Return Stronger

Virtual Community Conversation on S.A.F.E. School Re-Entry
The Road to Reopening Schools

Vision

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

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

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

Safety

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

Equity

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

Communication

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

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

Social and emotional learning

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

Funding

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

Partnerships

- Stakeholder partnerships with the District are an important component to closing achievement gaps and supporting the social and emotional well-being of students. To meaningfully partner with schools, stakeholders must remain willing to adapt and align their services and supports to meet the needs of students.
- More than ever, families and caretakers play an integral role in a student’s success. Students must continue their learning at home each day with independent practice and independent reading.
Parents have two educational options for their child. Each option should be considered based on the needs of the student and the environment where they are most likely to reach their fullest learning potential. Parents can be assured that policies for grading, student attendance and high expectations

| Option 1: Back to the school building when schools reopen: | Option 2: Students can continue their learning for the first semester at home with teachers from their school. |

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

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

Procedures for All Campuses

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

Cohorting

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

Social/Physical Distancing

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

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

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

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

Intervention services and special therapies will adhere to social distancing guidelines to the extent possible.
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 2 times per day (during lunch & the end of the day).

- Clean and sanitize counters, desk tops, seats, table tops, hand rails and doors (handles & windows)
- Sweep/vacuum/mop floors
- Clean water fountains
- Empty trash
- Check and restock all tissue, paper towel, hand soap and hand sanitizer dispensers
Restrooms are to be cleaned and disinfected a minimum of 4 times per day (2 times per day during am hours, 1 time during pm hours, & the end of shift).

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

**Temperature Checks**

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

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

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

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

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

Movement on Campus

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

Before-School and After-School Care

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

Morning Drop-off and Afternoon Pick-up

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

School Meals

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

After-School Activities and Athletics

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

Sharing of Supplies

Shared school supplies will be discouraged to the extent possible.

Parent Conferences and Meetings

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

Lingering on Campus

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

Field Trips

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

Recess

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

Bus Transportation

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

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

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

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

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

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

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

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

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

Depending on the extent of positive cases within a school, a school may need to close for up to two weeks and then stagger student attendance upon restarting. During virtual instruction, the Continuity of Instruction plan included in the Appendix of this document will be in effect, and students and teachers will continue uninterrupted teaching and learning.
All students who receive special education and CLUE services will have virtual educational options developed by the IEP team at their school.

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

Call: (901) 416-5206
Available July 13-17
9 a.m. to 4 p.m.
All schools will undergo cleanings throughout the summer. As Principals prepare schools to welcome students, every consideration is being made to ensure the adherence to CDC guidelines to the extent possible.

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

Coronavirus Testing

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

Testing Locations in Shelby County:

If you think you have been exposed to COVID-19 and you don’t feel well, visit covid19.memphistn.gov for a list of locations to be tested for FREE.
Continuity of Instruction for Distance Learning

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

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

*Sample virtual schedules may vary by school.
**Digital Learning: Roles and What Success Looks Like**

As we embark upon our new journey into Digital Learning, many terms are being shared related to digital devices and instruction. The Shelby County Schools Board of Education Policy #007 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. These 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.

**ROLES**

<table>
<thead>
<tr>
<th>Central Office</th>
<th>Students</th>
<th>Teachers</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule and support virtual orientation sessions for all parents, students and Teachers - Gear Up Day!</td>
<td>• Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s)</td>
<td>• 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</td>
<td>• Pick up mobile device and internet access, and participating in professional development and virtual learning</td>
</tr>
<tr>
<td>Develop and communicate plan to distribute devices and internet access hot spots before OR during the week of in-service</td>
<td>• Check Microsoft Teams, Clever, and other online platforms shared by your school or teacher for information on classes, assignments, and resources</td>
<td>• 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 practicable</td>
<td>• Maintain communication with your children’s teachers and school counselors</td>
</tr>
<tr>
<td>Test network bandwidth capabilities district-wide before first day of school</td>
<td>• Ensure you know your username(s) and password(s) for instructional resources</td>
<td>• Communicate regularly with parents and families regarding expectations and student progress</td>
<td>• Students must provide or be provided technology access with a sufficient data plan; and families must be able to support the setting of online classes/learning experiences</td>
</tr>
<tr>
<td></td>
<td>• Submit all assignments due dates established by your teacher(s)</td>
<td>• Observe established office hours</td>
<td>• Teachers must be trained in how to lead online learning experiences and have access to digital materials</td>
</tr>
</tbody>
</table>

