



PINECREST ACADEMY OF NORTHERN NEVADA

-OPENING PLAN-

FOREWARD

As we look to opening our campus in August, I am thankful for the opportunity to work with our incredible staff and incoming families to address the many concerns that are weighing on our minds. While there are still a great number of uncertainties, what remains is the center of our mission and vision, to prepare students for college and career while ensuring success on all academic measures.

Keeping our students, families and staff safe and healthy is our top priority. As such our opening plan outlines our approach to educating our community about preventative measures, transmission and ways in which we can mitigate the spread of COVID-19. Our Pinecrest community is composed of professionals in medicine, social psychology as well as first responders. As such, our plan includes examining our approach from varying perspectives.

This plan is an approach that outlines varying models of instruction based on the phases on the Nevada Path Forward guidance. Our plan is designed to be flexible and responsive to shifting guidelines while addressing aspects of our educational plan that are specifically designed to meet the academic as well social and emotional needs of our students.

I want to be intentional in our plan, wherein we look at our community feedback, current guidance from the CDC and work within the cadre of our unique dynamic of being a new school community. It is extremely important to me that we foster a sense of community, provide a warm and welcoming environment in-person for students, and allow our students to access the special classes, supports and curriculum that are part of the Pinecrest educational model.

It is important to note that this Plan is a working document. As the guidelines progress and shift, we will be responsive to ensure the safety of our school community while providing a unique hybrid learning environment for our students.

Thank you for your support during this time,

Jami Curtis
Principal



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INTRODUCTION

Pinecrest Academy of Northern Nevada began enrolling students for the 2020-2021 school year in April 2020. In March 2020, Governor Sisolak responded to the outbreak of COVID-19 in the State of Nevada and ordered all school buildings to be closed. In May 2020 Nevada began to move into Phase II of the Nevada Path Forward framework. In June 2020 the State Public Charter Authority with guidance from the Nevada Department of Education issued guidance for opening schools in the fall along with the required exemptions, measures and modifications to instruction that would be permissible under “Emergency Directive”. This document outlines Pinecrest Academy of Northern Nevada’s tiered plan to meet the educational needs of our students while ensuring compliance with local health directives and the Nevada Path Forward guidance.

This document is draft guidance. It is a working document that will allow us to be flexible and responsive to the shifting dynamic of the state of COVID-19 in our community.

This Opening Plan is based on the following Phase II social distancing guidelines.

- Public Health:
 - All persons will be required to maintain 6 feet of social distancing and 50% of occupancy in any space with not more than 50 persons gathered
 - Staff face coverings are required (per Governor Sisolak’s Directive 024)
 - Student face coverings are required for students 4th grade and up (per Governor Sisolak’s Directive 024)
 - Education and training of staff and students regarding mitigating the spread of COVID-19
 - Physical health screening
 - Stay at home for 10 days after recovery from COVID-19 or when cleared by the health department
 - Stay at home for 72-hours after any flu-like symptoms have ended or have been present in the household (COVID or non-COVID)
 - Teach proper hygiene and respiratory etiquette
 - Access to Hazel Health telehealth services
 - Additional cleaning protocols and deep cleaning days
 - Short-term closure in response to any suspected and/or confirmed COVID-19 cases

- Educational Model



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- Hybrid cohorts of instruction (2 days on campus, 2-3 days of remote online instruction).
- Fully remote learning cohort via synchronous and asynchronous lessons.

Opening Plan Sections:

1. Communication
2. Reopening School Buildings
3. Human Resources
4. Logistics
5. Wellness & Recovery
6. Academics
7. Updated Calendar
8. Parent Opening Survey



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School Name: Pinecrest Academy of Northern Nevada

