



**Memphis
Delta Preparatory**
CHARTER SCHOOL

**Continuous Learning Plan
2020-2021**

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CONTINUOUS LEARNING PLANS: TEMPLATE, GUIDANCE and RUBRIC

TENNESSEE DEPARTMENT OF EDUCATION

Published Date: June 26, 2020

*On June 22, 2020, the Tennessee State Board of Education (“SBE”) promulgated the Continuous Learning Plan (CLP) Emergency Rule 0520-01-17 and Policy 3.210. Based on that rule and policy, the Tennessee Department of Education (“the department”) produced a template, rubric and guidance documents on June 26, 2020.

** This document is the template for the CLP application. A fillable, interactive application will be posted on the department’s website by July 2, 2020.

INTRODUCTION

Pursuant to the State Board of Education emergency rule and policy, the CLP is intended to address how a local education agency (LEA) or public charter school will continue to provide quality instruction to students in the event of COVID-19 related disruptions to traditional school operations during the 2020-21 school year. Approved CLPs would ensure that LEAs and public charter schools can count days when instruction was provided toward the 180-day requirement in the law (pursuant to the CLP), and that LEAs will be able to continue receiving BEP funding in remote learning environments. The CLP emergency rule and policy provide the minimum requirements for each CLP and require the CLPs be submitted to the department for review and approval.

The department would like to underscore the critical importance of this work. The pandemic has been unlike any other time in our lives and has shifted education in the state of Tennessee. As noted in the department's [Reopening Schools: Overview Guide for LEAs](#), the pandemic has elevated known gaps, and there is urgency for a child-centered strategy. This is especially true for our youngest learners, those with existing achievement gaps, those in rural communities, and those who need additional school-based services.

While school closures this past spring were challenging and likely created increased gaps in learning loss, we must focus on the upcoming school year. Our educators, principals, LEA and site staff worked hard and pushed to provide their students with access to instructional programming during this unexpected crisis. This year presents similar uncertainties and a need for contingency planning in key areas.

Collectively, we must work together to provide our children with a quality education that meets student and family expectations and represents our strong Tennessee public schools. This degree of planning will be difficult for a number of reasons: non-traditional school models, funding and budget constraints, health considerations and procedures, general anxiety and fear, and overall gaps in our shared knowledge of how to implement new ways of teaching and learning. We have not done this before, and it is hard.

Yet, we know that we can, that we must, and that we will. It is not a question of "if," but "how."

Throughout this process, there will be a number of supports that will be provided, and the department encourages LEAs to take advantage of any of those that will support planning or implementation work at the local level. Specifically, the department has and will provide support grants, technology grants, no-cost professional development opportunities, grants to support students with disabilities, internal staffing support, and a free online instructional tool for virtual teaching and learning (launching in August).

Will we likely need to do more with less? Yes. Will we need to change the way we teach and run our schools and LEAs? Probably. Are we as educators willing to do what it takes to support our students and one another? Absolutely. Will we get there together? Without question.

Keep going. Hold on. Take care.

CONTINUOUS LEARNING PLAN TEMPLATE

SECTION 1: COVER PAGE

Part 1.1: Snapshot Information

Please enter the name of the LEA or charter school:

Please enter the contact name and information for a single point of contact for the LEA or charter school:

Part 1.2: Landscape Paragraph

The LEA will complete a brief landscape analysis, not to exceed a short paragraph in length. This information will include a needs assessment from the spring closures and 1-2 lines about the overall CLPs for the coming year. This can also include information provided in the LEA's CARES Act application. As an alternative, the LEA may attach a recent landscape analysis, or the LEA may reference the pages that cover this section in a separate attached document or their CARES Act application.

Part 1.3: COVID Plan

If the CLP will not be implemented at the beginning of the school year, the LEA should provide either a narrative summary OR an attachment of the decision-trigger process for school building closures and an estimate of the timeline for full implementation of the CLP in that instance.

Part 1.4: Authorizer Engagement (only charters complete)

All charter schools should denote if a copy of their CLP was sent to the charter authorizer. Charter schools are strongly encouraged to work with their charter authorizer when developing their CLP to ensure the charter school CLP is not in conflict with provisions of the charter agreement or memorandum of agreement related to performance goals or services provided to the charter school by the authorizer.

Note: Throughout this document there are references to various grade bands. The Department recognizes that LEAs may have a variety of grade bands, such as K-8 schools, 6-12 schools, and K-12 schools, and may also have approaches divided by primary and intermediate elementary grades, etc. LEAs have the option of multiple-select throughout the application and may provide any information that is helpful in detailing their CLPs. LEAs do not need to conform to a specific grade band.

Note: Throughout the application, LEAs will be asked to select whether the CLP will be the same in the case of full remote learning. If it is not the same, then the section will appear twice (once for how schools will open in person and once for full remote learning.)

SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR

This section should provide information on the instructional models that will be employed by the LEA. Please note the requirements for the various pathways selected. **Note:** *Per State Board of Education rule and policy, LEAs must have approved CLPs to receive BEP funding in remote learning environments.*

CLPs must be submitted to the department by July 24, 2020. LEAs that will not be starting implementation of their CLPs at the beginning of the school year will be able to request permission to submit only Sections 1 and 2 of the CLP by July 24, 2020 in order to receive provisional approval. These requests must be submitted to the department by July 6, 2020. LEAs that receive provisional approval will then be required to submit the remainder of the CLP by August 31, 2020 to receive full approval.

Part 2.1: Beginning-of-Year Programmatic Model by Grade Band

Please complete the chart below for how you plan to begin the 2020-21 school year (check all that apply). The [Reopening Schools: Overview Guide for LEAs](#) should be referenced for more information or definitions on the various pathways. Even in a traditional in-person model, individual students learning remotely may operate under the CLP; in those cases, please check “family choice.”

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model						
	Trad'l	Stagger Return	Stagger Schedule	Year-round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder											
Elem. School											
Middle School											
High School											

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model							
Other:												

Part 2.2: Differences between Schools

LEAs should complete this section only if schools within a given grade band are implementing different models and pathways (e.g., some hybrid split days, some hybrid based on family choice, and some in-person). Only complete the table below for grade bands where there are in-LEA differences. If there are differences in models or pathways within a school to accommodate student populations served, please provide rationale.

School Name	Grade(s) Served	Model(s) Selected	Pathway(s) Selected	Rationale

SECTION 3: STANDARDS-BASED INSTRUCTION

This section should cover how the LEA intends to provide standards-based instruction for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for school building closures. If the strategy is the same, please check the appropriate box below. Please see the Special Populations, Academics, Postsecondary Transitions and Access and Opportunity [toolkits](#) for support.

- The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, if necessary.
- The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 3.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference relevant pages in an attached document or plan. In the box below, please provide the narrative or the page(s) referenced if using an attached plan. State law requires 6.5 hours of daily instruction in grades 1 – 12 (4 hours for kindergarten).

Part 3.2: Instruction Breakdown by Grade Band

Please complete the chart for each grade band to reflect the minutes of instruction planned. (In the online application, the chart below will appear for each grade band.)

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Social Studies			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Physical Education (PE)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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English Language Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Science			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
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Physical Education (PE)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

Part 3.3: Artifacts

To support the CLP, please include any artifacts that outline the LEA’s approach to instruction. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for grade-level instruction. Artifact selection should be included to meet the benchmarks listed in the rubric.

Artifacts might include:

- Chart or crosswalk of instructional materials used by subject and grade, in print and/or digital format
- Master schedule, inclusive of all learning environments (vulnerable groups of students are indicated)
- Plan for addressing learning loss, grading/feedback, and determining ongoing proficiency and growth
- Plan to deliver foundational skills (literacy) and plan to prioritize daily early literacy instruction in K-2
- Specified course and remediation schedule and prioritized schedule for academic counseling

SECTION 4: ATTENDANCE

This section should cover how the LEA intends to account for attendance of students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between how a hybrid approach may differ from school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for school building closures. If the strategy is the same, please check the appropriate box below.

- The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model.
- The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 4.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced. This should be aligned with state law and the State Board of Education’s rules and policies, including the rules and policies specifically related to CLPs.

Part 4.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA’s approach to attendance. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize for attendance. Artifact selection should be included to meet the benchmarks listed in the rubric.

Artifacts might include:

- LEA and/or school process(es) for taking attendance
- Written policies and procedures, including definitions, for excused and unexcused absences
- Procedure for addressing attendance issues, including truancy and chronic absenteeism

- Staffing procedure to provide support for attendance
- Plans for family communication related to attendance and truancy

SECTION 5: INSTRUCTIONAL TECHNOLOGY

This section should cover how the LEA intends to utilize and provide access to instructional technology, including devices and internet access, for students who are not receiving in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Technology [toolkit](#) for support.

- The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 5.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

Part 5.2: Artifacts

To support the procedures in the CLP, please include any artifacts that outline the LEA’s approach to instructional technology. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly included.

Artifacts might include:

- Survey for teacher and student home access to technology and connectivity
- Inventory for technology devices
- Procedure for how devices will be distributed and tracked
- Policies related to device distribution, use and management
- Troubleshooting procedures and related documents, including for devices that are broken, stolen, or otherwise missing to ensure that students do not miss learning
- Procedures for how students will access content
- Firewall and student acceptable use policies, especially those related to security, safety, privacy, etc.

- Plans and documents related to access and opportunity for all students to engage in learning in a reasonable timeframe (especially for households where there are limited devices and multiple students needing access to them during the same periods)
- Procedures for providing internet access to all students (if applicable)

SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)

This section should cover how the LEA intends to provide strong professional development, learning and support opportunities for staff who may not be providing in-person instruction at the school site. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Professional Development [toolkit](#) for support.

- The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 6.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

Part 6.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA’s approach to professional development, learning and support related to remote teaching and learning. This may include how the LEA expects to adapt PD to accommodate a remote learning environment. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:

- LEA yearlong professional development plan, which might include training for educators on using any online course material and collaborating with those instructors of online courses
- Professional development schedules for staff (online or in person)
- Plan for how the LEA will provide ongoing support and feedback to all staff working in remote environments (to monitor the effective implementation of the CLP)

SECTION 7: IMPLEMENTATION MONITORING

This section should cover how the LEA intends to monitor implementation of this CLP. **Note:** There may be meaningful differences between the beginning-of-year approach and the approach during full closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Assessing Student Learning, Governance and Consolidated Funding [toolkits](#) for support.

- The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.
- The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Part 7.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative or the page(s) referenced.

Part 7.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA’s approach to implementing and monitoring the CLP. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts may include:

- Instructional oversight protocols
- Audit procedures (attendance, grading, etc.) – with specifics as to who, when, etc.
- Plan to allow for differentiated access for principal/coach/Chief Academic Officer to review alignment to standards, student work, teacher feedback to student work/student work product

SECTION 8: COMMUNICATIONS

This section should cover how the LEA plans to communicate the details of their CLP and its implementation to stakeholders, including students, parents and staff. A communications plan must be in place, but a more robust engagement plan is optional.

Part 8.1: Explanation of Approach

To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached communication plan. In the box below, please provide the narrative or the page(s) referenced.

Part 8.2: Artifacts

To support the CLP, please include any artifacts that outline the LEA’s approach to communications. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.

Artifacts might include:

- Stakeholder survey(s) and results
- Communications procedure, template and documents for updates or changes for each stakeholder group
- Emergency communications procedure, template and documents
- Family-specific services and supports provided, such as language translation and multi-media approaches

APPENDIX: OPERATIONS AND BUDGET (Optional)

The department is committed to continuing to support LEAs through this challenging period. To best plan for potential grants, supports, or other resource development, it is helpful and important to know the specific plans and work that is occurring in LEAs. Separately, it is helpful for LEAs to share their CLPs and best practices in support of one another. This section of the CLP will not be evaluated on the rubric but would be used for better aligning resource development and sharing ideas between school LEAs in the state.

Artifacts might include:

- Continuum of Operations Plan
- Childcare Plan
- Budget and Related Documents
- Governance/School Board Plans
- Health Plans

- Nutrition Plans
- Policies
- LEA- and School-based Procedures
- Safety Plans
- Transportation Plans

TIMELINE AND REVIEW PROCESS

Timeline

Deliverable	Requirement	Due Date
Provisional Approval Request	LEAs with later starting dates may request provisional approval directly to the commissioner from the director of schools.	7/6/2020
Continuous Learning Plan	Full CLPs due.	7/24/2020
TN Department of Education Review	CLP reviews provided back to LEAs (either full approval, conditional/provisional approval or denial) on a rolling basis.	8/17/2020
TN Department of Education Review	For those LEAs that request and receive provisional approval, full CLPs will be due to the department August 31, 2020, with a 7 business day review timeline (either full approval, conditional approval or denial).	8/31/2020

Review Process

Step	Reviewers	Action	LEA Support Available
Review CLP Components*	TDOE Departments (internal)	Feedback to LEA	Technical Assistance

Step	Reviewers	Action	LEA Support Available
Review Full CLP	Review Committee	Review and evaluate CLPs on rubric	Technical Assistance
Norming Check	TDOE Leadership Team Stakeholder Committee	Check non-passing review team scores for norming (Approve, Conditionally Approve or Deny)	
LEA Reviews Required Edits	None	LEA edits plan (if necessary)	In-depth Support
Second CLP Review	TDOE Cabinet or Executive Leadership Team	Review and evaluate CLPs on rubric	

*These sections may be submitted as they are completed if an LEA would like feedback or technical assistance.

Note: The department will include the monitoring of CLPs as part of its regular monitoring processes to ensure compliance with all state and federal laws and regulations.

AVAILABLE SUPPORTS

Should an LEA want or need additional support in developing CLPs, completing specific sections, or better understanding the expectations, the department has prepared to provide a significant amount of support:

Webinars

The department will host a webinar for each section of the CLP. Webinars will cover the content of what the section is referencing, how it will be evaluated, and what artifacts might be helpful to include. The session will also cover examples for various rubric rows to help provide clarity for LEAs. Webinars will be recorded and posted on the [School Reopening](#) webpage on the department's website for reference. Dates will be provided in email to superintendents as well as referenced in upcoming superintendent calls.

Office Hours

Department staff will host office hours for LEAs to support different pieces of the CLPs. There will be a consistent office hour from 12:00 – 1:00pm CST every day to answer questions about various topic areas of the CLP. The schedule for office hours will be:

- Mondays: Section 2 (Models) and Section 3 (Instruction)
- Tuesdays: Section 4 (Attendance)
- Wednesdays: Section 5 (Instructional Technology)
- Thursdays: Section 6 (Professional Development) and Section 7 (Monitoring)
- Fridays: Section 8 (Communications) and General/Open Questions

Office hours will begin on Monday, July 6, 2020. Contact information will be provided in an email to Directors of Schools. Any LEA staff responsible for sections of the CLP is welcome to utilize this resource.

Questions may be submitted on any topics related to CLPs to K12.Health@tn.gov.

Examples

The Department will post a series of examples for each section of the rubric to support LEA planning.

ADDITIONAL SUPPORTS OFFERED BY THE DEPARTMENT

Over the course of the last four months, the Department has offered a number of resources, supports, grants, or opportunities to help LEAs. A portion of these include:

- **Principal Professional Development** – a partnership with the University of Tennessee, Knoxville to offer free professional development on remote learning for any principal in the state, which are also eligible for TASL credit, with videos available to Assistant Principals and central office staff
- **Teacher Professional Development** - a partnership with Trevecca Nazarene University to offer free professional development on remote learning for any teacher in the state
- **Assistive Technology Grant** – a grant for districts to support purchasing assistive technology so that students with disabilities are able to receive services during periods of building closure
- **Compensatory Services Grant** – a pass-through award to every district to help support any expenses related to providing compensatory services in the fall
- **Special Education Innovation Grant** – a grant for districts to fund the expansion of strategies and practices to serve students with disabilities during periods of school building closure
- **Remote Learning Supports Grant for Children with Disabilities** – coming soon!
- **Online Academic Tool** – a tool that will be ready for launch this school year that will provide a full year of ELA and math lessons for 1st – 8th grades, providing coherent sets of instructional materials linked to relevant standards supports, sample assessment items, and content-based resources
- **PBS Partnership** – partnership with PBS to provide free statewide programming online and on television to support student learning during closures and over the summer
- **Ready Rosie** – free mobile app for families to use to support early literacy and numeracy at home
- **Checkpoint Assessment** – free beginning-of-year assessment available for districts to use to gauge student learning (including learning loss) to support educators in identifying areas of need
- **Innovative Assessments** – a free suite of innovative assessment supports available for districts to use including an assessment builder, interim assessments, and formative assessments
- **LEA Guide for Reopening Schools** – extensive resource produced to provide an overview framework for districts to use as they begin planning for school reopening
- **20+ Reopening [Toolkits](#)** – a series of topic-specific toolkits that provide checklists, best practices, reflective questions, and more intended to support effective and locally-driven planning for reopening
- **School Meal Finder** – a website to help families identify the closest location for meal distribution during periods of school building closure
- **Post-Secondary Task Force** – task force to support transition needs of high schoolers to post-secondary
- **Child Wellbeing Task Force** – statewide task force to support child wellbeing through next school year
- **Diverse Leaders Network** – a network to increase the number of aspiring, diverse school leaders that will pay for their masters degrees
- **Aspiring Assistant Principal Network** – a network to increase the number of aspiring school leaders that will pay for their masters degrees
- **Principal Supervisor Network** – professional development for those who manage principals
- **Foundational Skills Curriculum** – free instructional materials for early literacy
- **Special Education Additional Endorsement Grants** – a grant to pay for existing and aspiring teachers to become dual certified in special education
- **Tennessee Teacher Job Connect and Tennessee Education Job Board** – online page to connect vacancies with job-seekers during remote recruitment and hiring
- **Family Remote Learning Tool** – in partnership with Trevecca, an online resource to support families in managing learning from home



NEEDS ANALYSIS

Remote Learning Needs Analysis

Prioritized Need	Supporting Data	Goal	Implementation Plan
Devices	46% of students reported having access to a reliable device prior to building closures in spring 2020. While 180 student devices were distributed during spring building closures, achieving a 1:1 device to student ratio requires a significant investment of additional devices.	Ensure equitable access to high-quality devices to support students' learning in a remote or hybrid environment.	<ul style="list-style-type: none"> July: purchase Microsoft Surface Go 2 devices for all students. Mid-August: set-up devices for student use Early September: distribute devices to students
Student technology support	Approximately 30% of families who received a school-issued device during the spring reached out to an MDP staff member for technical assistance.	Connect students and families to contacts for resolving questions/issues around devices, internet, and/or platforms.	<ul style="list-style-type: none"> Clearly define which contacts to reach out to for specific questions/issues Provide overview during Remote Learning Orientation Send Contact flyer to parents to reference when issues arise
Supplementary materials for students	52% of families participating in the Fall 2020 Re-Entry survey report needing access to books, magazines, and/or learning materials. As approximately one third of students were consistently completing remote assignment in spring 2020, providing families with manipulatives, books, and materials to both supplement virtual learning options and enhance participation is critical for setting up students for success.	Provide students with materials and resources needed to set-up a home learning space in order to establish effective remote learning routines.	<ul style="list-style-type: none"> July: gather feedback from parents to determine needs for home learning materials Early August: order materials Late August: distribute learning materials to students along with devices
Professional Development	Among teachers completing the Fall 2020 Staff Reopening Planning survey, only 20% report strong confidence in their abilities to teach in a remote environment. Teachers rate adapting lessons for a remote environment as one of the top three challenges in preparing to reopen in the fall. Furthermore, over half of teachers participating the survey indicate needing support to implement effective remote learning.	Improve teachers' confidence and competence in implementing effective instruction in a remote environment, including using learning platforms and implementing key teaching skills in remote learning.	<ul style="list-style-type: none"> Week 1 of PD: teachers will be introduced to learning platforms, learn strategies for effectively recording virtual lessons, and understand expectations in a remote learning environment. See PD schedule. Weeks 2 and 3 of PD: professional development days will focus on developing high quality lessons, assignments, and activities in a remote or

			hybrid environment, and how to balance synchronous and asynchronous learning.
Consistent student and teacher schedules	Among respondents to the Fall 2020 Re-Entry survey, 80% of families believe teachers holding virtual "office hours" for students and parents/guardians is an important remote learning method. 65% of teachers report having new responsibilities due to the pandemic, demonstrating the need to set clear expectations for scheduling.	Students, parents, and teachers will develop consistent schedules for synchronous and asynchronous learning.	<ul style="list-style-type: none"> • PD will include time for grade-level teams to create their rituals and routines for both in-person and remote learning. • Student schedules will be shared with students and parents during Remote Learning Orientation and in the Student Handbook
Parent training and support	50% of families participating in the Fall 2020 Re-Entry survey indicate feeling <i>somewhat confident</i> , <i>not confident</i> , or <i>unsure</i> that they could assist their children with remote learning.	Increase parents' abilities in supporting children's learning at home.	<ul style="list-style-type: none"> • Share remote learning expectations with parents and guardians during Remote Learning Orientation • Provide ongoing training sessions to parents around how to support students in using devices to access learning platforms and resources • Offer technical assistance for parents needing one-on-one help or additional troubleshooting support



INSTRUCTION

Instruction Overview

In planning for the 2020-2021 school year, we based our decision-making around how to guarantee that high quality curriculum would be implemented with fidelity, regardless of where instruction would take place. We anticipate that throughout this school year, there will be both times when students are learning remotely and times when teachers are unable to be in front of classrooms. In making our instructional decisions, we wanted to make sure that we were set up so that transitions between in-person, remote, and any hybrid learning were seamless and did not take away from our ability to implement curriculum with fidelity. We also prioritized choices that built on the work we have been doing as a school and plan to continue to do whenever we return schooling that more closely resembled previous years.

In using the Core Knowledge curriculums (Language Arts, Science History and Geography, and Art), we are implementing curriculums that build on each other and are specifically set up to guide intensive remediation/intervention and deep knowledge building. We have used CKLA for several years prior to this school-year which allows our teachers to continue to build on their current plans and resources.

As we have been using the Eureka Math for the last four years, the decision to use Zearn was an easy one. Zearn is 100% aligned to Eureka Math and includes a digital component that provides extra opportunities for students to learn material. Students learn the same concepts twice: once with their teacher and peers and once independently in self-paced digital lessons. Zearn identifies gaps and automatically provides teachers with insights on what lessons from previous units and previous grades are necessary to fill those gaps.

Along with choosing high quality curriculum we made some schedule decisions to prioritize synchronous intervention time, for both math and reading. With 90 minutes of ELA intervention and 30 minutes of synchronous math, we will be able to address specific learning gaps for all students.

Math

Curriculum

MDP will utilize Zearn Math for math instruction in grades K-5. Zearn is a blended learning program based on Eureka Math/EngageNY. Students will engage in whole group teacher-led fluency, small group teacher-led instruction, and self-paced individualized digital lessons each day. MDP has implemented the Eureka Math curriculum for the past four years and used Zearn as a supplement to teacher instruction. Utilizing Zearn's combination of digital and teacher-led instruction will allow for seamless transitions between in-person and remote learning while ensuring all students are both accessing grade-level content and receiving individual supports.

Progress Monitoring

Within the Zearn Math curriculum, students will complete regular formative assessments to provide teachers actionable feedback they can use to inform instruction and respond to the needs of each student. Formative assessments are both digital and paper-based. Students will take a daily lesson-level assessment embedded into instruction and mid-unit and end-of unit assessments to monitor progress.

All MDP students will also take the NWEA MAP assessment three times per year (September, January, May) to benchmark and measure progress compared to national norms over the course of the school year.

