



**memphis college prep**

• ELEMENTARY SCHOOL •

**MCPAnyWhere:  
COVID-19 Contingency Plan  
*Scholars Learning Anywhere*  
2020-21 SY**



## INTRODUCTION

This document presents several strategies and considerations intended to provide the MCP Family with the best available guidance and resources to prepare for School Year 2020-2021. As we learn more about COVID-19, we will change, amend or adapt this document. MCP is committed to coordinating with state, and local authorities, Shelby County Schools, Memphis Shelby County Health Department to devise the most up to date plans for our school community. We will always follow the most recent recommendations from the Centers for Disease Control and Prevention.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

### What This Roadmap Is...

A guidance document based on evidence and expertise not legal advice or based on opinion or ideology. It consists of essential actions designed to spur thinking, planning, and prioritization and not an exhaustive list of every action that Memphis College Prep will need to return to school. Memphis College Prep will be evaluating this playbook often and it is designed to be a fluid document that will change and grow based on local trends and statewide data.

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## **STRATEGIC PLANNING**

Being prepared for the start of the 2020-2021 school year includes contingency planning for the possibility of future emergency short-notice school closures. Such strategic planning began with an evaluation of the response to 2019-2020 closure. Contingency planning must include a focus on the continuation of high-quality teaching and all key functions of Memphis College Prep. As we began this process, we felt the need to clarify our strategic focus for the next 3 years.

### **Strategic Priorities**

#### **PRIORITY I: INDIVIDUALIZED SCHOLAR LEARNING PLANS**

Strategic Statement: Memphis College Prep will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

#### **PRIORITY II: MCPANYWHERE**

Strategic Statement: Memphis College Prep will make strategic investments in ELA, Math and Technology to utilize its curriculum, instructional design and assessment practices to guide and ensure teacher effectiveness and individualized student learning across all grades and courses.

#### **PRIORITY III: FAMILY STRONG**

Strategic Statement: The School District will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

#### **Priority IV: Channel MCP**

Strategic Statement: The School District will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

#### **Priority V: S.M.I.L.E.**

Strategic Statement: The School District will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

## School Finance

Full funding is based on scholar enrollment, and the number of instructional days and hours a scholar spends in the school building.

In preparation for the next school year, there have been growing concerns about the potential shifts in scholar enrollment and attendance, and the ability to expand and offer Memphis College Prep scholars opportunities in either or both a traditional brick and mortar setting or through MCPAnyWhere.

We are always focused on developing innovative methods to meet scholars' academic needs, as well as the health and safety needs of all families, and create flexible instructional models appropriate for our community. We are exploring 4 different models for our scholars in the event of another interruption that will utilize MCPAnyWhere and the traditional classroom setting.

In order to continue education services to scholars in an uncertain and fluid environment caused by COVID-19, the following school finance issues must be addressed by for schools to remain operating:

- A budget floor to cover core costs
- A flexible and adaptable way to provide virtual learning that is tied to a brick and mortar school
- Transportation route adjustment to lessen the length of time scholars are on the bus.

### Reasoning:

1. There could be major shifts in scholar enrollment as result of COVID-19 and family employment and health situations, to dips in ADM, that would make it unsustainable for schools to remain open and available to provide academic and meal services. This situation will be exacerbated for us because we are a small school.
2. During SY2020-2021, there will likely be a need to accommodate health and social distance guidelines from CDC and state/county health officials.

3. For health and safety related purposes, all schools, whether traditional or charter, will need to plan flexible instructional models that provide for groups of scholars to learn remotely while also remaining connected to their school, teachers, and friends.
4. Flexible and adaptable instructional models may include remote MCPAnyWhere Virtual of varying group sizes and length of time to accommodate changing conditions related to COVID-19.
5. MCPAnyWhere will carry the expectation of providing commensurate in-person learning outcomes for scholars whose peers attend in person at school.

