



# ROADMAP TO CONTINUOUS LEARNING

Academic and Social Emotional Supports

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# Academic Supports and Guidance

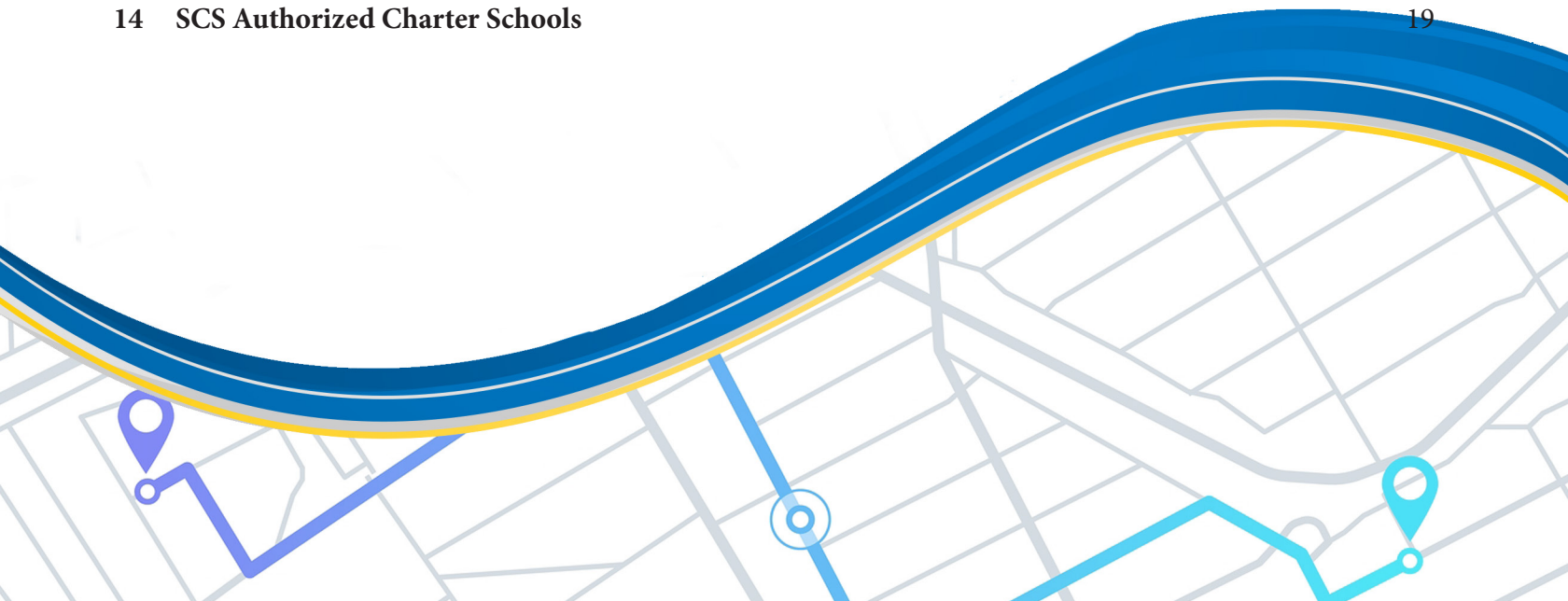
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Shelby County Schools is committed to providing instructional support to students and families while our schools are closed amid the world-wide COVID-19 health crisis. Students must continue to participate in learning activities, so they don't fall behind. Therefore, we have developed a variety of resources that can be accessed easily from home. Our teachers and District curriculum advisors created learning guides and videos with lessons, activities, and resources aligned to the same standards and assignments students would typically be working on at this point in the school year. All of these resources are grade-specific to make it as relevant as possible to help parents support at-home learning for our children.

In this report, we have outlined key strategies for students, teachers, and families to ensure instructional continuity across the District. This roadmap to academic success will serve as a quick guide for stakeholders to utilize during this period.

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## Section 1

## Leadership Development and Supports for Principals

**Short Term Goal:** Provide leaders with guidance on how to maintain productivity during school closures related to COVID-19.

