locate a space with limited risk to others. Face-to-face meetings will be in accordance with the procedures of the district's overall plan for social distancing, sanitizing, and caution. Face-to-face meetings may not be feasible during times of elevated health concern to reduce exposure to illness in the school buildings.
- The school psychometrist, in collaboration with the special education teachers, should coordinate meeting times through calendar invites with district personnel, including the school administrator as the LEA.
- Eligibility meetings for overdue initial referrals and re-evaluations must be held no later than August 28th. **This is non-negotiable.**

Child Find

If you have concerns regarding a student's progress or suspect a student may have a disability, please contact your school administrator, teacher, guidance counselor, or the Department of Special Education at 205-432-3025 or 205-432-3054.

Bessemer City Schools

Attendance, Safety & Security

DISTRICT WIDE PROCEDURES

- ALL cameras must be monitored to ensure that all occupants in ALL buildings are using Social Distancing, and wearing masks when appropriate.
- ALL cameras must be monitored to ensure that students, staff, etc. are not gathering in groups and are utilizing social distancing (six feet apart).
- Visitors and non-employees will not be allowed to enter the building during the school day. They must call to speak with the Principal to conduct meetings either via phone, e-mail, or virtually.
- Check-ins – Parents and students will use the Aiphone system to gain access. Parents may accompany students to the school's office to complete the Check-in form but must adhere to social distancing guidelines and must leave immediately after the child has been checked in. Photocopies of excuses for check-ins must be sent to the school, absences will be unexcused until an excuse has been submitted to the school.
- Check-outs—Requests for check-outs must be made at least 30 minutes in advance by calling the child's school office. Students must be checked out on the hour and half-hour, for example: if your child has a dental appointment at 10:30 a.m. and you want to check them out at 10:00 a.m., you must notify the office no later than 9:30 a.m.
- Parents must wear a mask and use social distancing (six feet apart) when checking students in or out.
- The office staff will make sure that ink pens are provided for the parents to use.

DISTRICT WIDE PROCEDURES

- Floor Signage for Social Distancing (six feet apart) will be placed at the Central Office, in all School Buildings, and other relevant areas within the school system.
- All schools will buzz-in people with the Aiphone System and follow social distancing guidelines according to the layout of each school.
- The Lobby Guard Visitor Management System will be cleaned and sanitized after every single use by office personnel and/or custodians.
- Disaster Drills are up for review to make a determination on how they will be conducted with the Reopening of schools: Fire/Inclement Weather/ Code Red Drills, etc.
- Individuals must wear a mask and should be spaced six feet apart for social distancing while in all buildings and classrooms.
- All students should be facing the same direction while in the classroom with no groups of students sitting together in clusters, quads, etc.
- When movement in the hallways are evident, students should maintain a distance of six feet. Teachers must monitor the students more than ever because of the new spacing component.
- Hand washing and hygiene protocols must be followed throughout the entire day for both staff and students.

DISTRICT WIDE PROCEDURES

- Plexiglass partitions will be used as an added safeguard when working with parents, students, and or employees.
- There should be a one-way-traffic flow in and out of each building. Schools will control the flow of traffic in and out of the building to ensure the safety of all students and staff and everyone should walk on the right side of the hallways.
- To make the Verification of Residence process more efficient, it is suggested that a Notary be placed at each school. If this is not feasible, the other option will be for the Attendance Secretary at each school to verify all of the documents, have the parent sign, have the owner of the residence sign, and then upload the completed documents to the Department of Attendance, Safety and Security. The forms will be reviewed, approved, notarized, and scanned back to the school so that the student(s) can be enrolled in a timely manner.
- The Bessemer City School System Code of Conduct will be fully utilized for in-person learning and be adjusted as needed for Virtual and/or Blended Learning.
- The Jamari Terrell Bullying Policy will still remain in place and apply to all students. Discipline will be reviewed on a case-by case basis and determinations, hearings, dispositions, etc. will be adjusted according to the policy.
- The Jason Flatt Suicide prevention program will remain in place and apply to all students.
- Where needed, desk shields will be provided for all secretaries', paraprofessionals', and educators' areas.
- Personal Protective Equipment (PPE) such as face shields and/or masks will be available for all staff members
- Classroom safety measures such as desk shields for students will be considered as the need arises

ATTENDANCE (DISTRICT WIDE)

Student attendance is monitored in accordance with all applicable statutes set by the state of Alabama. Every child between the ages of six (6) and 18 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age. Authority: Ala. Code §16-28-1, §16-28-3 and §16-28-7(1975) as amended by Alabama Act No: 2014-245

ATTENDANCE (DISTRICT WIDE)

In the Bessemer City School District, parents can select either traditional/ blended learning (Synchronous) or virtual learning (Asynchronous) for their student. Under either option the parent selects, students will receive credit for attendance.

Remote Learning Definitions

Teacher Led Remote Learning (Synchronous) – Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus.

Student or Self-directed Remote Learning (Asynchronous) - Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper.

ATTENDANCE (DISTRICT WIDE)

Traditional, Blended, and Virtual Attendance

The Bessemer City School System attendance is based upon one of three methods or a combination of two. These methods consist of traditional, blended or virtual attendance.

Traditional or Blended Attendance

Traditional or Blended Attendance follows the guidelines in the Bessemer City School System Student Handbook. In traditional attendance, students will be marked as present or absent on the days assigned to the building; and similarly with blended learning, on the days when students are learning remotely (at home), they will be considered present if they are present during the teacher-led remote learning presentations. **For both traditional and blended, the teacher will monitor and document students' attendance daily in Chalkable/INOW.**

Virtual Attendance

If a parent chooses the Virtual School option {student or self-directed remote learning (asynchronous)} , students will be considered present daily. Virtual attendance is measured in the following manner:

- Attending and participating in a live virtual classroom
- Posting or commenting on a discussion board
- Submitting required assignments
- Completing the minimum amount of learning activities per week as defined by their instructor

If students do not participate that day (meaning they do not log onto their device and work on assignments), they will be marked as "not participating." This will help to monitor student engagement.

ATTENDANCE (DISTRICT WIDE)
Virtual Truancy Reporting Steps

- After 2 days of student inactivity "not participating", the teacher will notify the parent or guardian to communicate the concern and expectation that students' participation in the course on a regular basis is required to make academic progress.

- The teacher will document the student's non-participation. If direct contact is not made, a return email or phone call from the parent or guardian is required within 24 hours.

- After 3 days, if there is not a response from the parent and/or the student, he or she will be referred to the principal to devise a plan of support. Additionally, notification will be sent to the Department of Attendance, Safety and Security to make additional contact with the parent or guardian.

