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DEPARTMENT OF EDUCATION
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PENNY SCHWINN
COMMISSIONER

Via Electronic Mail

April 20, 2023

Dr. Janai Douglas, Executive Director
Memphis Scholars
90 W. Olive
Memphis, TN 38106

RE: Remote Learning Waiver Request

Dear Director Douglas:

Tenn. Code Ann. § 49-6-3004(i) permits an LEA to provide up to two days each semester of the required one hundred eighty (180) days of classroom instruction by means of remote instruction.

You have submitted the attached letter requesting that the commissioner waive the two day per semester limitation for remote instruction for Memphis Scholars Florida Kansas and Memphis Scholars Raleigh Egypt for the 2022-23 spring semester due to dangerous structural issues rendering the school unsafe for students and staff.

This waiver would permit Memphis Scholars Florida Kansas to provide two additional days of remote instruction to students beyond the two days expressly permitted by T.C.A. § 49-6-3004(i). In light of your request, and pursuant to the waiver authority granted to the commissioner by T.C.A. § 49-1-201(d)(1), your request is hereby granted in the form of four remote instruction days for the 2022-23 spring semester.

Sincerely,

Dr. Penny Schwinn
Commissioner



Memphis Scholars Florida Kansas and Memphis Scholars Raleigh Egypt are co located at 90 W. Olive Memphis, TN 38106. Memphis Scholars is requesting a five-day waiver according to statute TCA 49-6-3004(i), to operate both schools remotely in accordance with the organization's continuous learning plan from January 9th – January 13th.

The city of Memphis experienced record low temperatures the week of December 24th, and the school building sustained significant structural damage. The cold temperatures led to several broken pipes including the fire suppression line, resulting in the entire first floor being under approximately two feet of water.

Due to the damage to the fire sprinkler system the water had to be turned off until repairs could be made that would allow students and staff to safely return. All rooms on the first floor were severely damaged. The five-day waiver would allow the sprinkler system to be restored, the plumbing to be fixed, the water to be restored and students to be safely relocated within the building.

Sincerely,

Dr. Janai Douglas
Executive Director
Memphis Scholars
90 W Olive
Memphis, TN 38106
(901) 236 - 0105



Emergency Continuous Learning Plan
(CLP) for 1/9/23- 1/13/23



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Cover Page

Snapshot Information

Memphis Scholars South Campus is charter school located in Memphis, Tennessee. South Campus consists of Memphis Scholars Florida Kansas (K-5 Elementary) and Memphis Scholars Middle School (6-8 Middle). Executive Director Janai Douglas is the single point of contact regarding the CLP. She may be reached at jdouglas@memphis scholars.org.

Landscape Paragraph

The building damage sustained during the state of emergency due to winter weather in Shelby County on December 24, 2022 laid bare the need to address comprehensive learning infrastructure. Our systems must be resilient and able to transition between different delivery modalities seamlessly. All of our stakeholders: authorizer, families, and staff cited the need for more widespread internet access and access to engaging, meaningful content.

Authorizer Engagement

Our CLP was developed in consultation with ASD leadership and in collaboration with other networks within the ASD. A copy of this CLP was provided to ASD leadership as a part of the drafting and feedback process. This CLP does not violate any current provisions of our charter agreement with the ASD.



Programmatic Model

Beginning of Year Programmatic Model Selected by Grade Band

Memphis Scholars South Campus will utilize virtual remote model for all students in elementary and middle school for the week of 1/9/23 -1/13/23.

Differences between Schools Rationale: Kinder

N/A

Differences between Schools Rationale: Elementary Schools

N/A

Differences between Schools Rationale: Middle Schools

N/A

Standards-Based Instruction

Instructional Materials Used

Memphis Scholars created a detailed list of instructional materials used for ELA, Math, Science and Social Studies. Our goal was to both ensure high levels of learning in the fully virtual environment as well as to ensure continuity for when scholars return for fully in-person instruction. We believe our approach will allow us to control for quality and consistency in this virtual environment while also freeing up our teachers to give more individualized support to each student.

Instructional Schedule - Elementary School

Our elementary instructional schedule is a mix of synchronous and asynchronous learning time for a total of 6.5 hours a day. A more detailed schedule can be found here in the appendix.

Instructional Schedule - Middle School

Our elementary instructional schedule is a mix of synchronous and asynchronous learning time for a total of 6.5 hours a day. A more detailed schedule can be found here in the appendix.

