Digital Learning Guide

Parent Resource   2020-21

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"*Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.* "

~ Arundhati Roy, "The Pandemic is a Portal," Financial Times, 4/03/2020

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Introduction

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

This document pulls together information and resources from several teams, departments, web pages, and presentations to give our families a "one stop shop" for how to proceed when learning takes place outside of the school buildings.

This document includes information on the roles for students, teachers, and families in remote learning, recommended time on task by subject area for each grade band (elementary, middle, and high school), digital resources, and details on device distribution, attendance during remote learning, and professional learning opportunities for families.

We hope the information in this document will provide a sense of security and stability when students are unable to physically attend school due to district closures.

Instructional Model for Content Delivery

2020-21 Hybrid Learning Model

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

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

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

These models will serve as the framework for flexible delivery for instruction. Because the age of the student and the nature of the subject/course/content play a role in choosing the most effective type of instructional delivery, SCS teachers will use a combination of models found within the framework to ensure the instructional experience matches the needs of the student. **Per State Guidance, synchronous instruction should be the principal form of learning for elementary students, while older general education students can handle a true hybrid model of instruction.** Though flexibility is key in providing the best experience for each student, three requirements are non-negotiable across all models:

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

Each school will have a daily virtual learning schedule to ensure everyone is familiar with the expectations for students, parents and teachers.
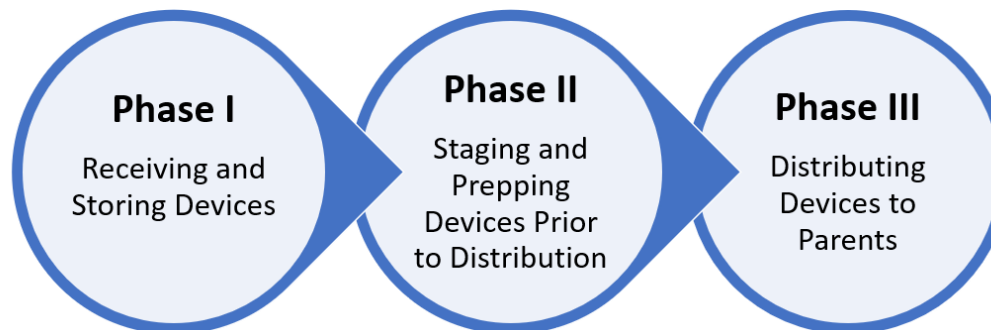
Mobile Devices

Distribution & Internet Access

To ensure a safe parent experience, each school administration team will coordinate with security, risk management, and Student Health to ensure CDC recommendations are met. Prior to distribution, devices will be sanitized in accordance with CDC guidelines. The school technology support team will develop a plan to safely interact with each parent to deliver the device and will provide hotspots to those with demonstrated need. The team will plan for extended hours and days to accommodate parent schedules. The school technology support team will provide FAQs and step sheets for parents to reference for at-home support. The Educational Technology team will provide on-going training to parents to ensure parents have a strong knowledge base to support students at home. More details, including the pickup schedule can be found online: http://www.scsk12.org/accessforall/studentdevices

Devices will be delivered in three cycles beginning in August based on vendor delivery dates. The distribution plan to parents and students has three phases:

Phase I

Receiving and Storing Devices

Phase II

Staging and Prepping Devices Prior to Distribution

Phase III

Distributing Devices to Parents

Requirements for Device Pickup:

- **Only the parent/guardian listed in PowerSchool may receive a device for the student.**
- **Parents/guardians must have a photo ID at the time of pickup.**

*Families with students at multiple schools may **submit a request online August 3 - 14** to pick up devices for all students at one time. Please note, devices will be available for most grades sooner by picking them up individually. Multi-device pick-up will be scheduled the week of August 23-28, and families will receive communication in advance about their designated pick-up date and location.*