**Priority I: Purpose and Direction**

Strategic Statement: MCP will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

<p><b>SYSTEMIC FOCUS 1:</b> Increasing student achievement</p>	<p><b>ACTION STEPS</b></p> <ul style="list-style-type: none"> <li>• Revisit/revise mission and vision statements, as well as Major System Priorities.</li> <li>• Develop a School Improvement Plan.</li> <li>• Develop and implement an Instructional Framework to define and identify research-based effective teaching strategies and professional practices for teachers across the district.</li> <li>• Adopt and implement a Learning Management System to enhance individualized classroom instruction and support teachers with a high-quality student and parent information/communication resource.</li> <li>• Conduct an annual analysis of student achievement in accordance with Shelby County Schools and the with the State Department of Education and identify areas for improvement.</li> <li>• Engage in a comprehensive process for the review, and adoption of, instructional resources in areas of identified needs.</li> <li>• Analyze and assess student and teacher use of technology for enhancement and new implementation.</li> </ul>
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**SYSTEMIC FOCUS 2:**

Designing diverse educational programs to meet the individual academic needs of students

**ACTION STEPS**

- Support STEM and Fine Arts Academy curriculum and school-based initiatives and analyze possibilities for expansion or revision. (Staff: annually)
- Enhance and expand digital and virtual curriculum offerings and online assessment opportunities for all students. (Staff and Schools: ongoing)
- Facilitate and support school-based grant initiatives aligned with School Board Mission and School Improvement Plans in order to expand and increase diverse and innovative learning opportunities for all students. (Staff: ongoing)

## Health Protocols

The guidelines provided in this section are intended to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials, and other partners, to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community. It is also important to note that schools may still provide in-person instruction as determined by their local governing board.

Implementation (of CDC guidance) will be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.

Will you consider opening? ([Schools Decision Tree](#)- CDC)

Yes	No	Considerations
		Will reopening be consistent with applicable state and local orders? <ul style="list-style-type: none"><li>• Orders may come from the Governor's Office<sup>2</sup>, and or the Shelby County Health Department</li></ul>
		Is the school ready to protect children and employees at higher risk for severe illness?

		<p>Are you able to screen scholars and employees, upon arrival, for symptoms and history of exposure?*</p> <ul style="list-style-type: none"> <li>Per CDC guidance<sup>3</sup>, daily health checks/screenings are recommended when feasible and will include: <ul style="list-style-type: none"> <li>visual symptom checks, which may include temperature checks if temperature checks will be done safely.</li> <li>verbal/written confirmation from parent that scholar is symptom-free</li> </ul> </li> </ul>
<p><b>Any No Responses- Consider Not Opening Physical Buildings</b></p>		

Are recommended health and safety actions in place? ([Schools Decision Tree](#)- CDC)

Yes	No	Considerations
		Promote healthy hygiene practices such as hand washing and wearing a cloth face covering, as feasible
		Intensify Memphis College Prepping, disinfection, and ventilation
		Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible
		Train all employees on health and safety protocols
 <b>Any No Responses- Consider Meeting Safeguards First</b>		

Is ongoing monitoring in place? ([Schools Decision Tree](#)- CDC)

Yes	No
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	Develop and implement procedures to check daily for signs and symptoms of scholars and employees upon arrival, as feasible
	Encourage anyone who is sick to stay home
	Plan for if scholars or employees get sick
	Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
	Monitor scholar and employee absences and have flexible Memphis College Prepve policies and practices
	Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area
 <b>Any No Responses- Consider Meeting Safeguards First</b>	

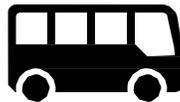
CDC recommends that schools wait to reopen physical buildings until all answers in the charts above are marked yes. Implementation (of CDC guidance) will be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.

## Screening

When considering the ability to screen scholars and employees upon arrival for symptoms and history of exposure, Memphis College Prep will consider a continuum in order to ensure that staff and scholars do not come to school when ill. Through evaluating possible symptoms, which when evident, indicate that staff and scholars will stay home, Memphis College Prep will screen for illness before scholars and employees enter the school building.

- Memphis College Prep will consider the additional risk to school staff assigned to the role of health screener.
- Memphis College Prep will consider the potential liability if health screeners err or are negligent in determining who may attend or who must not attend.
- It is critical that Memphis College Prep establish in writing, the threshold conditions for excluding someone from campus, to ensure consistency so that health screeners are never operating on their own discretion.
- Health checks and screenings may trigger privacy laws including FERPA, HIPAA and the ADA. Memphis College Prep will consult with their counsel to ensure compliance with all applicable state and federal statutory requirements.
- Staff conducting health screenings will need adequate PPE in consideration of the risk posed by the personal contact.
- Memphis College Prep will consider the need for a contact tracing protocol when a scholar or staff member tests positive for or is exposed to COVID 19.