Learning Loss, Intervention, and Remediation

The Zearn curriculum is structured so that core instruction is condensed into four days each week, with the fifth day used for intervention or enrichment based on student needs. This structure enables us to start students with grade level content to ensure that they are not lagging behind their peers while providing a clear time for remediation, intervention, or enrichment each week.

Within digital student work, embedded remediation provides support to help them continue learning independently. These remediation supports include more scaffolded manipulatives or additional interactive videos that break down the question in a different way. Each grade-level digital lesson includes built-in support on concepts from previous topics and grades, so that students can strengthen foundational understanding while learning grade-level concepts. This approach strengthens conceptual and procedural knowledge to address unfinished learnings so that students can move smoothly to and make connections with other mathematics.

The progress monitoring data provided to teachers gives clear information on exactly what gaps students have, allowing for immediate daily interventions during small-group time as well as intentional remediation and intervention to meet individual student needs on the flex day.

Grading and Feedback

Students will be graded using daily assessments, unit assessments, and classwork in accordance with Memphis Delta Prep's standard grading policies. There will be no difference in how students are graded in a remote vs. in-person setting, except for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5). All students will receive immediate daily feedback from both the digital learning platform and from their teacher during synchronous small-groups. Additionally, teachers will provide feedback on any classwork that is submitted.

Students with Disabilities

Students with disabilities will engage in the Zearn curriculum alongside their peers. Many accommodations are embedded within the digital learning platform, as the program adapts and responds to student input. The Zearn digital platform also includes several modifications that may be helpful for individual students, including closed captioning, text-to-speech, and on-screen keyboard. Lessons and materials may be modified, or additional accommodations provided in accordance with each student's IEP. To the extent practicable, each student's IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

ELA

Curriculum

MDP will implement Core Knowledge Language Arts for ELA instruction in grades K-5. The curriculum contains two components: Listening and Learning (Knowledge) and Skills which in K-2 are separated. The Skills strand specifically is aligned with the Reading Foundational Skills section of the Common Core State Standards. All K-2 students will receive one hour of instruction in early literacy foundational skills each day.

Within the CKLA curriculum, decoding and comprehension are given equal weight, and equal time, within the ELA block. Teachers are provided two complementary sets of materials designed for daily use

and for intentional support of each aspect of reading development (see: [The Research Foundation for CKLA](#)).

MDP has implemented CKLA in grades 3-5 for four years and in grades K-2 for two years. Teachers and coaches are familiar with the curriculum and have extensive practice in implementing it in an in-person setting. Thus, teachers will simply be shifting the implementation to a remote learning model and not learning a new curriculum altogether. The implementation of CKLA regardless of learning environment will ensure that students are receiving continuity of high-quality ELA instruction at all times throughout the school year.

Learning Loss, Intervention, and Remediation

MDP will implement the CKLA program with fidelity to utilize its embedded intervention and remediation components. Built into the CKLA program is an integrated system of assessment, general curriculum, and supplementary curricular materials to be used for differentiation. Beginning of the year assessments identify gaps in student skills and understanding and students are given recommended added or supplementary differentiated instruction through the use of the Assessment and Remediation Guide. The Guide tracks to each specific unit of instruction and provides ideas for added or differentiated instructional activities around all key skills areas. Applying the CKLA guidance and utilizing significant daily intervention instruction time, teachers will be able to accurately assess student gaps and remediate in small differentiated groups.

Progress Monitoring

MDP will utilize progress monitoring embedded in the CKLA curriculum. Students will take pre- and post- assessments for every unit that clearly identify gaps in students decoding and knowledge. Teachers will use the A&R Guide's specific progress-monitoring tools to allow teachers to consider children's broader progress and response to the curriculum. The unit-level assessments are designed as quick checks to ascertain how well children are learning within each unit of instruction and are accompanied by guidance about how to review and/or weave in individualized support. (see: [The Research Foundation for CKLA, p. 44](#)).

All MDP students will also take the NWEA MAP assessment three times per year (September, January, May) to benchmark and measure progress compared to national norms over the course of the school year.

Grading and Feedback

Students will be graded using daily assessments, unit assessments, and classwork in accordance with Memphis Delta Prep's standard grading policies. There will be no difference in how students are graded in a remote vs. in-person setting, expect for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5). All students will receive feedback on submitted classwork and assessments.

Students with Disabilities

Students with disabilities will engage in the CKLA curriculum alongside their peers. Lessons and materials may be modified, or additional accommodations provided in accordance with each student's IEP. To the extent practicable, each student's IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

Reading Intervention/Enrichment

In addition to two hours of daily grade-level ELA instruction, all students will receive 90 minutes of reading intervention at their exact reading level as determined by the STEP assessment. The reading intervention block is divided into three 30-minute rotations: teacher-led guided reading, teacher-led phonics, and independent work. MDP has prioritized synchronous guided reading and phonics instruction in order to ensure all students are getting on-level literacy instruction each day.

Guided Reading: Using the Lifelong Learners curriculum, students work in small groups with an instructional level text. Before reading, the teacher leads introduction of text, highlighting key text features, and a very brief mini-lesson on focus skill. During reading, students read independently with teacher listening in and conferencing, providing guidance aligned to the focus skill. After reading, the small group debriefs learning from the text and the focus skill, with teacher guidance.

Phonics: MDP uses SRA Reading Mastery to build students' phonics fluency. The curriculum builds student decoding, fluency, and comprehension skills through explicit direct instruction and fluency practice. The curriculum includes frequent checks for understanding and progress and specific strategies for teachers to employ if a student is not progressing in-the-moment. The pace of instruction can be accelerated as needed or double-dosed or supplemented for struggling readers. Students who are reading on grade level in grades 3-5 receive additional guided reading instruction instead of phonics.

Progress Monitoring: In addition to quick daily formative assessments, teachers will utilize the STEP assessment to monitor student progress. STEP is administered five times over the course of the year to measure student progress and ensure all students are receiving exactly the reading instruction they need.

Grading and Feedback

Students do not receive a traditional letter grade for reading intervention. Instead, MDP utilizes the STEP assessment to measure student progress in reading. STEP levels are communicated to students and parents after each assessment. Ongoing real-time feedback is provided in synchronous intervention settings. Feedback will also be provided on independent work submitted through the learning platforms.

Students with Disabilities

Students with disabilities will receive reading intervention on their individual reading levels with any accommodations or modifications to instruction that are necessary based on their IEPs. The nature of this 90-minute intervention block is that all students are getting exactly the level of reading instruction they need. The 30 minutes of independent reading time can be used for a second dose of intervention as needed.

Social Studies

MDP will use CKLA History and Geography curricula as it coupled with CKLA helps round out the knowledge building that students need to be successful. From CKLA: "In World and American History, students learn stories of major events and figures from prehistory to modern times. The content builds chronologically grade by grade to help children gain a greater understanding of the development and interactions of world civilizations and cultures, as well as the formation of the United States and principles of American democracy. The study of geography embraces many topics intended to develop a spatial sense of the world and awareness of specific regions and cultures. It builds an understanding of

the relations between place and culture and between people and their environment.” Refer to the attached *Core Knowledge at a Glance* for an overview of how the various CKLA components build on each other.

Grading and Feedback

Students will be graded using unit assessments and classwork in accordance with Memphis Delta Prep’s standard grading policies. There will be no difference in how students are graded in a remote vs. in-person setting, expect for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5). All students will receive feedback on submitted classwork and assessments.

Students with Disabilities

Students with disabilities will engage in the CKLA curriculum alongside their peers. Lessons and materials may be modified, or additional accommodations provided in accordance with each student’s IEP. To the extent practicable, each student’s IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

Science

MDP will use CKLA Science curricula as it coupled with CKLA helps round out the knowledge building that students need to be successful. From CKLA: “In Science, students are introduced early to topics in life science and physical science and then revisit many of these topics in greater depth in later grades. Topics include living things and their environments, the human body, cycles in nature, ecology, geology, meteorology, magnetism, simple machines, light and optics, sound, matter, electricity, and concepts in chemistry and physics. Each grade level also specifies basic biographical study of individuals who have made important contributions in science.”

Grading and Feedback

Students will be graded using unit assessments and classwork in accordance with Memphis Delta Prep’s standard grading policies. There will be no difference in how students are graded in a remote vs. in-person setting, expect for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5). All students will receive feedback on submitted classwork and assessments.

Students with Disabilities

Students with disabilities will engage in the CKLA curriculum alongside their peers. Lessons and materials may be modified, or additional accommodations provided in accordance with each student’s IEP. To the extent practicable, each student’s IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

Art

MDP will use CKLA Visual Arts. From CKLA: “In Visual Arts, students learn about the elements of art, such as light, line, color, and perspective. They are introduced to various art forms, such as sculpture, portraits, still life, landscapes, and architecture. They learn about movements in art, such as realism,

Impressionism, and abstraction. They are introduced to many specific artists and artworks in relation to their studies in World and American History, including art from ancient and medieval times; the Renaissance; Islamic art and architecture; and African, Chinese, Japanese, and American art (from early American folk art to modern American painting).”

Grading and Feedback

Students will receive a grade for completion of assignments in art. There will be no difference in how students are graded in a remote vs. in-person setting, expect for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5).

Students with Disabilities

Students with disabilities will engage in the CKLA curriculum alongside their peers. Lessons and materials may be modified, or additional accommodations provided in accordance with each student’s IEP. To the extent practicable, each student’s IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

Physical Education

MDP will encourage students to engage in 30 minute of physical activity each day. The physical education teacher will share recorded virtual lessons and physical activity challenges. MDP will also utilize created content such as Go Noodle, Cosmic Kids Yoga, and others to keep kids engaged in maintaining a healthy lifestyle during remote learning.

Grading and Feedback

Students will receive a grade for completion of assignments in PE. There will be no difference in how students are graded in a remote vs. in-person setting, expect for the method through which classwork is submitted (virtual learning platform: Seesaw for K-2, Google Classroom for 3-5).

Students with Disabilities

Students with disabilities will engage in PE. Lessons and materials may be modified, or additional accommodations provided in accordance with each student’s IEP. To the extent practicable, each student’s IEP team will convene for a meeting prior to the beginning of the school year to ensure that the accommodations and modifications assigned will help the student to be successful in remote learning.

Sample Remote Learning Schedules

Sample Schedule: Monday/Wednesday		
Time	Subject	Description
8:00-8:30	Advisory	Synchronous advisory period with ~10 students per teacher via Zoom; other virtual learning tools used as relevant
8:30-10:00	Math	<p>Curriculum: Zearn Math</p> <p>Delivery Methods Utilized Daily:</p> <ul style="list-style-type: none"> • Synchronous Whole Group: Entire class engages in whole group teacher-led fluency instruction. • Asynchronous Analogue: Students work on assignment in weekly packet. • Synchronous Small Groups: Students work in small groups with the teacher. • Asynchronous Digital: All students complete a self-paced digital lesson when not working with the teacher.
10-12	ELA	<p>Curriculum: Core Knowledge Language Arts (CKLA)</p> <p>Delivery Method: Asynchronous. Texts will be sent home with students (either picked up from school or delivered to homes by MDP staff). Students will read the text and respond to questions using various platforms depending on grade level: Nearpod, Seesaw, or Google Docs.</p>
12:00 – 1:00	Lunch and PE	Delivery Method: Asynchronous. Students will be provided various options for engaging in physical activity daily. Examples include teacher-recorded challenges, Go Noodle, and Cosmic Kids Yoga.
1:00-2:00	Science	<p>Curriculum: CKLA Science</p> <p>Delivery Method: Asynchronous. Students will view teacher-recorded lessons and submit assignments using various platforms depending on grade level: Nearpod, Seesaw, or Google Docs.</p>
2:00-2:30	Art	<p>Curriculum: Core Knowledge Visual Arts</p> <p>Delivery Method: Asynchronous. Instruction and assignments will be shared via Seesaw or Google Classroom for students to complete.</p>
2:30 – 4:00	Reading Intervention	<p>Curriculum: Lifelong Learners guided reading curriculum and Reading Mastery phonics curriculum</p> <p>Delivery Method:</p> <ul style="list-style-type: none"> • Synchronous Guided Reading: All students have a 30-minute small group guided reading lesson on their STEP reading level. • Synchronous Phonics: All students have a 30-minute small group phonics lesson on their individual STEP reading level. • Asynchronous Analogue: Students use the remaining 30 minutes to complete individual on-level intervention or enrichment assignments. <p>*On-grade-level students in grade 3-5 receive 45 minutes of synchronous guided reading instead of phonics.</p>

Sample Remote Learning Schedules

Sample Schedule: Tuesday/Thursday		
Time	Subject	Description
8:00-8:30	Advisory	Synchronous advisory period with ~10 students per teacher via Zoom; other virtual learning tools used as relevant
8:30-10:00	Math	<p>Curriculum: Zearn Math</p> <p>Delivery Methods Utilized Daily:</p> <ul style="list-style-type: none"> • Synchronous Whole Group: Entire class engages in whole group teacher-led fluency instruction. • Asynchronous Analogue: Students work on assignment in weekly packet. • Synchronous Small Groups: Students work in small groups with the teacher. • Asynchronous Digital: All students complete a self-paced digital lesson when not working with the teacher.
10-12	ELA	<p>Curriculum: Core Knowledge Language Arts (CKLA)</p> <p>Delivery Method: Asynchronous. Texts will be sent home with students (either picked up from school or delivered to homes by MDP staff). Students will read the text and respond to questions using various platforms depending on grade level: Nearpod, Seesaw, or Google Docs.</p>
12:00 – 1:00	Lunch and PE	Delivery Method: Asynchronous. Students will be provided various options for engaging in physical activity daily. Examples include teacher-recorded challenges, Go Noodle, and Cosmic Kids Yoga.
1:00-2:00	Social Studies	<p>Curriculum: CKLA Social Studies</p> <p>Delivery Method: Asynchronous. Students will view teacher-recorded lessons and submit assignments using various platforms depending on grade level: Nearpod, Seesaw, or Google Docs.</p>
2:00-2:30	Art	<p>Curriculum: Core Knowledge Visual Arts</p> <p>Delivery Method: Asynchronous. Instruction and assignments will be shared via Seesaw or Google Classroom for students to complete.</p>
2:30 – 4:00	Reading Intervention	<p>Curriculum: Lifelong Learners guided reading curriculum and Reading Mastery phonics curriculum</p> <p>Delivery Method:</p> <ul style="list-style-type: none"> • Synchronous Guided Reading: All students have a 30-minute small group guided reading lesson on their STEP reading level. • Synchronous Phonics: All students have a 30-minute small group phonics lesson on their individual STEP reading level. • Asynchronous Analogue: Students use the remaining 30 minutes to complete individual on-level intervention or enrichment assignments. <p>*On-grade-level students in grade 3-5 receive 45 minutes of synchronous guided reading instead of phonics.</p>

Sample Remote Learning Schedules

Sample Schedule: Friday		
Time	Subject	Description
8:00-8:30	Advisory	Synchronous advisory period with ~10 students per teacher via Zoom; other virtual learning tools used as relevant
8:30-10:00	Math	<p>Curriculum: Zearn Math</p> <p>Delivery Methods Utilized Daily:</p> <ul style="list-style-type: none"> • Synchronous Whole Group: Entire class engages in whole group teacher-led fluency instruction. • Asynchronous Analogue: Students work on assignment in weekly packet. • Synchronous Small Groups: Students work in small groups with the teacher. • Asynchronous Digital: All students complete a self-paced digital lesson when not working with the teacher. <p>*Zearn Math is structured so that new content is delivered Monday – Thursday. Friday is a built-in remediation and intervention day; students will receive specific instruction based on individual needs as assessed throughout the week.</p>
10-12	ELA	<p>Curriculum: Core Knowledge Language Arts (CKLA)</p> <p>Delivery Method: Asynchronous. Texts will be sent home with students (either picked up from school or delivered to homes by MDP staff). Students will read the text and respond to questions using various platforms depending on grade level: Nearpod, Seesaw, or Google Docs.</p>
12:00 – 1:00	Lunch and PE	Delivery Method: Asynchronous. Students will be provided various options for engaging in physical activity daily. Examples include teacher-recorded challenges, Go Noodle, and Cosmic Kids Yoga.
1:00-2:30	Weekly Grade Level Meeting and Celebration	Synchronous whole grade level meeting. Different focuses may include SEL topics, content applications from the week, and student celebrations.

CLP Instructional Materials Template: Memphis Delta Prep

Subject	Beginning of Year	Unexpected Closures	Notes:
Kindergarten Early Literacy	In Person: CKLA Knowledge CKLA Skills	In Person: CKLA Knowledge CKLA Skills	Student packets will be picked up weekly for the following week. Any families who are unable to pick up packets will have them delivered by MDP staff.
	Remote: CKLA Knowledge CKLA Skills	Remote: CKLA Knowledge CKLA Skills	
Kindergarten Mathematics	In Person: Zearn Math	In Person: Zearn Math	All students will have a math notebook and pencils to use at home. Student packets and manipulatives sets will be picked up weekly for the following week. Any families who are unable to pick up materials will have them delivered by MDP staff. All students will have manipulatives as required by each lesson.
	Remote: Zearn Math	Remote: Zearn Math	
Elementary Literacy (Include Foundational Skills)	In Person: CKLA Reading Mastery Phonics Lifelong Learners Guided Reading	In Person: CKLA Reading Mastery Phonics Lifelong Learners Guided Reading	Student packets and texts will be picked up weekly for the following week. Any families who are unable to pick up materials will have them delivered by MDP staff.
	Remote: CKLA Reading Mastery Phonics Lifelong Learners Guided Reading	Remote: CKLA Reading Mastery Phonics Lifelong Learners Guided Reading	
Elementary Mathematics	In Person: Zearn Math	In Person: Zearn Math	All students will have a math notebook and pencils to use at home. Student packets and manipulatives sets will be picked up weekly for the following week. Any families who are unable to pick up materials will have them delivered by MDP staff. All students will have manipulatives as required by each lesson.
	Remote: Zearn Math	Remote: Zearn Math	
Elementary Literacy Science/SS	In Person: CKLA Science CKLA Social Studies	In Person: CKLA Science CKLA Social Studies	Student packets will be picked up weekly for the following week. Any families who are unable to pick up materials will have them delivered by MDP staff.
	Remote: CKLA Science CKLA Social Studies	Remote: CKLA Science CKLA Social Studies	

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ol style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ol style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ol style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ol style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ol style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ol style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ol style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ol style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ol style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ol style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ol style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ol style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ol style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ol style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ol style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ol style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ol style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ol style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ol style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ol style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ol style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ol style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ol style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ol style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ol style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ol style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ol style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Probability and Statistics VIII. Pre-Algebra 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ol style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ol style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ol style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ol style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ol style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ol style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ol style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies



ATTENDANCE

ATTENDANCE POLICY AND PROCEDURES 2020-2021

Remote Learning Attendance Policy

Students participating in remote learning are expected to be highly engaged in a full 6.5-hour instructional day each day. Attendance will be recorded for each portion of the day based on the following criteria:

Subject	Hours Per Day	Days Per Week	Attendance Metrics
Advisory	.5	5	Participation in synchronous advisory period
Math	1.5	5	Participation in synchronous lesson Completion of self-paced digital lesson (Zearn)
ELA	2	5	Completion of assignment (CKLA; submitted via Google Classroom or Seesaw)
Reading Intervention	1.5	4	Participation in synchronous phonics lesson Participation in synchronous guided reading lesson
Science	1	2	Completion of assignment (CKLA; submitted via Google Classroom or Seesaw)
Social Studies	1	2	Completion of assignment (CKLA; submitted via Google Classroom or Seesaw)
PE	.5	5	Completion of assignment (varies; submitted via Google Classroom or Seesaw)
Art	.5	4	Completion of assignment (CKLA; submitted via Google Classroom or Seesaw)
Grade Level Meeting	1.5	1	Participation in synchronous grade team meeting

While all students are expected to engage in remote instruction for 6.5 hours each day, MDP will apply traditional time requirements when determining if a student is present or absent for the day.

Students who are classified as absent based on the above criteria are unexcused. For an absence to be excused, parents must provide proper documentation of one of the following:

- (1) Personal illness;
- (2) Illness of immediate family member;
- (3) Death in the family;
- (4) Extreme weather conditions causing power outage;
- (5) Religious observances;
- (6) Military active duty/deployment of parent/guardian;
- (7) Summons, subpoena, or court order; or
- (8) Circumstances which in the judgment of the school leader create emergencies over which the student has no control

Students transitioning from in-person learning to remote learning due to school closure or the requirement to quarantine will be expected to participate in remote learning activities following the last day of in-school learning. There should be **no** loss in learning during a transition to remote learning.

Attendance Procedures

Recording of Attendance

1. In-person attendance will be recorded in PowerSchool using traditional attendance codes by 8:30 each morning.
2. For remote learning, teachers will utilize a master attendance tracker to track attendance for each portion of the day based on the criteria per subject.
3. The homeroom teacher will record the previous day's attendance in PowerSchool by 8am to allow time to account for asynchronous assignments.
4. Virtual students who are determined to be present will be coded as "D" for distance learning.
5. Late arrivals to and early-checkouts from in-person learning will be addressed by the office manager using existing procedures.

Attendance Audit Procedures

Procedures for attendance audits are outlined separately.

Attendance Interventions

Advisors will take attendance each morning during the synchronous advisory period. Because each advisor only has a maximum of 10 students for this homeroom period each day, advisors will be able to quickly and immediately text the parent/guardian of any student not present at advisory. The goal is to connect with parents and get students logged into school before students have missed additional academic content throughout the day.

After the immediate intervention, similar guidelines used for in-school absences will be followed in the remote environment to address student absences. The following communication guidelines will be implemented when the criteria is met.

Criteria	Action	Person Responsible
All absences	Call/text parent	Classroom teacher
5th absence	Letter requesting parent meeting sent via mail and email	Director of Student Support (DoSS)
10th absence	Letter requesting parent meeting sent via mail and email	DoSS
2+ consecutive absences	Call parent	Office Assistant
All absences from chronically absent students	Call parent	DoSS

Once a student has five or more absences during remote or in-school learning, the Director of Student Support will mail a letter to the parent/guardian requesting a meeting (which may be held virtually). The meeting will include the DoSS, parent, and teacher, grade chair, and/or School Leader or Chief Operating Officer, as needed. During the meeting, the DoSS will work with the parent to identify barriers to attendance and develop an action plan to increase attendance. The parent will sign an attendance contract with a follow-up scheduled for two weeks. Memphis Delta Prep will comply with truancy laws as required but will exhaust every opportunity to work with the parent to ensure students are in school prior to utilizing the legal system.



Communicating with Parents

Updated attendance policies and procedures will be shared with families through the following methods:

- **Back-to-School Orientation:** Parents will attend a back-to-school orientation for either in-person or remote learning prior to the start of the school year. Attendance policies will be shared during this orientation.
- **Student Handbook:** The Student Handbook will be updated to include new attendance policies and procedures.
- **Virtual Home Visits:** All students and families will be invited to participate in a virtual “home visit” prior to the start of the year. Teachers will review attendance policies and procedures at this time.