### Short Term Strategies:

- Provide weekly guidance documents for School Leaders (Principals) to plan daily and weekly schedules.
- Provide tools to support Principals leading virtual meetings, planning staff supports and activities along with instructional activities for students, and engagement strategies for community and stakeholder groups.
- Provide Personal Leadership Development to all school leaders related to the following topics:
  - Leading in Crisis
  - Managing Virtual/Distance Learning
  - Maintaining Relationships
  - Working in Microsoft Teams.
- Provide operational guidance around staffing and retention, grading, and compliance related to SPED, ESL, RTI 2B, and RTI.
- Provide resources and materials on how to use a variety of virtual platforms.
- Provide access to a variety of journals and articles: The Resilient Leader, The Effective Leader, Feedback Strategies for Coaches and Administrators, Providing Effective Feedback to Teacher, Ambitious Leadership, Trust, and Building a Unified Team.
- Provide suggested principal expectations and a schedule.



### Supporting Continuous Instruction & Learning During School Closures

#### *Suggested Expectations for Principals During the School Closure Period*

- ✓ Review iReady usage reports and ensure that there are no students locked out.
- ✓ Review tasks shared along with the video learning series to ensure students complete them as enrichment or optional activities.
- ✓ Create a way to be informed of when teachers have contacted parents to check-in on students, answer questions, or offer support.
- ✓ Monitor teacher completion rates of professional development opportunities for Canvas Course III and other courses to ensure requirements are fulfilled.
- ✓ Review planning work for next year that teachers should be conducting during this time and offer feedback.
- ✓ Check-in with community stakeholders virtually, and be sure to thank them for their continued support.
- ✓ Check-in with PTA/PTO members to seek feedback and begin planning for next year.
- ✓ Consider tech-savvy teachers and how they can support those who need it in your school.
- ✓ Review Vacancy Data, engage in weekly check-in with Staffing Advisor regarding interview progress and candidates that they provide.
- ✓ Check-in regarding teacher licensure expirations and permit teacher support. (ensure that they are taking advantage of Praxis sessions)
- ✓ Continue to engage in differentiated retention strategies to encourage strong teachers to remain in your school (stay conversations). Refer to the strategies provided by your ILD during the March Zone meeting.
- ✓ Principals should ensure they are interviewing consistently to capture teachers before the pool dwindles. Consider using any of the tools provided in Microsoft 365 or other virtual platforms available. (Refer to the weekly schedule)

# Section 1

**Long Term Goal:** To Provide a compilation of mandatory and optional professional learnings for school and district leaders at various times and modes to strengthen:

- Leadership practice and expertise through leader-led learning
- Instructional, academic, and curricular knowledge
- Fiscal, legal, and operational knowledge
- Participant's outlook of self, leadership, education, and team leadership

## Long Term Strategies:

- The Office of Leadership Development has worked to create leader development packages for the District. All development is TASL accredited, and TEAM aligned.
- Implement ways in which all leaders who lead or manage people are developing robust leadership skills, which will enhance their overall leadership capacity.
- Establish “The SCS Way” of leadership by codifying our protocols around on-boarding and supporting new leaders, developing coursework on Character Traits and Attributes, and defining pathways to leadership.
- Create a Corporate Learning Forum – Leadership Development Week, Business Meeting
- Develop Cohort Learning Forum – Zone, Feeder Pattern.
- Host After Hours Forum – Optional Learning Series.
- Offer micro-credentialing for all school leaders and administrators.
- Establish self-paced guidelines.

## Modes of Communication:

- Emails
- Videos
- Virtual PD (in-school staff meetings, and zones)
- Leader Board.

## Group of Students Impacted:

- Exceptional Students
- ESL
- All students



**Goal:** To provide teachers with expectations so they can support continuous learning and instruction and meet the needs of all students.



## Supporting Continuous Instruction & Learning During School Closures

### *Teacher expectations during the school closure period*

- ✓ Ensure that they are monitoring District communications for up-to-date information regarding school closures & instructional continuation plans.
- ✓ Assign lessons to students in i-Ready/Edgenuity.
- ✓ Monitor daily student usage and lesson performance in i-Ready/Edgenuity.
- ✓ Turn on "domains" for those students who have failed lessons and have been locked out of i-Ready/Edgenuity.
- ✓ Watch and listen to all SCS communications outlets and affiliates regarding content delivery and instructional programming.
  - There will be lessons taught during a specified time for content and grade levels.
  - Create tasks to send to students based on content shared during the videos.
- ✓ Check email frequently to ensure you follow along with events as they unfold throughout the District.
- ✓ Contact parents to check-in on students, answer questions and discuss potential next steps.
- ✓ Complete PD requirements in Canvas for Course III and any other courses to ensure the total required number of PD hours are met.
- ✓ Create a form of communication for students and parents to engage in learning activities (i.e. Facebook, Powtoon, school web page, etc.)
- ✓ Review the academic progress of students and provide assignments for students to enhance their academic status.
- ✓ Create a potential failure list or academic support list for all of your classes.
- ✓ Participate in virtual team/department meetings as guided by the school leader.
- ✓ Develop lesson plans for the upcoming school year.
- ✓ Create a supply list and scope for all student projects for the upcoming school year.
- ✓ Develop a professional growth plan to strengthen specific areas shared during formal and informal observations.
- ✓ Participate in webinars to enhance professional growth.
- ✓ Participate in virtual professional development opportunities and meetings organized by your principals.
- ✓ Complete any other pertinent expectations assigned by the school principal.
- ✓ Refer to ESL and Special Education departments for guidance around IEP supports.