### Continuum of Screening:



**HOME** is the first point on the screening continuum. Memphis College Prep will educate and support families on identifying the symptoms that indicate staff and scholars must stay at home. Families will be encouraged to self-report symptoms of illness, which could include fever, new onset of cough, etc. Self-reporting mechanisms could include calling the school, calling health-care provider, etc.

**TRANSPORTATION** is the second point on the screening continuum. Memphis College Prep will use cMemphis College Preprly visible signage to communicate the symptoms scholars will not have if traveling on a school bus.

**SCHOOL** is the final point on the screening continuum. Memphis College Prep staff will visually check for symptoms (which may include temperature checks) and/or confirm with families that scholars are COVID-19 symptom-free. \*Follow up with healthcare professional.

## Physical Distancing

Limiting the physical interactions of scholars is one way to mitigate exposure to infectious disease. Memphis College Prep will physically distance scholars to the extent possible. In any event, Memphis College Prep will mandate cloth facial masks as a mitigation strategy. The Center for Disease Control (CDC) recommends wearing cloth face coverings in settings where physical distancing measures are difficult to maintain.

### **Transportation Considerations:**

- Memphis College Prep will physically distance bus rides, scholars will have assigned seating, and the possibility we may add more buses or alternative schedules to safely transport scholars.
- In order to get on the bus, all scholars must wear a cloth facial mask for the entirety of the bus route, to and fro.

**Strategies:** ([CDC Considerations for Schools](#))

### **Modified Layouts**

- Space seating/desks to allow for physical distancing. CDC recommends at least six feet apart when feasible.
- Assigned seating to help track virus spread if a scholar/staff tests positive for COVID-19.
- Turn desks to face in the same direction (rather than facing each other), or have scholars sit on only one side of tables, spaced apart.
- Create distance between children on school buses (i.e., seat children by one child per row, skip rows) when possible.
- Physical barriers
  - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (i.e., reception desks).
  - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (i.e., guides for creating “one way routes” in hallways).
  - Modified layouts will consider preschool center-based designs into consideration, where appropriate.
- Any screening policy will take into account scholars with disabilities and accommodations that may be needed in the screening process for those scholars.

### **Create Smaller Class Sizes When Possible**

- Consider decreasing class sizes when possible to allow for more physical space between scholars in classroom setting.
- Limit mixing between groups if possible.

- MCP will not segregate scholars with disabilities from their non-disabled peers or change a scholar's special education placement.

### Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put into place other protocols, to limit contact between cohorts and direct contact with parents as much as possible.
- Particularly, consider staggered schedules for staff and scholars with disabilities or who are medically fragile.
- When possible, use flexible worksites (i.e., telework) and flexible work hours (i.e., staggered shifts) to help establish policies and practices for physical distancing (maintaining distance of approximately six feet) between employees and others, especially if physical distancing is recommended by state and local health authorities.

### Communal Spaces

- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they will not be at least six feet apart.
- Partner with existing mental health providers to offer a variety of counseling services outside of school buildings.

### Food Service

- Connect with food service vendors to plan for modifications in the meal service areas, where meals may be consumed, and to menus that will provide optimal nutrition benefits to scholars.
- Serve individually plated or home-packed meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies](#).
- For those participating in the National School Lunch and School Breakfast Programs, adopt processes that align with federal requirements, and consider the availability of and access to meals if school is not in session or if implementing distance measures.
- Use disposable food service items (i.e., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals will [wash their hands](#) after removing their gloves or after directly handling used food service items.
  - Food service staff are required to have standard operating procedures that ensure safe and effective handling of all food service-related equipment. These procedures will be reviewed, and staff retrained, as needed.
- If food is offered at any event, including classroom celebrations, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.
- Cloth masks are removed to consume food stored in mask bag

## When Physical Distancing is Not Possible

In cases where physical distancing will not be possible, Memphis College Prep will want to consider implementing other mitigation strategies, such as cloth face masks, hand washing, and sanitization.

This will be especially pertinent for bus aides, paraprofessionals working with scholars with disabilities, or in any case where physical contact is required.

