



# Digital Learning Guide

for Instructional Staff

2020-21

# Digital Learning Guide



for Instructional Staff (2020-21)



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## Introduction and Purpose

In Shelby County Schools, our mission is to ensure that all students are successful as they engage in high-quality, standards-aligned academic experiences that will prepare them for college and career. We are committed to our mission, even when exceptional circumstances prevent students from physically attending school. In order to fulfil our commitment to our students through our mission, we have developed the Digital Learning Guide. We recognize that nothing can compare to an onsite experience with teachers and students, but we believe it is possible to deliver powerful instruction in a flexible instructional model in an online environment in times of need. We also believe that engaging parents to build their confidence to support at-home learning is crucial to student success. We will provide initial training and support to parents as well as ensure on-demand and on-going support are readily available.

The Office of Academics recognizes that serving our students will require forward thinking and flexibility. A one-size-fits-all approach will not be responsive to the vast needs of students and families. As such, several approaches to instruction will be needed, and our intent is to define a framework for the 2 approaches to provide guidance, while affording school and teacher-level customization opportunities. School leadership teams should make decisions based on the unique needs in their community. We believe that our school leadership teams, through creativity and commitment, will ensure every child experiences high-quality instruction no matter the circumstances.

Our guidance is structured to outline two instructional approaches (in-school and remote/virtual learning). Depending on the school and community health conditions, schools will flexibly utilize either or both of the instructional approaches, while maintaining consistent educational experiences and outcomes for all our students.

At this time, TNDOE current laws and policies relative to compulsory attendance and instructional minutes will remain in place.



# Instructional Model



## 2020-21 Hybrid Learning Model

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.

These models 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. **Per [State Guidance](#), synchronous instruction should be the principal form of learning for elementary students, while older general education students can handle a true hybrid model of instruction.** Though 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

	Digital	Analog	
Synchronous	<b>Model 1: Digital Synchronous (Learning together online)</b> <ul style="list-style-type: none"> <li>• Students learn simultaneously with peers online via Microsoft Teams or Learning Management System (LMS); Teachers support student learning during shared online experiences</li> <li>• <b>Students must have or be provided</b> technology access with a sufficient data plan; and families must be able to support a set schedule of online classes/learning experiences</li> <li>• <b>Teachers must be trained in how to lead online learning experiences and have access to digital materials</b></li> </ul>	<b>Model 2: Analog Synchronous (Learning together on the phone)</b> <ul style="list-style-type: none"> <li>• Students engage in learning using printed materials and guidance; Students interact with teachers and peers on the phone to engage in learning</li> <li>• <b>Students must have or be provided</b> access to a phone; and families must be able to support the learning taking place</li> <li>• <b>Teachers must provide thoughtful learning experiences and be supported in managing group or individual calls to support learning</b></li> </ul>	Synchronous
Asynchronous	<b>Model 3: Digital Asynchronous (Learn online independently)</b> <ul style="list-style-type: none"> <li>• Students learn independently online using a program or LMS; Students receive teacher feedback and support via email or LMS</li> <li>• <b>Students must have or be provided</b> technology access with a sufficient data plan; families are provided more flexibility in scheduling</li> <li>• <b>Teachers must be provided training in setting up online learning experiences for students, support with managing work submissions &amp; feedback online, and have access to digital materials</b></li> </ul>	<b>Module 4: Analog Asynchronous (Learn offline independently)</b> <ul style="list-style-type: none"> <li>• <b>Students independently engage in learning using printed materials and guidance; Students receive written feedback from teachers</b></li> <li>• <b>Students and families manage learning experience, including completion of work and student questions while working; families are provided more flexibility in scheduling</b></li> <li>• <b>Teachers must provide thoughtful learning experiences; avoid hours of packet work/worksheets; and provide written feedback for students</b></li> </ul>	Asynchronous

**Model 5: Hybrid of Digital, Analog, Synchronous, and Asynchronous Learning: Students learn online together and work offline independently.**

Each school will have a daily virtual learning schedule to ensure everyone is familiar with the expectations for students, parents and teachers. General expectations for students and parents can be found on the last few pages of this guide. **Teachers will use both the District-approved curriculum (most have digital content) and Florida Virtual Schools curriculum. More details, including curriculum maps, videos lessons, and pacing guides will be shared mid-August with teachers that will include Tennessee standards cross-walked with Florida Virtual Schools standards.** See the SCS Curriculum & Instruction webpage here for updates:

<http://www.scsk12.org/ci/maps.php?PID=1226>.

# Professional Learning & Support



## Implementation, Monitoring, and Support

### Informal Observations

Providing teachers with specific, actionable feedback is critically important to supporting strong instruction and individual growth. While informal observations are a familiar structure for teachers in a traditional setting, it is also a valuable necessary practice with digital learning. No matter the method of delivery for instruction, we are committed to providing teachers the informal observations and feedback during the 2020-2021 school year.

While the specific tools used will be shared with teachers by their school leaders, informal observations in a digital learning environment focus on the key experiences we expect to see in daily instruction: **consistent opportunities to work on grade-appropriate assignments, strong instruction where students do most of the thinking, deep engagement in what they're learning, and high expectations for students.**

#### What can this look like with virtual or remote instruction?

- Your school leader joining your Microsoft TEAMS lesson to observe whole or small group instruction
- Your school leader reviewing student work and lesson plans from your Microsoft TEAMS lesson
- Your school leader joining your Microsoft TEAMS collaborative planning session
- Your school leader will provide you with specific, actionable feedback

**\*Informal Observations will also be conducted by Central Office instructional support and leadership staff that will align with the 4 Instructional Practices.**

### Professional Development

Professional learning sessions during 2020-2021 will focus on teacher fluency with digital curriculum and meeting students' needs, with a specific emphasis on providing teachers with the knowledge and strategies they need to provide "just in time" scaffolds to ensure daily instruction builds the expected knowledge and standards mastery while incorporating digital learning, and preparing and customizing lessons that align to the 4 Instructional Practices.

#### Types of Professional Learning sessions available to teachers:

Platform/Topic	Time	Description
Microsoft TEAMS	3 hours	These courses are to ground teachers in the technical knowledge and skills they need to use Microsoft TEAMS to facilitate learning. As we shift towards a more collaborative approach all sessions will also be making explicit connections to the instructional practices and moves teachers need to make.
Supplemental	3 hours	These sessions will make explicit connections to the technical knowledge teachers need while providing them with the instructional practices and moves they need to make.
Micro	1 hour	These smaller "bite-sized" courses they can access on very specific topics that are high interest. These courses will be worth 1 hour and are intended to provide actionable strategy/skills teachers can put into immediate practice.
Core Content	3 hours	These courses are intended to be curriculum-specific with a focus on the 4 Instructional Practices, digital learning, and "just in time" scaffolds.
New Teacher	3 hours	Intended for teachers with 0-1 years of experience, these courses are a mix of skill and pedagogy. For 2020-21 they will also include explicit connections to the 4 Instructional Practices, digital learning, and "just in time" scaffolds.

**\*See the updated [Professional Learning Guidebook](#) for detailed information on expectations and course offerings.**

# Central Office Roles & Expectations



## Instructional Leadership & Support

- Schedule and support remote learning 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
- Provide all schools with the Appropriate Technology Usage & Agreement Form
- Test network bandwidth capabilities district-wide before first day of school
- Communicate remote learning expectations to all stakeholders
- Support school leaders, teachers, families, and students with needed resources and communication of ongoing expectations

	Roles & Expectations	Success
<b>Instructional Leadership Directors</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support school principals in scheduling and monitoring of online learning orientation sessions for parents, students and teachers</li> <li><input type="checkbox"/> Coaching school principals on school based remote learning expectations and plan for all stakeholder training/development</li> <li><input type="checkbox"/> Build and provide exemplars to support formal/informal observation schedule/cycle and support for teacher feedback on lessons and planning to support synchronous and asynchronous delivery of instruction</li> <li><input type="checkbox"/> Coach instructional leadership teams with expectations and plans for measuring and monitoring student progress (daily, weekly, biweekly, monthly, quarterly)</li> <li><input type="checkbox"/> Coach and collaborate with individual school-based instructional leadership teams to develop professional learning plan of work to support faculty and staff</li> <li><input type="checkbox"/> Conduct virtual observations with leaders of lessons and planning meetings, etc.</li> <li><input type="checkbox"/> Provide individualized coaching sessions with leaders grounded in observation data</li> <li><input type="checkbox"/> Conduct professional learning sessions to build leadership capacity in remote learning strategies</li> <li><input type="checkbox"/> Conduct routine zone meetings with focus on remote learning</li> <li><input type="checkbox"/> Co-observe with ISAs to provide feedback and cycles of support based on content and/or curricula needs</li> <li><input type="checkbox"/> Coach Principals and school-based leadership teams to ensure continuous support to address emotional resilience for teachers and students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principals have a master and weekly defined schedule in place along with detailed student rosters to support guidelines outlined for virtual learning space.</li> <li><input type="checkbox"/> Principals execute plan of action to support teacher training in Team learning platform and all instructional support resources needed to implement curriculum.</li> <li><input type="checkbox"/> Principals have in place a plan for observation and feedback cycle (quarterly) for admin team</li> <li><input type="checkbox"/> Principals have structured planning structure with deliberate practice in place to ensure high-quality remote instructional delivery</li> <li><input type="checkbox"/> Principals and ILTs have clearly identified and drafted instructional expectations aligned with district deliverables.</li> </ul>



# Central Office Roles & Expectations



## Instructional Leadership & Support continued

- Schedule and support remote learning 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
- Provide all schools with the Appropriate Technology Usage & Agreement Form
- Test network bandwidth capabilities district-wide before first day of school
- Communicate remote learning expectations to all stakeholders
- Support school leaders, teachers, families, and students with needed resources and communication of ongoing expectations

	Roles & Expectations	Success
<b>Instructional Support Advisors</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach and co-plan with instructional leadership team leads and content admin leads to prepare for remote learning sessions</li> <li><input type="checkbox"/> Coach instructional leadership teams, content admin leads, and key teachers in development of instructional and engagement practices needed for high quality digital lessons/assignments</li> <li><input type="checkbox"/> Coach instructional leadership teams, content admin leads, and key teachers in deliberate practice of 8 Microsoft TEAMS learning courses objectives using curriculum and digital resources</li> <li><input type="checkbox"/> Coach instructional leadership teams, content admin leads, and key teachers on in-depth study of standards to support remote instruction and curriculum</li> <li><input type="checkbox"/> Model delivery of remote lessons using curriculum and support resources (real-time and video library)</li> <li><input type="checkbox"/> Coach instructional leadership teams, content admin leads, and key teachers with strategies to support progress monitoring of student before, during, and after scheduled remote lessons</li> <li><input type="checkbox"/> Collaborate/Facilitate with ILD, Principal, and admin leads professional development to address remote instructional gaps based on school-based trends/needs</li> <li><input type="checkbox"/> Collaborate with school-based teams to create structure for weekly professional learning communities with focus on progress monitoring and weekly data collection</li> <li><input type="checkbox"/> Collaborate with school-based teams to identify weekly data sources and assist with disaggregation/analysis of data to support reteaching of remote lessons</li> <li><input type="checkbox"/> Conduct co-observations with content admin lead to support teacher needs and evaluate the degree of high-quality remote learning instruction</li> <li><input type="checkbox"/> Collaborate with ILD, Principal, and admin leads to determine remote instructional gaps and develop cycles of support for teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content admin and Instructional leads execute and implement 8 Team learning course objectives and support teachers in virtual platform</li> <li><input type="checkbox"/> Content admin, instructional leads, and key teachers have strong knowledge and understanding of virtual curricula and supplemental resources.</li> <li><input type="checkbox"/> Content admin, instructional leads, and key teachers can clearly articulate schedule/student roster details to stakeholders in the virtual platform.</li> <li><input type="checkbox"/> Content admin and instructional leads have a structure for supporting all teachers in lesson planning/preparation and deliberate practice.</li> <li><input type="checkbox"/> Principals, Content admin leads, and content instructional leads utilize systems for analyzing and tracking data to determine progress during PLCs</li> <li><input type="checkbox"/> Principals, Content admin leads, and content instructional leads facilitate weekly and biweekly collaborative planning sessions with remote learning teachers</li> </ul>



