

Oasis Academy

Plan for a Safe, Efficient, and Equitable Return to School

Fall 2020-2021



Re- Opening School Buildings

This section provides general considerations regarding the re-opening of the school buildings to staff, students and the public.

Due to the forthcoming information, decisions and guidance from the Nevada Department of Education on a variety of topics and issues, the school start date will be pushed back to August 31, 2020.

There are three potential scenarios for reopening the schools in the fall of 2020:

- Total traditional reopening for all students and staff
- Blended re-opening that balances in-person learning with distance learning as a result of social distancing orders
- Total virtual learning for all staff and students

The final decision as to what re-opening scenario will be in place is based on the statewide mandates that are in place at the time, careful consideration of the [CDC Guidance for Schools](#), and in conjunction with local health officials. An advisory group made up of parents, teachers and the Oasis Academy leadership team was formed to help inform the process and the plan must be approved by the Oasis Academy Board of Directors.

PHYSICAL HEALTH SCREENING

Oasis Academy will purchase 15 no touch thermometers to screen employees and students each day. Screening will be conducted safely and respectfully as outlined below.

Employees:

- Take their own temperature each morning BEFORE opening their classroom. Temperatures are recorded on a log that will be kept in the central office of each campus. Anyone with a temperature of 100.4 will be sent home. If staff are able, they will teach virtually from their homes, with a substitute supervising their class. Staff may return to school when they are symptom free for 72-hours.

Students:

- When students get out of their car they MUST BE WEARING A MASK. They will immediately have their temperature checked. If they have a temperature below 100.4 they will be sent directly into their classroom. Students will use hand sanitizer before entering the school. Either an automatic dispenser or an adult will pump the sanitizer into students hands - students will not touch the hand sanitizer pump. NO STUDENTS MAY BE DROPPED OFF PRIOR TO 7:45 a.m.
- Students who have a temperature of 100.4 or above will sit on the bleachers (not enter the building). The school nurse will re-take their temperature with a tympanic thermometer. If they have a temperature of 100.4 or above, their parents/guardians will be called to pick them up.

- Create a list of any staff and students who may have come into contact with the student
- Contact local/state health department as soon as possible
- Staff members who will help take temperatures at the main campus: CEO, CAO, School Nurse, Receptionist, IC Specialist, Full time general education IA's (3), ELL teacher (1), Special Education Teachers (2).
- Staff members who will help take temperature at the Pinon campus: Academic Advisor, Assistant Athletic Director, Special Education IA's (2).

In the event of a confirmed case of COVID-19 in the building the school will assess the risk and work with local health officials to determine next steps.

According to state and federal guidelines if a student or staff is in the same classroom as another person who tests positive, all of those individuals have to be quarantined until they get a negative COVID-19 test.

PHYSICAL HYGIENE

On the first day of school all teachers will teach [proper handwashing techniques](#) to all students, the proper [use, removal and washing of cloth face coverings](#), how to safely cover [coughs and sneezes](#), and how to limit contact in the classroom setting. There will be no shared classroom supplies. Students will keep their supplies in their backpacks and take them back and forth from school to home until such time it is safe to leave them at school.

Due to the fact that soap and water are not readily available, hand sanitizer and/or Antibacterial Wet Ones will be used. Hand sanitizer/Wet Ones will be used at each transition between classes/subjects, or more often as deemed appropriate by the classroom teacher. Hand sanitizer/wet wipes will be used prior to and following any snack breaks or meal times. Students will use hand sanitizer prior to entering the school each morning as described above.

All water fountains will be closed. Students need to bring enough water to meet their needs for the day.

Social Distancing

Social distancing is one of the best tools to avoid being exposed to viruses and slowing the spread. Oasis Academy will maintain a social distance of 6 ft.

- Only 2 students will be sitting at each classroom table
- The hallways will be marked to indicate 6 feet of distance
- Static transitions will be used. Meaning students stay in one classroom and teachers rotate in and out as necessary. Teachers will provide at least 1 bulletin board to the teacher who will rotate into their room to share.
- If the guidelines change to 3 feet, or any other measure less than 6 feet, Oasis Academy will comply with those measures

Students will use bathrooms in the manner they normally would. Teachers will do a lesson on social distancing in the bathrooms. Students will use the bathroom closest to their rooms.

Human Resources

School staff, in all roles and at all levels, are integral to emergency planning and response. Oasis Academy must take into account its role as employer, policymaker, and trainer when addressing the human resource aspect of the response and recovery.