Attendance Audit Procedure

1. **Teacher Attendance Submission** – Teachers are expected to submit attendance in Power School by 8:30AM daily. Attendance Auditing is suggested to begin at 9:30AM in order to allow for tardy submission.
 - a. Go to Powerschool **Start Page**
 - b. Select **Attendance** under **Functions** at the task bar to left of the page
 - c. Select **Teacher Attendance Submission**
 - i. Red - teachers have not submitted attendance (unacceptable)
 - ii. Yellow – Teacher has submitted attendance for Homeroom (acceptable)
 - iii. Green – Teacher has submitted for all class periods. (acceptable)
 - d. Follow up with teachers whose attendance hasn't been submitted
 - e. Failure to comply:
 - i. Request first and last names of absent students from teachers who have failed to comply.
 - ii. Go to Powerschool **Start Page**
 - iii. Select **Multi Select** beneath the search bar
 - iv. Input absent student first and last names
 - v. Change **Search Field** to **FirstName LastName**
 - vi. Select **Search**
 - vii. Once students have been selected, select **Attendance Change** from the drop down menu
 - viii. Choose **Present** from the list for **Code(s) to scan for**
 - ix. Choose **Unexcused Absence** from the drop down menu for **Attendance Code to Set**
 - x. Select **Submit**
 - f. **Distance Learning:** The above procedures are specific to in-person learning. For distance learning, the attendance audit will be conducted at 9:30 AM for the *previous* day's attendance to allow for the accounting of asynchronous attendance.
 - g. Alternative Placement Attendance
 - i. Request First and Last name of students in Alternative Placement from the Culture Team
 - ii. Go to Powerschool **Start Page**
 - iii. Select **Multi Select** beneath the search bar
 - iv. Input absent student first and last names
 - v. Change **Search Field** to **FirstName LastName**
 - vi. Select **Search**
 - vii. Once students have been selected, select **Attendance Change** from the drop down menu
 - viii. Choose **Present** from the list for **Code(s) to scan for**
 - ix. Choose **Unexcused Absence** from the drop down menu for **Attendance Code to Set**
 - x. Select **Submit**

Attendance Audit Procedure

2. **Tardy Attendance Submission** – The Office Assistant is expected to manage hand written tardy slips as well as submit tardies in Powerschool starting at 8:15AM daily.
 - i. Go to Powerschool **Start Page**
 - ii. Select **Multi Select** beneath the search bar
 - iii. Input tardy student first and last names
 - iv. Change **Search Field** to **FirstName LastName**
 - v. Select **Search**
 - vi. Once students have been selected, select **Attendance Change** from the drop down menu
 - vii. Choose **Present** from the list for **Code(s) to scan for**
 - viii. Choose **Tardy Excused** or **Tardy Unexcused** from the drop down menu for **Attendance Code to Set**. (Excused Tardy must be accompanied by note)
 - ix. Select **Submit**

3. **Lunch Count** – A preliminary attendance audit is conducted prior to submitting the lunch count to the cafeteria staff each day.
 - a. **Class Attendance Audit** – this report provides a roster for each homeroom, provides each students attendance code, as well as tallies the number of students present.
 - i. Go to Powerschool **Start Page**
 - ii. Select **System Reports** under **Reports** in the task bar to the left of the page
 - iii. Select **Class Attendance Audit** from the list of reports
 - iv. Select the current date for **Begin Date and Ending Date**
 - v. Control select the teacher of record for each homeroom
 - vi. Select **HR** for **Period(s)**
 - vii. Scroll down and select **Submit**
 - viii. Print the report
 - ix. Review report for glaring errors. Ie. Excessive number of absences in a particular homeroom
 - b. **Lunch Count Tally Sheet**
 - i. Create new column for the current date
 - ii. Use the **Class Attendance Audit** to insert the number of students present for each homeroom.
 - iii. Print 15 copies and deliver to the cafeteria staff by 10:00AM

4. **Attendance Verification Sheets** – Distribute the **Attendance Verification Sheet** to homerooms each afternoon before 3:30PM. The form is to be verified by the Teacher of Record: review for accuracy, signed and returned to the main office before the end of business.
 - a. **Absentee Report**
 - i. Go to Powerschool **Start Page**
 - ii. Select **System Reports** under **Reports** in the task bar to the left of the page
 - iii. Select **Absentee** from the list of reports
 - iv. Select all codes for **Excused Absences** and **Unexcused Absences** for **Attendance Codes**
 - v. Select the current date for **Date to Scan**

Attendance Audit Procedure

- vi. Select **HR** for **Period(s)**
 - vii. Select **Submit**
 - b. **Attendance Verification Sheet**
 - i. Copy and paste the list of students from the **Absentee Report** onto the **Attendance Verification Sheet** Excel spreadsheet
 - ii. Sort student list by grade
 - iii. Insert the current Date
 - iv. Print 15 copies (14 for homerooms and 1 as a master copy)
 - v. Distribute to each homeroom
 - c. **Audit Attendance Verification Sheet and Make Necessary Corrections**
 - i. Verify that each **Attendance Verification Sheet** has been completed and returned
 1. Follow up with teachers who have not completed and returned forms
 - ii. Make necessary corrections in Powerschool, if any
 1. Go to Powerschool **Start Page**
 2. Select **Multi Select** beneath the search bar
 3. Input tardy student first and last names
 4. Change **Search Field** to **FirstName LastName**
 5. Select **Search**
 6. Once students have been selected, select **Attendance Change** from the drop down menu
 7. Choose the appropriate code to correct student attendance from the list for **Code(s) to scan for**
 8. Choose **Tardy Excused** or **Tardy Unexcused** from the drop down menu for **Attendance Code to Set**. (Excused Tardy must be accompanied by note)
 9. Select **Submit**
5. **Monthly or Period Student Attendance Audit** – This reports provides the total number of Membership and Attendance days for each student, as well as a total for all students.
- a. **Student Attendance Audit Report**
 - i. Go to Powerschool **Start Page**
 - ii. Select **System Reports** under **Reports** in the task bar to the left of the page
 - iii. Select **Student Attendance Audit** from the list of **Attendance** reports
 - iv. Select **Reporting Segment** or **Begin Date and Ending Date** and input the applicable dates
 - v. Select **Submit**
6. **Attendance Count Audit** – This reports provides the total number of occurrences for a particular code for a given period.
- a. **Attendance Count**
 - i. Go to Powerschool **Start Page**

Attendance Audit Procedure

- ii. Select **System Reports** under **Reports** in the task bar to the left of the page
- iii. Select **Attendance Count** from the list of **Attendance** reports
- iv. Select the **Attendance Code** to be counted
- v. Select **Begin Date and Ending Date** and input the applicable dates
- vi. Select **HR** for **Period(s)**
- vii. Input **Minimum Number of Total Occurrences**
- viii. Select **Submit**



TECHNOLOGY

REMOTE LEARNING TECHNOLOGY PLAN

Memphis Delta Prep is committed to ensuring all students are equipped with the resources and tools to succeed in a remote learning environment. By purchasing additional student devices, investing in interactive virtual platforms, and training students, parents, and staff to utilize technology to advance learning, MDP provides students with high-quality instructional experiences aligned with their needs.

Student Devices

During building closures in spring 2020, 46% of students reported having access to a reliable device prior to building closures. While 180 student devices were distributed during spring building closures, achieving a 1:1 device to student ratio requires a significant investment of additional devices. MDP has utilized CARES Act funding to purchase an additional 380 student devices to ensure equitable access to a remote learning environment.

Student Device Timeline	
Early July	Purchase Microsoft Surface Go 2 devices for students
Early August	Set up existing Lenovo laptops for student use
Mid-August	Receive Surface Go's and set up devices for student use
Late August	Distribute devices to students at Remote Learning Orientation

Device Inventory		
Model	Quantity	Application
Dell Chromebook (current)	210	Backup devices
Lenovo Laptop (current)	120	Grades 4/5
Surface Go w/keyboard (ordered)	180	Grades 2/3
Surface Go w/out keyboard (ordered)	200	Grades K/1

Contingency Plan – Beginning of the Year

While we expect to have devices ready to distribute to students prior to our August 31st first day of school, we are also preparing for the possibility that we do not receive devices in time due to supply chain or shipping issues outside of our control. In the event we do not have sufficient devices prior to the first day of school, we have developed a contingency plan to ensure all students are still receiving a full day of instruction each day until devices are distributed.

Grade Band	Plan
Kindergarten 1 st Grade 2 nd Grade	Materials and packets will be available for pick up the week before school starts. Families who are unable to pick up materials will have them delivered prior to the first day of school. Teachers will continue to host virtual classes that can be accessed by a phone, table, or computer that a family may have. For families without the ability to access the virtual class, assigned teachers (1 teacher per 10 students) will follow up with analogue (phone) check-points to monitor student progress. Packets turn-in/pick-up will occur weekly.

3 rd Grade	Students receive Chromebooks already in school's inventory and proceed with all instruction as planned
4 th Grade 5 th Grade	Students receive Lenovo laptops already in school's inventory and proceed with all instruction as planned

The decision to prioritize devices for 3-5 is because much of the K-2 work will be done with pencil/paper and manipulatives. While computers make it easier for teachers and students to communicate and for students to have access to adaptive learning platforms, most of the K-2 classwork can be completed without initial access to a computer, making modifications much easier until devices are delivered.

Contingency Plan – Ongoing

MDP will use its existing inventory of Chromebooks as back-up devices for students who have a lost, stolen, or damaged device. If a student cannot access his/her device for one of those reasons, the parent will follow the reporting procedures outlined in the Student Technology Agreement. Once MDP is aware of the lost/stolen/damaged device, a back-up device will be prepared for the student to be picked up during meal service the following school day. If the parent is unable to pick up the device, MDP will deliver the device to the student's home. No more than one day of disruption should occur as long as the device issue is reported immediately.

Device Distribution and Inventory Management

MDP will comply with all laws and policies regarding equipment purchased with federally-awarded funds, specifically Uniform Grant Guidance §200.313 Equipment. Refer to MDP's policy on School Property.

MDP has developed procedures for the distribution, tracking, and storage of student devices. Refer to the Student Device Management Procedures.

Internet Access

35% of families reported needing access to reliable, high-speed internet during spring 2020 building closures. In working with families to identify connectivity options, we supported 19 families to apply for and receive wireless internet at no-cost through Comcast's Internet Essentials program or through the Access from AT&T initiative. Because a number of families live in areas of our community where neither internet provider offers services, MDP procured 25 mobile hotspot devices. Due to supply chain delays, hotspots were not delivered until mid-May. Eight families received hotspots, free of charge, to support access to online learning resources over the summer. MDP will partner with families in Fall 2020 to assess internet options, and will offer families mobile hotspots as needed and available. Furthermore, MDP will continually assess local health conditions and guidelines to determine the safety and feasibility of opening the school building to provide students with a secure, accessible space to engage in remote learning.

Instructional Technology Platforms

A variety of learning platforms and tools will be utilized to create a dynamic virtual learning experience for students.

- **Google Classroom:** Teachers will use Google Classroom in Grades 3-5 to manage assignments, provide feedback on student work, and facilitate class discussions.
- **Seesaw:** Teachers will use Seesaw in Grades K-2 to manage assignments, provide feedback on student work, and facilitate class discussions. Seesaw additionally will engage families by sharing and celebrating student work.
- **Zoom:** Synchronous whole-class and small-group live lessons and activities will be delivered via Zoom. Memphis Delta Prep has purchased the education enterprise version of Zoom to ensure FERPA and CIPA compliance. To join a Memphis Delta Prep-hosted Zoom meeting, students will be required to sign in using their school email address, thereby limiting participation to students only. Teachers will adhere to best practices to secure their virtual sessions, including locking the meeting from additional participants once started, restricting chat access to only permit student-teacher messages, and disabling participant annotation during screened sharing.
- **Zearn Math:** Students will receive a double-dose of math concepts via Zearn through completing self-paced virtual lessons and whole-group lessons with their teacher and peers.
- **Nearpod:** To cultivate collaborative learning experiences, teachers will upload lessons to Nearpod. Matching activities, polls, and collaboration boards are incorporated into lessons, enabling students to interact and engage with their peers.

Digital Security

MDP has expanded its technology policies for both students and staff to apply to the remote-learning environment. Refer to the Student Technology Agreement and Acceptable Use Policy.

Supporting All Learners

Through equipping students with devices and connecting them to learning platforms, all students will have access to the resources essential for the continuity of learning. Individualized Education Plans will be revised and updated to reflect accommodations and modifications needed in the remote environment prior to the beginning of the year. To further ensure all students are able to engage in meaningful ways, parents of students with disabilities will receive individualized support from the case manager to set up devices, as well as to model the use of traditional and supplemental resources and materials in ways that meet students' needs. Depending on individual student needs, some learners may engage in other virtual learning platforms in addition to those listed above.

Training

Student and Parent Training and Assistance

A variety of resources will be made available to increase students' and parents' familiarity with and confidence in using devices and learning platforms.

- **Remote Learning Orientation:** All students and parents will attend a Remote Learning Orientation prior to school beginning. Contingent on local health directives, the orientations will be held in-person, in groups of fewer than 50 people, with safety protocols in place. During orientation, students and parents will work together to navigate the devices and ensure they can access all learning platforms. They will also learn expectations for remote learning and digital safety and security policies.



- **Ongoing Training:** MDP will provide additional virtual training sessions to provide specific support for parents on both an ongoing and as-needed basis.
- **Student Tech Support:** MDP will partner with our tech provider, mindSHIFT, to provide a Student Help Desk for many technology issues that may arise. See attached flyer for an overview of how students and parents can access help for different types of problems.

Staff Training and Support

Building upon feedback from remote learning in spring 2020, teachers will receive a wide range of targeted support and professional learning experiences to enhance their instructional practices in a remote environment.

- **Professional Development:** Much of the three weeks of summer professional development will be dedicated to technology and virtual learning platforms, including digital security policies and procedures. Refer to the PD schedule for more information.
- **Ongoing Coaching:** All teachers will receive ongoing coaching and support related to virtual teaching. Refer to the MDP Coaching Overview for more information.
- **Staff Tech Support:** Memphis Delta Prep will continue to utilize our existing relationship with mindSHIFT to provide 24/7/365 staff tech support from any location. See attached overview for staff tech support.

SCHOOL PROPERTY

Definitions: Memphis Delta Prep will adhere to the State of Tennessee’s definitions for equipment and property.

- **Real Property:** typically includes land and buildings.
- **Personal Property:** includes both tangible personal property, which is classified as either equipment or supplies; and intangible personal property, which includes things having no physical existence, like trademarks, copyrights, and patents.
- **Equipment:** is a tangible non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.
- **Sensitive Minor Equipment:** is defined as moveable, high-risk, sensitive property items purchased with a cost between \$500.00 and \$5,000.00, such as computers (i.e., laptops, tablets), weapons, TVs, and cameras acquired, used and managed for criminal justice and victim services grant purposes.
- **Intangible Property:** includes trademarks, copyrights, and patents.

Federal Grant Compliance

MDP shall comply with the Uniform Grants Guidance, specifically §200.313 Equipment, for property purchased with federally awarded funds.

Inventory

Inventory should be maintained for school property including textbooks, curriculum, furniture, and technology equipment. A physical inventory should be completed at the end of each fiscal year by the Chief of Staff (COS) and verified by the Chief Operating Officer (COO).

Property records, especially for items purchased with federal funds, will include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

Between annual inventories, the COS should update and maintain property and equipment records as necessary.

All technology equipment (student devices, staff computers, projectors, document cameras, etc.) should be accounted for by person or location.

Procedures: Stolen, Lost, Damaged Property

Stolen Property

If school property is believed to have been stolen:

1. Report incident to COO and/or School Leader (SL)
2. COO/SL investigate incident
3. COO/SL ensures police report is filed and records police report number
4. COO calls insurance agent to determine if claim should be filed; takes appropriate steps in claiming process
5. COO provides information to COS to update inventory reports
6. COO communicates with Edtec to ensure appropriate accounting for lost property
7. COO determines if property must be immediately replaced and begins purchase process as necessary

Lost Property

If school property is believed to have been lost:

1. Report loss to COO/SL
2. COO investigates and determines if employee is responsible for loss
3. COO communicates any payroll deduction with employee and Edtec payroll specialist
4. COO provides information to COS to update inventory reports
5. COO communicates with Edtec to ensure appropriate accounting for lost property
6. COO determines if property must be immediately replaced and begins purchase process as necessary

Damaged Property

If school property is damaged:

1. Report damage to COS and COO
2. If a student deliberately caused the damage, COO and Dean of Students (DOS) contact student's parents and determine consequences and repayment. Repayment may be in the form of community service and does not need to be monetary. Repayment is determined on a case-by-case basis.
3. COS determines extent of damage and next steps
 - a. If property can be repaired, determine cost of repair and compare to replacement cost
 - b. If property cannot be repaired, determine disposal plan
 - c. Purchase replacement property if necessary
4. COO communicates with Edtec to ensure appropriate accounting for disposed of property if necessary

Disposition of Property

MDP will comply with Uniform Grants Guidance when disposing of property acquired with federal funds.

Student Device Management Procedures

Tracking

Prior to distribution, an assessment of all student devices will be conducted to document the condition of devices. Devices will be asset tagged for tracking, inventory, and accountability purposes. In accordance with Uniform Grant Guidance §200.313 Equipment, MDP will document the device description, serial/service number, location of device, acquisition date, cost, funding source, percentage federal funding, and condition, along with student name, ID number, family phone number, and date(s) the device left the school premises.

Distribution

Families will be able to pick up student devices, materials, and instructional packets the week before school starts. Devices will be delivered to families unable to pick up materials prior to the first day of school. In the event new devices are not received before the start of school, families will receive back-up devices outlined in the Technology Plan, and will return these devices prior to receiving the newly acquired Surface Go devices.

After reviewing and completing the Student Technology Agreement, families will receive the following information along with the student devices and chargers:

- **Device start-up guides:** Step-sheets with clear instructions for powering on, logging in, connecting to the internet, and navigating to virtual platforms will be outlined to support families as they become familiar with their new learning device.
- **Care and safety guidelines:** Instructions for protecting, safeguarding, and cleaning devices will be shared with families to encourage the safe use and care of devices.
- **Student helpdesk contact information:** Students and parents will receive the attached flyer to identify who to contact for different types of problems.

Storage

Unused devices will remain in locked charging crates inside secure classrooms to prevent loss, damage, or theft of devices on school property. To further safeguard the devices, only designated school leadership personnel will have access to unlock the charging crates.



Memphis Delta Prep Student Technology Agreement

ACCEPTABLE USE POLICY

Memphis Delta Prep (“School”) provides technology for educational, research, and administrative applications by its students, faculty, and staff. This Acceptable Use Policy stems from general policies and procedures governing faculty, students, staff, and facilities. The policy balances the individual’s ability to benefit fully from information technology and the school’s need for a safe, secure, and respectful technology environment.

The Memphis Delta Prep Acceptable Use Policy (“AUP”) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet Protection Act (“CIPA”). As used in this policy, “user” includes anyone using the computers, internet, email, software, applications, and other forms of direct electronic communications or equipment provided by Memphis Delta Prep.

In general, Memphis Delta Prep faculty, students may use school information technology in connection with the school’s core mission. Certain non-core uses that do not consume resources or interfere with other users also are acceptable. Under no circumstances may students or others use Memphis Delta Prep information technology equipment or applications in ways that are illegal, that threaten the school’s tax-exempt or other status, or that interfere with reasonable use by other members of the Memphis Delta Prep community. Violations of information technology rules and policies may result in disciplinary action.

STUDENT OBLIGATIONS AND RESPONSIBILITIES

Memphis Delta Prep’s equipment (including Chromebooks, laptops, tablets, chargers, usb drives, peripheral items, etc.) and other computer applications are intended for use by students engaged in educational work. The School reserves the right to review all email messages and Internet transactions, and users of the School’s systems have no right to privacy in messages either sent or received. The use of obscene or harassing language is strictly prohibited. Similarly, students may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, including revocation of use privileges and other measures in line with Memphis Delta Prep’s discipline policy.

UNACCEPTABLE USE OF COMPUTER SYSTEMS INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

1. Writing, downloading, or printing files or messages that contain inappropriate language.
2. Accessing or transmitting pornographic or other inappropriate material.
3. Violating the rights to privacy of students and employees of the school.
4. Reposting personal communications without the author’s prior consent.
5. Using social media websites for personal use.
6. Copying commercial software in violation of copyright law.
7. Attempting to hack, crack, or otherwise degrade or breach the security of the school network, other networks, or individual computers.
8. Attempting to bypass the school’s content filter, including the use of proxy servers.
9. Developing or passing on programs that damage a computer system or network, such as viruses.
10. Modifying or copying files of other users without their consent.
11. Giving out personal information such as address and phone numbers over the Internet without staff permission.
12. Accessing or transmitting material which promotes violence or advocates the destruction of property including information concerning the manufacture of destructive devices (explosives, bombs, fireworks, incendiary devices, etc.).
13. Accessing or transmitting material which advocates or promotes violence or hatred against particular individuals or groups of individuals.
14. Accessing or transmitting material which advocates or promotes the use, purchase, or sale of illegal drugs.
15. Conducting or participating in any illegal activity.
16. Any act that is determined as cyber-bullying, harassment, or a violation of good digital citizenship.
17. Any inappropriate use as determined by school administration.

PRACTICE SMILE GROW



AT-HOME USE OF EQUIPMENT

To support your child’s continued academic growth, Memphis Delta Prep is loaning a device to your student. This device must be used in accordance with the Acceptable Use Policy. The device shall be returned in the same condition as when it was checked out from Memphis Delta Prep. Should the device not be returned, or not be returned in the same condition, you may be held liable for the cost of the device. You must immediately contact Memphis Delta Prep in the case of a lost, stolen, or damaged device. *Due to the uncertain nature of the Covid-19 pandemic, Memphis Delta Prep is not currently setting a return date for equipment. Memphis Delta Prep staff will contact you to update you on when equipment shall be returned. Please maintain regular communication with Memphis Delta Prep staff and update any contact information should it change.*

PARENTAL RESPONSIBILITIES

As a parent of a Memphis Delta Prep student, you are responsible for your child's actions and the use of all materials borrowed from Memphis Delta Prep. Please review this agreement carefully and discuss it with your child. Your signature at the bottom of this document indicates that together you have read and understand the policies stated in this document.

I have read and agree to the Memphis Delta Prep Charter School Student Technology Agreement.

Yes, I GIVE my permission for my child to participate in at-home use of Memphis Delta Prep’s IT equipment

No, I choose NOT to give my permission for my child to participate in at-home use of Memphis Delta Prep’s IT equipment

Devices

Device: Serial Number _____; estimated replacement cost: _____

Charger

Other Equipment: _____

Student Name (please print): _____

Parent Name (please print): _____

Parent Signature: _____

Date: _____

PRACTICE SMILE GROW

Memphis Delta Prep Acceptable Use Policy

Memphis Delta Prep provides information technology for educational, research, and administrative applications by its students, faculty, and staff. This Acceptable Use Policy stems from general policies and procedures governing faculty, students, staff and facilities. With only a few exceptions, the present policy simply applies these larger policies and procedures to the narrower information-technology context. It balances the individual's ability to benefit fully from information technology and the school's need for a safe, secure and respectful technology environment.

The Memphis Delta Prep Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by Memphis Delta Prep (the "network."). Only authorized students or employees are allowed to use the network.

In general, Memphis Delta Prep faculty, students and staff may use school information technology in connection with the school's core mission. Certain non-core uses that do not consume resources or interfere with other users also are acceptable. Under no circumstances may faculty, students, staff or others use Memphis Delta Prep information technology in ways that are illegal, that threaten the school's tax-exempt or other status, or that interfere with reasonable use by other members of the Memphis Delta Prep community. Violations of information technology rules and policies may result in disciplinary action.

Email and Internet

The School's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transactions, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, including termination.

Social Media

Memphis Delta Prep respects the right of employees to create and use personal blogs, discussion forums, and Internet-based social networking sites (such as Facebook, Twitter, YouTube, and others) during their personal time. However, whether at work or not, employees are representatives of the School and are expected to comply with this policy when using social networking sites. Online activity should adhere to the same principles and standards outlined in this handbook. Employees have sole responsibility for what they post. No employee may speak on behalf of the School without express authority to do so. For this reason, no employee should engage in non-school communications using School letterhead or identifying logos or trademarks. Employees should also respect the intellectual property rights and privacy of others. They should not post another person's photograph or comments that were intended to be private without that person's permission. Employees should never post pictures or comments about students or families without express permission from the parent or guardian. Employees should never become "friends" or the equivalent with students of MDP from their personal accounts.