Learning Loss and Remediation

All students will be provided with daily opportunities for remediation in order to compensate for learning loss. This will take two formats: blended learning and synchronous intervention.

Grading, Feedback and Student Achievement

All student work will be assigned via Google Classrooms. Google tools allows for teachers to provide both synchronous and asynchronous feedback on student assignments (both while in progress and after completion). Teachers will grade assignments and record those grades in PowerSchool. Parents will have access to track their child's progress via the PowerSchool parent portal.



Academic Counseling (Optional)

Attendance

Attendance Policies and Procedures

Memphis Scholars has adopted the Achievement School District attendance and truancy policies updated July 2020.

The following procedures will be used on a day to day basis to ensure that the policy is enacted with fidelity:

Students that are absent from school for any reason including illness, disciplinary consequence, etc. are still responsible for assigned coursework and virtual participation (synchronous or asynchronous. In the event that a student is incapacitated they will be able to participate in any synchronous sessions via the recording in Google Classrooms.). A note is still required to be submitted for absences to be excused. School team members will implement SART procedures based on unexcused absences regardless of setting.

Students will be marked present for a class by attending and receiving instruction. In the virtual environment this will be tracked by:

- Students logging into synchronous learning opportunities (live lessons, study hall, small group instruction, etc.) via Google Classrooms and being marked present by their teacher.
- Students logging into Google Classrooms and watching the asynchronous assigned videos and marking the video lesson assignment complete.
- Students completing required blended learning activities assigned to them in Google Classrooms.

Each of these methods of tracking attendance is in place to ensure that students do not fall behind while they are observing health guidelines. All attendance will be marked in PowerSchool daily by school staff. Teachers will pull activity log reports daily from Google Classrooms and the assigned blended learning programs to reconcile those reports with attendance records to ensure accuracy.

A students will be recorded as having an unexcused absence if they fail to complete the three bullets listed above.

School Directors will be responsible for ensuring teachers document daily attendance in the PowerSchool. They also will be able to run reports in School Status to consistently monitor students at risk for being truant and chronically out of school. School Director will examine attendance data as a part of their weekly leadership team meetings. The following data points will be analyzed: average daily attendance, student login rates, chronic absenteeism, parent contact logs, and truancy process compliance.

In addition to class sessions, teachers will hold weekly phone calls with all students to check-in on progress, challenges and successes. Teachers will hold these calls via School Status so they can be



documented and monitored by school and district leaders to ensure compliance. Staff will, also, communicate with parents/legal guardians on a weekly basis to advise of progress, successes and challenges. These communications will also be held through School Status. Members of the Student Support Team (Social Workers, Counselors, etc.) will be responsible for following up with students and families that are at risk high levels of absenteeism.

All students in Special Populations are expected to attend classes in the remote platform the same as they would in the traditional setting. Students with disabilities, English Learners, Homeless, Foster Care and Migrant students must attend class sessions. Attendance will be taken in the general education classes as well as in any special education pull-out sessions as well as participating in their related services interventions/supports through their virtual platforms. English Learners will receive the required daily direct services in the traditional and online settings. Special Education and ESL teachers will take attendance in their respective groups/sessions and report attendance in PowerSchool as usual.

Attendance requirements have added to the student handbook and sent by email to all parents and students via School Status. Parents will sign off on receipt of electronic student handbooks. Students will be reminded of attendance requirements by teachers and school-based staff daily.

Instructional Technology

Distribution and Tracking (optional, required for grants)

Memphis Scholars South Campus will be utilizing a synchronous/asynchronous model and students will utilize technology at home (phones, computers, tablets, television).

Our staff have assembled a an instruction supply pack will for each student. Parents will be able to pick these packs up during the week of 1/9/2023. Each supply pack will contain: a schedule, details on how to log into platforms, and instructional materials. Any student supply packs that are not picked up by 1/9/2023 will have a pickup coordinated by school staff.

Troubleshooting and Technical Assistance

We know that staff, students, and families will have technical issues. We have developed a resource page, support emails, office hours, and help desk email to ensure that any disruptions in learning due to tech issues are resolved within 48 hours. All of these resources will be posted to our website and distributed in hard copy to families when they pick up their virtual learning supply packs. Additionally, we have a technology training session scheduled for parents the week of 1/9/2023 that will be recorded and posted to our website. This session will go over how to appropriately use the technology and typical troubleshooting procedures.