- If the student continues to be disengaged, the principal, teacher, parent and the Director of the Office of Attendance, Safety and Security will meet to determine next steps.
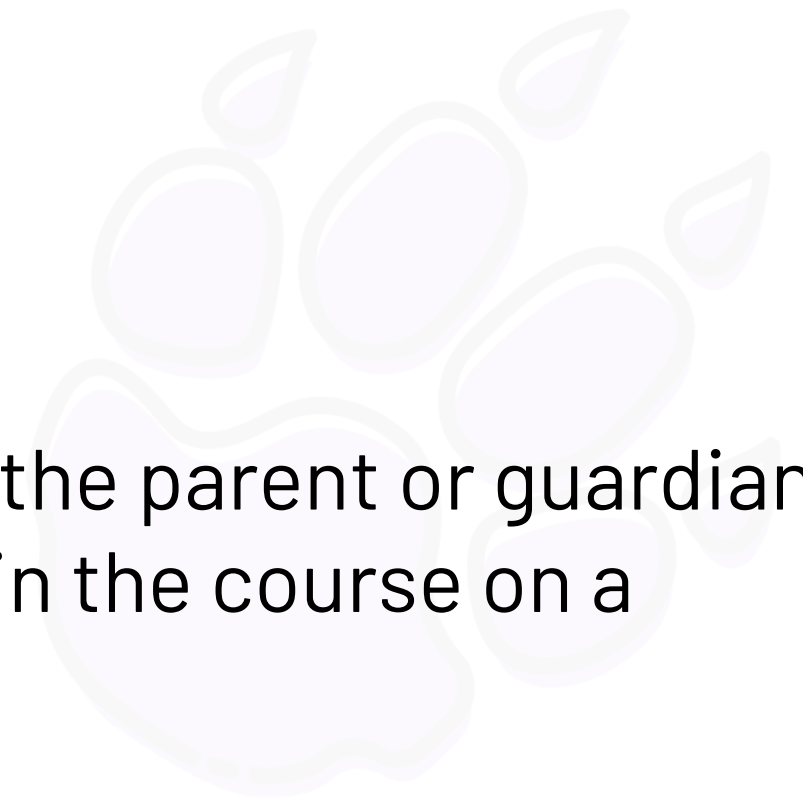
ATTENDANCE (DISTRICT WIDE)

PLEASE NOTE: For students who are required to quarantine, those students will be marked as "All Day Other" and "MEDICAL – COVID-19E (exposed) or MEDICAL – COVID-19P (positive)." These will not be counted as unexcused absences.

- As a resource, the Department of Attendance, Safety and Security will utilize the services of "Helping Families Initiative" and the District Attorney's Office to assist with Bessemer City School District's students and families traditional, blended, virtual attendance issues if approved by the Bessemer City School System Board Members for the 2020-2021 school year.

CENTRAL OFFICE PROCEDURES

- All visitors who arrive at the Central Office must wear a mask at all times and practice social distancing upon entering the building.

- We will utilize the Aiphone System at the Central Office to buzz in one person at a time until that person has left the receptionist's front desk.

- Any other visitors must wear masks and must either wait in the outside foyer and/or sit in chairs inside the building that will be placed six feet apart.

- Floor Signage for Social Distancing (six feet apart) will be placed at the Central Office, in all School Buildings, and other relevant areas within the school system.
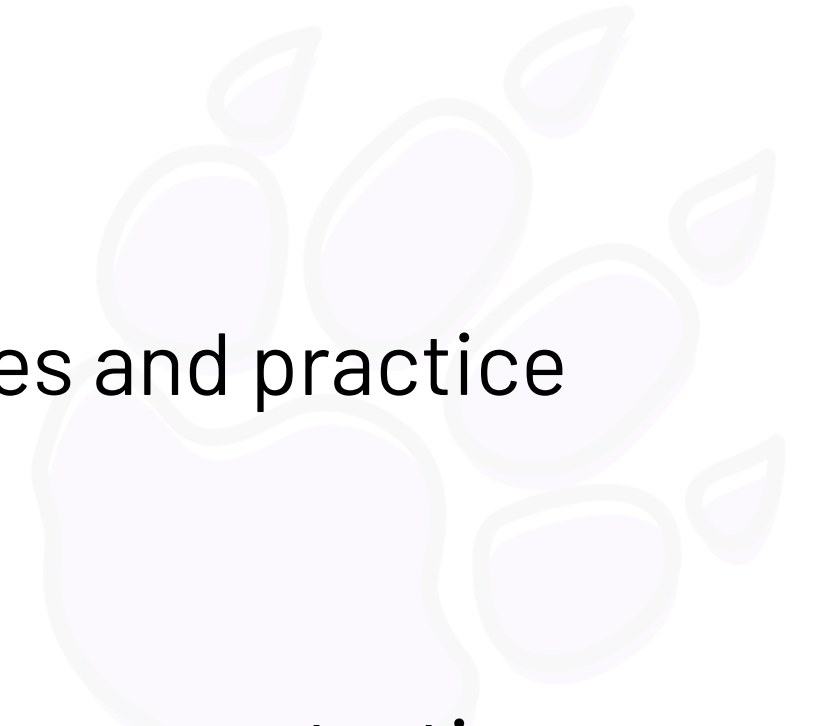
Department of Attendance, Safety and Security

- There will be a frequency of training for the Attendance and Finance Secretaries that will include Professional Development after the updated Guidelines from the ALSDE has been approved.

- If parents do need to come to the Central Office to complete the Verification of Residence process, they will need to call to schedule an appointment with the secretary at 205-432-3018. They will also need to call to schedule an appointment to re-admit a student after coming from a Detention Center, Family Court/Probation, etc.

- Plexi-glass partitions for each office desk, face shields, and masks will be required for all staff located in the Department of Attendance, Safety, and Attendance because our office is open to serve parents and students.

- There will be only one parent allowed in the office at a time to be served. We will call or text the parents that may be waiting in the hallway using social distancing and wearing face masks.

Transportation

Transportation Topics

- Routing

- Health and Safety

- Sanitation Protocols

- Communications

- Entry and Exit Conduct

Routing

- BCS year begins August 20, 2020.

- BCS Transportation Department will transport all students needing transportation in the district.

- BCS Transportation Department runs 33 routes daily with each bus consisting of two routes.

- BCS Transportation Department is prepared to operate in a staggered schedule where a group of students attend school Monday and Tuesday and another group attend school on Thursday and Friday with Wednesday being a day to deep clean the school buses.

- A capacity of 48 students will be the maximum per bus, per route.

- Of the 48 student capacity, this will also include isolation seats for any students with symptoms

Health and Safety

- All school bus personnel are required to wear a face mask/shield and gloves.

- All school bus personnel will be screened for temperature checks before beginning each route.

- All students are required to wear face masks while riding the school bus.

- If a student boards the bus without a mask, the bus driver will issue the student a disposable mask.

- Eating on the bus is prohibited by state and federal regulations. Because of the pandemic, this rule will be strictly enforced.

- To allow proper ventilation there will be at least 4 four windows lowered halfway or 2 roof hatches open during the route.

Sanitation Protocols

- Buses will be cleaned every day after the morning routes and evening routes.

- School bus personnel will wipe down high touch areas between the routes in the morning and afternoon.

