Please review and follow the directions/guidelines carefully. The appropriate departments are listed below.

ATHLETICS

Mr. Henry Pope, Athletic Director

2020 BCS Athletic Events:

In effort to mitigate the risk of COVID-19, Birmingham City Schools will implement reduced attendance for athletic events during the 2020 fall athletic year. The stadium capacity for home fall competitions will not exceed 20%. Gymnasiums will have 10% capacity for volleyball competitions in an enhanced effort due to ventilation.

In accordance to the current Alabama Department of Health order, "spectators may not congregate within six feet of a person from another household except to the extent necessary, and only to the extent necessary, for players, coaches, and officials to directly participate in the athletic activity."

To ensure we comply to that order, and to provide a safer environment, BCS has implemented the following measures for home competitions:

- All spectators will be subjected to temperature checks before entering the stadium.
- All spectators must wear face covering over nose and mouth during competitions.
- All spectators must practice social distancing with those not from common households.
- Only bags required for medical purposes allowed.

Admission:

Season passes and game day tickets are available for purchase online only. We will not sell any paper tickets in advanced or the day of the game. Tickets and passes are available through GoFan at: https://gofan.co/search. Tickets will be validated at the gate through scan/click on cellular devices. A percentage of tickets are allotted for visiting/home team purchase for each contest. At noon, on the Wednesday of each game week, all remaining tickets are available for purchase on a first-come, first-serve bases.

Season passes:

- Volleyball season pass price - $35
- Football season pass price - $50

General admission:

- Volleyball tickets are $5
- Football tickets are $10
**CHILD HEALTH**

*Dr. Tameka Minter Hines, Director of Child Health*

**Toolkit Principles:**

- The Alabama Department of Public Health has developed a Back to School Toolkit of best practices to ensure that students return to school safely during the COVID-19 pandemic.
- The toolkit is recommended by the ADPH and Center for Disease Control and Prevention. It is a living document with new information being updated daily.
- There are several steps that schools should take to help students and staff during this health crisis. First, encourage all students and staff to wear face coverings. Cloth coverings should have 2 layers.
- Maintain social distancing by being 6 feet apart at all times. Classroom desks should be 6 feet apart, facing the same direction, and assigned seats should be given. A seating chart has been recommended for classrooms and buses to help identify which students might have possible exposure.
- Hallways, lunchrooms, bathrooms, or any other areas where students congregate, try to decrease congestion with social distancing, one-way directions, and scheduled bathroom breaks.
- All students should have access to soap and water for frequent hand washing (20 seconds). Hand sanitizer with at least 60% alcohol should be used.
- Avoid touching your eyes, nose, and mouth. No sharing of supplies.

**CHILD NUTRITION**

*Ms. Mechelle Sails, Director*

**Curbside Meal Delivery:**

This district plans to serve hot meals on a daily operating basis via curbside and walk-up service.

- 42 school sites will be open for lunch from 11:00 am – 1:00 p.m. One breakfast and one lunch will be served daily.
- Restaurant pick-up style service will be used.
- Principals should designate curbside pickup and walk-up areas that are located in close proximity to the cafeteria.
- Laptops are on order with the districts devices in order to operate the point of sales at curbside. For now, students’ names, pin number, last school attended, and grade will be taken at curbside by the cashier.
- BCS students can receive a meal from any location in the district. The district will be tasked with verifying that each student served is a BCS student.
- The menu has been streamlined (see attached) in order to provide plated meals while still meeting federal meal requirements.
- Students will receive all the items on the menu as a means of compliance with federal regulations.

**Mobile Feeding:**

- CNP Meal Service Survey posted on the district's website 8/10/20 to determine critical need areas in the district.
- Lunch Curbside Menu and Mobile Menu will remain the same. Breakfast will be continental, only milk, juice and yogurt will be served cold).
- Schools buses will be utilized to distribute meals into the community.
- Meal distribution sites TBA.
• A request will be made to our Strategy & Communications department to provide our parents and community details regarding school site feedings and community distribution sites.
• Principals also will be provided details to send communications to students via the school messenger system.

**DISCIPLINE AND ATTENDANCE**
*Mrs. Jennifer Spain Williams, Director of Student Success*

**Tier I: Universal Prevention (All)**
• All Homeroom/Advisory Teachers should upload the Code of Conduct (Spanish Code of Conduct) on their Schoology page.
• During the first week of school, Homeroom/Advisory Teachers should teach the Code of Conduct to all students.
• All students should then complete the Code of Conduct Test and pass with an 80%.
  • As new students are assigned, those students also should receive the link to the Code of Conduct and complete the Code of Conduct quiz.
• The link to the Code of Conduct quiz will be shared with all School Administrators by September 1.
• All students will be required to acknowledge they completed the Code of Conduct quiz.

**Tier II (Some)**
• If a student commits a Class I or Class II offense during remote learning, the teacher should complete the District Discipline Referral Form and submit to his/her School Administrator within 24 hours of the offense.
• Please note the form must first be downloaded and saved in order to edit.
• The School Administrator will then contact the student and parent to discuss possible consequences AND interventions.
• All information should be documented in Information Now (INOW) and the discipline letter should be mailed to the parent.

**Tier III (Few)**
• If a student commits a Class III offense during remote learning, the teacher should complete the District Discipline Referral Form and submit it to their School Administrator.
• The School Administrator will then follow the procedures outlined in the BCS Hearing Officer's Manual and submit the Class III suspension notice to the Hearing Department within 48 hours of receipt.
• Once the Hearing Officer receives all correct documentation, a hearing will be scheduled via Zoom. The Zoom link will be emailed and mailed to the parent and school.
• Students will be required to complete all assignments recommended by the Hearing Officer as a consequence.

**Miscellaneous**
• No ISS stipends will be approved during remote learning.
• Once students are back in full time face-to-face learning, we will follow the recommendations of the CDC and the BCS Nursing Coordinator to determine when ISS will be able to be approved.
• Any further questions should be emailed to jspain@bhm.k12.al.us.

**Attendance Procedures for Remote Learning**
1. The first week of school (September 8-11) all teachers will begin to take attendance in Schoology on all enrolled
students. Homeroom/Advisory teachers will use one of the conditions below to report those students who will be considered “in school”
  • Student has picked up a device OR
  • Teacher has contacted the student OR
  • Student has completed initial assignment

2. Homeroom/Advisory teachers also will complete a “remote learning” readiness checklist on each student.

3. Students would be no showed on the Friday after school starts if they HAVE NOT MET one of the conditions above.
  • Each homeroom/advisory teacher will send the “No Show” form to their school’s data base manager.
  • Each school will investigate any student who was marked as a “no show” to determine if they have enrolled in another school or not.
  • If the school is not able to determine where the student has gone, the school will fill out an attendance officer referral form for non-enrollment.
  • The attendance officers will attempt to contact the student and explain to the family that all students between the ages of 6 and 17 legally MUST be registered for and attending school.
  • If a family still does not enroll, a court petition may be filed.