Security and Safety

We also recognize that the potential for cyberbullying only increases in a full virtual environment. We have set up the email address cyberbullying@memphis scholars.org which will allow students, staff, and parents to anonymously report instances of cyber bullying. That email address will be monitored by each school's behavior support team.



Professional Development

Professional Development - Virtual or Distance Learning

Our teachers and staff will engage in typical professional development during the week of 1/9/2023 via google meets. These sessions will be a mix of synchronous and asynchronous sessions that will cover several strands learning and were determined in part from staff feedback. The topics include: assessment, intervention, module internalization/unpacking, teachbacks, co-teaching for SPED/Gen Ed teachers. Focus will be given to adapting our core curricula (Expeditionary Learning, Eureka Math, Facing History and Ourselves, StemScopes) to be delivered in a virtual environment and the adaption of our individualized learning platforms iReady and Lexia. The full list of sessions that are being completed by teachers is attached in the artifacts.

PD sessions are being presented both by Memphis Scholars staff.

We are utilizing Google Classrooms to assign and track teacher completion of all assigned sessions. Google Classrooms also allows two way feedback (even in asynchronous sessions) on session content between participants and coaches.

Professional Development - Student Engagement and Classroom Climate

Professional Development - Student Supports

Professional Development - Learning Loss

Professional Development - High Quality Instructional Materials

Monitoring

Instruction and Logistics

Academic Programs and Instructional Delivery

Memphis Scholars will focus its academic monitoring in four main areas: observation and feedback, collaborative planning, student assessment, and progress monitoring.

- **Observation and Feedback:** Memphis Scholars will continue to use the TNTP Core evaluation system as an observation protocol to monitor instructional delivery. In addition, to using this platform we will monitor school's implementation and selection of teacher achievement measures, required observations, and feedback via Whetstone. School leaders will continue to track their observations on feedback using the tiered support model. To ensure observations are done with fidelity, weekly audits of the Whetstone data will be completed by School Directors during their weekly check-in.
- **Collaborative Planning:** Planning teams will convene weekly (see schedule in Appendix) and be conducted by Multi-Classroom Leaders. Monitoring for collaborative planning will take place in Whetstone using the meeting template. Reports will be pulled weekly by School Directors and reviewed during their weekly check-in to gather data to continuously evaluate needs for remote teaching and learning or instructional delivery. The network Director of Instructional Support



will also monitor schools to ensure that teachers of special populations are getting adequate support.

- Student Assessment: Memphis Scholars will use NEWA MAP, AimsWeb and the state assessment suite including beginning-of-the-year assessments. Once the first round of data is complete school and network leadership will conduct a deep dive to modify overarching instructional plans. The Director, Instructional Support will monitor remediation/intervention times built in the instructional day and plans based on student assigned Tiers. The Director, Instructional Support, will monitor school's administering of assessments completion and the student tiering process through the AimsWeb reporting system. Data collected from assessments will be analyzed by the Program Committee members with recommendations and next steps for academic programming and instructional delivery. In addition, the Director, Instructional Support (SPED) will monitor AimsWeb to ensure all schools are proactively monitoring students with disabilities.

Progress Monitoring: Monthly Objective and Key Results data sessions (using the 19-20 protocols and schedule) led by the Executive Director and will occur with school leadership and District level staff to address virtual instructional delivery model and student progress.

Logistics

| | Audits | Timeline/Benchmark | Person Responsible |
|-------------|---|---|--|
| Instruction | Observation and Feedback Collaborative Planning Student Assessment Progress Monitoring | Whetstone Illuminate <ul style="list-style-type: none"> ● Ongoing | School Directors Director, Instructional Support Multi-Classroom Leaders |
| Attendance | Student Attendance: <ul style="list-style-type: none"> ● Average Daily Attendance Rates ● Student login rates ● COOS rates ● Student/Parent Contact Logs ● Check status of SART Phases | School Status <ul style="list-style-type: none"> ● Bi-weekly Check-ins and Reporting | School Directors Teaming Solutions (PowerSchool/EIS vendor) |
| | Teacher/Staff Attendance | Paylocity | School Directors |

