SHELBY COUNTY SCHOOLS
Return STRONGER
2020-21 School Re-Entry Plan

SHELBY COUNTY SCHOOLS
Excellence since 1867
SCS

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

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Dear Stakeholders,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Joris M. Ray, Ed.D.
Superintendent

Shelby County Schools Opening of Schools

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

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

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

Parent Choice for the 2020-21 School Year

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

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

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

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

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

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

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

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

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

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

Grading

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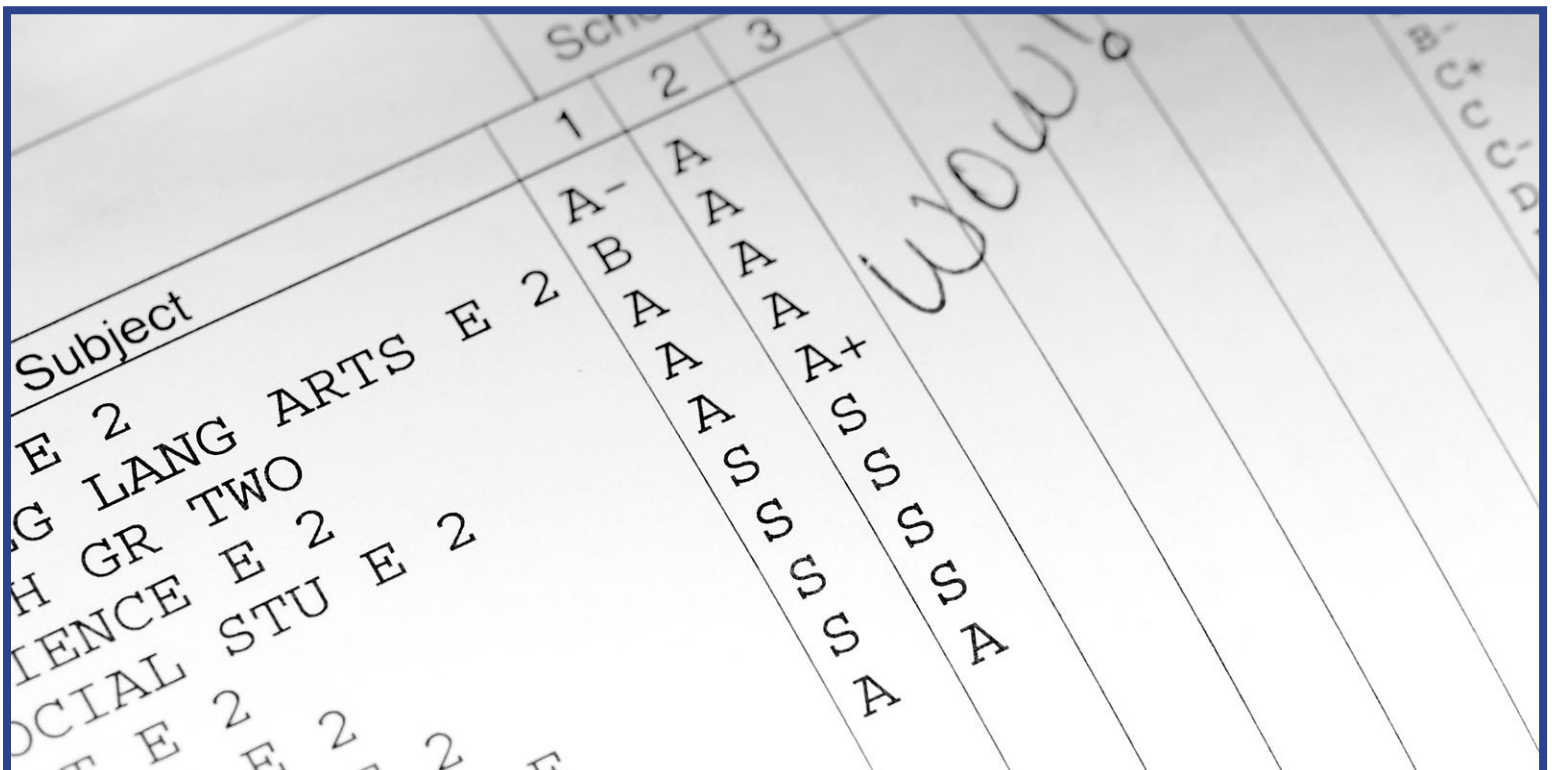
A Device for Every Student

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

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

Distribution Timeline

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

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

Understanding Devices and Learning Platforms

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

Preventing the Spread of Germs and COVID-19 in Schools

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

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

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

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

Coronavirus Testing

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

Testing Locations in Shelby County:

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

In-School Learning

Procedures for All Campuses

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

Cohorting

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

Social/Physical Distancing

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

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

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

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

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

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

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

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

Face Masks

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

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

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

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

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

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

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

Gloves

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

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

Handwashing and Sanitizing

Classroom schedules will include designated times for handwashing.

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

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

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

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

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

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

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

Temperature Checks

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

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

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

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

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

Movement on Campus

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

Before-School and After-School Care

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

Morning Drop-off and Afternoon Pick-up

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

School Meals

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

After-School Activities and Athletics

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

Sharing of Supplies

Shared school supplies will be discouraged to the extent possible.

Parent Conferences and Meetings

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

Lingering on Campus

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

Field Trips

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

Recess

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

Bus Transportation

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

Procedures for Riding the Bus

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

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

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

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

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

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

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

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

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

The Road to Reopening Schools

Planning for Opening of Schools

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

Vision

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

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

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

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

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

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

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

Safety

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

Equity

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

Communication

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

Academics

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

Social and emotional learning

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

Funding

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

Partnerships

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

Superintendent's Re-Entry Task Force

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

Re-Entry Task Force Members:

Miska Clay Bibbs – Chair, Shelby County Board of Education

Mark Billingsley – Chair, Shelby County Commission

DaCharius Brooks – Student, East High School

Michalyn Easter-Thomas – Instructional Facilitator, Shelby County Schools

Alisa Haushalter – Director, Shelby County Health Department

Steevon Hunter – Principal, Kirby High School

Tom Marino – Executive Director, The Poplar Foundation

Joann Massey – Parent, White Station High School

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

Beverly Robertson – President, Greater Memphis Chamber

Patrice Jordan Robinson – Chair, Memphis City Council

Danette Stokes – Teacher

Gabriela Toro – Principal, Newcomer International Center

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

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

Digital Device Task Force

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

Superintendent's Digital Device Task Force Members:

Kevin Woods – Board Member, SCS

Mark Billingsley – Chairman, Shelby County Commission

Patrice Robinson – Chairwoman, Memphis City Council

Rob Carter – Executive VP and Chief Information Officer, FedEx

Blair Taylor – Memphis Tomorrow

Andy Cates – Chamber of Commerce, Chairman Circle

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

Arthur Scott – Teacher

Charles Newborn – Principal

Dawn Mcelroy – Parent

Chandler Harley – Student

Approval of Digital Device Plan

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

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

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

Stakeholder Feedback

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

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

69%
of parents support
online learning

27%
of families support
in-person learning at school

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

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

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

IMPORTANT CALENDAR FEEDBACK

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

Athletic Advisory Committee

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

Committee Members:

Dr. Roderick Richmond - Student Support

India Weaver - Athletics Department

Dr. Jonathan Stencel, Principal - Ridgeway HS

Kelvin Meeks, Principal - Mitchell HS

Gregory McCullough - Executive Principal/ILD

Cedric Smith, Principal - American Way MS

Randolph Krone - Risk Management

Dr. Patricia Bafford - Health Services

James Bacchus, Principal - Hamilton HS

Regional COVID-19 Task Force

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

SCS COVID-19 Cross Collaboration Team

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

External Guidance

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

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

CDC Considerations for Schools

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

REOPENING SCHOOLS: OVERVIEW GUIDE FOR LEAs TENNESSEE DEPARTMENT OF EDUCATION

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

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

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

scsk12.org/coronavirusfacts

Continuity of Instruction for Distance Learning

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

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

Digital Learning: Roles and What Success Looks Like

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

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

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

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

Instructional Model for Content Delivery

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

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

✓ Careful planning by educators

✓ Student motivation and engagement

✓ Strong family support

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

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

Content Delivery/Time on Task for Digital Learning

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

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

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

Content Delivery/Time on Task for Digital Learning

WEARE901

Recommended Time on Task: Elementary (K-5 Standard Curriculum for Digital Learning)

Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

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

Total Recommended Student Time on Task:
6 hours/day
30 hours/week

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

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Content Delivery/Time on Task for Digital Learning

WEARE901

Recommended Time on Task: Middle School (6-8 Standard Curriculum for Digital Learning)

Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

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

Total Recommended Student Time on Task:
6 hours/day
30 hours/week

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

Content Delivery/Time on Task for Digital Learning

Recommended Time on Task: Secondary (9-12 Standard Curriculum for Distance Learning)

Please note, students will complete assignments and activities independently in addition to the activities listed below each day.