4. Once a student has been marked as a “no show” They will need to be “re-enrolled” on the date that they actually attend school for the first time. This is under guidance from the ALSDE, and the work that is missed cannot be counted against the student.

Tier I - Universal Prevention (All)

1. The first week of school, all teachers will begin by collecting & reporting on the number of students on roll.
   • Teachers will report any student that is on their roll that they HAVE NOT been able to contact.
   • Teachers will report any student that does not have connectivity to devices, hotspots, etc.
   • Teachers will begin to engage both students and their families in building relationships where they feel connected, supported, and engaged in reciprocal, problem-solving relationships
   • Teachers will begin to track participation- the extent to which students show up to participate in learning opportunities.

2. Teachers will track learning opportunities (participation/attendance) through Schoology.
   • Formula for identifying “chronically absent” or “chronically not participating” students will be: Total # of absences from learning opportunities/ Total # of learning opportunities offered
   • Calculate the number and percent of students with absenteeism rates of 20% or higher by school, grade, and classroom.
   • Attendance Officers will work with schools to identify those students with “chronically absent” rates of engagement and suggest interventions.

3. The following codes will be utilized as appropriate to track COVID related absences. COVID Quarantined
   Positive
   • COVID Quarantined Exposed

Tier II (Some)

• When a student does not login and is not making satisfactory weekly progress, teachers will contact parents to assess why and if support is needed.
• Teachers will document all attempted and successful communication with parents & students via a communication log.
• If a teacher is unsuccessful four consecutive times, the teacher will notify the attendance team. If the team determines it is appropriate, they will develop an Attendance Intervention Plan for the student.

• The Principal or Designee will contact the parent to hold a pre-early warning conference via the telephone, again to assess why and if supports are needed for the student in question.

**Tier III (Few)**

• If a student/parent has not been reached out and/or continues to not log in, the attendance personnel will make a referral to the appropriate network attendance officer (using the attached referral form), again to assess why and if supports are needed for the student in question and report back to the school.

• If said student again continues to not login and not make satisfactory weekly progress, the school will work with the attendance officer to refer the student to district wide partners that may help to meet the need of the student/family (i.e. Helping Families, Counseling services, etc.)

• It is our position to serve in an “all in” support capacity and not pursue punitive measures during a pandemic if at all possible.

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**DRP/FAST TRACK/CREDIT RECOVERY/NIGHT SCHOOL**

*Mrs. Jennifer Spain Williams, Director of Student Success*

**Credit Recovery and Night School will be offered during remote learning.**

• All high school facilitator’s names should be turned in to jspain@bhm.k12.al.us by **August 18**.

• All high school credit recovery/credit accrual schedules should be turned in to jspain@bhm.k12.al.us by **August 31**.

• Counselors MUST complete the Credit Recovery/Credit Accrual packet for any student referred to credit recovery/credit accrual or night school.
  
  - Credit Recovery/Credit Accrual applications should be emailed to your school’s facilitator.
  
  - Night School applications should be emailed directly to dmitchell4@bhm.k12.al.us and ereynolds2@bhm.k12.al.us (Please note we will NOT charge for night school, but classes will be limited, so students that need to retake classes due to NCAA eligibility should be given first priority).

**DRP/Fast Track/Temporary Placement will also be offered during remote learning.**

• Students must register with their homeschool first and receive their school issued laptop/iPad.

• Counselors MUST complete the updated application packet and email to jspain@bhm.k12.al.us and gbennett@bhm.k12.al.us.

• Please refer to the DRP/Fast Track rotation schedule to determine registration periods.

**The following updated application forms will be emailed to all high school principals and counselors by August 21.**

• 2020-2021 Dropout Recovery/Fast Track/Temporary Placement Procedures
• 2020-2021 Credit Recovery Procedures and Credit Recovery Packet.
• 2020-2021 Updated Dropout Recovery/ Fast Track/ Temporary Place Application Packet
• 2020-2021 Rotation Schedule
Guidance for Parent Engagement

The Family and Community Engagement Program (F.A.C.E.) has the responsibility of providing technical assistance to each school to assist them in forming a parent engagement program that follows Federal laws and guidelines. The acronym, F.A.C.E. Program is an often-used term which stands for “Family and Community Engagement Program”.

The mission of the BCS F.A.C.E. Program is to enhance and increase participation as it relates to positive student academic achievement. Our program will act as a support system as you launch your parent engagement program at your local school. The goal is to enhance your schools’ parent, family, and community participation.

Birmingham City Schools will adhere to Federal and State regulations and guidelines of the Elementary and Secondary Act of 1965 (ESEA). These regulations require that the Local Education Agency (LEA) ensures that all Title I schools are following the law. The LEA in compliance with the law stands ready to assist local schools in the development of activities with procedures and plans of operation to establish a family-friendly atmosphere in each school which is conducive to the development of strong parent/school partnerships between the school and home.

Our program will provide you with support services, suggestions, and limited resources to implement and/or enhance your program to ensure the district stays in compliance with both state and federal regulations. We understand that each school has its own uniqueness. Therefore, it is understandable that F.A.C.E Programs will look differently in each school, but there are some non-negotiables that each school must do to maintain a viable program and ensure our school district is in total compliance with Federal and State Guidance.
They are as follows:

• Annual Title I Parent Meeting held by October 19, 2020
• 2020-2021 School-Parent Compacts signed for each child (PowerSchool)
• School F.A.C.E. Plan (Due by October 8, 2020)
• Develop and Distribute 2020-2021 Parent Calendar (Academic Workshops are to be included- zoom platform is acceptable
• Select 1 to 2 Parent Leaders to attend monthly District Level Zoom Parent Meetings
• Each school should develop a local school calendar/timeline for parents in their school. The school calendar should have at least four workshops for parents that build capacity. It is suggested that at least one parent training/workshop is held each month except the months of December and May. All meetings may be held on zoom and posted to the School’s website
  - In order to ensure each school knows and understands what is required to comply for the 2020–2021 school year a F.A.C.E. Schoology Course has been developed. All information will be available in the course beginning in September.