### Modes of Communication

- Emails
- Teacher Weekly
- Phone and text message system
- Virtual meetings
- Webinars
- Canvas PD courses



## Section 3

## Social Emotional Learning

**Goal:** To continue to support Social Emotional Learning (SEL) during the school closure period.

### Strategies:

- Create a section dedicated to Social-Emotional Learning in the SCS Instructional Resources and update it regularly.
- Release an SEL newsletter bi-weekly. The newsletters will focus on practical strategies for educators to use to help students and help themselves if they are experiencing anxiety and depression during the uncertainty of the COVID-19 pandemic and resulting closures.
- Counseling Managers are utilizing weekly and bi-weekly memos to share ideas with school counselors about virtual school counseling and supporting their professional development.
- School Counselors are creating Newsletters, Websites, Social Media Posts, and videos, highlighting social-emotional learning to engage and support students and SEL lessons.
- Counselors and RTI-B Specialists will contact their Tier II students' parents to do a check-in.
- School Counselors will communicate with their school staff/teachers to let them know when contacting parents or students if a follow-up is needed and that referrals can be made to the Counselor or the MH Clinician/Social Worker.
- Social Workers will contact Tier III students' parents to do a check-in.
- SCS Mental Health Center will offer a call line from 9:00 a.m. to 4:00 p.m. Monday through Friday that will deliver live questions and answers and resource assistance from a school social worker for any parent who is seeking support for their child.
- SEED will create the SCS Care Line, a 24-hour recorded message line offering a range of information and guidance at the touch of a button on a variety of mental health and SEL topics such as Coping with Anxiety, Anger Management, Signs of Depression in Children and Adolescents, Managing a Child with ADHD, etc.

### Modes of Communication:

- SCS main web page
- Phone and text system
- Social media
- 88.5FM and C19TV
- Emails
- Newsletters
- School Websites
- Conference Calls and Virtual Meetings

### Group of Students Impacted:

- All students



## Section 4


## Academic Supports for All Students

**Goal:** Provide students a quality education during the school closure period through a variety of digital and printed resources.

### Strategies:

- **Provide digital and printed learning guides to students without a device or technology at home. All materials are available by grade level and subject area:**
  - Kindergarten through 8th grade English Language Arts and Math
  - English I and English II
  - Geometry, Algebra I and Algebra II,
  - Biology
  - Special Education (SPED)
  - English as a Second Language (ESL)
- **Provide a variety of instructional videos aligned by subject area and grade level. All videos are accessibly by:**
  - SCS Instructional Resources Website
  - C19TV
  - WMC Ch. 5 – Bounce TV
  - WKNO – PBS
- **Provide access to a variety of websites, apps, and other digital tools for extra enrichment, including:**
  - i-Ready for Grades K-8
  - Edgenuity for Grades 9-10
  - ACT for Grades 11-12
- **Provide additional online tools that can also support student’s learning at home. in the following subjects:**
  - English/Language Arts
  - Math
  - Science
  - Social Studies
  - RTI
  - Health, PE & Lifetime Wellness
  - Fine Arts
  - World Language
  - Library Services
- **Provide support for learning at home by connecting students with certified teachers through the Homework Hotline. Phone numbers: (615) 298-6636 or (901) 416-1234.**
  - Support students and families with homework completion across subjects.
  - Provide tutoring for core subjects.
  - Adjust hours of operation to support at-home learning when students and parents need it the most—Monday through Thursday from 2 to 6 p.m.