| | | | |
|---------------------------|--|---|--|
| | | | |
| Instructional Technology | <ul style="list-style-type: none"> School Schedule (Posted to Website) | <ul style="list-style-type: none"> week of 1/9/23-1/13/23 | School Directors |
| | <ul style="list-style-type: none"> EIS/SIS Student Schedules | <ul style="list-style-type: none"> week of 1/9/23-1/13/23 | Teaming Solutions (PowerSchool/EIS vendor) |
| Professional Development | <ul style="list-style-type: none"> Google Classrooms High Quality Instructional Materials, Virtual/Distant Learning Monitoring of weekly collaborative planning sessions. Monitoring of monthly scheduled PD sessions. | <ul style="list-style-type: none"> Tuesday & Thursday the week of 1/9/23-1/13/23 | School Directors Director, Instructional Support (SPED) |
| Implementation Monitoring | <p>Remediation and Intervention Processes:</p> <ul style="list-style-type: none"> Universal Screener Completion BOY Diagnostics RTI Tiering Process <p>Student Progress:</p> <ul style="list-style-type: none"> OKR Data Sessions Data Action Plans | <ul style="list-style-type: none"> Monthly | Executive Director School Directors Director, Instructional Support (SPED) |



| | | | |
|---------------|------------------------------|--|------------------|
| Communication | School Status weekly reports | <ul style="list-style-type: none"> Weekly communication | School Directors |
|---------------|------------------------------|--|------------------|

Technology

Additional technology components will be monitored through EIS/SIS systems and virtual platforms inclusive of Google Classrooms, Lexia, Zearn, Powerschool, etc. These virtual platforms will be utilized to provide differentiated access to the Executive Director, Finance and Operations, School Directors, Instructional Support, and other school-based leaders to gather data to evaluate instructional alignment to standards, outcomes and feedback for student work, instructional minutes.

Communications

Modes of Communication

The rapidity and frequency with which the pandemic changes necessitates that we have a comprehensive communication solution so that we can ensure that all stakeholders are reached. Memphis Scholars uses [School Status](#) as the primary method for stakeholder communications. This service allows us to contact families and staff via phone, text, and email. This product is unique because it simultaneously allows for two way communication between a parent and their children's teachers as well as the school. All of this communication is visible to administrators and the system also generates analytics and tracking so that we can ensure that the information gets to the intended recipients with the prescribed frequency.

Emergency Communications

We have created a library of statements that can be quickly edited and issued in the event of an emergency. Any emergency statements will be posted prominently on the network website while also being concurrently being sent out via School Status in the following order: text, phone, email.

Frequency of Teacher Communication in Virtual Settings

Students will have multiple, daily opportunities to communicate with teachers while in a virtual setting.

Teachers are also expected to have individual academic check-ins on their students twice a week. Teacher contact frequency will be monitored through School Status. The program allows administrators to run reports to ensure all students have been connected with.

In addition to the above listed items teachers will also hold office hours, so that students and parents a can reach them in a more spontaneous fashion.

Members of our student support team (counselors, social workers, behavior dean) will also check in on students weekly through calls to ensure that students' non-academic needs are being met. Daily check ins, Daily advisory, office hours, twice a week academic counseling



Accessibility: Language

Both School Status and our website allow for two-way translation into dozens of languages. School Status even goes so far as to allow teachers to send a message (text or email) in English and the recipient to receive the message in their primary language. The parent can also send a text or email in their primary language and the teacher to receive the message in English.

In the event that a family does not have access to phone or email we will send letters to their home via the US Postal Service. We will use the same translation service for all printed materials.

Accessibility: Location

All statements will be available via our website, sent directly to families via School Status, and hard copies will be maintained in each campus's main office. Each office's phone will be staffed during normal office hours. Any parent will be able to call in and get the information from any statement if they cannot access it another way.

Nutrition Plan

Logistics

Memphis Scholars South Campus will coordinate with SLA, our contracted nutrition company to ensure students receive meals during the week of 1/9/2023. SLA will prepare sack meals for each student that can be picked up by families at the school site. The prepared meals will each consist of 1 breakfast and 1 lunch, meeting the nutritional requirement by the State of Tennessee and the federal government. SLA staff members will be at the school site to hand out the prepared meals with a team member from the school staff. Pick-up will be located on the Pennsylvania Street side of the building, for the safety of our families and staff while the building is being repaired.

Families will receive communication through SchoolStatus of the pick-up time. Families will be able to pick up one sack containing breakfast and lunch per student. Families can call the school to request a different pick-up time on an individual basis if needed.