Reminders:

• All Title I schools must hold an Annual Title I parents meeting.
• Annual Title I meetings must be held by October 19, 2020
• The state provided power-point must be used
• CIP should be explained
• An overview of LEA/FACE Plan
• Two meetings must be held: one in the a.m. and one in the p.m.
• An agenda, evidence of how your parents were notified and sign in sheet must be sent by email to TBD by October 26, 2020

• Each Title I School is required to have one to two parent leaders.
• The leaders are required to represent your school on the LEA district’s advisory council
• The leaders should be given the opportunity to share information they obtain at meetings with other parents at parent workshops
• The first meeting will be announced after September 8th
• Assign a person in your school to keep the F.A.C.E. Monthly report. This report should be turned in to the Family Involvement office on the 5th of each month beginning October 2020 (new form in Schoology)
• Assign a staff member to be your F.A.C.E. Designee. This should not be a parent-the designee should be a paid employee. This person is the contact I will expect to submit school's information in a timely manner. This person will be expected to contact parent of all activities planned for them throughout the district; support school staff in providing services to families and participate in monthly professional development activities through monthly conference calls (TBD).
• All F.A.C.E Program workshops are open to all staff and families.
FEDERAL PROGRAMS
Ms. Cherrye Fincher Parker, Director

Contact your assigned Federal Programs Support for all Title I, SIG (Green Acres), and CSI program processes, PD Request, purchasing, Supplement Work Request and Requisitions Request.

• **For district-wide Federal Compliance, the following documents are needed as a hard-copy at the school:**
  - Employment Surveys – should be collected, counted, and submitted to Federal Programs. A total count with the Principal's signature is required. This is the first step in identifying migrant students.
  - Home Language Surveys – should be inside each student’s Cumulative Folder. This is the first step in identifying English Learners.
  - School-Home Compacts – is a written agreement between the school, the parents, and children participating in Title I, Part A programs that identifies the activities that the parents, school staff, and the students will undertake in sharing the responsibility for improved student academic achievement. This needs to be in each student’s homeroom class.
  - Student Residency Questionnaire – should be in a secure location, but NOT in student cumulative records. It is the first step in identifying possible homeless students. Homeless liaisons will follow up with any “YES” responses on the Student Residency Questionnaire. (McKinney-Vento/Homeless is now handled by the office of Student Services). Please remember that there are no barriers to enrollment.

• **Be sure to complete the school’s Title I & ACIP TEAM Roster and submit it to cparker@bhm.k12.al.us**

• **Coming soon:**
  - September 2020 – Title I Training Meeting via Zoom
  - Monthly Technical Support Meetings via Zoom starting in October 2020 through April 2021
  - Month School Budget Meetings October 2020 – May 2021

• **Federal Programs Contact Information:**
  - Cherrye Parker, Director, cparker@bhm.k12.al.us, Office (205) 231.9650, Cell (205) 314.9588
  - Coaky Cook, Program Specialist, ccook@bhm.k12.al.us, Office (205) 231.9670, Cell (205) 249.5997
  - Calvin Rowle III, Administrative Assistant crowle@bhm.k12.al.us, Office (205) 231.9671, Cell (25)432.9864
  - LaKesha Douglas, Instructional Support ldouglas@bhm.k12.al.us, Office (205) 231.9674, Cell (205) 687.0887
  - MarShelia Franklin, Instructional Support mfranklin@bhm.k12.al.us, Office (205) 538.1058
  - Sylvia Ware, Federal Programs Budget Analyst, sware@bhm.k12.al.us. Office (205) 231.9627

FINANCE DIVISION
Mrs. Crystal Briggs, Chief Financial Officer

Frontline Time Management System:

If you are an Employee or Substitute with Birmingham City Schools, you must clock in and out using the new Frontline Time & Attendance System (formerly Aesop). It is board policy that all employees utilize the Time Management System, therefore employees must clock in and out even when working remotely. Manual time sheets will not be accepted, and the old-time clocks have been removed and/or disabled. **Classified employees should also remember to clock in and out for lunch (overtime must be pre-approved by the Chief of Staff).** Below you will find the various options available to clock in and out using Frontline:
Frontline Clock In/Out Options

- Temporary Web Access via a Computer or Device- (Only available for remote work plans. This feature will be disabled at a later date and time.)
- Frontline App on a phone or device (not available for substitutes)
- Badge swipe @ kiosks- (same location as former time clock)

1. Temporary Web Access via a Computer or Device

   Link for Frontline Time and Attendance.
   [https://login.frontlineeducation.com/login?signin=665a3a86ea364172f73335f11e1eda1d&productId=ta&clientId=ta#/login](https://login.frontlineeducation.com/login?signin=665a3a86ea364172f73335f11e1eda1d&productId=ta&clientId=ta#/login)

   You may also go to the BSC Website and click on the Frontline icon under District Applications & Services. Click on **Time Clock** to clock in and out of work.

2. Frontline App (Important – log in with same account info as computer log in) CODE: 7354

3. Badge Swipe at Kiosk(s)…located same place as former time clocks

**Questions?** Contact your school or department secretary if you need assistance. Frontline invitation letters (via email) have been sent repeatedly over the past several months. Invitations are only valid for 24 hours, so please claim your account as soon as possible. If you have created your username and just need a password reset, your school secretary will notify a member of the Frontline team to send you a link to reset your password. Password reset links will be sent to the email address on file.
**Class Wallet:**

**Class Wallet shopping** will be open Monday, August 10 through Friday September 11, 2020. This is to allow you to spend any remaining funds in your Class Wallet accounts. You will receive an email from info@classwallet.com with your account balance so be sure you check your spam folder if you do not see it by the end of the day on Monday. Your username is your Birmingham City School email address. If you have trouble logging in, please call **(877) 969-5536** or email help@classwallet.com.

Please place your orders as soon as possible so you can receive your items before the shopping window closes. If you have questions about an order call Class Wallet at the number listed above. Please do not call the individual vendors directly as they cannot research Class Wallet orders.

**Items ordered will be shipped to your school**

The shipping address has been changed back to the school where you are located. If the school listed on your account does not match where you are assigned please email** BCS-Finance@bhm.k12.al.us** and we will research the issue and make any corrections needed.

**Account Balance**

As stated above you will receive an email from Class Wallet with your account balance. If the email shows funds available but you see zero when you log in, you likely have not yet accepted the affidavit on the use of the funds. Look in the box that says Balance $0.00. You will see a small blue word “Affidavit.” Click on this word and you will be taken to the affidavit page where you can accept it.

- **Handy Links:**
  - [https://www.classwallet.com/support/](https://www.classwallet.com/support/) (This will take you to their support page where you can watch training videos and get support.)
  - [https://www.classwallet.com/](https://www.classwallet.com/) (You can log in to your Class Wallet account from here.)