Supporting Student & Family Health & Safety

School Counseling Services | Social and Emotional Learning

School Counselors serve as the primary point of contact in identifying and addressing students social-emotional developmental needs at the school. Social and emotional development is defined as a student's ability to manage his or her own feelings and behavior, understand the feelings of others, get along with other students, and build relationships with adults. School Counselors use the Tennessee School Counseling Social-Emotional Standards to help students learn, explore and manage emotions, and apply interpersonal skills. Also, they collaborate with Teachers to promote the five SEL Core-Competencies (Self-Awareness, Social Awareness, Relationship Skills, Self-Management, and Responsible Decision-Making) to enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.

SUPPORT PROVIDED TO EACH STAKEHOLDER GROUP

	In School	Virtual/Remote
Services and Support to Students	**With in-person instruction, school counselors will:** ☐ Deliver classroom guidance and group guidance addressing the TN SPC Social-Emotional Standards and 5-SEL Competencies ☐ Provide school-wide education and prevention activities, i.e. Response to Intervention-Behavior (RTI-B) ☐ Provide additional supports and interventions when needed, i.e. individual & small group counseling, referrals	**With virtual/remote instruction, school counselors will:** ☐ Post SEL videos and lessons on school and counselor webpages and social media sites ☐ Provide virtual group guidance and individual and small group counseling sessions via Microsoft TEAMS ☐ Ensure access to online referrals and resources
Services and Support to Teachers/School Staff	**With in-person instruction, school counselors will:** ☐ Support staff knowledge & awareness of Social and Emotional Learning (SEL), i.e. faculty meetings, PLCs ☐ Collaborate with teachers to reinforce social-emotional skills with academic content ☐ Provide training on the School Counseling Referral Process ☐ Consult with school social workers when needed	**With virtual/remote instruction, school counselors will:** ☐ Facilitate SEL awareness sessions and/or share SEL information during virtual faculty PLC meetings ☐ Consult and/or collaborate with teachers to reinforce SEL with academic content via Microsoft TEAMS meetings ☐ Provide training on the school counseling (online) referral process via Microsoft Teams
Services and Support to Parents/Guardians	**With in-person instruction, school counselors will:** ☐ Provide Education and Training Sessions ☐ Share newsletters, school and counselor webpages and social media posts highlighting the SEL Weekly/Monthly Focus ☐ Meet and collaborate with parents/guardians when needed, i.e. Student Resource Team (SRT), 504 ☐ Provide referrals and resources when needed	**With virtual/remote instruction, school counselors will:** ☐ Post SEL newsletters, videos, and lessons on school and counselor webpages and social media sites ☐ Ensure access to online referrals and resources ☐ Facilitate meetings via Microsoft Teams

Digital Learning Road to Success

As we embark upon our new journey into Digital Learning, many terms are being shared related to digital devices and instruction. The Shelby County Schools Board of Education Policy #5007 (the revised 2020 version will be posted once finalized) refers to Digital Learning Opportunity as "Instructional and educational activities requiring a combination of technology, digital content and instruction that is presented in a traditional classroom and/or non-traditional environment." Digital learning opportunities may include remote learning, hybrid learning, online learning, and virtual learning. The two main forms of learning that we will focus on this year are remote learning and hybrid learning, both defined below. Page 2 of this document further defines our instructional model for delivering digital learning.