- Students will load from the back to the front with family members sitting together. (contact tracing purposes)

- Students will also have assigned sets and be required to face forward and not lean across the aisle.

- The seating chart will be submitted to the State as required. (contact tracing purposes)

Communication

- Visible signage to communicate Covid-19 symptoms and students who should not be riding the bus will be displayed on the bus.

- Bus driver will communicate to the supervisor any students with symptoms during the route. The supervisor will immediately contact the Covid-19 Response team.

- In the event in which a school bus reaches it maximum capacity, the bus driver will communicate with the supervisor and another bus will pick up the remaining students.

Entry and Exit

- Students are encouraged to practice social distancing at the bus stop.

- Students will use hand sanitizer as they enter and exit the bus.

- Students will load starting in the back and work their way forward, leaving the 2 front seats empty.

- Students are to remain seated and facing forward while not leaning across the aisle.

- Students will have assigned seating. Family members are required to seat together.

- Students will exit the bus from the front going in the direction of the driver.

Conduct

- Students who refuse to wear their face mask will be written up using a Student Conduct Report by the bus driver.

- Students who engage in conduct that places the health of other students at risk will be written up using a Student Conduct Report by the bus driver.

- Students who refuse to stay seated and face forward will be written up using a Student Conduct Report by the bus driver.

Bessemer City Schools

Child Nutrition Program

BEGINNING September 8, 2020

Meals provided for <u>Only</u> Bessemer City School District Enrolled Students

- All students must show student ID, student enrollment form or some form of identification to show their name.

- All meals have to be referenced to the student presenting the name and school on the student ID.

- They will be allowed to pick up at designated sites Jonesboro Elementary, Hard Elementary and Abrams Elementary. Additional sites will be determined for delivery due to households not having transportation.

- However, ONLY students attending Bessemer City Schools will be allowed to receive the meals.

DISTRIBUTION

Current School locations will be **Jonesboro Elementary, Hard Elementary, and Abrams Elementary**

Additional sites will be added beginning in September for delivery purposes.

- -Week of August 10, 17 and 24 –
  - One day, Monday's ONLY delivery -5 day pack out meals-

- -Week September 8, 2020-
  - Hot meals from school can be picked up as a Grab and Go.
  - Delivery sites will be determined
  - Student ID will be required.
- Meals and procedures will alternate with the pattern list above with every other week being the same process as long as BCS is under completely remote learning.

Remote Option:

- Depending on how many students choose the total remote learning option this process may change to accommodate those students.

Blended Option:

Group A:

- Meals shall be picked up at the student's school for those on remote learning and for those students who do not return to school until the following Monday.
- Meals will be provided for students during the school day Monday- Tuesday

Group B:

- Meals shall be picked up at the student's school for those on remote learning and for those students who do not return to school until Thursday of the week.

- Meals will be provided for students during the school day Thursday-Friday.

Nutrition service prepares meals:

- Food bags are packed on a daily basis
- Cold and hot foods are packed in separate insulated bags/container
- Each classroom receives a meal count form, trash bag, napkins, and spoon/fork
- Cafeteria managers shall ensure breakfast meals are delivered by 7:50 am, allowing each student at least 10 minutes for breakfast and lunch meals are ready by 10:30 am, allowing each student 20 minutes for lunch.

Meals are delivered to classroom:

- Child nutrition staff members will deliver meals and meal count form to the classroom.
- School principals can designate a faculty member to assist if he/she so chooses.
- Meals are to be served and consumed during designated meal periods in which follows the schools meal schedule.

Meals are served:

- Students will receive only one grab and go breakfast bag during breakfast and lunch bag during lunch.
- The bags shall contain a USDA reimbursable meal. The reimbursable mal shall contain an entree, fruit, juice, and milk for breakfast. Lunch shall contain a meat/meat alternate, vegetable, grain, fruit, and milk, again a USDA reimbursable meal.
- Access to drinkable water shall be available
- Meals shall be placed on the student's desk by a faculty member.
- Limited access to the food storage container shall be required.
- Fruit item must be a part of student reimbursable meal

Meals are counted:

- Teachers count students who have selected a reimbursable meal. Taking just part of the meal is NOT considered a meal.
- Student receipt of reimbursable breakfast/lunch is recorded on the daily breakfast/lunch roster form and placed back in the food transport bag/container.

Clean up:

- All uneaten meals including milk news to be placed back in the food transport bag/containers.
- Child Nutrition staff will provide a trash bag for disposal of the students' meal trash.
- Trash will be left outside the classroom
- Child Nutrition staff will collect the trash
- Food transport bags/containers are placed back on the food cart or picked up by nutrition service staff.

Nutrition service prepares meals:

- Food bags are packed on a daily basis
- Cold and hot foods are packed in separate bags/container
- Each classroom receives a meal count form, trash bag, napkins, and spoon/fork
- Cafeteria managers shall ensure breakfast meals are ready for pickup by 7:30 am, allowing each student at least 10 minutes for breakfast and lunch meals are ready by 10:30 am, allowing each student 20 minutes for lunch.

Meals are served:

- Students will pick up meals from the school's cafeteria serving line
- Students must be accompanied by and supervised by faculty member or an administrator
- Bessemer City Schools Social distancing guidance for the cafeteria shall be followed
- Students will receive only one grab and go breakfast bag during breakfast and lunch bag during lunch.
- The bags shall contain a USDA reimbursable meal. The reimbursable mal shall contain an entree, fruit, juice, and milk for breakfast. Lunch shall contain a meat/meat alternate, vegetable, grain, fruit, and milk, again a USDA reimbursable meal.
- Access to drinkable water shall be available
- Limited access to the food storage container shall be required.
- Fruit item must be a part of student reimbursable meal
- Students may be designated to eat in the cafeteria, classroom or other designated areas determined by the school principal.

Meals are counted:

- Students are to show their student id, school enrollment form or other forms of identification that shows their name to cashier staff in the cafeteria
- Meals will be accounted for at the point of sales by foodservice personnel NO student will enter their pin number

Clean up:

- Child Nutrition staff will provide a trash bag for disposal of the student's meal trash.
- Trash will be left outside the classroom
- Child Nutrition staff will collect the trash

Bessemer City Schools

Student Services Nurse Protocols

Health and Safety Precautions

- Aggressive cleaning daily in all classrooms and common areas by custodial staff

- Provide adequate supply of Personal Protective Equipment

- Hand Sanitizer (60% alcohol) will provided for all employees and students

- Wall mounted soap dispensers have been placed in all district buildings

- Paper towels and tissue will be plentiful in all buildings

- Steady vendor supply established to maintain adequate PPE for staff and students

- Signage posted throughout schools and offices and a variety of communication methods used to prevent the spread

- Students will refrain from congregating in the parking lot, hallways, etc.