The affidavit and Class Wallet Procedures are attached to this email for your reference.

**Examples of acceptable/not-acceptable use of CIS funds in ClassWallet**

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Not-Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student supplies, Instructional supplies</td>
<td>Food</td>
</tr>
<tr>
<td>Instructional material organizing (Bins/shelving etc.)</td>
<td>Computers, Chromebooks, Ipads/tablets must be purchased through I/T Dept.</td>
</tr>
<tr>
<td>Office supplies used for classroom</td>
<td>Field Trips, outside presenters</td>
</tr>
<tr>
<td>Non-food incentives</td>
<td>Professional development materials</td>
</tr>
<tr>
<td>Flash Drives, Printer ink</td>
<td>Anything for personal use by teacher (office chair, coffee pot etc.)</td>
</tr>
</tbody>
</table>

- Review local school bank accounts every month. Accounts should be reconciled and balanced by the 10th of each month.
- Check CIS Professional Development balances and Library Enhancement activities to ensure all allocated funds are
completely spent. Funds should be spent during the 2019-2020 school year.

**General Reminders:**

Before our school year ends, please review these important finance procedures and reminders to ensure a smooth financial close out for the Fiscal Year (Sept. 30th).

**Accounts Payable**

- All September 30th invoices and travel reimbursements MUST be submitted to Finance by Oct. 5th to be charged to the FY20 budget. Items received after October 5th will be charged to the FY21 budget.
- To ensure proper processing and verification of all Payroll and Accounts Payable checks, please review Etrieve packages daily.

**Requisitions**

- The requisition module is closed. This includes Title I purchases. No further purchases will be allowed unless needed for emergency purchases. The requisition module will re-open October 5, 2020.

**Purchase Orders - what to do if...**

- You have received a complete order of goods and/or services
  - Complete AP Receiving Document (Etrieve)
  - Attach Invoice, signed packing slip or signed P.O. to the document
  - At bottom of form, select “Close P.O. - All Items Received"
  - AP MUST have this document to pay any invoices

**what to do if...You have received a partial order of goods and/or services**

- Complete AP Receiving Document (Etrieve)
- Attach Invoice, signed packing slip or signed P.O. to the document
- At bottom of form, select “Do Not Close P.O. - Expecting Additional Shipment"
- AP MUST have this document to pay any invoices

**what to do if...You want to cancel an order(s)**

- Email Purchasing Department. (purchasing@bhm.k12.al.us)
- Request P.O. be voided so your funds can be released.

**what to do if...You have not received an order**

- Contact Vendor to verify receipt of Purchase Order
- Contact Gwendolyn Hall (Purchasing Dept.) to request a copy of the
- P.O. be forwarded to the vendor at an updated mailing or email address.
K-12 Arts Education Remote Learning:

Arts education is imperative as a fundamental component of a well-rounded education for every Alabama student. The arts education curriculum should be balanced, rigorous, and sequential, and should include all five arts disciplines. Grades K-8 if not daily, 60 minutes a week is required and Grades 9-12 if not daily, a minimum of 140 minutes weekly with no exceptions or substitutions and may not be combined with lunch time.


Weeks 1-12

K-12 Arts Education Standards shall be followed for each grade level in general music, art, theatre, dance, band, choral music, and orchestra. In these classes, students will build upon their self-awareness, social awareness, and relationship skills as they communicate, show respect, and work cooperatively with each other.

- **Essential Standard 1:** Generate and conceptualize artistic ideas and work: Students will record themselves improvising an answer or creating a two-chord song.
- **Essential Standard 2:** Organize and develop artistic ideas and work. Students can use material around their home to create and notate triton melodies. Students can take pictures and use the screen record feature on their device to perform, share, and explain their intent.
- **Essential Standard 3:** Refine and complete artistic work. Use an app or program to record musical ideas and share their recording with the class and or a family member. The teacher and other students can leave comments for refining individual songs.
- **Essential Standard 4:** Select, analyze, and interpret artistic work for presentation. Students can watch videos of others singing or playing musical instruments and use what they have to emulate the sounds they hear.
- **Essential Standard 5:** Develop and refine artistic techniques and work for presentation. Students can select specific passages, sections, or movements in musical works that express personal experiences, moods, or visual images.

 GUIDANCE AND COUNSELING

Dr. Clarissa Reese - Coordinator, School Counseling

Remote Counselor Expectations

- Set up and maintain daily office hours (Monday – Thursday). Develop your schedule to reflect your face to face services as best possible. Publish how you will be available during these hours (phone, zoom, email, etc.). Provide my office with a copy of this.
  - Conduct Individual sessions for students in grades 5 – 12. You may use Google Voice to keep your phone number private (or you can still use *67). Record your sessions in a Google file for documentation.
  - Parent conferences (academic)– Conduct parent conferences as requested and as needed.
  - Respond to all emails within 24 hours
• Reserve Fridays to participate in professional development/meetings such as ILT, GLM, Departmental.
• Monitor student grades. Reach out to students and parents of students who have failing grades. Work with your principal to inform these students of opportunities to make up coursework. Document these sessions in Chalkable and maintain a list for your records.
• High school counselors must closely monitor grades and transcripts.
• Set up something for group communication if you have not done so already, such as Remind, Google, etc.
• If you have a social media platform, maintain professional distance as usual.
• Deliver guidance lessons via Zoom. Collaborate with faculty to determine if you will periodically visit students as a teacher’s guest or utilize your own Zoom room. You may be as innovative as you desire. Relevant topics include but are not limited to:
  • Time management
  • Cyberbullying/Bullying
  • Study Skills
  • All About the Trades (developed after surveying interest)
  • Standardized Testing
  • College Majors
  • Choosing a College
  • Stress Management
• High Schools – determine how you will manage college recruiter visits during remote learning.
• Update your automatic response and place crisis resources in your signature line and on your webpage if you have not already done so.
  • Crisis Center 205-323-7777
  • Suicide Prevention 800-273-TALK
    - https://suicidepreventionlifeline.org/
  • Teen Link 205-328-5465
  • Amelia Center (Children and Adolescent Grief Counseling) 205-638-7481
  • United Way 211
• Post crisis resources on your webpage.
• If you learn a student is in danger, contact the parent. If you cannot reach the parent, arrange for a wellness visit. Inform your principal.
• Assist students with FAFSA, college admissions and scholarships (letters of recommendation, transcripts)
• Keep a record of scholarships. Allow students to submit electronically including taking a picture & emailing.
• Identify students for various programs as requested.