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

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

Roles & Expectations for Students & Families

	In School	Virtual/Remote	Success
Students	☐ Adhere to policies and rules set forth by the District and your respective school ☐ Students must wear masks when inside the school buildings and on a bus	☐ Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s) ☐ Check Microsoft Teams, Clever, and other online platforms shared by your school or teacher for information on classes, assignments, and resources daily ☐ Ensure personal access to username(s) and password(s) for instructional resources ☐ Submit all assignments by due dates established by your teacher(s) ☐ Sign and submit the Appropriate Technology Usage & Agreement Form to the school ☐ Notify your teacher or principal immediately, if there are problems with your technology	☐ Student expectations for remote learning clearly communicated and in place ☐ Access to working, well-supported devices and internet ☐ Trained on the use of the Teams platform ☐ Provided with all learning materials (textbooks, calculators, etc.) ☐ Attend Remote Technology Summer and Boot Camps for Students ☐ Students know and access all programs with correct usernames and passwords ☐ Students submit assigned work
Parents/ Guardians	☐ Adhere to policies and rules set forth by the District and your respective school ☐ Maintain communication with your children's teachers and school counselors	☐ Pick up mobile device and if needed, a hotspot ☐ Monitor District communications for up-to-date information regarding school closures, instructional continuation plans, and digital learning resources ☐ Ensure your children know their usernames and passwords for instructional resources ☐ Maintain communication with your children's teachers and school counselors ☐ Sign and submit the Appropriate Technology Usage & Agreement Form to the school ☐ Notify your child(ren)'s teacher(s) or principal immediately, if there are problems with your technology	☐ Parent communication available via live events on the Teams platform ☐ Support (phone and email) on Teams to assist in supporting students ☐ Understanding of scheduling, communication, and expectations for their students – Parents will be able to clearly answer – "What will each day/week look like for my child?"

Digital Learning Road to Success

Central Office Roles & Expectations

- ☐ Schedule and support remote learning orientation sessions for all parents, students and Teachers – Gear Up Day!
- ☐ Develop and communicate plans to distribute devices and internet access hot spots before or during the week of in-service
- ☐ Provide all schools with the Appropriate Technology Usage & Agreement Form
- ☐ Test network bandwidth capabilities district-wide before first day of school
- ☐ Communicate remote learning expectations to all stakeholders
- ☐ Support school leaders, teachers, families, and students with needed resources and communication of ongoing expectations

School Leaders and Teachers

	Roles & Expectations	Success
Principals	▪ Schedule and support remote learning orientation sessions for all parents, students and teachers ▪ Communicate remote learning expectations to all stakeholders ▪ Develop schedule and structure of support for teachers to receive feedback on lessons and delivery of instruction ▪ Attend virtually scheduled conferences with parents of at-risk/special population students during teacher office hours ▪ Create schoolwide communication for teachers with parents and students regarding expectations and student progress ▪ Provide professional development to teachers to support high quality digital learning that addresses standards and assessment alignment ▪ Principals will ensure special student groups are provided with appropriate accommodations and remote learning modalities in accordance to IEPs or ILPs (Individual Learning Plan) ▪ Adhere to district guidance for co-teaching structure based on student IEPs ▪ Become familiar with modified expectations for formal/informal observation using instruments/rubrics for virtual learning	▪ Master and weekly schedules are set prior to start of school for teachers and students remote learning ▪ Teachers are trained in the 8 Team learning modalities and instructional resources by the start of the school year ▪ Teachers are trained in ensuring that appropriate accommodations and supports are provided to special student groups based on IEPs or ILPs ▪ Teachers have designated time and supports for planning and practicing high quality digital lessons ▪ Teachers have clearly identified instructional expectations aligned with district deliverables ▪ Effective and consistent communication with students, teachers, staff, and families regarding student progress and district updates ▪ Teachers have clearly identified instructional expectations aligned with district deliverables
Teachers	▪ Develop high quality remote learning lessons/assignments for students that address standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction ▪ Use provided strategies and appropriate accommodations for English Learners (EL), Students with Disabilities (SWD), and Section 504 plans to the extent practical ▪ Communicate regularly with parents and families regarding expectations and student progress ▪ Hold established office hours (daily/weekly) ▪ Participate in professional development and virtual learning ▪ Notify your principal immediately, if there are problems with your technology and inappropriate student behavior ▪ Become familiar with modified expectations for formal/informal observation using instruments/rubrics for virtual learning ▪ Additional responsibilities needed to support students in remote learning platform (as needed)	▪ Teachers will be well-trained and practiced in 8 Teams learning courses objectives ▪ Curriculum/materials will be in place for teachers to easily embed content into the chosen platform(s) ▪ Expectations on (daily, weekly, quarterly) deliverables are clear and consistent across the district ▪ Rostered classes in place for interaction with students ▪ Access to training, support materials, and phone/email ▪ Full participation and engagement in virtual professional development sessions and support ▪ Effective and consistent communication with families regarding student progress and other school updates ▪ Effective implementation of accommodations, modifications, and learning modalities for students with disabilities, English learners, and/or 504 plans

