



July 17, 2020

MCPFamily&U:

The spread of coronavirus throughout the nation required swift action to keep scholars, staff and families safe. Our efforts to limit the spread of the coronavirus for the welfare of all of MCPFamily&U has caused us to adjust our STAR summer institute, reopening plans and our interactions with our MCP community. It was necessary to close schools for an extended period of time and implement a robust virtual learning model of instruction to continue to provide academic learning opportunities for scholars. With your support we successfully launched MCPAnyWhere in the Spring and have added additional resources over the summer. We have compiled a comprehensive collection of virtual content and digital resources as well as implemented learning management system to provide a robust set of academic resources. MCP is pleased to be able to offer one-to-one device options for ever scholar and to outdated hardware and define a technology plan that supports digital learning for scholars. While we push forward into sole virtual learning, we want everyone to be aware that we are all learning, and things will continuously get better as we progress. Your patience and feedback are greatly appreciated. Our MCPAnyWhere Virtual Learning Plan (VLP) has three major components: Content Delivery, Digital Resources, and Instructional Support.

- Content Delivery defines the virtual resources scholars will use for core instructional areas and the supplemental resources that may be used to enhance scholar learning.
- Digital Resources provides the steps the school is taking to ensure that all scholars will have access to hardware devices and the Internet in order to engage with digital instructional materials. If all measures to provide digital access are exhausted, and the school is unable to provide a scholar digital resources, an alternative instructional plan will be implemented. This will include individual meetings with that family to determine the best course of action to ensure continuity of scholar learning.
- Instructional Support defines the expectations and supports MCP will provide for staff to prepare virtual learning resources and how we will support families as they assist their children at home.

MCPFamily&U Commitment

It will take all of us working together to make this school year a success. We are asking families to help us grow our scholars like never before. Individually, and collectively, we will be responsible for ensuring our scholars are learning, growing and developing over the next few months. Together we have to make sure our scholars are connected, logged-on and prepared to learn each day. It is only then that we will be able to say that this is a success. Our efforts have the ability to eradicate any learning loss our scholars have experienced and propel them to greater levels of academic achievement. We NEED YOU. OUR SCHOLARS NEED YOU. Commit the time needed to make this a reality. Our scholars' future deserves no less.

I pledge to you to each day wake up thinking of how I can continue to enhance learning outcomes at MCP and strengthen the resources we are able to provide to our families. Our partnership can move mountains, but we need both hands to move the tiny pebbles standing in the way.

Sincerely,
Tyree C. Daniels

Executive Chairman

MCP OPERATIONAL APPROACH FOR 2020-21 OVERVIEW

	Full-Time Virtual Instruction
SCHEDULE	<p>K-5: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week. Scholars receive approximately 2.5 - 3.5 hours per day of direct/ interactive instruction (synchronous). Scholars also receive specialized instruction, as needed, such as ELL or special education services. The amount of special education service will be determined by SPED team. Considerations will be given to individualized scholar needs.</p>
COURSEWORK	<ul style="list-style-type: none"> ▪ All courses required by Tennessee standards of learning are offered. ▪ There is no guarantee that all programs or elective courses will be available. ▪ General classroom instruction at all levels will feature whole group, small group, and individual support.
FOOD SERVICE	<p>Meal service options are under development and an announcement will follow.</p>
TRANSPORTATION	N/A
HEALTH PROTOCOLS	N/A

INSTRUCTIONAL PLAN OVERVIEW

The Instructional Plan has three major components: Content Delivery, Digital Resources, and Instructional Support. The following table provides a concise overview of each component.

	<p>CONTENT DELIVERY</p>	<p>Scholars will have access to virtual learning materials and instructional activities to remain engaged in learning during the time that schools anywhere, any time.</p> <ul style="list-style-type: none"> • Scholars will access “Clever Pages” which will provide all of the materials required for sustaining a scholar’s academic preparation in essential learning areas. • MCPAnyWhere will provide materials in subject areas that sustain a scholar’s academic preparation in essential learning areas and allow scholars to extend learning at home.
	<p>DIGITAL RESOURCES</p>	<p>Scholars will have access to digital learning devices in order to engage with instructional learning materials.</p> <ul style="list-style-type: none"> • Parents will complete a survey to share their families digital needs. • MCP will communicate solutions for families who do not currently have Internet access.
	<p>INSTRUCTIONAL SUPPORT</p>	<p>Teachers will be provided professional development and strategies for success in a virtual learning environment.</p> <p>Families will be provided training and support opportunities around MCPAnyWhere and supporting strong scholar outcomes. There is not an expectation that parents are their children’s teacher.</p>

CONTENT DELIVERY

GLOSSARY

Adapted Learning –Adapted Learning is providing learning experiences outside of the traditional classroom.

Asynchronous learning—Asynchronous Learning is when learners participate in a virtual learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule, respecting and acknowledging families that may be working during the day.