COMMUNICATION

COMMUNICATION

- We will communicate our plan to families through an informational video with Principal Curtis explaining the new guidance, we will also disseminate the opening plan and updated calendar in written communication (in English & Spanish).
- In collaboration with our school nurse team, CDC guidelines and “Nevada Phase” directives we will disseminate a written “brochure” style communication about the processes and procedures we will utilize to keep our families and staff safe and healthy. We will send this communication out via email to families, post it on our Facebook page and post on our website.
- Our school nurse will train our staff on COVID-19 transmission, prevention, symptoms and screening. Our school nurse will also provide educational resources to teachers to share information with students about COVID-19. We will post “student friendly” signage in classrooms and around campus that highlights the spread and prevention of COVID-19 and provides student-friendly language to address students’ Social and Emotional needs regarding processing the changes to the traditional on-campus routines.
- The campus Principal will send weekly communication (in English and Spanish) via email, Facebook and website that updates the Pinecrest community on the implementation plan, distance learning and continuing education surrounding COVID-19.

REOPENING SCHOOL BUILDINGS



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RE-OPENING APPROACH

- In order to limit our building capacity to 50% and maintain social distancing guidelines we have outlined a tiered approach to bringing students on campus. Our buildings will open to provide in-person instruction 2 days per week and hybrid instruction 2-3 days per week. Students will attend school in one of 3 cohorts. In person (Monday/Tuesday or Thursday/Friday) with hybrid remote instruction (Monday/Tuesday or Thursday/Friday), or full-time remote instruction.
- We will request adjustments to our calendar to allow for 5 additional days of professional development for teachers to provide training in response to teacher and student needs pertaining to online learning, family engagement, Google classroom, online curriculum and COVID-19 protocols. Five Wednesdays preceding fall break (8/26, 9/2, 9/16, 9/23 and 9/30) will be dedicated to responsive professional learning for teachers. New content instruction will not be delivered to students on these dedicated professional learning days.
- For students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations” we will offer the option of remote online instruction via synchronous and asynchronous lessons, content and practice. Students in this cohort will maintain a place on a traditional class roster and have primary instruction, practice and communication with their teacher.
- Under a hybrid learning model we will utilize an Infinite Campus programming that keeps family households on the same cohort track while limiting classroom capacities to 50 percent of maximum occupancy. For each hybrid cohort (blue and gold), we will provide remote online instruction 2 days per week and 2 days of live in-person, on-campus instruction per week. For families that opt for the completely online instructional cohort (gray), they will have access to online, synchronous and asynchronous instruction during both cohort sessions. Students of Pinecrest faculty and staff will be permitted to participate in live in-person instruction during both cohorts (blue and gold).
- Upon completion of the second phase of our building construction, we will examine the capacity to bring both student cohorts on campus simultaneously. This option will be evaluated after the start of school and planned to be phased-in and potentially



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implemented after Fall break and in conjunction with the most current Nevada Path Forward guidelines.

- If a shift to remote learning instruction is warranted, teachers will move to full-time remote online instruction for all cohorts. Teachers will utilize digital instructional platforms for class meetings and lessons, Google classroom, virtual assignments and digital curriculum.

Plan A: Hybrid model with an option for full-time remote learning. Students will attend in-person instruction on campus 2 days per week and will participate in remote live (synchronous and asynchronous) instruction 2 days per week. Pinecrest students will participate in one of 3 cohorts (blue or gold) on either Monday/Tuesday or Thursday/Friday or participate in full-time remote instruction (gray). Wednesdays will be reserved for continued, responsive professional learning for teachers (through Fall break) and deep cleaning the school building. After Fall break, Wednesdays will include remote instruction for all cohorts. Families choosing the gray cohort must commit to full-time remote instruction for the duration of the quarter. Families choosing the hybrid cohort have the option to move to the gray cohort, but would need to remain with this cohort for the duration of the quarter. Any requests for moving cohorts will require review and approval from the campus principal.

Backup Option B: In the event that school buildings must close instruction will shift to full-time remote learning via synchronous and asynchronous lessons. Students will continue to interact with their classroom teachers as they serve as the primary instructor.

Alternate Plan A : Students in blue and gold cohorts will have the option to participate in on-campus instruction via remote support (in a supervised study room). **A** **o** / **o** **W**
2 Gray cohort will continue full-time remote instruction.
for the remainder of the semester or maintain their remote instruction from home.