In the event that the school is not opening under traditional circumstances, employees will be asked to modify their job descriptions. For example, an IA who normally serves in a kindergarten classroom may be assigned a group of students to work with online.

Social Distancing

Oasis Academy will identify vulnerable populations via survey. Staff with suppressed immune systems will be given the option to teach from home. An IA will be utilized to monitor the students in the classroom.

Staff with any symptoms will not be permitted to come to work. If they are able, they will be asked to teach remotely from home. An IA will be utilized to monitor the students in the classroom.

Guidelines require that staff and students be symptom free for 72 hours before returning to work. As such we can certainly assume that absenteeism and/or substitute teacher costs will increase. The Oasis Academy Board of Directors will have to consider a temporary extended sick leave of absence policy in regard to COVID-19 absences.

If allowable based on a legal opinion, recovered COVID-19 patients will be required to have a negative COVID-19 test prior to returning to school. In the event that this is not allowable, recovered COVID-19 patients (staff or student) can return 10 days after symptoms first appeared and at least 24 hours with no fever without fever reducing medication and symptoms have improved. If guidelines change, the new guidelines will be followed.

Governing Body Role

The CEO provides monthly updates regarding COVID-19 at regularly scheduled board meetings. Updates can be increased via email to a daily, weekly, or bi-monthly level as circumstances warrant. Board members can email questions at any time to the CEO.

The Board of Directors needs to make provisions and provide guidance regarding extended sick leave to staff for those that are ill or are caring for a sick family member. The sick-leave policy should take into consideration the recommendation that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve. Sick leave policy should take into account that individuals may not be able to produce doctors' notes if the healthcare system is stressed.

Insert link to draft policy when done

School Leadership Role

The CEO will be responsible to approve all communication regarding COVID-19 to ensure clear and consistent messaging at all levels.

A FAQ sheet will be created and placed on the school website regarding the approved reopening plan. Any question not addressed on the FAQ should be forwarded to the CEO.

Oasis Academy will continue to use email as the primary form of communication with all families. Social media will also be used to provide updates. Both platforms will be used to debunk inaccurate information.

Communication

Oasis Academy sent a survey to all staff, parents/guardians, and students to determine the needs and positions of our community.

It is imperative that the reopening plan be carefully communicated to families immediately following board approval.

Logistics

Facilities Management

Post signage in classrooms, hallways, and entrances to communicate how to prevent the spread of COVID-19. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols. Oasis Academy will have hand sanitizer stations in each classroom and placed throughout the school (i.e. foyer, front office, hallways, playground entrances). Signage will include picture graphics.

Visitor Protocol:

- Oasis Academy will continue to utilize the front foyer system which requires all individuals to be buzzed into the school.

- Those who are just dropping off materials will be asked to leave them on the foyer table. Staff will pick up, wipe off, and deliver as necessary.
- If the visitor is a delivery service:
 - If possible delivery will be left in foyer, staff will go to foyer to sign for delivery
 - If the delivery is large, delivery driver will be buzzed in, drop off, and leave
 - Masks will be required if they come into the building
- Oasis Academy will suspend the use of all indoor volunteers until school resumes as normal.

School Cleaning Protocol:

- Oasis Academy uses Alpha-HP, EPA Reg. No. 70627-62. This product is on the approved list for COVID-19 which can be accessed [here](#). Oasis Academy will follow the [CDC guidelines](#) for schools and [child care settings](#).
- Oasis Academy will have an increased cleaning protocol in place. In between each student group classroom surfaces will be cleaned using a CDC & EPA approved cleaner including: tables, chairs, door handles, light switches, all bathroom surfaces, primary carpets, etc. Students will wipe down their own chromebooks at the start of each instructional day.

Air circulation at Oasis Academy will be modified in accordance with guidelines. For a full explanation review this [report](#).

Athletics

Oasis Academy leadership is committed to offering and administering extracurricular activities in a safe environment that is both welcoming and accommodating to all students wishing to participate, along with their families and the public who wish to attend.

Returning to extracurricular activities for all grades, K-12, will be based on the latest guidance and directives from the Nevada Interscholastic Activities Association (NIAA). The NIAA is continually monitoring State and regional information regarding the COVID-19 pandemic, along with protocols set forth by the Governor’s office, the Centers for Disease Control (CDC) and Nevada Department of Education (NDE). Please visit the following link for the July 1st update, including sport by sport guidance and protocols, as it pertains to the return to participation in extracurricular activities.

[NIAA Update 8 Revised July 1](#)

As always, this situation is fluid, with new updates coming out regularly, and is subject to change at any time.