- Social Distancing with 6 feet of separation is required

- Staff/Students will wear masks

- Parents will provide reusable masks for students

- District will supply disposable masks for students/staff in need

- Deep Cleaning service providers will be dispatched as needed

- Custodial schedules will be enhanced to accommodate an increased need for sanitizing

- CDC and OSHA cleaning guidelines will be strictly enforced and adjusted as needed

- Designate Isolation area in all buildings; place cots in each area to provide ample space for symptomatic staff/students

- Individual water bottles will be encouraged in lieu of using water fountains

Health Services Administration

- Nurses will return 2 weeks prior to contract period to prepare health rooms for student return

- Collaborate with administrators to determine Isolation areas

- Provide necessary equipment and resources in all health rooms to address staff/student needs

- Work with scheduling staff to provide adequate coverage in all district health rooms

- Monitor sanitization and cleaning supplies to maintain adequate supply

- Monitor health room routines to alleviate overcrowding day-to-day; one student per visit

- Communicates contact tracing information when released and authorized by ADPH

- Provide proper equipment, including plexiglass and partitions as barriers to slow the spread

- Communicates with nursing staff and parents to encourage morning meds be taken at home to decrease health room visits

- Provide First Aid Kits to teachers for minor cuts, scrapes to slow visits to the health room

Student Plans Specific to Healthcare Needs

- Nursing staff will review Individual Health Plans (IHPs), Individualized Education Plans (IEP's) and 504s to provide accommodations for students with special healthcare needs; update plans to decrease their risk for exposure to Covid-19
- Nurse Administrator will collaborate with Human Resources, CSFO and Board Attorney to review and amend staffing policies and procedures, including working together to implement flexible work schedules for both hourly and salaried workers
- Professional Development to educate the workforce, in general, that some people may be at higher risk for severe illness, such as older adults and those with chronic medical conditions
- Online learning platforms will be provided that are compatible to assistive technology needs; (hearing and visually impaired)

Professional Learning Opportunities

- Nursing Staff will participate in Infectious Disease Training on Institute Day provided by ADPH to learn preventive strategies related to Covid-19
- Lead Nurse will participate in all webinars provided by ADPH to receive and provide district updates related to COVID-19
- Nursing Staff will provide Hand Washing Training Procedures district wide to mitigate the spread of the virus
- Universal Precaution Training will be delivered by nursing staff to ensure staff compliance with safety and cleanliness standards
- Medical Assistants Training will be provided for additional assistance with medication administration
- Nursing staff will maintain a Health Room Checklist to include routine cleaning and sanitation
- Lead Nurse will maintain and communicate updates from local health department, ADPH, ALSDE and CDC guidance
- Nursing Staff will communicate the importance of confidentiality and reduce stigma of students and staff exposed to or having symptoms of COVID-19
- Monitor local, regional and national data related to COVID-19
- Follow all CDC recommendations related to good hygiene
- Wear appropriate Personal Protective Equipment (PPE)

Self-Identification & Alternate Plan for Vulnerable Populations (Students/ Staff)

- Nurses will return two-weeks prior to the start of the school year to prepare health rooms
- Crisis Response Team will be established to focus on staff/student wellness using Trauma-Informed models
- School-based Mental Health Liaison will work with district, community partners and ADPH to adopt telehealth as the preferred modality during the pandemic
- Expanded nursing workforce will be employed to help mitigate the spread of COVID-19
- Additional resources will be provided to serve special needs populations (home packets, home visits and remote instruction for parents, assisting students
- Parents/community will be informed of daily home self-temperature checks for the six CDC symptoms of COVID-19
- Adequate supplies will be provided to support healthy hygiene
- Teachers/Students having high-risk conditions will have flexible/alternative plans for teaching and learning
- Health records for students and staff will be updated according to HIPPA requirements
- Crisis Response Team will be established to focus on staff/student wellness using Trauma-Informed models
- High-risk employees will be provided with alternative methods of instruction delivery
- Mental Health Liaison and nursing staff will administer survey and/or provide direct outreach to determine staff mental health readiness (HIPPA compliance)
- Professional Development for staff will be provided based on the results

Health Screening Continuum

- There will be three checkpoints for temperature checks:

- Parents will be encouraged to check temperatures at home; temps 100.4+ students will stay home

- Transportation is the second point on the screening continuum.

- School is the final point on the screening continuum. School system staff will visually check for symptoms (including temperature checks) to confirm students are Covid-19 symptom-free.

- Clearly visible signage and other notices will be used to communicate the symptoms

Quarantine vs. Isolation Processes

- Students who become ill at school, shall be placed in an area of isolation; administrators have identified isolation areas in their schools
- Students will remain in isolation until a parent picks them up forms school
- Staff and students will remain at home until fully recovered per ADPH guidelines
- Parents will conduct daily temperature checks and keep students home if they are 100.4 or above
- Handwashing procedures will be widely communicated to reduce the spread of Covid-19
- Henry the Hand (mascot) will visit elementary schools to emphasize the importance of handwashing

Specific Sanitizing for Isolated Areas

- School buildings where students have been isolated will be sanitized as students are picked up
- Contact Tracing will be conducted by the ADPH to identify those who were possibly exposed

Face Coverings

- Signs will be clearly visible in all buildings encouraging the use of face coverings

- Nursing staff and administrators will teach and reinforce the use of facial coverings for staff and students

- Students and staff must wear face coverings

- Face coverings are required on school buses as social distancing is not possible

- The school district will supply disposable masks for those without face coverings

- Face shields will be worn by early childhood staff for phonological cues

- Bandanas may not be worn

Physical Distancing

- Maintaining 6 feet of separation between persons will reduce the spread per CDC and ADPH

- When physical distancing is not practical, place as much space between students as possible

- Students in early childhood may remain in their seat rather than on the carpet during circle time

Sanitation and Personal Hygiene

- Proper sanitizers and their application will be communicated to all staff members

- Hand washing procedures will be communicated districtwide to reduce the spread of COVID-19; hands will be washed for 20 seconds for staff/students

- Masks, thermometers, gloves, disinfectant cleaners and wipes will be distributed to all school employees

Facilities Operations

- Designated drop-off and pick-up areas will be assigned and communicated to parents and students

- Students will refrain from congregating in parking lot, hallways, etc.

- Students will sit facing the same direction and desks will be separated as much as possible

- Personal items will not be shared(i.e. Scissors, glue, crayons, etc.)