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

Login Information:

Clever: Student Login for Clever is the Student's 6-digit PowerSchool ID and the password is the student's Date of Birth (MMDDYYYY).

Microsoft Teams: Student Login is their 6-digit student ID number @scsk12.org. For example, if my student ID was 901411, it would be 901411@scsk12.org

Supporting Exceptional Children

Recommended Time on Task/Modifications, Resources, and Support

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

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

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

Supporting English Learners
Recommended Time on Task/Modifications, Resources, and Support

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

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

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

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

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

WIDA ACCESS for ELLs 2 (Parent Handout) | Spanish Version | Arabic Version | Vietnamese version
WIDA ACCESS for ELLs 2.0 What is ACCESS for ELLs 2.0? ACCESS for ELLs 2.0 is an English language proficiency assessment for Grades K–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners. What is the purpose of the test?
wida.wisc.edu

Digital Resources: Core Subject Areas

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

Column groups: Core Materials · ELA Supplemental · Math Supplemental · Science Supplemental · Social Studies · Multiple

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

Marked cells (□ = Standard Curriculum, ◆ = Exceptional Students Modified Curriculum):

PK — All Early Learning Domains: iStation (□)

K-5
- Language Arts/Reading: i-Ready (□◆); Daily Fun with Phonics (□), Achieve 3000 (□), E-Learning for Kids (□), Scholastic Learning (□), Starfall (□), Time for Kids (□), Tween Tribune-Smithsonian (□); BrainPOP (□)
- Mathematics: i-Ready (□◆), Dreambox (□); AAAmath.com (□), Great Minds (□), Illustrative Mathematics (□), LearnZillion (□), Virtualnerd.com (□), Openmiddle.com (□); BrainPOP (□); Khan Academy (□)
- Science: McGraw-Hill (□), Studies Weekly (□); National Geographic (□), PhET (□), Scholastic Pathways (□), STUDYJAMS! (□); BrainPOP (□); Khan Academy (□)
- Social Studies: Studies Weekly (□); Gallopade (□), EverFi-Online (□); BrainPOP (□)

6-8
- Language Arts/Reading: i-Ready (□◆); Achieve 3000 (□), Scholastic Learning (□), Time for Kids (□), Tween Tribune-Smithsonian (□); BrainPOP (□), Ed.Ted.com (□); Khan Academy (□)
- Mathematics: i-Ready (□◆), Dreambox (□); Great Minds (□), Illustrative Mathematics (□), LearnZillion (□), Virtualnerd.com (□), Openmiddle.com (□); BrainPOP (□); Khan Academy (□)
- Science: STUDYJAMS! (□), Exploratorium Science Snacks (□), Science News for Students (□), Exploratorium.edu/learn (□), Ameoba Sisters (□); BrainPOP (□); Khan Academy (□)
- Social Studies: Studies Weekly (□); Britannica School (□); BrainPOP (□), Ed.Ted.com (□), Khan Academy (□)

9-12
- Language Arts/Reading: Edgenuity (□◆); Achieve 3000 (□), Scholastic Learning (□), Time for Kids (□), Tween Tribune-Smithsonian (□); BrainPOP (□), AP College Board (□), Ed.Ted.com (□), Khan Academy (□)
- Mathematics: Edgenuity (□◆); Great Minds (□), Illustrative Mathematics (□), LearnZillion (□), Virtualnerd.com (□), Openmiddle.com (□); BrainPOP (□), AP College Board (□), Khan Academy (□)
- Science: McGraw-Hill (□); Ameoba Sisters (□), Bozemanscience.com (□), Pearson Realize for Biology (□); BrainPOP (□), AP College Board (□), Khan Academy (□)
- Social Studies/Social Science: McGraw-Hill (□); Britannica School (□), DBQ Project (□), iCivics (□), Pearson Success Net (□); BrainPOP (□), AP College Board (□), Ed.Ted.com (□), Khan Academy (□)

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

- □ Standard Curriculum
- ◆ Exceptional Students Modified Curriculum

Digital Resources: Electives and Other Programs

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

Column groups: Fine Arts · World Languages · Health, PE, & Wellness · Library Services · Other

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

Marked cells (□):

PK
- Physical Education: Go Noodle (□)
- Social Emotional Learning: SCS Social/Emotional Resources (□)

K-5
- Fine Arts: MusicPlayonline.com (□), SFSKids.org (□), Dsokids.com (□), Art of Education University (□), Crayola: At Home Learning (□), National Gallery of Art and NGAkids Interactives (□)
- Computer Science: Code.org (□)
- Health, PE & Lifetime Wellness: Cairn Guidance (□), Cosmic Kids Yoga (□), Darebee Workout (□), Move to Learn (□)
- Library Services: Booklist (□), Britannica Online (□), Britannica ImageQuest (□), Junior Library Guild Digital (□), Memphis/Shelby County Public Library (□), World Almanac for Kids (□), Follet Books (□), Gale (□), ReadyRosie Early Literacy Lessons (□)
- Social Emotional Learning: Ready! For Kindergarten SEL (□)
- World Languages: Duolingo.com (□), Latintutorial.com (□), Magistrula.com (□)

6-8
- Fine Arts: Art of Education University (□), Crayola: At Home Learning (□), National Gallery of Art and NGAkids Interactives (□), Kennedy Center Digital Stage (□), Midi.city (□), MemphisShelbycollective (□), PBS Crash Course (□), Onlinepianist.com/virtual-piano (□)
- Computer Science: Code.org (□)
- CCTE: Mynextmove.org (□), Careeronestop.org (□), iCEV Online (CCTE) (□), SCS Suggested CCTE Resources (□)
- Health, PE & Lifetime Wellness: Cairn Guidance (□), Cosmic Kids Yoga (□), Darebee Workout (□), Move to Learn (□)
- Library Services: Britannica Online (□), Britannica ImageQuest (□), Junior Library Guild Digital (□), Memphis/Shelby County Public Library (□), TEL (□), World Almanac for Kids (□), Follet Books (□), Gale (□), ReadyRosie Early Literacy Lessons (□)
- Social Emotional Learning: Ready! For Kindergarten SEL (□)
- World Languages: Duolingo.com (□), Latintutorial.com (□), Magistrula.com (□)

9-12
- ACT Prep: ACT.org (□), Kaplan (□)
- CCTE: Mynextmove.org (□), Careeronestop.org (□), iCEV Online (CCTE) (□), SCS Suggested CCTE Resources (□)
- Computer Science: Code.org (□)
- Fine Arts: Art of Education University (□), Crayola: At Home Learning (□), National Gallery of Art and NGAkids Interactives (□), Kennedy Center Digital Stage (□), Midi.city (□), MemphisShelbycollective (□), PBS Crash Course (□)
- Health, PE & Lifetime Wellness: Cairn Guidance (□), Cosmic Kids Yoga (□), Darebee Workout (□), Move to Learn (□)
- Library Services: Britannica Online (□), Britannica ImageQuest (□), Junior Library Guild Digital (□), TEL (□), World Almanac for Kids (□), Gale (□)
- Social Emotional Learning: Ready! For Kindergarten SEL (□)
- World Languages: Duolingo.com (□), Latintutorial.com (□), Magistrula.com (□)