**SUCCESS**

<table>
<thead>
<tr>
<th>Student expectations for virtual learning clearly communicated and in place</th>
<th>Teachers will be well-trained and practiced in 8 Teams learning modalities</th>
<th>Parent communication available via live events on the Teams platform (phone and email)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to testing, support materials, and phone/email</td>
<td>Expectations on daily/weekly/monthly deliverables are clear and consistent across the district</td>
<td>Students receive feedback and support via email or LMS</td>
</tr>
<tr>
<td>Virtual Technology Summer Camps for Students</td>
<td>Rostered classes in place for interaction with students</td>
<td>Students must have or be provided technology access with a sufficient data plan; families are provided more flexibility in scheduling</td>
</tr>
<tr>
<td>Teacher expectations for virtual learning clearly communicated and in place</td>
<td>Access to testing, support materials, and phone/email</td>
<td>Teachers must be provided training in setting up online learning experiences for students, support with managing work submissions &amp; feedback online, and have access to digital materials</td>
</tr>
</tbody>
</table>

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**Instructional Model for Content Delivery**

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

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

- Careful planning by educators
- Student motivation and engagement
- Strong family support

**Model 1:** Digital Synchronous (Learning together online)

- Students 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 2:** Analog Synchronous (Learning together on the phone)

- Students engage in learning using printed materials and guidance. Students interact with teachers and peers on the phone to engage in learning.
- Students must have or be provided access to a phone; and families must be able to support the learning taking place.
- Teachers must provide thoughtful learning experiences and be supported in managing group or individual calls to support learning.

**Model 3:** Digital Asynchronous (Learn online independently)

- Students learn simultaneously with peers online via Microsoft Teams or Learning Management System (LMS). Students receive teacher support during learning.
- 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.

**Model 4:** Analog Asynchronous (Learn offline independently)

- Students independently engage in learning using printed materials and guidance. Students receive written feedback from teachers.
- Students and families manage learning experience, including completion of work and student questions while working; families are provided more flexibility in scheduling.
- Teachers must provide thoughtful learning experiences; avoid hours of packet work/worksheets; and provide written feedback for students.

**Model 5:** Hybrid of Digital, Analog, Synchronous, and Asynchronous Learning

- Students learn online together and work offline independently.

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### 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)

<table>
<thead>
<tr>
<th>Early Learning Domains</th>
<th>Time on Task</th>
<th>Prekindergarten Daily Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| **Language & Literacy**                      | 50 minutes/day 4 hrs  10 minutes/ wk | □ 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 | □ 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  
□ 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 | □ 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 | □ 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 | □ 10-minute session: Virtual Fieldtrips (see Early Childhood online resources)  
□ 10-minute session: Second Step  
Parent-led  
□ Ready Rosie  
□ Ready! for Kindergarten Social Emotion Curriculum  
□ Big Day Family Space |

**Total Recommended Student Time on Task:** 3 hours and ~ 10 minutes per day  
(15 hours and ~ 50 minutes per week)

**Recommended Early Learning Domains for Special Education and English Language Learners teachers will incorporate:**  
□ Individualized Education Plans-Cognitive, Occupational, Physical and Speech/Language  
□ Modifications and Accommodations will be given to each child based on their IED, Brigance Assessment data, and Cognitive development  
□ English Language Learners language/literacy specific strategies

**Pre-K Students will receive a Remote Learning Box that will include:**  
- Parent curriculum pacing guide  
- Pre-K Big Day Skills Booklet  
- Online resource list  
- Disabilities Services Guide  
- Ready Rosie Parent Resource Guide  
- Dramatic play activities  
- Blocks  
- Art materials  
- Counting cubes  
- Play dough  
- Pencils, Crayons and erasers  
- Puzzles  
- Ball, jump rope and sidewalk chalk  
- Calendar
# 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.