# School-based Instructional Roles & Responsibilities



## School Leaders and Teachers

	Roles & Expectations	Success
<b>Principals</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and support remote learning orientation sessions for all parents, students and teachers</li> <li><input type="checkbox"/> Communicate remote learning expectations to all stakeholders</li> <li><input type="checkbox"/> Develop schedule and structure of support for teachers to receive feedback on lessons and delivery of instruction</li> <li><input type="checkbox"/> Attend virtually scheduled conferences with parents of at-risk/special population students during teacher office hours</li> <li><input type="checkbox"/> Create schoolwide communication for teachers with parents and students regarding expectations and student progress</li> <li><input type="checkbox"/> Provide professional development to teachers to support high quality digital learning that addresses standards and assessment alignment</li> <li><input type="checkbox"/> Principals will ensure special student groups are provided with appropriate accommodations and remote learning modalities in accordance to IEPs or ILPs (Individual Learning Plan)</li> <li><input type="checkbox"/> Adhere to district guidance for co-teaching structure based on student IEPs</li> <li><input type="checkbox"/> Become familiar with modified expectations for formal/informal observation using instruments/rubrics for virtual learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Master and weekly schedules are set prior to start of school for teachers and students remote learning</li> <li><input type="checkbox"/> Teachers are trained in the 8 Team learning modalities and instructional resources by the start of the school year</li> <li><input type="checkbox"/> Teachers are trained in ensuring that appropriate accommodations and supports are provided to special student groups based on IEPs or ILPs</li> <li><input type="checkbox"/> Teachers have designated time and supports for planning and practicing high quality digital lessons</li> <li><input type="checkbox"/> Teachers have clearly identified instructional expectations aligned with district deliverables</li> <li><input type="checkbox"/> Effective and consistent communication with students, teachers, staff, and families regarding student progress and district updates</li> <li><input type="checkbox"/> Teachers have clearly identified instructional expectations aligned with district deliverables</li> <li><input type="checkbox"/></li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop high quality remote learning lessons/assignments for students that address standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction</li> <li><input type="checkbox"/> Use provided strategies for English Learners (EL) and provide accommodations and supports for exceptional students including students with IEPs, 504 plans, and individualized health plans (Students with Disabilities or SWD) to the greatest extent possible.</li> <li><input type="checkbox"/> Communicate regularly with parents and families regarding expectations and student progress</li> <li><input type="checkbox"/> Hold established office hours (daily/weekly)</li> <li><input type="checkbox"/> Participate in professional development and virtual learning</li> <li><input type="checkbox"/> Notify your principal immediately, if there are problems with your technology and inappropriate student behavior</li> <li><input type="checkbox"/> Become familiar with modified expectations for formal/informal observation using instruments/rubrics for virtual learning</li> <li><input type="checkbox"/> Additional responsibilities needed to support students in remote learning platform (as needed)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will be well-trained and practiced in 8 Microsoft TEAMS learning courses objectives</li> <li><input type="checkbox"/> Curriculum/materials will be in place for teachers to easily embed content into the chosen platform(s)</li> <li><input type="checkbox"/> Expectations on (daily, weekly, quarterly) deliverables are clear and consistent across the district</li> <li><input type="checkbox"/> Rostered classes in place for interaction with students</li> <li><input type="checkbox"/> Access to training, support materials, and phone/email</li> <li><input type="checkbox"/> Full participation and engagement in virtual professional development sessions and support</li> <li><input type="checkbox"/> Effective and consistent communication with families regarding student progress and other school updates</li> <li><input type="checkbox"/> Effective implementation of accommodations, modifications, and learning modalities for students with disabilities, English learners, and/or 504 plans</li> </ul>

# School Counseling Services



## Roles & Expectations

The roles and expectations apply to in-school and virtual/remote learning for all School Counselors. Scope of work outlined below includes but is not limited to:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to state/district policy, procedures, FERPA Guidelines and ASCA ethical standards to inform planning and practice.</li> <li><input type="checkbox"/> Define schedule, routines and procedures to help ensure services are relevant, coherent and essential to student/school needs.</li> <li><input type="checkbox"/> Designate specific office hours to provide academic advisement and counseling to all students, including in-person and virtual. Schedule 1- 3 hours per week for students enrolled in virtual learning depending on caseload.</li> <li><input type="checkbox"/> Support planning and implementation of the school-wide Multi-Tiered System of Support and RTI-B.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with administrators to establish parameters and norms for virtual counseling, including availability, boundaries and privacy expectations regarding services delivered virtual/remotely.</li> <li><input type="checkbox"/> Establish written and on-line referral process for students, parent-guardians and school staff.</li> <li><input type="checkbox"/> Document services regularly and efficiently.</li> <li><input type="checkbox"/> Submit reports, referrals and follow-up with request in a timely manner.</li> </ul> |
|--|---|

	Grade/Target	Time-Frame	Academic Counseling & Support Program Expectations	Strategy/Method
Student Transition	K, 5, 9	Qtr. 1	<ul style="list-style-type: none"> <li>▪ Coordinate orientation to help support school entry and school-level transition for incoming students/parent-guardians, if none occurred prior to school closure (<i>i.e. KK Parent Meeting, Middle School 101, Freshman Orientation</i>).</li> </ul>	<u>Core-Curriculum</u> Instruction Group Activities
	K-12	Qtr. 1-4	<ul style="list-style-type: none"> <li>▪ Support students transition between grade-levels, school-to-school, alternative placements and postsecondary options.</li> </ul>	<u>Individual Planning</u> Advisement Appraisal
	5, 8	Qtr. 3, 4	<ul style="list-style-type: none"> <li>▪ Coordinate activities for 5th and 8th grade students to assist with school selection, elementary-to-middle and middle-to-high school transition.</li> </ul>	<u>Responsive Services</u> Counseling Crisis Response
Academic Development & Support	K-12	Qtr. 1, 3	<ul style="list-style-type: none"> <li>▪ Use a student-family intake tool/survey to assess critical need for early assessment or intervention (<i>i.e. family resource, health impairment, OAG, trauma, etc.</i>).</li> </ul>	<u>Student Support Services</u> Referrals Consultation Collaboration
		Qtr. 1, 3	<ul style="list-style-type: none"> <li>▪ Conduct an audit of all students with individual plans to ensure they are updated and monitored in a timely manner (<i>i.e. 504, behavioral, safety, etc.</i>).</li> </ul>	
		Qtr. 1-4	<ul style="list-style-type: none"> <li>▪ Deliver whole-group, classroom, or schoolwide programming to address specific TN School Counseling Standards for designated grade or grade-band.</li> </ul>	
Educational/ Postsecondary Planning	K-12	Qtr. 2-4	<ul style="list-style-type: none"> <li>▪ Provide at least one (1) opportunity for students to explore, research and/or plan for academic, career or postsecondary options (<i>i.e. grade, grade-band, schoolwide</i>).</li> </ul>	<u>Methods (Virtual/Remote)</u> ✓ Classroom/group guidance (live) ✓ Pre-recorded guidance sessions/activities ✓ Virtual counseling sessions/conferences ✓ Virtual Check-In and Minute Meetings ✓ Written, oral, electronic, digital method of communication ✓ Share resources and information via social media, school website or counselor website
	7, 9	Qtr. 2, 3	<ul style="list-style-type: none"> <li>▪ Ensure all 7<sup>th</sup> and 9<sup>th</sup> grade students have access to a Career Interest Assessment.</li> </ul>	
	8, 9	Qtr. 2-4	<ul style="list-style-type: none"> <li>▪ Ensure all 8<sup>th</sup> grade students complete a 4-Year Plan of Study prior to entering high school.</li> </ul>	
	9-12	Qtr. 1, 3, 4	<ul style="list-style-type: none"> <li>▪ Conduct transcript analysis to verify course/credit attainment and graduation status with all students/parents (<i>i.e. cohort, new students</i>).</li> </ul>	

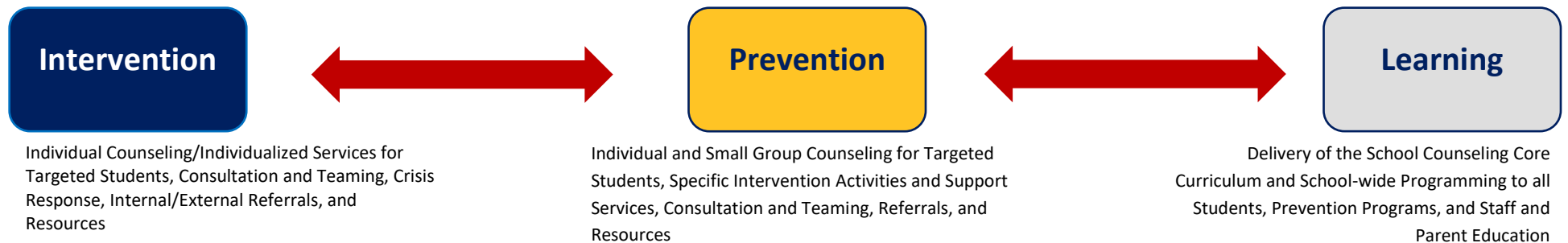
# School Counseling Services



## Roles & Expectations continued

	Grade/Target	Time-Frame	Academic Counseling & Support Program Expectations	Strategy/Method
Social-Emotional Support	K-12	Qtr. 1-4	<ul style="list-style-type: none"> <li>Collaborate with teachers to reinforce social and emotional skills with academic content.</li> <li>Work alongside educators &amp; support staff to provide academic, behavioral or social-emotional supports to students in a timely manner (<i>i.e. BIP, Grade Intervention, Course Recovery etc.</i>).</li> <li>Support student and staff well-being through a variety of approaches and techniques (<i>i.e. informal check-ins, brief video chats, minute meetings, etc.</i>).</li> <li>Share school and community resources with students/parent-guardians to help navigate school concerns, crisis or other family emergencies.</li> </ul>	See previous page.
		Qtr. 1, 3	<ul style="list-style-type: none"> <li>Support staff knowledge and awareness of SEL and COVID/Trauma implications (<i>i.e., faculty meetings, teacher consultations, educational resources, etc.</i>)</li> </ul>	

## Social-Emotional Development (Learning and Student Support)



# School Counseling Services



## Transcript Review Roles & Expectations

	School Counselor	Parent/Guardian
Roles & Involvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate and complete a review of every high school transcript.</li> <li><input type="checkbox"/> Ensure courses needed to graduate are scheduled in PowerSchool.</li> <li><input type="checkbox"/> Ensure students are making adequate progress toward graduation.</li> <li><input type="checkbox"/> Schedule a time for Microsoft TEAMS meetings with students based on school's approved virtual schedule during time allotted for home room, lunch, or intervention.</li> <li><input type="checkbox"/> Share academic interventions such as Credit Recovery/Credit Accrual, Project Graduation, and MVS with students who have course deficiencies.</li> <li><input type="checkbox"/> Record each meeting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage parents/guardians to participate in individual Microsoft TEAMS meetings.</li> <li><input type="checkbox"/> Communicate graduation requirements and school EPSO offerings using a variety of methods, such as posting to your school website, social media outlets, and sending via text messages utilizing the Blackboard notification system.</li> </ul>
Accountability	School Counselor	School Counseling Manager
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures all students in grades 9-12 receive a transcript analysis.</li> <li><input type="checkbox"/> Completes semester verification report.</li> <li><input type="checkbox"/> Completes graduation tracker for students on track to graduate in May 2021.</li> <li><input type="checkbox"/> Signs status report assuring all senior transcript have been reviewed and students are enrolled in the correct courses for graduation (senior counselors only).</li> <li><input type="checkbox"/> Ensures all graduating students have passed the revised Civics Test (score of 70%).</li> <li><input type="checkbox"/> Ensures all graduating students participate in the ACT or SAT administration.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides training and support on the Transcript Analysis process to new counselors and counselors needing additional support.</li> <li><input type="checkbox"/> Provides district-level communication (e.g. Leader Board).</li> <li><input type="checkbox"/> Conducts informal observations (e.g. transcript analysis sessions, parent meetings).</li> <li><input type="checkbox"/> Conducts school-level audit of transcript analysis (provided it's deemed safe).</li> <li><input type="checkbox"/> Analyzes verification reports, graduation trackers, and status reports.</li> </ul>





# Addressing Equity & Access



## Instructional Leader Roles & Expectations for Equity and Access for the Marginalized

Against the backdrop of pervasive racial inequities in every region of the country and across nearly every aspect of U.S. life, Shelby County Schools cannot escape reflecting on race and how it relates to our priorities, internal operations and school/community involvement. SCS has worked to develop and invest in compelling strategies to address root causes to systemic racism. *Therefore, Shelby County Schools' Office of Equity and Access has developed four teaching dimensions to help build a path to creating an online school community by, with and for students in order to better serve children and families situated furthest from opportunity.*

### Dimension 1: Reflect on personal assumptions, beliefs and behaviors

Before any teacher can credibly talk with students about inequities, they must first reflect on their own beliefs and behaviors, particularly those associated with race. Model transparency, by publicly discussing their work to become more aware of their own identity, privilege, and biases.