- Provide a helpful Home Learning Schedule for Parents in English and Spanish



## Helpful Home Learning Schedule

A structured school day helps students stay focused and be their best in class.  
 We developed this suggested daily plan to families develop a  
 consistent learning schedule at home!

<b>Wake-Up: 8 - 9 a.m.</b> <i>Make your bed, brush your teeth, wash hands, get dressed, eat breakfast</i>
<b>Physical Activity: 9 - 10 a.m.</b> <i>Stretch, yoga or light physical exercise inside</i>
<b>Academic Time: 10 - 11 a.m.</b> <i>Log on I-Ready (K-8) or Edgenuity (9-12)</i>
<b>Academic Time: 11 a.m. - 12 p.m.</b> <i>Work on instructional learning guide packets for ELA (M,W,F) or Math (T,TH)</i>
<b>Lunch/Relax: 12 - 1 p.m.</b> <i>Wash hands, eat a healthy lunch</i>
<b>Academic Time: 1 - 2 p.m.</b> <i>Log into I-Ready (K-8) or Edgenuity (9-12)</i>
<b>Academic Time: 2 - 3:30 p.m.</b> <i>Work on instructional learning guide packets for ELA (M,W,F) or Math (T,TH)</i>
<b>Reflection: 3:30 - 5 p.m.</b> <i>Write and discuss major learning from the day; fun educational games on electronic device</i>
<b>Dinner: 5 - 6 p.m.</b> <i>Eat a healthy meal with family and engage in conversation</i>
<b>Free TV/Electronics Time: 6 - 8 p.m.</b> <i>Take bath/shower and wind down</i>
<b>Bedtime: 8 p.m. +</b> <i>Get plenty of rest for a productive day tomorrow</i>
I-Ready is used for ELA and Math for K-8 students. Edgenuity is used for ELA, Math and Science for grades 9-12. Find learning guides and links to helpful websites and resources at <a href="http://www.scsk12.org/instructionalresources" style="color: white;">www.scsk12.org/instructionalresources</a> .

### Modes of Communication:

- SCS main web page
- Phone and text system
- Social media
- Distributing printed learning guides at all meal distribution sites

### Group of Students Impacted:

- All students
- Exceptional Students
- English Language Learners (ELL)



## Section 5

## Academic Supports for HS Seniors

**Goal:** To create opportunities through Project Graduation for graduating juniors and seniors to complete required coursework

### Short Term Strategies:

- Students scheduled initially to attend Project Graduation for Part II/Quarter 4 will participate in the program through a virtual platform - Grade Results.
- Any seniors who were unsuccessful in completing a Virtual Schools course needed to meet the Spring 2020 graduation requirement may have the opportunity to register for Project Graduation courses.
- Students without access to technology will be provided with hard copies of content material, receive support from the Homework Hotline or Project Graduation teachers via Google Voice, and submit their workbook and assessments at the end of the semester.
- Project Graduation is tentatively scheduled to operate from April 20 through May 22, 2020.

### Long Term Strategies:

- Students scheduled to graduate in 2021 who are not on track to graduate will be offered the opportunity to enroll in Project Graduation in Fall 2020 to complete the required coursework. Students projected to graduate in the class of 2021 must meet all criteria as determined by the State to be awarded a high school diploma. Final transcripts after the 2020-21 school year will determine which students may benefit from taking courses utilizing the Project Graduation model, which allows students to attend classes in the evening with a certified teacher providing direct instruction.
- Based on the need, multiple Project Graduation sites will open in September 2020.
- Professional School Counselors at all high schools will have the opportunity to review student transcripts and enroll students in the appropriate courses.
- Students in grades 9-11 who are not scheduled to graduate Spring 2021 may enroll in Project Graduation if space permits to help ensure that all students are on-time graduates.

### Modes of Communication:

- SCS main web page
- Phone and text system
- Social media
- Distributing printed advertisement to all Professional School Counselors and high school Principals

### Group of Students Impacted:

- 9th - 12th students who failed a course

## Section 6

## Academic Supports for Advanced Academics

**Short Term Goal:** Provide ongoing guidance and support to schools to facilitate student success in advanced academic courses during school closure.

### Short Term Strategies:

- Provide information on available supports for AP/IB students, including live teaching sessions, revised exam format, and revised exam procedures.
- Provide resources and support to students in Dual Enrollment classes to ensure a successful transition to online platforms.
- Explore options for providing students with access to devices and the internet to facilitate course completion.
- Initiate weekly conference calls with all college partners to assess students' progress.
- Communicate messages from college partners to Dual Enrollment faculty and students.
- Continue to communicate with IBO and International Baccalaureate schools to keep everyone updated to changing expectations for testing and internal assessments.