Educational Plan

Due to the forthcoming information, decisions and guidance from the Nevada Department of Education on a variety of topics and issues the school start date will be pushed back to August 31, 2020.

Grade levels will work together to create a prioritized list of critical standards prior to the school year opening. The document [can be accessed here](#) and is due by August 17.

Professional development prior to school will happen as follows:

- Grade level bands will social distance in one teacher's classroom
- If staff prefers to log in individually that is allowable
- IAs will attend with the grade level they are assigned to
- The PD will take place via Google Meets and be projected on the interactive white board in each room
- Bootcamp (new employees) will take place in the cafeteria - with social distancing measures in place

It is important that our students take the NWEA Map Assessment to determine how much learning was lost or gained as a result of virtual schooling. It is critical that we have current and up-to date student proficiency information. In the event that we cannot open normally, it will be important to conduct the testing outside the normal school day. First through fourth grade students will take the test at school. Fifth through tenth grade students will take the test from home.

Leadership is recommending options for the following reasons:

- We want to provide a plan to our community that is going to lead to the least amount of changes, disruption, and confusion going forward. We want to put all of our energy into that plan and give it 100% effort. We want our families to do the same. The more often the plans change, the less likely this is to happen.
- We want to protect the health of our staff and students above all else and believe that a fully virtual model provides the maximum amount of protection: HOWEVER,
- We recognize that our youngest learners require an adult to sit with them to be successful in a virtual model and not every family is in that situation. We have serious concerns that these young learners stand to risk falling further behind than our older students who do not require assistance.

Expanding Access

In spring 2020 when the state initially closed for the pandemic, Churchill County Communications (CCCOMM) offered free wif-fi to any student or teacher who needed it. At that time, we were able to get all but 2 students on the internet at home. The exceptions were: a student living in a hotel, and a student who lived so far out of town it was not possible. In both instances we were able to come up with solutions to solve the problem:

In the 20-21 school year we will have approximately 60 new students at Oasis Academy. Students who do not have internet access at home will be referred to CCCOMM. In the event that CCCOMM cannot meet the need the issue will be addressed on an individual basis. Solutions could include: allowing students to come on campus to utilize spaces to use the school's wifi (in accordance with social distancing plans), or purchasing hotspots for individual students.

Oasis Academy has enough chromebooks that every student who needs one at home has been and will be provided with one for the 20-21 school year.

Oasis Academy returns to school as they would under normal circumstances.

All families will be given the option to attend school virtually. Once a family makes that decision, the student/s will remain virtual for the entire first semester, unless we are able to fully reopen schools under normal circumstances. Families will need to make a decision and stick with it because there are complicated and costly staffing decisions that will be made based on the number of students at each grade level who will opt into full time virtual and we do not have the capacity to change those on a daily, weekly, or even monthly basis. Please see the "Full Time Virtual Option" below for full details.

It is important to note that a switch to a fully virtual model could happen with very short notice as a result of state mandate or high staff or student absenteeism due to illness. Families should be familiar with the virtual plan to avoid confusion and stress.

In an effort to minimize exposure in the building all inside volunteers will be suspended and any parent meetings, including parent conferences and IEP meetings will be held virtually.

Kindergarten through Fourth Grade

All K-4 students will attend school 4 days a week from 8:00-11:45 each day.

- Students from each class will be divided in half, 12 students remaining with the classroom teacher and 12 students going with an instructional aide to another classroom within the school. Students will alternate who is with the IA and who is with the teacher, so that each student spends half of the weekly time in the same room as the teacher.
- The goal is to have teachers streaming their live lessons into the room with the IA. Right now, much of that equipment is backordered. In the event that we cannot access enough equipment for the first day/s of school classroom teachers will provide materials for the IA to use with the students.
- In the afternoons students MAY have the opportunity to complete art, music, and/or P.E. at home.
- Students may be asked to log into small groups for additional instruction and/or remediation with their classroom teacher in the afternoons.
- In the event that a student is checked out of school, they cannot return until the next school day.

Sanitation of 5-8 grade classrooms will begin at 11:45 so they are available in the afternoons for use.

Fifth through Eighth Grade

It is critical for families to understand that the requirements/standards in place during spring of 2020 WILL NOT be the same in the 2020-2021 school year. **Students will be required to log in to live lessons at the scheduled time. They must have their cameras on to be counted as in attendance.** If internet connectivity becomes an issue their teacher may give them permission to turn off the camera. They will be expected to respond 100% of the time when they are called on. Any family that has a student who will not have access to

reliable internet during the day should reach out to rtisdale@oasisacademyfallon.us so that we can solve those issues on a case by case basis.