#### Essential questions for reflective teaching practice:

- What is your personal vision and belief system about race and equity?
- How has race intersected with your teaching point of view?
- How have you benefited from and leveraged your education to get where you are?
- How are your experiences different from or similar to the students you serve?

### Dimension 2: Practice perfect and model a personal belief system that is student centered and grounded in Equity

Once an instructional leader has done the internal work of reflecting on beliefs, the next step is to show and tell others that he is aware of his biases.

**What can a teacher do in the short term?** Espouse a clear vision that is grounded in equity and which promotes the cultural, racial and linguistic diversity of the community as an asset.

**What can a teacher do in the long term?** Emphasize the creation of curricular units that offer all students choice and the opportunity to think critically about authentic problems.

### Dimension 3: Act with cultural competence and responsiveness in interactions, decision-making and practice

Along with modeling beliefs comes the need to integrate them into your work as a teacher.

**What can a teacher do in the short term?** Observe and give feedback to educators based on evidence of their cultural competency in the classroom or school.

**What can a teacher do in the long term?** Ensure that all aspects of the curriculum are culturally relevant, respectful, and accurate.

#### Essential questions for reflective teaching practice:

- What have you said and done in your career to address racial inequities?
- Are the decisions you are making as a teacher reflecting the needs and priorities of students and families? If so, how? If not, what changes would you need to make to your decision-making process to better reflect the needs of different stakeholders to improve classroom instruction?

### Dimension 4: Redesign and produce necessary support systems for the minoritized and marginalized.

We must work in ways that move us to purify the air and clean the water (Weiston-Serdan & Vassor, 2016). If our scholars' contexts were water and air, it would be hard to breathe and impossible to drink. We must retain, support, and promote instructional leaders that leverage their teaching talents to address root causes, not manage symptoms. We strive to redesign, support, and partner with our scholars to purify the water and clean the air.

**What can a teacher do in the short term?** Understand the contexts locally and historically in which you teach.

**What can a teacher do in the long term?** Go beyond acknowledging problems within the school community and visualize the nuances and complexities to alter the strategy.

#### Essential questions for reflective teaching practice:


- How are the identities of the scholars I teach situated in society?
- As issues of COVID-19 and inequity persist within marginalized communities, has my teaching style responded in ways that are transformative and emancipatory?

# Recommended Time on Task



## Elementary School (Grades K-5) Sample Schedule

Please note this is a sample schedule. Your school leader may have a different approach to making sure all students get 32.5 hours of instruction per week. Per [State Guidance](#), **synchronous instruction should be the principal form of learning for elementary students.**


Subject Areas	Time on Task	K-5 Daily Activities & Assignments Refer to Individualized Education Plans (IEPs) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.	
<b>Reading/Language Arts/Writing</b>	<b>2 hours &amp; 45 mins/day</b>	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> <b>2 hours of teacher-led lessons</b> /assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	<b>Independent Study</b> <input type="checkbox"/> <b>30 minutes</b> of reflective writing daily and <input type="checkbox"/> <b>15 minutes</b> of reading daily
<b>Mathematics</b>	<b>1 hour/day</b>	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> <b>1 hour of teacher-led lessons</b> /assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
<b>Science</b>	<b>30 minutes/day</b>	<b>Teacher-led (Virtual Mon/Wed/Fri)</b> <input type="checkbox"/> <b>30 minutes of teacher-led lessons</b> /assigned activities through Microsoft TEAMS and <a href="#">Clever 3 days a week</a>	<b>Independent Study (Tues/Thurs)</b> <input type="checkbox"/> <b>30 minutes</b> of Science activities through the <a href="#">Clever</a> Portal and/or as assigned by the teacher
<b>Social Studies</b>	<b>30 minutes/day</b>	<b>Teacher-led (Virtual Mon/Wed/Fri)</b> <input type="checkbox"/> <b>30 minutes of teacher-led lessons</b> /assigned activities through Microsoft TEAMS and <a href="#">Clever 3 days a week</a>	<b>Independent Study (Tues/Thurs)</b> <input type="checkbox"/> <b>30 minutes</b> of Social Studies activities through the <a href="#">Clever</a> Portal and/or as assigned by the teacher
<b>Special Areas: Art, Music, P.E. and World Languages</b>	<b>1 hour/day</b>	<input type="checkbox"/> 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: <a href="http://www.scsk12.org/instructionalresources/k-5.php">http://www.scsk12.org/instructionalresources/k-5.php</a> ) <input type="checkbox"/> Practice a World language on Duolingo.com through your <a href="#">Clever Portal</a> <input type="checkbox"/> Complete an art activity at <a href="#">Crayola: At Home Learning</a> <input type="checkbox"/> Complete a module on <a href="http://www.musicplayonline.com">www.musicplayonline.com</a>	
<b>Intervention (Math &amp; ELA)</b>	<b>45 minutes/day or as outlined in a student's IEP</b>	<b>ELA Intervention/Enrichment (Monday/Wednesday/Friday)</b> <input type="checkbox"/> <b>45 minutes</b> of ELA lessons assigned in i-Ready through the <a href="#">Clever Portal</a>	<b>Math Intervention/Enrichment (Tuesday/Thursday)</b> <input type="checkbox"/> <b>45 minutes</b> of Math lessons assigned in i-Ready through the <a href="#">Clever Portal</a>
<b>Enrichment/Brain Breaks</b>  As needed throughout the day		<input type="checkbox"/> Learn to code with Code.org through <a href="#">Clever</a> (your school may have a special login code for you to track your progress) <input type="checkbox"/> Learn keyboarding on Typing.com through the <a href="#">Clever Portal</a> <input type="checkbox"/> Have a dance party! Play your favorite songs and dance <input type="checkbox"/> Use crayons, markers, and pencils to draw or color your favorite things <input type="checkbox"/> Independent Reading <input type="checkbox"/> Explore different subjects and complete lessons on Khan Academy through the <a href="#">Clever Portal</a>	
<b>Total Recommended Student Time on Task:</b> <b>6.5 hours/day</b> <b>32.5 hours/week</b>			

# Recommended Time on Task



## Middle School (Grades 6-8) Sample Schedule

Please note this is a sample schedule. Your school leader may have a different approach to making sure all students get 32.5 hours of instruction per week.

Subject Areas	Time on Task	6-8 Daily Activities and Assignments	
		Refer to Individualized Education Plans (IEPs) 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	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	<b>Independent Study</b> <input type="checkbox"/> 30 minutes of reflective writing daily <input type="checkbox"/> 15 minutes of independent reading daily
Mathematics	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Science	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Social Studies	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Electives	1 hour/day	<input type="checkbox"/> Complete a lesson on <a href="http://www.duolingo.com">www.duolingo.com</a> <input type="checkbox"/> Learn about Latin cultures on <a href="http://www.latintutorial.com">www.latintutorial.com</a> <input type="checkbox"/> Or other activities & lessons as assigned	
<b>Intervention (Math &amp; ELA)</b>	<b>45 minutes/day or as outlined in a student's IEP</b>	<b>ELA Intervention/Enrichment (Monday/Wednesday/Friday)</b> <input type="checkbox"/> 45 minutes of ELA lessons assigned in i-Ready through the <a href="#">Clever Portal</a>	<b>Math Intervention/Enrichment (Tuesday/Thursday)</b> <input type="checkbox"/> 45 minutes of Math lessons assigned in i-Ready through the <a href="#">Clever Portal</a>
<b>Enrichment/Brain Breaks</b> As needed throughout the day		<input type="checkbox"/> Create music online using <a href="http://www.midicity.com">www.midicity.com</a> <input type="checkbox"/> Take an online <a href="#">PBS Crash Course</a> in Theater and Drama <input type="checkbox"/> Have a dance party! Play your favorite songs and dance <input type="checkbox"/> Use crayons, markers, and pencils to draw or color your favorite things <input type="checkbox"/> Learn to code with Code.org through <a href="#">Clever</a> (your school may have a special login code for you to track your progress) <input type="checkbox"/> Independent Reading <input type="checkbox"/> Explore different subjects and complete lessons on Khan Academy through <a href="#">Clever</a>	
<b>Total Recommended Student Time on Task:</b> <b>6.5 hours/day</b> <b>32.5 hours/week</b>			


Subject	Time on Task	College, Career, and Technical Education (CCTE) 6-12 Recommended Daily Activities
Special Area CCTE	45 minutes/day	<input type="checkbox"/> Teacher lessons/assigned activities using the CCTE course curriculum guides <input type="checkbox"/> Log into online curriculum platform(s), specific to cluster/program of study, to complete assigned activities <input type="checkbox"/> Practice skills using computer-based simulations and complete demonstrations using the Microsoft TEAMS platform

# Recommended Time on Task



## High School (Grades 9-12) Sample Schedule

Please note this is a sample schedule. Your school leader may have a different approach to making sure all students get 32.5 hours of instruction per week.