### Promoting Behaviors that Reduce Spread (CDC Considerations for Schools)

#### Staying Home when Appropriate

- Educate staff and families about when they/their child(ren) will [stay home](#) and when they will return to school.
- Actively encourage employees and scholars who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and scholars to stay at home without fear of reprisal, and ensure employees, scholars, and scholars' families are aware of these policies. Discourage perfect attendance awards, not assessing schools based on absenteeism, and offering MCPAnyWhere only learning and telework options, if feasible.
- Reduce or eliminate exclusionary disciplinary action as scholars have already experienced a lack of services, educational opportunities, and isolation during school closure.
- Memphis College Prep will consider that scholars and staff who are immunocompromised or disabled, or have family members who are immunocompromised or disabled, may not feel safe attending school in person.
- [Staff and scholars will stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
- Staff and scholars who have recently had [close contact](#) with a person with COVID-19 will also [stay home and monitor their health](#). Shelby County Health Department will help inform when employees and scholars will return to work:

#### Hand Hygiene and Respiratory Etiquette

- Teach and reinforce [handwashing](#) with soap and water for a minimum of 20 seconds, and increase monitoring to ensure adherence among scholars and staff.
- If soap and water are not readily available, hand sanitizer that contains at least 63% alcohol will be used by staff and scholars.
- Encourage staff and scholars to cover coughs and sneezes with a tissue. Used tissues will be thrown in the trash, and hands washed immediately with soap and water for a minimum of 20 seconds.
- Consider any additional staff or supply resource that may be necessary to assist scholars who have physical or emotional disabilities with proper

handwashing techniques, or alternatives to handwashing if practical.

### **Cloth Face Coverings**

- Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for scholars (especially younger scholars) to wear in all-day settings such as school. Face coverings will be worn by staff and scholars (particularly older scholars), as feasible, and are most essential in times when physical distancing is difficult. Individuals will be frequently reminded not to touch the face covering and to wash their hands.

Information will be provided to staff, scholars, and scholars' families on [proper use, removal, and washing of cloth face coverings](#).

- Provide families with instructions on how to wear, sanitize, and properly maintain cloth face coverings.
- Note: [Cloth face coverings](#) will not be placed on:
  - Anyone who has trouble breathing or is unconscious
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
  - [Scholars with certain disabilities or health conditions](#)
- [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- Cloth face coverings will be washed routinely depending on frequency of use. A washing machine will suffice in adequately cleaning cloth face coverings. Memphis College Prep will consider that not all families have access to washing machines and will have alternatives in place in order to equitably promote the health and wellness of all scholars.
- Cloth face coverings are not medical grade Personal Protective Equipment (PPE), and medical grade PPE will be utilized instead of cloth face coverings in cases where medical care is being provided to a patient with COVID-19 symptoms in a school setting.
- Memphis College Prep will want to determine policies and procedures regarding cloth face coverings and will want to communicate these with scholars and families.
  - This could include protocols for acquiring cloth face coverings.

### **Adequate Supplies**

- Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 63 percent alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash wills.
- Identify staff who will need cloth face coverings or PPE based on the additional risk of physical contact due to their positions, including health service providers, related services providers, paraprofessionals, bus drivers, etc.

## Signs and Messages

- Post [signs](#) in highly visible locations (i.e., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs, such as by [properly washing hands](#) and [properly wearing a cloth face covering](#).
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
- Include messages (i.e., [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families, such as on school websites, in emails, and on school [social media accounts](#).
- Find free CDC print and digital resources on CDC's [communication resources](#) main page.
- Consider feeder schools when developing messaging, so that scholars are seeing the same messaging across families.
- Consider the home language of scholars and families when posting signs and sending messages.
- Ensure signs and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English, and to individuals with hearing or vision impairment.
- Ensure that messages are communicated in multiple modalities to ensure that scholars and families without internet connectivity are included and receive the same important information as is communicated to all families.