Digital Learning: Recommended Time on Task

Pre-Kindergarten (3 & 4-year olds) Sample Schedule

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

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

Digital Learning: Recommended Time on Task

Elementary School (Grades K-5) Sample Schedule

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

Subject Areas	Time on Task	K-5 Daily Activities & Assignments Refer to Individualized Education Plans (IEPs) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.	
Reading/Language Arts/Writing	2 hours & 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	1 hour/day	☐ Exercise daily by completing one video for your grade level on Cosmic Kids Yoga, Darabee Workout, or Move to Learn (links can be found here: http://www.scsk12.org/instructionalresources/k-5.php) ☐ Practice a World language on Duolingo.com through your Clever Portal ☐ Complete an art activity at Crayola: At Home Learning ☐ Complete a module on www.musicplayonline.com	
Intervention (Math & ELA)	45 minutes/day or as outlined in a student's IEP	**ELA Intervention/Enrichment (Monday/Wednesday/Friday)** ☐ **45 minutes** of ELA lessons assigned in i-Ready through the Clever Portal	**Math Intervention/Enrichment (Tuesday/Thursday)** ☐ **45 minutes** of Math lessons assigned in i-Ready through the Clever Portal
Enrichment/Brain Breaks As needed throughout the day		☐ Learn to code with Code.org through Clever (your school may have a special login code for you to track your progress) ☐ Learn keyboarding on Typing.com through the Clever Portal ☐ Have a dance party! Play your favorite songs and dance ☐ Use crayons, markers, and pencils to draw or color your favorite things ☐ Independent Reading ☐ Explore different subjects and complete lessons on Khan Academy through the Clever Portal	
Total Recommended Student Time on Task: **6.5 hours/day** 32.5 hours/week			

Digital Learning: Recommended Time on Task

Middle School (Grades 6-8) Sample Schedule

Please note this is a sample schedule. Your child(ren)'s school may have a different approach to making sure all students get 32.5 hours of instruction per week. **Students will complete assignments and activities independently in addition to the activities listed below each day.**

Subject Areas	Time on Task	6-8 Daily Activities and Assignments
		Refer to Individualized Education Plans (IEPs) for Students with Disabilities when determining the time on task, modifications/accommodations, related services and other educational supports.
Language Arts	1 hour & 45 mins/day	**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	1 hour/day	☐ Complete a lesson on www.duolingo.com ☐ Learn about Latin cultures on www.latintutorial.com ☐ Or other activities & lessons as assigned	
Intervention (Math & ELA)	45 minutes/day or as outlined in a student's IEP	**ELA Intervention/Enrichment (Monday/Wednesday/Friday)** ☐ **45 minutes** of ELA lessons assigned in i-Ready through the Clever Portal	**Math Intervention/Enrichment (Tuesday/Thursday)** ☐ **45 minutes** of Math lessons assigned in i-Ready through the Clever Portal
Enrichment/Brain Breaks As needed throughout the day		☐ Create music online using www.midicity.com ☐ Take an online PBS Crash Course in Theater and Drama ☐ Have a dance party! Play your favorite songs and dance ☐ Use crayons, markers, and pencils to draw or color your favorite things ☐ Learn to code with Code.org through Clever (your school may have a special login code for you to track your progress) ☐ Independent Reading ☐ Explore different subjects and complete lessons on Khan Academy through Clever	
	Total Recommended Student Time on Task: **6.5 hours/day** 32.5 hours/week	