Subject Areas	Time on Task	9-12 Daily Activities and Assignments	
Refer to Individualized Education Plans (IEPs) 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	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	<b>Independent Study</b> <input type="checkbox"/> 30 minutes of reflective writing daily <input type="checkbox"/> 15 minutes of independent reading
Mathematics	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Science	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Social Science/History	1 hour/day	<b>Teacher-led (Virtual daily)</b> <input type="checkbox"/> 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and <a href="#">Clever</a>	
Electives	1 hour/day	<input type="checkbox"/> Find resources, support materials, video lesson and more with <a href="#">AP College Board</a> <input type="checkbox"/> Complete Practice ACT Tests at <a href="#">ACT.org</a> and/or <a href="#">Kaplan</a> <input type="checkbox"/> Complete a lesson on <a href="#">www.duolingo.com</a> <input type="checkbox"/> Learn about Latin cultures on <a href="#">www.latintutorial.com</a> <input type="checkbox"/> Explore careers and certifications using <a href="#">CCTE Resource links</a> on Shelby County School's webpage	
<b>Intervention (Math &amp; ELA)</b>	<b>45 minutes/day or as outlined in a student's IEP</b>	<b>ELA Intervention/Enrichment (Monday/Wednesday/Friday)</b> <input type="checkbox"/> 45 minutes of ELA lessons assigned in Edgenuity through the <a href="#">Clever Portal</a>	<b>Math Intervention/Enrichment (Tuesday/Thursday)</b> <input type="checkbox"/> 45 minutes of Math lessons assigned in Edgenuity through the <a href="#">Clever Portal</a>
<b>Enrichment/Brain Breaks</b> As needed throughout the day		<input type="checkbox"/> Have a dance party! Play your favorite songs and dance <input type="checkbox"/> Check out your favorite Audio book on Audible through SCS <input type="checkbox"/> Learn to code on Code.org (your school may have a special access code to track your progress)	<input type="checkbox"/> Create music online using <a href="#">www.midicity.com</a> <input type="checkbox"/> Take an online <a href="#">PBS Crash Course</a> in Theater and Drama <input type="checkbox"/> Independent Reading
<b>Total Recommended Student Time on Task:</b> <b>6.5 hours/day</b> <b>32.5 hours/week</b>			

Subject	Time on Task	College, Career, and Technical Education (CCTE) 6-12 Recommended Daily Activities
Special Area CCTE	45 minutes/day	<input type="checkbox"/> Teacher lessons/assigned activities using the CCTE course curriculum guides <input type="checkbox"/> Log into online curriculum platform(s), specific to cluster/program of study, to complete assigned activities <input type="checkbox"/> Practice skills using computer-based simulations and complete demonstrations using the Microsoft TEAMS platform



# Optional Schools & Advanced Academics



## Expectations by Program Type

	In School	Virtual/Remote
<b>Advanced Academics (AP, IB, DE, SDC, Honors)</b>	<p>Follow traditional format in accordance with District/State requirements for Advance courses.</p>	<p><b>AP, IB, DE, SDC, Honors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will participate in online learning as directed by their teachers. Instructional plans will be guided by district/state policies for advanced courses as well as the respective governing bodies for these advanced courses (i.e., College Board, IBO, DE college partners, TDOE). Supports may include:                             <ul style="list-style-type: none"> <li>▪ live teaching sessions</li> <li>▪ pre-recorded teaching videos</li> <li>▪ one-on-one or small group conferences using Microsoft TEAMS or other approved platforms</li> <li>▪ virtual tutoring and/or review sessions</li> <li>▪ independent assignments or projects</li> <li>▪ supplemental resources/materials</li> </ul> </li> <li><input type="checkbox"/> Advanced Academics will engage in regular communication with the respective governing bodies of these programs to support instructional fidelity and to facilitate student success in these programs.</li> </ul> <p><b>Honors (6-8) if devices aren't deployed to Middle School students yet</b> Provide teacher guidance/recommendations for the utilization of extension tasks, mini projects, or other supplemental materials that address the framework of standards for honors courses in accordance with state/district policies.</p>
<b>Optional Programs</b>	<p>Follow traditional format in accordance with Optional Schools Strategic Plans.</p>	<p><b>Optional Programs (K-12)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will participate in online learning as directed by their teachers. Instructional plans will be guided by district policies as well as the Optional Schools Strategic Plan developed by each Optional School. Supports may include:                             <ul style="list-style-type: none"> <li>▪ live teaching sessions</li> <li>▪ pre-recorded teaching videos</li> <li>▪ one-on-one or small group conferences using Microsoft TEAMS or other approved platforms</li> <li>▪ virtual tutoring and/or review sessions</li> <li>▪ independent assignments or projects</li> <li>▪ supplemental resources/materials</li> </ul> </li> </ul> <p><b>Optional Programs (K-8)</b> Provide teacher guidance/recommendations for the utilization of supplemental resources/packets, extension tasks or</p>



# College & Career Technical Education



## Supports by Program Type

Cluster	Program of Study	Applied Education Systems (HealthCenter 21)	ASE	Banzai	Briggs & Stratton	CareerSafe OSHA Training	CertMaster	CIW (Web Design, Foundation/Specialist, JavaScript Specialist, Advanced HTML/CSS)	Code.org	CompuScholar	EVERFI	Gmetrix (Adobe, Autodesk, MOS, MTA, Quick Books)	Hootsuite	iCEV	Learning Blade	NCCER	NCRC	PMI	Technical Training Aides (CLA/CLT and CPT)	American Safety OSHA 30 General Industry	Click Safety OSHA 30 Construction	Google Suite	NREMT Emergency Medical Responder (First EKG ACAD/EMT/Certified EKG Technician)	HDMaster/Certified Nursing Assistant	NCSF Certified Personal Trainer	MOMETRICertified Pharmacy Technician	NHA Now Certified Clinical Medical Assistant	Milady/Cengage Tennessee Barbering and Cosmetology Exam	CPR/BLS	<a href="https://edu.gctglobal.org/en/subjects/microsoft-office/">https://edu.gctglobal.org/en/subjects/microsoft-office/</a>	Autodesk	Khan Academy	Teach Engineering	NASA STEM Engagement		
Education & Training	Early Childhood Education Careers					X					X			X	X		X													X						
Finance	Accounting			X		X					X	X		X	X		X														X		X			
	Banking & Finance			X		X					X	X		X	X		X													X		X				
Health Science	Diagnostic Services	X				X					X			X	X		X						X						X			X				
	Nursing Services	X				X					X			X	X		X							X					X			X				
	Emergency Services	X				X					X			X	X		X						X						X			X				
	Therapeutic Services	X				X					X			X	X		X										X	X				X				
	Sport & Human Performance	X				X					X			X	X		X								X				X			X				
Hospitality & Tourism	Culinary Arts					X					X			X	X		X																			
Human Services	Dietetics & Nutrition					X					X			X	X		X																			
	Cosmetology					X					X			X	X		X											X								
	Barbering					X					X			X	X		X											X								
Information Technology	Coding					X	X		X	X	X			X	X		X																		X	
	Web Design					X	X		X	X	X			X	X		X																		X	
	Cyber Security					X	X		X	X	X			X	X		X																		X	
Law, Public Safety, Corrections, & Security	Criminal Justice & Correction Service					X					X			X	X		X																			
	Fire Management Services					X					X			X	X		X																			





# Exceptional Children & Health Services



## Teacher Roles & Expectations

**Special Education Teachers are assigned to the following classes:**

<input type="checkbox"/> Instructional Resource	<input type="checkbox"/> Short Term Educational Placement (STEP)	<input type="checkbox"/> Hearing Impaired
<input type="checkbox"/> SPED Preschool	<input type="checkbox"/> Behavior Intervention and Communication Class (BIC)	<input type="checkbox"/> Visually Impaired
<input type="checkbox"/> Functional Skills (FS)	<input type="checkbox"/> Creative Learning in a Unique Environment (CLUE)	<input type="checkbox"/> SPED Homebound
<input type="checkbox"/> Adaptive Functional Skills (AFS)		

**The expectations below apply to both scenarios (traditional and virtual learning). Please see the Accommodations and Modifications section for schedule recommendations.**

- 1) Special Education Teachers will **contact all parents to obtain email and phone numbers** to reach students and parents to provide virtual support.
- 2) Special Education Teachers may choose to obtain a Google phone number or other online type phone number in lieu of using personal number to communicate. Current phone/email address will be needed to maintain communication with parents and students.
- 3) Special Education Teachers will document ALL phone contacts on a call log. The call log will be added to the Contact Tab in EasyIEP by the end of each week. Log is available at [www.edugoodies.com](http://www.edugoodies.com).
- 4) Special Education Teachers will utilize [www.edugoodies.com](http://www.edugoodies.com) (the primary resource for students with disabilities and their families) to access all district provided intervention platforms and other educational resources.
- 5) Special Education Teachers will participate in Microsoft TEAMS training. Courses are offered as live support or self-paced. Please register in PLZ. FAQs are located on the SCS website.
- 6) Special Education Teachers will work with your principal concerning optional school-wide activities that can be posted on your school website (journal prompts, easy at-home projects, etc.) and other channels to be easily accessed by students.
- 7) Special Education Teachers will develop an instructional schedule and share with Principal and DEC Advisor.
- 8) Special Education Teachers will maintain compliance with IEPs by conducting face to face or virtual meetings. Special Education Teachers will coordinate with IEP team members to prepare and determine format (Microsoft TEAMS, conference call, etc.), and determine participation of appropriate IEP team members. Send invitations via email to parents to provide 10-day notice. Invitations may be signed and emailed back.
- 9) Review Easy IEP regularly and upload necessary documents including progress monitoring.
- 10) Resource/Co-Teacher will collaborate with General Education Teachers to develop lessons and make sure accommodations and modifications are provided per the IEP and document collaboration.
- 11) Special Education Teachers will inform students and parents (if appropriate) when students are expected to be logged into i-Ready or Edgenuity-monitor usage and communicate with parents as needed. Refer to District's instructional support site for
  - a. Log-in information. <https://www.scsk12.org/instructionalresources/index>.

# Exceptional Children & Health Services



## Teacher Roles & Expectations continued

### Special Education Teachers are assigned to the following classes:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Instructional Resource           | <input type="checkbox"/> Short Term Educational Placement (STEP)             | <input type="checkbox"/> Hearing Impaired  |
| <input type="checkbox"/> SPED Preschool                   | <input type="checkbox"/> Behavior Intervention and Communication Class (BIC) | <input type="checkbox"/> Visually Impaired |
| <input type="checkbox"/> Functional Skills (FS)           | <input type="checkbox"/> Creative Learning in a Unique Environment (CLUE)    | <input type="checkbox"/> SPED Homebound    |
| <input type="checkbox"/> Adaptive Functional Skills (AFS) |  |  |

In School	Virtual/Remote
<ul style="list-style-type: none"> <li><input type="checkbox"/> IEPs will be implemented by providing face to face instruction and related services such as Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Therapy (SLT) and Nursing Services to the extent these services can be provided safely under the circumstances. Related services may also be provided through telehealth platforms in the school setting.</li> <li><input type="checkbox"/> Special Education Teachers will tailor technology to support students' academic and social/emotional needs.</li> <li><input type="checkbox"/> Special Education Teachers will ensure that masks will not be placed on students with respiratory problems, incapacitated, or otherwise unable to remove the mask without assistance.</li> <li><input type="checkbox"/> Special Education Teachers and Interpreters for students who are deaf or hard of hearing will be allowed to remove their masks for speech reading for students with hearing impairments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> IEPs will be implemented by providing virtual instruction and teletherapy for related services such as Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Therapy (SLT). Nursing Services will include wellness checks.</li> <li><input type="checkbox"/> Special Education Teachers will invite students to participate in online learning via emails, phone calls, and Microsoft TEAMS.</li> <li><input type="checkbox"/> Special Education Teachers will communicate and provide instruction, support, maintain "office hours" with parents/students via these possible options: Microsoft TEAMS (preferred method), Skype, Google, Email or Telephone Call (Teachers may choose to sign up for a free google phone number), etc.</li> <li><input type="checkbox"/> Special Education Teachers will collaborate with general education teachers and support staff to develop a cohesive schedule tailored to address the needs of students with disabilities by ensuring IEPs are implemented.</li> <li><input type="checkbox"/> Special Education Teachers assigned to self-contained classrooms will create instructional assignments based on the academic needs of students.</li> <li><input type="checkbox"/> Special Education Teachers will provide additional virtual support in completing instructional assignments.</li> </ul>

# Exceptional Children & Health Services



## Accommodations and Modifications

- **Refer to Individualized Education Plans (IEPs)** for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.
- The Resource/Co-Teacher will collaborate with General Education Teachers to develop lessons and make sure accommodations and modifications are provided per the IEP and document collaboration.
- Resource/Co-Teachers will develop an instructional schedule and share with the Principal and DEC Advisor.
- Resource/Co-Teachers will provide online learning, Remediation/reteach of lesson from general education class, and support for task completion-provision of accommodations.
- Resource/Co-Teachers should inform students and parents when students are expected to be logged into i-Ready or Edgenuity- monitor usage and communicate with parents as needed. Refer to the District's instructional support site for log-in information. <http://www.scsk12.org/instructionalresources/index> • Instructional Resource/Co-Teachers will be online during this intervention time to provide intervention support virtually • Resource/Co-Teachers will schedule time for virtual pull out support as needed for skill support.