- Class field trips and group gatherings will be limited

- Hallways will be divided into two lanes to follow social distancing guidelines

- Transitions will be limited; teachers will rotate to classrooms to eliminate student movement in large groups; when necessary, students will travel in cohorts

- Routine cleaning will be ongoing throughout the day to minimize the spread of germs

Communication

- Covid-19 Parent Information Guide will be distributed at the school level

- Public Service Announcements will be made via radio station

- Flyers will be posted on facebook to communicate updates in real-time

- Parent will indicate learning environment preference using surveys

- Questionnaire will be administered by nursing staff, mental health liaison to determine staff mental health needs

- ACES Test will be administered to K-12 students to determine mental health needs and possible impact of COVID-19

- Trauma-Informed Instruction will be delivered by counselors, mental health liaison and social worker using remote platform, based on ACES Test results

- Delivery Focus includes Coping Skills, Resiliency and Anxiety

Collaborative Support for Student & Staff Mental Health and Wellness

- Crisis Response Teams including principals, nurses, mental health therapist and parents have been established to focus on student and staff wellness

- Instructional Focus: Trauma-Informed Instruction

Wrap around Services

- District Counseling Staff will provide instruction based on a Comprehensive Counseling and Guidance Plan for Bessemer City Schools. This plan is aligned with the American School Counseling Association Standards , Mindsets and Behaviors.
- Academic, Social-Emotional and Career Development will be delivered to all students using a Co-teaching model with classroom teachers using online instruction.
- All School Counselors will provide Trauma-Informed Instruction with additional support from the Mental Health Therapist and the Social Worker with a focus on Coping Skills, Resiliency and Anxiety.
- School Counselor, Mental Health Therapist and Social Worker will provide tele-therapy and support students/families via home visits when considering COVID-19 levels
- Community Partners will be available to support students and families through a systematic referral process.
- Counselors will assist students and families to provide services with district liaisons and/or community agencies
- Peer Helpers Program will be available to students to provide assistance in the areas of Bullying, Suicide Prevention, Alcohol and Drug Abuse Awareness and Prevention and Child Abuse. This web-based program is accessible at home/school and allows students to access preventive content that meets ALSDE mandates.
- Peer Helpers also provides real-time data reporting to determine areas that are trending on campus, allowing administrators and counselors to target these areas
- The final component is peer-to-peer interaction and support; students are selected and trained to assist others through challenging situations
- The Peer Helpers Program will be delivered during Advisory Period and provides a three-tiered approach to prevention and awareness:
- **Tier 1-Universa**l for **ALL** (80%) students,
- **Tier 2-Targeted** Support for **SOME** (15%) needing extra help and
- **Tier 3-Intensive** for the **FEW** (5%) strugglers needing therapeutic intevention services

Maintenance & Operations

Preparations for Start of Day
Maintenance Reopening Plan

- Practice good hand washing hygiene procedures daily
- Maintenance staff will report to the Director if concerns arise related to possible exposure to COVID-19
- Staff will conduct wellness checks at the beginning of each day (i.e., temperature check)
- Staff will wear face masks throughout the day and upon entrance to all school buildings
- Preventive measures such as hand washing, covering coughs and wearing face masks will be reinforced daily
- Masks, hand sanitizer, & disinfectant will be provided to each school
- Common surfaces will be cleaned and disinfected on a regular basis throughout the day
- All facilities will be deep cleaned prior to school opening and ongoing as needed
- Staff will clean/disinfect themselves upon leaving each work site
- Face coverings are required by maintenance personnel when entering school buildings

CUSTODIANS

- Communicate the importance of cleanliness throughout the day
- Ensure hallways, desktops, light switches, door knobs, etc., are cleaned thoroughly with sterilizing solution throughout the day
- Ensure restrooms are sanitized every hour throughout the day
- Sign in sheet will be provided and posted in restrooms to validate custodial care of hourly restroom checks (i.e., signature, date, time)
- Ensure lobbies, restrooms, and common areas are kept cleaned
- Restock supplies in restrooms as necessary
- Perform minor maintenance, such as replacing burnt out light bulbs
- Clean and prepare conference rooms before VIP visitors and after meetings by sanitization
- Perform continuous touch up paint, cleaning to reduce the spread of illness by eliminating bacteria and germs
- Respond to spills and other cleaning emergencies
- Remove or warn of safety hazards, such as objects in the way of pedestrians or wet floors
- Remove litter and debris from entrances and parking lots

SANITIZING AND DISINFECTING

- Maintenance will provide the following, but not limited to:

- Disinfectant wipes/spray, face masks, face shields for employees, gloves, fogging machines for custodial use, plexi-glass face/cough/sneeze shields to be installed hen required, desk shields where needed (i.e., BCT), and hand sanitizers will be provided for all schools

Human Resources (employee matters)

Human Resources

Staff Symptom Screening

Staff Symptom Screening: The district will implement for staff pre-screening measures which are recommended by the Center for Disease Control (CDC) and the Alabama Department of Health (ADPH)which will include assessment questions to be completed prior to reporting to work each day. Click here for questionnaire https://drive.google.com/file/d/1grSUJFcxKXxBiz2G--UvTpEEergIvcVR/view?usp=sharing

Return to Work Information

1.   Employees may return to work with medical release consistent with ADPH guidelines.

2.   Clock-in/out using your device rather than time clock.

3.   Follow posted rules and keep 6 feet apart from coworkers when using common spaces (copier room, lounge, conference/meeting room, etc.). **Practice social distancing**

4.   Wear a facial covering daily.

5.   Wash hands properly and frequently.

6.   Employee meetings will be held in person only if absolutely necessary. Zoom meetings will be conducted for large groups when necessary.

Substitute Information

It is the goal of the district to operate effectively and ensure that all staff and students are safe, and the quality education is maintained. The district uses Frontline Education Absence Management to manage employee absences and find qualified substitutes to fill in when staff are absent. The district utilizes Kelly Educational Services for substitute staffing. Certified substitutes will be utilized for long-term assignments.

Human Resources

Professional Development

The success of our plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. Professional development will be provided for employees in the following areas:

1.   Hand washing and mask education for all staff.

2.   Health room guidelines and student visit guidelines for all staff.

3.   Health room guidelines for Health room nurses.

4.   Classroom safety for all teachers and support staff.

5.   Student health and safety for all teachers and support staff.

6.   Common areas safety for all teachers and support staff.

7.   Building safety for the custodial staff.

8.   Bus safety transportation staff.

The Families First Coronavirus Response Act (FFCRA)

The Families First Coronavirus Response Act (FFCRA) provides employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply through December 31, 2020. All requests are subject to the duration of leave and calculations of pay outlined in the Act. This form should be completed and returned to the supervisor for requests relating to COVID-19. See your supervisor for the correct form to complete. Click here for form https://drive.google.com/file/d/1kXYZJFDnJM8OBZHoWzSXa3yMEuyrs4p_/view?usp=sharing

Bessemer City Schools -COVID-19 Employee Screening Questionnaire

Bessemer City Schools is committed to limiting the spread of COVID-19. Screening employees daily can help in preventing the spread of the coronavirus in the workplace. Please take a few minutes to complete this questionnaire.

Each day, before the start of the shift, ask each employee the following questions:

1.	Do you have a new cough that you cannot attribute to another health condition?	YES / NO
2.	Do you have new shortness of breath that you cannot attribute to another health condition?	YES / NO
3.	Do you have a new fever (100.4°F or higher) or chills that you cannot attribute to another health condition?	YES / NO
4.	Do you have any of the following symptoms? ☐ Fatigue ☐ New loss of taste or smell ☐ Muscle or body aches ☐ Congestion or runny nose ☐ Headache ☐ Nausea or vomiting ☐ Sore throat ☐ Diarrhea	YES / NO
5.	Have you come into close contact (within 6 feet) with someone who has a laboratory-confirmed COVID-19 diagnosis in the past 14 days?	YES / NO

If an employee answers YES to <u>ANY</u> of the above questions, exclude the employee from work.