Synchronous learning— Synchronous learning is when learners participate in a virtual learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

Blended Virtual Learning (Hybrid Learning)—Blended learning is an instructional approach that includes a combination of virtual and in-person learning activities. For example, scholars can complete virtual self-paced assignments by a certain date and then meet on-site or virtual for additional learning activities

Learning Management System—A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.

MCPAnyWhere—A Virtual Learning system for learning and teaching using the internet and special software.

Zoom/Nearpod (Video Conferencing)—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people

MicrosoftTeams (Video Conferencing)—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

Content Delivery will be done through ‘Blended Virtual Learning” which can include any of the following:

- Face-to-face instruction through ZOOM (small group, 1:1). The purpose of what is provided by the school to ensure that all families have consistent, equal access to the most essential part of school, therefore, all ZOOM sessions will be recorded and made available to your scholar in the event they were unable to participate in live time
- Group activities through ZOOM, MCPAnyWhere, and email.

- Flipped lessons/labs using video lessons and screencasts
- Short formative assignments through learning management system platforms (MCPAnyWhere), email, or the school website
- Threaded discussions through MCPAnyWhere or email
- Virtual labs, scenarios, demonstrations
- Hands-on activities that can be completed at home
- Independent reading, writing, research, exercise, and projects

Curricular and Instructional Resources Elementary (Grades K – 5)

Elementary – “Clever Pages” are designed for every grade level and special program (for example, GATE, DLI). These pages will house links to all necessary lesson materials, texts, and videos, and these Core Programs are already familiar materials to scholars and families.

Over the 2019-2020 school year we analyzed and assessed the quality of our curriculum resources in our academic program. Based on our analysis and the ever evolving COVID-19 pandemic, we have committed to the following curriculum resources for the 2020-2021 school year. All subject areas are aligned to state, common core and college and career standards. The choices in curriculum resources were made to ensure vertical alignment and collaboration across the curriculum as well as digital components to enhance learning in a virtual setting. In addition to determining power standards and priority lessons to focus on in the 2020-2021 school year.

Curricular Resources

	K-2	3-5
English Language Arts	Lucy Calkins <ul style="list-style-type: none"> • Reading Units of Study • Writing Units of Study • Phonics Units of Study 	Lucy Calkins <ul style="list-style-type: none"> • Reading Units of Study • Writing Units of Study
Math	Eureka Math Math Stories Xtra Math (Fluency)	Eureka Math Math Stories Xtra Math (Fluency)
Science	Amplify Science	Amplify Science
Social Studies	Studies Weekly and Supplemental Units	Studies Weekly and Supplemental Units

Instructional Resources

In preparation for the 2020-2021 school year we have added new instructional materials to support strong virtual learning environments for each of our scholars. In preparation for distant and hybrid models, our scholars will have access to the following online tools.

K-2	3-5
iReady Google Classroom (MCPAnyWhere) Mastey Connect Clever Zoom/Nearpod Microsoft Teams Flipgrid Reading A-Z	iReady Google Classroom (MCPAnyWhere) Mastey Connect Clever Zoom/Nearpod Microsoft Teams Flipgrid Reading A-Z

ATTENDANCE REQUIREMENTS

Teachers will take attendance daily, but the meaning of attendance changes—virtual learning attendance is more about ENGAGEMENT than physical presence. This information has been, and will continue to be, communicated to MCP families through OneCall Messaging, Social Media, Virtual Town Halls, MCPAnyWhere Training Sessions, and MCPFamily&U Technology Distribution days (see specific dates at the end of this document).

Attendance will be a combination of the following factors:

- Active Time Spent in LMS – This indicates time a scholar is active in a course that is logged and recorded by a learning management system (LMS) and is used by the school as a method to track participation in the course.
- Scholar Submissions in an LMS – This indicates required coursework submissions by a scholar in a course that is logged and recorded by a learning management system (LMS) and is used by the school as a method to track participation in the course.
- Other Indicators in an LMS – This indicates specific feature(s) that are logged and recorded by a learning management system (LMS) and is used by the school as a method to track participation in the course.
- Teacher Tracked Work Time – This indicates time a scholar is actively working on group projects and/or offline work that is logged and recorded by the course teacher and is used by the school as a method to track participation in the course.
- Teacher and Scholar Communication – This indicates academic-based communication between a scholar and the course teacher or the teacher and parent/guardian and is logged by the teacher and is used by the school as a method to track participation in the course.
- Scholar Participation – Teachers will keep a log of your phone/email/virtual contacts with families. This log can be done weekly (i.e., “spoke with a certain number of parents the week of 10/6-10/20” or “received email from a specific number or parents

regarding assignment on 7/7/20”). MCP will have weekly contact logs for tracking scholar engagement and academic progress. All scholars are expected to have contact with their classroom teacher 3x/week, and if that is not possible, MCP will develop other means to check on families or scholars who do not regularly check in with their child’s teacher. Scholars should demonstrate proficiency on the essential learning through formative/summative assessment. Scholars will be expected to log into MCPAnyWhere and actively participate in the lessons/modules/learning opportunities presented daily. Teachers will be expected to make three times weekly contact with their scholars, monitor progress, and offer assistance as needed. MCP will consider safety and welfare checks that maintain social distancing to deliver supplies and transfer homework assignments.