Understanding Devices and Learning Platforms

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

K-12 Parent Training

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

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

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

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

Session 1: Supporting Your Student with Microsoft Teams

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

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

Session 2: District Devices: An Introduction for Families

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

• Schedule to be determined based on device distribution

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

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

• Schedule to be determined based on device distribution

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

• Schedule to be determined based on device distribution

Teacher Training

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

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

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

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

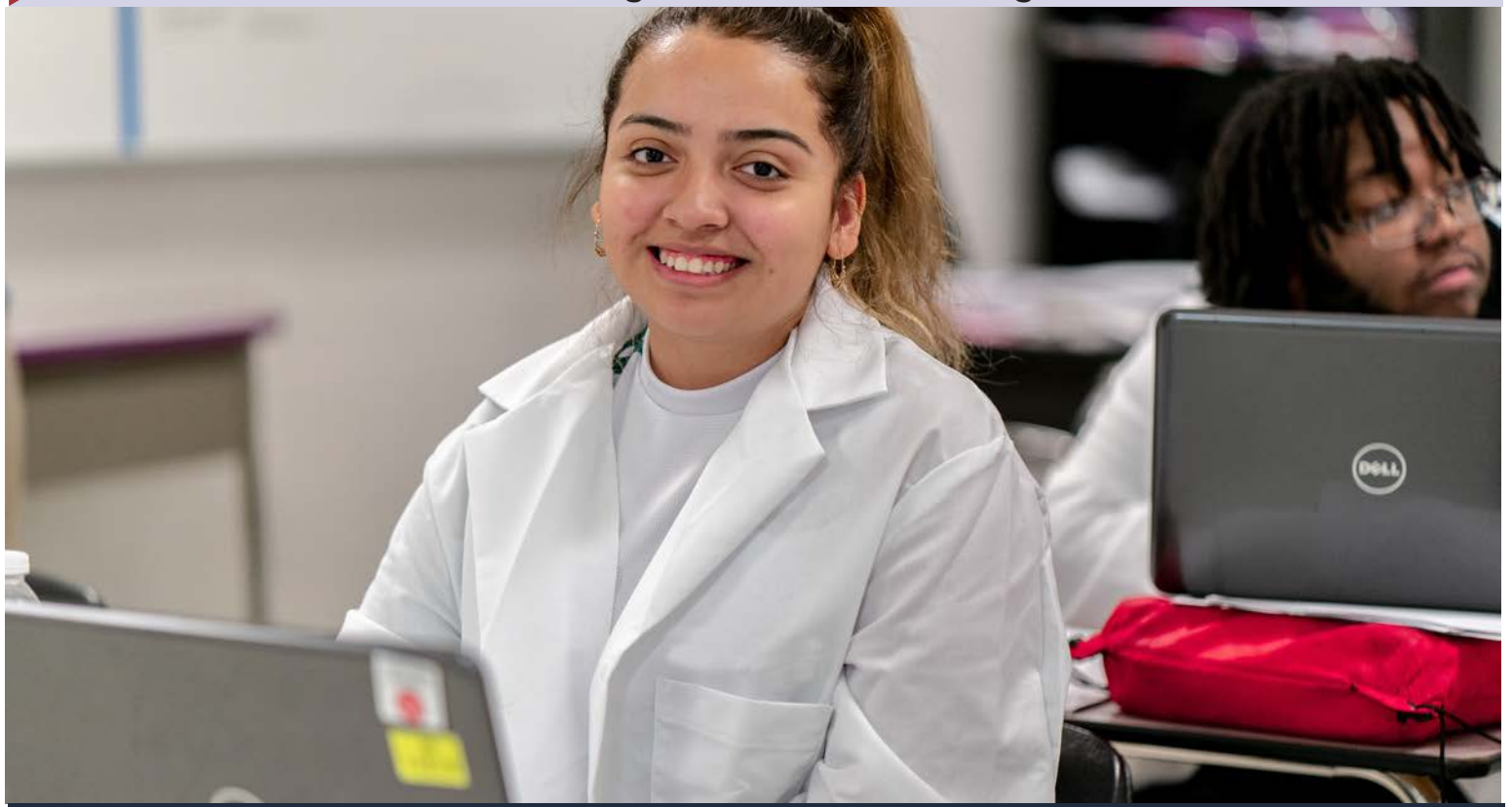▶ **Session 3: Classroom Instruction Part I**

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

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

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

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

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

RETURN TO PLAY

Athletics Return to Play Protocols

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

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

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

SHELBY COUNTY SCHOOLS
ReturnSTRONGER

2020-21 School Re-Entry Plan
Part II

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

ADDENDUM

Purpose: What To Expect When Schools Reopen

- Safety Protocols
- Utilization of Student Devices
- Social Distancing when Possible
- High-Quality Instruction
- Social-Emotional Support

A Comprehensive Process

- Daily cross-collaborative internal planning
- Published the Road Map for Continuous Improvement
- Established the Re-Entry Task Force
- Published the S.A.F.E. Plan
- Community Town Hall (more than 20,000 views)
- Parent, teacher, student focus groups and surveys
- Supported Principals in their Detailed Plans
- School Operations walk-throughs
- Simulation videos
- More than 5 million website visits since March 2020

A Key to Our Safe Return

5 Key Mitigation Strategies

| Consistent and correct use of masks | Social distancing to the largest extent possible | Proper hand hygiene | Cleaning and disinfection | Contact tracing in collaboration with local health department |

District-wide Enhanced Health & Safety Protocols

INCREASED CLEANING

- All common areas will be thoroughly cleaned & disinfected at least twice per day
- Thorough cleaning & disinfection of all frequently touched areas at least four times per day
- Daily restock of all tissue, paper towels, hand soap & hand sanitizer dispensers

SAFEGUARDS TO LIMIT SPREAD OF GERMS

- Temperature & health monitoring for all students, staff & visitors
- Those with a fever or symptoms will not be allowed to remain at school/work; isolation areas designated for individuals with symptoms.
- Social distancing markers in all buildings, reduced class transitions & reduced visitor volume
- Limiting class interactions & gatherings
- Hand sanitizer stations in all common areas & hallways
- Frequent opportunities for handwashing

USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE)

- Face mask requirements for students, staff & visitors will be based on current guidance from the Centers for Disease Control, Shelby County Health Department, and local government ordinances.
- All buildings equipped with emergency stock of PPE

HEALTH & SAFETY SIGNAGE IN ALL BUILDINGS

- Social distancing floor decals
- Visitor entry guidelines & mask requirement
- Handwashing, steps to avoid germs & stay home when sick

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

VISITOR GUIDELINES

Please do not enter
if any of the following apply to you:

- Have a fever, cough or shortness of breath
- Known exposure to someone diagnosed with COVID-19
- Have travelled internationally in the last 14 days

scsk12.org/coronavirusfacts

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

CLASSROOM ETIQUETTE

DO YOUR PART AND STAY 6 FEET APART.

scsk12.org/coronavirusfacts | CDC

COVID-19 Response Protocols

REPORTING CASES OF COVID-19

PROTOCOLS & PROCEDURES

In preparation for the reopening of schools for in-person learning, Shelby County Schools (SCS) has implemented extensive procedures to address positive cases of COVID-19. This process includes investigating schools and mitigating a plan of action to protect students and employees. SCS follows all appropriate protocols for reporting cases based on Shelby County Health Department (SCHD) guidance.

SELF REPORTING FOR FAMILIES/STAFF

- Parent/guardian or employee self-reports positive case to the school principal/site administrator.
- Principal/site admin. notifies the SCS Contact Tracing team and initiates in-school contact tracing.
- SCS Contact Tracing team reports the case to the SCHD to implement mitigation strategies.

SCHD NOTIFIES SCS OF A CONFIRMED CASE

- SCHD notifies the SCS Contact Tracing team of a confirmed case.
- SCS Contact Tracing team notifies principal/site admin. of confirmed case.
- Principal/site admin. initiates in-school/site contact tracing and implements mitigation strategies.

To report a case or ask questions about contact tracing, parents should contact their child's school during regular hours.

CONTACT TRACING

The investigative process includes reviewing the student's schedule, determining whether the student rode the school bus and participates in athletics or extracurricular activities, and confirming if there are any members of the household at other District schools/facilities.

MITIGATION STRATEGIES

- The school building/facility will be sanitized thoroughly following CDC and SCHD requirements.
- Anyone at the school or location recognized as being in close contact with individuals who tested positive for COVID-19 will be contacted directly by the school principal or designee.
- The principal or designee will also inform the school community, including parents and employees, whenever there is a positive case.

CRITERIA FOR SCHOOL CLOSURES

The health and safety of individuals in the school building are essential. The decision to close a school is based on the local health authorities' guidelines, recommendations, and District safety protocols, which will be made individually. These decisions are made with care, involve investigation/data gathering, and may not be the same for every school. A determination will be made on an individual school-by-school basis due to various factors that can affect the concluding decision. Below are some factors to consider, but are not limited to:

- Number of positive COVID-19 cases of student and staff
- Possible exposure to other students and employees identified through contact tracing
- Capability to sanitize the school-site prior to the return of students and staff
- Cases that are linked within the same school

Bell Times and Dress Code

- All school bell times (including iZone) will return to their original times for both in-person and virtual learning.
  - Bell times vary from 7:15, 8:15, 9:15 a.m.

- Students will not be required to wear uniforms during virtual learning. All in-person learners will be required to follow the SCS Board Policy on uniforms.

Day in the Life of an Elementary School Student During COVID-19

EXAMPLE SCHEDULE
All schools will return to regular bell times.

7:15 – 7:30 am
- Angela travels to school.

7:30 – 7:55 am
- Angela enters the building and gets her temperature checked at the front door with mask on.
- Angela proceeds to a designated area to eat breakfast (classroom or cafeteria).
- School will practice social distancing to the extent possible.

8:00 – 11:00 am
- Angela washes her hands before entering the room.
- Angela enters the classroom and finds her seat for instruction.
- Angela wears her mask.
- Angela receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually).
- Angela will receive synchronous and asynchronous instruction.
- Throughout the morning instruction, Angela will go to the restroom to wash hands.

11:00 – 11:30 am
- Angela washes hands and eats lunch in classroom or designated area. After lunch, Angela washes hands and returns to classroom.

11:30 am – 3:30 pm
- Angela will sign back on to TEAMS with her teacher (teacher may be teaching in-person or teacher may be at home teaching virtually).
- Angela returns to class for afternoon classes (recess or outside breaks will be incorporated into the school).