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

Digital Learning: Recommended Time on Task

High School (Grades 9-12) Sample Schedule

Please note this is a sample schedule. Your child(ren)'s school may have a different approach to making sure all students get 32.5 hours of instruction per week. **Students will complete assignments and activities independently in addition to the activities listed below each day.**

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

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

Optional Schools & Advanced Academics

Expectations by Program Type

	In School	Virtual/Remote
Advanced Academics (AP, IB, DE, SDC, Honors)	**Follow traditional format in accordance with District/State requirements for Advanced courses.**	**AP, IB, DE, SDC, Honors** ☐ Students will participate in online learning as directed by their teachers. Instructional plans will be guided by district/state policies for advanced courses as well as the respective governing bodies for these advanced courses (i.e., College Board, IBO, DE college partners, TDOE). Supports may include: 　▪ live teaching sessions 　▪ pre-recorded teaching videos 　▪ one-on-one or small group conferences using Microsoft Teams or other approved platforms 　▪ virtual tutoring and/or review sessions 　▪ independent assignments or projects 　▪ supplemental resources/materials ☐ Advanced Academics will engage in regular communication with the respective governing bodies of these programs to support instructional fidelity and to facilitate student success in these programs. **Honors (6-8) if devices aren't deployed to Middle School students yet** Provide teacher guidance/recommendations for the utilization of extension tasks, mini projects, or other supplemental materials that address the framework of standards for honors courses in accordance with state/district policies.
Optional Programs	**Follow traditional format in accordance with Optional Schools Strategic Plans.**	**Optional Programs (K-12)** ☐ Students will participate in online learning as directed by their teachers. Instructional plans will be guided by district policies as well as the Optional Schools Strategic Plan developed by each Optional School. Supports may include: 　▪ live teaching sessions 　▪ pre-recorded teaching videos 　▪ one-on-one or small group conferences using Microsoft Teams or other approved platforms 　▪ virtual tutoring and/or review sessions 　▪ independent assignments or projects 　▪ supplemental resources/materials **Optional Programs (K-8)** Provide teacher guidance/recommendations for the utilization of supplemental resources/packets, extension tasks or mini projects that support the Optional theme.

Supporting Student Intervention

Response to Instruction & Intervention (RTI²) Roles & Expectations

	In School	Virtual/Remote
Students	❑ Actively engage during the intervention block. ❑ Identify username(s) and password(s) for instructional intervention platforms and how to access the platforms (Clever, Illuminate FastBridge, iReady (K-8), Edgenuity (9-12). ❑ Monitor progress by analyzing intervention platform performance data: i-Ready (K-8), Edgenuity (9-12) and progress monitoring data (IFB).	❑ Dedicate appropriate time to learning, using the time on task recommendations or as guided by intervention provider. ❑ Review daily communication, assignments, or resources provided by the intervention provider in Microsoft TEAMS, Clever, Canvas, and other identified intervention online resources. ❑ Identify username(s) and password(s) for instructional intervention platforms and how to access the platforms (Clever, Illuminate FastBridge, iReady (K-8), Edgenuity (9-12)). ❑ Complete and submit all assignments by due dates established by the intervention provider. ❑ Monitor progress by analyzing intervention platform performance data (i-Ready (K-8), Edgenuity (9-12)) and progress monitoring data (IFB).

