

Dear Perea Families,

We have missed seeing your faces so much over the final 10 weeks of the 2019-20 school year and this summer! We hope you and your loved ones are healthy and safe, and we can't wait to kick off the school year together.

As we monitor all of the latest guidelines from the CDC and the state of Tennessee closely, it is still too soon to make a decision about the bulk of our fall semester at Perea. We are ready to announce however that **we will welcome your students back for a staggered entry during the first three weeks of the school year. Your student will have in-person on-campus instruction ONE full day (7:45 am- 3:30 pm) per week until August 31st. Siblings will be scheduled to attend on the same days.** On the other days, your student will be provided work to do at home. Out of an abundance of caution, we will only have five students in each classroom each day over those first three weeks. Your student's teacher will call you with your assigned schedule. Your student will either come to campus:

- Tuesdays: August 18th, August 25th and September 1st
- Wednesdays: August 19th, August 26th and September 2nd
- Thursdays: August 20th, August 27th and September 3rd or
- Fridays: August 21st, August 28th and September 4th

By Monday, August 31st we will announce our plan for what school will look like beyond Labor Day. We are preparing for all outcomes: in-person learning, hybrid learning and a remote learning model. More about how we'll approach making that decision is on the next page.

We know there are many questions on your mind right now, and it is absolutely reasonable to be frustrated with all of the uncertainty around this school year. Our goal is to be as transparent with you as possible. We hope this re-entry plan brings some peace of mind about what this year will look like at Perea Elementary. This is all the information we have today and, as we have more information, we will share it with you. Please reach out with any further questions you have along the way!

See you soon!

Mrs. Ussery & the Perea Elementary Team

We stand committed to our mission:

To prepare all students academically, socially and emotionally for success today and tomorrow.

We have planned this school year to support our mission during COVID-19 with these three Guiding Principles in mind:

- ❑ **Anytime, Anywhere, Safely:** Students must be able to learn no matter where they are and we are planning for many potential outcomes so that learning will continue even if we have to move to remote learning to prevent the spread of COVID-19.
- ❑ **Differentiation with High Expectations for All:** We will not confuse equity with equality as we work to meet the needs of all our students. Every student is capable of greatness and we will provide what individual students need to reach theirs.
- ❑ **Wellness-Centered, Trauma-Informed:** We are all experiencing new levels of stress based on the current crises in our country, of both the pandemic and racial inequity. We know this can interfere with a student's ability to learn and are committed to prioritizing strategies that help studentren and adults feel safe and able to cope.

What can you expect in the first 3 weeks?



We look forward to starting the year off with an opportunity to get to know you and your students face-to-face, to lay a strong foundation for whatever format of schooling happens the rest of the year.



GOALS

- ★ **Build relationships.** Students will start getting to know and connecting personally with their teachers. We know that trusting relationships are key to your student's successful school year.
- ★ **Understand students' individual academic and social-emotional needs.** Our data reflects the majority of core instructional standards for last school year were addressed before school closures. We will complete diagnostic testing so we have a clear picture of what students already know and are able to do, and where they need the most support, so we are prepared to meet their needs.
- ★ **Plant the seeds for positive school culture.** By launching the year with strong routines, we will be prepared to either keep building these in-person over the year or to replicate them during remote learning.
- ★ **Prepare all members of the community for the potential of full or part-time remote learning.** We will ensure that students are onboarded to the online learning platforms that we'll use to make remote learning as rigorous as in-person learning this year. We will work with families so they feel as ready as possible to support remote learning from home.



Safety Precautions

In addition to limiting our in-person class size to five students per classroom, with a teacher and an instructional assistant and desks 6 feet apart, to maximize our ability to social remote:

- Teachers will be required to properly wear masks. Students will have the option to wear a mask when they are fewer than 6 ft apart from others.
- Students and staff will have daily temperature checks that are recorded.
- We'll take breaks throughout the day to wash hands and/or use hand sanitizer.
- Each group of students will only share space in the building with their specific classroom peers and teachers. This means students will eat breakfast and lunch in their classrooms.
- We will follow all TN guidelines for cleaning and sanitizing surfaces. Tables will be disinfected after each meal and each classroom will receive a thorough cleaning after daily dismissal.
- We will maintain a separate space in the building for any student who shows signs of illness.
- Unfortunately, families will not be able to come into the building unless a appointment through the main office. If there is an emergency, please call the main office for assistance. Students will be escorted from the front entrance into the building by Perea faculty and staff.

Impact on Programming

- Students will not be able to share school supplies. Each family will be responsible for providing one full set of supplies and their student will be the only one who uses them.
- Students will still have recess time, Physical Education and Art/Music, but activities will be limited to those that can be done primarily independently.
- We will continue providing after-school care, as long as in-person learning continues.