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Time on Task</th>
<th>K-5 Daily Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| **Reading/Language Arts/Writing** | 2 hrs & 45 mins/day | **Teacher-led (Virtual daily)**  
- 2 hours of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever  
- **Independent Study**  
  - 30 minutes of reflective writing daily and  
  - 15 minutes of reading daily |
| **Mathematics**                | 1 hour/day   | **Teacher-led (Virtual daily)**  
- 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever |
| **Science**                   | 30 minutes/day | **Teacher-led (Virtual Mon/Wed/Fri)**  
- 30 minutes of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever (3 days a week)  
- **Independent Study (Tues/Thurs)**  
  - 30 minutes of Science activities through the Clever Portal and/or as assigned by the teacher |
| **Social Studies**            | 30 minutes/day | **Teacher-led (Virtual Mon/Wed/Fri)**  
- 30 minutes of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever (2 days a week)  
- **Independent Study (Tues/Thurs)**  
  - 30 minutes of Social Studies activities through the Clever Portal and/or as assigned by the teacher |
| **Special Areas: Art, Music, P.E. and World Languages** | 60 minutes/day |  
- Exercise daily by completing one video for your grade level on Cosmic Kids Yoga, Darabee Workout, or Move to Learn (links can be found here: [http://www.cssk12.org/instructionalresources/k-5.php](http://www.cssk12.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](https://www.crayola.com/)  
- Complete a module on [www.musicplayonline.com](http://www.musicplayonline.com) |
| **Intervention (Math & ELA)**  | 45 minutes/day | **ELA Intervention/Enrichment (Monday/Wednesday/Friday)**  
- 45 minutes of ELA lessons assigned in i-Ready through the Clever Portal  
- **Math Intervention/Enrichment (Tuesday/Thursday)**  
  - 45 minutes of Math lessons assigned in i-Ready through the Clever Portal |
| **Enrichment/Brain Breaks**   | As needed throughout the day |  
- Learn to code with Code.org through Clever (your school may have a special login code for you to track your progress)  
- Learn keyboarding on Typing.com through the **Clever Portal**  
- Have a dance party! Play your favorite songs and dance  
- Use crayons, markers, and pencils to draw or color your favorite things  
- Independent Reading  
- Explore different subjects and complete lessons on Khan Academy through the **Clever Portal** |

**Total Recommended Student Time on Task:**  
6.5 hours/day  
26.5 hours/week

**Login Information:**  
**Clever:** Student Login for Clever is the Student’s 6-digit PowerSchool ID and the password is the student’s Date of Birth (MMDDYYYY).  
**Microsoft Teams:** Student Login is their 6-digit student ID number @scsk12.org. For example, if my student ID was 901411, it would be 901411@scsk12.org
# Content Delivery/Time on Task for Digital Learning

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

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

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Time on Task</th>
<th>6-8 Daily Activities and Assignments</th>
</tr>
</thead>
</table>
| Language Arts       | 1 hour & 45 mins/day | Teacher-led (Virtual daily)  
|                     |                  | 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever               |
|                     |                  | Independent Study  
|                     |                  | 30 minutes of reflective writing daily                                                                |
|                     |                  | 15 minutes of independent reading daily                                                                   |
| Mathematics         | 1 hour/day       | Teacher-led (Virtual daily)  
|                     |                  | 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever               |
| Science             | 1 hour/day       | Teacher-led (Virtual)  
|                     |                  | 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever               |
| Social Studies      | 1 hour/day       | Teacher-led (Virtual)  
|                     |                  | 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and Clever               |
| Electives           | 60 minutes/day   |  
|                     |                  | Complete a lesson on [www.duolingo.com](http://www.duolingo.com)                                      |
|                     |                  | Learn about Latin cultures on [www.latintutorial.com](http://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.midcity.com](http://www.midcity.com)                              |
|                     |                  | Take an online [PBS Crash Course](https://www.pbs.org/teachers/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](http://www.clever.com) (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](http://www.clever.com) |

**Total Recommended Student Time on Task:**  
6.5 hours/day  
32.5 hours/week

**Login Information:**  
[Clever](http://www.clever.com): 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](http://www.msdteams.com): 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.

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Time on Task</th>
<th>9-12 Daily Activities and Assignments</th>
</tr>
</thead>
</table>
| **English Language Arts**| 1 hour & 30 mins/day| Teacher-led (Virtual) 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and [Clever](https://www.clever.com)  
Independent Study 30 minutes of reflective writing daily  
15 minutes of independent reading |
| **Mathematics**          | 1 hour/day        | Teacher-led (Virtual) 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and [Clever](https://www.clever.com) |
| **Science**              | 1 hour/day        | Teacher-led (Virtual) 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and [Clever](https://www.clever.com) |
| **Social Science/History**| 1 hour/day        | Teacher-led (Virtual) 1 hour of teacher-led lessons/assigned activities through Microsoft TEAMS and [Clever](https://www.clever.com) |
| **Electives**            | 60 minutes/day    | Find resources, support materials, video lesson and more with [AP College Board](https://apcentral.collegeboard.org)  
Complete Practice ACT Tests at [ACT.org](https://www.act.org) and/or [Kaplan](https://www.kaplan.com)  
Complete a lesson on [www.duolingo.com](https://www.duolingo.com)  
Learn about Latin cultures on [www.latintutorial.com](https://www.latintutorial.com)  
Explore careers and certifications using [CCTE Resource links](https://www.ccte.org) 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](https://www.clever.com)  
Math Intervention/Enrichment (Tuesday/Thursday) 45 minutes of Math lessons assigned in Edgenuity through the [Clever Portal](https://www.clever.com) |
| **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.midcity.com](https://www.midcity.com)  
Take an online [PBS Crash Course](https://www.pbs.org) in Theater and Drama  
Independent Reading |