Parents/ Guardians	❑ Monitor school and district communications for important information regarding RTI² assessments and interventions.
	❑ Ensure child identifies Clever username and password to access Illuminate FastBridge, i-Ready (K-8), Edgenuity (9-12).
	❑ Maintain communication with your child's teachers.
	❑ Review your child's progress (EdPlan Parent letter and i-Ready (K-8) or Edgenuity (9-12)).
		❑ Monitor your child's online instruction.
		❑ Foster an environment conducive to learning, by developing the following:
		    o *Establish a quiet digital learning and study area.*
		    o *Set a regular time for completion of assignments.*
		    o *Assist with assignment.*
		    o *Ensure quality time is allocated to completing assigned assessments.*
		❑ Pick up mobile device and a hotspot, if needed.
		❑ Monitor school and district communications for important information regarding RTI² assessments and interventions.
		❑ Ensure your child identifies Clever username and password to access Illuminate FastBridge, i-Ready (K-8), or Edgenuity (9-12)
		❑ Maintain communication with your child's teachers.
		❑ Review your child's progress (emailed EdPlan Parent letter and i-Ready (K-8) or Edgenuity (9-12)).

Supporting Exceptional Children

Accommodations, Modifications, and Support

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

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

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

Supporting English Learners

Accommodations, Modifications, and Support

Refer to Individualized Learning Plans (ILPs) 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.

ELs Recommended Time on Task

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

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

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

WIDA ACCESS for ELLs 2 (Parent Handout) | Spanish Version | Arabic Version | Vietnamese version

WIDA ACCESS for ELLs 2.0 What is ACCESS for ELLs 2.0? ACCESS for ELLs 2.0 is an English language proficiency assessment for Grades K–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners. What is the purpose of the test? wida.wisc.edu

Digital Resources

Core Subject Areas

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

Grade	Subject	iStation (PreK Reading & Math)	i-Ready	Edgenuity (9-12)	Dreambox	McGraw-Hill (enrolled courses)	Studies Weekly	Daily Fun with Phonics	Achieve 3000	E-Learning for Kids	Scholastic Learning	Starfall	Time (magazine) for Kids	Tween Tribune-Smithsonian	Write & Improve	Number2.com (ACT Prep)	AAAmath.com	Great Minds	Illustrative Mathematics	LearnZillion	Virtualnerd.com	Openmiddle.com	Illuminations	National Geographic	PhET Interactive Simulations	Scholastic Pathways	STUDYJAMS!	Exploratorium Science Snacks	Science News for Students	Exploratorium.edu/learn	Ameoba Sisters	Bozemanscience.com	Pearson Realize for Biology	Gallopade (3rd Grade)	EverFi-Online (Grades 4-5)	Active Classroom	Britannica School	DBQ Project	iCivics	Pearson Success Net	LearnZillion (ELA & Math)	BrainPOP (All subjects)	AP College Board (All 9-12)	Ed.Ted.com (ELA & Social St.)	Khan Academy (All except ELA)
PK	All Early Learning Domains	□																																											
K-5	Language Arts/Reading	□◆						□	□	□	□	□	□	□	■	■																										□			
K-5	Mathematics	□◆			□												□	□	□	□	□	□	■																			□			□
K-5	Science					□	□																	□	□	□	□	■	■	■	■	■	■									□			□
K-5	Social Studies						□																											□	□	■	■	■	■	■		□			
6-8	Language Arts/Reading	□◆						■	□	□	□	■	■	□	□	■																										□		□	
6-8	Mathematics	□◆			□												■	□	□	□	□	□	■																		□	□			□
6-8	Science					□																		■	□	■	□	□	□	□	■	■	■									□			□
6-8	Social Studies					□																												■	■		□	■	■	■		□		□	□
9-12	Language Arts/Reading			□◆				■	□	■	□	■	■	□	□	■																									□	□	□	□	
9-12	Mathematics			□◆													■	□	■	□	□	□	□																		□	□	□		□
9-12	Science					□																		■	■	■	■	■	■	□	□	□	□									□	□		□
9-12	Social Studies/Social Science					□																												■	■	■	□	□	□	□	□	□	□	□	□