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

# Exceptional Children and Health Services

## Accommodations and Modifications continued

- **Refer to Individualized Education Plans (IEPs)** for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.
- The Resource/Co-Teacher will collaborate with General Education Teachers to develop lessons and make sure accommodations and modifications are provided per the IEP and document collaboration.
- Resource/Co-Teachers will develop an instructional schedule and share with the Principal and DEC Advisor.
- Resource/Co-Teachers will provide online learning, Remediation/reteach of lesson from general education class, and support for task completion-provision of accommodations.
- Resource/Co-Teachers should inform students and parents when students are expected to be logged into i-Ready or Edgenuity- monitor usage and communicate with parents as needed. Refer to District’s instructional support site for log-in information. <http://www.scsk12.org/instructionalresources/index> • Instructional Resource/Co-Teachers will be online during this intervention time to provide intervention support virtually • Resource/Co-Teachers will schedule time for virtual pull out support as needed for skill support.

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

# English as a Second Language



## Teacher Roles & Expectations

**ESL Teachers are assigned to the following classes:**

### Grades K-8

- ESL (via co-teaching in ELA or pull-out)
- ELD
- Co-teaching in content areas as is feasible *once mandated ESL scheduling is secured.*

### Grades 9-12

- ESL
- ELD
- ELD U.S. Government & History
- Newcomer Science (Newcomer Ctr only)
- Co-teaching in content areas as is feasible *once mandated ESL scheduling is secured.*

**The expectations below apply to both scenarios (traditional and virtual learning). The ESL Teacher will:**

- Provide through continuous review of Primary Home Language Surveys (PHLS) for “new to SCS” NELB students, Initially screen students using remote screening process or W-APT/WIDA Screener (if student is in physical school setting) within first 30 days of school, or upon initial enrollment of student thereafter.
- Print and file PHLS in NELB students cumulative student folder (to remain in folder for entire K-12 academic career).
- Provide WIDA ACCESS test completion opportunity to students identified by the ESL office by September 27, 2020 as is possible per student enrollment within physical school setting.
- Teachers within schools identified need will become “WIDA Paper Based Test” certified via WIDA training by August 31, 2020. All ESL teachers will become “WIDA Screener” certified for online screening by same date.
- Participate in Microsoft TEAMS training. Courses are offered as live support or self-paced. Please register in PLZ. FAQs are located on SCS website.
- Collaborate with Master Scheduler of the school to ensure an instructional schedule serving all ELs is developed, and share with Principal and ESL Advisor.
- Create *Parent Notification Letters & Parent Response Letters* within *ELlevation* and send to parents via email and/or U.S. mail if student is not in physical school setting within the first 30 days of school, or upon first 30 days of enrollment of a student thereafter per TN SBE Policy 3.207. .
- Collaborate with General Education teachers to create initial ILPs within the first 30 days of school, or upon first 30 days of enrollment of a student thereafter per TN SBE Policy 3.207, sending the ILP home for parent review/signature with Parent Notification/Parent Response Letters.
- Collaborate with General Education Teachers to develop lesson supports in Content Areas, as well as [language objectives \(template\)](#), and ensure accommodations and modifications are provided per the ILP and document collaboration within the *ELlevation* platform.
- Please reference the [ESL Walk Through Tool](#) for additional guidance around instructional practices.
- Please reference [Standards Breakdown](#) documents to ensure linguistic demands of standards are addressed.
- Maintain compliance of ILPs by conducting face-to-face or virtual meetings. ESL Teachers will coordinate with ILP team members to prepare and determine format (Microsoft TEAMS, conference call, communication within *ELlevation*, etc.), and determine participation of appropriate ILP team members.
- Review *ELlevation* data & ILPs regularly, ensuring update of ILPs every 4.5 weeks per TN SBE Policy 3.207.
- Inform students and parents (if appropriate) when students are expected to log in to Microsoft TEAMS ESL class, or Co-teaching ESL class via phone call or email (confirming receipt).
- Provide online and/or in-person learning via the listed ESL courses, with additional support via co-teaching in Content Areas as is feasible per student-staff ratio, and based on academic subject matter need (i.e. Algebra I, English I, Biology).

# English as a Second Language



## Roles & Expectations for Bilingual Mentors

In order for Bilingual Mentors to fully engage in supporting multilingual students and families, the following must be afforded:

- Quarterly Bilingual Mentor PD w/ ESL Office
- Training on SEL
- Lesson plans from ESL/Content teachers
- Training on Microsoft TEAMS features
- Technology (laptop with webcam and microphone)
- Daily schedule with instructional (ELD) and family support times
- Training on curriculum (Wonders, Florida Virtual Schools (FLVS))
- Reading A-Z, Wonders, or My Perspectives digital login information

**Professional Development:** Whether instruction takes place in school or virtually, professional development will be delivered via Microsoft TEAMS. All Bilingual Mentors will engage in quarterly professional learning experiences around instructional and community outreach resources.

In School: Instructional Support	Virtual/Remote: Instructional Support	Remote if Devices aren't 100% deployed: Instructional
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Implementation:</b> Bilingual Mentors will provide assistance within ELD course lessons with small groups of students using Reading A-Z (Daily Language Skills); Wonders (Newcomer Curriculum &amp; Lesson Cards) &amp; My Perspectives (Reality Central or Q Reads)  Content Area/ home language support for Newcomers in grades 6-12 as arranged within the areas of Math and/or Science- as designated by school principal via assistance within assigned classes (and according to daily schedule).</li> <li><input type="checkbox"/> <b>Monitoring:</b> ESL Advisors and/or Peer Coaches will observe Bilingual Mentor's breakout session with an informal lesson review once per quarter</li> <li><input type="checkbox"/> <b>Support:</b> Quarterly Bilingual Mentor Training &amp; training for <i>Wonders, My Perspectives, FLVA</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Implementation:</b> Bilingual Mentors will provide assistance within ELD course lessons via digital lessons with small groups of students in a breakout room. using Reading A-Z (Daily Language Skills); Wonders (Newcomer Curriculum &amp; Lesson Cards) &amp; My Perspectives (Reality Central or Q Reads) Bilingual support will be provided in the chat.  Content Area/ home language support for Newcomers in grades 6-12 as arranged within the areas of Math and/or Science- as designated by school principal/ according to daily schedule. Support may be offered in conjunction with ESL teacher at a separately scheduled time or during breakout virtual sessions.</li> <li><input type="checkbox"/> <b>Monitoring:</b> ESL Advisors and/or Peer Coaches will observe Bilingual Mentor's breakout session with an informal lesson review once per quarter</li> <li><input type="checkbox"/> <b>Support:</b> Quarterly Bilingual Mentor Training &amp; training for <i>Wonders, My Perspectives, FLVA, &amp; Microsoft TEAMS</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Implementation:</b> Bilingual Mentors assist teachers with making calls to EL students; checking submitted student work; and joining &amp; contributing to parent-teacher conferences.</li> <li><input type="checkbox"/> <b>Monitoring:</b> Phone call logs to be submitted to principals as designed at the school level.</li> <li><input type="checkbox"/> <b>Support:</b> ESL Instructional Advisor may work collaboratively with school leadership to assist with design of daily schedule. Quarterly Bilingual Mentor Training &amp; training for <i>Wonders, My Perspectives, FLVA</i></li> </ul>
In School: Student/ Family Support	Virtual/Remote: Instructional: Student/ Family Support	Remote if Devices aren't 100% deployed: Student/ Family Support
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation: Daily time set aside to connect with families via phone to translate school-wide documents and communicate the following information to families:                             <ul style="list-style-type: none"> <li>○ attendance and/or truancy concerns</li> <li>○ failing and/or decreasing grades</li> <li>○ ILP input</li> </ul> </li> <li><input type="checkbox"/> Delivery of <i>Families Connect</i> Program (one hour within 8-10 school days per year) (ESL provides yearly stipend when taking on this additional opportunity.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation: Daily time set aside to connect with families via phone &amp;/or Microsoft TEAMS to translate school-wide documents and communicate the following information to families:                             <ul style="list-style-type: none"> <li>○ attendance and/or truancy concerns</li> <li>○ receipt of and connectivity of technology</li> <li>○ failing and/or decreasing grades</li> <li>○ ILP input</li> </ul> </li> <li><input type="checkbox"/> Delivery of <i>Families Connect</i> Program via Microsoft TEAMS (one hour within 8-10 school days per year) (ESL provides yearly stipend when taking on this additional opportunity)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation: Daily time set aside to connect with families via phone to translate school-wide documents and communicate the following information to families:                             <ul style="list-style-type: none"> <li>○ attendance and/or truancy concerns</li> <li>○ receipt of and connectivity of technology</li> <li>○ failing and/or decreasing grades</li> <li>○ ILP input</li> </ul> </li> </ul>



# English as a Second Language



## Accommodations and Modifications

**\*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 Microsoft 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 per TDOE policy.
- 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 in accordance with TDOE Policy. Parents will be notified via email (or U.S. mail) of their child's EL status.

**Teaching Multilingual Learners Online Resource:** <https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online>

## ELs Teacher Resources for Online Learning

**Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd**

<https://getsupported.net/wp-content/uploads/SupportEd-Reflection-Tool-ELs-Returning-to-School-in-2020.pdf>

**Two Types of Cyber Learning Environments for ELs At-a-Glance**

<https://getsupported.net/wp-content/uploads/Cyber-Learning-Environments-for-ELs.pdf>

**Reflection Tool: ELs Returning to School in 2020**

<https://getsupported.net/distancelearning/>

## ELs Recommended Time on Task

Subject Areas and Time on Task		Assignments & Activities	
<b>ESL</b> Based on WIDA ACCESS or remote screener scores. (See guidance above.)		<input type="checkbox"/> Teacher lessons/assigned activities through Microsoft TEAMS using Tier 1 Wonders/My Perspectives Curriculum <input type="checkbox"/> Log into District-assigned curriculum through the Clever Portal and complete ELA lessons as appropriate per ILP <input type="checkbox"/> ESL Teacher will collaborate with the general education teacher for modifications/accommodations <input type="checkbox"/> Complete activities based on <i>WIDA Can Do</i> goals within ILP	
<b>ELD</b> Additional to ESL. ELs within first two years of a U.S. school who qualify for RTI (as decided by RTI/ESL team)		<input type="checkbox"/> Teacher lessons/assigned activities through Microsoft TEAMS and Clever <input type="checkbox"/> ELD/Newcomer ELs complete language development assignments within Microsoft TEAMS and/or appropriate designated software <input type="checkbox"/> Complete activities based on <i>WIDA Can Do</i> goals within ILP <input type="checkbox"/> Teachers will utilize ESL resources from the Tier 1 curriculum (see notes in Mentor section) as well as utilize additional supports with Reading A-Z (Daily Language Skills) and Rosetta Stone	
<b>Reading/Language Arts Writing</b>	Aligned with grade-level/subject recommendations for all students	<input type="checkbox"/> ELD/Newcomer ELs complete language development assignments within Microsoft TEAMS and/or appropriate designated software	
<b>Mathematics</b>		<input type="checkbox"/> Teacher lessons/assigned activities through Microsoft TEAMS and Clever (all core subjects)	
<b>Science</b>		<input type="checkbox"/> ESL Teacher will collaborate with the general education teacher for modifications/accommodations & language objectives (all core subjects)	
<b>Social Studies</b>		<input type="checkbox"/> Complete activities based on <i>WIDA Can Do</i> goals within ILP	
		<input type="checkbox"/> Log into District-assigned curriculum through the Clever Portal and complete ELA, Math, Science, and Social Studies lessons as appropriate per ILP	