3:00 pm
- Angela prepares to go home and exits the building.

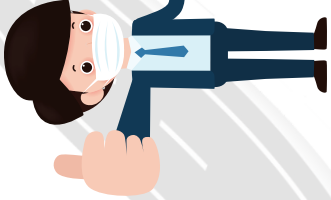# Sample Day in the Life of an Elementary School Student During COVID-19

1

7:15 - 7:30 a.m.
Angela travels to school.

2

7:30 - 7:55 a.m.
Angela enters the building and gets her temperature checked at the front door with mask on. Angela proceeds to a designated area to eat breakfast (classroom or cafeteria). School will practice social distancing to the extent possible.

3

8:00 - 11:00 a.m. (Morning Instruction)
- Angela washes her hands before entering the room.
- Angela enters the classroom and finds her seat for instruction.
- Angela wears her mask.
- Angela receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually)
- Angela will receive synchronous and asynchronous instruction.
- Throughout the morning instruction, Angela will go the restroom to wash hands.

4

11:00 - 11:30 a.m.
- Angela washes hands and eats lunch in classroom or designated area.
- After lunch, Angela washes hands and returns to classroom.

5

11:30 a.m. - 3:00 p.m.
- Angela will sign back on to TEAMs with her teacher (teacher may be teaching from a remote location or teacher may be present in the classroom).
- Angela returns to class for afternoon classes (recess or outside breaks will be incorporated into the school).

6
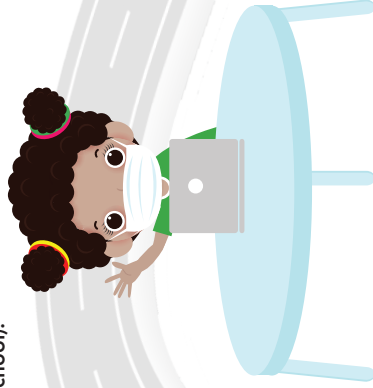
3:00 p.m.
Angela prepares to go home and exits the building.
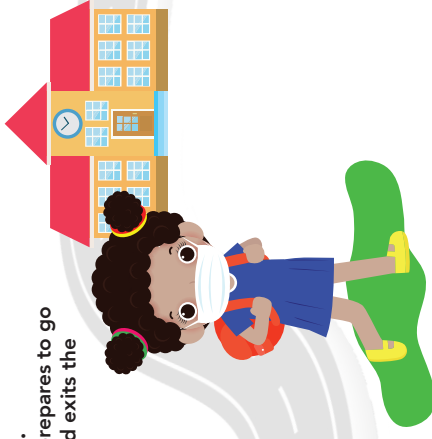
* Synchronous - learning together
Asynchronous - learning independently

Day in the Life of a Middle School Student During COVID-19

EXAMPLE SCHEDULE
All schools will return to regular bell times.

7:15 – 7:30 am
- Angela travels to school after either walking siblings to school or being dropped off by care or bus (Angela wearing a mask waits outside for school to open to enter)

7:30 – 7:55 am
- Angela enters the building and gets her temperature checked at the front door with mask on.
- Angela proceeds to a designated area to eat breakfast (classroom or cafeteria).
- School will practice social distancing to the extent possible.
- Angela will wash hands after eating and before class starts which will be monitored by adults who don't have a homeroom.

8:00 – 11:00 am
- Angela enters the classroom and finds her seat for instruction.
- Angela wears her mask.
- Angela receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually)
- Angela will receive synchronous and asynchronous instruction throughout the morning which will be approximately 45 – 50 minutes per class period.

11:00 – 11:30 am
- Angela washes hands and eats lunch in classroom or designated area.
- After lunch, Angela washes hands and returns to classroom.

11:30 am – 3:30 pm
- Angela will sign back on to TEAMS with her teacher (teacher may be teaching in-person or teacher may be at home teaching virtually).
- Angela will go to the restroom to wash hands between class transitions and as needed.
- Angela returns to class for afternoon classes (recess or outside breaks will be incorporated into the school day).

3:00 pm
- Angela prepares to go home and exits the building.
- Angela travels home after either picking siblings up from school or being dropped off by car or bus.

Sample Day in the Life of a Middle School Student During COVID-19

1 **7:15 - 7:30 a.m.**
- Angela travels to school after either walking sibling to school or being dropped off by car or bus (Angela wearing a mask waits outside for school to open to enter)

2 **7:30 - 7:55 a.m.**
- Angela enters the building and gets her temperature checked at the front door with mask on. Angela proceeds to a designated area to eat breakfast (classroom or cafeteria). School will practice social distancing to the extent possible. Angela will wash hands after eating and before class starts which will be monitored by adults who don't have a homeroom.

3 **8:00 - 11:00 a.m. (Morning Instruction)**
- Angela enters the classroom and finds her seat for instruction.
- Angela wears her mask.
- Angela receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually).
- Angela will receive synchronous and asynchronous instruction throughout the morning which will be approximately 45 to 50 minutes per class period.

* *Synchronous - learning together*
  Asynchronous - learning independently

4 **11:00 - 11:30 a.m.**
- Angela washes hands and eats lunch in classroom or designated area
- After lunch, Angela washes hands and returns to classroom

5 **11:30 a.m. - 3:00 p.m.**
- Angela will sign back on to TEAMs with her teacher (teacher may be teaching from a remote location or teacher may be present in the classroom).
- Angela will go to the restroom to wash hands between class transitions and as needed.
- Angela returns to class for afternoon classes (recess or outside breaks will be incorporated into the school day).
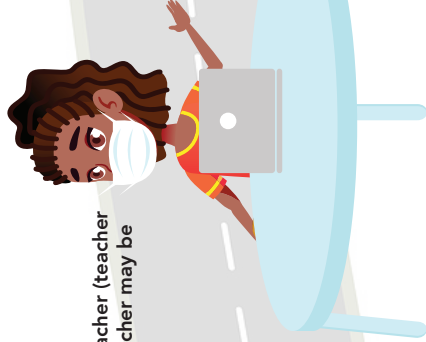
6 **3:00 p.m.**
- Angela prepares to go home and exits the building.
- Angela travels home after either picking sibling up from school or being dropped off by car or bus.

45

Day in the Life of a High School Student During COVID-19

EXAMPLE SCHEDULE
All schools will return to regular bell times.

6:45 – 7:00 am
- Alicia travels to school

7:00 – 7:15 am
- Alicia enters the building and gets her temperature checked at the front door with mask on.
- Alicia proceeds to a designated area to eat breakfast (classroom or cafeteria).
- School will practice social distancing to the extent possible.
- Students who arrive late to school will report to a designated area when they arrive to have their temperatures checked and to sign in.
- Cafeteria Guidelines – Cafeteria workers will have prepared grab-and-go breakfasts for students
- Classroom Guidelines – Cafeteria workers will have "go bags" prepared for each teacher to pick up prior to homeroom or first period. Pre-printed rosters will be available for students to sign when they pick up lunch in the classroom.

7:15 – 10:15 am (Morning Instruction)
- Step 1 - Alicia utilizes hand sanitizing stations found in the hall and/or in individual teacher's classes to wash her hands before entering the classroom.
- Step 2 – Alicia enters the classroom and finds her seat for instruction.
- Step 3 – Alicia wears her mask throughout the lesson.
- Step 4 – Alicia receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually)
- Alicia will receive synchronous and asynchronous instruction
  - Alicia wears her mask in the hall to transition to next class where she begins steps 1-5 again for each class transition.
  - Adults will be placed strategically in the hall to monitor social distancing and PPE implementation to the extent possible.
  - Students who attend CCTE/DE classes off site will report to a designated area when they return to school prior to attending classes. They will have their temperatures checked and will be required to have on their masks.
  - Throughout the morning instruction, Alicia will go to the restroom in designated periods assigned to each teacher during morning instructional hours.

10:15 – 11:15 am Lunch (depends on school schedule)
- Alicia washes hands and eats lunch in classroom or designated area. After lunch, Alicia utilizes hand sanitizing stations found in the hall and/or in individual teacher's classes to wash her hands before entering each classroom.

11:15 am – 2:15 pm (Afternoon Instruction)
- Same as morning instruction.

3:00 pm
- Angela prepares to go home and exits the building. There will be staggered dismissal in this order (as appropriate) 1). Bus riders; 2). Walkers; 3). Car riders
- All students who are participating in extracurricular activities/tutoring will report to the auditorium to social distance in a seat until the appropriate teacher/sponsor reports to the auditorium to collect them. All sponsors will escort students out of the building at the conclusion of the practice/meeting and the teacher will remain with the students until they leave campus.