UNACCEPTABLE USE OF COMPUTER SYSTEMS INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

1. Writing, downloading, or printing files or messages that contain inappropriate language.
2. Accessing or transmitting pornographic or other inappropriate material.
3. Violating the rights to privacy of students and employees of the school.
4. Reposting personal communications without the author's prior consent.
5. Copying commercial software in violation of copyright law.
6. Attempting to hack, crack, or otherwise degrade or breach the security of the school network, other networks, or individual computers.
7. Attempting to bypass the school's content filter, including the use of proxy servers.
8. Developing or passing on programs that damage a computer system or network, such as viruses.

Memphis Delta Prep Acceptable Use Policy

9. Modifying or copying files of other users without their consent.
10. Giving out personal information such as address and phone numbers over the Internet without staff permission.
11. Accessing or transmitting material which promotes violence or advocates the destruction of property including information concerning the manufacture of destructive devices (explosives, bombs, fireworks, incendiary devices, etc.)
12. Accessing or transmitting material which advocates or promotes violence or hatred against particular individuals or groups of individuals.
13. Accessing or transmitting material which advocates or promotes the use, purchase, or sale of illegal drugs.
14. Conducting or participating in any illegal activity.
15. Any act that is determined as cyber-bullying, harassment, or a violation of good Digital Citizenship.
16. Any inappropriate use as determined by the School Leader or Chief Operating Officer.

STUDENT TECH SUPPORT

Memphis Delta Prep is working hard to make sure tech issues don't get in the way of your student's learning. If you run into tech issues, you can reach out to mindSHIFT, our tech support partner!

000-000-0000

StudentTechSupport@memphisdeltaprep.org

Phone calls only – no texts

mindSHIFT can help with lots of issues, but not all of them. Use this chart to decide who to contact for help.

Contact mindSHIFT for...	Contact Memphis Delta Prep Ops for...	Contact your student's teacher for...
<ul style="list-style-type: none"> • Help connect computers to home WiFi • Assistance with Home Learning web applications on any device • Software support for any school computers • Problems like error messages, viruses, etc. • Questions about navigating Google Classroom 	<ul style="list-style-type: none"> • Lost/stolen/damaged devices • Help getting internet at your home • Remembering your password <p>Mr. Self: 901-249-9930 Ms. Stewart: 240-432-2814 Main Office: 901-251-1010</p>	<ul style="list-style-type: none"> • Questions about specific lessons or assignments on your learning platforms

Staff Tech Support: Who Do I Call?

Contact mindSHIFT for...	Contact the Chief of Staff for...	Contact your Coach for...
<ul style="list-style-type: none"> • Password resets • Error notifications • Suspected virus/malware • Installing a new application • Functionality problems (e.g. freezing) • Printing issues • Internet connection issues 	<ul style="list-style-type: none"> • Support with Google Classroom • Lost/stolen/damaged device • mindSHIFT cases that have not been resolved • Student tech support issues that need additional follow-up 	<ul style="list-style-type: none"> • Support with Zearn • Support with CKLA • Support with recording and posting virtual lessons

This is not an exhaustive list of examples. For most tech support issues outside of instructional technology platforms, mindSHIFT should be your first call.

mindSHIFT:

- Phone: 888-444-4581
- Email: support@mindshift.com
- Available 24/7/365
- Have your service tag number ready
- Call from anywhere – you do not need to be on school WiFi



PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT OVERVIEW

Coaching and Development Model

Regardless of the format for instructional delivery (remote, in-person, or a combination), Memphis Delta Prep will continue to implement its coaching model to prioritize teacher development. MDP focuses on deliberate practice of routines, to the point of automaticity, because predictability is essential to success, particularly for students who have experienced trauma. All MDP teachers will continue to receive 9+ coaching touchpoints per week and engage in daily deliberate practice, regardless of whether school occurs in-person or remotely this fall.

Teacher Skill Development

Memphis Delta Prep will continue to use the Jounce Partners framework for Key Teacher Skills (KTS). All teachers will receive daily coaching and engage in deliberate practice to sharpen and maintain teaching moves for both in-person and remote learning. Refer to *Teaching Moves and Examples for Remote Learning* for examples of how teachers will learn to implement teacher skills across modes of instruction.

Curriculum Specific Professional Development

Much of MDP's professional development, both during the summer and throughout the school year, will leverage professional development directly from the creators of our ELA and math curricula.

Core Knowledge Language Arts (CKLA): All ELA teachers will participate in CKLA professional development facilitated by ELA coaches using the PD resources directly from CKLA. Coaches will utilize the [CKLA Implementation Guide](#) and professional development resources to ensure all ELA teachers have deep content internalization and are prepared to implement the CKLA curriculum in a remote setting.

Zearn Math: All math teachers will participate in Zearn Math professional development facilitated by math coaches using the PD resources directly from Zearn. All professional development is based on the Zearn Math curriculum and classroom model. Teachers will participate in both branches of Zearn Math PD: Classroom Implementation and Curriculum Study.

- **Classroom Implementation PD:** "Training on curricular resources and reports, rotational classroom model, and classroom routines and systems that support independent learning. It also includes specific guidance on how and when teachers can support productive struggle that allows students to persevere through challenges and receive the remediation they need to be successful. This PD helps teachers prepare to meet the needs of all learners in their classroom." (*Zearn Math: Approach to Teaching & Learning*)
- **Curriculum Study PD:** "Year-long professional learning that builds deep pedagogical content expertise for teachers on the Zearn Math curriculum. This professional development includes forty one-hour sessions, one for each Mission of every grade, and supports teachers in understanding multiple means of engaging students in learning for each concept and the range of ways students can demonstrate their learning. In grade-level teams each month, teachers collaboratively explore the fluency, application, and conceptual content of each Mission, the student work they should expect to see, and the specific instructional materials they will use in the classroom. Each session dives into key teaching activities, such as modeling how teachers can use scaffolded questioning during word-problem work to help students make meaning of math texts and draw visual representations of problems. Curriculum Study PD helps teachers plan their daily instruction and ensure all students have opportunities to learn, grow, and share their math knowledge over the course of the school year." (*Zearn Math: Approach to Teaching & Learning*)

Applying BEVS to Remote Learning

During professional development, all teachers and support staff will collaborate to develop strategies for ensuring students feel a strong sense of belonging while learning in a remote environment. Regardless of instructional delivery

format, teachers will interact in intentional ways that contribute to the development of the following feelings (BEVS) among students:

- I **Belong** to this academic community.
- My ability and competence grow with **Effort**.
- This work has **Value** for me.
- I can **Succeed** at this.

By implementing activities and interactions specifically targeting BEVS, students will gain a stronger sense of belonging and community, which in turn will enhance students' engagement. Teachers will have opportunities to brainstorm and share ideas around how to create a supportive, trusting environment outside the physical classroom. Ongoing teacher-coach touchpoints will include time to examine ways in which to continually deepen student BEVS.

Technology Training

While a portion of professional development sessions will be delivered in-person, virtual sessions will be incorporated into the schedule, thereby enhancing teachers' use of and familiarity with the devices, technology, and learning platforms to be used in remote learning. These virtual PD sessions will additionally provide opportunities for teachers to take on a student perspective, allowing them to identify potential trouble spots students and families may initially experience. Specific in-depth sessions for each learning platform will be offered to focus on developing teachers' fluency in incorporating each tool into instructional practices.

Addressing Learning Loss

CKLA and Zearn resources will be utilized to develop strategies to address students' unfinished learning from the previous grade-level. Teachers will use CKLA professional development tools to learn how to implement CKLA curriculum supports and to identify opportunities to effectively scaffold instruction. Zearn professional development will be leveraged to deepen math content internalization. Teachers will further develop and practice strategies to implement the math curriculum with fidelity to guarantee effective use of the assessment and remediation protocols.

Supporting Vulnerable Students

Special Education teachers will learn best practices for updating, modifying, and implementing Individualized Education Plans in a remote learning environment. Behavior interventionists and student support staff will develop strategies that can be shared with parents of students with BIPs and/or FPAs to ensure students, regardless of instructional setting, are continually progressing with behavioral goals identified in their plans. Teachers will further learn how to apply the CASEL Social and Emotional Roadmap to Re-Entry framework to foster students' social and emotional competencies.

Year-Long Professional Development

While significant professional development will occur prior to the beginning of the school year, all teachers will receive weekly development through continuous coaching and weekly professional development sessions. Additionally, the following dates will be utilized for professional development. Sample agendas are included, although exact schedules will be updated to address the needs of teachers and respond to data during the year.

- 10/16/2020
- 11/03/2020
- 1/04/2021 (1/2 day)
- 1/15/2021
- 4/16/2021
- 6/18/2021 (1/2 day)

Summer 2020 PD

Week	Session Topic	Session Objective	Participants
Week 1	Google Classroom Basics	All Lead Teachers will become Level 2 Google Educators and all co-teachers and staff will become Level 1 Google Educators. Online training module.	All Staff
Week 1	BEVS in Remote Learning	Teachers will collaborate on strategies for the BEVS (Belonging, Effort, Value, Suced) framework in a remote environment.	All Staff
Week 1	SEL, ACES	Teachers will learn and apply the Casel SEL roadmap to reentry.	All Staff
Week 1	Recording Virtual Lessons	Teachers will learn best practices and expectations for recording virtual lessons. Teachers will practice recording lessons and receive feedback. (Use of training modules from Nearpod, Edpuzzle, and Google)	All Lead Staff
Week 1	Progress Monitoring (ELA)	Teachers will learn how to assess students and act upon student data, using CKLA professional development .	Lead ELA Staff
Week 1	Progress Monitoring (Math)	Teachers will learn how to use of the assessment and remediation protocols, leveraging Zearn professional development .	Lead Math Staff
Week 1	Virtual Home Visits	Teachers will learn the process for conducting "home visits" in a virtual setting and practice home visits with one another.	All Staff
Week 1	Health and Safety with COVID-19	Teachers will learn health and safety policies and procedures related to COVID-19.	All Staff
Week 1	Personnel Policies	Teachers will understand updated HR policies related to COVID-19.	All Staff
Week 1	Content Internalization: ELA	Teachers will learn strategies for content internalization and engage deeply in the CKLA curriculum within grade bands (K-2 and 3-5).	Lead ELA Staff
Week 1	Content Internalization: Math	Teachers will learn strategies for content internalization and engage deeply in the Zearn curriculum within grade bands (K-2 and 3-5).	Lead Math Staff
Week 1	Task Planning for Remote Learning	Teachers will learn task-planning protocols and apply them to remote learning plans.	All Staff
Week 1	Implementing Key Teacher Skills in Remote Learning	Teachers will practice using Key Teacher Skills in virtual lessons.	All Staff
Week 1	Individual Coaching	All teachers will receive daily individual coaching sessions.	All Staff
Week 1	IEPS in Remote Learning	SPED Staff will learn how to update and implement IEPS for remote learning.	SPED Staff
Week 2	Supporting Students With Disabilities in Remote Learning	Teachers will learn how to implement IEPs in a remote learning environment.	All Staff

Summer 2020 PD

Week 2	Introduction to Student Devices	Teachers will use student devices in student view to understand the student remote learning experience and anticipate and troubleshoot potential issues.	All Staff
Week 2	Digital Security	Teachers will understand digital security policies and apply their understanding to various scenarios.	All Staff
Week 2	Addressing Learning Loss in ELA	Teachers will learn how to implement CKLA curriculum supports and scaffold effectively, using CKLA professional development .	Lead ELA Staff
Week 2	Addressing Learning Loss in Math	Teachers will learn content internalization and curriculum implementation to guarantee effective use of the assessment and remediation protocols, leveraging Zearn professional development .	Lead Math Staff
Week 2	Grading	Teachers will understand grading policies and procedures for both in-person and remote learning.	All Staff
Week 2	Student Supports	Teachers will understand how to access additional mental health, behavioral, and social-emotional supports for students and receive information on making referrals.	All Staff
Week 2	Rituals and Routines	Teachers will work in grade-level teams to create their rituals and routines for both in-person and remote learning.	All Staff
Week 2	Homeless and Displaced Students	Teachers will learn how to support homeless and displaced students in compliance with the McKinney-Vento Act, with additional focus on applying these procedures during remote learning.	All Staff
Week 2	Child Abuse and Mandatory Reporting	Teachers will learn the warning signs of child abuse and neglect and the procedures for reporting under the law, with additional focus on applying these procedures during remote learning.	All Staff
Week 2	SEL, ACES	Teachers will learn and apply the Casel SEL roadmap to reentry.	All Staff
Week 2	Content Internalization: ELA	Teachers will learn strategies for content internalization and engage deeply in the CKLA curriculum within grade bands (K-2 and 3-5).	Lead ELA Staff
Week 2	Content Internalization: Math	Teachers will learn strategies for content internalization and engage deeply in the Zearn curriculum within grade bands (K-2 and 3-5).	Lead Math Staff
Week 2	Implementing Key Teacher Skills in Remote Learning	Teachers will practice using Key Teacher Skills in virtual lessons.	All Staff
Week 2	Individual Coaching	All teachers will receive daily individual coaching sessions.	All Staff
Week 3	Giving Feedback	Teachers will learn feedback expectations for remote learning and practice giving feedback in this setting.	All Staff
Week 3	Attendance	Teachers will understand attendance policies and procedures, including expectations and strategies for supporting students with chronic attendance issues.	All Staff

Summer 2020 PD

Week 3	Literacy Remediation	Teachers will learn expectations and strategies for individual remediation in a remote environment using Lifelong learners and Reading Mastery professional development and support.	All Staff
Week 3	Transitioning to Remote Learning	Teachers will learn the expectations and procedures for transitioning from family choice to all-remote learning if necessary.	All Staff
Week 3	Emergency Procedures	Teachers will learn in-building emergency procedures.	All Staff
Week 3	Daily Procedures: In-Person Learning	Teachers will learn procedures for daily systems including arrival, dismissal, lunch, and hand-washing.	All Staff
Week 3	SEL, ACES	Teachers will learn and apply the Casel SEL roadmap to reentry.	All Staff
Week 3	Content Internalization: ELA	Teachers will learn strategies for content internalization and engage deeply in the CKLA curriculum within grade bands (K-2 and 3-5).	Lead ELA Staff
Week 3	Content Internalization: Math	Teachers will learn strategies for content internalization and engage deeply in the Zearn curriculum within grade bands (K-2 and 3-5).	Lead Math Staff
Week 3	Implementing Key Teacher Skills in Remote Learning	Teachers will practice using Key Teacher Skills in virtual lessons.	All Staff
Week 3	Individual Coaching	All teachers will receive daily individual coaching sessions.	All Staff

WEEK 1 PD OVERVIEW

Overall PD Schedule

July 27 – 31	Full Week of PD: Hybrid Format
Aug 3 – 7	Off Week: Time for personal items and to work on projects and planning.
Aug 10 – 14	Off Week: Time for personal items and to work on projects and planning.
Aug 17 – 21	Full Week of PD: Format TBA
Aug 24 – 28	Full Week of PD: Format TBA

Week 1 PD Overview

Day	8:00 – 11:00	11:00 – 1:00	1:00 – 4:00
Monday	All remote	Lunch/Break	All remote
Tuesday	Group A: In Person Group B: Remote	Lunch/Transition	Group A: Remote Group B: In Person
Wednesday	Group A: Remote Group B: In Person	Lunch/Transition	Group A: In Person Group B: Remote
Thursday	Group A: In Person Group B: Remote	Lunch/Transition	Group A: Remote Group B: In Person
Friday	Group A: Remote Group B: In Person	Lunch/Transition	Group A: In Person Group B: Remote

Rationale for Week 1 PD Format: In planning this week of PD, we heavily considered the benefits and drawbacks of different formats. We ultimately decided on this hybrid plan in order to preserve important time in-person in the building while also mitigating the risks of meeting as a group. This plan allows us to simulate different parts of what the beginning of the school year may look like and get comfortable working in the building again in a safe and intentional way. This week you can experience potential working styles for the beginning of the year before having two weeks off to really think through what you need to make each scenario successful.

Here are some of the specific reasons we have decided on this structure:

- We will all be able to spend time in the building.
 - Ability to easily collaborate with the other team member in your room
 - Ability to meet in small groups
 - Opportunity for more effective development through in-person coaching
 - Mental preparedness for most likely having some students in the building in 5 weeks
 - Mindset of getting back into a routine and going to work each day
 - Access to materials and resources in the building
 - Time to make copies and prepare materials
- We will implement safety measures with fewer people at a time and ensure we are mitigating risk to the extent practicable.
- We will prepare and practice for the likely combination of some in-person and some remote work this fall.

Week 1: Detailed Schedule

WEEK 1 PD OVERVIEW

Monday	
8-10	Who are We
10:00-11	Health and Safety
11:00 to 1:00	Break
1:00-1:30	Teacher Development
1:30-2:00	Content Team
2:00-2:30	HR Policies
2:30-3:00	Expectations of Remote Teaching
3:00-4:00	Self Care/ Closeout
Tuesday	
8:00-9:00	BEVS
9:00-10:15	Science of Reading
10:15-11	Teacher Development
11:00 to 1:00	Break
1:00-2:00	KTS Remote Learning (Jounce)
2:00-2:45	Grade Level Teams
2:45-3:30	Content Teams
3:30-3:45	Home Visits
3:45-4:00	Self Care/ Closeout
Wednesday	
8:00-9:00	Task Planning
9:00-9:45	RON Ready
9:45-10:30	Science of Reading Part 2
10:30-11	Digital Security
11:00 to 1:00	Break
1:00-2:00	Why it is so key to iterate!
2:00-2:45	Teacher Development
2:45-3:30	Content Teams
3:30-4:00	Self Care/ Closeout
Thursday	
8:00-9:00	BEVS
9:00-9:45	Teacher Development
9:45-10:30	Task Planning Part 2
10:30-11:00	Self-Care
11:00 to 1:00	Break
1:00-2:00	KTS Remote Learning (Jounce)
2:00-3:30	Content Teams
3:30-4:00	Self Care/ Closeout
4:00 – 6:00	Drive-Thru Enrollment Event
Friday	
8:00-11:00	TBD
11:00 to 1:00	Break
1:00-2:00	Grade Level Teams
2:00-3:00	Content Teams
3:00-4:00	End of Week Close Out



Coaching Overview

Content	Coach	Frequency
Guided Reading Pre-12		Weekly Coaching Meeting and Weekly Observation
Reading Mastery Pre-8		Twice Weekly Coaching Meeting and Weekly Observation
K-2 Math		Daily Content Internalization and Lesson Practice
3-5 Math		Daily Content Internalization and Lesson Practice
K-5 CKLA		Daily Content Internalization and Lesson Practice
PD/ Coaching of Coaches		Daily Content Internalization and Coaching Practice
Science		Twice Weekly Coaching Meeting and Weekly Observation
Art/ PE		Twice Weekly Coaching Meeting and Weekly Observation
Student Support Team		Twice Weekly Coaching Meeting and Weekly Observation

Weekly Accountability Benchmarks

- ✓ Lessons submitted to coach by Monday for the following week
- ✓ Feedback received by Wednesday to make revisions
- ✓ All materials printed and prepared for distribution by Thursday
- ✓ Synchronous co-teaching with coach 2x/week
- ✓ Observations and feedback of asynchronous or synchronous instructional delivery 2x/week

Teaching Moves and Examples for Remote Learning

Strong Student Habits	
Goal: Students build automatic habits that maximize time and focus	
Name, Description/Steps	Examples
<p style="text-align: center;">Observable Directions</p> <ol style="list-style-type: none"> 1. Use "I should see..." and "I should hear..." to describe exactly what you want students to do with their eyes, bodies, hands, voices 2. Exaggeratedly Scan while moving your head 	<ul style="list-style-type: none"> • I should see everyone's face in the center of your screen and your space free of distractions. I should hear silence because everyone is muted until asked to unmute.
<p style="text-align: center;">Standardized Correction</p> <ol style="list-style-type: none"> 1. Name ("Sarah") 2. Correction ("Warning") 3. Observable Direction ("Hands are still") 	<ul style="list-style-type: none"> • Khaliah, reminder, video is on. • Jonathan, reminder, please remain muted. • Duran, reminder, hold up your notebook so I can see your work.
<p style="text-align: center;">Proactive Observable Direction</p> <ol style="list-style-type: none"> 1. One observable direction at a Time, Fewest Words ("Bodies still") 2. Frequent (Proactive, not in response to behavior) 3. Quick scan 4. Used to maintain expectations 	<ul style="list-style-type: none"> • Bodies are still • Heads are in the screen • Microphone Is muted • Hands are down
<p style="text-align: center;">Narration</p> <ol style="list-style-type: none"> 1. Name 2. Is/Has 3. Observable Direction <p>* Use as maintenance to continue positive student behavior, as a counterbalance to public consequences, and as a momentum builder during transitions; NOT as a "fix" for poor behavior.</p>	<ul style="list-style-type: none"> • Josh has his face directly on the middle of the screen. • Jonathan put his thumb up when he was ready. • Jeremiah muted his microphone Immediately.