## Maintaining Healthy Environments (CDC Considerations for Schools)

### **Cleaning and Disinfection**

- [Thoroughly Clean and disinfect](#) frequently touched surfaces (i.e., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (i.e., gym or physical education equipment, art supplies, toys, games) will be limited when possible, or clean between use.
- If transport vehicles (i.e., buses) are used by the school, drivers will practice all safety actions and protocols as indicated for other staff (i.e., hand hygiene, cloth face coverings). To clean and disinfect school buses.
- Develop a schedule for increased, routine cleaning, and disinfection.
- Ensure [safe and correct use](#) and storage of cleaning and disinfection products including storing products securely away from children. Use products that meet the [EPA disinfection criteria](#).
- Cleaning products will not be used near children, and staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

### **Shared Objects**

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (i.e., assigning each scholar their own art supplies, equipment), or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

### **Ventilation**

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (i.e., risk of falling, triggering asthma symptoms) to children using the facility.

### **Water Systems**

- To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, drinking fountains will be turned off and we will encourage staff and scholars to bring their own water. We are working on water bottle fillers.

## Maintaining Healthy Operations (CDC Considerations for Schools)

### **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**

- Offer options for staff at [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions or disabilities) that limit their exposure risk (i.e., telework, modified job responsibilities that limit exposure risk).
- Offer options for scholars at [higher risk of severe illness](#) that limit their exposure risk
- Personal Protective Equipment (PPE) will be utilized instead of cloth face coverings in cases where medically fragile staff or scholars are in physical school buildings.
- Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.

### **Regulatory Awareness**

- Be aware of local, tribal, or state regulatory agency restrictions related to group gatherings to determine if events will be held.

### **Gatherings, Visitors, Field Trips**

- Pursue virtual group events, gatherings, or meetings, if possible, and promote physical distancing of at least six feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible, especially with individuals who are not from the local geographic area (i.e., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, scholar assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

### **Identifying Small Groups and Keeping Them Together (Smaller Cohorts of Scholars)**

- Ensure that scholar and staff groupings are as static as possible by having the same group of children stay together and with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups if possible.

### **Designated COVID-19 Point of Contact**

- Designate a staff person to be responsible for responding to COVID-19 concerns (i.e., school nurse). All school staff and families will know who this person is and

how to contact them.

### Participation in Community Response Efforts

- Consider participating with local authorities in broader COVID-19 community response efforts (i.e., sitting on community response committees).

### Communication Systems

- Put systems in place for:
  - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their scholar have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#)[external icon](#) (see “Notify Health Officials and Close Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
  - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (i.e., limited hours of operation).
  - Communicating with staff and families if there is an exposure at school.
- Ensure signs and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English, and to individuals with hearing or vision impairment.

### Leave (Time Off) Policies and Excused Absence Policies

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
- Examine and revise policies for leave, telework, and employee compensation.
- Leave policies will be flexible and not punish people for taking time off and will allow sick employees to stay home and away from co-workers. Leave policies will also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness. CDC’s [criteria to discontinue home isolation and quarantine](#) will inform these policies.
- Memphis College Prep will consult with counsel to ensure planned procedures comply with applicable laws.
- Monitor absenteeism of scholars and employees, cross-train staff, and create a roster of trained back-up staff, which may include subs.

### Staff Training

- Train staff on all safety protocols.
- Conduct training virtually or ensure that [physical distancing](#) is maintained during training.

### **Recognize Signs and Symptoms**

- If feasible, conduct daily health checks (i.e., [symptom checking](#), which could include temperature screening) of staff and scholars.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.

### **Sharing Facilities**

- Encourage any organizations that share or use the school facilities to also follow these considerations.

## Focus on Mental Health

It is critical for Memphis College Prep to focus on the mental health and well-being of staff and scholars. Mental health concerns will be identified and supported both at home and at school, and it is important for Memphis College Prep to consider the mental health of its entire school community.



### **HOME**

Memphis College Prep will educate and support families on identifying the indicators that signal staff and scholars are suffering from anxiety, depression, or lack of coping strategies. Families will be provided with resources and contact information for community mental health resources.



### **SCHOOL**

Memphis College Prep will ensure that all staff is trained on identifying the indicators that signal staff and scholars are suffering from anxiety, depression or lack of coping strategies. Staff will be provided with resources and contact information for community mental health resources.