# Sample Day in the Life of a High School Student During COVID-19

1 6:45 - 7:00 a.m.
- Alicia travels to school.
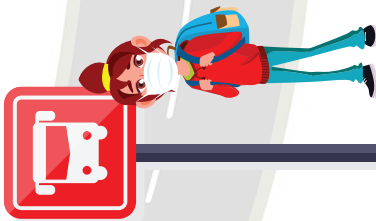
2 7:00 - 7:15 a.m.
- Alicia enters the building and gets her temperature checked at the front door with mask on. Alicia proceeds to a designated area to eat breakfast (classroom or cafeteria). School will practice social distancing to the extent possible. Schools may elect to have students eat breakfast in the classroom.
- Students who arrive late to school will report to a designated area when they arrive to have temperature their checked and to sign in.
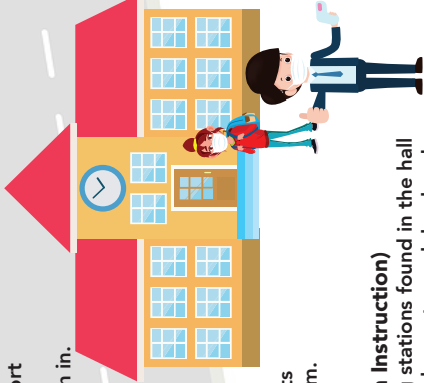
Cafeteria guidelines: Cafeteria workers will have prepared grab and go breakfasts for students.

Classroom guidelines: Cafeteria workers will have "go bags" prepared for each teacher to pick up prior to homeroom or first period. Pre-printed rosters will be available for students to sign when they pick up lunch in the classroom.

3 7:15 - 10:15 a.m. (Morning Instruction)

Step 1: Alicia utilizes hand sanitizing stations found in the hall and/or in individual teacher classes to wash her hands before entering each classroom.

Step 2: Alicia enters the classroom and finds her seat for instruction.

Step 3: Alicia wears her mask throughout the lesson

Step 4: Alicia receives instruction from her teacher with headsets on and she signs into TEAMS (teacher may be teaching in-person or teacher may be at home teaching virtually).

Step 5: Alicia will receive synchronous and asynchronous instruction.

* Alicia wears her mask in the hall to transition to next class where she begins steps 1-5 again for each class transition.
* Adults will be placed strategically in the hall to monitor social distancing and PPE implementation to the extent possible.
* Students who attend CCTE/DE classes off site will report to a designated area when they return to school prior to attending classes. They will have their temperature checked and will be required to have on their masks.
* Throughout the morning instruction, Alicia will go the restroom in designated periods assigned to each teacher during morning instructional hours.

4 10:15 - 11:15 a.m. Lunch (depends on school schedule)
- Alicia washes hands and eats lunch in classroom or designated area.
- After lunch, Alicia utilizes hand sanitizing stations found in the hall and/or in individual teacher classes to wash her hands before entering each classroom.

5 11:15 a.m. - 2:15 p.m. (Afternoon Instruction)

Step 1: Alicia utilizes hand sanitizing stations found in the hall and/or in individual teacher classes to wash her hands before entering each classroom.

Step 2: Alicia enters the classroom and finds her seat for instruction.

Step 3: Alicia wears her mask throughout the lesson.

Step 4: Alicia receives instruction from her teacher with headsets on and she signs into TEAMS.

Step 5: Alicia will receive synchronous and asynchronous instruction.
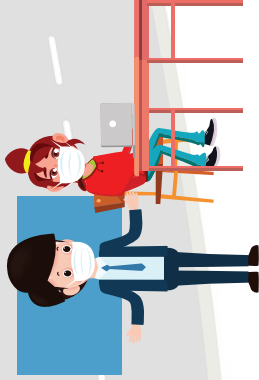
6 2:15 p.m.
- Alicia prepares to go home and exits the building. There will be staggered dismissal in this order (as appropriate)
  1) Bus riders
  2) Walkers
  3) Car riders
- All students who are participating in extracurricular activities/tutoring will report to the auditorium to socially distance in a seat until the appropriate teacher/sponsor reports to the auditorium to collect them.
- All sponsors will escort students out of the building at the conclusion of the practice/meeting and the teacher will remain with the students until they leave campus.

Synchronous - learning together
Asynchronous - learning independently

Day in the Life of an Elementary School Student Working Virtually During COVID-19

6:00 am
- Karen wakes up from a good night's rest and starts her day.

6:45 am
- Karen brushes her teeth, showers, combs her hair and gets dressed for virtual classes.

7:30 – 7:55 a.m.
- Karen makes sure to eat a good breakfast.

8:00 – 11:00 a.m. (Morning Instruction)
- Karen logs on to her virtual class.
- Karen receives instruction from her teacher via TEAMS.
- Karen receives synchronous and asynchronous instruction.
- Karen takes stretch breaks between morning class transitions

11:00 – 11:30 a.m.
- Karen eats a healthy lunch

11:30 – 3:00 p.m. (Afternoon Instruction)
- Karen logs back on to her virtual class.
- Karen receives instruction from her teacher via TEAMS.
- Karen receives synchronous and asynchronous instruction.

3:00 p.m.
- School is out and Karen is free to enjoy her afternoon.

Day in the Life of an Elementary School Student Working Virtually During COVID-19

6:30 a.m.
Karen wakes up from a good night's rest and starts her day.

6:45 a.m.
Karen brushes her teeth, showers, combs her hair and gets dressed for virtual classes.

7:30 – 7:55 a.m.
Karen makes sure to eat a good breakfast.

8:00 – 11:00 a.m. (Morning Instruction)
- Karen logs on to her virtual class.
- Karen receives instruction from her teacher via TEAMS.
- Karen receives synchronous and asynchronous instruction.

8:00 – 11:00 a.m. (Morning Instruction)
- Karen takes stretch breaks between morning class transitions

11:00 – 11:30 a.m.
Karen eats a healthy lunch
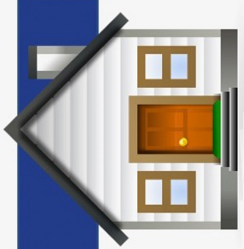
11:30 – 3:00 p.m. (Afternoon Instruction)
- Karen logs back on to her virtual class.
- Karen receives instruction from her teacher via TEAMS.
- Karen receives synchronous and asynchronous instruction.
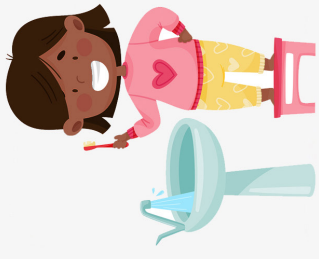
3:00 p.m.
School is out and Karen is free to enjoy her afternoon.

1

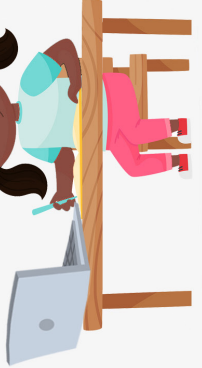# Day in the Life of a Middle/High School Student Working Virtually During COVID-19

6:30 am
- Melissa wakes up from a good night's rest and starts her day.

6:45 am
- Melissa brushes her teeth, showers, combs her hair and gets dressed for virtual classes.

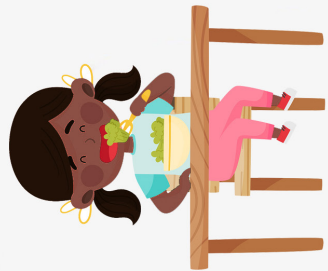**7:30 – 7:55 a.m.**
- Melissa makes sure to eat a good breakfast.

8:00 – 11:00 a.m. (Morning Instruction)
- Melissa logs on to TEAMS.
- Melissa receives instruction from each of her teachers via TEAMS. She switches between classes according to her schedule.
- Melissa receives synchronous and asynchronous instruction.
- Melissa takes stretch breaks during class transitions.

11:00 – 11:30 a.m.
- Melissa eats a healthy lunch

11:30 – 3:00 p.m. (Afternoon Instruction)
- Melissa logs on to TEAMS.
- Melissa receives instruction from each of her teachers via TEAMS. She switches between classes according to her schedule.
- Melissa receives synchronous and asynchronous instruction.
- Melissa takes stretch breaks during class transitions.

3:00 p.m.
- School is out and Melissa is free to enjoy her afternoon.

Day in the Life of a Middle/High School Student Working Virtually During COVID-19

6:30 a.m.
Melissa wakes up from a good night's rest and starts her day.
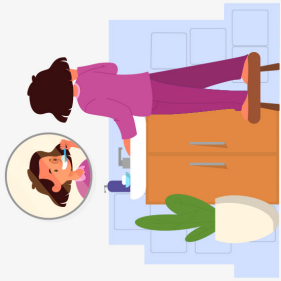
6:45 a.m.
Melissa takes brushes her teeth, showers, combs her hair and gets dressed for virtual classes.

7:30 – 7:55 a.m.
Melissa makes sure to eat a good breakfast.