Every Student Thinks

Goal: Every student thinks about every question or task

Name, Description/Steps	Examples
<p style="text-align: center;">Cold Call</p> <ol style="list-style-type: none"> 1. Pose Question with curiosity 2. Narrate Think Time and provide visual indicator 3. Build Suspense with we're listening to.... 4. Call on student and scan 	<ul style="list-style-type: none"> • What is one thing that you already know about butterflies? • Everyone is thinking. Tap your brain while you're thinking and put a thumb up next to your cheek when you have an answer in your head. (Teacher is scanning through students and narrating compliance.) • Everyone's listening to... • Jonathan! Everyone's hands are down and we're listening to Jonathan.
<p style="text-align: center;">Stop and Jot</p> <ol style="list-style-type: none"> 1. Pose Question with curiosity 2. Narrate Think Time and provide visual indicator 3. Observable Direction ("When I say go, I should see you begin to jot your answer in your notebook") 4. Pause for Suspense, Sharp Cue- Go! 5. Scan and narrate. 	<ul style="list-style-type: none"> • What is the formula you would use to complete this problem? • Everyone think about it. Put a thumb up next to your face when you know the answer. • When I say go, I should see you pick up your pencils and begin to write the formula in your notebook. • Get ready... show me your pencils... go! • Scan through students and narrate-- Duran got started right away. Brian is writing. Kelly is working hard.
<p style="text-align: center;">Call and Response</p> <p>Question-Think-Respond</p> <ol style="list-style-type: none"> 1. Pose question with curiosity (question must have an answer that is one clear word, set of words, or phrase) 2. Narrate think time and give a visual cue 3. Short Verbal ("Readyyyyyy, Go." with lean forward and hand to ear. Two word cue.) <p>Phrase Repeat</p> <ol style="list-style-type: none"> 1. Emphasize Repeatable Phrase 2. Short Verbal and Physical <p>Fill-In</p> <ol style="list-style-type: none"> 1. Paraphrase or Change Sentence Order. 2. Use same verbal and physical cue, leaving out word <p>I Say, You Say</p> <ol style="list-style-type: none"> 1. Longer Sentence 2. Exaggerated, 2-Part Cue (point to self "My turn", point to students "Say it") 3. Rhythmic tone (Sing-song or rhythm for the part you want repeated) 	<p>Question- Think- Respond Example</p> <ul style="list-style-type: none"> • How many sides does a triangle have? • Everyone is thinking. Tap your brain and get ready to show me the number on your fingers. • Readyyyyyy... show! <p>Phrase Repeat Example</p> <ul style="list-style-type: none"> • We are going to find the SQUARE ROOT. • Find the WHAT? Students repeat- SQUARE ROOT <p>Fill-In Example</p> <ul style="list-style-type: none"> • Parallel lines never touch. • Lines that never touch are called _____. (Students respond by filling in <u>parallel</u>) <p>I Say, You Say Example</p> <p>"Butterflies lay tiny eggs on leaves in the trees."</p> <ul style="list-style-type: none"> • My Turn: Butterflies lay tiny eggs • Your turn: Butterflies lay tiny eggs • My turn: on leaves in the trees • Your turn: on leaves in the trees

Data Collection and Feedback Goal: Improve quality of thinking <i>before</i> discussion	
Name, Description/Steps	Examples
<p style="text-align: center;">Intentional Lap- Gallery View</p> <p>1. Name the Lap Tell students exactly what you are looking for as you are scanning.</p> <p>2. Stick to your Path and Every Student Using the gallery view option will allow you to 'stick to your path' (up and down each column, side to side on each row, etc.) and see all students.</p>	<ul style="list-style-type: none"> • "After you hold up your paper, I will be looking for at least one example of a quadrilateral." • "After you hold up your white board, I will be scanning for complete sentences in your response."
<p style="text-align: center;">Intentional Laps- Breakout Rooms</p> <p>1. Name the Lap Tell students exactly what you expect to see and hear when you enter a break out room.</p> <p>2. Stick to your path and Every Student Choose break out rooms strategically based on student needs and choose how you are circulating between break out rooms accordingly.</p>	<ul style="list-style-type: none"> • "When you get into your break out rooms, I will be coming to Brian's room first, Karmen's room second and Malcom's room third. I should hear discussing what operation you would use for this problem and why." • "The first person to enter the break out room will answer first. As I come around, I should hear the words "I agree because... or I disagree because..."
<p style="text-align: center;">Intentional Laps- Independent Work</p> <p>1. Name the Lap Tell students exactly how and where they will be submitting work and what you will be looking for as you review.</p> <p>2. Stick to your path and Every Student Use a clipboard with your class roster to ensure that you collect data from all students.</p>	<ul style="list-style-type: none"> • "As you are working on our problems, private chat me the answer to #3. I will be looking for a complete sentence in your response." • "After you've read the short excerpt, go to Google Classroom and answer the questions in the Google Form under today's assignments. I will be looking for evidence from the text in your response."
<p>Batch Feedback</p> <p><i>Below are 5 feedback types that can be used to support student thinking. As types, these are not steps, but options to choose from.</i></p> <ol style="list-style-type: none"> 1. Parameters and CFS ("Be sure to... Be careful not to...") <ul style="list-style-type: none"> ○ "Be sure to start each sentence with a capital letter." 2. Directing toward a resource <ul style="list-style-type: none"> ○ "Looking back at yesterday's notes will help you." 3. Planting seeds <ul style="list-style-type: none"> ○ "I noticed that Destiny drew a place value chart on her white board, what a great idea." 4. Naming Error ("If you have...then...") <ul style="list-style-type: none"> ○ "If you came up with "sad," that's not a specific enough description – try again." 5. Use These Words/Strategy ("Be sure to use the word 'decompose' in your response") <ul style="list-style-type: none"> ○ "In your break out rooms during your discussion, be sure to use the word parallel in your answers." 	

MDP Stockpiled Professional Development Days 2020-2021

Friday, October 16	Fall Break	Task Planning/ Vision Planning/ Remotely
Tuesday, November 3	Election Day	Lit Rotations/ Effective Co Teaching/ Trauma
Monday, February 15	Presidents Day	TN Ready Prep/ STEP Analysis
Friday, April 16	Between Q3/Q4	Promotion Readiness/ 21-22 Teacher Development Plans

AGENDAS

10/16/2020

This session will be hosted remotely.

Time	Session	Objective
8:00-8:30	Building Student Habits	Teachers will practice specific KTS required to effectively execute against a well task planned content block.
8:30 – 10:00	Task Planning Hybrid Learning	Teachers will be able to describe, execute, and make any necessary logistical adjustments to ensure that hybrid instruction is being executed with fidelity.
10:00-10:30	Building Student Habits	Teachers will use KTS from session one in conjunction with task planning.
10:30-11:00	Sight word testing, Oral Drill material inventory	Teachers will practice sight word testing protocol and guarantee that they have all required oral drill materials.
11:00-12:00	Ops	Teachers will learn key operations information for the upcoming time period prior to Winter Break
12:00-12:45	<i>Lunch</i>	
12:45 – 1:30 GLC's	Grade teams	Teams will create grade level Viper status incentives, content-specific rituals, practice task planned transitions, and task plan ways to better invest students in their data.
1:30-2:30	Small Group Practice <ul style="list-style-type: none"> • RM/ GR practice • Specials • Student Support 	Teachers will have a clear sense of what great GR and RM lesson execution looks/ sounds like in both virtual and in person contexts. <ul style="list-style-type: none"> • Pre-4 RM (MH/ CS) • GR 5-12 (MM) • Pre-4 GR (MB with JM) (ML, AP, DH, SC Together) • 5-12 RM (OM)
2:30-2:45	Google Classroom Refresh: A story in Pictures	Teachers will see the power of using google classroom effectively reviewing examples of strong google classroom use.
2:45-3:00	Investing kids in data: Rituals Routines Fanatical Follow Up	Teachers will share and brainstorm ways in which they invest kids in their data.
3:00-3:45	Task Planning Choice time, Attention Points, and the Morning (Breakfast)	Teachers will task plan how to best use any in person time and how to build community remotely.
3:45-4:00	Close Out	Teachers will reflect on the day focusing on “What we are going to see different tomorrow...”

11/03/2020

	Sessions	Objective
8:00-8:30	High Rep	Teachers will practice specific KTS required to effectively execute against a well task planned content block.
8:30-9:30	ACES	Teachers will learn about ACES and how reflect on how they impact student learning.

9:30-11:30	GR	Teachers will have a clear sense of what great GR and RM lesson execution looks/ sounds like and practice executing.
11:30-12:30	Coaching/Lunch	Coaches will work on executing effective meetings for the teachers they work with.
12:30-1:00	Onward	Teachers will reflect on the ways in which they emote and how they set kids up for success.
1:00-2:00	KTS	Teachers will practice specific KTS required to effectively execute against a well task planned content block.
2:00-3:00	Co Teaching	Teachers will analyze effective coteaching strategies and practice them.
3:00-4:00	Team Build	Teachers will engage in team building and culture building.

2/15/2021

Time	Session	Objective
8:00-8:30	Building Student Habits	Teachers will practice specific KTS required to effectively execute against a well task planned content block.
8:30 – 12:30	3-5: TN Ready Data Analysis and Action Planning K-2: STEP Data Analysis and Action Planning	Teachers will be able to name clear trends in their data and have a clear plan to execute from that.
12:30-1:30	Lunch <i>Into GLC Time</i>	
1:30 – 2:30 GLC's	Grade teams	Teams will create grade level Viper status incentives, content-specific rituals, practice task planned transitions, and task plan ways to better invest students in their data.
2:30-4:00	Execution Practice on Action Plans	Teachers will practice execution of their action plans in preparation for students returning.
4:00-4:15	Close Out	Teachers will reflect on the day focusing on “What we are going to see different tomorrow...”

4/16/2021

	Sessions	Objective
8:00-8:30	High Rep	Teachers will practice specific KTS required to effectively execute against a well task planned content block.
8:30-9:30	ACES	Teachers will learn get a 2 nd session on ACES on how they impact students and adults.
9:30-11:30	Teacher Development Plans	Teachers will set clear goals for where they are going to improve in the last 2 months of school. Using our template to help them think through what they want to build on for the end of this year and next.
11:30-12:30	Coaching and Lunch	Coaches will work on executing effective meetings for the teachers they work with. Potential new coaches for 2021-2022 school year included.
12:30-1:00	Onward	Teachers will reflect on the ways in which they emote and how they set kids up for success.
1:00-3:00	Student Intervention/ Plans for Promotion	Teachers will be able to name clear trends in their data and have a clear plan to execute from that to prepare students for the next year.
3:00-4:00	Team Build	Teachers will engage in team building and culture building.



MONITORING

Continuous Learning Plan Implementation

Ongoing Implementation Monitoring

Section	Individuals Responsible	Process Overview
Instruction	Level 1: Instructional Coaches Level 2: Director of Coaching Level 3: School Leader	<ul style="list-style-type: none"> • Within the Coaching Framework, Instructional Coaches have built-in observations, co-teaching, and feedback touchpoints with the teachers they manage (differentiated by content and grade bands). These touch points will be the first level of ensuring teachers are implementing curriculum and instruction with fidelity. Instructional Coaches will track their development goals and individual coaching checkpoints with each teacher in a master tracker. • The Director of Coaching manages the team of coaches to ensure accountability and provide support for coaches who need assistance supporting their teachers. The Director of Coaching will lead weekly coaching meetings and have daily coaching touchpoints with all coaches. • The School Leader oversees the Director of Coaching and Instructional Coaches. Through weekly Leadership Team meetings and daily coaching check-ins, the School Leader will provide support and accountability to the coaching team in supporting teachers.
Attendance	Level 1: Director of Student Support Level 2: Chief Operating Officer	<ul style="list-style-type: none"> • The Director of Student Support completes daily attendance audits to ensure attendance is entered accurately by all teachers, using existing attendance audit procedures that will be modified to include distance learning processes. • Every two weeks, the Chief Operating Officer will complete a secondary attendance audit to ensure attendance is completed, using existing attendance audit procedures. The Chief Operating Officer will also “spot-check” different classes to ensure that remote learning instructional time is being accurately accounted for.
Technology	Level 1: Chief of Staff Level 2: Managing Director	<ul style="list-style-type: none"> • The Chief of Staff will implement the technology plan and ensure compliance with all policies and procedures. Any findings or concerns will be shared at weekly Leadership Team meetings. • The Managing Director will audit the technology inventory and tracking system monthly to ensure it is updated and accurate.

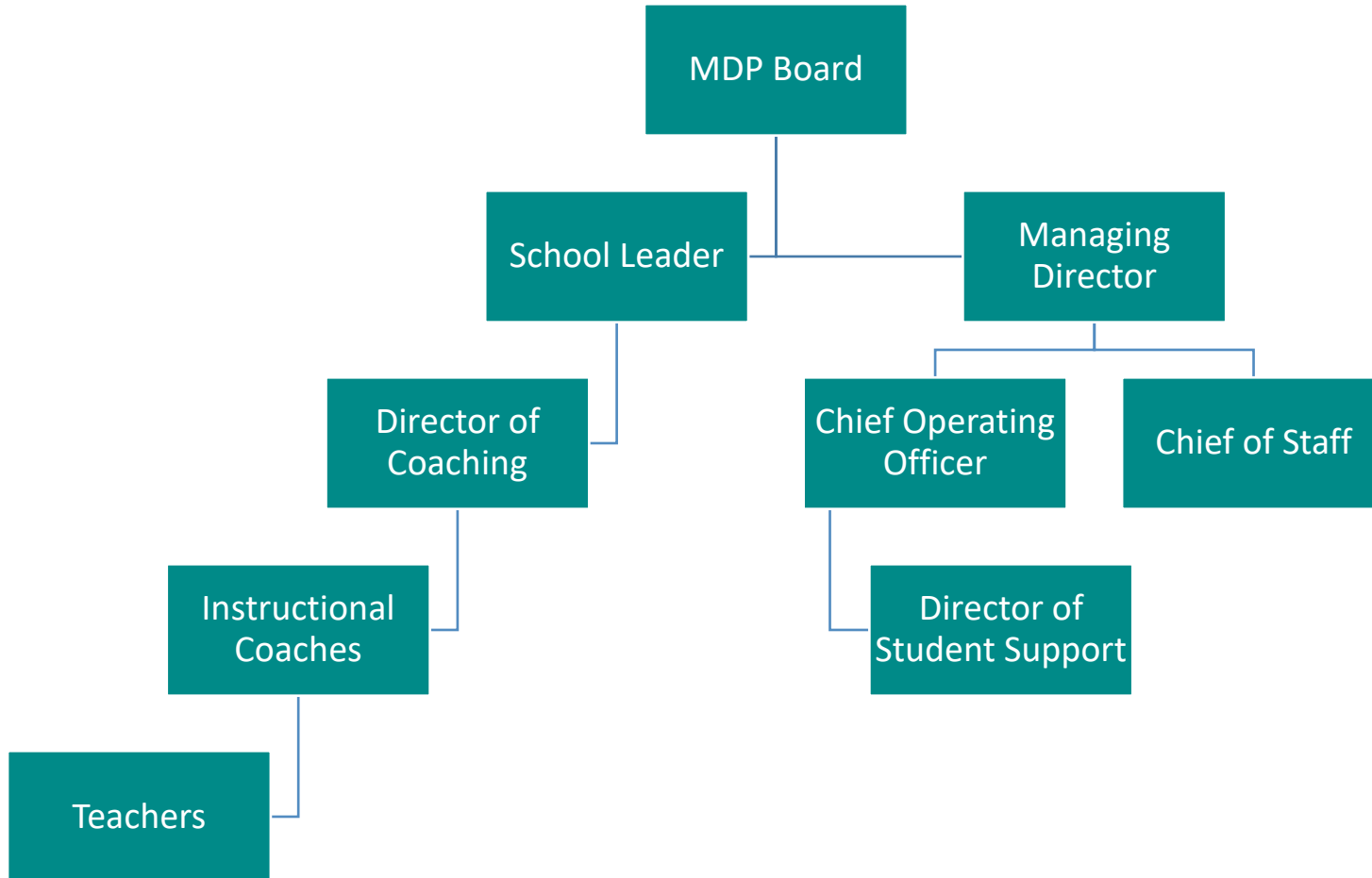


Professional Development	Level 1: Director of Coaching Level 2: School Leader	<ul style="list-style-type: none">• The Director of Coaching is be primarily responsible for implementing the professional development plan. Through daily coaching checkpoints and weekly coaches meetings, the Director of Coaching will ensure that all teachers are receiving planned development.• The School Leader will review professional development schedules and agendas prior to implementation. The School Leader will also will provide support and accountability to the coaching team through weekly Leadership Team meetings and daily coaching check-ins
Communications	Level 1: Chief of Staff Level 2: Managing Director	<ul style="list-style-type: none">• The Chief of Staff will implement the communication plan and ensure staff, families, and school partners receive timely and accurate information.• Through twice weekly check-ins, the Managing Director will confirm communication is accurate and timely and will follow up with additional steps as necessary.

Additional Information

- The Managing Director will oversee overall implementation of the CLP, including accountability reporting at all weekly Leadership Team meetings.
- The Managing Director will send a monthly report to the MDP Board on the implementation of the CLP.
- The MDP Board will review progress of the CLP implementation at regular Board meetings and intervene as necessary.

Reporting and Accountability Chart





COMMUNICATION

Communication Plan

Family Engagement Opportunities

Families will have multiple ways to engage with Memphis Delta Prep staff and fellow families. Currently, families can visit MDP during daily office hours to complete student registration. Drive-thru events will be held on a bi-monthly basis throughout the remainder of the summer to connect with families, collect enrollment paperwork, and provide an opportunity for the community to come together in a safe and socially-distant manner.

Regardless of whether families choose to attend virtually or in-person, all families will attend an orientation prior to the start of the school year. Depending on local health conditions, orientation may be held virtually or in-person in smaller groups. Similarly, parent meetings throughout the year will be conducted virtually and/or in-person. During parent meetings, MDP leaders will update families on any relevant changes and will ask for feedback to drive continuous improvement efforts. The MDP Parent Involvement Organization will provide an additional avenue for parent engagement and will adapt to be held virtually if appropriate.

Multiple Modes of Communication

In an effort to reach all parents, MDP will continue to use a host of communication methods. Letters, phone calls, video messages, and use of our text messaging system have yielded successful results in connecting with families. Regular updates will continue to be posted in the main office, on the school website, and on social media platforms, including Facebook and Twitter.

To determine the most effective communication methods, feedback will be gathered on an individual and aggregate level during parent orientation to ensure parents receive timely, direct messages from the school. Parent information sessions – whether in-person or virtual – will offer parents ongoing opportunities to stay up-to-date on school happenings and community conditions.

Communication Templates

Communication templates addressing likely scenarios and topics have been drafted to ensure urgent and relevant information is shared with parents as quickly as possible. These pre-drafted letters will be posted in Google Classroom, social media channels, the school website, and in the main office. Pre-drafted text messages with attachments to letters or website updates have also been developed. Letters will additionally be sent home with students attending school in the building.

As MDP has not historically served an ESL student population, communication materials are not currently translated. However, we plan to partner with translators from the district or community organizations to translate communication materials if we have students or families needing materials in their primary language.

Regular Communication in Virtual Setting

Teachers will consistently communicate with families engaged in virtual learning. Google Classroom and Seesaw offer parents the ability to review student work, graded assignments, and teacher feedback. To further support parents' involvement in student learning, weekly communication sheets from teachers highlighting student progress, suggested independent activities, and upcoming schedules will be shared

with parents through Google Classroom and Seesaw. Daily office hours offer parents and/or students additional one-on-one opportunities to connect with teachers.

External Communication

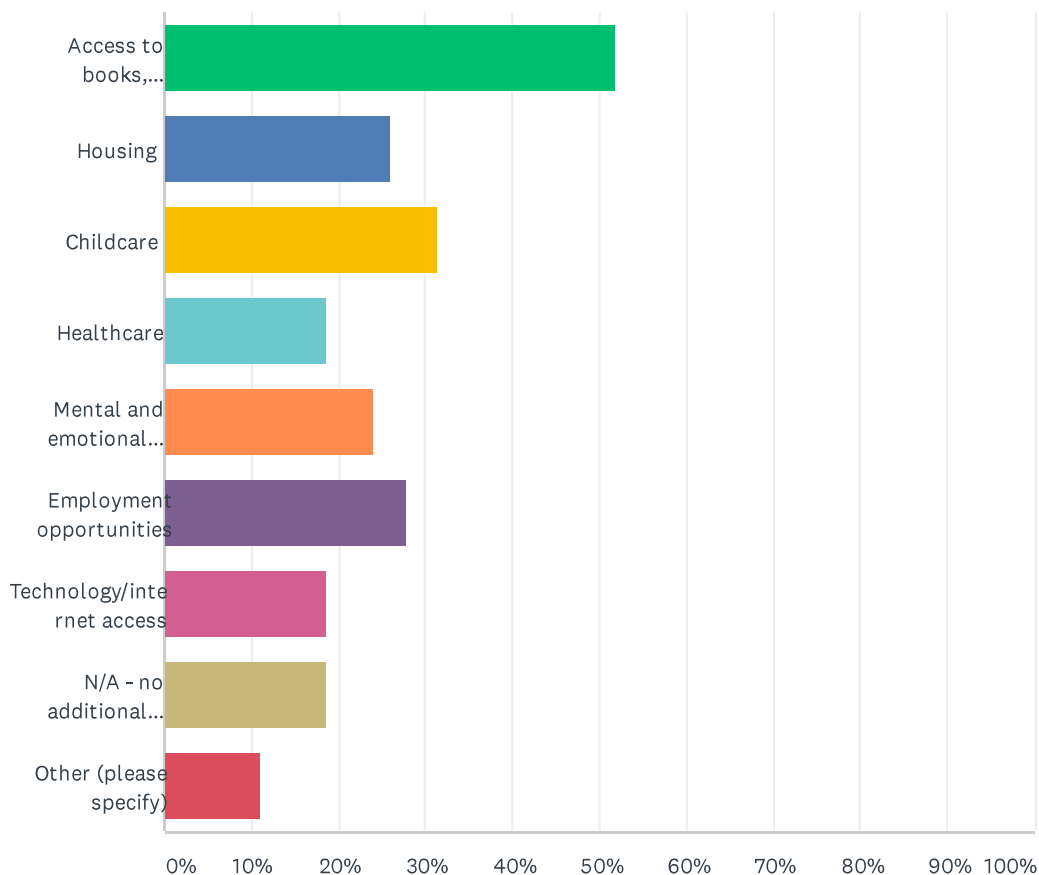
While the aforementioned communication plans are specifically developed to address MDP families and staff, the Chief of Staff will maintain close communication with all campus-based vendors, including contracted nutrition, janitorial, and nursing staff, as well as any additional service providers. Immediate notification will be given around short-term or long-term building closures, confirmed case within the building, or possible contact with a confirmed case in the building. These stakeholders will additionally agree to report any possible contact with a confirmed case outside the building to further protect the health and well-being of MDP students, staff, and families.

Summer 2020 Family Communication Overview

Week	Specific Communication	Events	Ongoing Touchpoints
June 7-13	- EOY Letter		- 2+ all-texts - 2+ Facebook posts
June 14-20			- 2+ all-texts - 2+ Facebook posts
June 21-27	- Family Survey		- 2+ all-texts - 2+ Facebook posts - Office Hours daily
June 28 – July 4	- Enrollment Confirmation Letters		- 2+ all-texts - 2+ Facebook posts - Office Hours daily
July 5-11	- Update Letter	- Drive-Thru Enrollment + Info Event: T-Shirts - Popsicles at the Park	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
July 12-18	-	- Popsicles at the Park	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
July 19-25	- Video Update	- Popsicles at the Park	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
July 26 – Aug 1	- Video Update - Calls to all families	- Drive-Thru Enrollment + Info Event: Dinner - Virtual Home Visits - Popsicles at the Park	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
Aug 2-8	- Video Update - Re-Entry One-Pager	- Virtual Home Visits	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
Aug 9-15	- Video Update	- Virtual Home Visits	- 2+ all-texts - 2+ Facebook posts - Office Hours daily
Aug 16-22	- Full Re-Entry Guide - Video Update		- 2+ all-texts - 2+ Facebook posts - Office Hours daily
Aug 23-29	- Video Update - First Week Resources	- Remote Learning Orientations - Back to School Nights (format TBD)	- 2+ all-texts - 2+ Facebook posts - Office Hours daily

Q1 For which area(s) could you use additional support or information about resources at this time? Check all that apply.

Answered: 54 Skipped: 1



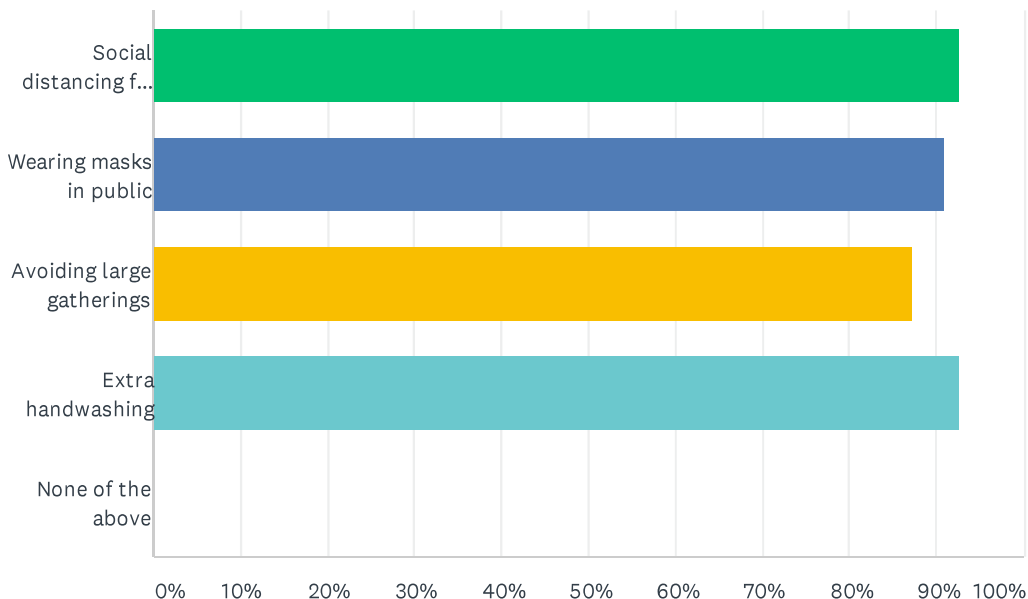
ANSWER CHOICES	RESPONSES	
Access to books, magazines, and/or learning materials	51.85%	28
Housing	25.93%	14
Childcare	31.48%	17
Healthcare	18.52%	10
Mental and emotional health	24.07%	13
Employment opportunities	27.78%	15
Technology/internet access	18.52%	10
N/A - no additional support or information needed	18.52%	10
Other (please specify)	11.11%	6
Total Respondents: 54		

Parent Survey - Reopening Schools 2020

#	OTHER (PLEASE SPECIFY)	DATE
1	That is all at this time	7/5/2020 1:45 PM
2	Learning materials	7/3/2020 7:14 PM
3	Extra hand washing	6/29/2020 12:24 PM
4	I will practice social distances	6/29/2020 8:04 AM
5	Have grandkids that like books	6/23/2020 2:08 PM
6	Transportation	6/23/2020 9:45 AM

Q2 Which of the following measures are you currently taking to protect your family from COVID-19? Check all that apply.