In order to be in full attendance with MCPAnyWhere a scholar must:

- Participate in every course each week for an average of one hour per day per course (300 minutes weekly in each course as a minimum).
- Log in and work in courses for at least 390 minutes (6.5 hours) each day which is an average of one hour per course per school day.
- Family Google Attendance Form – A daily certification the scholar completed the assignments (individually) and required instructional time (6.5 hours). This form is embedded in each Google Classrooms and families will receive a prompt to complete each day. Form must be completed by 11:59 pm to count towards the respective scholar’s attendance on that day.
 - With many families unable to work remotely, it is imperative that we give a broad spectrum of time for families to complete this form and ensure scholar participated in day’s lessons when family is home with scholar and able to support learning (particularly with K-1 scholars). We will continue to be responsive to family feedback and needs.
- Complete and submit course assignments as in accordance with due dates to make adequate progress. This will be monitored through both LMS and MCPAnyWhere.
- Communicate with MCP Staff as needed via MCPAnyWhere; telephone conversations, text messaging, email correspondence, and/or IM.
- Check email at least once daily and respond to any teacher or staff inquiries within 24 hours.
- Adhere to the MCP school calendar for attendance days; however, scholars may choose to work on non-instructional days or swap vacation days during a semester (i.e. Fall Break week) as long as they are on pace and passing all courses. Scholars who swap vacation days must consult with their teachers to ensure that no deadlines are missed.

- When scholars are absent, or miss a synchronous learning session, access to all materials (recorded instructional videos, activities, forms for scholar work submission, project templates, etc.) will be provided through “Clever” and available to families to complete at their earliest convenience. Support and troubleshooting is provided by classroom teachers and interventionists during designated asynchronous learning on Wednesdays.
- Attendance will be monitored daily by our Attendance Rapid Response Team. This team includes our Director of Culture and Intervention, Data and Technology Manager, Records Manager, Family Engager, and two paraprofessionals. This team will be responsible for individual family outreach (i.e. phone call, text message, email) when a family does not complete a daily attendance form.
 - As the Google Attendance Form must be submitted by 11:59 pm, Attendance Rapid Response Team will check corresponding Google Spreadsheet between 8am – 9 am the following day. For any scholar/scholar’s family who did not complete previous day’s attendance form, member of Rapid Response Team will call that family and see how we can support them and ensure they present and participating on a daily basis.
 - Data and Technology Manager – Responsible for 5th Grade attendance outreach
 - Family Engager– Responsible for 4th Grade attendance outreach
 - Records Manager – Responsible for 3rd Grade attendance outreach
 - Paraprofessionals – Responsible for 1st and 2nd Grade attendance outreach
 - Director of Culture and Intervention – Responsible for Kindergarten attendance outreach

The steps MCP takes for filing truancy are as follow:

1. After 2 days of scholar inactivity, the teacher will notify the parent to communicate the concern and expectation that the scholar participation in the course on a daily basis and make academic progress in alignment with the course pace chart. The teacher will report the scholar as absent. If direct contact is not made, a return email or phone call from the parent is required within 24 hours.
2. After 4 days, if there is not a response from the parent and/or the scholar does not actively participate in the course, the teacher will again report the scholar as absent. The scholar’s absence will be escalated to the Director of Culture & Intervention, who will call the parent.
3. After 5 days, if there is not a response from the parent, and/or the scholar does not actively participate in the course, the scholar will be placed on academic probation and/or filed truant.

MODIFIED CONTENT DELIVERY

Memphis College Preparatory understands are obligations around FAPE and will always include guardians in the discussions and document our efforts to continue to provide educational opportunities for all scholars. MCP is committed to providing equitable education for all scholars and provides the following guidelines for scholars with disabilities or special needs (Special Education, 504 Plans, or At-Risk Scholars), English Language Learners, or scholars in Housing Transition.