How will we make the decision about Week 4 and beyond?



- **We know that our community prefers a fully in-person instructional model.** 90% of Pereia families who responded to the survey said they preferred in-person instruction. Pereia teachers echoed this desire when surveyed.
- Given that our students are so young and in their most foundational school years, we want to provide as much in-person instruction and opportunity for studentren to interact with their peers and teacher as possible to support the development of their academic, social and emotional intelligence.
- **That said, our top priority will always be to keep our beloved community safe and healthy.** We are following the guidance of the CDC and Health Department to ensure we make decisions that are in line with that priority. Right now, Memphis is still under a State of Emergency, remains in Phase 2 of the Reopening plan, and as of July 17th, the Mayor ordered that schools should not open.
- We have chosen to delay our decision about school until Monday, August 31st to allow us to be responsive to the most up-to-date information we can in making the decision, as things are changing every day with the pandemic.



There are several key factors that will contribute to our final decision, including:

- Any new regulations from the Mayor between now and August 31st
- Whether Memphis remains in Phase 2 or moves to Phase 3
- Ensuring that, if we open a fully **in-person learning model**, we are ready to maintain the social distancing and health precautions that we've described for the first three weeks of the school year with full class sizes without sacrificing the quality of instruction we provide or putting anyone at risk of COVID exposure.
- Ensuring that, if we move to a **hybrid learning model**, we have a plan in place so that:
 - Our students are able to have a reasonably consistent schedule between their in-person days and their remote learning days. We believe routines are incredibly powerful for young studentren and want to ensure they're able to thrive in either setting and go between them seamlessly.
 - Our teachers are set up for success. We will not make a choice that causes their workload to be unreasonable.
 - We are being responsive to our families' needs. On the summer survey, 78% of you named that having a balance of online/offline activities was one of your top two priorities. We also heard loud and clear that continuing to feel socially connected was challenging in remote learning and felt really important.
- Ensuring that, if we move to a **remote learning model**, our plan is responsive to the very real challenges of last spring, including making sure that all of our students have devices and internet connectivity, our remote learning is as rigorous and engaging as our in-person model, and our communication and partnership with families is strong and supports you to best support your student while balancing very real struggles around your own jobs and schedules.



What can you expect for each possible outcome?



As we get closer to August 31st decision, more details will be shared-- but here are the high level descriptions of what we currently anticipate each of the three possibilities would look like.

In-Person School

All K-2 students would attend classes at Perea Elementary on a normal schedule-- Monday through Friday, from 7:45 am - 3:30 pm. The same health and safety precautions described for our first three weeks of school would stay in place, but there would be a full class size (approximately 20 students). Social distancing would be maintained through keeping desks 6 feet apart and having students use their own materials, without sharing with peers.

Hybrid Model

On Mondays at 8:00am, every student will engage in remote learning from home and participate in the class' Morning Meeting to maintain connection and receive support, both academically and social-emotionally. Your student would come to school in-person two days per week (either Tuesday/Thursday or Wednesday/Friday) and participate in remote learning the other three days per week. On their in-person days, your student's day would look much like a normal day of in-person learning, but packed with more "live" instruction in the core academic content areas. On their remote learning days, students will complete work at home, such as pencil-to-paper independent practice, projects and online activities. On remote learning days, all students will still participate in the Morning Meeting (first 30 minutes of the school day) by Zoom. Their faces will be projected by video onto the screen of the classroom to simulate being in the space together. Afterwards, they will log-off to complete their learning packets and participate in asynchronous instruction (videos that are pre-taped on Google Classroom and use of educational apps) the rest of the day. The roughly two days worth of student work that is sent home would be submitted to teachers, reviewed and graded on their next in-person school day.

Remote Learning

Your student would learn from home 100% of the time. Each morning at 8:00am, all students would participate in synchronous ("live") instruction via Zoom. This would include whole-group time and small group time conducted in Zoom breakout rooms. Instruction will mirror as much as possible what would happen in-person, including Morning Meeting, Guided Reading groups, Foundations, Intervention (RTI2) and Eureka Math. The main difference will be that the instructional blocks that would normally be spread out over the day will be back-to-back in these two hours to make the schedule more reasonable for family members to provide support at home. In the Remote Learning model, Google Classroom will be used to make teaching and learning seamless by creating a one-stop-shop for shared instructional videos, assigned student work and links to access the educational apps. Student work must be uploaded to Google Classroom, as this will allow for quick feedback from teachers, encourage collaboration between teachers and students, and make communication easier. All students will need a family member to stay with them throughout the two hours to provide tech assistance and support the teacher in encouraging the student to remain on-task. A suggested schedule would be provided for the rest of the day (10:00 am - 3:30 pm) that includes a mixture of asynchronous computer-based activities and tasks and projects that do not require a device.