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

□   Standard Curriculum

◆   Exceptional Students Modified Curriculum

Digital Resources

Electives and Other Programs

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

Band	Program	MusicPlayonline.com	SFSKids.org	Dsokids.com	Art of Education University	Crayola: At Home Learning	National Gallery of Art and NGAkids Interactives	Kennedy Center Digital Stage	Midi.city	MemphisShelbycollective.godaddysites.com	PBS Crash Course	Onlinepianist.com/virtual-piano	Duolingo.com	Latintutorial.com	Magistrula.com	Cairn Guidance Non-Traditional Health Education Prompts	Cosmic Kids Yoga	Darebee Workout	Move to Learn	Go Noodle	Booklist	Britannica Online	Britannica ImageQuest	Junior Library Guild Digital	Memphis/Shelby County Public Library	TEL (Tennessee Electronic Library)	World Almanac for Kids	Follet Books	Gale	ReadyRosie Early Literacy Lessons	Audible for SCS	ACT.org	Kaplan	Code.org	Mynextmove.org (Career Exploration)	Careeronestop.org	ICEV Online (CCTE)	SCS Social/Emotional Resources	Ready! For Kindergarten SEL	SCS Suggested CCTE Resources
PK	Physical Education																			□										□										
	Social Emotional Learning																																						□	
K-5	Fine Arts	□	□	□	□	□	□																																	
	Computer Science																																		□					
	Health, PE & Lifetime Wellness															□		□	□	□																				
	Library Services																				□	□	□	□	□	□	□	□	□	□	□									
	Social Emotional Learning																																						□	
	World Languages												□	□	□																									
6-8	Fine Arts				□	□	□	□	□	□	□	□																												
	Computer Science																																		□					
	CCTE																																		□	□	□	□	□	□
	Health, PE & Lifetime Wellness															□		□	□	□																				
	Library Services																				□	□	□	□	□	□	□	□	□		□									
	Social Emotional Learning																																						□	
	World Languages												□	□	□																									
9-12	ACT Prep																															□	□							
	CCTE																																		□	□	□	□	□	□
	Computer Science																																		□					
	Fine Arts				□	□	□	□	□	□		□																												
	Health, PE & Lifetime Wellness															□		□	□	□																				
	Library Services																				□	□	□		□	□		□			□									
	Social Emotional Learning																																						□	
	World Languages												□	□	□																									

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Parent Training & Support

Microsoft TEAMS

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 our parents informed is a top priority. Our Educational Technology team has developed a series of parent sessions that will be offered as on-line live events. The links to attend and access will be available on the SCS website here: http://www.scsk12.org/instructionalresources/teams

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

Parent Training Part I	Parent Training Part II	Parent Training Part III	Parent Training Part IV: August 5th
SUPPORTING YOUR STUDENT WITH MICROSOFT TEAMS **Overview** Participants will leverage student experience utilizing Microsoft TEAMS for classroom instruction and understand student expectations and responsibilities in a digital environment. **Outcomes** As a result of this session, participants will be able to apply important information about the tools made to support learners of all ages and abilities and reflect on the expectations surrounding digital citizenship. **June 15th, July 6th, and July 20th**	**DISTRICT DEVICES: AN INTRODUCTION FOR FAMILIES** **Overview** Participants will understand best practices for maintaining and caring for electronic devices. **Outcomes** As a result of this session, participants will be able to understand SCS Policy 2013 - inventory management and protocols and procedures for devices utilizing Microsoft TEAMS. **July 31st and August 7th**	**ACCESSING YOUR STUDENTS' PROGRESS WITH OFFICE 365 AND MICROSOFT TEAMS** **Overview** Participants will leverage the ability to track the status of student learning, assignments, grades, and classroom progress. **Outcomes** As a result of this session, participants will be able to explore access and interpret this information to ensure students' continued success via the weekly digest. **TBD**	**WHAT COMES NEXT?** **THE 1:1 DIGITAL HANDBOOK** **Overview** Participants will leverage a guide with information providing clear expectations and areas of support throughout this 1:1 journey. **Outcomes** As a result, parents will know how to navigate and access various levels of support from central office and schools. **July 31st and August 7th**
REMAINING SUMMER 2020 SESSIONS			
July 31st		**August 7th**	
More details available here: http://www.scsk12.org/instructionalresources/teams. Sessions will be made into videos and posted on the District's website.			