[National Association of School Psychologists Resources Related to COVID-19.](#)

### **Support Coping and Resilience**

- Encourage employees and scholars to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote employees and scholars eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and scholars to talk with people they trust about their concerns and how they are feeling.
- Ensure staff are educated on the signs and symptoms of anxiety and depression
- Memphis College Prep will leverage their school counselors and social workers to support staff and scholars.<sup>4</sup>
- Consider posting signages for [local distress hotlines](#); national distress hotline: 1-800- 985-5990, or text TalkWithUsto 66746

## Preparing for When Someone Gets Sick (CDC Considerations for Schools)

Schools may consider implementing several strategies to prepare for when someone gets sick.

### **Advise Staff and Families of Sick Scholars of Home Isolation Criteria**

- Sick staff members or scholars will not return until they have met CDC's [criteria to discontinue home isolation](#).
- Collaborate with Tribal Nations to determine the best ways for multi-generational families will isolate to prevent further spread of disease.

### **Isolate Those Who are Sick**

- Make sure that staff and families know that they (staff) or their children (families) will not come to school, and that they will notify school officials (the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick will go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers will use Standard and Transmission-Based Precautions when caring for sick people. See: [What Healthcare Personnel Will Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
  - Memphis College Prep will work with their local health department in determining what PPE and supplies will be available in school health offices.
  - Memphis College Prep who do not have site-based school nurses, will work with their local health department to determine protocols for caring for scholars who are sick.
- Memphis College Prep will consult with counsel to ensure planned procedures comply with applicable privacy law and the Shelby County Health Department.

### **Clean and Disinfect**

- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#).
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.

### **Notify Health Officials and Close Contacts**

- In accordance with state and local laws and regulations, school administrators will notify [local health officials](#), staff, and families immediately of any case of COVID-

19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\) external icon](#).

- Memphis College Prep will confer with local health officials to determine what other entities/Memphis College Prep will be notified and who will make notification.
- Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.
- Ensure communication systems and messaging are provided in alternative formats to successfully communicate information to individuals whose primary language is not English and individuals with hearing or vision impairment.

Memphis College Prep that do not have medical staff onsite, will consult the Shelby County Health Department for guidance and support with implementing health considerations related to COVID-19.

## [Communications](#)

Effective and ongoing communications is a critical component before, during, and after any school crisis. Implementing specific communication procedures and protocols will allow staff, scholars, families, and the community to safely re-engage in the education process.

- **[Develop an Effective Communications Procedure](#)**
  - Who: Identify who, or which department, will issue information to key audiences. A central point of contact is vital to assuring key messages are accurate and consistent.
  - What: Determine central and supporting messages. The central message must always be tied to scholar safety.
  - When: Determine when information will be shared. Prior to the schedule for releasing information is determined, all school employees will be notified.
  - How: Determine which communication tools will be the most effective in reaching primary audiences.
    - Understand that individuals receive and react to information in a variety of ways.
    - It is recommended that all vital information be shared at one time to reduce confusion, misunderstanding, and anxiety.
    - Keep all information in a central clearinghouse/website.
    - Use communication strategies that reach families where English is not the language primarily spoken in the home.
    - Use communication methods that accommodate persons with hearing and/or visual impairment.
    - Work with community agencies, local government, Chamber of Commerce, health-related groups, and higher education to provide consistent and factual messaging.
    - Use multiple modalities for message dissemination to ensure that

communities without internet access receive all communication.

- **Prepare Communications for Parents/Guardians**
  - Information notifying of start date.
  - Information on the health and safety measures the Memphis College Prep is taking to ensure scholars will return to school.
  - Health Protocols: The Memphis College Prep will work closely with the local health department to develop appropriate safety protocols for scholars and others entering school facilities.
  - The expectations of parents and scholars if Emergency Distance MCPAnyWhere Virtual Learning is implemented.
  - Basic information on COVID-19 and measures families will take to stay safe when not at school (DHS fact sheet).
  - Clear direction in the scholar handbooks on when to keep a scholar home and the process for notifying the school.
  - The importance of mandatory immunizations and locations where they will be obtained.
  - Information on trauma informed practices
  - Information on helping children cope with stress and tragedies
  
- **Prepare Communications to Scholars**
  - Put up posters in all buildings and provide other messaging on hand washing and covering coughs and sneezes.
  - Ensure consistent messaging across schools in a Memphis College Prep.
  - Collaborate with feeder schools when developing messaging to ensure that scholars in the same family are receiving the same messaging.
  