## Total Recommended Student Time on Task:

- **6.5 hours/day**
- **32.5 hours/week**

---

**Login Information:**

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

#### Recommended Time on Task/Modifications, Resources, and Support

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

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

<table>
<thead>
<tr>
<th><strong>Pre-K Resources</strong></th>
<th><strong>Resources for Deaf/Hard of Hearing</strong></th>
<th><strong>Resources for the Visually Impaired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Khan Academy</td>
<td>Sign 2 Me Daycare (Daily stories)</td>
<td>Bookshare E-Books</td>
</tr>
<tr>
<td>ABC Preschool/Kids</td>
<td>Life Print (<a href="http://www.lifeprint.com">www.lifeprint.com</a>)</td>
<td>NVDA Screen Reader (Windows)</td>
</tr>
<tr>
<td>Tracing and Phonics</td>
<td>ASL Story Telling QR Codes for Books Signed</td>
<td>Apple Voice Over Screen Reader (OS X)</td>
</tr>
<tr>
<td>PBS Kids</td>
<td>ASL Stories – YouTube Channel</td>
<td>WebAnywhere Screen Reader (All Web Browsers)</td>
</tr>
<tr>
<td>Starfall</td>
<td>Hands On - YouTube Channel</td>
<td>Spoken Web Screen Reader (Internet Explorer)</td>
</tr>
<tr>
<td>Kids Learning Box</td>
<td>Aunt Alice’s ASL TV - YouTube Channel</td>
<td>Braille and Audio Reading Download (BARD Mobile)</td>
</tr>
<tr>
<td>Preschool (app)</td>
<td>Zearn Math</td>
<td>Screen Reader</td>
</tr>
<tr>
<td>Epic. (app)</td>
<td>Brain Pop</td>
<td>Aipoly Vision: Sight for Blind &amp; Visually Impaired</td>
</tr>
<tr>
<td>Fish School 123 ABC</td>
<td>Hippo Campus for High School</td>
<td>TapTapSee (App)</td>
</tr>
<tr>
<td>for Kids (app)</td>
<td></td>
<td>Cash Reader (App)</td>
</tr>
<tr>
<td>ABC Genius Preschool Games</td>
<td>Brain Pop</td>
<td>Seeing AI (App)</td>
</tr>
<tr>
<td>for Learning Letters (app)</td>
<td>Hippo Campus for High School</td>
<td>Seeing Assistant Magnifier (App)</td>
</tr>
<tr>
<td>123 Toddler Games</td>
<td></td>
<td>Braille Tutor (App)</td>
</tr>
<tr>
<td>(app)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List of Virtual Museums from Travel and Leisure Magazine</td>
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</tr>
</tbody>
</table>

*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.*
Supporting English Learners

Recommended Time on Task/Modifications, Resources, and Support

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

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

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

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

<table>
<thead>
<tr>
<th>English Learner Digital Resources</th>
<th>Student Grade Level</th>
<th>English Learner Parent Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading A-Z</td>
<td>K-12</td>
<td><a href="#">Rosetta Stone Level 1 English for Adults - SCS EL Parent Login</a></td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td>9-12</td>
<td><a href="#">Sign-in Guide</a></td>
</tr>
<tr>
<td>LexiaCores/PowerUp</td>
<td>ELD K-12</td>
<td></td>
</tr>
</tbody>
</table>

**WIDA ACCESS for ELs 2 (Parent Handout)** | **Spanish Version** | **Arabic Version** | **Vietnamese Version**
WIDA ACCESS for ELs 2.0 What is ACCESS for ELs 2.0? ACCESS for ELs 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](http://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](http://www.scsk12.org/instructionalresources/digitalresources.php)