# Response to Instruction & Intervention



## Teachers & Instructional Support Roles & Expectations

	In School	Virtual/Remote
<b>Intervention Provider</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the implementation of Response to Instruction and Intervention (RTI<sup>2</sup>), in accordance with Shelby County Schools District Implementation Guide (DIG) and communicate with parents about the RTI<sup>2</sup> process and student progress.</li> <li><input type="checkbox"/> Provide daily high-quality tiered intervention instruction aligned to student's specific area of need and conduct progress monitoring, according to tier 2 and tier 3 required frequency.</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports, to assist with informing small group intervention.</li> <li><input type="checkbox"/> Participate in the creating or updating of the student intervention plans in EdPlan and send home parent letter (task completed monthly).</li> <li><input type="checkbox"/> Maintain RTI<sup>2</sup> student specific folders, including all required documents as outlined in the DIG.</li> <li><input type="checkbox"/> Log daily intervention in EdPlan RTI Explorer.</li> <li><input type="checkbox"/> Actively participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (in-person, virtual, or Canvas).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the implementation of Response to Instruction and Intervention (RTI<sup>2</sup>) in accordance with Shelby County Schools District Implementation Guide (DIG) and communicate with parents about the RTI<sup>2</sup> process and student progress.</li> <li><input type="checkbox"/> Provide daily high-quality digital tier 2 and 3 intervention instruction, utilizing Microsoft TEAMS.</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports, to assist with informing small group intervention.</li> <li><input type="checkbox"/> Participate in the creating or updating of the student intervention plans in EdPlan and email the parent letter (task completed monthly).</li> <li><input type="checkbox"/> Maintain RTI<sup>2</sup> student specific folders in Microsoft TEAMS, including all required documents as outlined in the DIG.</li> <li><input type="checkbox"/> Log daily intervention in EdPlan RTI Explorer.</li> <li><input type="checkbox"/> Actively participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (virtual or Canvas).</li> </ul>
<p><b>SPED:</b> As aligned with DECHS Department expectations</p> <p><b>ESL:</b> As aligned with ESL Department expectations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide daily high-quality tiered intervention for students with IEPs, aligned to the student's area of need and conduct progress monitoring according to tier 2/3 frequency (SPED teacher).</li> <li><input type="checkbox"/> Participate monthly in the creating and updating of the student intervention plan in EdPlan and send home parent letter (SPED teacher).</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports, to assist with informing small group intervention (SPED and ESL).</li> <li><input type="checkbox"/> Collaborate with data team, to provide observation and input regarding ESL student academic performance, including information from ILP (ESL Teacher).</li> <li><input type="checkbox"/> Participate in the referral process for Special Education services.</li> <li><input type="checkbox"/> Actively participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (in-person, virtual, or Canvas).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide daily high-quality tiered intervention in Microsoft TEAMS for students with IEPs, aligned to the student's area of need and conduct progress monitoring according to tier 2/3 frequency (SPED teacher).</li> <li><input type="checkbox"/> Participate in the creating or updating of the student intervention plans in EdPlan and email the parent letter (task completed monthly, SPED Teacher).</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports, to assist with informing small group intervention (SPED Teacher).</li> <li><input type="checkbox"/> Collaborate with data team, to provide observation and input regarding ESL student academic performance, including information from ILP (ESL Teacher).</li> <li><input type="checkbox"/> Actively participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (in-person, virtual, or Canvas).</li> </ul>

# Response to Instruction & Intervention



## Teachers & Instructional Support Roles & Expectations continued

	In School	Virtual/Remote
<b>School-based RTI<sup>2</sup> Lead</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the overall implementation of RTI<sup>2</sup>, in accordance with Shelby County Schools District Implementation Guide (DIG), communicate with school staff about the RTI<sup>2</sup> process, and serve as a liaison between the principal and teachers.</li> <li><input type="checkbox"/> Collaborate regularly with the RTI<sup>2</sup> Advisor.</li> <li><input type="checkbox"/> Facilitate EdPlan RTI<sup>2</sup> Tracker training and manage the process for entering data into EdPlan RTI Explorer.</li> <li><input type="checkbox"/> Schedule and facilitate monthly RTI<sup>2</sup> Data Team meetings, including the identification of data team members and the associated roles and responsibilities.</li> <li><input type="checkbox"/> Ensure progress monitoring schedules are developed and instituted.</li> <li><input type="checkbox"/> Maintain data team meeting minutes, copies of agenda, and CSRS, and ensure these documents are uploaded monthly into RTI<sup>2</sup> SharePoint.</li> <li><input type="checkbox"/> Foster collaboration amongst data team members (school administrators, intervention providers, instructional facilitator, classroom teachers, PLC Coach, SPED teacher, ESL teacher, school psychologist, and school support staff).</li> <li><input type="checkbox"/> Develop fidelity check schedule and assist with completion of the fidelity checks.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation and support the use of best practices for high quality intervention (in-person, virtual, or Canvas).</li> <li><input type="checkbox"/> Schedule appropriate i-Ready or Edgenuity vendor school-based support with zone assigned vendor consultant.</li> <li><input type="checkbox"/> Review Data Reports (Edgenuity, iReady, and Illuminate FastBridge) and monitor usage of computer-based intervention platforms.</li> <li><input type="checkbox"/> Maintain a master list (CSRS) of Tier 2 and Tier 3 students by grade level and RTI<sup>2</sup> student-specific folders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the overall implementation of RTI<sup>2</sup>, in accordance with Shelby County Schools District Implementation Guide (DIG), communicate with school staff about the RTI<sup>2</sup> process, and serve as a liaison between the principal and teachers.</li> <li><input type="checkbox"/> Collaborate regularly with the RTI<sup>2</sup> Advisor.</li> <li><input type="checkbox"/> Lead the development of school plan to address virtual intervention instruction.</li> <li><input type="checkbox"/> Ensure virtual progress monitoring schedules are developed and instituted.</li> <li><input type="checkbox"/> Schedule and facilitate monthly virtual RTI<sup>2</sup> data team meetings, including the identification of data team members and the associated roles and responsibilities</li> <li><input type="checkbox"/> Maintain data team meeting minutes, copies of agenda, and CSRS, and ensure these documents are uploaded monthly into RTI<sup>2</sup> SharePoint.</li> <li><input type="checkbox"/> Foster collaboration amongst data team members (school administrators, intervention providers, instructional facilitator, classroom teachers, PLC Coach, SPED teacher, ESL teacher, school psychologist, and school support staff).</li> <li><input type="checkbox"/> Develop fidelity check schedule and assist with completion of the virtual fidelity checks.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation and support the use of best practices for high quality intervention (virtual or Canvas).</li> <li><input type="checkbox"/> Schedule appropriate i-Ready or Edgenuity vendor virtual support with zone assigned vendor consultant.</li> <li><input type="checkbox"/> Review Data Reports (Edgenuity, iReady, and Illuminate FastBridge) and monitor usage of computer-based intervention platforms.</li> <li><input type="checkbox"/> Maintain a master list (CSRS) of students with active RTI<sup>2</sup> plan and RTI<sup>2</sup> student-specific folders.</li> </ul>

# Response to Instruction & Intervention



## Teachers & Instructional Support Roles & Expectations continued

	In School	Virtual/Remote
<b>PLC Coaches</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure high quality intervention resources are available to intervention providers and students.</li> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (in person, virtual, or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure high quality digital learning resources are available to intervention providers and students.</li> <li><input type="checkbox"/> Participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (virtual or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>
<b>Instructional Facilitators/Specialists</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (in person, virtual, or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (in person, virtual, or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>
<b>School Psychologist: As Aligned with DECHS Department Expectations.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review RTI<sup>2</sup> assessment data (Illuminate FastBridge, i-Ready and Edgenuity).</li> <li><input type="checkbox"/> Collaborate with the school team regarding the referral process for consideration of special education assessment for a specific learning disability.</li> <li><input type="checkbox"/> Participate in RTI<sup>2</sup> Data Team Meetings and collaborate frequently with the school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (in-person, virtual, or Canvas).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review RTI<sup>2</sup> assessment data (Illuminate FastBridge, i-Ready and Edgenuity).</li> <li><input type="checkbox"/> Through TEAMS, collaborate with the school team regarding the referral process for consideration of special education assessment for a specific learning disability.</li> <li><input type="checkbox"/> Participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with the school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (virtual, or Canvas).</li> </ul>

# Response to Instruction & Intervention



## School-based Administration Roles & Expectations

	In School	Virtual/Remote
<b>Principals/School Leaders</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate with school staff regarding RTI<sup>2</sup> implementation and serve as a liaison between the RTI<sup>2</sup> Lead, teachers, parents, and other stakeholders.</li> <li><input type="checkbox"/> Collaborate regularly with the RTI<sup>2</sup> Advisor.</li> <li><input type="checkbox"/> Create school-wide bell or master schedule, including time allocated for RTI<sup>2</sup> intervention. (RTI<sup>2</sup> TDOE course codes required for secondary).</li> <li><input type="checkbox"/> Arrange for universal screening and benchmarking to occur within the district identified assessment window.</li> <li><input type="checkbox"/> Ensure small group instruction and computer-based intervention are occurring.</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Foster consistent collaboration amongst Data Team Members.</li> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (in person, virtual, or Canvas)</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate with school staff regarding RTI<sup>2</sup> implementation and serve as a liaison between the RTI<sup>2</sup> Lead, teachers, parents, and other stakeholders.</li> <li><input type="checkbox"/> Collaborate regularly with the RTI<sup>2</sup> Advisor.</li> <li><input type="checkbox"/> Create virtual school-wide bell or master schedule, including time allocated for RTI<sup>2</sup> intervention. (RTI<sup>2</sup> TDOE course codes required for secondary).</li> <li><input type="checkbox"/> Arrange for universal screening and benchmarking to occur within the district identified assessment window</li> <li><input type="checkbox"/> Ensure small group instruction intervention is occurring through Microsoft TEAMS.</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Foster consistent collaboration amongst Data Team Members.</li> <li><input type="checkbox"/> Participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (virtual or Canvas)</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>
<b>Vice Principals/Assistant Principals</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (in person, virtual, or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation. (virtual and/or Canvas)</li> <li><input type="checkbox"/> Monitor online instruction in i-Ready (K-8) and Edgenuity (9-12) and review data reports.</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>
<b>Counselors</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with appropriate stakeholders to ensure students are scheduled into intervention classes, aligned with current RTI<sup>2</sup> TDOE course codes.</li> <li><input type="checkbox"/> Participate in monthly RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (in person, virtual, or Canvas).</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with appropriate stakeholders to ensure students are scheduled into intervention classes, aligned with current RTI<sup>2</sup> TDOE course codes.</li> <li><input type="checkbox"/> Participate in monthly virtual RTI<sup>2</sup> Data Team Meetings and collaborate frequently with school-based RTI<sup>2</sup> Lead and data team members.</li> <li><input type="checkbox"/> Participate in professional learning opportunities specifically designed to enhance RTI<sup>2</sup> implementation (virtual or Canvas).</li> <li><input type="checkbox"/> Conduct fidelity checks.</li> </ul>