Students in grades 5-8:

- Students will be required to log in according to the schedule below (Reading, Math, Writing, Projects) via Google Meets four days a week. Students will be meet for approximately 20-30 minutes for instruction at which point teachers may:
 - Give the entire class time to work and ask for help
 - Allow some students to log off and ask a small group of students to stay on for small group work
 - Ask some students to join a small group with an IA.
- Each core teacher (math, ELA, science, and projects) may assign an additional 15 minutes of homework (for the average student) to be completed outside the live lesson.
- Art, Music, and P.E. MAY post virtual lessons twice a week that all students can participate in.
- In the afternoons students may be asked to log on for additional instruction/remediation.
- 6th grade students will log on twice a week to computer science in the afternoon.
- Some students may be asked to attend school in person between 1:00-3:00. Individual teachers and case managers will reach out to families to make those arrangements.

	Helwig's HR	Ponessa's HR	Hyde's HR	Feest's HR
8:00-8:45	Math	Projects	Reading	Writing
9:00-9:45	Projects	Math	Writing	Reading
10:00-10:45	Reading	Writing	Math	Projects
11:00-11:45	Writing	Reading	Projects	Math
1:30-2:15	Computer Science M/W	Computer Science T/TH		
1:00-4:00	Students work on assignments from core areas. Some may be asked to log on to small group support sessions or in some rare instances come in for in person support.			

	7th	8th
8:00-9:30	Reading/Writing	Math
10:00-11:30	Math	Reading/Writing
12:30-1:15	Projects	Projects
1:15-4:00	Students work on assignments from core areas. Some may be asked to log on to small group support sessions or in some rare instances come in for in person support.	

Ninth through Twelfth Grade:

It is critical for families to understand that the requirements in place during spring of 2020 WILL NOT be the same in the 2020-2021 school year. **Students will be required to log in to live lessons at the scheduled time. They must have their cameras on to be counted as in attendance.** If internet connectivity becomes an issue their teacher may give them permission to turn off the camera. They will be expected to respond 100% of the time when they are called on. Any family that has a student who will not have access to reliable internet during the day should reach out to rtisdale@oasisacademyfallon.us so that we can solve those issues on a case by case basis.

Students in grades 9-10:

- Students will attend their scheduled classes virtually 4-days. Each block will be 45 minutes long and student's will follow their schedule; for example, if a student has English first block and science second block that is the schedule to be followed or if a student has a WNC course first block and then math, that is the schedule they would follow.
- Lessons will last for approximately 20-30 minutes at which point teachers may:
 - Require everyone to stay online, giving the entire class time to work and ask for help.
 - Allow some students to log off and ask a small group of students to stay on for small group work
 - Ask some students to join a small group with an IA.
 - WNC instructors may lecture/hold discussions the entire block
- Some students may be asked to attend in person. Case managers will reach out to those students individually to make arrangements.
- Each core teacher (math, ELA, science, and projects) may assign an additional 15 minutes of homework (for the average student) to be completed outside the live lesson.

8:00-8:45	Block 1
9:00-9:45	Block 2
10:00-10:45	Block 3
11:00-11:45	Block 4
12:30-1:15	Block 5
1:15-2:00	Block 6
2:00-4:00	Students complete work assigned during perspective blocks. Some may be asked to log on to small group support sessions or in some rare instances come in for in person support.

Students in grades 11-12:

- Students will attend their WNC classes under whatever protocols are in place for the WNC campus.

Oasis Academy returns to a 100% virtual model. It is critical for families to understand that the requirements in place during spring of 2020 WILL NOT be the same in the 2020-2021 school year. **Students will be required to log in to live lessons at the scheduled time. They must have their cameras on to be counted as in attendance.** If internet connectivity becomes an issue their teacher may give them permission to turn off the camera. They will be expected to respond 100% of the time when they are called on. Any family that has a student who will not have access to reliable internet during the day should reach out to rtisdale@oasisacademyfallon.us so that we can solve those issues on a case by case basis.

All parent conferences and meetings will be held virtually.

Students in grades K-2:

- Three 45 minute lessons per day (Reading, Math, Writing) via Google Meets four days a week. Students will be meet for approximately 20-30 minutes at which point teachers may:
 - Give the entire class time to work and ask for help
 - Allow some students to log off and ask a small group of students to stay on for small group work
 - Ask some students to join a small group with an IA.
- Art, Music, and P.E. MAY post virtual lessons twice a week that all students can participate in
- Parents will pick up and drop off completed work according to the schedule provided by the teacher. A system will be set up outside for families convenience. All materials will be ready to be picked up by 9 a.m. on Saturday morning.