Individualized Learning Providers:

Special Education:

- Special Education staff members engaged in 2-hour professional development on March 31 to learn best practices for specialized instruction in a "distance learning" format.
- Special Education teachers will collaborate with the IEP team to determine individual scholar needs and to design and provide instructional supports and accommodations to address those needs as outlined in each scholar's IEP.
- Special education teachers will ensure the supports for each individual student is implemented with fidelity and as outlined by SCS/state requirements.
- IEP meetings will be held as needed to adjust services and accommodations and/or modifications in order to provide appropriate instructional support for scholars with special needs.
- Annual IEP and re-evaluation meetings with IEP team members will take place virtually.
- Special Education teachers will provide instructional opportunities utilizing virtual &/or web-based programs that were previously being used by individual scholars.
- Special Education teachers, paraprofessionals and Related Service providers will make direct contact with scholars &/or parents on a bi-weekly basis.
- Special Education Staff members may provide "hard copy" educational activities for scholars to engage in at home either through USPS or by delivery to home address.
- Special Education staff may identify additional learning programs to provide differentiated opportunities to scholars to access remotely as determined by scholar progress.

English Language Learners:

- Grade level teachers will determine individual scholar needs and to design and provide instructional supports and accommodations to address those needs in conjunction with Shelby County School's ESL office.
- Grade level teachers will provide instructional opportunities utilizing virtual &/or web-based programs that were previously being used by ELL scholars.
- Grade level teachers will make direct contact with scholars &/or parents on a weekly basis with help of Director of Operations, who has been/will continue to contact ELL family three times/week throughout the school closure and will continue facilitating conversations between the school and MCP's ELL family.

- Staff will provide "hard copy" educational activities for scholars to engage in at home either through USPS or by delivery to home address.
- Staff may identify additional learning programs to provide differentiated opportunities to ELL scholars to access remotely as determined by scholar progress.

Scholars in Housing Transition:

- School Success Liaisons will be in contact bi-weekly or more frequently with scholars and families to check on basic needs (food, shelter, other basic needs). If need identified, they will work with families to provide resources or connect with community needs.
- Scholars experiencing housing transition will be assisted by the School Success Liaisons to be prepared for virtual learning with a focus on communication from scholar and family with their teachers and schools. School Success Liaisons with other staff will adapt learning if a digital format is not workable for the scholar's location.
- Scholar progress will be monitored by teachers and School Success Liaisons. Monitoring and supports will include academic progress and social-emotional needs.

504 Scholars:

- All scholar who have an active 504 will be provided their specific accommodations by their general education teacher.
- Teachers will provide instructional opportunities utilizing virtual and/or web-based programs that were previously being used by the scholar with a 504 plan.
- Teachers may provide "hard copy" educational activities and/or technology devices (if used prior to school closure) for scholars to engage in at home either through USPS or by delivery to home address.
- Teachers may identify additional learning programs to provide differentiated opportunities to 504 scholars to access remotely as determined by scholar progress.
- 504 Coordinator will conduct bi-weekly check-ins with the general education teacher of a scholar(s) with a 504 plan.
- 504 Coordinator will conduct bi-weekly check-ins with the parent(s) of a scholar with a 504 plan.
- Based on the teacher and parent feedback on the student's progress or lack thereof, the 504 Coordinator will schedule a virtual meeting for a possible addendum to the 504 plan if the annual renewal of one is not already in progress.

DIGITAL RESOURCES

This information has been, and will continue to be, communicated to MCP families through OneCall Messaging, Social Media, Virtual Town Halls, MCPAnyWhere Training Sessions, and MCPFamily&U Technology Distribution days (see specific dates at the end of this document).

Resources for Staff and Scholar Use

- All staff will use their home computers and/or their work laptops.
- **Each scholar** will use their home computers OR will check out one of the school's Chromebooks to use at home.
 - We are committed to providing each scholar with their own device that they will use to access, and participate in, MCPAnyWhere to mitigate issues with accessing content due to a reliance on sharing devices amongst siblings or other scholars in the house.
- The school has sent a Remote Learning Readiness Survey to parents via email and notify all families via phone that a survey is available virtual. Parents without access to the internet can call the school and notify school personnel that they require digital resources for their children to engage with virtual learning.
- During MCPAnyWhere Training Sessions, families will review remote learning platform, access through CLEVER, and how to access user guides and FAQs.
- When receiving device, and in Google Classrooms, scholars/families will have access to information guides that include, but are not limited to:
 - One Pager with login information and credentials for each learning platform and supplemental instructional sites used by different grades
 - Scholar/Family video user/access guides and technical guides in playlist on MCP YouTube Channel
 - Staff video user/access guides and technical guides in playlist on MCP YouTube Channel
 - Professional Development for Staff centered around Virtual instruction and best practices

Distribution of Digital Resources

- The school has set up multiple technology distribution dates and times where families will: review Technology Policy and Handbook; complete Acceptable Usage and Device Pledge forms; review technology support and troubleshooting (including what to do in the case of damaged or deficient device); and ultimately receive device and necessary accessories.
 - At the designated distribution times, MCP staff will have tables set up outside. Remaining in their car, families will pull up to the front of the building. Families will receive clipboard with Technology Policy and Handbook attached. Once family completes and signs Acceptable Use Policy and Scholar Device Pledge, family will return signed pages to staff member waiting outside of car. At this point, MCP's Data and Technology Coordinator or Director of Operations will enter computer tracking number into Google Form and deliver device, charger, and user guides to car. That staff member will remind family of login credentials and how to set up computer when they arrive back home (see attached resources).
- Administrative staff will deliver devices to families that are unable to get to a distribution site the weekend of August 8-9th.