### Modes of Communication:

- Emails to advanced academics teachers and students
- Phone calls to students
- Social Media
- Phone and text system
- C19TV

### Group of Students Impacted:

- All students enrolled in Advanced Placement, Dual Enrollment, International Baccalaureate, and Statewide Dual Credit.

**Long Term Goal:** Equip students with high-quality instructional materials and resources to maintain academic continuity across the District.

### Long Term Strategies:

- Communicate with lead teachers to explore options for support.
- Encourage teachers to set virtual tutoring hours to ensure continual communication with students.
- Explore the feasibility of teachers and students sharing videos of lessons.
- Develop and broadcast instructional lessons on C19TV and TV partner stations.
- Explore virtual AP/IB review sessions.

### Modes of Communication:

- Emails
- SCS main web page
- C19TV
- Phone and text system

### Group of Students Impacted:

- All students enrolled in Honors, Advanced Placement, Dual Enrollment, International Baccalaureate, and Statewide Dual Credit.

## Section 7

## Academic Supports for Optional Schools

**Goal:** Facilitate continued student recruitment into Optional Programs.

### Strategies:

- Coordinate with schools to implement revised procedures for processing new and renewal Optional applications and finalizing dispositions to notify families promptly.
- Develop a set of Frequently Asked Questions (FAQs) for school administrators to communicate changes and maintain fidelity within the application process amid COVID-19 restrictions.
- Provide ongoing admittance testing for first and second-grade applicants to schools that require testing.
- Implement virtual audition and interview protocols for schools that require them as part of the entrance requirements.

### Modes of Communication:

- Emails to Optional principals and coordinators
- Printed FAQs
- Social Media

### Group of Students Impacted:

- All current and prospective Optional school applicants (new and renewal students).

**Long Term Goal:** Maintain projected 2020-2021 Optional enrollment.

### Long Term Strategies:

- Delay admittance testing for incoming first and second-grade applicants until school reconvenes. The plan will extend the testing window through June 2020.
- Provide stipends for trained test administrators for summer admittance testing. We will adhere to the CDC's recommendations for groups of fewer than ten and social distancing within the testing space.
- Schedule additional admittance test training sessions to ensure the timely processing of Optional applications.

### Modes of Communication:

- Emails to Optional principals and coordinators
- FAQs
- Social Media
- Phone and text system

### Group of Students Impacted:

- All current and prospective Optional school applicants (new and renewal students).

## Section 8

## Academic Supports for Special Education Students

### Overview

Tennessee Department of Education has continuously communicated the need for LEAs to serve students to the best of their ability during emergencies. TDOE guidance can be read here: [Services to Students with Disabilities COVID 19 Guidance](#). The Department of Exceptional Children and Health Services (DECHS) is committed to providing a free and appropriate education for students throughout the COVID-19 pandemic. We want to ensure students with disabilities have access to meaningful learning opportunities during school closures while considering the health, safety, and well-being of students and staff. To ensure the guidance provided to staff is appropriate and supports the adherence to IDEA and state mandates, Exceptional Children and Health Services has established ongoing communication with SCS Legal Counsel and officials in Tennessee Department of Education. We believe that the strategies below will help sustain us in both the short term and long term.

**Goal:** Make a good faith effort to provide direct and related services to Students with Disabilities (SWDs) as outlined in their Individualized Education Plans (IEPs) throughout the COVID-19 pandemic.

### Strategies:

- Meet weekly with SPED Teachers to develop a community of practice and adopt best practices for teaching SWDs remotely. \*DECHS Advisors meet weekly virtually with SPED Teachers.
- Provide specific guidance to Special Education Teachers and other DECHS staff to strengthen their understanding of their roles and responsibilities in supporting students with disabilities during the COVID-19 pandemic.
- Promote the use of District provided learning resources (i-Ready, Edgenuity, and Discovery Education) when appropriate in addition to low tech resources (instructional packets, projects, written assignments, etc.).
- Offer training and 1:1 support to SPED teachers in utilizing the District provided resources with fidelity.
- Provide a “Transition to Adulthood” platform for teachers and students in Middle School and High School Functional Skills and Adaptive Functional Skills classroom.
- Develop and distribute instructional packets for self-contained students.
- Develop lessons and post on [www.edugoodies.com](http://www.edugoodies.com).
- Develop videos to address deficits in academics and behaviors.
- Provide support to address behaviors via online and teleconference.
- Maintain ongoing communication with parents regarding student health needs \*DECHS Nurses.