Sack Meal Pick-up Time:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------------------|------------------|------------------|------------------|
| 8:00 am -9:00 am | 8:00 am -9:00 am | 8:00 am -9:00 am | 8:00 am -9:00 am | 8:00 am -9:00 am |



Appendix

Standards Based Instruction

Memphis Scholars

22 - 23 School Year

Academic Goals:

- Long Term Goal:
 - 100% of students will read on grade level
- Short Term Goals:
 - 70% of students will reach their Fall to Winter Goal (at Winter testing window) & Fall to Spring Goal (at Spring testing window) on NWEA MAP
 - 20% of students will reach the on track or mastered performance bands on Interim tests (ELA & Math in 2 - 8 & Science & SS in grades 6 - 8)

Academic Approach

January 9th - January 13th - Remote Instruction:

Due to building damage, Memphis Scholars will be facilitating learning using a remote model.

Content & Delivery:

Students will engage in the following content areas:

- **Literacy K - 8** - Students in grades Kindergarten through 8th grade will be provided with live instruction, blended learning, independent reading, reading intervention, and small group instruction.
 - Live instruction - Teachers will plan daily lessons, the lessons will be facilitated live using the google meet platform. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the Google Classroom platform.



- Blended learning - Students will engage in web based independent lessons on Lexia & N2Y.

- Independent Reading - Independent Reading is one of the most important activities that students can engage in to boost their reading ability. Students will have access to over 12,000 titles through the Accelerated Reading digital library to engage in independent reading on their digital device. Students will be expected to read independently for 20 minutes daily.

- Reading intervention - The intervention tool Lexia will be used to provide remediation instruction in reading. Students will engage in Lexia through their digital device for 25 minutes a day.

- Small group instruction - 60 minutes per day each class will have small group instruction in reading. In the first 5 minutes teachers will communicate expectations for the block. Students will rotate between two groups, Lexia and teacher led instruction for 25 minutes of time each. Teachers will use MAP & first semester data to identify areas for remediation and plan teacher-led small group instruction. During the last 5 minutes teachers will meet with students as a whole group to share progress during the group time and conclude the lesson for the day.

- **Math K - 8** - Students will be provided with live instruction, blended learning, and small group instruction
 - Live instruction - Teachers will use the Eurkea Math to plan daily lessons, the lessons will be facilitated live using the google meet platform. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform. Lessons will be 60 minutes in length.

 - Blended learning - Students will engage in web based independent lessons on Zearn. Students will engage in their data driven learning trajectory for 30 minutes each day. Teachers are able to make modifications and adjustments to students' learning path as needed.



- Math intervention - Khan Academy instructional videos will be used to provide remediation instruction in math. Students will engage in Khan academy through their digital device for 25 minutes a day.

- Small group instruction - 60 minutes per day each class will have small group instruction in math. In the first 5 minutes teachers will communicate expectations for the block. Students will rotate between two groups, Khan Academy and teacher led instruction for 25 minutes of time each. Teachers will use MAP & first semester data to identify areas for remediation and plan teacher-led small group instruction During the last 5 minutes teachers will meet with students as a whole group to share progress during the group time and conclude the lesson for the day.

- **Science K - 8**
 - Students will be provided with live instruction in Science. Teachers will use the Stemsscopes science curriculum to design live instruction daily. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform. Lessons will be 30 minutes in length. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's Google Classroom wall.

- **Social Studies K - 5**
 - Literacy teachers will embed common core social studies standards in live reading lesson plan design. The scope and sequence provided to When students engage in person school they are taught using the Expeditionary Learning (EL). EL embeds social studies standards in reading lessons. This format will be used during remote instruction to maintain continuity for teachers and students. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's google classroom wall.

- **Social Studies 6 - 8**
 - Students will be taught using the Facing History and Ourselves curriculum. The curriculum is used in many local middle schools during traditional in person school. The program is designed to make connections for middle school aged students between



historically significant times in history, and today's society, through literature. Prior to the start of school texts will be provided for students to use during remote instruction. Live lessons will be taught daily for 45 minutes. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform.