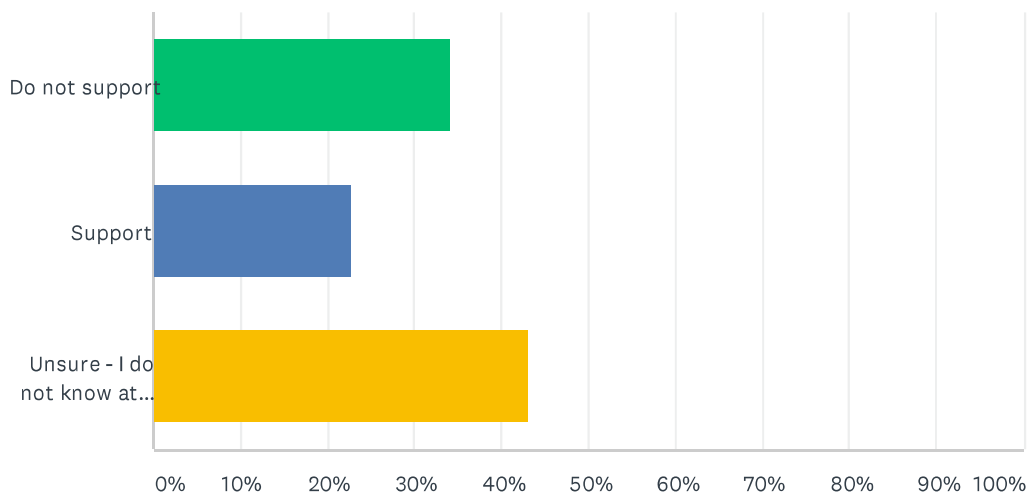
Answered: 55 Skipped: 0



ANSWER CHOICES	RESPONSES	
Social distancing from people outside my home	92.73%	51
Wearing masks in public	90.91%	50
Avoiding large gatherings	87.27%	48
Extra handwashing	92.73%	51
None of the above	0.00%	0
Total Respondents: 55		

Q3 All students attend school physically considering guidance from the Shelby County Health Department (full-time, normal schedule).

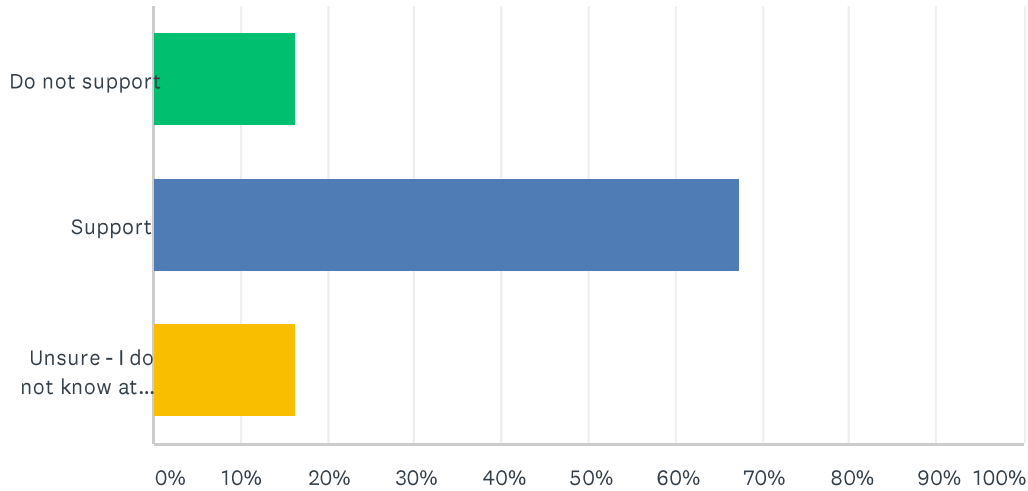
Answered: 44 Skipped: 11



ANSWER CHOICES	RESPONSES	
Do not support	34.09%	15
Support	22.73%	10
Unsure - I do not know at this time	43.18%	19
TOTAL		44

Q4 Students participate in online distance learning (using technology at home provided by the school) to complete online assignments and have a daily online class schedule with teacher/classmates at a specific time each day.

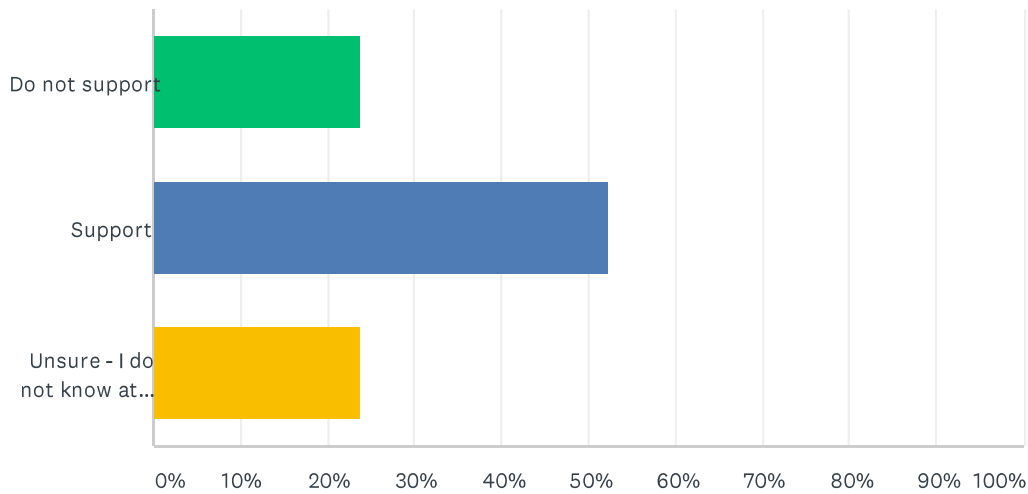
Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
Do not support	16.28%	7
Support	67.44%	29
Unsure - I do not know at this time	16.28%	7
TOTAL		43

Q5 A hybrid model, for example, grades K, 2, 4 come to school on Mondays and Tuesdays, while working online Wednesdays and Thursdays and grades 1, 3, 5 come to school on Wednesdays and Thursdays and work online Mondays and Tuesdays to promote social distancing in the school building.

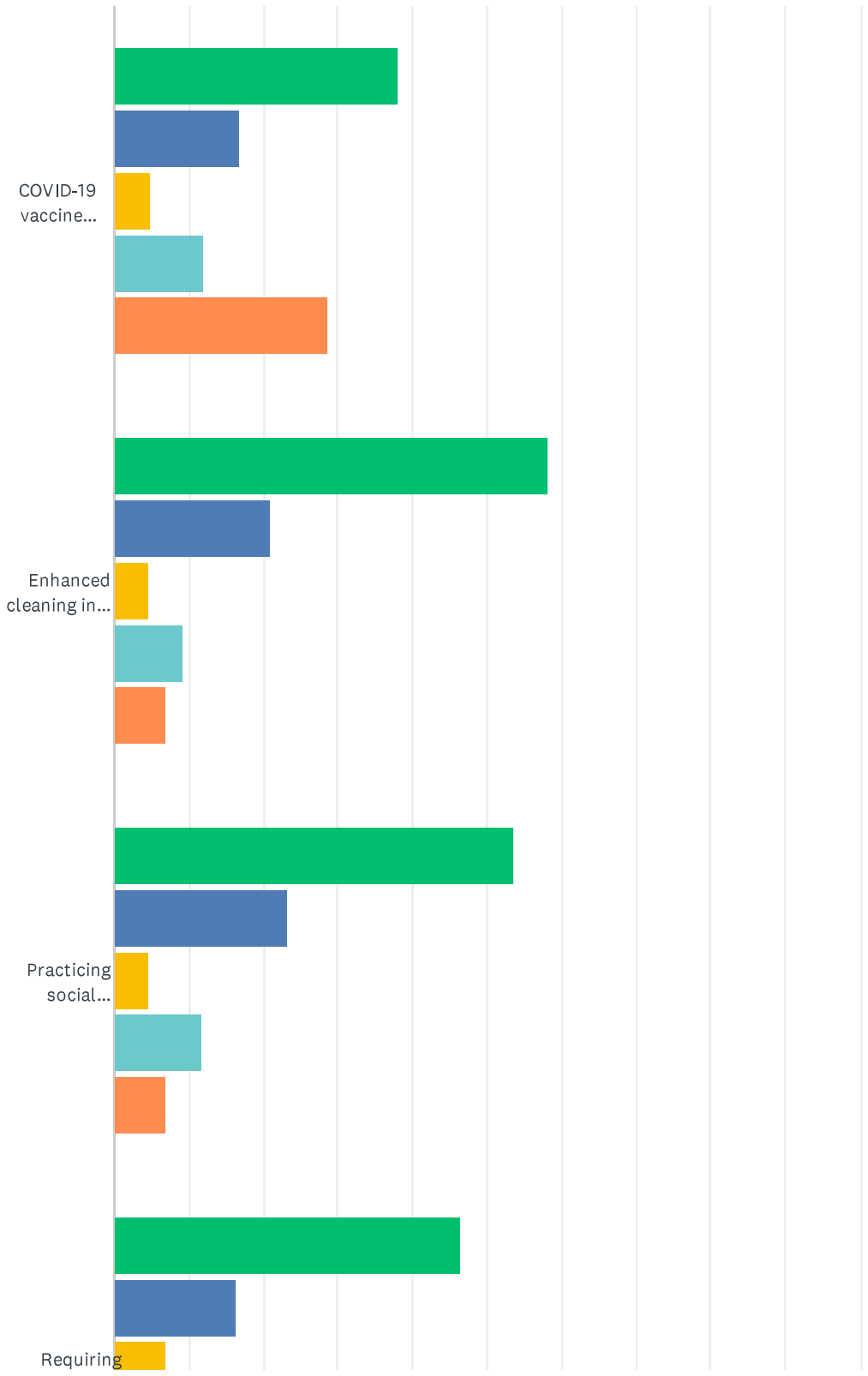
Answered: 42 Skipped: 13



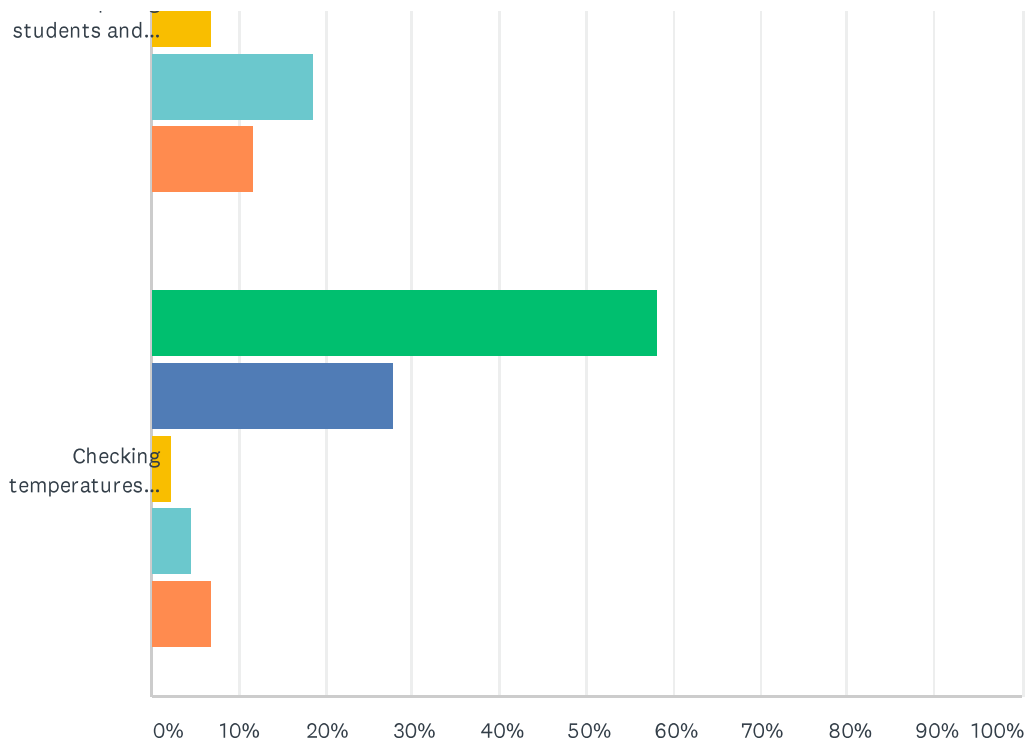
ANSWER CHOICES	RESPONSES	
Do not support	23.81%	10
Support	52.38%	22
Unsure - I do not know at this time	23.81%	10
TOTAL		42

Q6 How important are each of the following factors when considering whether your student(s) will physically attend school either part-time or full-time?

Answered: 43 Skipped: 12



Parent Survey - Reopening Schools 2020

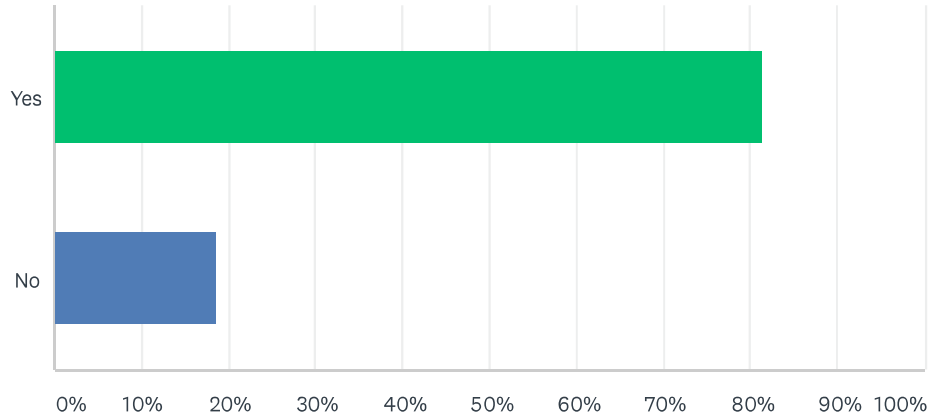


- Must be in place before sending my child to school
- Would make me more comfortable sending my child to school
- Not an important factor in my decision
- Would make me uncomfortable sending my child to school
- I would not send my child to school if this were in place

	MUST BE IN PLACE BEFORE SENDING MY CHILD TO SCHOOL	WOULD MAKE ME MORE COMFORTABLE SENDING MY CHILD TO SCHOOL	NOT AN IMPORTANT FACTOR IN MY DECISION	WOULD MAKE ME UNCOMFORTABLE SENDING MY CHILD TO SCHOOL	I WOULD NOT SEND MY CHILD TO SCHOOL IF THIS WERE IN PLACE	TOTAL
COVID-19 vaccine availability	38.10% 16	16.67% 7	4.76% 2	11.90% 5	28.57% 12	42
Enhanced cleaning in schools	58.14% 25	20.93% 9	4.65% 2	9.30% 4	6.98% 3	43
Practicing social distancing within classrooms and reducing class sizes	53.49% 23	23.26% 10	4.65% 2	11.63% 5	6.98% 3	43
Requiring students and staff to wear masks	46.51% 20	16.28% 7	6.98% 3	18.60% 8	11.63% 5	43
Checking temperatures and screening students and staff for symptoms before entering the building	58.14% 25	27.91% 12	2.33% 1	4.65% 2	6.98% 3	43

Q7 If social distancing and Shelby County Health Department/other guidelines prohibit or limit bus transportation, are you able to provide transportation for your student(s) to school?

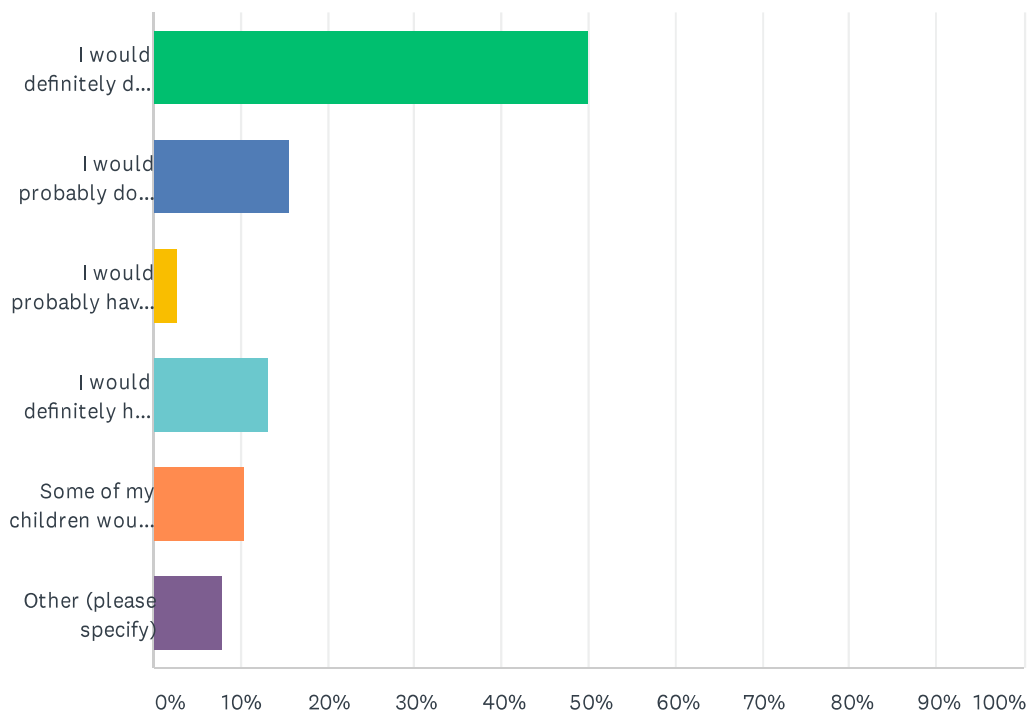
Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
Yes	81.40%	35
No	18.60%	8
TOTAL		43

Q8 How likely are you to have your student(s) participate in learning in an online setting if given the option?

Answered: 38 Skipped: 17

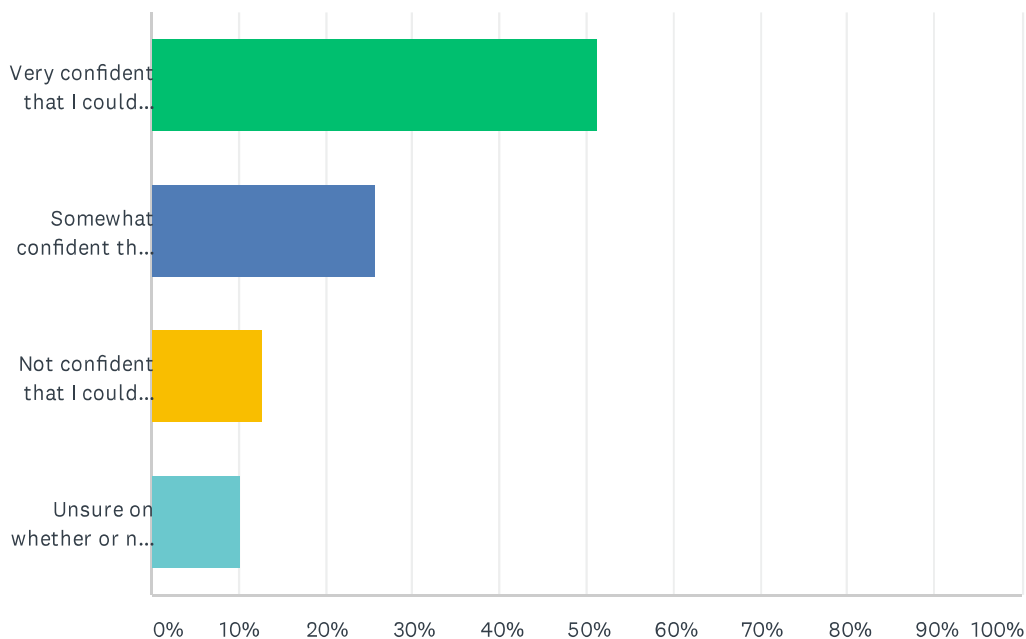


ANSWER CHOICES	RESPONSES	
I would definitely do online learning whether or not schools are physically open	50.00%	19
I would probably do online learning whether or not schools are physically open	15.79%	6
I would probably have my student(s) physically go to school instead	2.63%	1
I would definitely have my student(s) physically go to school instead	13.16%	5
Some of my children would likely do online learning while others would physically go to school	10.53%	4
Other (please specify)	7.89%	3
TOTAL		38

#	OTHER (PLEASE SPECIFY)	DATE
1	I'm very concerned about the students and staffing	7/3/2020 7:23 PM
2	I would prefer them to be in school	6/29/2020 8:13 AM
3	My children learn better with physical interaction, online work does not keep their attention and makes it more difficult to comprehend and correct the mistakes	6/23/2020 10:32 AM

Q9 How confident are you that you or someone in your home would be able to assist your student(s) with online learning?

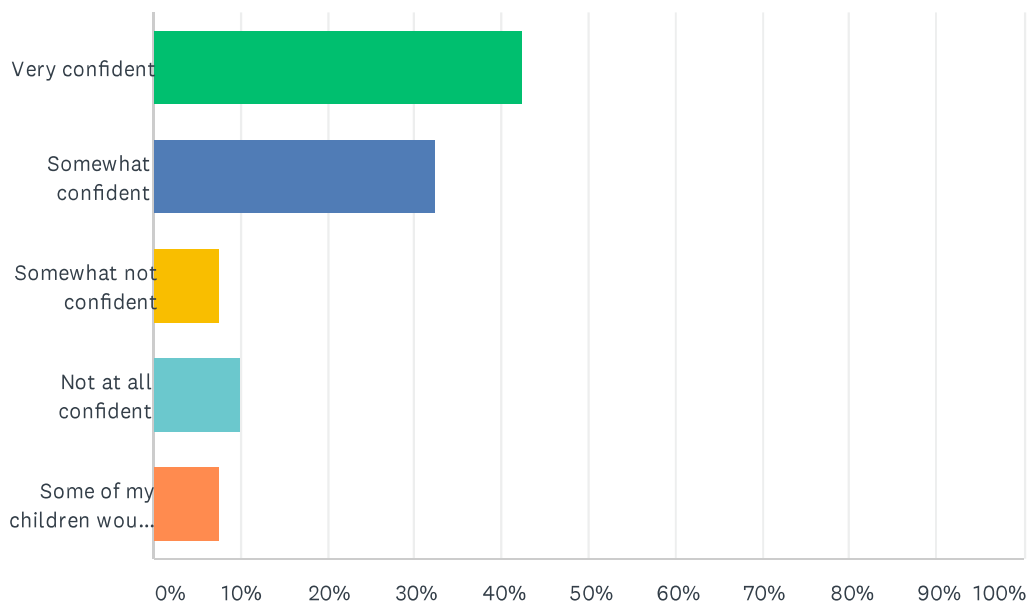
Answered: 39 Skipped: 16



ANSWER CHOICES	RESPONSES	
Very confident that I could assist them with online learning	51.28%	20
Somewhat confident that I could assist them with online learning	25.64%	10
Not confident that I could assist them with online learning	12.82%	5
Unsure on whether or not I could assist them with online learning	10.26%	4
TOTAL		39

Q10 How confident are you that your student(s) would be successful learning in an online setting?