### Modes of Communication:

- SCS Website
- [www.edugoodies.com](http://www.edugoodies.com)
- [www.CLUE901.com](http://www.CLUE901.com)
- YouTube
- C19TV and TV partner stations
- Communique for Champions (DECHS Weekly newsletter)
- Special Education Teachers will
  - Maintain “office hours.”
  - Utilize any preferred platform to communicate with parents and provided individualized instruction
  - Utilize any preferred platform(s) to provide individualized instruction following the student’s Individualized Education Plan (IE).

## Section 9

## Academic Supports for ESL Students

**Goal:** Provide English as a Second Language (ESL) students access to quality education as well as continued language development.

### Short Term Strategy

- Direct communication with ESL families via phone by ESL teacher, Bilingual Mentor, and Bilingual Counselors to alert families on a variety of resources.
- Make available online apps such as Reading A-Z, Imagine Learning, Rosetta Stone & Lexia Learning as optional learning activities.
- Distribute of ESL Newcomer packets for K-12 at select Meal Distribution sites based on Newcomer population demographics
- Develop video lessons for Recently Arrived EL students to support those with & without internet connection (coordinates with printed packets)
- Post available ESL resources online, as well as an ESL Menu of Options to support access to main stream online and printed guides.
- Encourage continuous participation of ESL students in the online programs via phone calls and/or tutoring sessions

### Long Term Strategy

- Offer tutoring sessions with small groups or individual calls through conference calls
- Encourage continuous participation of ESL students in the online programs via phone calls and/or tutoring sessions
- Virtually convene general education teachers and teachers of special populations (e.g., ESL teachers, special education teachers, related service providers, etc.) for lesson support, accommodations, and other needed supports for each school.
- Ensure school and district messages are accessible to all parents (i.e., the language of the households, parent literacy skills, etc.).
- Collaborate with Edgenuity, Grade Results, & i-Ready to ensure appropriate ESL supports are in place to support plans for promotion/recovery opportunities.
- Collaborate with Academics to ensure appropriate supports for ESL students are included in all future required learning portals.

### Modes of Communication:

- SCS main web page
- Phone/text system and personalized calls
- Social media
- Distributing printed learning guides at all meal distribution sites
- Conference calls and virtual meetings



## Section 10

## College, Career and Technical Education

**Short Term Goal:** To continue to provide CCTE students with a quality education and certification opportunities.

### Short Term Strategies:

- Provide Access to Industry Certifications Online
- Provide Access to Online Student Support Platforms (Odysseyware, Health center 21, and ICEV)
- Provide Student Support for DE Courses
- Provide Online Support for Students in Memphis Academy Programs (Pharm Tech and Phlebotomy)
- Provide Access to Online STEM Lessons
- Provide Access to Online Professional Development for Teachers (Certification Training)

### Modes of Communication

- Phone Calls to Students
- School Websites
- Email
- Google Classroom
- Microsoft Teams

### Groups of Students Impacted

- CCTE Students
- Early College Students
- Memphis Academies Students

**Long Term Goal:** To continue to provide CCTE students with quality education and certification opportunities.

### Long Term Strategies:

- Teachers Provide Online Lessons for students in Grades 6-12.
- Provide Access to Online Student Support Platforms (Odysseyware, Health center 21, ICEV, and eDynamic learning).
- Expand Online Certification Options for Students and Teachers.
- Provide access to online Dual Enrollment courses
- Offer MPLOY Virtual Internship Experiences

### Modes of Communication

- Phone Calls to Students
- School Websites
- Email
- Google Classroom
- Microsoft Teams
- City of Memphis Partnership
- Phone and text system

### Groups of Students Impacted

- CCTE Students
- Early College Students
- Memphis Academies Students



### Recognitions of the Class of 2020 – Valedictorians and Salutatorians

**Goal:** Provide valedictorians and salutatorians recognition and student voice.

#### Strategies:

- Deliver a no contact balloon bouquet to each of the District's Valedictorians and Salutatorians. If possible, pictures of the delivery will be taken.
- Invite students to tune in to C19TV and SCS Facebook Live on April 30 at 6:00 p.m. for a virtual Vals and Sals event. During the broadcast, students will be recognized individually by each high school.
- Invite each Val/Sal for an on-air live interview starting via 88.5 FM beginning the week of April 13. Parents of these students will be asked if they would like to speak as well by being asked if they have any tips for parents in the listening audience. On each day, the pictures of the Vals & Sal will be posted on social media along with their bio.