	K		1st	2nd
8:00-8:45	Reading	9:00-9:45	Reading	Math
9:30-10:15	Math	10:30-11:15	Math	Reading
11:00-11:45	Writing T/Th		Writing M/W	Writing M/W
1:00-4:00	Students may be asked to log in for additional small group support.			

Students in grades 3-8:

- Four 45 minute lessons per day (Reading, Math, Writing, Projects) via Google Meets four days a week. Students will be meet for approximately 20-30 minutes at which point teachers may:
 - Give the entire class time to work and ask for help
 - Allow some students to log off and ask a small group of students to stay on for small group work
 - Ask some students to join a small group with an IA.
- Projects assigned to be completed independently (teacher has a 30 minute block every other day to answer questions regarding projects). Projects will be designed around science and social studies standards.
- Art, Music, and P.E. will post virtual lessons twice a week that all students can participate in.
- In the afternoons students may be asked to log on for additional instruction/remediation.

- 6th grade students will log on twice a week to computer science in the afternoon.

	3rd	4th
8:00-8:45	Reading	Math
9:00-9:45	Math	Reading
10:00-10:45	Writing	Writing
11:00-11:45	Small Group Rotations	Small Group Rotations
1:00-4:00	Students work on assignments from live lessons. Some students may be asked to log on for additional support on an individual basis.	

	Helwig's HR 6th	Ponessa's HR 6th	Hyde's HR 5th	Feest's HR 5th
8:00-8:45	Math	Projects	Reading	Writing
9:00-9:45	Projects	Math	Writing	Reading
10:00-10:45	Reading	Writing	Math	Projects
11:00-11:45	Writing	Reading	Projects	Math
1:00-4:00	Students work on assignments from core areas. Some may be asked to log on to small group support sessions or in some rare instances come in for in person support.			

	7th	8th
8:00-9:30	Reading/Writing	Math
10:00-11:30	Math	Reading/Writing
12:30-1:15	Projects	Projects
1:15-4:00	Students work on assignments from core areas. Some may be asked to log on to small group support sessions or in some rare instances come in for in person support.	

Students in grades 9-10:

- Students will attend their classes virtually 4-days. Each block will be 45 minutes long and student's will follow their schedule; for example, if a student has English first block and science second block that is the schedule to be followed or if a student has a WNC course first block and then math, that is the schedule they would follow.
- Lessons will last for approximately 20-30 minutes at which point teachers may:
 - Require everyone to stay online, giving the entire class time to work and ask for help.
 - Allow some students to log off and ask a small group of students to stay on for small group work
 - Ask some students to join a small group with an IA.
 - WNC instructors may lecture/hold discussions the entire block
- Each core teacher (math, English, science, and history) may assign an additional 20 minutes of work (for the average student) to be completed outside the live lesson.

8:00-8:45	Block 1
9:00-9:45	Block 2
10:00-10:45	Block 3
11:00-11:45	Block 4
12:30-1:15	Block 5
1:15-2:00	Block 6
2:00-4:00	Students complete work assigned during perspective blocks.

Students in grades 11-12:

- Students will attend all their WNC classes virtually at their normally scheduled times. They must log on live to each class as described above for all students 5-10.

Students Receiving Tier 3 Intervention

Students will continue to receive tier 3 intervention either in person or virtually.

Students on Individualized Education Plans

Students will continue to receive their individualized IEP's. The support may take place either in person or virtually.

Oasis Academy will work with the Student Services department to coordinate the sessions that students in each grade level will attend.

Initial evaluations and 3-year re-evaluations can be arranged to occur beginning July 13, 2020. Once the school year has begun students will be scheduled for evaluations during their “off” hours; meaning, if they attend school in the a.m. they will be tested in the p.m and vice versa.

Annual IEP meetings will be held virtually.

English Language Learners

Students will continue to receive English language support. That support may take place either in person or virtually.

Oasis Academy will work with the student services department to coordinate the sessions that students in each grade level will attend.

Students who require the initial screening will be scheduled to take the screening during school hours.

Families Opting Into a Fully Virtual Model

Oasis Academy conducted an interest survey in this model. Two hundred ninety-five parents took the survey and 34% indicated they would prefer to attend school virtually. The plan we are proposing is going to call for students in grades 5-12 to attend virtually for the majority of students. We will send a final survey to parents in grades K-4 for them to make a final decision.