| | Kinder | 1st | 2nd | 3rd | 4th | 5th |
|----------------------|--|--|--|--|--|--|
| 8:00 - 8:30 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
| 8:30 - 9:30 | Specials | Specials | Specials | Specials | Specials | Specials |
| 9:30 - 10:30 | Reading Async | Reading Async | Reading Async | Reading Async | Reading Async | Reading Async |
| 10:30 - 11:30 | Math | Math | Math | Reading - Live | Math | Reading - Live |
| 11:30 - 12:00 | Lunch Break | Lunch Break | Lunch Break | Lunch Break | Lunch Break | Lunch Break |
| 12:00 - 1:00 | Reading - Live | Reading - Live | Reading - Live | Math | Reading - Live | Math |
| 1:00 - 1:30 | Science & Independent Reading /Collaborative Planning Time | Science & Independent Reading /Collaborative Planning Time | Science & Independent Reading /Collaborative Planning Time | Science & Independent Reading /Collaborative Planning Time | Science & Independent Reading /Collaborative Planning Time | Science & Independent Reading /Collaborative Planning Time |
| 1:30 - 2:00 | | | | | | |
| 2:00 - 2:30 | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR | Math Rotations (Live instruction, Khan Academy) M, W, & F) Reading Rotations (Live instruction & , Lexia) T & TR |
| 2:30 - 3:00 | | | | | | |



| | 6th | 7th | 8th |
|---------------|---------------------|---------------------|---------------------|
| 8:00 - 8:30 | Morning Meeting | Morning Meeting | Morning Meeting |
| 8:30 - 9:30 | Reading Async | Math Live | Science |
| 9:30 - 10:30 | Reading Live | Math Async | Science Async |
| 10:30 - 11:30 | Math | Reading | Social Studies |
| 11:30 - 12:00 | Lunch Break | Lunch Break | Lunch Break |
| 12:00 - 1:00 | Math Async | Reading Async | Independent Reading |
| 1:00 - 1:30 | Social Studies | Science | Math |
| 1:30 - 2:00 | Independent Reading | Science Async | Math Async |
| 2:00 - 2:30 | Science | Social Studies | Reading |
| 2:30 - 3:00 | Science Async | Independent Reading | Reading Async |



Special Education

Self-Contained:

Platform: Teachers will use google classrooms to post all assignments, Powerpoints, instructions, links to live meetings held via zoom, and computer based programs. The N2y, Lexia, and Zearn platforms will be utilized for instruction.

Morning Meeting: Meetings will occur everyday. This will be a time to kickstart the students' day and encourage them to complete the work for the day. For K-5 there should be an element of weather, calendar, walk through of agenda, and an emotional check. The emotion check can consist of a round robin asking students to tell how they feel, team building activities, or other ideas you create. For 6-8 there should be an emotional check, do now, and a walk through of the day's agenda.

Reading: Reading will be a mixture of live teacher lead lessons targeting students reading goals and computer based learning. Lessons will come from N2y for core content and from Lexia or i-Ready for intervention. Live lessons will be through zoom and utilize breakout rooms so that the teacher and assistant can host a group at the same time. Rotations will be 20-30 minutes in length. Live lessons should be created on powerpoints, or other interactive ways so that way students are engaged. These can be shared by teachers through the screen sharing mode. Teachers will do a skill based lesson targeting a new skill the student needs to master. These lessons can be pulled from N2y. The assistant will lead a group on spelling words with activities as well as vocabulary, and phonics skills. Students will be grouped based on data. The recorded lessons or Computer Based Intervention time will be determined by teachers. Students can log onto i-ready Reading or Lexia for this time. A teacher can opt to record or develop an interactive powerpoint to assign students as well. Teachers can review any skills needed during 1:1 check ins daily.

Math: Math will be delivered in a mixture of live lessons and computer based learning. Live lessons will be through zoom and utilize breakout rooms so that the teacher and assistant can host a group at the same time. Rotations will be 20-30 minutes in length. Teachers will do a skill based lesson targeting a new skill the student needs to master. These lessons can be pulled from N2y. Teacher Assistants will work on life based math skills (money, recipes, time, etc.) and review skills, these can also be pulled from the N2y if needed. Students will be grouped based on data. Manipulatives and other resources needed for the lesson need to be prepared to send home with the student packages. Live lessons should be created with on powerpoints, or other interactive ways so that way students are engaged. Students will have access to i-ready math which is a program that is designed to meet the needs of the individual



students. Teachers can review any skills needed during 1:1 check ins daily. Teachers also have the option of recording lessons based on N2y lessons, for the non-live days.

Science: Science will be delivered through N2y. Students will be assigned lessons by the teacher to work through. The program allows for text to be read aloud as well as other accommodation features. Teachers can create at home science projects that can be explained through directions placed on google classrooms.

Social Studies: Social Studies will be delivered through the virtual school platform. Students will be assigned lessons by the teacher to work through. The program allows for text to be read aloud as well as other accommodation features. Teachers can create at home projects that can be explained through directions placed on google classrooms.

