The Road to Reopening Schools

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.

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 create 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, 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 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 devices 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, 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.

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

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

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

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.

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-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.

In-School Learning

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.

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 Departament 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.

In-School Learning

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 2 times per 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

In-School Learning

Restrooms are to be cleaned and disinfected a minimum of 4 times per day
(2 times per day during am hours, 1 time 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.

In-School Learning

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.

In-School Learning

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.

In-School Learning

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, anyone 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.

All students who receive special education and CLUE services will have virtual educational options developed by the IEP team at their school.

Have questions about fall learning options?
Call the special education hotline.

Call: (901) 416-5206
Available July 13-17
9 a.m. to 4 p.m.

Preventing the Spread of Germs & COVID-19

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, **visit covid19.memphistn.gov** for a list of locations to be tested for **FREE.**

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) • 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**	**Model 2: Analog Synchronous (Learning together on the phone)** • 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) • 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**	**Module 4: Analog Asynchronous (Learn offline independently)** • **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

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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 Mon/Wed/Fri)** ☐ **30 minutes** of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever **2 days a week**	**Independent Study (Tues/Thurs)** ☐ **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	60 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: **6.5 hours/day** 32.5 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

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	60 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: **6.5 hours/day** 32.5 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

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 ☐ **15 minutes** of independent reading
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	60 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: **6.5 hours/day** 32.5 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)
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.	*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)
		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 five hours per week of direct ESL service from an ESL teacher. In K-5, the hours per week 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 5 hours of weekly 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. Parents will be notified via email (or U.S. mail) of their child's EL status.

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 District-assigned curriculum 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	Aligned with grade-level/subject recommendations for all students	☐ ELD/Newcomer ELs complete language development assignments within Microsoft TEAMS and/or appropriate designated software	
Mathematics **Science** **Social Studies**		☐ 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 District-assigned curriculum through the Clever Portal and complete ELA, Math, Science, and Social Studies 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	Program	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.godaddysites.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	Follet 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												☐	☐	☐																									

No matter what learning environment parents choose for their child, it is important for 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 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

4 Ways We Can Assist Parents

- ❑ SEED (901) 416-6007
- ❑ Parent Welcome Center (901) 416-5300
- ❑ Email address: scsre-entry20@scsk12.org
- ❑ PowerSchool Help Aid Video

Support with Accessing PowerSchool (PS)

- ❑ Can't log into PowerSchool
- ❑ Forgot username or password
  PowerSchool Help Aid for Parents

31,000+ parents have already updated their student information in PS
✓ Will receive email reminder to complete Commitment Form

Registration reminders and Commitment Form completion will be pushed via media and partner channels.

Athletics Return to Play Protocols

Our Athletics Task Force has been hard at work preparing for a safe return to play this summer. 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. Schools are 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.)**

Teacher Instruction

All <u>virtual and in-person</u> instruction will be delivered by teachers from their classroom.

- Principals will provide guidance on who will teach virtually or in-person.

A virtual school day will be structured very similarly to a regular in-person school day.

- Teachers will interact live in real time with students, provide feedback on assignments and communicate with parents as they normally would.
- All schools will have a daily virtual learning schedule and teachers should share a weekly agenda to ensure clear expectations.

Teachers can access a variety of instructional technology trainings this summer to prepare for virtual instruction.

- Teachers can earn a stipend for Microsoft TEAMS sessions in PLZ as part of the 40-hour PD requirement.

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.

INSTRUCTION

When is the first day of school for the 2020-21 school year?

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

Can parents change their fall learning option during the designated commitment period?

Parents who wish to change their learning option before July 18 may contact the S.E.E.D. Office at (901)-416-6007 to submit a change request in writing. Changes cannot be made directly in PowerSchool, and no changes can be made after the window closes on July 18.

INSTRUCTION

What will a typical day for virtual student look like?

Students learning at home will participate in live virtual classes led by a teacher from their school during the regularly scheduled school day. Independent work and physical activity will be built into the daily schedule.

If there is an outbreak and schools have to close, what is the plan for continued instruction?

In the event of an outbreak, students will continue to receive instruction from their assigned teacher virtually through the use of Microsoft TEAMS. Digital devices will be provided to students who do not have access to a device at home.

INSTRUCTION

What if my child does not have a laptop and internet access?

As part of the recently approved 1:1 Digital Device Plan, we expect to begin distributing devices to students without access at home this month based on grade level. Distribution will start with students who choose the fully virtual learning option, then continue through August by grade level. More information will be shared about distribution plans and technology support.

Will there be training sessions for families to understand how to use devices and digital learning platforms?

Yes. We are hosting parent trainings to learn how to use Microsoft Teams, which is the District's preferred platform for virtual communication between teachers and schools. We will be adding more sessions for families throughout the summer and fall.

SCHOOL MEALS & PROGRAMS

Will students eat breakfast and lunch together in the cafeteria?
To avoid risk of virus spread, schools will modify use of the cafeteria to ensure the health and safety of students. 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 class or outdoors.

How will pick-up and drop-off procedures be handled at schools? Pick-up and drop-off procedures will vary by campus. Parents should not expect to walk their students to class when school opens in order to allow for temperature checks and social distancing in buildings. Staggered drop-off and dismissal schedules may also be implemented to reduce the volume of visitors.