Families should consider the following information when making the decision:

- Once a family makes that decision, the student/s will remain virtual for the entire first semester, unless we are able to fully reopen schools under normal circumstances. Families will need to make a decision and stick with it because there are complicated and costly staffing decisions that will be made based on the number of students at each grade level who will opt into full time virtual and we do not have the capacity to change those on a daily, weekly, or even monthly basis.
- Students in the virtual model MAY be one day behind in person peers. They will watch pre-recorded lessons from the previous school days instruction. UNLESS, there are enough students in each grade to warrant an entire virtual class. If there are 20 students who choose virtual, a classroom teacher will be assigned to that class and those students will log on at assigned times for lessons.
- Only one teacher at each grade level will record their lessons. That may or may not be your child’s regularly assigned teacher. UNLESS, there are enough students in each grade to warrant an entire virtual class. If there are 20 students who choose virtual, a classroom teacher will be assigned to that class and those students will log on at assigned times for lessons.
- Families will be required to pick up the required work to be completed weekly and turn in completed work. A portion of the work required at the primary grades will not be submitted via Google Classroom, and that work has to be turned in each week. The school will have a designated filing cabinet where work can be picked up and dropped off each week beginning Saturday morning at 9 a.m.

- Students will be assigned a few times that they will log on with either an IA or teacher to support them in these efforts. We will not be able to indicate what that schedule is until we have specific numbers at each grade level. UNLESS, there are enough students in each grade to warrant an entire virtual class. If there are 20 students who choose virtual, a classroom teacher will be assigned to that class and those students will log on at assigned times for lessons.
- Families who do not have an adult who can sit with students and support them through these efforts during the day should consider how difficult this option may be. Behavior management, including attention and completion of work largely fall to the adult in the physical company of students in this type of model. Teachers are the content experts, but in a virtual classroom behavior management is largely the responsibility of the adult working side by side with the child.

Tracking Student Attendance

This portion of the plan was not approved by the board. The State Public Charter School Authority asked that we include after they reviewed our plan as approved by the board. This portion will be taken back to the board at the August public meeting.

In Person Students

All student who attend school in person will have attendance taken in the traditional manner. Their teachers will call role each morning, mark the role in Infinite Campus. Parents will be asked, per standard operating procedures to call in by 9:00 a.m to report an absence.

Virtual Students

All virtual students will have designated times when they have to log in for class. Attendance will be taken in each one of those classes, and marked in Infinite Campus. Students will be required to have their cameras on during class. In the event that they leave the virtual setting, they will be marked absent. By keeping track in IC, parents can be alerted through notifications that their children are not attending assigned virtual sections. This level of tracking clearly meets the expectation outlined by the Nevada Department of Education.

As of July 23, 2020 at 5:07 p.m. the matter of student attendance is being vigorously debated in the Infiniture Campus Governing Board meeting. Once the state finalizes specific protocols Oasis Academy will follow them.

Wellness and Recovery

Social- Emotional Learning Tier 1



The Oasis Academy College Prep staff works to empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry, grit, resilience, growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

School Wide Expectations- P.B.I.S. acronym- The Oasis Academy thundering H.E.R.D.
 H- Honesty, E- Empathy, R- Responsibility, D- Drive.

School Wide Teaching Plan

The social and emotional learning program is taught by counselors and teachers at Oasis Academy. As part of the comprehensive school counseling program S.E.L. is at the forefront of student achievement and social well being. A variety of age appropriate evidence based S.E.L. programs are utilized by the Oasis Academy teaching staff.

Evidence based programs utilized schoolwide (Tier 1)

Mindup K-8 curriculum
<https://mindup.org/>

To foster children's well-being through educational programs based in neuroscience and mindful practice.

Overcoming Obstacles K-12 curriculum <https://www.overcomingobstacles.org/>

Overcoming Obstacles is a free, award-winning, and research-based life skills curriculum that provides educators with the tools to teach elementary, middle, and high school students the skills necessary for success.

Tribes
<https://tribes.com/about/a-model-program/>

Tribes is a step-by-step process to achieve specific learning goals. Four agreements are honored:

- attentive listening
- appreciation/no put downs
- mutual respect, and
- the right to pass

5 Radical Minutes

<https://5radicalminutes.com/>

Based entirely on new research about the brain and the efficacy of both restorative practices and trauma-informed methodology in education, we've designed 5 Radical Minutes for School Counselors to focus on specific issues our youth face in a compassionate, mindful, and meaningful way.