- **Provide Communications to the Public**
  - Post reminders at entryways not to enter the school if experiencing signs of illness.
  - Partner with Tribal Nations and additional community groups to ensure that communication is culturally sensitive and appropriate.
  - Be sure to consider families for whom English is not the primary language spoken at home.

## **Technology**

Memphis College Prep will place specific emphasis on connectivity, computing devices, and management and instructional platforms while bearing in mind that supports, approaches and resources may evolve as information or needs change.

### **Computing Devices & Connectivity**

- Memphis College Prep will assess scholars' at-home access and plan for additional

- device and connectivity access as needed. In particular, work to procure access for, with specific emphasis, on the scholars/staff with limited or no connectivity.
- Memphis College Prep will consider that some scholars are in a home with multiple children who need access to a single computing device to complete schoolwork.
  - Memphis College Prep will consider leveraging community resources, working with non-profits, city/county/state/tribal governments or consortiums, and business and industry partners to secure computer devices/connectivity for scholars and teachers.
  - To the extent possible, Memphis College Prep will provide scholars with individual computers or tablets with accessories sufficient to participate in video classrooms. We will refer families to resources to ensure internet connectivity that provide consistent internet with adequate speeds.
  - To the extent possible, Memphis College Prep will make budget adjustments, develop a financial plan or leverage federal funding related to COVID19, to purchase computer devices and address internet connectivity issues.

To the extent possible, Memphis College Prep will consider scholar and teacher familiarity with device and provide appropriate support or staff to ensure navigation of features.

- To the extent possible, Memphis College Prep will refine their checkout and dissemination systems, as well as for the collection and dispersal of donated equipment, while also providing specific accommodations for logistical issues affecting scholar/staff.

### **Mobile Device Management, Instructional, and Communication Platforms**

- To the extent possible, Memphis College Prep will provide uniform platforms based on common standards necessary for virtual work, teaching and MCPAnyWhere Virtual Learning tools and communication for teachers, staff, parents, and scholars.
- Memphis College Prep will take the necessary steps to provide language services to ensure schools, teachers, and other staff communicate effectively with both scholars and parents in their home languages, including MCPAnyWhere Virtual tools, platforms, and instructions.
- Memphis College Prep will create a plan for parents and guardians with limited English proficiency to meaningfully participate in their child's education, assist scholars in completing and understanding assignments, and provide opportunity for questions and feedback in the stakeholder processes. (This may include a combination of live interpretation from an interpreter, written interpretation, and high-quality translation apps.)
- MCPAnyWhere Virtual Learning Management Systems Considerations:
  - Registration and tracking of scholar progress
  - Parental/Guardian access to monitor progress
  - Sustain Learning opportunities by curating and delivering digital content

that promotes active learning and engagement across all subject areas and learning platforms.

- Flexibility for specific areas of instruction for all scholars
- Security procedures and protocols as scholars transition to online tests and graded assignments
- Memphis College Prep will consider a plan that provides flexible means of accessing professional MCPAnyWhere Virtual resources and support for staff (i.e., include synchronous and asynchronous)
- Mobile Device Management Considerations:
  - To the extent possible, monitor, manage, and secure all employee and scholar mobile devices (i.e., laptops, tablets, etc.)

### **Scholar/Family Support and Privacy and Security Considerations:**

- To the extent possible, Memphis College Prep will provide multiple opportunities for support including office hours, helplines or help desks taking into consideration those scholars, families and staff with special needs or language barriers.
- Memphis College Prep will consider a plan where iterative improvement occur as efficiently as possible by ensuring robust lines of communication between scholars, families, educators, and Memphis College Prep who continuously identify and share areas of success and need.
- Memphis College Prep will consider ways to implement technical assistance for parents who do not have technical language or skills to navigate a device or MCPAnyWhere Virtual platform.
- Memphis College Prep will have the ability to maintain scholar privacy and security for safety, while complying with Memphis College Prep policies, state and federal laws.

### **Computer Labs and Carts**

- To the extent possible, follow physical distancing guidelines, disinfecting/sanitizing and/ or non-sharing of devices and equipment for all instructional technology classrooms/labs and office spaces.
- Create signage, visuals, and markings to communicate scholar expectations.