<table>
<thead>
<tr>
<th>Core Materials</th>
<th>ELA Supplemental</th>
<th>Math Supplemental</th>
<th>Science Supplemental</th>
<th>Social Studies</th>
<th>Multiple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station (Pre-K, Reading &amp; Math)</td>
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<tr>
<td>i-Ready</td>
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<tr>
<td>Edgenuity</td>
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<td>Dreambox</td>
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<td>McGraw-Hill (enrolled courses)</td>
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<td>Achieve 3600</td>
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<td>E-Learning for Kids</td>
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<td>Schoological Learning</td>
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<td>Starfall</td>
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<tr>
<td>Time (magazine) for Kids</td>
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<td>Tween Tribune-Smithsonian</td>
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<td>Write &amp; Improve</td>
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<td>Number2.com (ACT Prep)</td>
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<td>AAAmath.com</td>
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<tr>
<td>Great Minds</td>
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<tr>
<td>Illustrative Mathematics</td>
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<td>LearnZillion</td>
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<tr>
<td>Illuminations</td>
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<td>National Geographic</td>
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<td>Petri Interactive Simulations</td>
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<tr>
<td>Scholastic Pathways</td>
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<tr>
<td>STUDYJAM!</td>
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<td>Exploratorium Science Snacks</td>
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<td>Science News for Students</td>
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<td>Exploratorium</td>
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<td>Amedia Sisters</td>
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<td>RosamondScience.com</td>
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<td>Pearson Realize for Biology</td>
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<tr>
<td>Gallopade (3rd Grade to 5th Grade)</td>
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<tr>
<td>EverFi-Online (Grades 4-5)</td>
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<tr>
<td>Active Classroom</td>
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<td>Britannia School</td>
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<td>DBQ Project</td>
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<td>AP College Board</td>
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<tr>
<td>Ed Ted.com (ELA &amp; Social Studies)</td>
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<tr>
<td>Khan Academy (All except ELA)</td>
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</tbody>
</table>

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](http://www.scsk12.org/instructionalresources/digitalresources.php)

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>World Languages</th>
<th>Health, PE, &amp; Wellness</th>
<th>Library Services</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK</strong></td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Social Emotional Learning</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Health, PE &amp; Lifetime Wellness</td>
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<tr>
<td>Library Services</td>
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<tr>
<td>Social Emotional Learning</td>
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<tr>
<td>World Languages</td>
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<tr>
<td><strong>K-5</strong></td>
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<td>Fine Arts</td>
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<td>Computer Science</td>
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<td>CCTE</td>
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<tr>
<td>Health, PE &amp; Lifetime Wellness</td>
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<td>Library Services</td>
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<tr>
<td>Social Emotional Learning</td>
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<tr>
<td>World Languages</td>
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<tr>
<td><strong>6-8</strong></td>
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<tr>
<td>ACT Prep</td>
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Understanding Devices and Learning Platforms

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

K-12 Parent Training

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

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

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

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

Session 1: Supporting Your Student with Microsoft Teams

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

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

4 Ways We Can Assist Parents

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

Support with Accessing PowerSchool (PS)

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

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

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

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

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

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

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

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

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

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

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

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<th>Grade Level</th>
<th>Timing</th>
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<td>Priority Group - Fully Virtual</td>
<td>Mid-July</td>
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<td>High Schools</td>
<td>Early August - Mid-August</td>
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<tr>
<td>Middle Schools</td>
<td>Mid-August - Late August</td>
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<tr>
<td>Pre-K &amp; Elementary Schools</td>
<td>Late August - Early September</td>
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<tr>
<td>Anticipated Start Date</td>
<td>August 31, 2020</td>
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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.
Q&A Session
When is the first day of school for the 2020-21 school year?
The 2020-21 school year will begin August 31 for all students based on the Governor's extended state of emergency declaration through August 29 due to rising cases of COVID-19.

Can parents change their fall learning option during the designated commitment period?
Parents who wish to change their learning option before July 18 may contact the S.E.E.D. Office at (901)-416-6007 to submit a change request in writing. Changes cannot be made directly in PowerSchool, and no changes can be made after the window closes on July 18.
What will a typical day for virtual student look like?
Students learning at home will participate in live virtual classes led by a teacher from their school during the regularly scheduled school day. Independent work and physical activity will be built into the daily schedule.