Data collection tools: Long and short term

SCUTA- **SCUTA** is used by school **counselors** and school districts to develop a data-driven, evidence-based school **counseling** program. It follows the ASCA National Model® recommendations and offers confidential, comprehensive documentation and use of time analysis system. Lessons can be baselined and measured for growth.

Oasis NV-SCSEL 2019 School Report(s)

Family- School and Community Connections

Family and school partnerships are fostered through relationship building with the classroom teacher during back to school night, and parent teacher conferences. Teachers and families regularly engage in building connections to improve student and adult connections to establish a school wide safety net of connections. We believe in connections and a safety net of trusted adults. Oasis Academy has partnerships with many community agencies to support families and students throughout the year. Partnerships include support for students and families experiencing homelessness, in need of community support and assistance, holiday help and virtually every other need families may experience.

Continuous Improvement and Staying in Prevention

The goal of the S.E.L. program is to keep the school in prevention and to continue to operate as a five star school at each level, elementary, middle, and high school. We understand the importance of educating students holistically so they can stay healthy, safe, engaged, and feel supported. Systems used to review data are the SCUTA school counseling application and the School Climate Survey reviewed by the leadership team. School wide data trends such as discipline referrals will help drive a year to year S.E.L. action plan and help us keep an updated comprehensive school counseling program.

Social and Emotional Learning

The five competencies of self-awareness, self- management, social awareness, relationships skills and responsible decision making are explicitly taught and integrated school wide in the classroom. The Oasis Academy uses the above mentioned curriculum to regularly deliver lessons to our student population of 700 students. Social and emotional supports and tiered interventions follow the MTSS model.

Social- Emotional Learning Plan March 2020 COVID- 19 March 2020- May 2020

Starting mid March the school went online due to COVID-19. This transition was fast and a great team effort to meet academic and social and emotional needs. The school counseling team's focus was to get up to speed with technology to reach students successfully and meaningfully. Focused effort was

directed towards one on one contact to reach as many students as possible with another focus being directed to our S.E.B. screener for students needing a tier 2 or 3 support. This was highly successful as we received 548 responses from our student population in 8 weeks. Students needing contact and support were contacted by a school counselor and provided services. School counselors held informal lunch groups and continually reached out to students and teachers. Home visits were completed each week for students needing support for technology issues and emotional support. This effort continued up until the last week of school and will continue into the 20-21 school year.

Social and Emotional Learning August 2019- March 2020

The Brain, Resilience, and Neuroplasticity

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Kinder	405 mins	Grade 1	405 mins	Kinder	405 mins	COVID19	
Grade 2	810 mins	Grade 2	810 mins	Grade 1	405 mins	1 to 1	
Grade 3	810 mins	Grade 3	810 mins	Grade 4	810 mins	small	
M.S. ICAP	270 mins	M.S. ICAP	270 mins	Grade 5	810 mins	group	
H.S. ATD	810 mins	H.S. ATD	810 mins	M.S. ICAP	270 mins		

ICAP- Individual Career and Academic Plans

ATD- Achieve the Dream

Use-of-Time Analysis: August 20, 2019 - June 9, 2020

OK	CATEGORY GOAL*	%TIME (Actual)	CATEGORY	%TIME	HOURS	FREQ.
✓	Student Services 80% or more	Direct Student Services 77%	Instruction	12	119	112
			Appraisal and Advisement	5	45	45
		Indirect Student Services 19%	Counseling	60	576	604
			Indirect Student Services	19	180	180
✓	Program Planning & School Support 20% or less	5%	Program Def, Managing & Assessing	5	44	45
			Fair-Share Responsibility Activities	0	1	1
✓	Non-School-Counseling Tasks 0%	0%	Non-School-Counseling Tasks	0	1	2

Social and Emotional Learning Action Plan for 2020-2021 School Year

Overall Goal:

To continue to provide social, emotional, and academic learning to our students in person, online, and through hybrid teaching scenarios with high effectiveness through continued monitoring and screening. This goal will support our focus to help students reach their full potential.

School counselor caseloads K-5 and 6-12. The school counselors will be supporting staff through virtual check ins and email communication. Referrals and resources can be provided for staff needing outside support.