Software Resources

- Scholars can access ALL Core Program materials and Specialist materials through their “Clever” page, which is housed on their school website, as well as their respective grade’s Google Classroom.

Internet Access

- The school has identified several internet providers who will provide access to the internet for families who do not already have access to internet. In addition to commercial internet providers, the school is identifying and sharing Internet Hot Spots throughout the community.
- Through both Google Admin settings and BARK, the school can regulate and monitor scholar’s online use. This is done through both account monitoring and web filtering to ensure scholar safety and well-being online.

Trouble Shooting

- On all MCPAnyWhere resources and user guides, families are asked to send all technology questions and/or issues to support@memphiscollegeprep.org. This account is monitored by the school’s Executive Chairman, Director of Operations, Data and Technology Manager, Records Manager, and Family Engager to ensure constant monitoring of family technology needs.
 - MCP’s website and each Google Classroom has active links to login information and FAQs for instructional platforms and Scholar/Family video user/access guides and technical guides in playlist on MCP YouTube Channel
- If a scholar’s device breaks, families are asked to email support@memphiscollegeprep.org. An MCP staff member will respond over the phone within 1 hour during school hours (M-F 7am – 5pm) and within 12 hours outside of those hours. If the problem persists beyond remote troubleshooting, families will have an option for a no-contact drop off at school where an MCP team member will provide a loaner device. MCP will then leverage relationship with ER2, our Memphis based technology partner, to resolve software and/or hardware issue ASAP before returning original device to the respective scholar and family. MCP is committed to providing a loaner device while resolving software and/or hardware issues to ensure continuity in scholar’s participation in MCPAnyWhere.
- During MCPAnyWhere, there will be a small contingent of MCP staff members (i.e. Executive Chairman, Director of Operations, Data and Technology Manager, Family Engager, Records Manager) on campus – practicing social distancing and best practices as described by CDC and the Health Department – that is available to troubleshoot technology issues. This will be done both remotely, and in the case of extreme issues, a staff member will meet families to provide a loaner device and receive the device that needs to be software and/or hardware solutions through ER2.

* Please refer to MCP’s attached Technology Policy and Handbook for more details

SCHOLAR PRIVACY & SECURITY

Memphis College Preparatory ensures compliance with state and federal laws regarding scholar privacy and safety. Digital software platforms that are used by scholars in MCP will apply FERPA standards to protect the personally identifiable information. The documents cited below from the Federal Department of Education provide compliance standards and guidance for administrators, teachers, and parents.

FERPA and the Coronavirus Disease 2019 (COVID-19)

The purpose of this guidance is to answer questions that school officials may have had concerning the disclosure of personally identifiable information from scholars' education records to outside entities when addressing the Coronavirus Disease 2019 (COVID-19).

Protecting Scholar Privacy While Using Virtual Educational Services

This document addresses privacy and security considerations relating to computer software, mobile applications (apps), and web-based tools provided by a third-party to a school that scholars and/or their parents access via the Internet and use as part of a school activity. Examples include virtual services that scholars use to access class readings, to view their learning progression, to watch video demonstrations, to comment on class activities, or to complete their homework. This document does not address virtual services or social media that scholars may use in their personal capacity outside of school, nor does it apply to virtual services that a school may use to which scholars and/or their parents do not have access (e.g., an virtual scholar information system used exclusively by teachers and staff for administrative purposes).

PERSONNEL ROLES

Memphis College Prep is committed to taking care of all employees during this crisis, and a part of that responsibility is ensuring continued employment. Duties and responsibilities have invariably shifted, but the leadership team will ensure that all personnel can contribute and work remotely as much as possible.

Refocused Roles

Classroom Teachers

- Collaborate with classroom teachers and special education teachers to vertically plan and determine what accommodations and/or modifications can be made to make the lessons more accessible to scholars with disabilities, language concerns, or second language learners.
- Provide services through virtual methods such as: Zoom, video, email, phone conversation, etc. Related Services Providers

Director of Culture & Intervention

- Conduct counseling or consulting services with scholars via Zoom, video, FaceTime, email, or phone.

- Create SEL lessons and video guidance that will be available every Thursday. Each grade level will have their own age-appropriate lesson to view.

Paraprofessionals

- Assist in scholar contact.
- Prep and prepare paper/pencil copies to be distributed to scholars.
- Help classroom teachers with tracking attendance.
- Delivering Grab N' Go meals, Friday Food Bags to families in need.
- Distributing learning packets to ensure scholars have consistent access to appropriate, high-quality learning materials for the essential standards and skills for their grade level content.