8:00 – 11:00 a.m. (Morning Instruction)
- Melissa logs on to TEAMS.
- Melissa receives instruction from each of her teachers via TEAMS. She switches between classes according to her schedule.
- Melissa receives synchronous and asynchronous instruction.

8:00 – 11:00 a.m. (Morning Instruction)
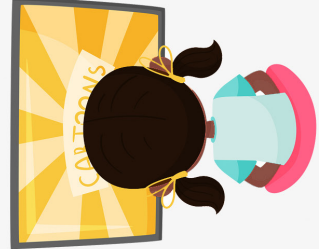- Melissa takes stretch breaks between morning class transitions

11:00 – 11:30 a.m.
Melissa eats a healthy lunch

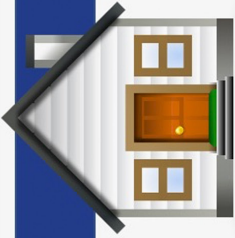**11:30 – 3:00 p.m. (Afternoon Instruction)**
- Melissa logs on to TEAMS.
- Melissa receives instruction from each of her teachers via TEAMS. She switches between classes according to her schedule.
- Melissa receives synchronous and asynchronous instruction.

3:00 p.m.
School is out and Melissa is free to enjoy her afternoon.

2

Transportation

Bus Transportation & Drivers

- Students should practice social distancing at the bus stop and wear their masks.
- School bus routes will remain the same.
- Buses will be cleaned and disinfected between routes and at the end of each day.
- Bus monitors will be on all Special Education buses.

Bus Safety and PPE Protocol

- Drivers will be screened each day as they arrive to the work site
- Drivers are required to wear disposable or clean reusable masks
- Buses will be cleaned inside with disinfectant spray twice daily between each route (AM & PM)
- Hand sanitizer will be available on all buses for student and driver usage
- Bus drivers will be provided with additional masks for distribution to students as needed
- Use of natural ventilation (i.e., opening windows) to increase outdoor air dilution of indoor air will be practiced when environmental conditions allow
- Drivers will disinfect high-touch surfaces throughout the day
- Drivers will ensure first row of bus is empty to encourage social distancing
- Drivers will wear a mask while driving unless it causes a safety concern (glasses fogging)
- Drivers will use gloves when touching surfaces that may be contaminated
- Drivers will be required to wear a face shield in addition to a disposable face covering when securing wheelchairs, car seats and seatbelts
- Temperature checks for students will be implemented at schools when students first arrive in the AM
- Siblings and students in the same household will be encouraged to sit together
- Students will be seated two to a seat and masks will be required as the goal is to maintain social distancing when feasible
- Bus pass files will be emailed to Principals and designees
- Transportation handbooks and bus rules will be sent to all schools
- Updated information will be uploaded to Leaderboard throughout the transportation re-entry process

Morning Arrival (Faculty)

- All staff and visitors must undergo a temperature check upon entering the building each day. Temperature checks will likely require staggered entry times or multiple entry points into the building.
- When entering buildings, all staff and visitors must wear face masks properly and maintain social distancing protocols.
- In addition to masks, staff will wear gloves and protective covering (as necessary), to protect themselves.
- Staff with temperatures of 100.4 degrees Fahrenheit or more will be asked to return home.
- Staff will avoid gathering in groups in the halls and will maintain social distancing at all times.
- Teachers will log onto Teams 15 minutes before the period begins to prepare for morning meeting.
- All teachers will participate in a morning huddle with admin via Teams.

Morning Arrival (Faculty)

- Specify entry point(s) or staggered entry times
- Student temperature checks upon entry
- Temps must be under 100.4 degrees
- Children of faculty/staff who arrive early must remain in their parent's classroom until start time
- School specific procedure should be in place for temperature checks for all early arrivals including teachers and students.

Arrival Procedures for Car Riders, Walkers, Bike Riders, Day Care Riders, and Students Who Drive Cars

- Parents will check student temperature before leaving home.
- Parents will not be permitted to walk their students to class.
- Parents must become familiar with drop off times and locations (vary by campus, i.e., staggered drop-off and dismissal; school map will be provided as a visual).
- Students (car riders and walkers) will enter building at entrances specified by school personnel.
- Students will be required to wear masks at the bus stop and before entering the building.
- Students must stand 6 feet apart at the bus stop and while waiting to enter the building according to school procedures.
- Students will sit in assigned seats on the bus. Siblings will be allowed to sit together.
- Students will unload and enter the building according to schools' procedures.
- Upon arrival, students will undergo temperature check(s) at the school.
- If students are found to have an elevated reading after two checks, they will be escorted to the isolation room and parents will be contacted to pick up their child.
- Students will be dismissed according to schools' procedures.
- Buses will be cleaned and disinfected between morning and afternoon pickup, between routes, and at the end of each day.

Saferoom Protocols

- Individuals who present infectious symptoms will need to be evaluated and isolated for a short period of time in school's designated Saferoom until the person has been dismissed.
- The following general procedures should be followed to create a safe environment for students and staff to help mitigate the risk of transmission.
- The school saferoom checklist is a list of recommended measures on how to approach possibly infected faculty, staff, and students during the COVID-19 pandemic
- The parent/guardian will be immediately notified of the status of a symptomatic student upon the student's entry into the Saferoom.
- School staff will ask the parent/guardian to immediately pick up their student from school and seek medical attention.
- The school team will follow emergency medical protocol if conditions warrant.

Principal Saferoom Actions

- **Principals will establish the room to be used as the Saferoom and the set up for the room.**

  - When feasible the room should be near a (dedicated) restroom that is only used by the persons in the Saferoom.
  - When feasible, there should be an outside access door for retrieval of faculty/staff/student without contaminating additional school areas.
  - Seating should be 6 feet apart.
  - Ensure proper signage is posted.

- **Principals will designate a staff person who will be responsible for responding to COVID- 19 concerns and will help coordinate with local health authorities regarding positive COVID-19 cases.**

    - Identify Saferoom Symptoms Monitors and develop a schedule to ensure monitoring at all times.

- **Principals will train designated staff and Saferoom Monitors on how to recognize if a student, faculty or staff member shows symptoms of an infectious disease while at school. Training will provide a clear understanding of the following:**

    - Ensuring confidentiality and the importance of not sharing personal, protected health information (HIPPA)
    - How to perform temperature checks using the infrared thermometer
    - How infections spread
    - How to identify infectious symptoms
    - How to protect themselves using PPE
    - The importance of social distancing
    - Environmental cleaning and disinfection procedures
    - When to contact parents and/or guardians
    - When to contact health services

Disinfecting Saferoom Areas

Principal actions include:

Principal or designee monitors symptoms and follows action steps after an individual is admitted to the Saferoom.

Principal actions include:

- Notify the custodial staff once faculty, staff, and/or student has vacated the area/room.

- Custodial staff will clean and disinfect the area/room once faculty, staff and/or student has vacated the area/room.

If additional guidance is needed, please contact the Department of Exceptional Children and Health Services (DECHS) at (901)-416-2424. They will provide specific health guidelines and follow-up instructions, including approved parent communication (when necessary) based on the Shelby County Health Department's recommendations and/or our own Communications team.

School Meals

School Meals

Expect a combination of grab-and-go meals, shorter periods, or lunch consumed in the classroom.

Breakfast – Each school will share their plan.

Lunch – Each school will share their plan.

Normal operation with social distancing when feasible

Virtual parents will still be able to pick up meals at school sites on the designated days.

Recess

Recess

- Every effort will be made for students to have recess with their class cohort while engaging in some degree of physical distancing.

- School administrators should plan to stagger recess times.

- Students will sanitize their hands before and after recess.

Playground equipment will be inaccessible.

Dismissal

Car Riders, Walkers, Bike Riders and Day Care Riders - Dismissal

- Parents will not be allowed to enter the building to pick up their students.

- Parents must become familiar with **pick up times** and locations (vary by campus, i.e., staggered drop-off and dismissal; school map will be provided as a visual).

- Students will depart the school building at exits specified by school personnel.

- Students will be required to wear a mask as they exit the building to their awaiting cars/parents; walkers will walk home.

- Parents will not be allowed to exit their cars or gather in groups while waiting for students to dismiss.

- Walkers should practice social distancing.

Bus Riders - Dismissal

- Bus riders will be dismissed based on the school's protocol.

- Students' masks must be worn properly before entering the bus, during the bus ride and upon exiting the bus.

- Students will practice social distancing when exiting the bus.

End of Class/Hallway Transitions

School Specific

- Teachers and students disinfect classroom supplies and materials (i.e., computer keyboards, desktops, calculators, etc.).

- Each building principal will determine the use of lockers and will prohibit the sharing of lockers.

- Class dismissals and end-of-day dismissals will be scheduled on a staggered basis and will include the six-feet social distancing protocol.

- Restroom breaks, lunch breaks, recess, co-curricular activities will be scheduled on a staggered basis and will be aligned with the most current Centers for Disease Control (CDC) and Shelby County Health Department (SCHD) guidelines.