Elective: Delivered by elective teacher with general education peers.

Inclusion and Pull Out Special Education Services

Inclusion: Inclusion services will still be delivered through virtual live lessons with the general education teacher and special education teacher.

Inclusion During Live Lessons:

1. The Special Education Teacher will connect with the teacher to plan for how they would like to structure the virtual sessions. Here are a few ideas:
 - Breakout rooms during independent practice lead by Special Education Teacher
 - Answers chat questions that come up from students.
 - Runs one of the rotations for the class
- Special Education Teachers will log their time on the live lesson as well as which students attended



Pull Out Services: Intervention services will be delivered through scheduled live lessons and computer based intervention.

Pull Out Services

1. *Services should combine live lessons with virtual lessons (computer programs, recorded lessons, asynchronous powerpoints, etc.)*
2. *Services should be determined based on what is currently listed in the IEP*
3. *Teachers can do services as 1:1 or small group instruction*
4. *Teacher must have at least 3 live touch points with each student (live lessons, direct check ins, parent check ins)*
5. Teachers will log the time on with students as well as student time on the computer
6. Services should not overlap with any general education live lesson time or core content time (ELA, Math).

| Type: | Setting | Location | Frequency | Total Hours |
|--|----------------|-------------------------|-----------|-------------|
| Functional Skills | Remote Setting | SPED, Small/Whole Group | 2 Hours | 6.5 Hours |
| | | SPED, Independent | 3 ½ Hours | |
| | | SPED, Direct 1:1 | ½ Hours | |
| | | Elective | ½ Hour | |
| Resources: Google Classroom, Zoom, Lexia, N2y (Unique Learning, News 2 You, & LSkills) | | | | |

Weekly Schedule

| Functional Skills | | | | | |
|-------------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | | |

| | | | | | |
|---------------------------|---|---|---|---|---|
| <p>8:00 - 8:30</p> | <p>Morning Meeting (Live)</p> <ul style="list-style-type: none"> • Weather (K-5) • Calendar (K-5) • Emotional Check (K-8) • Do Now (6-8) • Agenda for day (K-8) | <p>Morning Meeting (Live)</p> <ul style="list-style-type: none"> • Weather (K-5) • Calendar (K-5) • Emotional Check (K-8) • Do Now (6-8) • Agenda for day (K-8) | <p>Morning Meeting (Live)</p> <ul style="list-style-type: none"> • Weather (K-5) • Calendar (K-5) • Emotional Check (K-8) • Do Now (6-8) • Agenda for day (K-8) | <p>Morning Meeting (Live)</p> <ul style="list-style-type: none"> • Weather (K-5) • Calendar (K-5) • Emotional Check (K-8) • Do Now (6-8) • Agenda for day (K-8) | <p>Morning Meeting (Live)</p> <ul style="list-style-type: none"> • Weather (K-5) • Calendar (K-5) • Emotional Check (K-8) • Do Now (6-8) • Agenda for day (K-8) |
| <p>8:30 - 9:30</p> | <p>Reading (Live): Using breakout rooms</p> <p>Rotations:</p> <ol style="list-style-type: none"> 1. Teacher Lead (New Skills) 2. Assistant Lead (Spelling and Phonics Skills) 3. Independent Practice (Optional) | <p>Math (Live)</p> <p>Using breakout rooms</p> <p>Rotations:</p> <ol style="list-style-type: none"> 1. Teacher Lead (New Skill) 2. Assistant (Life Math Skills or Review) 3. Independent Practice <p>(Optional)</p> | <p>Reading (Live):</p> <p>Using breakout rooms</p> <p>Rotations:</p> <ol style="list-style-type: none"> 1. Teacher Lead (New Skills) 2. Assistant Lead (Spelling and Phonics Skills) 3. Independent Practice (Optional) | <p>Math (Live)</p> <p>Using breakout Rooms</p> <p>Rotations:</p> <ol style="list-style-type: none"> 1. Teacher Lead (New Skill) 2. Assistant (Life Math Skills or Review) 3. Independent Practice <p>(Optional)</p> | <p>Reading (Live):</p> <p>Using breakout rooms</p> <p>Rotations:</p> <ol style="list-style-type: none"> 1. Teacher Lead (New Skills) 2. Assistant Lead (Spelling and Phonics Skills) 3. Independent Practice (Optional) |