- Sick employees should follow the steps recommended by the Centers for Disease Control and Prevention (CDC): What To Do if You Are Sick

- Employees who test positive for COVID-19 should not return to work until the criteria to discontinue home isolation are met: Discontinuation of Home Isolation for Persons with COVID-19

- Employees who have had close contact with a laboratory-confirmed COVID-19 case for an extended period of time should be excluded from work for 14 days: Public Health Recommendations for People in U.S. Communities Exposed to a Person with Known or Suspected COVID-19, other than Health Workers or other Critical Infrastructure Workers

- For general guidance for businesses, see: CDC Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)

If an employee answered NO to <u>ALL</u> the above screening questions, allow the employee to start their shift and remind them to:

✔ Wash hands properly when necessary.
✔ Not shake hands or make direct contact with any other employees or customers.
✔ Continue to practice social distancing.
✔ Wear a cloth face covering.

The above recommendations are specific to the COVID-19 outbreak and should be used **in addition** to your employee health policy.

Name: _____   Date _____

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Human Resources

[Click here to access the Families First Coronavirus Response Act Leave Request Forms](#)
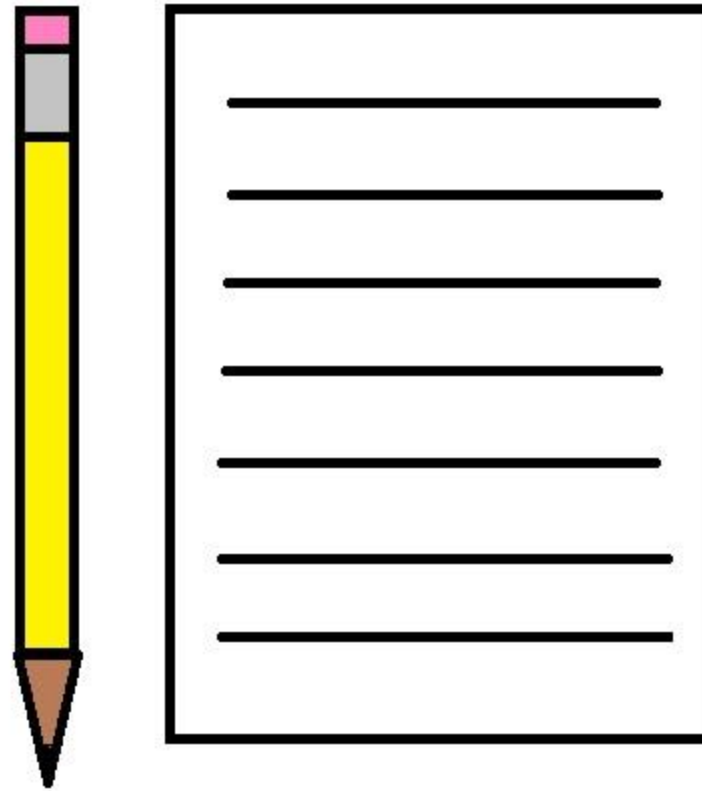
DISCUSSION POINTS

Overview

Purchasing

Sanitization

Distribution

Help Desk

PURCHASING OF DEVICES AND RESOURCES

Teacher Devices

Teachers will receive:

New DELL 3510 Laptop

- Internal webcam and microphone enable
- Internal speakers
- Charger

Poly Eagle Eye Cube Video Conferencing

Camera

- HD Video
  - USB Connection
  - 5x Zoom
  - 2 Built-In Microphones

Student Devices

Students will (initially) receive:

New Chromebooks (by November 2020)

- Chrome OS enabled
- USB Ports
- Internal webcams and microphone
- Internal speakers

Headphones with Microphone

*Students will have access to current 1:1 devices prior to the arrival of the Chromebooks. Students will receive one device per household.

Considered Additional Items

Hotspots

Computers Cases for students

LAN Security

Single Sign-On Service (Clever, Go Guardian, etc.)

Wifi Enabled Buses

Additional Technology Resources Suggestions

SANITIZATION

- **Electronic Cleaning Supplies**

  Device sanitization cleaner has been ordered for sanitization of the devices.

- **• Device Sanitization**

  - Device should be returned in a plastic bag
  - Plastic bag should be opened with gloves and mask on
  - Clean device electronic safe disinfectant
    - screen
    - keyboard
    - exterior of device
    - charger
  - Device should be sat aside for 5 minutes prior to closing

Click the link below to access the full BCSS Technology Distribution Plan.

DISTRIBUTION PLAN

HELPDESK AND SUPPORT

Phone Support

BCSS Helpdesk 205-432-3098

8a-4p

Teacher Helpdesk Ticketing System

Internal support for technology resources.

Click here to access Helpdesk.

Must be on BCSS network to access.

Platform Support

Click the name of the platform to access the link.

GSuites

myOn

Imagine Learning

Freckle

Pearson Realize

Acellus

ACCESS

Schoology

Schools PLP

ICEV

District Level Contact

GSuites- LaKorya Jackson

myOn- LaKorya Jackson

Imagine Learning- LaKorya Jackson

Acellus- Lorna Boyd or LaKorya Jackson

Schools PLP- LaKorya Jackson

Freckle- Marcy Burroughs

Pearson Realize- Andrea Kirk-Cook

ACCESS- School Counselor

Schoology- Erika Dabney

ICEV- Iverson Dudley

E-books- LaKorya Jackson

STUDENT LOG IN

- ### Students

  Students will access devices using district issued username and password. Usernames and passwords will be provided when devices are distributed.

- ### Student Google Account (Gmail, Classroom, Meet)

  Student Google Account information will be provided by the student's classroom teacher. Generic format example: student first initial, last name, @students.bessk12.org (tstudent@students.bessk12.org)

- ### Password Reset

  Student password reset request will go to the following:
  Abrams- Klyons@bessk12.org
  BCHS-alittles@bessk12.org or jveitch@bessk12.org
  BCMS-jsimmons@bessk12.org
  Greenwood-jchristian@bessk12.org
  Hard-kthomas@bessk12.org
  Jonesboro-fdearman@bessk12.org
  Westhills-jhosey@bessk12.org

TEACHER LOG IN

- ## Teachers
  Teachers will access devices using their BESSK12 email address and password.
  Ex:tteacher@bessk12.org

- ## Teacher Platforms Username and Passwords

  Teachers will receive emails from each platform that includes their username and give them the option to create their password. For password reset or help please contact District Level Contact.