**MTMDSS – The MTSS for School Counselors - Multi-Tiered, Multi-Domain System of Supports.**

This framework assists counselors in designing a continuum of core activities and interventions to meet student need. The goals of MTMDSS are to ensure all students receive appropriate core instruction in all three domains, increase competencies of students in academic, social/emotional, and college/career domains, ensure interventions for students based upon data, and maximizing student achievement (Hatch, 2017). The MTMDSS is categorized into three tiers that are comparable to RTI.

Tier 1: The core curriculum is comprised of activities that ALL students should receive. The core curriculum is also known as the guidance curriculum. It should be developmental, preventative, and proactive. This tier includes the Four-Year Plan that all students in grades 8 – 12 should develop and or review annually. Examples of School-Wide Activities would include national awareness weeks such as Bullying, Red Ribbon, 13

2020 BCS Let's Move Events

In the event our Let's Move programs are approved from BCS leadership, we will resume with our winter activities adhering to the following guidelines:

In effort to mitigate the risk of COVID-19, Birmingham City Schools will implement reduced attendance for Let's Move events during the 2020 Winter activity season. The facility capacity for indoor track will be determined by the Birmingham Crossplex guidelines for spectators. School gymnasiums will have 10% capacity for basketball competitions in an effort to enhance ventilation within each facility.

In accordance to the current Alabama Department of Health order, “spectators may not congregate within six feet of a person from another household except to the extent necessary, and only to the extent necessary, for players, coaches, and officials to directly participate in the athletic activity.”

To ensure we are complying and to provide a safer environment, the BCS has implemented the following measures for Let's Move activities.

- All spectators will be subjected to temperature checks before entering the Crossplex, gym or stadium.
- All spectators must wear face covering over nose and mouth during competitions.
- All spectators must practice social distance with those not from common households.
- Only bags required for medical purposes allowed.

Once BCS leadership provides approval that it is safe for our students to begin participating in Let's Move events, the method in which tickets are sold for these activities will be determined at that time.

The decisions made by the leadership of Birmingham City Schools are in the best interest of our scholars, coaches, stakeholders, and the members of the community. Thank you for your support and understanding during these unprecedented times.
Mental Health Referral Flow Chart

Student demonstrated limited response to Tier 1 Universal PBIS practices

Teacher provides interventions for a minimum of 6-9 weeks to address concern in collaboration with grade level team, PBIS Specialist, and School Counselor

- Did the intervention work?
  - YES: Continue intervention and progress monitor target behavior problem
  - NO: The teacher refers the student to PST. The PST Chair or LEA Designee completes the Prevention Specialist Referral Form.

PST Meeting #2: PST recognizes, and if the data shows the PST Plan is not working, the PST in collaboration with the Prevention Specialist and School Counselor will complete the Mental Health Referral Form

- Did the intervention work?
  - YES: PST Meeting #3: PST invites the Prevention Specialist to PST Meeting and determines what evidenced-based interventions will be implemented for a minimum of 6 weeks
  - NO: The SEL Team will provide support to the school in developing a behavior management plan.

SEL Team meets to determine which students will be referred for mental health services. School is notified within 1 week if the referral is accepted.

- Was the Mental Health Referral accepted?
  - YES: Mental Health therapist receives and reviews the referral, contacts the parents for intake information, and meets the student to begin the therapeutic process
  - NO: Continue implementation of Problem Solving Team interventions
Positive Behavior Interventions and Supports (PBIS)

✓ Purpose of PBIS
  o Improve School Climate and Culture
  o Improve Student Achievement

✓ PBIS Implementation
  o Integrate PBIS with daily instructional practices.
  o Develop universal Tier I behavior expectations and strategies.
  o Keep stakeholders informed of school-based PBIS goals.
  o Teach, Reteach, Model, Recognize, and Reward expected behaviors.
  o Review data regularly to inform and guide implementation.

✓ School Climate Transformation Grant (SCTG)
  o Birmingham City Schools Improving School Climate (BISC)
  o Five-year award (October 2019 – September 2024)
  o $3,749,765.00 ($749,953.00/year)

✓ PBIS School-Based Team
  o Conduct at least one meeting each month.
  o Inform your school’s PBIS Specialist of monthly meeting date(s) and time(s).
  o Complete TIPS-FC Checklist during each meeting.
  o Use data to guide your PBIS implementation

✓ Professional Development
  o District-wide training opportunities will be provided monthly that include, but are not limited to:
    ▪ Tier I Implementation
    ▪ Tier 2 Strategies: Cohorts 1 and 2 (25 BCS Campuses)
    ▪ Data-Driven Decision Making
      • TIPS-FC Checklist
      • School Incident Report (SIR)
      • Surveys
✓ PBIS Resources
  o PBIS Specialists (see chart below)
  o Schoology (PBIS Specialists Course)
  o BCS webpage (Departments → Social Emotional Learning (SEL) → PBIS)
  o PBIS Monthly Newsletter
  o PBIS Resource Manual

✓ PBIS District-Level Support Team

  Ms. Maria Y. Lyas, 504/PBIS/MTSS Coordinator
  Dr. Stephanie Turner, PBIS Project Director
  Contact Number: (205) 231-9852

PBIS Specialist School Assignments

<table>
<thead>
<tr>
<th>Ms. Lolita C. Sims</th>
<th>Ms. Tammy C. Jackson</th>
<th>Mrs. Valencia Baker Anderson</th>
</tr>
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<tbody>
<tr>
<td><a href="mailto:lsim3@bhm.k12.al.us">lsim3@bhm.k12.al.us</a></td>
<td><a href="mailto:tjackson3@bhm.k12.al.us">tjackson3@bhm.k12.al.us</a></td>
<td><a href="mailto:vbaker@bhm.k12.al.us">vbaker@bhm.k12.al.us</a></td>
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<table>
<thead>
<tr>
<th>School</th>
<th>School</th>
<th>School</th>
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<tbody>
<tr>
<td>Avondale</td>
<td>Barrett</td>
<td>Dupuy</td>
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<tr>
<td>Arrington</td>
<td>Carver High</td>
<td>Green Acres</td>
</tr>
<tr>
<td>Brown</td>
<td>Epic</td>
<td>Hudson</td>
</tr>
<tr>
<td>Bush Hills Steam Academy</td>
<td>Glen Iris</td>
<td>Huffman High</td>
</tr>
<tr>
<td>Central Park</td>
<td>Hayes K-8</td>
<td>Inglenook</td>
</tr>
<tr>
<td>Jackson Olin</td>
<td>Hemphill</td>
<td>Jones Valley</td>
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<tr>
<td>Martha Gaskins</td>
<td>Huffman Academy</td>
<td>Ossie Ware Mitchell</td>
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<td>Minor</td>
<td>Huffman Middle</td>
<td>Oxmoor Valley</td>
</tr>
<tr>
<td>Norwood</td>
<td>Oliver</td>
<td>Putnam Middle</td>
</tr>
<tr>
<td>Princeton</td>
<td>Parker High</td>
<td>Ramsay High</td>
</tr>
<tr>
<td>Robinson</td>
<td>Phillips Academy K-8</td>
<td>Wenonah High</td>
</tr>
<tr>
<td>Tuggle</td>
<td>Smith Middle</td>
<td>Wilkerson</td>
</tr>
<tr>
<td>W J Christian</td>
<td>South Hampton</td>
<td>Woodlawn High</td>
</tr>
<tr>
<td>Washington K-8</td>
<td>Sun Valley</td>
<td>Wyland</td>
</tr>
<tr>
<td>West End Academy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thanks for ALL you do!
Mental Health Services 20-21 School Year