“ON CAMPUS” OPERATIONAL SAFETY PLAN

Bus Safety (In-Use ONLY if Scholars Return to In-Person)

- Maximum of two scholars per seat with siblings required to be seated together (sibling grouping could be up to 3 per seat).
- All scholars, bus drivers and monitors will be required to wear a face covering.
- Increased disinfection procedures will occur on a daily basis.

Before Leaving Home

- A parent will check their child for any symptoms that would prevent them from attending/remaining at school at school.
- Staff member will visually assess scholars upon arrival for symptoms (runny nose, cough, shortness of breath or vomiting).
- Any scholar with visible symptoms will be taken to the health office, where parents will be contacted for pick up.
- For scholars on IEPs/504s, teams will meet with families to address concerns of scholars with unique health considerations.
- The emotional wellbeing of our scholars and employees continues to be a priority and will be a focus.

Face Coverings

- Scholars and employees will be required to wear face coverings (e.g. cloth covering, face shield, etc.) during interactions when physical space does not allow for maintenance of 6 feet between individuals unless unable to do so for health reasons.
- Face coverings will be provided to those who need one.
- Face covering requirements will be determined in conjunction with local and/or state agencies.

Health & Hygiene Considerations, Cleaning and Disinfection

- Frequent hand washing or sanitizing will be encouraged at regular intervals throughout the day.
- Hourly disinfection of high touchpoint areas.

- Health and hygiene posters for every classroom, lobby, restroom and community space, to promote health and safety protocols.
- Discourage sharing of items that are difficult to clean or disinfect.
- Create, and maintain, individual supply bins for each scholar.
- Protocols will follow the recommendations from the Shelby County Health Department.

Food Services

- Scholars will continue to receive meals through Nutrition Services, or they may bring meals from home.
- Scholars will eat in their cafeteria, patio, or classrooms, physically distanced, depending on the weather and the school with first preference in the cafeteria.
- We will follow the CDC's "No Sharing" guidelines with all food and drinks

Social and Physical Distancing

- Scholars will report directly to classrooms when they arrive at school when possible.
- Scholars will remain together with the same groupings and the same staff throughout the day and limit mixing between groups as much as possible (cohorting).
- Teachers will transition rooms when possible.
- The model will offer some flexibility for fine arts, language, gifted and other special areas.
- At elementary recess, classrooms will stay together and limit sharing of equipment.
- Organize classroom layout to allow for social distancing as much as possible.
- No field trips nor in person large gatherings (assemblies, concerts, etc.) until further notice.

Volunteers/Visitors

- Limited visitors will be permitted in front school lobby only.
- Volunteer opportunities on campus will be postponed until further notice.
- Social distancing guidelines will be implemented in the front office.
- All vendors will be scheduled for times when school is not in-service and required to wear a mask and asked health screening questions with contact information recorded.

PREPARING FOR CLOSURES

Changes in public health data could necessitate rapid adjustments to the division's operational approach at any time in the 2020-21 school year. Scholars, families, and staff attending in-person with social distancing in MCP buildings should be prepared for the potential of building closure on short notice. The Executive Chairman will communicate promptly to staff, scholars, and families in the event that local health conditions warrant school closure or a change in instructional delivery. In the event of closure, MCP will implement an emergency model of full-time virtual instruction for all scholars or continued virtual learning, whichever may be the case at such time. Experts studying health trends for COVID-19 and past pandemics recognize that there is the potential for a range of shifts in public health risk as we move toward eventual stability. As we begin to ease social distancing, we work from an assumption that the worst is behind us. However, analysis of historical data and trends from other areas of the world experiencing COVID-19 suggest the likelihood that we will see a resurgence in cases. This resurgence could take the form of a

spike, possibly in late fall when flu season also prompts more COVID-19 transmissions. Another variation could bring recurring waves across many months until a vaccine is developed, reflecting loss of stamina for strict health and social distancing precautions.

Safety Protocols

During a health closure, no scholars would be allowed in school buildings for instruction. Staff would access buildings for critical purposes, as permitted within health department guidelines. In rare circumstances when a necessary specialized service cannot be provided remotely, individual scholars may be permitted into on campus by appointment and with strict mitigation strategies in place. Instructional Practice In the event of shutdown, all instruction for the affected schools would be delivered virtual through enhanced distance learning practices. These virtual practices would reflect lessons learned from spring 2020 and would include expanded digital curriculum resources, as well as additional staff training. The school's ongoing expansion of technology, connectivity, and blended learning strategies across grade levels and curricular areas will ensure scholars are able to access high-quality, rigorous instruction even in the event of a school closure. The school will continue to document effective virtual learning strategies and provide professional development and family resources in order to prepare for a possible transition to virtual learning.