Daily attendance will be taken during Morning Meetings, and students will receive grades for all work whether it be through the in-person, hybrid and/or remote model.

What commitments do we ask for from home?



We have always known that family support is crucial to student success and have strived to be in true partnership with Perea families. That support is even more critical during this pandemic. These are the steps we ask you to commit to at home. Please reach out to us if you have concerns and we'll work together to find solutions.



- 1. Plan to attend the first hour of your student's First Day of School.** We will be providing an Orientation that includes information about our approach to academic and social-emotional learning and an introduction to the online platforms we'll use during any remote or hybrid learning this year. If you are unable to attend the First Day, please register for an alternate Orientation time.
- 2. Keep the communication flowing.** Make sure that we have your most up-to-date contact information. Let us know if your student is sick. Let us know if your internet isn't working. Let us know if you have questions about your student's academic or social-emotional progress. We anticipate holding all family/teacher meetings/conferences on Zoom. Google Classroom will be used to share important updates, provide overview of the week and host information to answer questions.
- 3. Talk with your student about the importance of hygiene (washing hands, coughing into your elbow) and preventative health measures (wearing a mask and social distancing).** Make sure your student practices wearing a mask and gets used to it before school begins. Show your student what 6 feet of space looks like and help him/her practice staying 6 feet away from other people in the neighborhood.
- 4. Prepare yourself and your students for the possibility of hybrid or remote learning.** This includes:
 - Building this mindset with your students from the very beginning of the year: "Your job is school during school time, whether you're at home or at school. Remote learning is still learning and you should put in as much effort, if not more. Attendance and grades count either way."
 - Asking your student's teacher about what we are teaching, how we are teaching it and why-- in terms of both academics and social-emotional health-- so that you are able to support your student and talk about his/her progress, no matter where the primary learning happens.
 - Kick off routines from the start of the year like start and end of day check-ins ("What are you learning? What are your goals?") and setting up a quiet, distraction-free "learning station" at home where your student always goes to complete homework.
- 5. Keep your student home if s/he is sick.** We need to be particularly cautious this year. Be on the lookout for fever, cough, shortness of breath, excessive runny noses, underlying health issues and loss of sense of smell.
- 6. Prepare your student's individual shoebox of supplies.** A list of items that your student should bring to school in the first three weeks of school has been posted on our Facebook page and website. This will also be important the rest of the year, no matter where your student is learning.

Frequently Asked Questions



Life during COVID-19 is incredibly challenging for all of us right now. We are here to support you and your family with anything you need, whether or not the support you need is directly about your student's school experience.

- If you are in need of support services from Universal Parenting Place, please contact Mrs. Molly Nelson at (901) 701- 2342.
- If you are in need of any community resources, please contact Mrs. Pearson at 901-203-6420.
- Individual social-emotional support will be available for students via tele-health. If your student is in need of support, please contact Mrs. Thomas at 901-203-6420.

Why is Perea's decision about its re-entry plan different than the Shelby County Schools decision?

As a charter school, Perea has the autonomy to make decisions that we believe are in the best interest of our school community, as long as they are approved by our Board and the state of Tennessee. Particularly as a small school with 235 students enrolled and 35 staff members, operating at one site, the implications of health guidelines may be different for us than for a large district.

If we move to remote learning, what will be different than last spring?

Last spring remote learning consisted of primarily paper packets of review work and phone check-ins with your teacher. This year we will fully embrace technology into our program, if we move to remote or hybrid learning, so that students can receive consistent "live" instruction from their teachers. This is crucial so that we can ensure they master grade-level standards and are set up for success in the rest of elementary school. We will try to make remote learning as similar to in-person learning as possible, while ensuring the expectations for family support at home are reasonable. **Daily attendance will be taken during Morning Meetings, and students will receive grades for all work whether it be through the in-person, hybrid and/or remote model.**

If I don't have a device for my student at home, can I borrow one from Perea? What if I don't have internet access at home?

We will be providing laptops to our students to be used at school and home. Families will be notified when to pick-up their devices. We will work with families to secure internet access on an as needed basis. The *Digital Citizenship Agreement* will be discussed and signed during the initial Family Orientation event. We will also provide materials for learning at home that is not internet-based such as construction paper, unifix cubes, crayons, dry erase boards.

What if my student has special needs and an IEP?

A special support plan will be in place that meets IEP requirements and provides a safe, quality learning environment. A member of the Exceptional studentren's team will be contacting the family soon to discuss further.

What if my student or someone in our household has COVID-19 or it won't be possible for my student to attend in-person school in the first three weeks of the year?

A remote learning option will be available from the start of the school year. Please contact the school if you have not already let us know that you'll need this option.