  ### District Level Contact

  GSuites– LaKorya Jackson

  myOn– LaKorya Jackson

  Imagine Learning– LaKorya Jackson

  Freckle– Marcy Burroughs

  Pearson Realize– Andrea Kirk-Cook

  Acellus– Lorna Boyd or LaKorya Jackson

  ACCESS– School Counselor

  Schoology– Erika Dabney

  Schools PLP– LaKorya Jackson

  ICEV– Iverson Dudley

Drive-Up Wifi Names and Passwords

Board of Education-BOE_Public
Abrams- AES_Public
BCHS-BCHS_Public
BCMS-BCMS_Public
Greenwood-GES_Public
Hard-HES_Public
Jonesboro-JES_Public
Westhills-WES_Public

Password: merrygoround

Bessemer City Schools

Appendix

PLAN FOR REOPENING 2020-2021

ALSDE and BCS Instruction Crosswalk

	ALSDE Roadmap	C&I Roadmap to Reopening
Essential	Revise students' IEPs in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.	Part of our normal instructional practices (slide 21)
	Support schools to incorporate accommodations for students with IEPs.	Included in plan (slide 21)
	Notify the family of students identified as having a reading deficiency within 15 days.	Already part of district procedures
Guidance	Inventory existing intervention programs and services available to students, identify gaps, and procure the necessary resources	Slides 38, 39
	Assess structures beyond the regular school day (summer learning, extended day, after-school programming, etc.) to identify additional academic supports.	Done
	Establish online training (tutorials) for parents to help them smoothly transition from traditional to remote.	Included in plan (slide 100)
	Connect with public libraries and others who offer free, public access to WiFi to determine capacity.	Included in plan (slide 16, 62)
	Utilize the Alabama Teaching and Learning, Assessment System, and Designing Remote Learning Frameworks to leverage resources and guidance.	BCS will use existing curriculum development and resources.
	Develop a robust reopening plan for the implementation and provision of continuous, high-quality instruction, intervention, and assessments for all grades.	Included in plan (14, 18, 19, 32, 33, 38, 39, 40, 44, 45,48, 49, 52, 55, 60, 61 64, 65,66)

ALSDE and BCS Instruction & Technology Crosswalk

	ALSDE Roadmap	C&I Roadmap to Reopening
Guidance	Communicate local decisions and guidance around grading, report cards, and testing with school leaders, teachers, and families.	Included in plan (slides 18, 20,35)
	Utilize Alabama Teaching and Learning Framework to assess district and school instructional resources. Begin uploading high-quality content into Schoology or district's chosen LMS.	Included in plan
	Identify or inventory internet access options for each student during registration and back-to-school intake paperwork.	Completed (slide 6)
	Develop school-based Internet accessibility rosters to determine how many mobile hotspots would be needed for remote learning.	Completed
Consideration	Require teachers to integrate virtual components and/or digital tools into instruction.	Included in the plan
	Determine before-and after-school care and other services planned by community partners like daycare centers, YMCA, Boys and Girls Clubs, faith-based institutions.	Embedded job expectations of Federal Programs
	Develop Remote Learning Plan (RLP) plans for each school aligned with the district plan.	Completed
	Survey families to collect information about the numbers, types, and condition of devices used in their homes to support Remote Learning Plan (RLP).	Surveys completed (slide 6)
	Designate a single point of contact in each school to plan and communicate with district technology teams.	Completed

ALSDE and BCS Instruction & Technology Crosswalk

	ALSDE Roadmap	C&I Roadmap to Reopening
Consideration	Develop system-wide procedures for return and inventory of system-owned devices as part of a Remote Learning Plan (RLP).	Completed in May
	Identify vendor to assist with processing, returning and maintaining devices, if needed	Included in Technology Plan
	Develop on-site triage of staff and student devices to minimize the time that staff may be without a device	
	Inform parents about how to access online learning platforms and school assignments, if using family owned devices.	Scheduled, included in plan
	Structure supports for families to engage in ongoing learning about grade-level expectations and ways to help their child at home (i.e., virtual family nights).	Included in plan (slide 100)
	Share student data and information gathered during remote learning with the students' assigned teachers for the upcoming 2020-2021 school year	
	Review Assessment System Framework	Will include in BCS process
	Examine current grading and reporting policies and procedures, adjust as necessary.	Included in plan

ALSDE and BCS Instruction & Technology Crosswalk

	ALSDE Roadmap	C&I Roadmap to Reopening
Consideration	Conduct monthly checkpoints with school leaders around curriculum pacing and monitoring of all student progress	Will include in the plan
	Set expectations for the implementation of targeted intervention plans for all students that include regular progress monitoring of the learning progress.	Currently part of the process
	Prioritize student needs upon their return to school.	
	Leverage staff to offer support in ways that demonstrate empathy, respect, and curiosity about the child's learning and social-emotional needs.	Included in plan
	Ensure parents know who the point of contact will be for technology related complications or how to sort through software problems	Created a parent tech hotline