| | | | | | |
|----------------------|---|---|---|---|---|
| 9:30 - 9:45 | Brain Break- Teacher Lead fun activity (Dancing, stretching, drawing, etc.) Lead in Math | Brain Break- Teacher Lead fun activity (Dancing, stretching, drawing, etc.) Lead in Reading | Brain Break- Teacher Lead fun activity (Dancing, stretching, drawing, etc.) Lead in Math | Brain Break- Teacher Lead fun activity (Dancing, stretching, drawing, etc.) Lead in Reading | Brain Break- Teacher Lead fun activity (Dancing, stretching, drawing, etc.) Lead in Math |
| 9:45 - 10:45 | Math:(Recorded/Computer) <ol style="list-style-type: none"> Recorded Lesson based on N2y N2y or i-Ready | Reading: (Recorded/Computer) <ol style="list-style-type: none"> Recorded Lesson Based on N2y N2y or i-Ready | Math:(Recorded/Computer) <ol style="list-style-type: none"> Recorded Lesson based on N2y N2y ori-Ready | Reading: (Recorded/Computer) <ol style="list-style-type: none"> Recorded Lesson Based on N2y N2y or i-Ready | Math:(Recorded/Computer) <ol style="list-style-type: none"> Recorded Lesson N2y N2y i-Ready |
| 10:45 - 11:45 | Lunch and Break | Lunch and Break | Lunch and Break | Lunch and Break | Lunch and Break |
| 11:45 - 12:15 | Writing (Pre-Recorded Tasks) 2 Student Check ins <ul style="list-style-type: none"> 1 Teacher 1 Assistant | Writing (Pre-Recorded Tasks) 2 Student Check ins <ul style="list-style-type: none"> 1 Teacher 1 Assistant | Writing (Pre-Recorded Tasks) 2 Student Check ins <ul style="list-style-type: none"> 1 Teacher 1 Assistant | Writing (Pre-Recorded Tasks) 2 Student Check ins <ul style="list-style-type: none"> 1 Teacher 1 Assistant | Writing (Pre-Recorded Tasks) 2 Student Check ins <ul style="list-style-type: none"> 1 Teacher 1 Assistant |
| 12:15 - 1:15 | Science N2y 4 Student Check ins <ul style="list-style-type: none"> 2 Teacher | Science N2y 4 Student Check ins <ul style="list-style-type: none"> 2 Teacher | Science N2y 4 Student Check ins | Science N2y 4 Student Check ins | Science N2y 4 Student Check ins |



| | | | | | |
|--------------------|--|--|--|---|--|
| | <ul style="list-style-type: none"> • 2 Assistant | <ul style="list-style-type: none"> • 2 Assistant | <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant |
| 1:15 - 2:15 | Social Studies N2y 4 Student Check-ins <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | Social Studies N2y 4 Student Check-ins <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | Social Studies N2y 4 Student Check-ins <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | Social Studie N2y 4 Student Check-ins <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant | Social Studies N2y 4 Student Check-ins <ul style="list-style-type: none"> • 2 Teacher • 2 Assistant |
| 2:15- 3:00 | Elective w/ General Education Peers | Elective w/ General Education Peers | Elective w/ General Education Peers | Elective w/ General Education Peers | Elective w/ General Education Peers |

Professional Development

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--|-----------|--|--------|
| NA | Teacher Professional Development via google meet 3:30pm-4:30pm | NA | Teacher Professional Development via google meet 3:30pm-4:30pm | NA |



Communications

January 6, 2023

South Campus (MSFK/RE) Families,

As you know, our campus, like 29 other schools in the city, was affected by the winter storm. Our building sustained damage from burst pipes on the first floor. Plumbers and several of the specialized businesses, such as the companies that service our sprinkler and fire suppression systems, are under extremely high demand. Those companies have started the work in our building; however, they have not completed it to the point where we can open our building, on the second floor, for students on Monday. We anticipate that the companies will complete the work necessary for us to open school on Tuesday, January 17th.

In the meantime, we want to ensure that scholars are still learning. We have prepared a combination of synchronous and asynchronous learning, similar to what scholars engaged in during the remote learning associated with Covid-19.

Here is what you can expect by Monday, January 9th:

- A link to Google Classroom sent via text message (through Schoolstatus) and our website (memphis-scholars.org) so your child(ren) can begin classwork.
- We will communicate how to pick up meals during the week.

Thank you for patience and understanding during this time. We are extremely eager to have students back in the building!

Sincerely,

Memphis Scholars Leadership