# Response to Instruction & Intervention



## Students, Parents/Guardians Roles & Expectations

	In School	Virtual/Remote
Students	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engage during the intervention block.</li> <li><input type="checkbox"/> Identify username(s) and password(s) for instructional intervention platforms and how to access the platforms (Clever, Illuminate FastBridge, iReady (K-8), Edgenuity (9-12)).</li> <li><input type="checkbox"/> Monitor progress by analyzing intervention platform performance data: i-Ready (K-8), Edgenuity (9-12) and progress monitoring data (IFB).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dedicate appropriate time to learning, using the time on task recommendations or as guided by intervention provider.</li> <li><input type="checkbox"/> Review daily communication, assignments, or resources provided by the intervention provider in Microsoft TEAMS, Clever, Canvas, and other identified intervention online resources.</li> <li><input type="checkbox"/> Identify username(s) and password(s) for instructional intervention platforms and how to access the platforms (Clever, Illuminate FastBridge, iReady (K-8), Edgenuity (9-12)).</li> <li><input type="checkbox"/> Complete and submit all assignments by due dates established by the intervention provider.</li> <li><input type="checkbox"/> Monitor progress by analyzing intervention platform performance data (i-Ready (K-8), Edgenuity (9-12)) and progress monitoring data (IFB).</li> </ul>
Parents/Guardians	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor school and district communications for important information regarding RTI<sup>2</sup> assessments and interventions.</li> <li><input type="checkbox"/> Ensure child identifies Clever username and password to access Illuminate FastBridge, i-Ready (K-8), Edgenuity (9-12).</li> <li><input type="checkbox"/> Maintain communication with child's teachers.</li> <li><input type="checkbox"/> Review your child's progress (EdPlan Parent letter and i-Ready (K-8) or Edgenuity (9-12)).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor child's online instruction.</li> <li><input type="checkbox"/> Foster an environment conducive to learning, by developing the following:                             <ul style="list-style-type: none"> <li>○ <i>Establish a quiet digital learning and study area.</i></li> <li>○ <i>Set a regular time for completion of assignments.</i></li> <li>○ <i>Assist with assignment.</i></li> <li>○ <i>Ensure quality time is allocated to completing assigned assessments.</i></li> </ul> </li> <li><input type="checkbox"/> Pick up mobile device and a hotspot, if needed.</li> <li><input type="checkbox"/> Monitor school and district communications for important information regarding RTI<sup>2</sup> assessments and interventions.</li> <li><input type="checkbox"/> Ensure child identifies Clever username and password to access Illuminate FastBridge, i-Ready (K-8), or Edgenuity (9-12)</li> <li><input type="checkbox"/> Maintain communication with child's teachers.</li> <li><input type="checkbox"/> Review your child's progress (emailed EdPlan Parent letter and i-Ready (K-8) or Edgenuity (9-12)).</li> </ul>



# Response to Instruction & Intervention



## RTI<sup>2</sup> Tier 2 and Tier 3 Guidance

In School	Virtual/Remote
<p><b>Intervention providers will follow traditional school model for Response to Instruction &amp; Intervention, as outlined in the SCS District Implementation Guide SY 2020-21 and the TDOE State Guidelines.</b></p> <p><b>RTI<sup>2</sup> Intervention Instruction:</b></p> <ul style="list-style-type: none"> <li>• Tier 2 and Tier 3 interventions should be research-based and aligned to specific skill-deficit(s). Tier 3 interventions must be more intensive than Tier 2 interventions.</li> <li>• The essential part of RTI<sup>2</sup> is <b>small group face-to-face</b> intervention, where students receive multisensory, explicit instruction, aligned specifically to the student's skill-deficit and instructional level. Teacher-led sessions must have appropriate small group ratios based on the intensity of interventions.</li> <li>• Allows the teacher the opportunity to explicitly teach or re-teach skills needed by specific groups of students. It also allows the teacher the opportunity to assess students in a small group setting and provide corrective feedback, as necessary.</li> <li>• During small groups instruction, teachers engage students in activities and tasks in order to assess whether each student is comprehending concepts and skills being taught.</li> </ul> <p><b>Interventionist should use the following instructional methodologies to ensure students receive intensive and targeted instruction.</b></p> <p><b><u>Tier 2 Instructional Path (Literacy or Mathematics)</u></b>  <b><u>i-Ready K-8 and Edgenuity 9-12 (All Reading &amp; Traditional Math)</u></b>  <b><u>&amp; Dreambox (I-Zone Math) Computer-Based Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Monday, Wednesday, Friday <b>(See Sample Schedule)</b></li> <li>• Access i-Ready, Edgenuity and Dreambox Online Platforms using <a href="#">Clever</a></li> </ul>	<p><b>WHO:</b> Intervention Provider</p> <p><b>WHAT/WHEN:</b> Intervention provider will plan for and facilitate effective virtual small group instruction based on specific skill-based area, for students with active intervention plans. K-8 students will access i-Ready platform for computer-based instruction. Students in grades 9-12 will access Edgenuity platform for computer-based instruction.</p> <p><b><u>Tier 2 Instructional Path (Literacy or Mathematics)</u></b>  <b><u>i-Ready K-8 and Edgenuity 9-12 (All Reading &amp; Traditional Math) &amp; Dreambox (I-Zone Math) Computer-Based Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Monday, Wednesday, Friday <b>(See Sample Schedule)</b></li> <li>• Access i-Ready, Edgenuity and Dreambox Online Platforms using <a href="#">Clever</a></li> </ul> <p><b><u>Teacher-Led Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Tuesday, Thursday <b>(See Sample Schedule)</b></li> <li>• During small group instruction, teachers engage students in activities and tasks by incorporating components of <a href="#">MEALS</a> in order to assess whether each student is comprehending concepts and skills being taught.</li> <li>• RTI<sup>2</sup> interventions, including district-approved computer-based interventions, should occur during scheduled intervention times.</li> <li>• As interventionists provide small group instruction, they should incorporate the gradual release model, which outlines the process of implementing the, I Do It – (Modeled Instruction), We Do It - (Guided Instruction/Guided Practice), They Do Together-(Collaborative Practice) and, You Do It–Independently–(Independent Practice), the action correlates to the Components of Evidence Based Interventions.</li> <li>• Small Group Instruction is provided according to students' <i>skill deficit area and instructional level</i>. Click Here to Review the <a href="#">RTI<sup>2</sup> Skill Deficit Alignment</a> that correlates to domains identifying i-Ready &amp; Edgenuity lessons within Tools for Instruction to assist with planning for Small Group Instruction.</li> </ul>

# Response to Instruction & Intervention



## RTI<sup>2</sup> Tier 2 and Tier 3 Guidance continued

In School	Virtual/Remote
<p><b><u>Teacher-Led Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Tuesday, Thursday (<a href="#">See Sample Schedule</a>)</li> <li>• During small group instruction, teachers engage students in activities and tasks by incorporating components of <a href="#">MEALS</a> in order to assess whether each student is comprehending concepts and skills being taught.</li> <li>• RTI<sup>2</sup> interventions, including district-approved computer-based interventions, should occur during scheduled intervention times.</li> <li>• As intervention providers plan for and facilitate small group instruction, the gradual release model should be incorporated, which outlines the process of implementing the, I Do It – (Modeled Instruction), We Do It - (Guided Instruction/Guided Practice), They Do Together-(Collaborative Practice) and, You Do It–Independently–(Independent Practice), the action correlates to the Components of Evidence Based Interventions.</li> <li>• Small Group Instruction is provided according to students' <i>skill deficit area</i> and <i>instructional level</i>. Click Here to Review the <a href="#">RTI<sup>2</sup> Skill Deficit Alignment</a> that correlates to domains identifying i-Ready lessons within Tools for Instruction to assist with planning for Small Group Instruction.</li> </ul> <p><b><u>Tier 3 Instructional Path (Literacy or Mathematics)</u></b>  <b><u>IReady K-8, Edgenuity 9-12 (All Reading &amp; Traditional Math) &amp; Dreambox (I-Zone Math) Computer-Based Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Tuesday, Thursday (<a href="#">See Sample Schedule</a>)</li> <li>• Access i-Ready and Edgenuity Online Platform using <a href="#">Clever</a></li> </ul> <p><b><u>Teacher-Led Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Monday, Wednesday, Friday</li> <li>• During small group instruction, teachers engage students in activities and tasks by incorporating components of <a href="#">MEALS</a> in order to assess whether each student is comprehending concepts and skills being taught.</li> <li>• RTI<sup>2</sup> interventions, including district-approved computer-based interventions, should occur during scheduled intervention times.</li> <li>• As intervention providers plan for and facilitate small group instruction, the gradual release model should be incorporated, which outlines the process of implementing the, I Do It – (Modeled Instruction), We Do It - (Guided Instruction/Guided Practice), They Do Together-(Collaborative Practice) and, You Do It–Independently–(Independent Practice), the action correlates to the Components of Evidence Based Interventions.</li> <li>• Small Group Instruction is provided according to students' <i>skill deficit area</i> and <i>instructional level</i>. Click Here to Review the <a href="#">RTI<sup>2</sup> Skill Deficit Alignment</a> that correlates to domains identifying iReady lessons within Tools for Instruction to assist with planning for Small Group Instruction.</li> </ul>	<p><b><u>Tier 3 Instructional Path (Literacy or Mathematics)</u></b>  <b><u>I-Ready K-8, Edgenuity 9-12 (All Reading &amp; Traditional Math) &amp; Dreambox (I-Zone Math) Computer-Based Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Tuesday, Thursday (<a href="#">See Sample Schedule</a>)</li> <li>• Access iReady and Edgenuity Online Platform using <a href="#">Clever</a></li> </ul> <p><b><u>Teacher-Led Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Monday, Wednesday, Friday</li> <li>• During small group instruction, teachers engage students in activities and tasks by incorporating components of <a href="#">MEALS</a> in order to assess whether each student is comprehending concepts and skills being taught.</li> <li>• RTI<sup>2</sup> interventions, including district-approved computer-based interventions, should occur during scheduled intervention times.</li> <li>• As interventionists provide small group instruction, the gradual release model should be incorporated, which outlines the process of implementing the, I Do It – (Modeled Instruction), We Do It - (Guided Instruction/Guided Practice), They Do Together-(Collaborative Practice) and, You Do It–Independently–(Independent Practice), the action correlates to the Components of Evidence Based Interventions.</li> <li>• Small Group Instruction is provided according to students' <i>skill deficit area</i> and <i>instructional level</i>. Click Here to Review the <a href="#">RTI<sup>2</sup> Skill Deficit Alignment</a> that correlates to domains identifying iReady and Edgenuity lessons within Tools for Instruction to assist with planning for Small Group Instruction.</li> </ul> <p><b>WHERE:</b></p> <ul style="list-style-type: none"> <li>• Microsoft TEAMS (Small Group Instruction)</li> <li>• I-Ready K-8, Edgenuity 9-12 (All Reading &amp; Traditional Math) &amp; Dreambox (I-Zone Math) Computer-Based Instruction</li> </ul> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• 45 Minute Daily Instruction</li> </ul>

# Response to Instruction & Intervention (RTI<sup>2</sup>)



## RTI<sup>2</sup> Universal Screener, Benchmark, and Diagnostic

	In School	Virtual/Remote
All Students	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI<sup>2</sup> Leads will adhere to the 2020-21 SCS District Assessment Calendar, which outlines the testing dates for Illuminate FastBridge (IFB) screening and benchmarking and i-Ready diagnostic.</li> <li><input type="checkbox"/> The RTI<sup>2</sup> Lead, Administrator(s), and data team members will collaboratively develop a school-based testing schedule. This schedule should identify staff members to assist with any assessments requiring 1-1 administration. <b>Masks or shields are recommended for the administration of the assessments requiring 1-1 administration, considering the proximity of student to test administrator.</b></li> <li><input type="checkbox"/> Refer to the District Implementation Guide (DIG) for updates to the universal screening and benchmarking protocol.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI<sup>2</sup> Leads will adhere to the 2020-21 SCS District Assessment Calendar, which outlines the testing dates for Illuminate FastBridge (IFB) screening and benchmarking and i-Ready diagnostic.</li> <li><input type="checkbox"/> The RTI<sup>2</sup> Lead, Administrator(s), and data team members will collaboratively <b>develop a schedule to complete assessments virtually. This schedule should consider the number of assessments that require 1-1 administration</b> (earlyReading, earlyMath, CBMreading (see resources below for support)).</li> <li><input type="checkbox"/> RTI<sup>2</sup> Lead and intervention providers will ensure communication is provided to students engaging in virtual learning, to ensure students and families are aware of the assessments and timelines.</li> <li><input type="checkbox"/> Refer to the District Implementation Guide (DIG) for updates to the SY2020-21 universal screening and benchmarking protocol.</li> </ul>
Elementary (K-5)	<b>There are no special notes for elementary students regarding universal screening.</b>	
Middle (6-8)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Middle school students will only participate in the <b>Spring Universal Screening/Benchmarking window</b>.</li> <li><input type="checkbox"/> Students with current RTI<sup>2</sup> intervention plans will take the i-Ready diagnostic during fall, winter, and spring assessment windows.</li> </ul>	
High (9-12)	<ul style="list-style-type: none"> <li><input type="checkbox"/> High school students identified through the BrightBytes Early Warning System (EWS) will only participate in the <b>Spring Benchmarking window</b>.</li> <li><input type="checkbox"/> At minimum, students with current RTI<sup>2</sup> intervention plans will participate in the Edgenuity placement assessment during the fall assessment window. Edgenuity can be utilized as both an intervention tool and additional support for tier 1 instruction.</li> </ul>	
Resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent letters to explain purpose of assessments, how assessment must be administered, and how to log in to assessment platform.</li> <li><input type="checkbox"/> Quick Reference Guide (QRG) explaining how to administer 1-1 assessments.</li> <li><input type="checkbox"/> Video demonstrating how to administer 1-1 assessments.</li> <li><input type="checkbox"/> For additional resources, login to IFB, go to the <i>Knowledge Base</i>, scroll down to FAQ section and click on COVID-19.</li> </ul>	