Work In Progress

Robinson  
West End  
W.J. Christian  
Barrett  
Carver  
Hayes K-8  
Hemphill  
Oliver  
Oxmoor Valley  
Smith Middle  
South Hampton  
Sun Valley

Your Life Matters

Bush STEAM  
Barrett (only current cases)  
Brown Elementary  
Washington K-8  
Hayes K-8  
Huffman Academy  
Huffman Middle  
Jones Valley  
South Hampton  
Norwood Elementary  
Glen Iris

JBS

Carver  
Huffman High  
Woodlawn  
Putnam  
Hudson  
Wylam  
Jackson-Olin  
Parker  
Ramsay  
Wenonah  
Green Acres  
Wilkerson
*PLEASE NOTE: For any student that is sent to Dupuy, the therapist from the assigned school will follow that student to Dupuy to avoid disruption in services.

SPECIAL EDUCATION
Ms. Pamela Ardis Wimbish - Director of Special Education

Interventions
- Special education teachers will participate in facilitating synchronous/asynchronous instruction with general education
- Participate in co-teaching sessions with general education teachers to assist with facilitating learning and providing differentiated instruction and best practices for students utilizing small group breakout sessions during instruction and supporting general education teaching strategies.
- Interventions should be provided to student utilizing digital formats, instructional resources and other teacher led and guided research-based activities to provide intensive instruction in a remote format. Strategically scheduled office time to provide support and strategies to the student and parent.
- Online resources with embedded special education teacher support and review of student’s online progress. (Max Scholar, Lexia, MobyMax). Teachers required to utilize Zoom to meet with parents and teachers to provide online instruction and intervention.

Remote Learning Plans
When school resumes, ALL case managers must complete a Special Education Remote/Virtual Learning Plan.

Team members should include the student's general education teachers, special education teacher, a related service provider (if appropriate), or other school staff who are currently working with the student.

The Special Education Remote Learning Plan form must be completed for each student with an IEP in the school. Plans must be completed by September 8th.
Before completing the Special Education Remote/Virtual Learning Plan, the responsible case manager should:

- Refer to the student's IEP to consider the student's current recommendations and areas of need during the school closure
- Consult with each of the student’s Occupational Therapy (OT), Physical Therapy (PT), Speech and Counseling providers to reflect appropriate tele-therapy related services and invite to the remote learning plan meeting
- Work collaboratively with the team to schedule a day/time to develop and review the plan

The completed Special Education Remote/Virtual Learning Plan should be:

During the meeting, the following topics should be covered:

- Special education and related services that will be provided remotely during the school closure
- If student has assistive technology, school should confirm that the family has the technology at home already
- If the student will be receiving related services through tele-therapy, the parent should be informed when related services will be provided, how often and by whom.
- Contact information should be provided to parents and designated office hours to contact teachers.

Documentation of Initiation of Services
Any attempted contacts should be documented on the Special Education Contact Log. Parents have the right to refuse for their child to participate in services delivered through tele-therapy or any other electronic means. If parents exercise that right to refuse certain services, request that their refusal be sent in writing and document their refusal on the log. If the refusal is received via email, upload the email into the student's folder in SETS.

Referrals for Evaluation
Schools must begin receiving referrals from parents PST, teachers and/or physicians when school reopens regardless of the learning format. It is the IEP team’s responsibility is to CONSIDER the referral for evaluation. It is important to note that we must address the referral and data must support the reason to proceed with an evaluation.

Any referrals received and meetings not held as of the first day of school must be completed within the first 30 days of school re-entry. Schools must follow the SPED department manual regarding procedures for conducting referrals as usual. Meetings can be held virtually to exercise safety precautions.

Referrals for students received before March 13 and meetings were not held, must be completed within the first 30 days of school. NO CONSENT should be signed at the referral meeting regardless to whether the team has vision or hearing results. Evaluations for all students will resume to the greatest extent. The consent for testing will be provided to parents by the Central Office Timeline Compliance Department if it is accepted for evaluation.

Students currently in the referral process and have incomplete evaluations, testing will be completed when school re-opens.

Any rating scales or evaluations sent to general education teachers via email are required to be completed within 24 hours in addition to Prong I and II data, work samples or any other pertinent data required for eligibility.

For all referral meetings until further notice, you must invite the Psychometrist and Program Specialist assigned to your school.

Eligibility Meetings
The district has continued to conduct eligibility meetings during the district closure. After those meetings are held, it is
the responsibility of the assigned case manager to conduct an IEP meeting within 30 days.

As evaluations are completed, eligibility meetings will be scheduled as appropriate. Meetings can be held virtually in regardless of the learning platform the district is implementing. See page for guidance on conducting virtual meetings.

**Evaluations**

Assessments for student currently in the referral process and re-evaluations will resume and students will be evaluated in the school building. A designated location must be provided for all evaluations and appropriate PPE and safety measures must be followed.

**Re-Evaluations**

The compliance department will provide each school with a re-evaluation report per school. Schools must prioritize the report to determine students who must be completed immediately. IEP teams must review student data in deciding to consider if additional testing is needed as you typically would. A waiver process is being offered to some parents regarding re-evaluations. The Program Specialist for each school will work with the case manager to determine which students meet criteria for this waiver. A re-evaluation meeting must be held to discuss the waiver process.

**All past due re-evaluation meetings must be held within the first 30 days of school re-entry.**

If the student has had a full evaluation in the last testing cycle, the student should be considered for no additional data unless the student has experienced a significant regression in academic performance, behavior and or other areas of concern that warrant a complete full evaluation.