PHYSICAL HEALTH SCREENING

- A COVID-19 health screening will be prominently displayed in the front entrance and teacher work space entrances on campus. As part of our daily meeting in classes, students will indicate “how they are feeling” in an age appropriate symptom-checker. In addition, we may utilize a remote student health check-in system.



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Parents will be required to abide by daily “wellness check” questions prior to dropping students off at school.

PHYSICAL HYGIENE

- Our school nurse will provide explicit professional training for our staff and students regarding proper hand and respiratory hygiene. Our school nurse will work with staff and provide education, training and resources for teachers to teach, model and provide time to implement proper hand and respiratory hygiene.
- Current guidance includes the directive to use face coverings for staff and students in 4th grade and up. Students in grades K-3 will be permitted and encouraged to use face coverings on campus. Any exceptions must be documented in writing and comply with current face covering directives.
- We will purchase additional personal perspective equipment including disposable face masks, hand sanitizer and related materials. We will also include student friendly signage in classrooms and around campus to demonstrate appropriate physical hygiene. Hand sanitizing stations will be available throughout campus. Students will be given frequent opportunities to wash and sanitize hands.

SOCIAL DISTANCING

- We will maintain social distancing by limiting the utilization of each space on our campus to 50% of maximum capacity (not to exceed 50). Our schedule provides for a start and end time to school that is staggered by 45 minutes between elementary and middle school. In addition, we will utilize alternate spaces on campus for lunch and gross motor play that limit the number of students to no more than 50 and provide for ample social distancing while utilizing the spaces at 50% capacity.
- Our cohort plan allows for each student to be a rostered participant in a classroom with a teacher who provides primary instruction, feedback, response and support for every student on the roster. If guidance shifts to require full-time distance learning, teachers will continue to utilize their Google classroom,



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tools for remote instruction, and online curriculum to continue to provide students with new content and opportunities for learning.

HUMAN RESOURCES

STAFF RETURN TO WORK

- Staff will engage in remote online learning for initial communication and team meetings during the summer. In August, staff will attend in-person professional learning in accordance with social distancing guidelines and current directives for the utilization of face coverings. At present, we will have 6 days of professional learning to learn about the components of our online curriculum, online learning platforms, recording and utilizing Zoom as well as school opening procedures. Staff will participate in on-campus instructional and professional capacities in accordance with current social distancing and face covering guidelines.
- All staff members will be required to engage in their professional capacities while maintaining social distancing where feasible, as indicated in the Nevada Path Forward, and current directive guidelines. Staff who are in vulnerable populations are encouraged to strictly adhere to social distancing and face covering guidelines to lower their risk of exposure.
- As a new school, we have engaged the majority of our incoming staff through virtual interviews with the understanding and expectation that school will have a flexible opening in the fall and that each team member should maintain a positive, growth mindset about engaging in all aspects of this work. Our staff have all indicated and demonstrated their capacity to utilize technology, flexible thinking and synergize.
- We will have an on-campus sub who will be trained in our online platforms and can step into the hybrid classroom where needed. In addition, we are including our hybrid instructional platform and usage as part of our campus substitute training. We are also encouraging all of our qualified instructional support staff to obtain their substitute teaching license.



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GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- The school principal communicates on a weekly basis with members of the governing board. The governing board receives an update from the principal at the monthly board meetings. The governing board also receives a copy of any email correspondence that is disseminated to the school community. Beginning August 4th, 2020, the school community and governing board will receive weekly email communication from the school leadership team. The school leadership team meets throughout the week to continue to communicate about, shape and design all aspects of our school opening plan.
- The school governing board includes leaders in education and child care who are active in sharing experience and practice throughout this journey. The governing board assists school leadership in thinking through different facets of the school's plans for implementing current measures and communication.

LOGISTICS

FACILITIES MANAGEMENT

- We maintain nightly janitorial service and a deep cleaning of the school every Wednesday. Our building will be utilized at 50% of capacity in every space. Our students will attend school in small cohorts to minimize contact. High touch surfaces will be cleaned throughout the day. