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SHELBY COUNTY SCHOOLS
ReturnSTRONGER
2020-21 School Re-Entry Plan

S.A.F.E. (Strategic Action for Flexible Education)

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Executive Summary

July 6, 2020

Dear Stakeholders,

The coronavirus pandemic has completely changed the way we all see the world. No longer are we able to go about business as usual without thinking about the millions of our fellow world citizens who have contracted this mysterious disease and the hundreds of thousands who have died from it.

However, we know that we also have to see the world through the eyes of children who need us to keep them safe, teach them, and provide social and emotional support through this incredible time. In order to serve our children well, we must go back to school.

How that will look throughout the 2020-21 school year may differ from day-to-day, week-to-week, and semester-to-semester. We will need to be flexible and will ask for your flexibility as people who care deeply about the work of our District.

Throughout the past four months, I have been exceedingly grateful for the wise counsel and the invaluable input from members of the Shelby County Board of Education.

The District's S.A.F.E. (Strategic Action for Flexible Education) Planning Team has been meeting daily since early March. This cross-functional team includes members of every division, including Academics, Facilities, Risk Management, Student Support, Coordinated School Health, Nutrition Services, Transportation, Information Technology, Human Resources, Professional Development, Safety & Security, Finance, Communications, Family & Community Engagement and many others. The team has been charged with assessing both short-term and long-term plans for academics and operational support functions while developing safe and comprehensive guidance for school-based and Central Office staff to manage day-to-day priorities during the District closure. The team is collaborating with the Re-Entry Task Force to establish plans for a safe return to school in the fall.

An overview of our S.A.F.E. plan for next year

1. **The District will supplement the current curriculum so that whether in-person or virtual learning is taking place, the content remains high quality.** Rather than asking teachers to translate the District's curriculum to virtual lessons, we will identify an educational partner to provide ready-made digital content for teaching and learning for a majority of District courses. Students with individual instructional needs will be provided those needs using a combination of in-person and virtual strategies.

2. **Parents can choose in-person attendance or virtual learning for their children and families. First and foremost, we want to offer parents a choice that works best for their family.** Surveys, focus groups, and direct outreach from parents has shown us that we need to have options whether students are physically in school buildings or at home. We will be asking parents to commit to a choice for the entire first semester so that schools can balance teacher workloads to ensure every student has the opportunity to receive individualized learning from their teacher(s).

3. **The 2020-21 school year will begin August 31 for all students (pending Board approval)** based on the Governor's extended state of emergency declaration through August 29 due to rising cases of COVID-19.

4. **Face masks will be required for students, staff and visitors in all buildings and on buses when school begins.** Until there is a vaccine for COVID-19, face masks will be a part of our daily lives. Masks should be added to every family's back-to-school supply list, as it will be the responsibility of the parent to ensure students arrive at school each day with the necessary face mask. Mask requirements may change over time due to the latest guidance from health officials. Please check with the Department of Exceptional Children and Health Services for guidance for students with respiratory problems, incapacitated or unable to remove the mask without assistance and those with sensory sensitivities.

5. **At schools and in Central Office buildings, we will socially distance and practice as much caution as possible.** Schools will be utilizing all available classroom and learning spaces and making necessary modifications to help ensure social distancing to every extent possible. While social distancing may be challenging at times in smaller buildings or where there are very large student populations, additional safeguards will also be in place for all schools, such as daily health screenings, face masks for all students and staff and hand sanitizer access for all classes. Social distancing signage and floor decals will be displayed prominently throughout all schools and buildings. We will also be limiting interactions of classes and discouraging all group gatherings, as well as limiting visitor volume.

6. **All students will be provided a digital device and provided with internet supports as needed.** As part of the recently approved 1:1 Digital Device Plan, we will begin distributing devices to students without access at home in early July based on grade level. Distribution will start with students who choose the fully virtual learning option, then continue through August and September by grade level beginning with high schools. More information will be shared about distribution plans and technology support for families.

7. **District offices (and schools for 11- and 12-month employees) will open to staff first, and then the public.** In order to prepare for the start of school, the Central Office buildings of SCS will open gradually. Employees identified as high risk may consult with their departmental chief regarding telework options (if plausible). If the employee would like to request Americans with Disabilities Act (ADA) accommodations, Family and Medical Leave Act (FMLA), or Families First Coronavirus Response Act (FFCRA) leave, please contact the District's Human Resources Benefits department. We anticipate opening Central Office buildings to visitors with face covering/mask and social distancing restrictions in mid-August.

8. **To make-up for lost learning time, we look forward to offering students optional learning opportunities during Fall Break, Spring Break, and on selected weekends for students who need additional instruction.** We will compensate teachers who provide instruction in these academies and encourage parents to enroll their child in all opportunities for additional learning.

9. **We will not administer or require COVID-19 tests of teachers or students.** While we acknowledge that testing and contact tracing are essential tools in the epidemiological response to the pandemic, testing and contact tracing are solidly in the domain of health professionals, not the District. We will check temperatures and ensure that people inside our schools and office buildings are symptom-free. We **will** strongly encourage all students and staff who are not feeling well to stay at home.

10. **We will closely monitor the conditions and keep everyone informed.** This is a new reality for all of us and we are going to have to work our way through the coming school year together with the guidance of the Shelby County Health Department (SCHD). We will make decisions using the best data and direction we have available to us at the time. The District is partnering with the SCHD and considering all current and forthcoming guidance. SCHD has indicated that further guidance for reopening schools will be provided ahead of the scheduled 2020-21 school year in Shelby County.

To be sure, there are hundreds of details behind all of the decisions and ideas that we've had throughout the course of this preparation process.

For now, know that this school year won't be like any that we've ever experienced and we ask your patience as we do everything with the best interest of our students and employees in mind. Coronavirus will not defeat us, and we are indeed stronger together.

Sincerely,

Joris M. Ray, Ed.D.
Superintendent

Introduction

Shelby County Schools Opening of Schools

In the face of a pandemic without a cure in the near future, every school district in the world has been working to plan for the continuation of education for student and adult learners. Schools are the cornerstone of a community; they are the foundation necessary to build a thriving economy, a qualified workforce, and the futures of every child. Entrusted with the community's greatest asset, our children, the District continues to plan an opening of schools that takes into full consideration the learning, and health and safety of all students and staff.

The purpose of this publication is to alert and inform the community about the re-entry process for students and staff when school begins. The community's response to the pandemic is constantly changing; therefore, this guidance may be changed throughout the summer and school year as a result of guidance from the Centers for Disease Control (CDC) and the local health department.

This document also provides valuable information about the manner by which parents can expect to continue to engage in their child's education and school as the community navigates a new normal during the pandemic. While COVID-19 may change many of the processes and procedures for the next school year, it cannot negate the high expectations that must be maintained for learning.

Parent Choice for the 2020-21 School Year

Parents have two educational options for their child. Each option should be considered based on the needs of the student and the environment where they are most likely to reach their fullest learning potential. Parents can be assured that policies for grading, student attendance and high expectations for student learning will be in place, regardless of the learning environment chosen for their child.

Option 1:   *Students can physically attend school when schools reopen.*

Option 2:   *Students can continue their learning for the first semester at home with teachers from their school.*

Option 1: Back to the school building when schools reopen:

The District is excited to welcome students back to classrooms. Work is already underway to prepare for the health and safety of students and teachers and the District's safety protocols are further explained in this document. COVID-19 is highly contagious and parents opting to send their child back to their building should be prepared for unplanned school closures deemed necessary by health professionals that will range from two to ten days. When this occurs, students will continue learning virtually with their classroom teacher(s) for a predetermined amount of time for each subject.

Parents should review the Continuity of Learning section of this document for additional information about time spent in each subject area for learning at home and the role of the teacher, student and parent, should a school experience a closure as a result of the virus.

The District recognizes that parents and students love their school but might not be comfortable returning to the school building. This option closely mirrors the schedule of a traditional school day, but with teachers and students interacting virtually during the regularly scheduled day (hours will be based on the student's school schedule). For example, if a student's school operates from 8:15 a.m. to 3:15 p.m., the student will be expected to engage with teachers on a schedule determined by the school during these hours.

In this environment, students are expected to be present in a virtual classroom at specifically assigned times, similar to their regular school day. When a student is not present, he or she will be marked absent and need to make arrangements to make up the lesson and any assigned work for that day.

Elementary school students will require daily support from someone in the home to maintain the learning schedule identified by the school. Schools will be diligent in planning the virtual school day to ensure virtual classroom times do not overlap and that students have planned breaks and independent learning time during the day.

In order for schools to appropriately balance staffing and workloads among teachers and staff, this option is a semester long commitment. At the beginning of the second semester, parents will have the opportunity to return their child to the school building.

Grading

Regardless of the type of learning environment provided to our students, teachers will continue to follow the grading protocols released during the 2019-20 school year. However, teachers will also ensure students receive credit for time spent using intervention software such as iReady, Edgenuity, or similar programs. Whenever a student completes at least 45 minutes on any day for ELA or Math, a 100 should be included as a class participation grade for the student for the relevant subject area for that day.
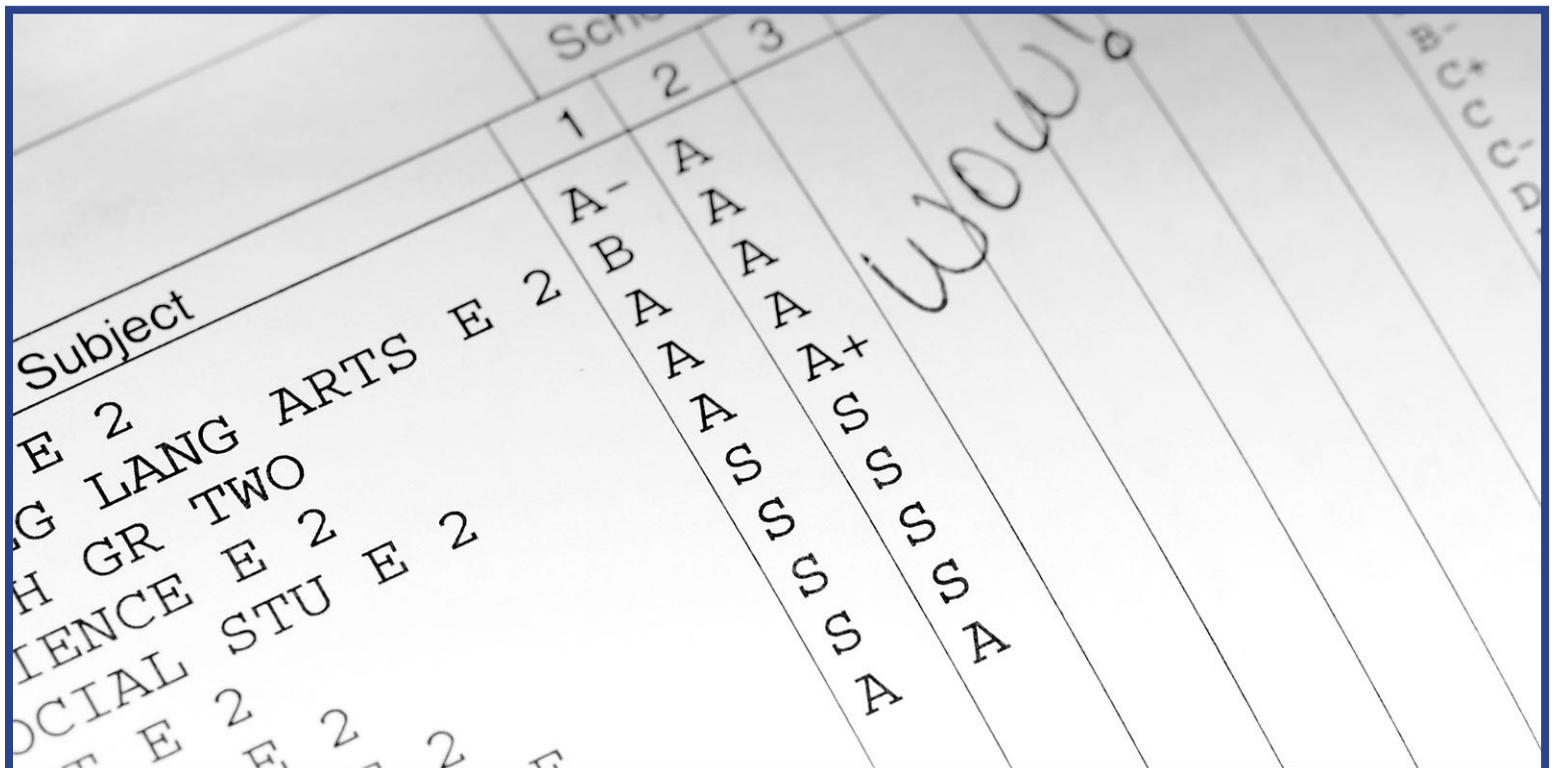
A Device for Every Student

On June 15, the Shelby County Board of Education approved a contract with Microsoft and Hewlett Packard (HP). Students in Pre-K-2 will receive tablets and students in grades 3-8 will receive a Microsoft laptop. Grades 9-12 will receive an HP laptop with expanded storage capacity.

Device distribution to students will begin in mid-July with priority given to students who choose full-time virtual learning for the first semester. Distribution to students will occur from central locations and be staggered by grade level based on the following schedule:

Distribution Timeline

Grade Level	Timing
Priority Group - Fully Virtual	Mid-July
High Schools	Early August - Mid-August
Middle Schools	Mid-August - Late August
Pre-K & Elementary Schools	Late August - Early September
Anticipated Start Date	August 31, 2020

Families indicating lack of access to an internet connection in their home will have the opportunity to receive a mobile hotspot provided by the District. Priority will be given to 1st through 12th grade families where data indicates the student currently does not have internet access. Families with multiple students who live at the same address will be provided with one internet hotspot that is able to support up to 5 devices in the home. Parents will receive more information about the distribution of devices from their child's school.

Understanding Devices and Learning Platforms

No matter what learning environment parents choose for their child, it is important parents utilize opportunities the District will provide to become familiar with the learning platforms utilized by classroom teachers. Other adults and stakeholders committed to supporting student learning are also encouraged to participate in training. A list of training topics is included in the appendix, and a link to live and on-demand training topics can be found here.

Preventing the Spread of Germs and COVID-19 in Schools

Preventing the spread of germs has always been a priority for schools and schools are accustomed to encouraging regularly scheduled and thorough handwashing, the use of hand sanitizer, disinfecting surfaces, and screening for sick children. Recommendations for increased handwashing, social/physical distancing and the use of face masks are new considerations for the 2020-21 school year.

The unique layout of each school campus, juxtaposed with the age and needs of students on a campus, makes a cookie cutter approach to the daily operation of a school particularly challenging. CDC guidance states "not all strategies will be feasible for all schools" and that "school administrators are encouraged to think creatively about all opportunities to increase the physical space between students, and limit interactions in large groups settings." The District's plan includes protocols to be adhered to on all campuses as well as flexibility for a school leader to adapt and respond to the needs of the school community.

All schools will undergo cleanings throughout the summer. As Principals prepare schools to welcome students, every consideration is being made to ensure the adherence to CDC guidelines to the extent possible.

The entire community plays an important role in preventing the spread of the virus by: 1) staying home when sick; 2) checking the temperature of yourself and children before leaving the home each day, which is especially important for children and teenagers who can often run a temperature without feeling sick; and 3) limiting unnecessary travel outside of the community, or self-quarantining after necessary travel outside of the community, particularly if the travel was by plane.

Coronavirus Testing

We will not administer or require COVID-19 tests of employees or students. However, we will check temperatures and ensure that people inside our schools and office buildings are symptom-free. We will also strongly encourage all students and staff who are not feeling well to stay at home.

Testing Locations in Shelby County:

If you think you have been exposed to COVID-19 and you don't feel well, click here to view a list of testing sites to schedule an appointment to be tested for FREE.

In-School Learning

Procedures for All Campuses

This section outlines aspects of the school day that will be consistent for all campuses. Parents, students and teachers can anticipate additional protocols and procedures unique to each campus that the Principal has identified as necessary precautions to protect students and staff.

Cohorting

Cohorting is the grouping of a certain number of students to stay together for the school day. When feasible, cohorting is used to attempt to eliminate the possible widespread of the virus that causes COVID-19. When reasonable and appropriate, schools will make every effort to limit the movement of students on elementary and middle school campuses. This means a group of students, a cohort, will be assigned to a classroom for the majority of the school day. Instead of the student traveling from classroom to classroom for special activities or other classes, the teachers rotate from one classroom to another. Cohorting practices may vary from school to school.

Social/Physical Distancing

Given space constraints, District school classrooms may not allow for six feet of social/physical distancing between students. Schools have been asked to remove all unnecessary furniture from classrooms to extend the available square footage in the room. Student seats in a classroom will be distanced to the extent the room allows.

Classes may on occasion and weather permitting occur outside to allow for greater social/physical distancing.

Classes may occur in other spaces of the school, like the cafeteria, gym, or library.

Schools will utilize signs and markers to remind students to maintain social distancing in hallways, front offices, and other common areas.

Intervention services and special therapies will adhere to social distancing guidelines to the extent possible.

Many of the District's special needs students require close proximity and assistance with mobility. Staff will wear masks and gloves, and protective covering (as necessary), to protect themselves and the student.

Parents and guests to campuses can expect social distancing requirements and special seating arrangements for afterschool activities and athletics once they resume and are open to the public.

Some courses may need to be altered completely or may be removed from the first semester master schedule because of the inability to safely distance students. These situations will be handled on a by-campus basis and with input and guidance from the Deputy Superintendents.

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STAY 6 FEET APART.

SCS

Face Masks

Until there is a vaccine for COVID-19, face masks will be a part of our daily lives. Face masks that cover the wearer's nose and mouth should be added to every family's back to school supply list, as it will be the responsibility of the parent to ensure students arrive at school each day with the necessary face mask.

Face mask guidance continues to change from the CDC and local health department. The District will implement and adhere to local ordinances and health guidance that is active and published on the first day of school. Families should anticipate the requirement to wear a mask during some or all of the school day, depending on active guidance published at the time school starts.

Current guidance as of July 1 indicates all students and adults must wear a mask when entering schools and District buildings.

Please check with the Department of Exceptional Children and Health Services for guidance for students with respiratory problems, incapacitated or unable to remove the mask without assistance and those with sensory sensitivities.

Visitors to school campuses and District offices must wear masks before entering the front office.

Visitors on campus must keep their mask on at all times unless advised otherwise.

All staff and visitors to District schools and buildings are expected to adhere to all face mask requirements that may be unique to each building and where instructions are clearly displayed.

Gloves

Nurses, Physical/Occupational Therapists/Speech Therapists/ Psychologists/Teachers and Assistants providing direct care for children with physical and health concerns will be asked to wear gloves based on best practices.

Individuals will wear gloves daily when cleaning and disinfecting frequently touched surfaces (i.e. tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, and restrooms).

Handwashing and Sanitizing

Classroom schedules will include designated times for handwashing.

Additionally, hand sanitizer stations will be located in high traffic areas of school and District buildings.

All classrooms will be provided with a supply of disposable gloves, disinfectant wipes and hand sanitizer.

All classrooms and buildings will undergo a systematic and thorough cleaning nightly.

Common areas (Auditorium/Multi-purpose Room, Cafeteria, Classrooms, Hallways, Library, Office Areas, Stairwells and Teacher Work Areas) are to be cleaned and disinfected a minimum of 2x's a day (during lunch & the end of the day).

- Clean and sanitize counters, desk tops, seats, table tops, hand rails and doors (handles & windows)
- Sweep/vacuum/mop floors
- Clean water fountains
- Empty trash
- Check and restock all tissue, paper towel, hand soap and hand sanitizer dispensers

Restrooms are to be cleaned and disinfected a minimum of 4x's a day (2x's during am hours, 1x during pm hours, & the end of shift).

- Clean and disinfect counter tops, sinks, toilets, urinals, and flush valves
- Sweep/mop floors
- Clean partitions, stalls, walls, and doors
- Empty trash
- Check and restock all tissue, paper towel, hand soap and hand sanitizer dispensers

Temperature Checks

All students, staff and visitors must undergo a temperature check upon entering the campus or District building each day. Each District office location and school will provide instructions about the location's procedure for conducting temperature checks.

Students with a temperature of 100.4 degrees Fahrenheit or more will immediately be sent to an isolation room and a parent or guardian must immediately retrieve the student from school.

Staff with temperatures of 100.4 degrees Fahrenheit or more will be asked to return home. Staff should contact their supervisor to make arrangements to work remotely as necessary.

Students and staff returning to school and work must have a doctor's excuse.

Temperature checks will likely require staggered entry times into buildings and schools. These decisions will be unique to each building with individual school protocols and will be published prior to the start of the school year on the school website.

Movement on Campus

Schools will have established and clearly marked traffic patterns in hallways, exits, entries and stairways to maximize social distancing practices whenever possible.

Before-School and After-School Care

The District recognizes that before- and after-school care is important for working parents. So long as schools are open, regular before- and after-care programs will be offered.

Morning Drop-off and Afternoon Pick-up

Parents should not expect to walk their students to class when school opens. Parents should become familiar with the school's new drop-off procedures before school starts, as it will vary by campus and could include staggered drop-off and dismissal schedules to provide for social distancing and temperature checks. Schools will publish these procedures on their school website prior to the start of the school year.

School Meals

Convening a large number of students in cafeterias for the purposes of breakfast and lunch increases the risk of virus spread. Where possible, schools will continue to utilize the cafeteria for the consumption of student meals. School lunch and breakfast procedures will vary by campus, but parents should expect some combination of grab-and-go meals, shorter lunch periods, or lunches consumed in the student's classroom or outdoors.

After-School Activities and Athletics

Involvement in after-school activities is an important part of a student's school experience. However, when schools open, moderate community spread of the virus will still exist. Parents should refer to the school's website for after-school activity announcements and guidance and the appendix of this document for detailed protocols for the return to play of school sports.

Sharing of Supplies

Shared school supplies will be discouraged to the extent possible.

Parent Conferences and Meetings

Parents may request virtual or phone meetings to discuss any aspect of their child's education. Parents wanting or needing to come to campus for any reason should contact the school office first.

Lingering on Campus

In order to help prevent the spread of the virus, it is important that traffic within a school is limited to the school day to the extent possible. Students not actively engaged in an approved after-school activity or event must leave the campus immediately. Students cannot linger on the campus unsupervised after school.

Field Trips

All District field trips for all grade levels are canceled for the first semester.

Recess

Recess schedules will vary by school, but all schools will make every effort to ensure students have recess with their classroom cohort and be supported in their playtime with activities that are age appropriate while encouraging some degree of distancing. Playground equipment will be inaccessible until further notice.

Bus Transportation

After reviewing the District's procedures for student bus transportation, parents must decide if they want their child to continue to ride the bus or find another option of transportation for their student. Buses will be cleaned and disinfected between routes and at the end of each day.

Procedures for Riding the Bus

Students who ride a school bus will be required to wear a mask and will undergo temperature checks at the school each day. Buses will also be cleaned and disinfected between routes and at the end of each day. Based on the District's protocols for student bus transportation, parents must decide if they want their child to continue to ride the bus or find another option of transportation.

Students riding the bus will undergo temperature checks at the school. Body temperatures may naturally elevate during the summer months at bus stops and on the bus. Students found to have an elevated temperature upon first reading will undergo a second reading before being sent to an isolation room.

When a Student or Staff member tests positive for COVID-19

It is imperative to community health that the District be made aware of any student or staff member that has tested positive for COVID-19. All staff and students can be assured of confidentiality and privacy when reporting their positive test results. The District will follow all current CDC and health department guidance on what to do when students or staff exhibit symptoms and when a case is suspected/confirmed.

Students or staff who exhibit symptoms will be directed home to self-isolate and seek medical attention, as necessary. Positive or suspected cases will be confirmed with the local Department of Public Health who will assist with developing recommended next steps based on the level of potential exposure.

According to the most recent guidance from the SCHD, those who may have come in close contact with a confirmed case will be directed to self-isolate and self-monitor for potential symptoms.

This may result in the temporary closure of school buildings or offices for two to five days. At a minimum, in the event of a confirmed case, the District may close off portions of an entire office or building for a period of 24 hours and allow for additional cleaning/disinfecting before reopening.

According to the most recent guidance from the SCHD, before returning to work or school in person, any-one who has tested positive for COVID-19 must wait at least 72 hours after symptoms ceased (resolution of fever and improvement in respiratory symptoms) AND 10 days since symptoms first appeared.

Depending on the extent of positive cases within a school, a school may need to close for up to two weeks and then stagger student attendance upon restarting. During virtual instruction, the Continuity of Instruction plan included in the Appendix of this document will be in effect, and students and teachers will continue uninterrupted teaching and learning.

Planning for Opening of Schools

Back to school for the 2020-21 school year presents unprecedented challenges for communities around the world. The formation of the District's plan reflects important input from community stakeholders, health experts, teachers, parents and students as well the consultation of publications from local, Federal and State agencies.

Vision

The vision of Shelby County Schools is to strengthen school communities by developing a responsible plan of action to address the reopening of schools, reimagine teaching and learning in SCS, and change the way students access their materials, their teachers, and their instructional time. The District recognizes that while some families desire a return to a traditional school year, others have embraced alternative approaches to learning and have a desire to continue on this path, even after the pandemic subsides.

This plan takes into account academic and non-academic barriers to ensure all students have equitable access to services and resources during the upcoming school year and that expectations for teaching and learning are uncompromised, regardless of how students receive instruction. Additionally, the intent of the District is to continuously prioritize efforts that provide guidance and clarity of information to all SCS stakeholders during these unparalleled times to minimize, if not completely eliminate, disruptions in student learning, even if the District experiences a complete school closure as a result of the pandemic.

The District hopes to welcome students to school in late August. However, decisions about reopening are guided by recommendations provided by the CDC, orders from state and lo-cal governments, as well as consultation with healthcare professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months and continue to vary from region to region in the commu-nity and state. This means that while we cannot predict with certainty what the COVID-19 cases in Shelby County will look like in the near and distant future, the district can rely on a series of guiding principles to help make decisions for an array of likely scenarios in the coming year.

While the pandemic has presented or exacerbated many issues and needs throughout the community, the District's most valuable service to the community is to remain focused on its core purpose of teaching and learning. This document is focused on the resumption of schooling for Shelby County students while mitigating, to the extent possible, the ever-changing health and safety concerns of COVID-19.

Goals for the S.A.F.E Opening of Schools:

- Provide student and teacher accessibility to technology and connectivity to support student learning, close achievement gaps, track student growth, and differentiate instruction during the school year in the event of a sudden closure of schools or for students who prefer to choose virtual school.
- Minimize the learning loss resulting from the current health crisis while permanently and aggressively closing the digital divide and academic gaps that currently exist for Shelby County students by providing access to meaningful learning technology resources.
- Provide additional instructional time with intentional high-quality instruction.
- Enhance local economic development, reduce crime and unemployment in the Shelby County community by improving literacy and creating a technologically-literate graduating workforce.

Guiding Principles for the S.A.F.E. Opening of Schools:

Safety

- Maintain safe and healthy working and learning conditions for our students and staff.
- Support the social, emotional, health, and safety and well-being of students, employees, and families. The district recognizes that the experiences of students and staff with the pandemic will vary greatly and we must be prepared to respond to an array of needs, including experiences with homelessness, food insecurity, loss of loved ones, and other storm and stress causes or exasperated by the pandemic.

Equity

- Provide access to quality instruction and other support services for all students and families no matter what learning environment a parent chooses for their child next year.
- Ensure support for high-need student populations (English learners, special education, economically disadvantaged, etc.).
- Close the digital divide by ensuring all students not only have access to technology and the internet, but know how to utilize the device and learning tools for remote instruction.

Communication

- Provide clear, concise and transparent communication across the system and throughout the community.
- Build unity and trust in order to move as a community in support of educating students.
- Continue to connect with and celebrate students and staff through awards, special recognitions, opportunities for community service and volunteering and meaningful partnerships with the District's various stakeholders.

Academics

- Mitigate loss of learning time by extending the school year and school day.
- Provide sufficient learning opportunities and experiences so that students can continue to master grade level and content standards, accelerate learning, earn credits, and remain on track for graduation.
- Ensure the adherence to a continuity of instruction to maintain high expectations for teaching and learning during school closures related to COVID-19.
- Ensure educators receive professional development to support high-quality instruction in a digital environment.
- Continue to use data to guide instruction.

Social and emotional learning

- Implement SEL practices to better support the wide range of student needs.
- Reinforce SEL skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making by integrating SEL skills in school-wide strategies.
- Provide data and feedback that students can use to modify and extend their own application of SEL strategies learned in the classroom.

Funding

- Prioritize spending in order to ensure equity across the District.
- Utilize CARES Act Funds to support health and safety enhancements, access to digital devices for students and strategies that address learning loss.
- Continue to seek sponsorships and philanthropic partnerships to support educational investments.

Partnerships

- Stakeholder partnerships with the District are an important component to closing achievement gaps and supporting the social and emotional well-being of students. To meaningfully partner with schools, stakeholders must remain willing to adapt and align their services and supports to meet the needs of students.
- More than ever, families and caretakers play an integral role in a student's success. Students must continue their learning at home each day with independent practice and independent reading.

Superintendent's Re-Entry Task Force

In late May, Superintendent Dr. Joris Ray established a task force comprised of health professionals, District partners and community members. The task force met weekly during the month of June to understand the issues pertaining to the opening of schools and to make recommendations to the Superintendent for consideration.

Re-Entry Task Force Members:

Miska Clay Bibbs – Chair, Shelby County Board of Education

Mark Billingsley – Chair, Shelby County Commission

DaCharius Brooks – Student, East High School

Michalyn Easter-Thomas – Instructional Facilitator, Shelby County Schools

Alisa Haushalter – Director, Shelby County Health Department

Steevon Hunter – Principal, Kirby High School

Tom Marino – Executive Director, The Poplar Foundation

Joann Massey – Parent, White Station High School

Keith Norman – Vice President of Government Affairs, Baptist Memorial Healthcare Corporation

Beverly Robertson – President, Greater Memphis Chamber

Patrice Jordan Robinson – Chair, Memphis City Council

Danette Stokes – Teacher

Gabriela Toro – Principal, Newcomer International Center

Jeffrey S. Warren – Physician and Member, Memphis City Council

Kevin B. Willis, Sr. – Founder and Pastor, New Life of Memphis

Digital Device Task Force

In early 2020, Superintendent Dr. Joris Ray announced a District priority to close the digital divide by reaching a 1:1 device to student ratio. The urgency of this priority became paramount when the District closed as a result of the pandemic and a large number of students were unable to participate in virtual learning. Through the months of May and June, the Digital Device Task Force convened weekly to identify the right device for each grade level in the District, with the intent of utilizing the CARES Act District allotment to purchase the devices.

Superintendent's Digital Device Task Force Members:

Kevin Woods – Board Member, SCS

Mark Billingsley – Chairman, Shelby County Commission

Patrice Robinson – Chairwoman, Memphis City Council

Rob Carter – Executive VP and Chief Information Officer, FedEx

Blair Taylor – Memphis Tomorrow

Andy Cates – Chamber of Commerce, Chairman Circle

Dr. Mark Edwards – National Expert on Digital 1:1 Implementation

Arthur Scott – Teacher

Charles Newborn – Principal

Dawn Mcelroy – Parent

Chandler Harley – Student

Approval of Digital Device Plan

On June 15, the Shelby County Board of Education approved a contract with Microsoft in the amount of $32,156,654.00 and HP, Inc. in the amount of $12,769,653.00 for a total amount of $44,926,307.00 for a four (4) year lease agreement of computer devices for SCS students in grades Pre-K-12. Students in Pre-K-2 will receive tablets, and students in grades 3-8 will receive a Microsoft laptop. Grades 9-12 will receive an HP laptop with expanded storage capacity.

Parents should watch for further directions and announcements about the distribution of student tablets and computers from their child's school.

There is a high likelihood that a school, multiple schools or the entire District will have to close as a result of COVID-19 during the school year. For this reason, it is important that parents take advantage of the one-hour virtual training that will be provided by the District. These presentations will also be recorded and can be accessed here.

Stakeholder Feedback

The District engaged the community with listening sessions and a comprehensive survey to solicit input on the preferences of schooling environments next year, as well as the length of the school year.

Reoccurring priorities in the listening sessions and consistent feedback from survey responses indicated that parents were understandably divided on comfort levels to return their child back to a traditional classroom setting. Many parents expressed a desire to continue learning at home while others believed their child would learn better in a classroom setting.

69%
of parents support
online learning

27%
of families support
in-person learning at school

71%
of families are very or
somewhat confident
their children can
successfully
learn online

88%
of families believe enhanced
cleaning is an important
factor in their decision
about returning to school

81%
of families can provide
transportation to
all of their children

IMPORTANT CALENDAR FEEDBACK

Based on the overwhelming responses from our teachers, parents and stakeholders who completed the survey, we are maintaining our current Board-approved calendar, adding OPTIONAL fall, spring and weekend academies planned throughout the year to address learning loss.

Athletic Advisory Committee

Athletic and extracurricular activities are an important part of student life and, in many cases, a student's social and emotional well-being and physical health. A committee of District leaders is convening to provide recommendations to the Superintendent for the gradual restart and continued monitoring of student sports. The committee's recommendations and subsequent procedures will adhere to guidelines provided by the National Federation of State High School Associations (NFHS) and the CDC. The NFHS has also published guidelines for the restart of marching band activities. The committee will continue to work with the Superintendent and school leaders to gradually begin athletic conditioning and eventual athletic competition. Interested parents and community members should review the NFHS guidelines as insight for what to expect when sports resume in Shelby County and throughout Tennessee.

Committee Members:

Dr. Roderick Richmond - Student Support

India Weaver - Athletics Department

Dr. Jonathan Stencel, Principal - Ridgeway HS

Kelvin Meeks, Principal - Mitchell HS

Gregory McCullough - Executive Principal/ILD

Cedric Smith, Principal - American Way MS

Randolph Krone - Risk Management

Dr. Patricia Bafford - Health Services

James Bacchus, Principal - Hamilton HS

Regional COVID-19 Task Force

District staff will continue to participate in the Shelby County COVID-19 Regional Task Force to keep apprised of the changing situations throughout the community. While the District cannot provide a solution to every challenge created by the pandemic, District leadership is committed to representing the voices of teachers, families and students in the regional task force as important community decisions are made and resources are allocated.

SCS COVID-19 Cross Collaboration Team

When schools were disrupted in March, Superintendent Ray created an internal team to begin working through the array of issues the pandemic would pose to opening schools for the 2020-21 school year. This plan reflects the planning and input of over 40 District leaders and experts in academics, operations, health, athletics, social work, and more.

External Guidance

The following publications were important considerations but not an exhaustive list of references utilized in the creation of the District's opening of schools plan.

The District is partnering with the SCHD and considering all current and forthcoming guidance. SCHD has indicated that further guidance for reopening schools will be provided ahead of the scheduled 2020-21 school year in Shelby County.

CDC Considerations for Schools

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

REOPENING SCHOOLS: OVERVIEW GUIDE FOR LEAs TENNESSEE DEPARTMENT OF EDUCATION

COVID-19 Planning Considerations: Guidance for School Re-entry

Health & safety is our top priority.
Thank you for protecting yourself and others.

PLEASE WEAR A FACE MASK
covering the nose and mouth
when in public or around others.

scsk12.org/coronavirusfacts

Appendix

Continuity of Instruction for Distance Learning

Since the age of the student and the nature of the subject/course/content play a role in choosing the most effective type of instructional delivery, SCS teachers will use a combination of continuous learning models to ensure the instructional experience matches the needs of the student should schools be forced to close again.

While flexibility is key in providing the best experience for each student, three requirements are non-negotiable across all models: careful planning by educators, student motivation and engagement, and strong family support. The following charts outline the roles of the student, teacher and parent in a remote learning environment should a student's school close, as well as expectations for time per subject and time spent on task by grade level. *Sample virtual schedules may vary by school.*

Digital Learning: Roles and What Success Looks Like

As we embark upon our new journey into Digital Learning, many terms are being shared related to digital devices and instruction. The Shelby County Schools Board of Education Policy #5007 refers to Digital Learning Opportunity as "Instructional and educational activities requiring a combination of technology, digital content and instruction that is presented in a traditional classroom and/or non-traditional environment." Digital learning opportunities may include remote learning, hybrid learning, online learning, and virtual learning. The two main forms of learning that we will focus on this year are remote learning and hybrid learning, both defined below. Page 2 of this document further defines our instructional model for delivering digital learning.

Remote Learning	An instructional and educational approach that is teacher led and utilizes electronic technologies (e.g. discussion boards and video conferencing) when the teacher and/or student are not physically present in a traditional classroom environment.
Hybrid Learning	An instructional and educational approach that integrates at-school (face-to-face) and remote learning.

It is vitally important that we continue to communicate and prepare all stakeholders involved in educating our students. Below we have outlined what each stakeholder's role should be in this process along with goals for digital learning this year.

	Central Office	Students	Teachers	Families
R O L E S	▪ Schedule and support virtual orientation sessions for all parents, students and Teachers - Gear Up Day! ▪ Develop and communicate plans to distribute devices and internet access hot spots before or during the week of in-service ▪ Test network bandwidth capabilities district-wide before first day of school ▪ Communicate virtual learning expectations to all stakeholders ▪ Support school leaders, teachers, families, and students	▪ Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s) ▪ Check Microsoft Teams, Clever, and other online platforms shared by your school or teacher for information on classes, assignments, and resources daily ▪ Ensure you know your username(s) and password(s) for instructional resources ▪ Submit all assignments by due dates established by your teacher(s)	▪ Develop high quality digital learning lessons/assignments for students that address standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction ▪ Use provided strategies for English Learners (EL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical ▪ Communicate regularly with parents and families regarding expectations and student progress ▪ Observe established office hours ▪ Participate in professional development and virtual learning	▪ Pick up mobile device and if needed, a hotspot ▪ Monitor District communications for up-to-date information regarding school closures, instructional continuation plans, and digital learning resources ▪ Ensure your children know their usernames and passwords for instructional resources ▪ Maintain communication with your children's teachers and school counselors
S U C C E S S		▪ Student expectations for virtual learning clearly communicated and in place ▪ Access to working, well-supported devices and internet ▪ Trained on the use of the Teams platform ▪ Provided with all learning materials (textbooks, calculators, etc.) ▪ Virtual Technology Summer Camps for Students	▪ Teachers will be well-trained and practiced in 8 Teams learning modalities ▪ Curriculum/materials will be in place for teachers to easily embed content into the chosen platform(s) ▪ Expectations on daily/weekly/quarterly deliverables are clear and consistent across the district ▪ Rostered classes in place for interaction with students ▪ Access to training, support materials, and phone/email	▪ Parent communication available via live events on the Teams platform ▪ Support (phone and email) on Teams to assist in supporting students ▪ Understanding of scheduling, communication, and expectations for their students - What will each day/week look like?

Instructional Model for Content Delivery

Guaranteeing instructional continuity means that Shelby County Schools' students and families can count on high quality instruction driven by students' needs regardless of the circumstances our community may find itself. A large part of providing consistent instructional experiences requires a delivery system that is flexible enough to respond to all situations. The flexible delivery system must create learning conditions that spark student engagement and accelerate student performance. While nothing can replicate the onsite learning experience, our framework enables our teachers to provide dynamic, multifaceted student and teacher interactions that we believe will allow all students to meet their educational goals.

Below, we describe the models that will serve as the framework for flexible delivery for instruction. Because the age of the student and the nature of the subject/course/content play a role in choosing the most effective type of instructional delivery, SCS teachers will use a combination of models found within the framework to ensure the instructional experience matches the needs of the student. While flexibility is key in providing the best experience for each student, three requirements are non-negotiable across all models:

- ✓ Careful planning by educators

- ✓ Student motivation and engagement

- ✓ Strong family support

Model 1: Digital Synchronous (Learning together online)	Model 2: Analog Synchronous (Learning together on the phone)
• Students learn simultaneously with peers online via Microsoft Teams or Learning Management System (LMS); Teachers support student learning during shared online experiences • **Students must have or be provided** technology access with a sufficient data plan; and families must be able to support a set schedule of online classes/learning experiences • **Teachers must be trained in how to lead online learning experiences and have access to digital materials**	• Students engage in learning using printed materials and guidance; Students interact with teachers and peers on the phone to engage in learning • **Students must have or be provided** access to a phone; and families must be able to support the learning taking place • **Teachers must provide thoughtful learning experiences and be supported in managing group or individual calls to support learning**
Model 3: Digital Asynchronous (Learn online independently)	Module 4: Analog Asynchronous (Learn offline independently)
• Students learn independently online using a program or LMS; Students receive teacher feedback and support via email or LMS • **Students must have or be provided** technology access with a sufficient data plan; families are provided more flexibility in scheduling • **Teachers must be provided training in setting up online learning experiences for students, support with managing work submissions & feedback online, and have access to digital materials**	• **Students** independently engage in learning using printed materials and guidance; Students receive written feedback from teachers • Students and families manage learning experience, including completion of work and student questions while working; families are provided more flexibility in scheduling • **Teachers must provide thoughtful learning experiences; avoid hours of packet work/worksheets; and provide written feedback for students**
Model 5: Hybrid of Digital, Analog, **Synchronous, and** Asynchronous Learning: Students learn online together and work offline independently.	

Content Delivery/Time on Task for Digital Learning

Recommended Time on Task: Prekindergarten (3 & 4-year-olds)

(Standard Curriculum for Prekindergarten Digital Learning)
The recommended academic schedule for 3 and 4-year-old Prekindergarten students is below. Teachers will be engaged with groups of ten at a time. (Cohorts A and B)

Early Learning Domains	Time on Task	Prekindergarten Daily Activities & Assignments	
Language & Literacy	50 minutes/day 4 hrs 10 minutes/wk	**Teacher-led (Virtual)** ☐ **20 minutes:** Big Day Learning (Daily Whole/Circle Time Group Activities) ☐ **15 minutes:** Story time/BookFlix (Virtual or Pre-recorded)	**Parent-led** ☐ **One 15-minute** teacher lesson/assigned activity using Quarterly Instructional Pacing Guide/At Home Connections ☐ Istation teacher assigned lessons (Pre-K Reading and Math) ☐ Parent and Child Time (PACT) Experience ☐ Big Day Family Space
Mathematical Thinking	35 minutes/day 2 hrs & 55 mins/wk	**Teacher-led (Virtual)** ☐ **20 minutes:** Big Day Learning (Daily Whole/Circle Time Group Activities) (Virtual Lesson by teacher)	**Parent-led** ☐ **One 15-minute** teacher lesson/assigned activity using Quarterly Instructional Pacing Guide/At Home Connections ☐ Istation teacher assigned lessons (Pre-K Reading and Math) ☐ Parent and Child Time (PACT) Experience ☐ Big Day Family Space
Scientific Inquiry/Social Studies	35 minutes/day 2 hrs & 55 mins/wk	**Teacher-led (Virtual)** ☐ **20 minutes:** Big Day Learning (Daily Whole/Circle Time Group Activities)	**Parent-led** ☐ **One 15-minute** teacher lesson/assigned activity using Quarterly Instructional Pacing Guide/At Home Connections ☐ Extended at Home Learning (Pretend/Water Play, block building, art, and writing) ☐ Big Day Family Space
Physical Development/ Creative Expression through the Arts	30 minutes/day 2 hrs & 30 mins/wk	**Teacher-led (Virtual)** ☐ **15 minutes:** GoNoodle, Outside Gross Motor Activities, Music/Movement (Virtual or Pre-recorded)	**Parent-led** ☐ **One 15-minute** teacher lesson/assigned activity using Brigance Pacing Skills ☐ Big Day Family Space
Social and Emotional Development/ Enrichment/Brain Breaks	40 minutes/day 3 hrs & 20 mins/wk	**Teacher-led (Virtual)** ☐ **10-minute session:** Virtual Fieldtrips (see Early Childhood online resources) ☐ **10-minute session:** Second Step	**Parent-led** ☐ Ready Rosie ☐ Ready! for Kindergarten Social Emotion Curriculum ☐ Big Day Family Space
Total Recommended Student Time on Task: 3 hours and ~ 10 minutes per day (15 hours and ~ 50 minutes per week)		Recommended Early Learning Domains for Special Education and English Language Learners teachers will incorporate: ☐ Individualized Education Plans-Cognitive, Occupational, Physical and Speech/Language ☐ Modifications and Accommodations will be given to each child based on their IED, Brigance Assessment data, and Cognitive development ☐ English Language Learners language/literacy specific strategies	
Pre-K Students will receive a Remote Learning Box that will include:		▪ Parent curriculum pacing guide ▪ Pre-K Big Day Skills Booklet ▪ Online resource list ▪ Disabilities Services Guide ▪ Ready Rosie Parent Resource Guide	▪ Dramatic play activities ▪ Blocks ▪ Art materials ▪ Counting cubes ▪ Play dough ▪ Pencils, Crayons and erasers ▪ Puzzles ▪ Ball, jump rope and sidewalk chalk ▪ Calendar

Content Delivery/Time on Task for Digital Learning

WE ARE 901 *SCS*

Recommended Time on Task: Elementary (K-5 Standard Curriculum for Digital Learning)
Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

Subject Areas	Time on Task	K-5 Daily Activities & Assignments Refer to Individualized Education Programs (IEP) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.	
Reading/Language Arts/Writing	2 hrs & 45 mins/day	**Teacher-led (Virtual daily)** ☐ **2 hours of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	**Independent Study** ☐ **30 minutes** of reflective writing daily and ☐ **15 minutes** of reading daily
Mathematics	1 hour/day	**Teacher-led (Virtual daily)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Science	30 minutes/day	**Teacher-led (Virtual Mon/Wed/Fri)** ☐ **30 minutes of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever **3 days a week**	**Independent Study (Tues/Thurs)** ☐ **30 minutes** of Science activities through the Clever Portal and/or as assigned by the teacher
Social Studies	30 minutes/day	**Teacher-led (Virtual Tues/Thurs)** ☐ **30 minutes of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever **2 days a week**	**Independent Study (Mon/Wed/Fri)** ☐ **30 minutes** of Social Studies activities through the Clever Portal and/or as assigned by the teacher
Special Areas: Art, Music, P.E. and World Languages	30 minutes/day	☐ Exercise daily by completing one video for your grade level on Cosmic Kids Yoga, Darabee Workout, or Move to Learn (links can be found here: http://www.scsk12.org/instructionalresources/k-5.php) ☐ Practice a World language on Duolingo.com through your Clever Portal ☐ Complete an art activity at Crayola: At Home Learning ☐ Complete a module on www.musicplayonline.com	
Intervention (Math & ELA)	45 minutes/day	**ELA Intervention/Enrichment (Monday/Wednesday/Friday)** ☐ **45 minutes** of ELA lessons assigned in i-Ready through the Clever Portal	**Math Intervention/Enrichment (Tuesday/Thursday)** ☐ **45 minutes** of Math lessons assigned in i-Ready through the Clever Portal
Enrichment/Brain Breaks As needed throughout the day		☐ Learn to code with Code.org through Clever (your school may have a special login code for you to track your progress) ☐ Learn keyboarding on Typing.com through the Clever Portal ☐ Have a dance party! Play your favorite songs and dance ☐ Use crayons, markers, and pencils to draw or color your favorite things ☐ Independent Reading ☐ Explore different subjects and complete lessons on Khan Academy through the Clever Portal	
Total Recommended Student Time on Task: **6 hours/day** 30 hours/week			

Login Information:
  Clever: Student Login for Clever is the Student's 6-digit PowerSchool ID and the password is the student's Date of Birth (MMDDYYYY).
  Microsoft Teams: Student Login is their 6-digit student ID number @scsk12.org. For example, if my student ID was 901411, it would be 901411@scsk12.org

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Content Delivery/Time on Task for Digital Learning

WE ARE 901 *SCS*

Recommended Time on Task: Middle School (6-8 Standard Curriculum for Digital Learning)
Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

Subject Areas	Time on Task	6-8 Daily Activities and Assignments Refer to Individualized Education Programs (IEP) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.	
Language Arts	1 hour & 45 mins/day	**Teacher-led (Virtual daily)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	**Independent Study** ☐ **30 minutes** of reflective writing daily ☐ **15 minutes** of independent reading daily
Mathematics	1 hour/day	**Teacher-led (Virtual daily)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Science	1 hour/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Social Studies	1 hour/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Electives	30 minutes/day	☐ Complete a lesson on www.duolingo.com ☐ Learn about Latin cultures on www.latintutorial.com ☐ Or other activities & lessons as assigned	
Intervention (Math & ELA)	45 minutes/day	**ELA Intervention/Enrichment (Monday/Wednesday/Friday)** ☐ **45 minutes** of ELA lessons assigned in i-Ready through the Clever Portal	**Math Intervention/Enrichment (Tuesday/Thursday)** ☐ **45 minutes** of Math lessons assigned in i-Ready through the Clever Portal
Enrichment/Brain Breaks As needed throughout the day		☐ Create music online using www.midicity.com ☐ Take an online PBS Crash Course in Theater and Drama ☐ Have a dance party! Play your favorite songs and dance ☐ Use crayons, markers, and pencils to draw or color your favorite things ☐ Learn to code with Code.org through Clever (your school may have a special login code for you to track your progress) ☐ Independent Reading ☐ Explore different subjects and complete lessons on Khan Academy through Clever	
Total Recommended Student Time on Task: **6 hours/day** 30 hours/week			

Login Information:
  Clever: Student Login for Clever is the Student's 6-digit PowerSchool ID and the password is the student's Date of Birth (MMDDYYYY).
  Microsoft Teams: Student Login is their 6-digit student ID number @scsk12.org. For example, if my student ID was 901411, it would be 901411@scsk12.org

Content Delivery/Time on Task for Digital Learning

WEARE 901

Recommended Time on Task: Secondary (9-12 Standard Curriculum for Distance Learning)
Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

Subject Areas	Time on Task	9-12 Daily Activities and Assignments Refer to Individualized Education Programs (IEP) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.	
English Language Arts	1 hour & 30 mins/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	**Independent Study** ☐ **30 minutes** of reflective writing daily
Mathematics	1 hour/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Science	1 hour/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Social Science/History	1 hour/day	**Teacher-led (Virtual)** ☐ **1 hour of teacher-led lessons**/assigned activities through Microsoft TEAMS and Clever	
Electives	45 minutes/day	☐ Find resources, support materials, video lesson and more with AP College Board ☐ Complete Practice ACT Tests at ACT.org and/or Kaplan ☐ Complete a lesson on www.duolingo.com ☐ Learn about Latin cultures on www.latintutorial.com ☐ Explore careers and certifications using CCTE Resource links on Shelby County School's webpage	
Intervention (Math & ELA)	45 minutes/day	**ELA Intervention/Enrichment (Monday/Wednesday/Friday)** ☐ **45 minutes** of ELA lessons assigned in Edgenuity through the Clever Portal	**Math Intervention/Enrichment (Tuesday/Thursday)** ☐ **45 minutes** of Math lessons assigned in Edgenuity through the Clever Portal
Enrichment/Brain Breaks As needed throughout the day		☐ Have a dance party! Play your favorite songs and dance ☐ Check out your favorite Audio book on Audible through SCS ☐ Learn to code on Code.org (your school may have a special access code to track your progress)	☐ Create music online using www.midicity.com ☐ Take an online PBS Crash Course in Theater and Drama ☐ Independent Reading
Total Recommended Student Time on Task: **6 hours/day** 30 hours/week			

Login Information:
Clever: Student Login for Clever is the Student's 6-digit PowerSchool ID and the password is the student's Date of Birth (MMDDYYYY).
Microsoft Teams: Student Login is their 6-digit student ID number @scsk12.org. For example, if my student ID was 901411, it would be 901411@scsk12.org

Supporting Exceptional Children

Recommended Time on Task/Modifications, Resources, and Support

*Refer to Individualized Education Programs (IEP) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.

Subject Areas	Time on Task	Assignments
Reading/Language Arts/Writing	45 minutes/day* 3 hrs 45 mins/wk	❑ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ❑ Log into i-Ready/Edgenuity through the Clever Portal and complete ELA lessons as appropriate per IEP ❑ Special Education Teacher will collaborate with the general education teacher for modifications/accommodations ❑ Complete activities based on skill deficits per IEP ❑ AFS/FS/BIC complete instructional packet assignments and/or log on to appropriate designated software
Mathematics	45 minutes/day* 3 hrs 45 mins/wk	❑ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ❑ Log into i-Ready/Edgenuity through the Clever Portal and complete Math lessons as appropriate per IEP ❑ Special Education Teacher will collaborate with the general education teacher for modifications/accommodations ❑ Complete activities based on skill deficits per IEP ❑ AFS/FS/BIC complete instructional packet assignments and/or log on to appropriate designated software
Science	18 minutes/day* 1 hr 30 mins/wk	❑ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ❑ Special Education Teacher will collaborate with the general education teacher for modifications/accommodations ❑ AFS/FS/BIC instructional packet assignments and/or log on to appropriate designated software
Social Studies	18 minutes/day* 1 hr 30 mins/wk	❑ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ❑ Special Education Teacher will collaborate with the general education teacher for modifications/accommodations ❑ AFS/FS/BIC complete instructional packet assignments and/or log on to appropriate designated software

Pre-K Resources	Resources for Deaf/Hard of Hearing	Resources for the Visually Impaired
Khan Academy	Sign 2 Me Daycare (Daily stories)	Bookshare E-Books
ABC Preschool/Kids Tracing and Phonics	Life Print (www.lifeprint.com)	NVDA Screen Reader (Windows)
PBS Kids	ASL Story Telling QR Codes for Books Signed	Apple Voice Over Screen Reader (OS X)
Starfall	ASL Stories – YouTube Channel	WebAnywhere Screen Reader (All Web Browsers)
Kids Learning Box: Preschool (app)	Hands Land - YouTube Channel	Spoken Web Screen Reader (Internet Explorer)
Epic. (app)	Aunt Alice's ASL TV - YouTube Channel	Braille and Audio Reading Download (BARD Mobile)
Fish School 123 ABC for Kids (app)	Zearn Math	Screen Reader
ABC Genius Preschool Games for Learning Letters (app)	Brain Pop	Aipoly Vision: Sight for Blind & Visually Impaired
123 Toddler Games (app)	Hippo Campus for High School	TapTapSee (App)
List of Virtual Museums from Travel and Leisure Magazine		Cash Reader (App)
	*EDUGOODIES is the number one resource for parents of exceptional children (all grades). It features popular digital resources, including many that SCS student can access with their Clever account.	Seeing AI (App)
Refer to Pre-Kindergarten (3 & 4-year-olds) Time on Task section. Modifications of activities for Preschool students with disabilities will be made by the special education teacher.		Seeing Assistant Magnifier (App)
		Braille Tutor (App)

Supporting English Learners

Recommended Time on Task/Modifications, Resources, and Support

*Refer to Individualized Learning Plans (ILP) for English Learners (ELs) when determining the time on task, modifications, accommodations, related services, and other educational supports.

- ELs with more than one WIDA ACCESS domain score below 3.5 shall receive one hour per day of direct ESL service from an ESL teacher. In K-5, the hour per day can be accomplished by having the ESL teacher in the same TEAMS room as the ELA teacher providing support. For Middle and High Schools ELs who require an hour of daily service, ESL may replace ELA/Language Arts writing.
- Students scoring 3.5 or above on WIDA ACCESS composite, reading, writing, and one (1) other domain on the WIDA ACCESS and ELs in kindergarten scoring between 20 and 27 on all domains of the W-APT may have services tailored to their needs including fewer hours of ESL direct instruction based on their ILP, skills-based interventions, and other services that are differentiated for each EL.
- Note: Remote screening of NELB students will take place to identify provisional ESL services, until official W-APT/ WIDA Screener is administered upon return to schools.

Subject Areas and Time on Task		Assignments & Activities	
ESL Based on WIDA ACCESS or remote screener scores. (See guidance above.)		☐ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ☐ Log into i-Ready/Edgenuity through the Clever Portal and complete ELA lessons as appropriate per ILP ☐ ESL Teacher will collaborate with the general education teacher for modifications/accommodations ☐ Complete activities based on *WIDA Can Do* goals within ILP	
ELD Additional to ESL. ELs within first two years of a U.S. school who qualify for RTI (as decided by RTI/ESL team)		☐ Teacher lessons/assigned activities through Microsoft TEAMS and Clever ☐ ELD/Newcomer ELs complete language development assignments within Microsoft TEAMS and/or appropriate designated software ☐ Complete activities based on *WIDA Can Do* goals within ILP	
Reading/Language Arts Writing **Mathematics** **Science** **Social Studies**	Aligned with grade-level/subject recommendations for all students	☐ ELD/Newcomer ELs complete language development assignments within Microsoft TEAMS and/or appropriate designated software	
		☐ Teacher lessons/assigned activities through Microsoft TEAMS and Clever (all core subjects) ☐ ESL Teacher will collaborate with the general education teacher for modifications/accommodations & language objectives (all core subjects) ☐ Complete activities based on *WIDA Can Do* goals within ILP	☐ Log into i-Ready/Edgenuity through the Clever Portal and complete ELA and Math lessons as appropriate per ILP

The programs listed below are all accessible via the student's SCS Clever Login.

English Learner Digital Resources	Student Grade Level	English Learner Parent Resources
Reading A-Z	K-12	Rosetta Stone Level 1 English for Adults - SCS EL Parent Login
Rosetta Stone	9-12	Sign-in Guide
LexiaCore5/PowerUp	ELD K-12	

WIDA ACCESS for ELLs 2 (Parent Handout) | Spanish Version | Arabic Version | Vietnamese version

WIDA ACCESS for ELLs 2.0 What is ACCESS for ELLs 2.0? ACCESS for ELLs 2.0 is an English language proficiency assessment for Grades K–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners. What is the purpose of the test? wida.wisc.edu

Digital Resources: Core Subject Areas

The chart shared below was created using the resources posted by grade band on the Shelby County Schools Instructional Resources/Digital Resources webpage. http://www.scsk12.org/instructionalresources/digitalresources.php

Grade	Subject	iStation (PreK Reading & Math)	i-Ready	Edgenuity (9-12)	Dreambox	McGraw-Hill (enrolled courses)	Studies Weekly	Daily Fun with Phonics	Achieve 3000	E-Learning for Kids	Scholastic Learning	Starfall	Time (magazine) for Kids	Tween Tribune-Smithsonian	Write & Improve	Number2.com (ACT Prep)	AAAmath.com	Great Minds	Illustrative Mathematics	LearnZillion	Virtualnerd.com	Openmiddle.com	Illuminations	National Geographic	PhET Interactive Simulations	Scholastic Pathways	STUDYJAMS!	Exploratorium Science Snacks	Science News for Students	Exploratorium.edu/learn	Ameoba Sisters	Bozemanscience.com	Pearson Realize for Biology	Gallopade (3rd Grade)	EverFi-Online (Grades 4-5)	Active Classroom	Britannica School	DBQ Project	iCivics	Pearson Success Net	LearnZillion (ELA & Math)	BrainPOP (All subjects)	AP College Board (All 9-12)	Ed.Ted.com (ELA & Social St.)	Khan Academy (All except ELA)
PK	All Early Learning Domains	□																																											
K-5	Language Arts/Reading	□◆						□	□	□	□	□	□	□																												□			
K-5	Mathematics	□◆			□												□	□	□	□	□	□																				□			□
K-5	Science					□	□																	□	□	□	□															□			□
K-5	Social Studies						□																											□	□							□			
6-8	Language Arts/Reading	□◆							□	□	□			□	□																											□		□	
6-8	Mathematics	□◆			□													□	□	□	□	□	□																		□	□			□
6-8	Science					□																			□			□	□	□	□	□										□			□
6-8	Social Studies						□																													□						□		□	□
9-12	Language Arts/Reading			□◆					□		□			□	□																										□	□	□	□	
9-12	Mathematics			□◆												□		□		□	□	□	□																		□	□	□		□
9-12	Science					□																									□	□	□								□	□	□		□
9-12	Social Studies/Social Science					□																														□	□	□	□	□	□	□	□	□	□

Note: Digital Resources designated as "Core Materials" have been selected because of their ability to track student progress, provide graded activities, and track time-on-task.

□　Standard Curriculum
◆　Exceptional Students Modified Curriculum

Digital Resources: Electives and Other Programs

The chart shared below was created using the resources posted by grade band on the Shelby County Schools Instructional Resources/Digital Resources webpage. http://www.scsk12.org/instructionalresources/digitalresources.php

Grade	Subject	MusicPlayonline.com	SFSKids.org	Dsokids.com	Art of Education University	Crayola: At Home Learning	National Gallery of Art and NGAkids Interactives	Kennedy Center Digital Stage	Midi.city	MemphisShelbycollective.go daddysites.com	PBS Crash Course	Onlinepianist.com/virtual-piano	Duolingo.com	Latintutorial.com	Magistrula.com	Cairn Guidance Non-Traditional Health Education Prompts	Cosmic Kids Yoga	Darebee Workout	Move to Learn	Go Noodle	Booklist	Britannica Online	Britannica ImageQuest	Junior Library Guild Digital	Memphis/Shelby County Public Library	TEL (Tennessee Electronic Library)	World Almanac for Kids	Follett Books	Gale	ReadyRosie Early Literacy Lessons	Audible for SCS	ACT.org	Kaplan	Code.org	Mynextmove.org (Career Exploration)	Careeronestop.org	iCEV Online (CCTE)	SCS Social/Emotional Resources	Ready! For Kindergarten SEL	SCS Suggested CCTE Resources
PK	Physical Education																			□										□										
PK	Social Emotional Learning																																						□	
K-5	Fine Arts	□	□	□	□	□	□																																	
K-5	Computer Science																																	□						
K-5	Health, PE & Lifetime Wellness															□		□	□	□																				
K-5	Library Services																				□	□	□	□	□	□		□	□	□	□									
K-5	Social Emotional Learning																																						□	
K-5	World Languages												□	□	□																									
6-8	Fine Arts			□	□	□		□	□	□		□	□																											
6-8	Computer Science																																	□						
6-8	CCTE																																		□	□	□	□		□ □
6-8	Health, PE & Lifetime Wellness															□		□	□	□																				
6-8	Library Services																				□	□	□	□	□	□		□	□	□	□									
6-8	Social Emotional Learning																																						□	
6-8	World Languages												□	□	□																									
9-12	ACT Prep																															□	□							
9-12	CCTE																																		□	□	□	□		□ □
9-12	Computer Science																																	□						
9-12	Fine Arts			□	□	□		□	□	□		□																												
9-12	Health, PE & Lifetime Wellness															□		□	□	□																				
9-12	Library Services																				□	□	□		□	□		□		□										
9-12	Social Emotional Learning																																						□	
9-12	World Languages												□	□	□																									

Understanding Devices and Learning Platforms

No matter what learning environment parents choose for their child, it is important parents utilize opportunities the district will provide to orient them to the learning platforms utilized by classroom teachers. Other adults and stakeholders committed to supporting student learning are also encouraged to participate in training.

K-12 Parent Training

As Shelby County Schools moves towards a 1:1 digital learning environment (one device per learner) where devices are used to provide access and customized learning options, keeping parents informed is a top priority. The Educational Technology team has developed a series of parent sessions that will be offered as online live events to ensure a smooth opening of school for parents. In addition, parent training sessions will be provided throughout the school year to support parents in the "new normal." The links to attend and access training sessions will be available on the SCS website here and recorded for on-demand access.

Closed captioning will be provided in Spanish and Arabic for all courses. The District will work with parents to offer a variety of training opportunities to ensure that parents:

1. Understand the instructional approach that aims to customize learning for each student's strengths, needs, skills, and interests

2. Understand how to support students to use devices to access learning opportunities

Session 1: Supporting Your Student with Microsoft Teams

Parents will experience Microsoft Teams for classroom instruction through a simulation of the student experience. Parents will also learn about digital citizenship regarding student expectations and responsibilities in a digital environment.

- Scheduled for 1-hour live sessions offered at 10 a.m., 1 p.m. and 6 p.m.
- Scheduled for June 15th, July 6th, and July 20th
- Additional sessions will be added

Session 2: District Devices: An Introduction for Families

Parents will learn about SCS Policy 3013 Inventory Management and protocols and procedures for devices.

- Schedule to be determined based on device distribution

Session 3: Accessing Your Students' Progress with Office 365 and Microsoft TEAMS

Parents will explore access to Office 365 and Microsoft Teams and be able to access a weekly digest to review students' continued success.

- Schedule to be determined based on device distribution

Parents will learn how to navigate and access various levels of support from Central Office and schools to ensure successful participation in the digital learning experience.

• Schedule to be determined based on device distribution

Teacher Training

The Instructional Technology team has developed a learning sequence to plan the flexible remote learning environment displayed in the Continuity of Instruction section. The initial eight-session series will lay the foundation for our transformation to a true 1:1 model. The eight-session series accounts for 24 of the required 40 hours of professional learning for all teachers.

Teachers will access the sequence through our learning management system, called Canvas. Participation through Canvas allows teachers to experience what students will experience in an online learning environment.

▶ **Session 1: Microsoft Teams for School Collaboration**

▶ **Session 2: Accessing Student's Microsoft Emails**

▶ **Session 3: Classroom Instruction Part I**

▶ **Session 4: Classroom Instruction Part II**

▶ **Session 5: Microsoft TEAMS for Insights, Analytics, and Discovery Ed**

▶ **Session 6: Microsoft TEAMS Interactive Strategies**

▶ **Session 7: Our Digital Transformation with Digital Citizenship**

▶ **Session 8: What Does Standards-Aligned Personalized Learning Look Like**

RETURN TO PLAY

Athletics Return to Play Protocols

Our Athletics Task Force has been hard at work preparing for a safe return to play this summer, beginning with our high schools. The group has established guiding principles, as well as proposed protocols for each sport, all aligned to CDC recommendations and based on direction from state and national athletic officials. Each high school is now finalizing plans for summer conditioning. Of course, all plans to resume athletics will prioritize the health and safety of our student athletes and coaches. Coaches and athletic staff will be participating in required training based on CDC recommendations and guidelines from the National Federation of State High School Associations (NFHS).

Guiding Principles & Planning Guidelines to Ensure Player/Coach Health & Safety:

- Ensure all coaches have protocols for practice preparation, processes for safe entry/exit and proper procedures for workouts/activities
- Limit practices to essential personnel only
- Prepare appropriate action plans for identified high-risk student athletes
- Conduct daily health screenings
- Adhere to social distancing of 6 feet minimum at all times
- Create staggered schedules using player "pods," which are smaller groups (10 or less) to ensure safe social distancing
- No more than 50 individuals allowed outdoors at the same time
- Allow a minimum of 15 minutes between each scheduled pod to clean restrooms, facilities, equipment and frequently touched objects
- Eliminate use of communal/shared equipment and other items
- Required hand washing/sanitizing before starting any workout/practice session
- Requiring cloth face masks for all interactions of athletic staff and student athletes
- Limit restroom use to one person at a time
- Prohibiting celebrations involving physical contact (high-fives, hugs, etc.)