**IEPs**

Special Education teachers must develop a remote learning plan for students they case manage within the first 10 school days for remote learning. This plan must be developed with collaboration of the general education teacher, related services staff, and the parent. An LEA is not required to attend this meeting however, it is imperative that the discussion is held with all members of the child's learning team to ensure appropriate scheduling and services are discussed and recommended. **If any discussions of the remote learning plan reflect information pertinent to the IEP, then an official IEP meeting must be held with an LEA included.** The current IEP must be used as the guiding document for completing the remote learning plan and discussing the targets to be addressed during remote learning and the format of how interventions will be provided. ALL remote learning plans must be uploaded into the student's folder in SETS.

**IEP Meetings**

If an IEP was not developed for a student before school closed, special education teachers must schedule meetings to review IEPs within the first 10 days of school re-opening. Any parent who requests review of a student's IEP, must be addressed in a timely manner. A remote learning plan is still required if an IEP was not developed before school closed.

IEPs that were not written at the request of the parent, during the school closure or if an IEP was not developed, it must be completed within the first thirty days of school re-opening. IEPs must be written regardless of the learning format the district is implementing.

Case managers must follow all federal, state, and local district guidelines regarding development of IEPs and the IEP process. Meetings can be held virtually and should have all required team members in attendance at the meeting. Parents must also be offered a draft copy of the IEP prior to the meeting if feasible. If not, a draft should be shown during the meeting if utilizing Zoom, Google Meet, Microsoft Teams etc.
STUDENT INFORMATION MANAGEMENT SERVICES (SIMS)

Dr. Teresa Thomas, Director of Student Information System

Support Strategy 2020-2021

• We will continue to provide Chalkable Information NOW Support based on the submission of a Help Desk via email to sis@bhm.k12.al.us
• Tickets will be responded to by severity and not on a first come, first serve basis.
• Only the Chalkable Data Managers, Technology Coordinators, Principals and Assistant Principals may enter Chalkable Information NOW Support Tickets for a school.
• Any teacher, student or parent that seeks support outside of this process will be redirected back to the school designees for assistance.
• Technology Coordinators will reset passwords and provide general support for Chalkable Information NOW.
• (see addendum SIS #1)

Passwords for Chalkable Information Now

• ALL personnel who use Chalkable Information Now should log in to this program as soon as they return to school on August 17, 2020.
• Personnel should notify the school Technology Coordinator or Chalkable Data Managers as soon as possible if they are unable to log into Chalkable Information Now.
• Forgotten passwords and expired passwords will be reset at the local school by the Technology Coordinator or Chalkable Data Managers.
• Chalkable access for New Employees and Transfers will be managed in the SIS Department. Please complete the appropriate form found on our website at http://www.bhamcityschools.org/Page/24969.

Remote No-Show Plan 2020-2021

• Teachers must be added into Chalkable Information Now before August 17, 2020 and assigned to their classes!
• Teachers need to log into Chalkable Information Now on August 17, 2020 and confirm that they can access their students.
• Teachers need to log into Schoology August 17, 2020 and confirm that they can access their students.
• Teachers will use their Homeroom/Advisory lists in Chalkable Information NOW to reach out to parents to confirm that students will be attending school based upon the attendance plan outlined by Student Success Department in the Remote Attendance Procedures.
• Teachers will provide a list of students to the Database Manager who are considered No-Shows on Friday, September 11,2020
• Database Managers will remove No-Shows on Monday, September 14, 2020.

Definition of “No-Shows”

• No-Shows for 2020-2021 are students who noted by the Homeroom/Advisory teacher per the plan outlined by Student Success Department in the Remote Attendance Procedures.
• Database Managers will remove No-Shows on Monday, September 14, 2020.

Removal of “No-Shows”

• The Student Information Department will not be able to “no-show” or withdraw students.
• The Chalkable Data Managers should use the following procedures for “no-shows”
  
  Step 1: On the Enrollment tab select the enrollment and click No Show.
  Step 2: Set the date to 9/08/2020
  Step 3: Choose the reason “Non-Return in Fall”

**Summer Withdrawals**

• Starting July 22, 2020, students who withdrew during the summer should be no-showed (not withdrawn) with the appropriate withdrawal code (depending on their reason for leaving) AND the date they withdrew
• After September 8, 2020 students who withdraw will be withdrawn with the appropriate code

**Enrollment**

• Students enrolled after school has been dismissed on the first day should be given an enrollment date of 09/08/2020.
• Students who start school later in the week should be enrolled using the date that they attend.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All support requests will be classified into the following severity levels:</td>
<td>Priority 1: Urgent</td>
</tr>
<tr>
<td>• Priority 1</td>
<td>The ability to conduct business or provide customer service has stopped. The ability to access the student information system is unavailable to the entire school. The student information system has a program error that must be reported to the software provider’s helpdesk.</td>
</tr>
<tr>
<td>• Priority 2</td>
<td>Examples: Server down, network down, database down, application down, website is unavailable.</td>
</tr>
<tr>
<td>• Ordinary</td>
<td>Priority 2: High</td>
</tr>
<tr>
<td>• Requests</td>
<td>Service is lost by a single user or small number of users, affecting significant business functionality. Problems or incidents where a workaround exists or can be developed with a small amount of incremental resources. The student information software is slow or giving random errors. Some user groups are unable to access the student information software.</td>
</tr>
<tr>
<td>Note 1: Priority 1 Problems will be worked on for a 21 x 7 basis until resolved. A Customer contact must be assigned and be available on a 24 x 7 basis to assess alternative solutions and finalize problem resolution verification.</td>
<td>Examples: Extremely slow system performance, a piece of application functionality is down or has a bug, time out errors are received.</td>
</tr>
<tr>
<td>Note 2: Priority 2 Problems will be worked during regular local business hours by production support groups.</td>
<td>Ordinary: Medium</td>
</tr>
<tr>
<td>Note 3: All other requests will be handled in order of receipt following the time schedule outlined on the next page.</td>
<td>Problem or incident where single users can operate some of the system activities normally, but a definite problem is identified. Teachers are unable to submit grades/attendance, software settings incorrect, teacher not entered in system, course setup incorrectly, duplicate students, third party integrations.</td>
</tr>
<tr>
<td>Requests: Low</td>
<td>Requests: Low</td>
</tr>
<tr>
<td>Any request from single users or site groups that are requesting a new service or some clarification. School/Department needs a specialty report, addition/deletion of employees, parent portal.</td>
<td>Examples: Requesting a new user logon, requesting data, training, etc.</td>
</tr>
</tbody>
</table>
Please do not use initials for the middle name, a full middle name must be entered if available.
• Please make certain that you enter the physical and mailing address in the appropriate area.
• Please email support at sis@bhm.k12.al.us for any problems with Guide K12.