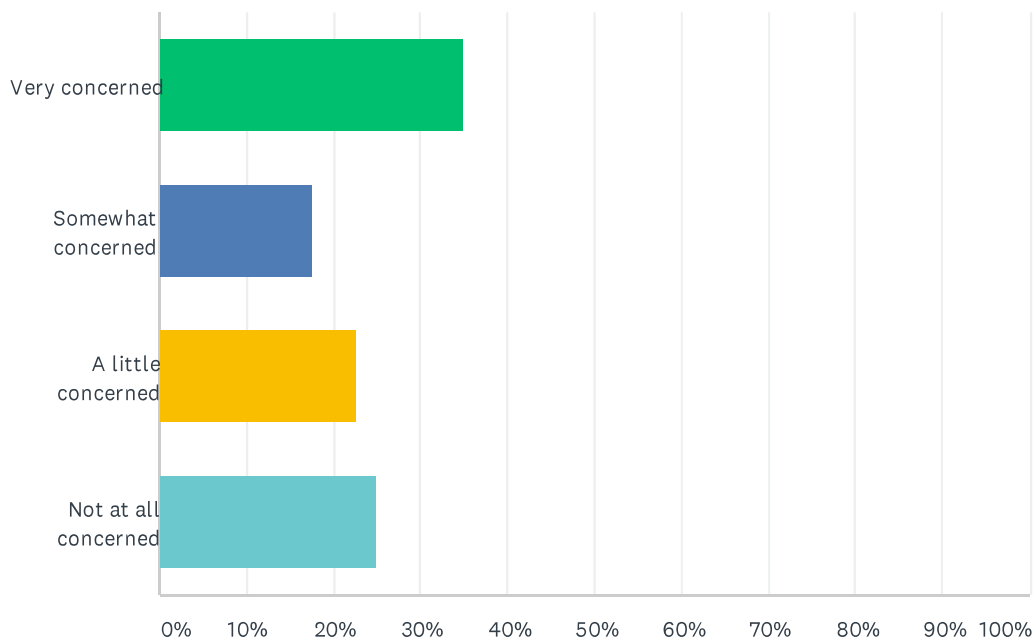
Answered: 40 Skipped: 15



ANSWER CHOICES	RESPONSES	
Very confident	42.50%	17
Somewhat confident	32.50%	13
Somewhat not confident	7.50%	3
Not at all confident	10.00%	4
Some of my children would likely be successful, while others may struggle	7.50%	3
TOTAL		40

Q11 If MDP had students take part in online learning some or all of the time, how concerned are you about finding child care/supervision for your student(s)?

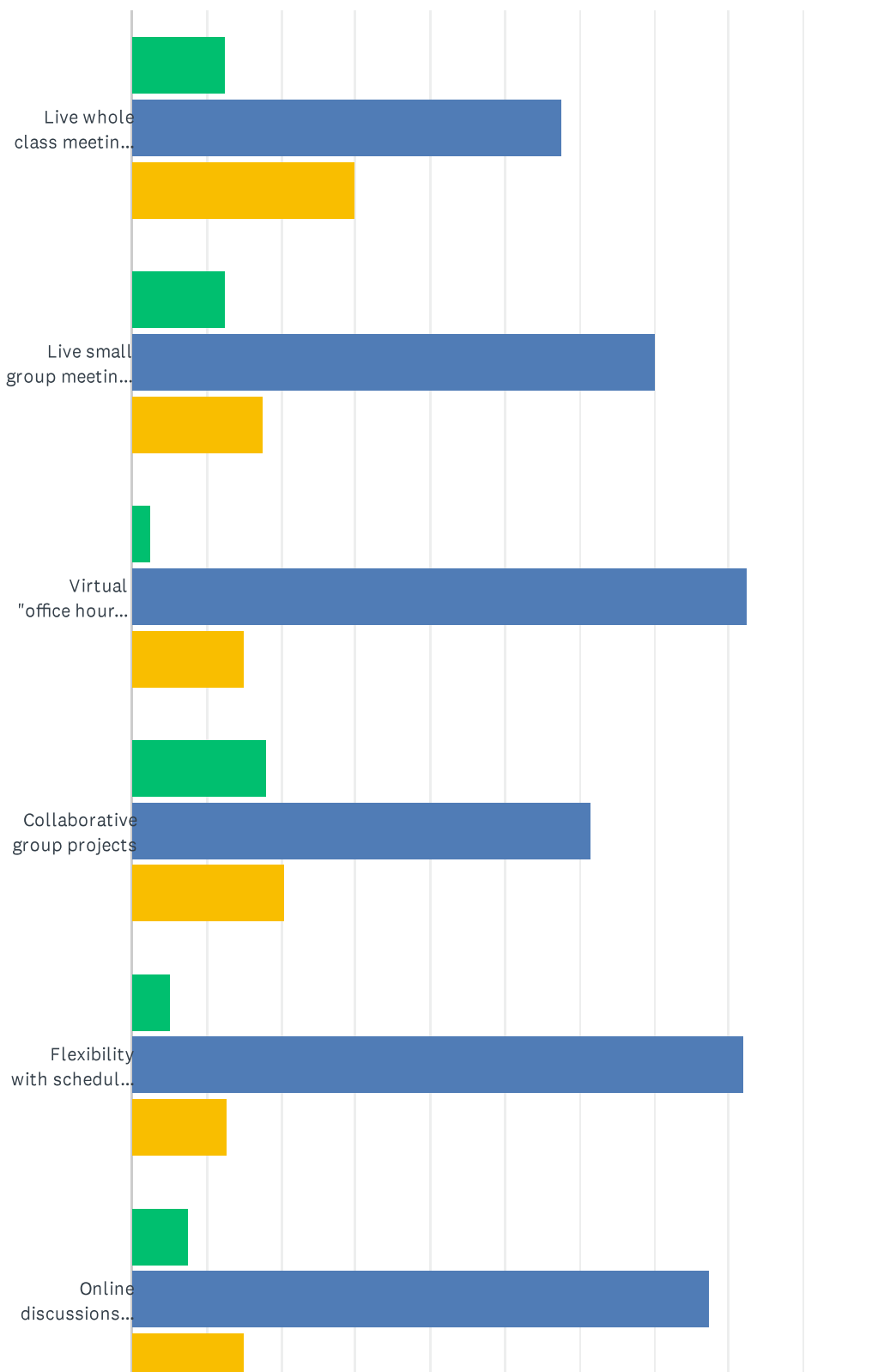
Answered: 40 Skipped: 15



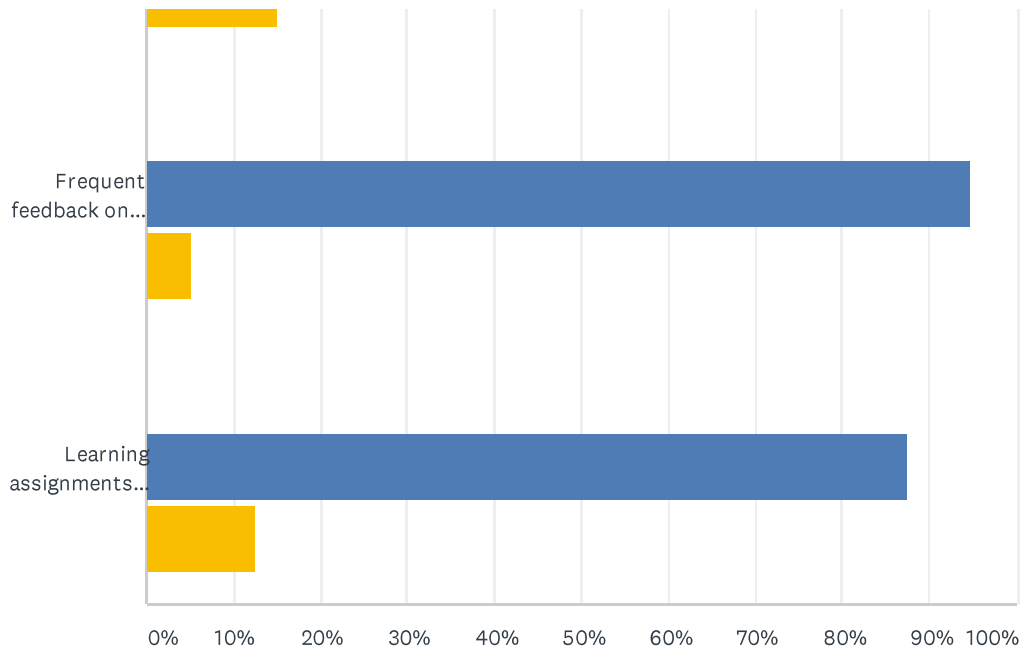
ANSWER CHOICES	RESPONSES	
Very concerned	35.00%	14
Somewhat concerned	17.50%	7
A little concerned	22.50%	9
Not at all concerned	25.00%	10
TOTAL		40

Q12 How important are the following distance learning methods for the new 2020-21 school year? Your feedback will be used to improve plans in the event that school closures are needed again in the future.

Answered: 40 Skipped: 15



Parent Survey - Reopening Schools 2020

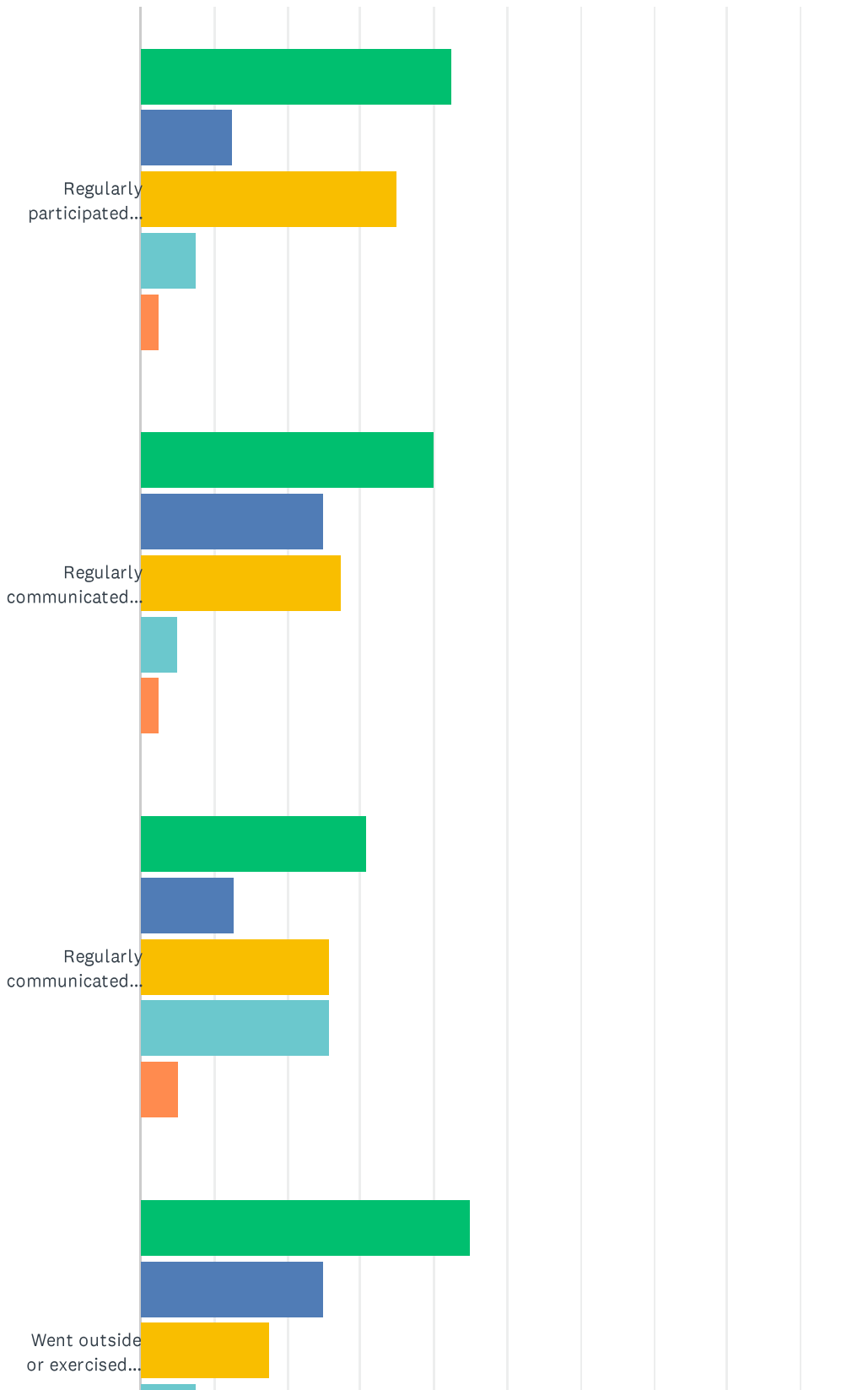


■ Not important
 ■ Important
 ■ Unsure - I do not know at this time

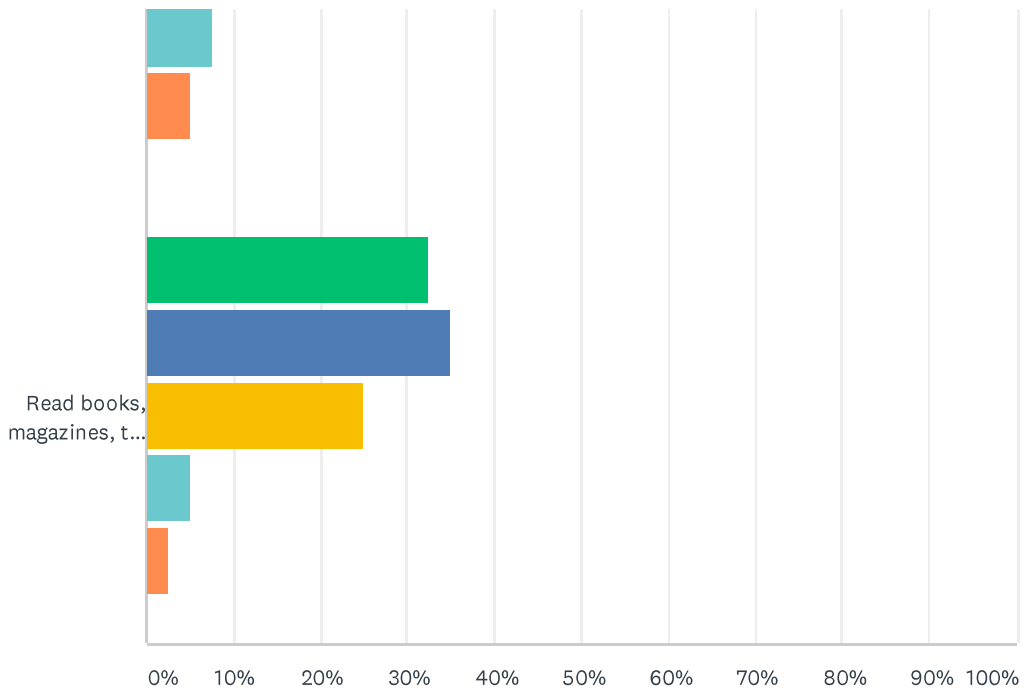
	NOT IMPORTANT	IMPORTANT	UNSURE - I DO NOT KNOW AT THIS TIME	TOTAL
Live whole class meetings or whole class lessons with teachers	12.50% 5	57.50% 23	30.00% 12	40
Live small group meetings or small group lessons with teachers	12.50% 5	70.00% 28	17.50% 7	40
Virtual "office hours" for students and parents/guardians to reach out to teachers	2.50% 1	82.50% 33	15.00% 6	40
Collaborative group projects	17.95% 7	61.54% 24	20.51% 8	39
Flexibility with scheduled activities	5.13% 2	82.05% 32	12.82% 5	39
Online discussions (e.g. discussion boards and blogs)	7.50% 3	77.50% 31	15.00% 6	40
Frequent feedback on student progress	0.00% 0	94.87% 37	5.13% 2	39
Learning assignments that can be accessed and completed at any time	0.00% 0	87.50% 35	12.50% 5	40

Q13 Reflecting on remote learning from the spring, please tell us how true the following statements are for your student(s).

Answered: 40 Skipped: 15



Parent Survey - Reopening Schools 2020

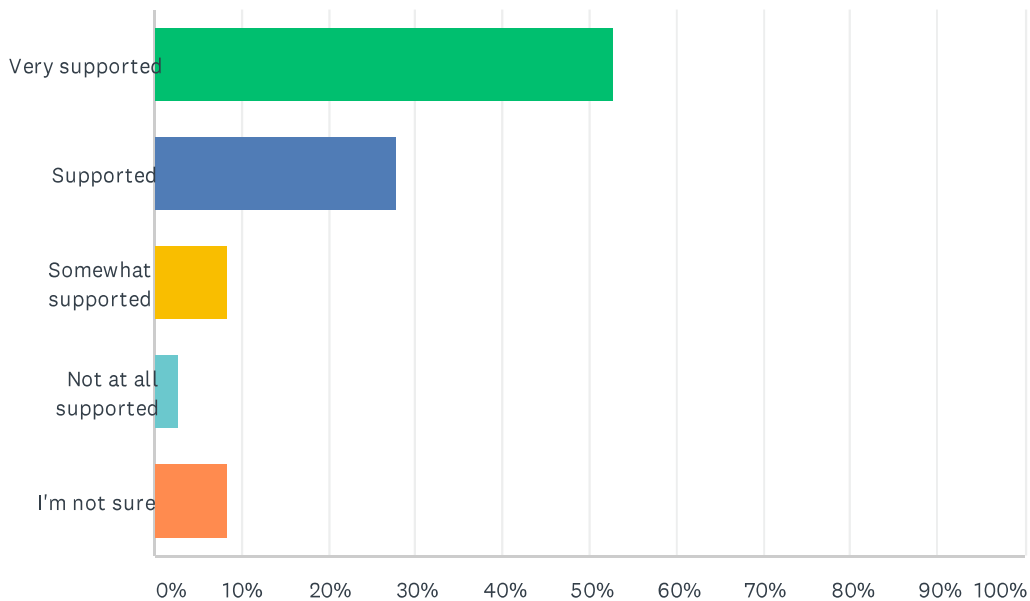


■ True
 ■ Mostly true
 ■ Somewhat true
 ■ Not true
■ N/A - this question is not relevant to me

	TRUE	MOSTLY TRUE	SOMEWHAT TRUE	NOT TRUE	N/A - THIS QUESTION IS NOT RELEVANT TO ME	TOTAL
Regularly participated in remote learning during the spring	42.50% 17	12.50% 5	35.00% 14	7.50% 3	2.50% 1	40
Regularly communicated with their teacher(s) while remote learning	40.00% 16	25.00% 10	27.50% 11	5.00% 2	2.50% 1	40
Regularly communicated with classmates while remote learning	30.77% 12	12.82% 5	25.64% 10	25.64% 10	5.13% 2	39
Went outside or exercised everyday	45.00% 18	25.00% 10	17.50% 7	7.50% 3	5.00% 2	40
Read books, magazines, the news, or other stories everyday	32.50% 13	35.00% 14	25.00% 10	5.00% 2	2.50% 1	40

Q14 How supported do you feel by Memphis Delta Prep?

Answered: 36 Skipped: 19



ANSWER CHOICES	RESPONSES	
Very supported	52.78%	19
Supported	27.78%	10
Somewhat supported	8.33%	3
Not at all supported	2.78%	1
I'm not sure	8.33%	3
TOTAL		36

Q15 Please share any additional information you would like MDP to consider as we plan for the 2020-2021 school year. This can include: Ideas and suggestions you have about how to reopen schools, Concerns that you have about returning to school, Concerns about distance/online learning, or Any supports you or your student(s) need to be successful.

Answered: 8 Skipped: 47

#	RESPONSES	DATE
1	My student needs special education assistance	6/29/2020 2:07 PM
2	Please dont open up school and yal know this covid 19 is still here. Because who on there right mind goin to send they babies and kids to skool at this moment. They are the new Generation. I love my babies to much to send them in a environment that i know they will die for. Nope. Online everything this babies not goin to keep on no face mask. Maybe 3 grade and up but 3 and down no im not putting my baby at risk.	6/29/2020 9:26 AM
3	My biggest concern is distance learning online. While I appreciate the efforts of teachers and staff to educate students online, some barriers must be addressed to ensure success for all students. As an essential worker my work day runs from 9 hours to 17 hours a day, thus limiting the time to help my child while assignments that require more than 30-45 minutes of instruction. Also, the deadlines for said assignments was limited.	6/29/2020 8:18 AM
4	N/a	6/23/2020 10:08 PM
5	Some of us parents are essential workers and have to work so online schooling not going to work for us. I also feel like the children should be required to wear masks and was hands more frequently than they would.	6/23/2020 11:43 AM
6	The safety of my child period about anything	6/23/2020 9:49 AM
7	When will school will open back up do y'all send reminders or emails	6/23/2020 9:11 AM
8	I would love to have a set due date at the end of the week preferably Sunday were parents can help their kods at the once needed. That way parents who work during the week can have the weekend to catch up on work.	6/23/2020 9:07 AM

Fall 2020 Reopening Planning Survey

21

Responses

11:15

Average time to complete

Active

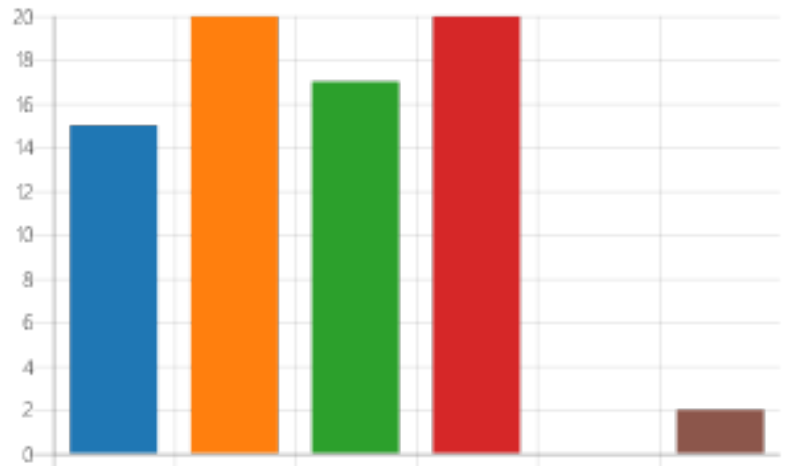
Status



Ideas

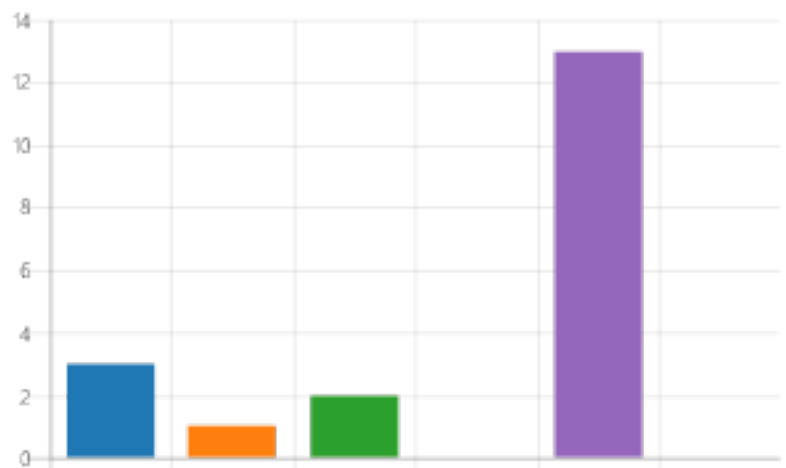
1. Which of the following measures are you currently taking to protect yourself from COVID-19? Check all that apply.