In full-time virtual instruction, all scholars will receive four days per week of teacher-directed/synchronous instruction and one day per week of independent/asynchronous learning.

Communication Strategies

Multi-faceted communication strategies will allow MCP to attain its goal to include stakeholders' input in reopening decisions and to reinforce trust and confidence. Family and staff survey data will be used to inform the development and refinement of implementation plans for reopening. Survey data will reflect: Family opinions about each of the MCP reopening models; Staff comfort levels in returning to work and the supports they need to be successful; and Staff and family perceptions on the effectiveness of spring 2020 distance learning. Communication strategies are designed to engage all stakeholders through ongoing and up-to-date information about the decision-making process and reopening plans.

These strategies include:

Clear and straightforward information to ease understanding about options, decisions, and timelines for fall; Direct communication via mailings, email, and video messages; Website and social media postings; Town hall events; Ongoing support for school-based outreach and communication tools; and Collaboration with stakeholder groups, community organizations, faith-based organizations, and businesses to help get the message to families and staff. Clear communication with the Office of Charter Schools of Shelby County Schools.

PREPARING FOR FULL-TIME IN-PERSON INSTRUCTION OR NOT

Health Mitigation Strategies for Reopening

MCP reopening plans are based on CDC guidelines for ensuring safe and healthy learning and working environments. MCP is working with the Shelby County Health Department (SCHD) to determine criteria and guidelines for reopening. The CDC provides a comprehensive decision tree to support local school system decision making. In this section, MCP staff have outlined an initial summary of CDC decisions tree guidelines, as they apply to MCP. We will adhere to the guidance provided by SCHD.

Adherence to State and Local Guidance

All final decisions about when and how to reopen schools—as well as decisions about any future closures—will continue to be informed by the most recent local health data in partnership with the SCHD.

Protecting Scholars and Staff Who Need Extra Precautions

The CDC has defined certain scholars and staff who need extra precautions against infection. MCP will provide a full-time virtual option for scholars and teachers. This option is available for scholars and teachers who need extra precautions due to medical risk and others who are concerned about potential risk. Flexible telework assignments are available for non-teaching staff, including those with higher risks of infection.

MCP will implement daily health screening practices for scholars and staff. MCP is partnering with the SCHD to develop and refine protocols for daily screening, reporting, and monitoring for 2020-21. A public information campaign will be utilized to reinforce the importance of staying home for any individual who is sick. Staff will be required to complete daily self-reporting to verify they are asymptomatic when reporting to the worksite. Families will be required to complete a health screening process for their children daily. A variety of formats for this daily screening process are being considered to maximize its accessibility and utility. Public health assistants will screen scholars that report symptoms upon arrival or whose caregiver did not complete the daily health screening.

Health and Safety Measures

The CDC has highlighted specific mitigating strategies to reduce risk of COVID-19 infection and transmission. Routine healthy hygiene practices are a foundational measure to protect against COVID-19 and other illnesses. MCP hand washing guidelines indicate that scholars should wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating, and upon entering classrooms. Breaks will be provided for hand washing. If soap and water are not readily available, sanitizer that contains at least 60 percent alcohol will be provided.

Cloth face coverings will be worn by scholars and staff throughout the day when social distancing guidelines cannot be strictly enforced. Masks will be provided to all scholars and will be used as developmentally appropriate. Additional protective equipment including face

shields, gloves, and gowns will be provided, as appropriate, for settings that require close human contact, such as for staff providing certain supports for scholars with disabilities.

Intensified Cleaning and Disinfection

Cleaning and disinfection measures will ensure the physical spaces, equipment, and materials scholars and staff come into contact with remain safe. Hourly sanitizing will be implemented for high touch areas (doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution. Restrooms will be monitored and cleaned more frequently throughout the day. Outside cleaning services will be contracted, as needed.

Social Distancing Practices

MCP staff will employ social distancing strategies to increase spacing between individuals, including adjusted seating arrangements for school buses and classrooms and posted signs to remind staff and scholars of 6-foot social distancing. Staff will maintain small groups by having scholars eat meals in classrooms whenever possible and limiting volunteers and visitors in the building. Additionally, staff will use strategies to minimize mixing between groups whenever possible. Specific practices will be customized for each grade and may include designating building entrances by grade level, mapping traffic patterns through the school, and scheduling scholar and staff groupings to be as static as possible.

Ongoing Monitoring Practices

MCP will regularly communicate and monitor developments with local health department authorities regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. In the event of an elevated number of cases in local health data or in the event of presumed or confirmed cases directly impacting MCP. We will collaborate with SCHED authorities to implement all necessary health and safety protocols. This could include short-term closure of the MCP campus until health officials deem it safe to reopen. More information on preparations for future closures may be found in this plan.