Addendum SIS#1

Student Information System (SIS) Problem Severity Definitions

The SIS Department desires to handle each problem/question in a timely manner utilizing the following priority schedule. Upon receipt of a ticket through our ticketing system each request will be prioritized using the following definitions. Responses will be scheduled using the table below.

Problem Resolution Timeframe

It is important to note that the SIS Department will only be able to meet the expectations outlined below if our customers follow protocol by submitting tickets via our ticketing system.

<table>
<thead>
<tr>
<th>Severity</th>
<th>Email Response</th>
<th>Phone Response</th>
<th>Target Resolution</th>
<th>Status Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>15 min – Initial Acknowledgement</td>
<td>15 min – For clarification</td>
<td>8 hours</td>
<td>Every 4 hrs.</td>
</tr>
<tr>
<td>Priority 2</td>
<td>15 min – Initial Acknowledgement</td>
<td>60 min – For clarification</td>
<td>1 – 2 business days</td>
<td>Every 8 hrs.</td>
</tr>
<tr>
<td>Ordinary</td>
<td>Within 1 Day</td>
<td>Only if necessary</td>
<td>Per agreed-to plan</td>
<td>Upon Closure</td>
</tr>
<tr>
<td>Service Request</td>
<td>Within 1 Day</td>
<td>Only if necessary</td>
<td>2 – 5 business days</td>
<td>Upon Closure</td>
</tr>
</tbody>
</table>
Traditional, Blended, Remote/Virtual School

Library Media Plan
SY 2020-2021

According to the CDC, it might be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching his/her own mouth, nose, or possibly eyes, but this is not thought to be the main way the virus spreads.

Recommendations for the circulation of materials during Remote and Virtual Learning Environment:

Library Items:

• Book Circulation:
  Print books will not be available for student use. Students/staff will use Destiny (OPAC) or the Birmingham Public Library to access eBooks and audiobooks. All schools have access to Destiny with a variety of titles.

BCS Library Media will support:

• Purchasing current titles for shared collections.
• Providing professional development (PD) to any school on accessing/using the Destiny collection (contact the school librarian or cnorman@bhm.k12.al.us to schedule a PD).

Returned Items:

• All print library books should be housed in the library. Returned items should be quarantined for 72 hours (three days) without contact. After the time has elapsed, the items can be returned to the shelves. Cleaning the books at this point is the school’s discretion.
• Students who have transferred to another BCS can return library and textbooks to any BCS School Library.

Makerspace Items:

• Pack and store all manipulatives, makerspace items, headsets, virtual reality (VR) goggles, and any other shared supplies, and implement new virtual creativity activities.

Library/Librarian Schedule:

• All Library Media Specialists have access to eBooks via Destiny (OPAC), Alabama Virtual Library (AVL), Birmingham Public Library and resource. Library classes should be set up for each grade level and collaboration with classroom teachers to provide research opportunities, story time, flip classroom, tech talks, podcast opportunities.

Recommendations for the circulation of materials during Blended Learning Environment:

Library Items:

Book Circulation:

• Print books will not be available for student use. Circulating print books in the school will increase cross-infection. Students/staff will use Destiny (OPAC) or the Birmingham Public Library to access eBooks and audiobooks. All schools have Destiny with a wide variety of titles.
BCS Library Media will support:

• Purchasing current titles for shared collections.
• Providing professional development (PD) to any school on accessing/using the Destiny collection (contact the school librarian or cnorman@bhm.k12.al.us to schedule a PD).

Returned Items:

• All print library books should be housed in the library. Returned items should be quarantined for 72 hours (three days) without contact. After the time has elapsed, the items can be returned to the shelves. Cleaning the books at this point is the school's discretion.
• Students who have transferred to another BCS can return library and textbooks to any BCS School library.

Classroom sets (novels or textbooks):

• The use of classroom sets of books or textbooks is not recommended. Multiple students should not use books within a classroom. Students should have individual copies available.

Makerspace Items:

• Pack and store all manipulatives, makerspace items, headsets, virtual reality (VR) goggles, and any other shared supplies, and implement new virtual creativity activities.

Additional Items:

• Remove handouts and common supplies such as bookmarks, pens, pencils access.

Library/Librarian Schedule:

• School administrators should adhere to BCS social distancing guidelines when developing an individualized plan for library use. Possible items to consider:
  • Table seating should have students face one direction and allow for social distancing.
  • Consider marking traffic flow on floors to designate entrance, exit, and spacing for movement in the library.
  • Close meeting rooms and small group workspaces and use them for storing quarantined materials.
  • Clean tables and circulation desk between class visits.

Recommendations for the circulation of materials during Traditional Learning Environment:

Library Items:

Book Circulation:

• Digital- Students/staff will use the Destiny (OPAC) or the Birmingham Public Library to access eBooks and audiobooks. All schools have Destiny with a variety of titles
• Print - Consider options appropriate for the size of the library and the school community.

Selection:

• Use Destiny's online catalog to place holds on materials and have library staff retrieve items and check them out to students and staff.
• Pull small selections of books from shelves, set out on display, and allow the youngest students to select from them.
• Limit student browsing directly from shelves by having them select in Destiny before retrieving items. If students are selecting books for check-out in physical space, limit contact during the process. Provide hand sanitizer near shelves.
Check-out:
• Have library staff operate computers with students scanning their book choices.
• Older students can do self-check-out by scanning ID barcode and book choices.
• Provide hand sanitizer near the check-out area.

Classroom sets (novels or textbooks):
• The use of classroom sets of books or textbooks is not recommended. Multiple students should not use books within a classroom. Students should have individual copies available.

Returned Items:
• All print library books should be housed in the library. Returned items should be quarantined for 72 hours (three days) without contact. After the time has elapsed, the items can be returned to the shelves. Cleaning the books at this point is the school’s discretion.
• Students who have transferred to another BCS school can return library and textbooks to any BCS School library.

Makerspace Items:
• Pack and store all manipulatives, makerspace items, headsets, virtual reality (VR) goggles, and any other shared supplies, and implement new virtual creativity activities.

Additional Items:
• Remove handouts, such as bookmarks, from student access

Library/Librarian Schedule:
School administrators should adhere to BCS social distancing guidelines when developing an individualized plan for library use. Possible items to consider:
• Table seating should have students face one direction and allow for social distancing.
• Consider marking traffic flow on floors to designate entrance, exit, and spacing for the check-out line.
• Close meeting rooms and small group workspaces and use them for storing quarantined materials.
• Clean tables and circulation desk between class visits