● Social distancing from people ...	15
● Wearing masks in public	20
● Avoiding large gatherings	17
● Extra handwashing	20
● None of the above	0
● Other	2



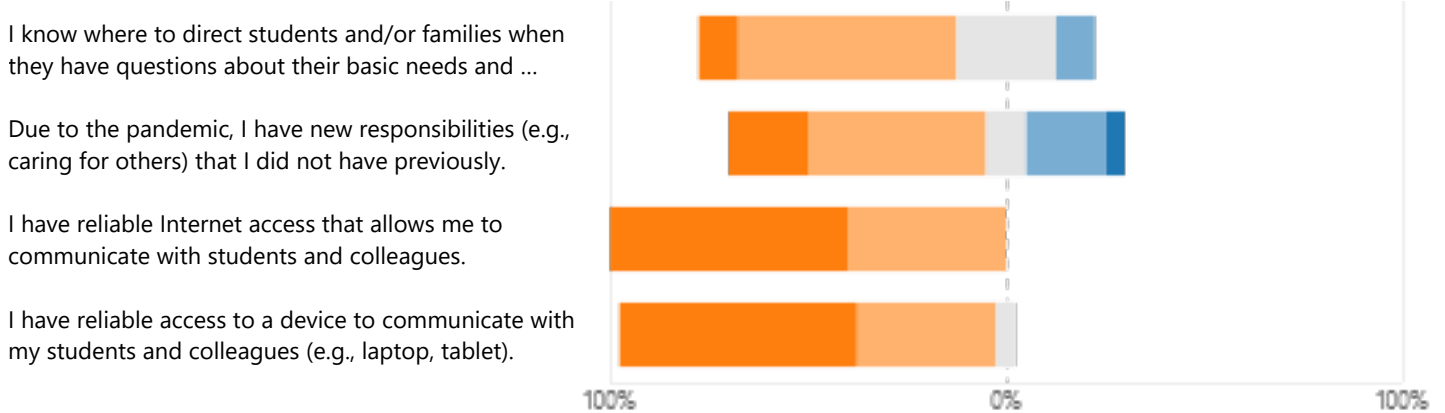
2. For which area(s) could you use additional support or information about resources at this time? Check all that apply.

● Childcare	3
● Healthcare	1
● Mental and emotional health	2
● Technology/internet access	0
● N/A - no additional support o...	13
● Other	0



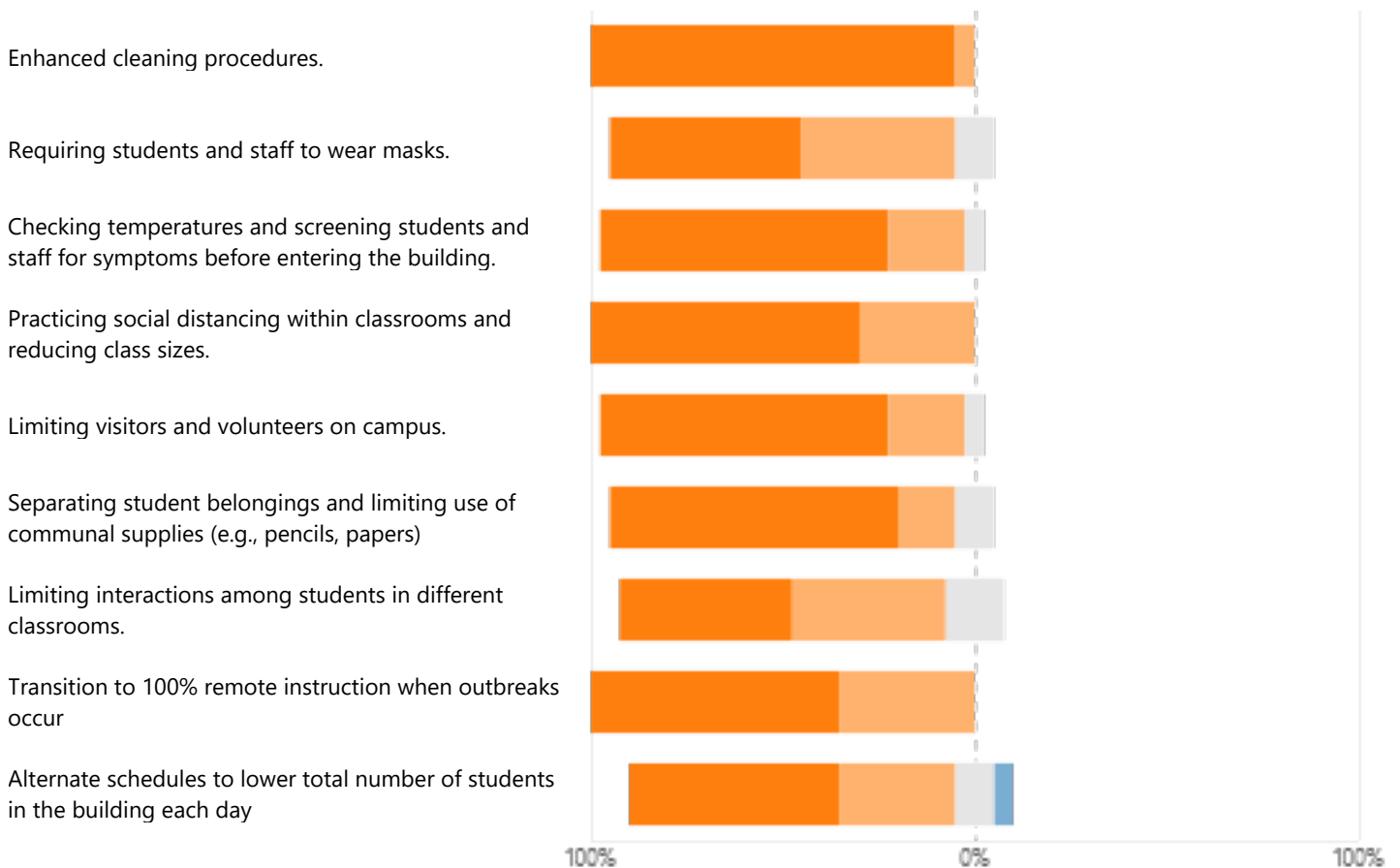
3. Indicate your level of agreement with the following statements.

■ Strongly agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



4. Given what we currently know about the COVID-19 pandemic, please rate each precaution on how important you think it is to safely teach students during the 2020-2021 school year.

■ Extremely Important
 ■ Important
 ■ Neither Important nor Not Important
 ■ Not Important
 ■ Extremely Not Important



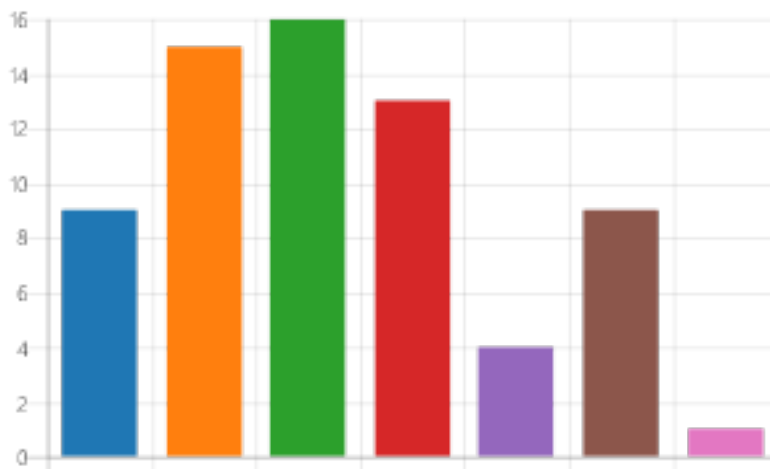
5. Some level of remote and/or hybrid learning will likely occur during the 2020-21 year. How confident are you in your ability to teach in a remote environment?

Extremely confident	4
Somewhat confident	9
Neutral	5
Somewhat not confident	1
Extremely not confident	1



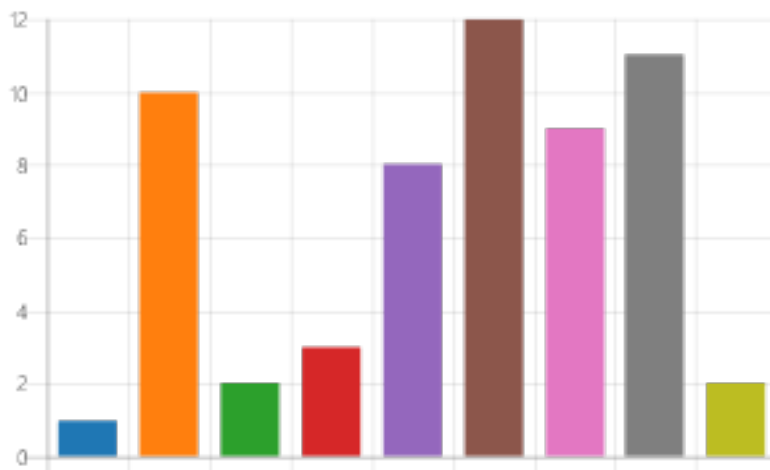
6. What do you anticipate will be the biggest challenges for your students when returning to school? Select the top three challenges.

Adapting to a more structured...	9
Adapting to learn in a hybrid ...	15
Complying with health and saf...	16
Continuing to learn at grade l...	13
Coping with trauma related to...	4
Dealing with social/emotional ...	9
Other	1



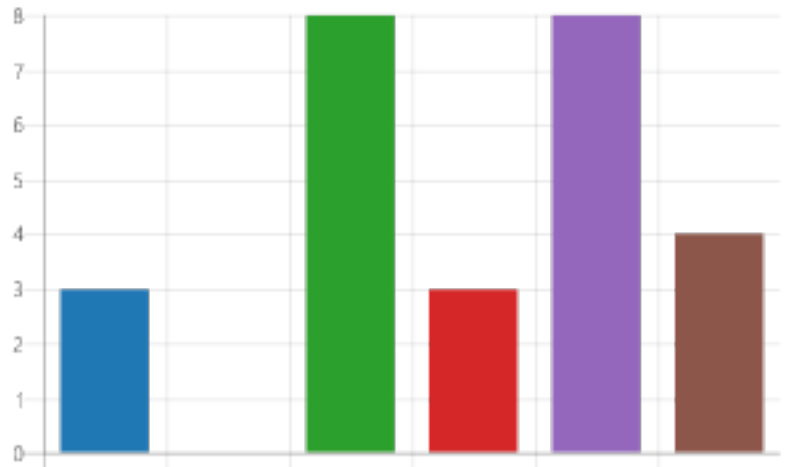
7. What do you anticipate will be the biggest challenges for you when returning to school? Select the top three challenges.

Adapting to a more structured...	1
Adapting lessons for a virtual ...	10
Complying with health and saf...	2
Coping with trauma related to...	3
Addressing my own social/em...	8
Managing family responsibiliti...	12
Maintaining and building relat...	9
Teaching at grade level while f...	11
Other	2



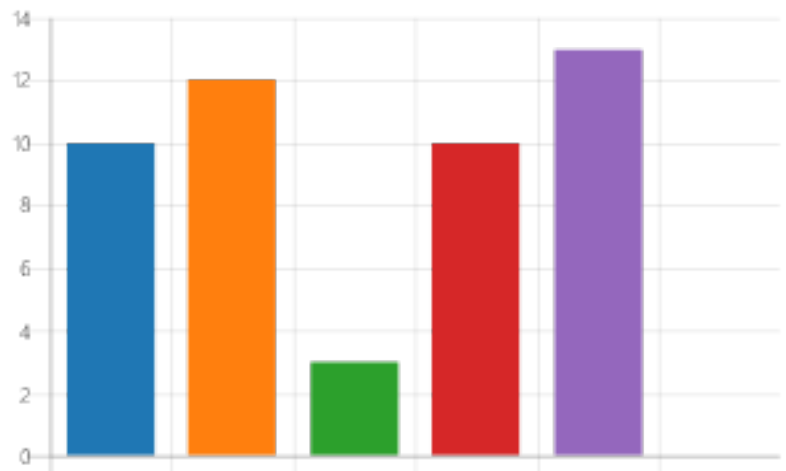
8. Contingent on SCS Board approval, the 2020-2021 calendar may be revised to address the instructional time lost due to the COVID-19 health situation. Select any calendar options that you prefer.

- Extending the year by shorten... 3
- Extending the year by adding ... 0
- Extending the year by adding ... 8
- Extending the school day 3
- Offering optional school durin... 8
- None of the above 4



9. As you think about the 2020-21 school year, what support do you imagine you will need? Select the top three.

- Additional diagnostic tools to ... 10
- Additional instructional planni... 12
- Counseling resources to supp... 3
- Support to prioritize the most ... 10
- Support to implement effectiv... 13
- Other 0



10. As we prepare for the 2020-2021 school year what are some topics that would be helpful to cover during professional development?

15
Responses

Latest Responses
 "Technology training"
 "Remote Learning, ELA-Blending 4th and 5th grade, New Discipline Proce..."
 "Effective teaching remotely "



Memphis Delta Preparatory
CHARTER SCHOOL

[DATE]

To the Parent/Guardian of [Student Name]:

On [Day, DATE] we became aware that [Student Name] came into contact with another individual who has a confirmed case of COVID-19. After consulting with the Shelby County Health Department and in alignment with CDC guidance, **your child must transition to remote learning effective immediately [today's date]. At this time, we expect your child to be able to return to in-person learning on [Day, Date].**

We understand this situation may be scary and will continue to provide support during this time. **[INSERT ANY SPECIFIC INFORMATION HERE]**

During the time of quarantine, note that your student will not be able to attend classes on campus. You should monitor for symptoms of COVID-19 as described by the CDC at www.cdc.gov/coronavirus. There are links for symptoms as well as a self-check tool. The website lists what to look for and how to determine an emergency situation that warrants seeking immediate medical attention:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

The Shelby County Health Department can also support general questions via its hotline at the COVID-19 Call Center (833-943-1658). They are available to take calls from 8:00am-4:30pm Monday-Sunday. Students who have tested positive for COVID-19 may not return until they have isolated for 10 days plus 72 hours free of symptoms. Please refer to **MDP's COVID-19 Health and Safety FAQ** (attached) for more details on this policy.

Remote Learning Plan

During this time, remote learning will be facilitated through Google Classroom. Your child will continue to receive a **full day** of instruction each school day and must meet Memphis Delta Prep's remote learning attendance requirements to be counted present each day. For any specific questions regarding your student's learning experience, please contact their teacher as listed below.

Attached are the following:

1. Remote Learning Overview for your child's class
2. Quick-Start Guide to Computers and Google Classroom
3. Remote Learning Attendance Policy

Your Student's Log-in Information:

Username: [username]

Password: [password]

Your Student's Teacher

Name: [name]

Email: []

Phone: []

In the meantime, we will continue to do the following to ensure the safety of everyone here at MDP:

- Ensure the equipment and affected areas are disinfected and sanitized.
- Reiterate CDC guidance for all to distance, practice frequent hand-washing, and reduce/eliminate shared materials and equipment where possible.
- Continue to frequently disinfect and sanitize all appropriate spaces.

We appreciate your continued flexibility as we navigate this pandemic together. We are committed to supporting our students' academic success and our community's continued well-being. If you have any questions or concerns, please call me at 901-848-2325.

Happiness and Education,

Mr. McKenna
School Leader

PRACTICE SMILE GROW

1237 College Street · Memphis, TN · 38106 · 901-251-1010 · www.memphisdeltaprep.org



[DATE]

To the Parent/Guardian of [Student Name]:

On [Day, DATE] we became aware that [an individual who has had close contact with your student's class] has a confirmed case of COVID-19. After consulting with the Shelby County Health Department and in alignment with CDC guidance, **we will be transitioning your child's class to remote learning effective immediately [tomorrow's date]. At this time, we expect your child to be able to return to in-person learning on [Day, Date]. We will notify you if there is any change to that date.**

We understand this situation may be scary and will continue to provide support during this time. **[INSERT ANY SPECIFIC INFORMATION HERE]**

During the time of quarantine, note that your student will not be able to attend classes on campus. You should monitor for symptoms of COVID-19 as described by the CDC at www.cdc.gov/coronavirus. There are links for symptoms as well as a self-check tool. The website lists what to look for and how to determine an emergency situation that warrants seeking immediate medical attention:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
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Attached are the following:

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3. Remote Learning Attendance Policy

Your Student's Log-in Information:

Username: [username]

Password: [password]

Your Student's Teacher

Name: [name]

Email: []

Phone: []

In the meantime, we will do the following to ensure the safety of everyone here at MDP:

- Dismiss all students in this cohort in order that you may quarantine and monitor your student for 14 days.
- Ensure the equipment and affected areas are disinfected and sanitized.
- Reiterate CDC guidance for all to distance, practice frequent hand-washing, and reduce/eliminate shared materials and equipment where possible.
- Continue to frequently disinfect and sanitize all appropriate spaces.

We appreciate your continued flexibility as we navigate this pandemic together. We are committed to supporting our students' academic success and our community's continued well-being. On behalf of all of our teachers and staff, I miss you all greatly and cannot wait to see you in person once it is safe for us to do so. If you have any questions or concerns, please call me at 901-848-2325.

Happiness and Education,



Mr. McKenna
School Leader



Memphis
Delta Preparatory
CHARTER SCHOOL

PRACTICE SMILE GROW

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[DATE]

To the Parent/Guardian of [Student Name]:

On [Day, DATE] we became aware that there [is one or more] confirmed case of COVID-19 at the school. In consultation with Shelby County Health Department and as a precautionary measure, we have made the decision to transition all students to remote learning effectively immediately, [tomorrow's date]. During this period of remote learning, we will work with the SCHD to assist in contact-tracing and notify individuals who may have had close contact with a confirmed case. At this time, we expect to return to in-person learning on [DAY, DATE]. However, this date is subject to change. We will update you via all-text, social media, and your student's virtual learning platform as decisions are made.

We understand this situation may be scary and will continue to provide support during this time. [INSERT ANY SPECIFIC INFORMATION HERE]

During the time of quarantine, note that your student will not be able to attend classes on campus. You should monitor for symptoms of COVID-19 as described by the CDC at www.cdc.gov/coronavirus. There are links for symptoms as well as a self-check tool. The website lists what to look for and how to determine an emergency situation that warrants seeking immediate medical attention:

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- Bluish lips or face

The Shelby County Health Department can also support general questions via its hotline at the COVID-19 Call Center (833-943-1658). They are available to take calls from 8:00am-4:30pm Monday-Sunday. Students who have tested positive for COVID-19 may not return until they have isolated for 10 days plus 72 hours free of symptoms. If you believe your student has COVID-19 symptoms, or s/he tests positive for COVID-19, please notify Memphis Delta Prep by calling 901-251-1010. Please refer to MDP's COVID-19 Health and Safety FAQ (attached) for more details on these policies.

Remote Learning Plan

During this time, remote learning will be facilitated through Google Classroom. Your child will continue to receive a full day of instruction each school day and must meet Memphis Delta Prep's remote learning attendance requirements to be counted present each day. For any specific questions regarding your student's learning experience, please contact their teacher as listed below.

Attached are the following:

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2. Quick-Start Guide to Computers and Google Classroom
3. Remote Learning Attendance Policy

Your Student's Log-in Information:

Username: [username]
Password: [password]

Your Student's Teacher

Name: [name]
Email: []
Phone: []

In the meantime, we will continue to do the following to ensure the safety of everyone here at MDP:

- Ensure the equipment and affected areas are disinfected and sanitized.
- Reiterate CDC guidance for all to distance, practice frequent hand-washing, and reduce/eliminate shared materials and equipment where possible.
- Continue to frequently disinfect and sanitize all appropriate spaces.

We appreciate your continued flexibility as we navigate this pandemic together. We are committed to supporting our students' academic success and our community's continued well-being. If you have any questions or concerns, please call me at 901-848-2325.

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School Leader

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DATE]

To the Parent/Guardian of **[Student Name]**:

As you are probably aware, on **[Day, DATE]** **[ISSUING PERSON/BODY]** announced a(n) **[TYPE OF ORDER/RECOMMENDATION]** due to **[AN OUTBREAK AFFECTING MANY DIFFERENT STUDENT GROUPS, GUIDANCE FROM THE HEALTH DEPT, ETC.]** At this time, schools will not reopen until **[ON DATE OR UNTIL AFTER SPECIFIC CONDITIONS]**. However, this date is subject to change. We will update you via all-text, social media, and your student’s virtual learning platform as decisions are made.

We understand this situation may be scary and will continue to provide support during this time. **[INSERT ANY SPECIFIC INFORMATION HERE]**

The Shelby County Health Department can support general questions via its hotline at the COVID-19 Call Center (833-943-1658). They are available to take calls from 8:00am-4:30pm Monday-Sunday. Students who have tested positive for COVID-19 may not return until they have isolated for 10 days plus 72 hours free of symptoms. If you believe your student has COVID-19 symptoms, or s/he tests positive for COVID-19, please notify Memphis Delta Prep by calling 901-251-1010. Please refer to [MDP’s COVID-19 Health and Safety FAQ](#) (attached) for more details on these policies.

Remote Learning Plan

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- 3. Remote Learning Attendance Policy**

Your Student’s Log-in Information:

Username: **[username]**
Password: **[password]**

Your Student’s Teacher

Name: **[name]**
Email: **[]**
Phone: **[]**

In the meantime, we will continue to do the following to ensure the safety of everyone here at MDP:

- Ensure the equipment and affected areas are disinfected and sanitized.
- Reiterate CDC guidance for all to distance, practice frequent hand-washing, and reduce/eliminate shared materials and equipment where possible.
- Continue to frequently disinfect and sanitize all appropriate spaces.

We appreciate your continued flexibility as we navigate this pandemic together. We are committed to supporting our students’ academic success and our community’s continued well-being. If you have any questions or concerns, please call me at 901-848-2325.

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Mr. McKenna
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Text/Social Post Templates

General

We believe one of our student's had contact with CVD-19. We are implementing our CVD-19 Plan. Info: [\[Link to full letter\]](#)

Non-Transition

We have a confirmed case of CVD-19 involving a [\[students/staff/vendors\]](#); however, your student has not been directly affected. Your student will not transition to remote learning as a mandate from CDC or SCHD. Info: [\[Link to full letter\]](#)

Entire Campus

We have a confirmed case of CVD-19 involving a [\[students/staff/vendors\]](#). Campus will be closed until [\[date\]](#). Info: [\[Link to full letter\]](#)

Specific Cohort

We have a confirmed case of CVD-19 within one of classrooms. This cohort will quarantine per CDC guidance. All affected families will receive a separate communication.

Government Mandate

As a result of the current [\[Governor's/Mayoral/etc.\]](#) mandate, the entire school will switch to remote learning [\[until further notice/until \(date\)/for ## days\]](#). Info: [\[Link to full letter\]](#)

The Return

Finally! We will return to campus on [\[date\]](#). Details are available via the parent letter available HERE [\[via link\]](#). See you soon!