SCHOOL MEALS & PROGRAMS

Will schools offer before- and after-care programs?

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.

Will extracurricular activities and athletics be offered?

Extracurricular activities are an important part of a student's school experience. However, we must take all precautions to limit the potential spread of the virus, so group gatherings and activities will be limited. Guidelines and availability of certain activities may vary by school and program type.

HEALTH & SAFETY

Will students be required to wear a mask in the fall?

Yes. Face masks will be required for students, staff and visitors in all buildings and on buses. Mask requirements may change over time due to the latest guidance from health officials. Since masks are to serve as a barrier to prevent respiratory droplets from traveling into the air and potentially onto other people, masks must be cloth or disposable. *Please check with the Department of Exceptional Children and Health Services for guidance about students with respiratory problems and those who are incapacitated/unable to remove the mask without assistance or have sensory sensitivities.

Frequently Asked Questions

HEALTH & SAFETY

How will social distancing be implemented in schools?

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.

HEALTH & SAFETY

What health and safety measures are being implemented on buses?

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.

How will parents be informed if a COVID-19 outbreak occurs?

We will continue to work closely with the Shelby County Health Department to follow proper guidance for responding to any potential cases of COVID-19 in our schools. In the event that a positive case is identified, families will be informed in a timely manner, including any possible Health Department guidance regarding precautionary testing that may be necessary. Parents should also be prepared for the possibility of an unexpected short-term school closures based on guidance from health officials.

CHARTER SCHOOLS

Are Charter Schools following the Shelby County Schools re-entry plan?

Charter Schools must create a school or network Continuous Learning Plan that includes their academic and re-entry guides for their students to the Tennessee Department of Education. The plan will be approved by the Tennessee Department of Education. As charter schools are finalizing their plans, Shelby County Schools has provided resources to charter school leaders. If you're interested in your child's charter school plans, please reach out to the Charter School directly.

My child's Charter School is not responding, what should I do?

In the event that you cannot reach your child's school, please reach out to The Office of Charter Schools (charterschools@scsk12.org) and the office will ensure you're put in touch with the school leader.

Access PowerSchool to choose a fall learning option by July 18.

LOG IN AT SCSTN.POWERSCHOOL.COM

- ✓ Use the same username and password used to create the account.

- ✓ Click **"Forgot Username or Password?"** to have your login info sent to the same email address on your account.

- ✓ **NEED HELP?** Call (901) 416-6007 or email studentservices@scsk12.org.

MORE INFO:
SCSK12.ORG/LEARNINGOPTIONS

Shelby County Schools

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⊟ MENU

Home

COVID-19 Weekly Updates

Full S.A.F.E. Re-Entry Plan (7/6/20)

S.A.F.E. Plan Board Presentation (6/30/20)

SAFE Plan Overview (6/30/20)

Re-Entry Simulation Video

Re-Entry Listening Session Presentation

SCS Newsroom: S.A.F.E. Re-Entry Plan

SCS Newsroom: About the Task Force

1:1 Digital Device Plan

Frequently Asked Questions
Parents & Students

Pregunta Más Frecuentes
Padres & Estudiantes

⌂ / S.A.F.E. /

S.A.F.E. PLANNING FOR 2020-21 SCHOOL RE-ENTRY

PARENTS CAN CHOOSE STUDENT LEARNING OPTIONS FOR THE FALL JULY 6-1
LEARN MORE ABOUT THE OPTIONS HERE.

Since the onset of the COVID-19 pandemic, SCS has been working steadily to make decision prioritize the health and safety of the students, families, employees and the community we The development of best practices through this frequently changing health crisis is a histori undertaking, but we are committed to returning stronger.

In order to serve our children and families effectively, we believe it is essential to return to s In addition to a wide range of health and safety protocols based on CDC and Health Depart guidance, the S.A.F.E. plan provides multiple learning options for students in the fall in direct response to parent input. Families can choose between two options for the first semester based on the needs of their child and the format they feel will best support his/her learning, including a fully in-school option and a fully virtual model. Regardless of the format parents select, our commitment is that the instructional content will remain consistent, continuous and high quality.

View the comprehensive S.A.F.E. Re-Entry Plan for the 2020-21 school year, which outlines the following topics, among others, in greater detail:

Pregunta Más Frecuentes
Padres & Estudiantes

Frequently Asked Questions
Teachers & Staff

on the needs of their child and the format they feel will best support his/her learning, including a fully in-school option and a fully virtual model. Regardless of the format parents select, our commitment is that the instructional content will remain consistent, continuous and high quality.

View the comprehensive S.A.F.E. Re-Entry Plan for the 2020-21 school year, which outlines the following topics, among others, in greater detail:

- Face mask requirements
- Social distancing practices
- Hand washing & sanitizing
- Temperatures checks & procedures to prevent the spread of germs
- Student cohorting
- Campus & bus procedures
- Before- & after-school care
- Student meals
- Extracurriculars & athletics

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 Health Department and the CDC. For now, we know this year will be unlike any we've ever experienced, so we ask your patience as we do everything with the best interest of our students and employees in mind. We will make decisions using the best data and direction we have available to us, and we are committed to keep our families, staff and community informed along the way.

BOARD OF EDUCATION

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