- ❑ Intro to District Devices
- ❑ 1:1 Digital Handbook, Part 1
- ❑ 1:1 Digital Handbook, Part 2

Parent Training & Support

Microsoft TEAMS

UPCOMING FALL 2020 SESSIONS				
August 21st	**August 28th**	**September 4th**	**September 9th**	**September 16th**

All courses will be made into videos and posted on the District's website. Each course listed will be available LIVE on the dates below.

- ❑ Teams 101: Unpacking Digital Learning for Families
- ❑ Learn from Home with FLVS Fundamentals and Microsoft Education Resources
- ❑ The Inclusive Classroom
- ❑ Be Ready with Office 365
- ❑ Connect, Create, and Achieve More with Communication and Digital Citizenship

PowerSchool Support

PowerSchool is the student information system for Shelby County Schools. A PowerSchool account is required to be enrolled in school, but it also gives parents easy access to other important processes and student information.

- New Student Registration
- Returning Student Updates
- School Choice Applications
- Summer Learning Academy Application
- Student Grades, Attendance & Report Cards

How to Access Your PowerSchool Account:
Click here to login using the same username and password used to register your account. If you forget your login info, click the "Forgot Username or Password?" link. You'll need the email address associated with your account to recover your username and/or password.

Having Trouble Accessing Your PowerSchool Account?
Call (901) 416-6007 or send an email to iChoose@scsk12.org for account setup and support. Watch this video for additional help.

Get the PowerSchool app for Apple & Android smartphones!

- Download the app for free! **APPLE** | **ANDROID**
- Use District code: GWHX
- Sign in with your PowerSchool username and password.

Parent Training & Support

Microsoft TEAMS Frequently Asked Questions

Q: How will the teacher know who attended the full virtual class?
A: The teacher will be able to download a participant lists that will have a time stamp of when each student joined and left the Microsoft TEAMS class.
Q: Can parents call in to Microsoft TEAMS? Can teachers make phone calls to parents from Microsoft TEAMS?
A: Parents can call in if the Microsoft TEAMS contact information is shared with them. Teachers will not be able to call non-SCS employees through Microsoft TEAMS.
Q: Is Microsoft TEAMS accessible to students on phones, iPads, etc. or would they have to have access to a computer?
A: Microsoft TEAMS is available as an app for download to phones and tablets, as well as for computers.
Q: After downloading Microsoft TEAMS, how does a student login?
A: Students login using their 6-digit PowerSchool ID number @student.scsk12.org as the username and DOB as the password. For example, if the student's PowerSchool ID number was 901901 and their date of birth was July 1, 2008, the login would be: **Username:** 901901@student.scsk12.org   **Password:** 07012008
Q: Can Microsoft TEAMS be used to hold IEP meetings?
A: The Department of Exceptional Children will need to be contacted regarding the process for holding online IEP meetings.

Thanks & Acknowledgements

Shelby County Board of Education

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Scott McCormick, Vice-Chair
Joyce Dorse Coleman
Althea Greene
Stephanie P. Love
Michelle Robinson McKissack
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Shelby County Schools Contributing Teams and Departments

The Office of Academics Core Academic Team would like to thank all teams and departments who produced and submitted information for this guide.

College, Career, and Technical Education
Core Academic Team
Curriculum & Instruction
Early Childhood
Early Literacy
Educational Technology
English as a Second Language Department

Exceptional Children & Health Services
Office of Schools & Leadership
Optional Schools & Advanced Academics
Professional Learning & Support
Response to Intervention
School Counseling Services