#### Modes of Communication:

- SCS Student Affairs one-to-one calls and emails
- Home delivery
- Social Media
- Phone and Text System
- 88.5/C-19 TV

#### Group of Students Impacted:

- Valedictorians and Salutatorians
- Families of Vals/Sals



### Virtual Student Engagement - HS Seniors

**Goal:** To provide student voice and engagement for the Senior Class of 2020

#### Strategy:

- Execute a virtual student engagement senior week full of activities.
- Capture all activities on social media using #SCSENIORSTRONG
- Create an [scseniorstrong@scsk12.org](mailto:scseniorstrong@scsk12.org) email address to afford seniors an opportunity to present solutions for consideration to help end their year on the most positive note.

#### Virtual Senior Week Activities

- **Monday - School Spirit Day** | We kick the senior week off by going all out and proudly “repping” our school spirit! Students will submit pictures that exemplify their school’s colors, mascot, or category affiliation, i.e., band, sports team, majorette, etc. School faculty, staff, and/or alumni can get in on the fun, too, as they support the Senior Class of 2020.

- **Tuesday - Senior's Got Talent** | Students will showcase their talent via social media using the hashtag #SCSENIORSTRONG. Entries will be reviewed for appropriateness and uploaded to DOSA's Social Media platforms.
- **Wednesday - "Drip or Drown"** | Superlatives are a traditional event for seniors, and we want to keep that tradition going. "Drip or Drown" is a fun and interactive way for our students to engage with the District and each other. Seniors will submit pictures displaying their best personal style. DOSA will select and post the top ten female, and top ten male participants. The male and female students with the most likes will be crowned the SCS district-wide "Best Dressed" Senior.
- **Thursday - Throwback my Senior Year** | #tbt (Throwback Thursday) is a social media sensation. In stead of very dated pics from years past, seniors will submit pictures from special moments of their senior year to our email, Facebook or IG. Examples include Football Homecoming, Spirit week dress-up days, team photos, etc. This allows students an opportunity to focus on the high points of their senior year and build a district-wide digital compilation of the class of 2020.
- **Thursday - Day Party (Featuring DJ Chris Cross)** | Come one, come all, and let's get ready to have a ball! Seniors will attend a virtual dance party featuring DJ Chris Cross. Seniors will log in dance, sing, and chat with their fellow seniors from across District. This will be a "lit" culmination of Senior Week, and a great chance for students to have a really good time. "Issa Party Y'all!"
- **Friday - College/Career Day** | Celebrate seniors as they embark upon their next chapter of college or career. SCS seniors will post their confirmed college, career, or military choice post-high school. Seniors may also creatively display their total scholarship amount.

#### **Modes of Communication:**

- SCS main web page
- Social media
- C19TV and 88.5 FM
- Phone and Text System

#### **Group of Students Impacted:**

- Senior class of 2020

## **Virtual Student Engagement – All Students**

**Goal: To provide student voice and engagement for all K-12 students**

### **Strategies:**

- Execute a virtual student engagement week for all students
- Capture all activities on social media using #SCSSTRONG

### **Virtual Student Activities**

- **Monday- What's on your Mind Mondays (RISE)** | The five social and emotional competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. During COVID-19, many students are struggling to cope with the anxiety and stress brought on by this pandemic. This is especially true for our students who are at risk of missing various milestones from their school year. "What's on Your Mind" Monday is a platform where Student Congress members will share their thoughts, possible solutions, and how they resolve to RISE (relax, inspire, smile, endure) in the face of adversity.