Technology and Connectivity

MCP will purchase and deploy digital devices for scholars in grades K-5, as needed. With these enhancements, all scholars will be provided with digital devices, as needed, to support learning in-person and virtual. MCP will utilize video-conferencing software and other education technology service level agreements to support robust instruction. Priority is to ensure reliable vendor performance and a safe and secure virtual learning platform to support enhanced virtual instruction in 2020-21. MCP also continues to partner with internet service providers to expand free and low-cost home service options in communities.

Assessment

The focus for scholar assessments within all reopening plans will be to help staff identify scholars' learning needs and plan for upcoming instruction. Assessments geared to this purpose will be prioritized in the division assessment program. This includes use of measures for division-level analysis of learning loss that can be attributed to extended

school closures. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in a virtual learning environment, including limitations tied to test security in some cases. A new system of assessment by appointment will be implemented to ensure scholars participating in full-time virtual instruction can still access standardized assessments, such as federally required Standards of Learning (SOL) and English language proficiency exams.

Curriculum

Recognizing the challenges and limitations many scholars may have experienced with learning during spring 2020, MCP is launching new ELA, Math, Science and Social Studies curriculum and instructional guides to more strongly align to Tennessee standards for the grade level or course, as well as the prerequisite knowledge and skills learners need in order to be successful with new content. Updated curriculum guides and resources will offer strategies for staff to support learners with differing needs. Instructional schedules will provide significantly more scholar-teacher interactions for all scholars than in spring 2020. Additionally, attendance and grading will be required for both the full-time virtual and in-person operating models, ensuring shared accountability for learning.

Digital Resources

Whether learning takes place primarily in a virtual environment or face-to-face, expanded digital resources will ensure scholars have consistent access to high quality learning tools. Staff will continue to receive training and support in applying blended learning strategies, which involve a mix of teacher-directed and self-directed learning. Expanded digital reading materials and intervention supports at the elementary levels will enable scholars at these grades to benefit from supplemental learning tools beyond what their teachers provide on a daily basis.

Social Emotional Learning and Mental Health

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on scholars and staff. MCP will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship building, and successful transitions to new grades, classrooms, and environments, whether in-person or through distance learning. Instructional staff will participate in a series of professional learning modules on social-emotional learning and mental health supports within reopening. A new wellness screener and improvements to mental health resources and partnerships within schools and the county will offer another critical layer of support for scholars, families, and staff.

Specific strategies will include: Morning meetings or check-ins, intervention blocks, and advisory periods used to provide instruction in social emotional learning and relationship building. Clinical and counseling staff providing mental health support and resources, including group or individual counseling and consultation for scholars and families, as needed. Behavior intervention specialists, applied behavior analysis coaches, and school psychologists supporting scholars and caregivers with additional interventions and resources.

Intervention Services

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. MCP has committed significant resources to support ongoing intervention services across 2020-21. Classroom teachers and support staff will receive professional development to plan and implement a multi-tiered system of supports (MTSS) reaching across synchronous and asynchronous instruction, in-person and virtual. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual scholar intervention (Tiers 2 and 3). MCP will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers, including school counselors, psychologists, and social workers, will work flexibly across the school to address scholar needs.

Supports for Special Populations

Scholars with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements. Scholars with Disabilities Special education services for scholars with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their IEP. As needed based on IEP goals, this will include in-person specialized instruction. Scholars will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. The scholar support model will be complemented by enhanced professional development for staff and training for caregivers. When necessary, virtual meetings will be used to convene special education procedural meetings, such as local screening committee, reevaluation, eligibility, IEP teams, etc.

English Language Learners (ELL)

ESOL services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the scholar's schedule, with opportunities for extended instructional time provided, if needed. Formative ELD assessments will be created to assist monitoring of scholar progress in development of reading, writing, listening, and speaking skills. Bilingual counseling, social work services, and psychology services will be available to support scholars' social-emotional needs and academic advising.

TIMELINE FOR KEY DECISIONS

ACTION	EVENT
JULY 17 TH	RELEASE OF MCP REOPENING PLAN & FALL 2020 OPERATIONAL PLAN
JULY 21 ST 6:00 PM	MCPFAMILY&U TOWNHALL MEETING VIA FACEBOOK, INSTAGRAM LIVE & MCP YOUTUBE CHANNEL
JULY 27 TH	MCP TEACHERS RETURN FOR VIRTUAL PROFESSIONAL DEVELOPMENT
AUGUST 4-6 TH 9:00AM/1:00/6:00PM	MCPFAMILY&U MCPANYWHERE TRAINING SESSIONS
AUGUST 6-7 TH 9:00 – 11:00 AM 3:00 – 5:00 PM	MCPFAMILY&U TECHNOLOGY DISTRIBUTION
AUGUST 10 TH	MCPANYWHERE FALL 2020 GOES LIVE