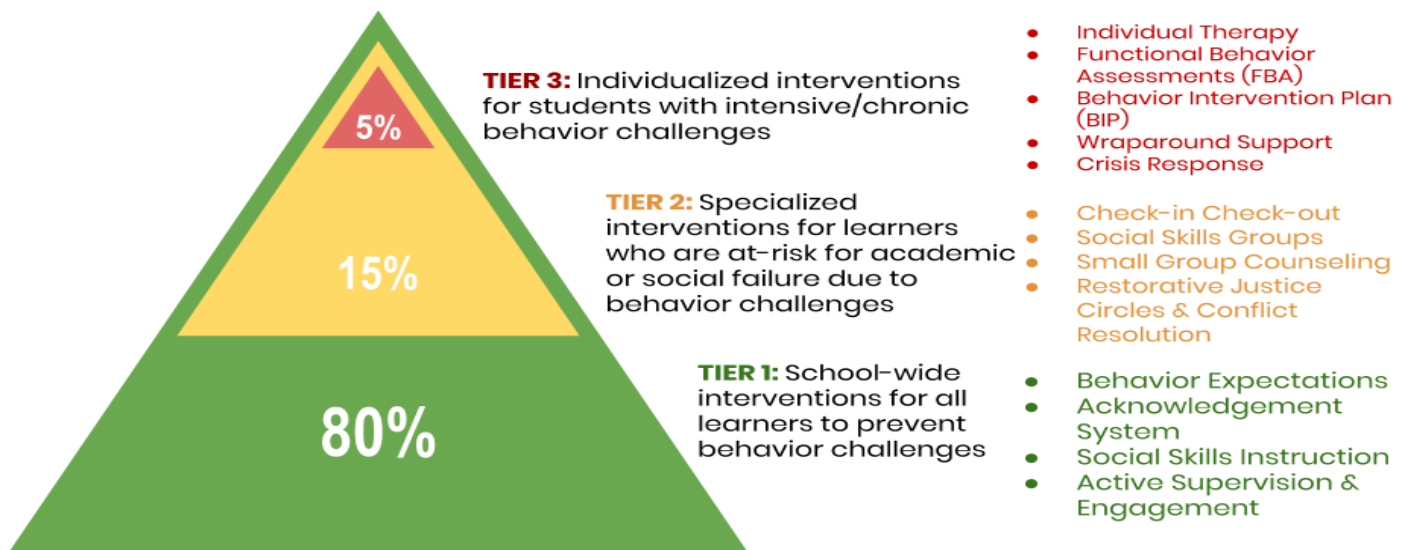
The Impact of Trauma

Trauma can impact children in many ways, and their responses to traumatic incidents can vary. Circumstances of an occurrence, such as when, how, where, how often and the responses of others can influence a child’s response. Prolonged exposure to trauma, such as on-going abuse, chronic neglect, or repeated exposures to violence, without the buffer of safe adult relationships can result in toxic stress. Children may experience symptoms of trauma and toxic stress related to brain development, learning and behavior — all of which affect a child’s school experience and academic success.

Trauma Informed

Schools Recognizing the impact trauma has on individuals, many schools are becoming trauma-informed buildings. Trauma informed schools implement practices that:

- Build relationships between students and staff
- Create consistent, safe environments
- Provide a range of interventions that address anxiety and other trauma responses



Key Trauma Informed Practice

Tier 1 -Instruction on SEL -Sensory opportunities to manage anxiety -Predictable routines -Choices in learning -Physical activity breaks -Adults model emotional regulation -Calm Zones

Tier 2 -Adult mentors -Small groups for SEL & CBT -Parent & caregiver education

Tier 3 -Individualized services -Case management -Coordination with community based treatment
-Parent & caregiver training & support

Create predictable routines

Help children who have experienced trauma adapt to transitions a little easier so that they feel safe and ready to learn.

Build strong & supportive relationships

Strong relationships can provide the responsiveness, scaffolding, and protection that can support children who are feeling the effects of traumatic events.

Empower students' agency

Help your students feel seen, heard, and empowered. Be responsive to their needs. Find ways to support their goals and efforts to build their self-efficacy and exercise their agency.

Support the development of self-regulation skills

Actively building executive functioning and self-regulation skills can help youth cope with, adapt to, and offset effects of adversities. Practice and develop your own self-regulation.

Provide opportunities to explore individual and community identities

Help students strengthen and explore their own identities and explore the perspectives of others through various activities that promote agency and civic engagement.

Partnering Specialist/ Trauma Informed Care

Cheri Lovre- Crisis Management Institute- Continued support and resources for our community members and families working through COVID-19

<https://parents.cmionline.com/>

Staff Support

The school counselors are split K-5 and 6-12. Each designated teacher caseload can be provided counseling support and referrals if needed.

Conclusion

The Oasis Academy team will continue to provide the safety net that students need. The goal will always be trusted relationships and 80% direct/indirect student contact. While staying trauma informed we will continue to provide love, safety, and belonging to our student population and staff.