Resource Appendix

Preschool Instructional Resources

https://www.schooltube.com/channel/StorylineOnline/123489552

https://kids.classroomsecrets.co.uk/

https://pbskids.org/

https://www.starfall.com/h/abcs/

https://www.sesamestreet.org

https://www.abcya.com/games/shapes colors bingo

www.storylineonline.net

http://noggin.com/index.php

http://disney.go.com/playhouse/today/index.html

http://www.pbs.org/

http://www.funwithspot.com

http://www.playkidsgames.com

Resource Appendix

Elementary Instructional Resources

Content Area Instructional Videos

https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures-

Academic Resources

https://www.schooltube.com/channel/StorylineOnline/123489552

https://kidsclassroomsecrets.co.uk/

https://pbskids.org

https://www.starfall.com/h/abcs/

https://www.sesamestreet.org/

https://abcya.com/games/shapes colors bingo

https://turtlediary.com/games/preschool/shapes.html

https://www.5learning.com/

https://www.brainpop.com

https://www.gonoodle.com

https://prodigygames.com

https://khanacademy.org

https://thekidzpage.com

https://www.exploratorium.edu/

https://learninggamesforkids.com

Resource Appendix

Middle School Instructional Resources

Content Area Instructional Videos

https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures-

Math Resources

Online Games to Reinforce Skills

https://www.math-play.com/Middle-School-Math0Games.html

https://www.superteachertools.us

https://www.education.com/games/

Free Practice WorkSheets

https://www.math-drills.com/

Interactive Flashcards

https://quizlet.com

Instructional Videos

https://aptv.pbslearningmedia.org/collection/pbs-math-club/#.VmY9epM-fjM

https://www.mathtv.com/topic/study-skills-and-success-skills

http://www.mathtv.com

Resource Appendix

Middle School Instructional Resources

ELA/Social Studies/Science Resources

https://datanuggets.org

https://www.bozemanscience.com/

https://populationeducation.org/currciulum-and-resources/

https://hiphugheshitory.weebly.com

https://digitalhistory.uh.edu/index.cfm

https://www.weareteachers.com/pennies-for-patients-curriculum/

https://www.icvics.org/games

https://readwritethink.org/

https://gws.ala.org/category/social-sciences

https://ellevationeducation.com/

Resource Appendix

High School Instructional Resources

Content Area Instructional Videos

https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures-

ELA Resource

www.commonlit.org-

https://www.noredink.com/

https://www.brainpop.com/-free videos

www.newsela.com-various current event articles

Science Instructional Resources

https://en.e-learningforkids.org/science/

https://www.brainpop.com

https://www.ck12.org

https://youtube.com/channel/UCqbOeHaAUXw9117sBVG3 bw-Science

https://www.madsci.org/

Social Studies/History Instructional Resources

www.pearsoneasybridge.com

https://www.sk12.org

https://www.memory.loc.gov/ammem/cwphtml/cwphome.htms

Resource Appendix

High School Instructional Resources

Math Instructional Resources

https://en.e-learningforkids.org/math/

https://www.ck12.org/

https://brainpop.com

www.freckle.com

https://www.mymathlabforschool.com

https://www.ceismc.gatech.edu/bu

Desmos.com

Purplemath.com

Transition Resources for parents and students

https://www.cec.sped.org/Special-Ed-Topics/Specialty-Areas/Transition

https://www.parentcenterhub.org/transition-starters/

https://www.pacer.org/transition/

https://www.ncset.org/

Social Emotional Learning

https://www.brainpop.com/health/

https://www.commonsense.org/education/toolkit/social-emotionall-learning

Resource Appendix

Gifted Instructional Resources

Math Instructional Resources

www.gregtangmath,com

https://khanacademy.org/

https://artofproblemsolving.com/videos

https://prodigygame.com/

https://krazydad.com/

https://spotthestation.nasa.gove/tracking_map.cfcm

https://www.realworldmath.org/

https://mashupmath.com/

https://teacher.desmos.com/

https://faceingmath.com/

https://mathsedideas.blogspot.com/p/resources.html#RAMS

ELA Resources

https://gifted.uconn.edu/semr-resources/

https://www.mensaforkids.org/achieve/excellence-in-reading

https://https://noveleffect.com

https://theglobalreadaloud.com

https://www.getepic.com/

https://jarettlerner.com/activities/

Resource Appendix

Gifted Instructional Resources

Science Resources

https://www.nationalgeographice.org/idea.citizen-science-projects/

https://adaptivecurriuclum.com/us

https://pbskids.org/scigirls/citizen-science

https://scistarter.org/

https://oceansinitiative.org/coronavirus-community-services-a-virtual-marine-biology-camp/

https://thecrashcourse.com/

Social Studies/History Resources

https://www.nategeokids.com/category/discover/history/

https://www.historystimulation.com/

https://www.wscss.org/stimulations

https://www.socialstudeiescentral.com/instruction-al-resources/interactive-stimulations

Resource Appendix

Speech/Language Resources

Articulation

Homework Calendars

Sound Loaded Book List

Articulation Crafty-Spring

Tongue Twisters by Beginning Sound

Cheat Sheets

Seasonal Scenes

Free Speech/Language Apps

Super Duper

Language

Following Directions-Camping Listen Up

Following Directions with Basic Concepts

Homework Calendars

 Wh-Questions-Questions Wheel

What's Wrong with the Picture

My Language Notebook

Cheat Sheet

Seasonal Scenes

Story-I Want Hats

AAC

LAMP Words for Life-Manual Board

Social Skills

 Social Skills of the Day

Social Scenarios

22 Social Scenarios for Speech Therapy

School Reopening Planning Checklist

This checklist is developed to guide planning and provide action items for individual schools to address. It is our expectation in the Curriculum & Instruction Department that reopening plans require ongoing conversations between key stakeholders. In particular, all members of the school's faculty/staff must be invited to contribute directly to the development of the school plan - via submitting feedback and input, for example. Use this document as a framework for those conversations and for your detail-level planning in the area of Teaching and Learning.

Bessemer City Schools

Decision Chart

Floor, Wall, SMART Board Activity

During a minimal outbreak (Level II) or greater, there will be no student activities on the floor, wall, or SMART Boards.

Small-Group and Pull-Outs or Push-Ins
- Level I
  - Students may participate in small group instruction, maintaining social distancing. Pull-outs may be acceptable though minimized.
- Level II
  - Students may continue to participate in small groups, maintaining social distancing. Pull-outs or push-ins may be allowed. Students may be served within their base room.
- Level III or Greater

Physical Education

Level I
- Students will participate in non-contact, social distanced physical activities. Students will not dress out. There will be no free-play. Playground equipment may not be used.

Level II
- Students may not participate in physical activity. Physical education teachers may provide services as required by the principal.

Instructional Coaches
- Level I
  - Proceed as normal
- Level II Status or Greater
  - Instructional coaches may be reassigned to core areas.
  - Typical duties may be implemented later in the school year.
  - Office space may become instructional space.

- ## Library Media Specialists
- Level I
  - Proceed as normal
- Level II Status or Greater
  - Initially and perhaps thereafter, a concerted effort will be given to K-1 integration of technology.
  - Typical duties may be implemented later in the school year.

Elementary Art and Music

- Level I
  - Proceed as normal
- Level II Status or Greater
  - All offerings will be made in the child's classroom.

STEM Labs

- Level I
  - Proceed as normal
- Level II Status or Greater
  - Students may participate in alternating schedules.
  - No more than two students per table.
  - Masks may be required for these classes.
  - Lab teachers may provide services as required by the principal.
  - STEM instructors may be reassigned to core areas, pending severity.

Bessemer City School System

Dr. Autumm M. Jeter, Superintendent

Mrs. Patricia Stewart, CSFO

Dr. Corvetta Clasberry, Director of Human Resources

Mrs. Linda Richardson, Director of Attendance

Mr. Gary Richardson, Coordinator of Technology

Mrs. Shawn Shaw, Child Nutrition Program Director

Mrs. Brenda Rumley, Director of Federal Programs

Dr. Marcy Burroughs, Director of Curriculum and Instruction

Mrs. Barbara McCoy, Director of Student Services

Dr. Renee Holley, Director of Special Education

Mrs. Lakorya Jackson, Instructional Technology

Mrs. Kimbley Gaston, Parent Engagement

Ms. Erika Dabney, Data Manager

Mrs. Catrina Williams, Assistant to the Superintendent

Abrams Elementary, Ms. Mildred Posey

C.F. Hard Elementary, Dr. Armentress Robinson

Greenwood Elementary, Mrs. Angela Bedgood

Jonesboro Elementary, Dr. Anjell Edwards

Westhills Elementary, Dr. LaKysha Boles

Bessemer City Middle, Ms. Lisa Heard

Bessemer City High, Mr. Duane Hale

New Horizons Alternative, Ms. Edith Hunter

Board of Education Members

Mr. Jerome Cook, President

Mrs. Remeka Thompson, Vice President

Mrs. Vera Eades, Member

Mr. Lee Jones, Member

Mr. Sam Morris, Member

Mr. Amos Rembert, Member

Mrs. Renne Soles-Scott, Member

Bessemer City Schools

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