If there is an outbreak and schools have to close, what is the plan for continued instruction?
In the event of an outbreak, students will continue to receive instruction from their assigned teacher virtually through the use of Microsoft TEAMS. Digital devices will be provided to students who do not have access to a device at home.
INSTRUCTION

What if my child does not have a laptop and internet access?
As part of the recently approved 1:1 Digital Device Plan, we expect to begin distributing devices to students without access at home this month based on grade level. Distribution will start with students who choose the fully virtual learning option, then continue through August by grade level. More information will be shared about distribution plans and technology support.

Will there be training sessions for families to understand how to use devices and digital learning platforms?
Yes. We are hosting parent trainings to learn how to use Microsoft Teams, which is the District’s preferred platform for virtual communication between teachers and schools. We will be adding more sessions for families throughout the summer and fall.
Will students eat breakfast and lunch together in the cafeteria?
To avoid risk of virus spread, schools will modify use of the cafeteria to ensure the health and safety of students. School lunch and breakfast procedures will vary by campus, but parents should expect some combination of grab and go meals, shorter lunch periods or lunches consumed in class or outdoors.

How will pick-up and drop-off procedures be handled at schools? Pick-up and drop-off procedures will vary by campus. Parents should not expect to walk their students to class when school opens in order to allow for temperature checks and social distancing in buildings. Staggered drop-off and dismissal schedules may also be implemented to reduce the volume of visitors.
Will schools offer before- and after-care programs?
The District recognizes that before- and after-school care is important for working parents. So long as schools are open, regular before- and after-care programs will be offered.

Will extracurricular activities and athletics be offered?
Extracurricular activities are an important part of a student’s school experience. However, we must take all precautions to limit the potential spread of the virus, so group gatherings and activities will be limited. Guidelines and availability of certain activities may vary by school and program type.
Will students be required to wear a mask in the fall?
Yes. Face masks will be required for students, staff and visitors in all buildings and on buses. Mask requirements may change over time due to the latest guidance from health officials. Since masks are to serve as a barrier to prevent respiratory droplets from traveling into the air and potentially onto other people, masks must be cloth or disposable. *Please check with the Department of Exceptional Children and Health Services for guidance about students with respiratory problems and those who are incapacitated/unable to remove the mask without assistance or have sensory sensitivities.
HEALTH & SAFETY

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

What health and safety measures are being implemented on buses?
Students who ride a school bus will be required to wear a mask and will undergo temperature checks at the school each day. Buses will also be cleaned and disinfected between routes and at the end of each day.

How will parents be informed if a COVID-19 outbreak occurs?
We will continue to work closely with the Shelby County Health Department to follow proper guidance for responding to any potential cases of COVID-19 in our schools. In the event that a positive case is identified, families will be informed in a timely manner, including any possible Health Department guidance regarding precautionary testing that may be necessary. Parents should also be prepared for the possibility of an unexpected short-term school closures based on guidance from health officials.
Are Charter Schools following the Shelby County Schools re-entry plan?
Charter Schools must create a school or network Continuous Learning Plan that includes their academic and re-entry guides for their students to the Tennessee Department of Education. The plan will be approved by the Tennessee Department of Education. As charter schools are finalizing their plans, Shelby County Schools has provided resources to charter school leaders. If you’re interested in your child’s charter school plans, please reach out to the Charter School directly.

My child’s Charter School is not responding, what should I do?
In the event that you cannot reach your child’s school, please reach out to The Office of Charter Schools (charterschools@scsk12.org) and the office will ensure you’re put in touch with the school leader.
Access PowerSchool to choose a fall learning option by July 18.

LOG IN AT SCSTN.POWERSCHOOL.COM

✔ Use the same username and password used to create the account.

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

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

MORE INFO:
SCSK12.ORG/LEARNINGOPTIONS
S.A.F.E. PLANNING FOR 2020-21 SCHOOL RE-ENTRY

Return STRONGER

S.A.F.E. Plan for School Re-Entry

PARENTS CAN CHOOSE STUDENT LEARNING OPTIONS FOR THE FALL JULY 6-19. LEARN MORE ABOUT THE OPTIONS HERE.

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

In order to serve our children and families effectively, we believe it is essential to return to school.

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

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

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

This is a new reality for all of us, and we are going to have to work our way through the coming school year together with the guidance of the Health Department and the CDC. For now, we know this year will be unlike any we’ve ever experienced, so we ask your patience as we do everything with the best interest of our students and employees in mind. We will make decisions using the best data and information we have available to us, and we are committed to keeping our families, staff, and community informed along the way.
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Shelby County Schools
Return Stronger