# Response to Instruction & Intervention (RTI<sup>2</sup>)



## RTI<sup>2</sup> Progress Monitoring

	In School	Virtual/Remote
All Students	<ul style="list-style-type: none"> <li><input type="checkbox"/> The RTI<sup>2</sup> Lead, Administrator(s), and Data Team Members will collaboratively ensure a minimum of 45-minute daily block of intervention instructional time is reflected in the school master schedule, since progress monitoring is directly aligned with the frequency and duration of intervention instruction.</li> <li><input type="checkbox"/> The RTI<sup>2</sup> Lead will organize and communicate cycle of accountability for progress monitoring. <b>For virtual administration, communication should target intervention providers, assessment administrators, students, and parents.</b></li> <li><input type="checkbox"/> Five days of small group intervention instruction should occur for every weekly progress monitoring (Tier 3), 10 days of intervention instruction for bi-weekly progress monitoring (Tier 2).</li> </ul>	

## Professional Development

	Description	
Microsoft TEAMS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend school and zone-based training with assigned RTI<sup>2</sup> Advisor</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI<sup>2</sup> Advisor will provide instructional support</li> </ul>
Canvas   New and returning RTI <sup>2</sup> Canvas Training	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI<sup>2</sup>: Navigating EdPlan RTI Explorer (New)</li> <li><input type="checkbox"/> What is the RTI<sup>2</sup> Framework: RTI<sup>2</sup> Overview (New)</li> <li><input type="checkbox"/> RTI<sup>2</sup>: Navigating Illuminate FastBridge Screening and Reports (New)</li> <li><input type="checkbox"/> RTI<sup>2</sup>: Implementing High Quality Intervention (New)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RTI<sup>2</sup>: EdPlan Student Fidelity Checks and Advanced Reporting Analysis (Returning)</li> <li><input type="checkbox"/> Implementing the RTI<sup>2</sup> Framework (Returning)</li> <li><input type="checkbox"/> RTI<sup>2</sup>: Monitoring Student Progress using Illuminate FastBridge (Returning)</li> <li><input type="checkbox"/> RTI<sup>2</sup>: Maintaining Effective Quality Intervention (Returning)</li> </ul>
iReady   Kindergarten – Grade 8 ELA and Math intervention & enrichment	Schools have the option to request school-based training from the vendor or attend district-led training by registering in PLZ.	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> iReady: Intervening when Students Are Struggling with Online Instruction</li> <li><input type="checkbox"/> iReady: Monitoring Online Instruction</li> <li><input type="checkbox"/> iReady: Using iReady to Support Reading Foundation Skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> iReady: Teacher Toolbox and Online Instruction</li> <li><input type="checkbox"/> iReady: Guiding Student Goal Setting</li> <li><input type="checkbox"/> iReady: Student Data Chats</li> <li><input type="checkbox"/> Diagnosing and Planning for Unfinished Learning</li> </ul>
Edgenuity   9-12 ELA and Math intervention & enrichment	Schools have the option to request school-based training from the vendor or attend district-led training by registering in PLZ.	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Edgenuity: Data Metrics and Monitoring Student Progress</li> <li><input type="checkbox"/> Edgenuity: Introduction to Edgenuity: MyPath Reading and Math</li> <li><input type="checkbox"/> Edgenuity: Using MyPath to Support Blended Learning Models</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Edgenuity: Managing Edgenuity Materials to Support Small Group Instruction</li> <li><input type="checkbox"/> Edgenuity: Strategies for Student Success</li> </ul>
RTI <sup>2</sup> EdPlan Explorer	<ul style="list-style-type: none"> <li><input type="checkbox"/> EdPlan: Logging Intervention and Fidelity Checks</li> <li><input type="checkbox"/> EdPlan: RTI<sup>2</sup> Explorer and Student Data Plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EdPlan: Using Data in Advanced Reporting</li> <li><input type="checkbox"/> EdPlan: Creating At-Risk Support Plans for At- Risk Students (K-2)</li> </ul>

# 2nd Grade Paraprofessionals



## Roles & Expectations

In order for paraprofessionals to fully engage in the teaching and learning of foundational skills, the following must be afforded:

- Monthly foundational skills PD/Learning experiences
- Training on Microsoft TEAMS features
- Training on curriculum (Wonders, Florida Virtual Schools (FLVS))
- Training on SEL
- Technology (laptop with webcam and microphone)
- Wonders or FLVS digital login information
- Collaborative planning with core teacher
- Daily agenda or lesson plan to follow during instruction

**Professional Development:** Whether instruction takes place in school or virtually, professional development will be delivered via **Microsoft TEAMS**. All 2<sup>nd</sup> grade paraprofessionals will engage in monthly professional learning experiences in foundational skills, as aligned to the scope and sequence of lessons in the Wonders curriculum.

	In School	Virtual/Remote Instruction	Remote if Devices aren't 100% deployed
<b>Implementation, Monitoring, &amp; Support</b>	<p><b>Implementation:</b> Paraprofessionals will implement lessons with small groups of students.</p> <p><b>Monitoring:</b> Early Literacy Advisors will observe paraprofessional's lesson using the Paraprofessional Observational tool.</p> <p><b>Support:</b> Teachers and paraprofessionals will plan collaboratively. Early Literacy Advisors will provide feedback and support to paraprofessionals during/after each observation.</p>	<p><b>Implementation:</b> Paraprofessionals will implement digital lessons with small groups of students in a breakout room during small group instruction.</p> <p><b>Monitoring:</b> Early Literacy Advisors will observe paraprofessional's digital lesson using the Paraprofessional Observational tool.</p> <p><b>Support:</b> Teachers and paraprofessionals will plan collaboratively. Early Literacy Advisors will provide feedback and support to paraprofessionals during/after each observation.</p>	<p><b>Implementation:</b> Paraprofessionals will assist teachers with making calls to students; checking submitted student work; and joining &amp; contributing to parent-teacher conferences.</p> <p><b>Monitoring:</b> Teachers will provide feedback to paraprofessionals regarding their tasks such as grading assignments and participating in parent-teacher conferences.</p> <p><b>Support:</b> Teachers and paraprofessionals will plan collaboratively. Teachers will share student data and reference student work to discuss student progress with paraprofessionals.</p>

	In School	Virtual/Remote Instruction
<b>Digital Lesson Design &amp; Guidance</b>	<p>Second grade paraprofessionals will participate in teacher-directed lessons during whole and small group instructional time.</p> <p><b>Whole Group:</b> Paraprofessionals may be stationed with a specific group of students or s/he may circulate among students providing instructional support by prompting with questions, redirecting misconceptions, restating teacher instructions, etc.</p> <p><b>Small Group:</b> Paraprofessionals may engage in the following during Core Small group time.</p> <ul style="list-style-type: none"> <li>• conduct a teacher-led small group during literacy workstations</li> <li>• circulate among groups of students and assist with workstation tasks</li> <li>• rotate to stations with one group of students identified with high needs</li> </ul> <p><b>Pull-out:</b> Paraprofessionals will meet with select students to provide instructional support in the targeted foundational skill.</p>	<p>Second grade paraprofessionals will participate in teacher-directed "live" digital lessons during whole group and small group instructional time.</p> <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>• Manage the Microsoft TEAMS features (chat, breakout rooms, muting, etc.)</li> <li>• Respond to student questions &amp; comments</li> <li>• Lead a discussion</li> <li>• Lead a daily "Do Now" activity</li> <li>• Facilitate activities</li> <li>• Daily or weekly wrap-ups (review, exit ticket)</li> <li>• Facilitate brain breaks</li> </ul> <p><b>Small Group:</b> Paraprofessionals may engage in the following during Core Small group time.</p> <ul style="list-style-type: none"> <li>• conduct a teacher-led small group in a breakout session during literacy workstations</li> <li>• rotate in and out of breakout sessions to support multiple groups of students with workstation tasks</li> <li>• remain with one group of students in a breakout session to provide instructional support</li> </ul> <p><b>Pull-out:</b> Paraprofessionals will meet with select students in a virtual breakout room to provide instructional support in any foundational skills deficit area.</p>

# Roles & Expectations for Students & Families



## 2020-21 School Year

	In School	Virtual/Remote	Success Would Be...
<b>Students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to policies and rules set forth by the District and your respective school.</li> <li><input type="checkbox"/> Students must wear masks when inside the school buildings and on a bus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).</li> <li><input type="checkbox"/> Check Microsoft TEAMS, Clever, and other online platforms shared by your school or teacher for information on classes, assignments, and resources daily.</li> <li><input type="checkbox"/> Ensure personal access to username(s) and password(s) for instructional resources.</li> <li><input type="checkbox"/> Submit all assignments by due dates established by your teacher(s).</li> <li><input type="checkbox"/> Sign and submit the Appropriate Technology Usage &amp; Agreement Form to the school.</li> <li><input type="checkbox"/> Notify your teacher or principal immediately, if there are problems with your technology.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student expectations for remote learning clearly communicated and in place.</li> <li><input type="checkbox"/> Access to working, well-supported devices and internet.</li> <li><input type="checkbox"/> Trained on the use of the Microsoft TEAMS platform.</li> <li><input type="checkbox"/> Provided with all learning materials (textbooks, calculators, etc.).</li> <li><input type="checkbox"/> Host remote technology boot camps for students.</li> <li><input type="checkbox"/> Students know and access all programs with correct usernames and passwords.</li> <li><input type="checkbox"/> Students submit assigned work.</li> </ul>
<b>Parents/ Guardians</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to policies and rules set forth by the District and your respective school.</li> <li><input type="checkbox"/> Maintain communication with your children's teachers and school counselors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pick up mobile device and if needed, a hotspot.</li> <li><input type="checkbox"/> Monitor District communications for up-to-date information regarding school closures, instructional continuation plans, and digital learning resources.</li> <li><input type="checkbox"/> Ensure your children know their usernames and passwords for instructional resources.</li> <li><input type="checkbox"/> Maintain communication with your children's teachers and school counselors.</li> <li><input type="checkbox"/> Sign the Appropriate Technology Usage &amp; Agreement Form and submit to the school.</li> <li><input type="checkbox"/> Notify your child(ren)'s teacher(s) or principal immediately, if there are problems with your technology.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent communication available via live events on the Microsoft TEAMS platform.</li> <li><input type="checkbox"/> Support (phone and email) on Microsoft TEAMS to assist in supporting students.</li> <li><input type="checkbox"/> Understanding of scheduling, communication, and expectations for their students – Parents will be able to clearly answer – “What will each day/week look like for my child?”</li> </ul>



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## Thanks and Acknowledgements

### Shelby County Board of Education

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Core Academic Team  
Curriculum & Instruction  
Early Childhood  
Early Literacy  
Educational Technology

English as a Second Language Department  
Exceptional Children & Health Services  
Office of Schools & Leadership  
Optional Schools & Advanced Academics  
Professional Learning & Support  
Response to Instruction & Intervention  
School Counseling Services