- **Tuesday - TikTok Tuesdays** | Students, will submit TikTok videos showing what they are up to during the COVID-19 quarantine. Tiktok will be used as an outlet for students to express themselves through singing, dancing, comedy, and/or lip-syncing. Students will share bytes via IG, Facebook, or Twitter, using the hashtag #SCSSTRONG. This engagement opportunity keeps DOSA connected with students and reassures them that we are here for them during these trying times.
- **Wednesday - Wild 'n Out Wednesdays** | Have a hobby, craft, or business that you want to display? Wild 'n Out Wednesdays are just the platform for you! Students will showcase pictures or 15-second snippets of their creative talents to inspire and encourage their fellow students.
- **Thursday - Throwback Thursdays** | Using this popular internet trend in social media platforms such as Instagram, Twitter, and Facebook. Users will post nostalgic pictures of their past accompanied by the hashtag #SCSSTRONG. Seniors may engage in 3 possible ways. Post memories from their educational experiences in the past. This may include photographs, awards, or news clippings from pre-k until senior year. Dress up and post a picture or 15-second snippet in your favorite throwback attire. Examples may include anything from a 70's afro and bellbottoms to the neon '80s, or the laid-back swag of the '90s. Post your favorite throwback sports-themed icon or attire.
- **Friday - Fitness Fridays** | With recent changes concerning our country, this is a crucial moment where our health has the propensity to take a turn in the wrong direction with bad eating/drinking habits and inactivity. Cardi-O FiTness is offering FREE 15-minute virtual workout sessions live via Facebook to keep our citizens and students active during this crisis. The class begins at 11 a.m.

#### Modes of Communication:

- SCS main web page
- Social media
- C19TV and 88.5 FM
- Phone and Text System

#### Group of Students Impacted:

- All students



## Section 12

## Family and Community Engagement

**Short Term Goal:** Identify community resources for families and provide support for school leaders around the school, family, and/or community needs during the closure period.

### Short Term Strategies:

- Review and develop proximity analysis to review existing community resources and to identify current community resources that can be utilized during the COVID-19 school closure period.
- Reach out to school leadership in the respective feeder patterns to identify any needs that require support to families.
- Reach out to existing school community partners to identify the different ways that can still support the school during the COVID -19 school closure period.
- Disseminate all pertinent information from the District to families using the various modes of communication.
- Provide specific information on meal service and/or local pantries.
- Share research-based ideas for family engagement to school leadership.

### Modes of Communication:

- SCS Email
- Personal telephone call
- School Social Media Sites
- Flyers

### Group of Stakeholders Impacted:

- School Leadership
- Families
- School community partners
- Family Engagement Specialists

**Long Term Goal:** Develop professional learning opportunities for school personnel to support family and community engagement

### Long Term Strategies:

- Support school leadership teams in implementing research-based family and community engagement practices
- Provide resources to school leadership teams with resources to support engagement programming

### Modes of Communication:

- In-person/phone/web conferencing
- Online courses
- Email

### Group of Stakeholders Impacted:

- School Leaders
- Family Engagement Specialists



## Goals:

1. To ensure that Charter School operators have the necessary supports/information to make autonomous decisions for their students, staff, and families, and are aware of local and State compliance.
2. To provide continued oversight for our academic, operational, and financial frameworks; and any processes related to a school's charter term.
3. To ensure that resources (i.e., instructional, nutrition, etc.) are available to charter school students

## Short Term Strategies:

- Provide communication three times a week from the Director of Charter Schools with updates related to COVID-19. Updates include both local, state, and federal communication.
- Develop local FAQs for SCS-authorized charter schools.
- Conduct periodic phone calls with the Tennessee Department of Education personnel.
- Continue to partners with charter-focused organizations.
- Survey charter leaders for their academic/operating plans (short-term and long-term).
- Provide opportunities for a bi-weekly call for local questions about SCS-authorized charters, known as 'Charter Town Halls,' to discuss key topics and address questions.
- Provide opportunities for charter leaders to network around key topics at 'Round Tables'.
- Provide Clever logins, ACT Support (high school), and other instructional resources at pick-up sites or online to charter school leaders. Ensure that all school leaders have received information related to food pick-up sites as advertised by Shelby County Schools.

## Long Term Strategies: All short-term strategies will be continued in addition to the following:

- Cohort specific (i.e., pre-opening, renewal, authorization, closure) presentations for schools to discuss any confirmed adjustments due to COVID-19 and/or collect concerns or questions.
- Request the submission of long-term plans for extended learning/operation by charter operators.
- Discussion of policy suspension related to Board Policy #1011 dependent on overall COVID-19 timeline
- Execution of adjustments to State Board rule, as applicable.

## Modes of Communication:

- Emails to Charter Leaders 3x per week (M, W, F)
- Surveys to collect information from Charter Leaders
- Zoom phone calls (various)
- Charter Chatter – Wednesday Weekly Email with Updates
- Phone calls, as necessary

## Group of Students Impacted:

- Kindergarten through 12th Grade

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