Classroom Operations Before/After School Activities or Care

- ELOP and YCARE programs will resume and follow the CDC and SCHD guidelines.

- Teachers and students will sanitize their hands prior to entering and leaving classroom and practice physical distancing when feasible.

- Small groups should include no more than 2-3 students.

- Teachers and students are required to wear face masks or face shields. All Personal Protective Equipment (PPE) must be always worn properly.

Classroom Instruction & Operations

Student Devices & Classroom Instructional Expectations

- Students will bring their fully-charged SCS devices and power cords, daily.
- Students will be assigned dedicated headsets that will be cleaned with disinfectant, daily.
- Instructional content and curriculum will remain the same.
- Students with individual instructional technology needs will be assisted as needed.
- Teachers instructing in-person or virtually will continue to use Microsoft Teams to deliver instruction.
- Quarantined and sick students who opted for in-person learning, will revert to virtual learning.

Daily Attendance

- Virtual Daily Attendance processes will be followed:

  - Teachers will call roll using Microsoft Teams and record attendance in Power Teacher Pro within the first 15 minutes of every class period.
  - Students' absences will be indicated by the Absent by Teacher (AT) code.

Classroom Monitors & Subs

- The primary task of classroom monitors and subs is to support students in the classroom. However, they should be prepared to perform other duties as assigned by the principal.

- Teacher-specific and schoolwide support includes, but is not limited to:
  - Assisting with monitoring and supervising students during school opening, throughout the school day and during dismissal
  - Assisting with taking attendance
  - Helping students troubleshoot issues with devices
  - Helping to monitor students during breaks
  - Answering students' questions
  - Assisting with monitoring students' grades
  - Observing and reporting behaviors of students that would impact the well-being of others.
  - Informing the appropriate school administrator and/or security personnel when emergencies or questions arise.

How A Teacher's Day will Look

Whole Group Synchronous (aka Live Stream) Via TEAMs

Teacher actions for Students who are In Person

(Teacher live delivery streamed on TEAMs)

- Teacher welcomes students, checks attendance, SEL activity
- Teacher displays Do Now in TEAMs
- Teacher or student discusses answers to Do Now
- **Instructional Practice 1:** Teacher introduces PBO (Performance Based Objective) to students
- **Instructional Practice 2:** Teacher moves through all seven strategies as appropriate
- **Instructional Practice 3:** Teacher moves through the first three phases of gradual release

Teacher actions for Students who are at Home

(Students view lesson on TEAMs)

- Teacher welcomes students, checks attendance, SEL activity
- Teacher displays Do Now in TEAMs
- Teacher or student discusses answers to Do Now
- **Instructional Practice 1:** Teacher introduces PBO (Performance Based Objective) to students
- **Instructional Practice 2:** Teacher moves through all seven strategies as appropriate
- **Instructional Practice 3:** Teacher moves through the first three phases of gradual release

Small Group Synchronous Via TEAMs

Teacher actions for Students who are in Person

(Teacher live delivery streamed on TEAMs)

- Teacher assigns differentiated small group activities based on individual learning needs.
- Teacher monitors all students to ensure mastery
- Teacher pulls small groups for re-teaching

Teacher actions for Students who are at Home

(Students view lesson on TEAMs)

- Teacher assigns differentiated small group activities based on individual learning needs.
- Teacher pulls small groups for re-teaching
- Adult monitors student progress

Asynchronous Via TEAMs

Teacher actions for Students who are in Person

(Teacher assigns and monitors work for students to complete independently)

- Projects
- Practice Pages
- Review video lessons
- iReady/ FVS/ Edgenuity/Naviance
- Grade Recovery Assignments
- Exit Tickets

Teacher actions for Students who are at Home

(Teacher assigns and adult monitors work for students to complete independently)

- Projects
- Practice Pages
- Review video lessons
- iReady/ FVS/ Edgenuity/Naviance
- Grade Recovery Assignments
- Exit Tickets

Considerations:

- Instructional Practice 4 is incorporated into the phases of Gradual Release.
- Gradual Release components timing is at the discretion of the teacher.

Social and Emotional Learning (SEL)

SEL 2020-21 Implementation

Virtual SEL Supports

- SRT & virtual check-ins, with Tier II students & parents, and staff, classroom guidance

- Virtual meetings w/the Mental Health Clinician/ Social Worker, Bright Bytes referrals, individual and group counseling
- Provide virtual student behavior interventions at the tier-1 and early tier-2 levels.

- Social-Emotional Support Lines and Tele-therapy, grief, crisis counseling

- Virtual services with parental consent to new and existing student and new Tier III students

- ReSET Rooms operating supports and interventions through MS Teams to include student attendance, student searches, chronic absenteeism, and trauma sensitivity.

- Virtual SEL PD & consultation sessions.

- SEL curriculum pilot and district planning

- Providing registration & enrollment, homeless, truancy, discipline/behavior, restorative practices, chronic absenteeism, homebound, custody and POA support.

- Investigating Cyber-bullying complaints and state process.

In-Person Supports

- Resume In-person SRT check-ins, with Tier II students & parents, and staff

- Meetings w/the Mental Health Clinician/Social Worker, Bright Bytes referrals, Group and individual counseling for students

- Provide virtual behavior interventions at the tier-1 and early tier-2 levels.

- Social-Emotional Support Lines and in-person and tele-therapy, grief, crisis counseling

- Reconvening Tier II and III services with parental consent to new and existing student and new Tier III students

- ReSET Rooms operating in person at all 30 sites.

- ReSET Assistants present at schools/available during school hours, supporting students impacted by pandemic and/or SEL competency needs

- District and School PD & consultation sessions.

- SEL curriculum pilot PD and planning for district-wide implementation for 2021-2022 SY

- Providing registration & enrollment, homeless, truancy, discipline/behavior, restorative practices, chronic absenteeism, homebound, custody and

- POA support.

- Investigating bullying complaints and state process.

Athletics

Return to Play Update

- The District will offer the option to return to play for student-athletes as we prioritize in-person learning.

- We will ensure all coaches have protocols for practice preparation, processes for safe entry/exit and proper procedures for athletic activities

- The District will limit practices to essential personnel only and limit games to no spectators or a set number based on health and safety.

School Reentry Planning & Supports

School Re-Entry Visits Summary

- **Purpose:** Academic operations reviewed each school leader's reentry plan for alignment with district safety protocols/guidelines and offered school leaders support as we continue to prepare for in-person learning.
- School Re-Entry Visits Dates: October 19th - December 11th
- School Re-Entry Visits Checklist Look Fors: http://bit.ly/COVID19ReadinessChecklist
  - Entry Protocols
  - Saferoom Capacity, Location, and Restroom Accessibility
  - Social Distance Spacing in Classrooms, Markers in Hallways, and Signage
- School Re-Entry Visits Follow-up Letter: http://bit.ly/SchoolVisitsFollowupLetter

Elementary Re-Entry Plan

		All Students Face to Face	Some Students Face to Face & Some Virtual (Parent Option)		All Students Remote Learning
			Learning at School	Learning Remotely	Students Learning Remotely (School Buildings Restricted Access/ Telework Agreement)
OPERATIONS MANAGEMENT	**Campus Access (Entry and Exit)** *Refer to plan submitted to SCS security	- (Richland School Specific) -Normal entry procedure with social distancing when feasible	- (Richland School Specific) Students will enter from all front doors. 2nd grade will enter from their ramp entrance and 3rd grade will enter from their ramp entrance. 1st and 5th grades will line up and enter from the main doors and KK and 4th will line up and enter from the front doors to the right of the office. 4th grade will go through the cafeteria to get to the annex building to avoid congestion with 5th grade as they too go to the annex building.	- (Richland School Scheduled) School will begin at 8:15 for all students, both virtually and in-person.	- (School Specific) -School Buildings Closed (Restricted Access) • Only teachers will be allowed in the school building to virtually teach in their classrooms. • Their personal children will be allowed to stay with them or remain in a designated area.
	Cleaning & Sanitizing	- (School Specific) - Common areas cleaned and sanitized a minimum of 2x's a day	- (School Specific) -Common areas cleaned and sanitized a minimum of 2x's a day	- (N/A)	-School Buildings Closed (Restricted Access) • Common areas cleaned and sanitized a minimum of 2x's a day • Teacher restrooms cleaned and sanitized a minimum of 4x's a day

Middle Re-Entry Plan

		All Students Face to Face	Some Students Face to Face & Some Virtual (Parent Option)		All Students Remote Learning
			Learning at School	Learning Remotely	Students Learning Remotely (School Buildings Restricted Access/ Telework Agreement)
OPERATIONS MANAGEMENT	Campus Access (Entry and Exit) Entrance/exit with card readers: 2 – Front Door and North Door Front Door entrance has A-Phone All entry and exits are identified with an X on attached blueprint *Refer to plan submitted to SCS security	- (School Specific) -Normal entry procedure with social distancing when feasible Students will enter their specific check point by grade level Details in "Learning at School" Column	- (School Specific) Ridgeway IB Middle In-School Schedule • Students will receive a copy of their class schedule; parents may contact Grade Level School Counselor for an extra copy: Counselor Williams (6th Grade and HR 7-1 thru 7-5) and Counselor Leverson (8th Grade and HR 7-6 thru 7-9) • Staggered Arrival Times into Grade Level Hallways: 6th Graders – 8:00 a.m.; 7th Graders 8:10 a.m.; 8th Graders 8:20 a.m. • Our Breakfast in the Classroom Program will continue • Lunch will be "grab and go"; students will be escorted to designated locations in the building to ensure CDC Social Distancing/safety guidelines	- (School Scheduled) Ridgeway IB Middle Virtual Schedule • Students will receive live instruction from their teachers daily • Student Class Schedules will be emailed to Families • Parents may contact Grade Level School Counselor for an extra copy: Counselor Williams (6th Grade and HR 7-1 thru 7-5) and Counselor Leverson (8th Grade and HR 7-6 thru 7-9) • Schedules will reflect suggested guidelines for virtual learning according to the SCS S.A.F.E. Plan • Virtual Classes will be monitored daily by School Administrators and Instructional Support Staff • Each teacher will	-(School Specific) Details Plan are located in "Learning Remotely Column" -School Buildings Closed (Restricted Access) Plan details located in "Learning Remotely" Column To date only 1 Teacher has selected to Telework. Teachers and staff will enter through the North Door, using the card reader for building access Personal Interaction with the Teacher (s) • Students will see their teachers daily for each class session in Microsoft TEAMS • Parents will able to schedule conferences with teachers during the teachers' conference periods; parents can contact their child's grade level School Counselor to schedule Conference dates and times through Microsoft TEAMS or by Phone • Email, Class Dojo, Google Voice, Remind

High School Re-Entry Plan

		All Students Face to Face	Some Students Face to Face & Some Virtual (Parent Option)		All Students Remote Learning
			Learning at School	Learning Remotely	Students Learning Remotely (School Buildings Restricted Access/ Telework Agreement)
OPERATIONS MANAGEMENT	Campus Access Students will enter the campus via the three main arrival points: Bus line, Back Student parking, or Front Circle Drive. Once on campus students will precede to a COVID-19 check point to complete the questions and temperature checks. In the event a student is unable to pass the COVID screening or temperature check they will be required to exit campus	Bus Line Screening: Drivers will be instructed to pull to one of the three drop off locations for student screening. Once students exit the bus students will complete the COVID-19 Screening, questions/temperature checks. Once temperature checks and students have cleared the COVID-19 screening students will be receive a clearance stamp for the day and allowed to proceed to their first period class. Student Parking	Students will enter the campus via the three main arrival points: Bus line, Back Student parking, or Front Circle Drive. Once on campus students will precede to a COVID-19 check point to complete the questions and temperature checks. In the event a student is unable to pass the COVID screening or temperature check they will be required to exit campus immediately or wait in the Isolation Room till a guardian arrives to check them out. All students are required to wear a mask / face	Parents please encourage students to develop healthy routines, designed to promote student success. Students should be dressed school appropriate attire during the school hours. Students are expected to look presentable regardless of location in which learning occurs. To ensure continuity of expectations for appropriate dress while participating in the virtual learning environment, dress code requirements outlined (see	-(School Specific) -School Buildings Closed (Restricted Access)

Vaccination Update

- MOU with Shelby County Government in Process

- Tentative Date Originally Given For Vaccination Availability: Starting week of February 15 (note: If confirmation of available doses not provided by Health Department by Monday, Feb. 8th this date will be delayed)

- Planned Distribution Locations: TLA and Bayer Building

- Hours of Operations: TBD

COVID-19 Pool Testing

- We are planning to dedicate ESSER II (COVID-19 relief) dollars for pooled COVID-19 testing with community partners.

- We are exploring options to maintain safety and minimize burden.

- Any option for testing will be voluntary and available for all schools.

Part II

A Detailed Review of COVID-19 School Operations

School Operations

Day 1 Procedures/Protocols for Principals

Shelby County Schools Principal Actions for Reentry

Before Day 1
- Principals and staff will prepare building and classrooms for reentry maintaining CDC guidelines.
- Principals will meet with COVID task force, technology coordinators, and MIE ambassadors.
- Principals will review reentry plans and meet with building engineer to inspect building.
- Principals will meet with teachers and staff to share reentry protocol.
- Principals will create schedules for teachers to prepare/set up classrooms for reentry.
- Principals will create hybrid schedules for instruction including homeroom schedule and rosters.
- Principals will meet with parents to share specific reentry plans for their schools.
- Principals and staff will practice arrival and dismissal procedures for students.
- Principals will create a ppt. for teachers to share with students on Day 1 outlining systems, routines, and expectations that align to both school and CDC guidelines.

Day 1
- Principals will hold brief morning huddle (virtually) to review expectations for Day 1.
- Principals and Task Force will monitor student arrival, checking temperatures, proper hand sanitizing, and building transitions.
- Principals will designate specific team members to monitor and assist late arrivals.
- Principals and SMS coordinators will track student attendance both virtually and in person.
- Principals will ensure teachers share ppt. with students that outline systems, routines, and expectations that align to both school and CDC guidelines.
- Principals and staff will practice arrival and dismissal procedures and building transitions, i.e., hallway, breaks, lunch, restroom, with students and staff.
- Principals will designate student space for all personal belongings.
- Principals will ensure teachers create asynchronous assignments for students who are working remotely while in person students practice schoolwide procedures.
- Principals will use the TEAMS platform to monitor both hybrid and in person instruction for evidence of instructional practices 1-4.
- Principal will ensure the technology coordinator assist students, parents, and teachers trouble shoot minor technological needs.
- Principals will monitor digital engagement in PowerBI.
- Principals will dismiss students according reentry plan.
- Principals will hold a brief afternoon huddle (virtually) with school staff to share "glows and grows" and determine needed adjustments.

Pre- K (Early Childhood)

Pre-K Parent Drop-Off and Pick-Up

- Due to health checks and the questionnaire that must be completed daily, students must be dropped off and picked up by an adult.

- Teachers will establish specific drop-off and pick-up locations for Pre-K students (approved by Principal or Center Director).

- Arrival and dismissal times will be staggered for students' families. The recommendation is no more than five students, every ten minutes (i.e., 8:00, 8:10, 8:20, 8:30).

- Social Distance markers will be outside for parents waiting to drop off and/or pick up students.

- **Parents will not be allowed to enter the building.**

Pre-K Parent Drop-Off and Pick-Up

- Teachers will scan students in and out of class using the Raptor System.

- Parents and students should wear masks upon arrival and dismissal.

- Teachers will have pre-populated forms with health questions & a space for a parent's signature for sign-in each day.

- Student Temperature/Health Checks must be performed before parents leave the premises.

- A teacher or assistant will check off arrival and verify their completion of the pre-populated health questionnaire.

- All students will wash or sanitize hands before entering the classroom.

Pre-K Cleaning and Sanitizing

- Early Childhood Staff will continue to routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games.

- Toys that cannot be cleaned and sanitized will not be used.

- Machine washable, cloth toys will be removed.

- Students will not share toys with other children unless they are washed and sanitized before being moved from one group to the other.

- Toys that children have placed in their mouths or that are otherwise contaminated by bodily fluids will be set aside until they are hand-washed by someone wearing gloves. Specially-marked sanitizing buckets will be used for soiled toys and kept out of reach from children to prevent reuse.

- The cleaning process for toys will include washing with water and a cleansing solution followed by rinsing and sanitizing with an EPA-registered disinfectant. The items will be rinsed again, and air-dried.

Pre-K In-Person Learning

Whole Group

- All large carpet will be removed.

- Students will be divided into two groups A and B. Teacher will conduct lesson (Big Experience 1 or 2) with each group or the TA can lead another group simultaneously.

- When available, teachers will utilize outdoor courtyards/areas for whole group experiences.

- Teachers will mark social distance seating areas.

- During story time (mostly Big Experience 3), students will be spaced throughout the room to listen or continue with group A and B format.

Centers

- Teachers will design and establish rules to accommodate no more than two students at a time.

- Directional markings will be placed on floor/walls to outline the traffic flow.

- Students will alternate in groups of ten in centers. Remaining students will be placed in small groups of two or they will participate in individual activities.

Pre-K Meals

- Early Childhood staff will continue to routinely clean, sanitize, and disinfect surfaces for mealtime.

- Students will eat all meals in the classrooms.

- Eating times will be staggered with groups A & B allowing only two students per table (utilizing all tables within classroom).

- While eating, students will place their masks in labeled bags to limit exposure.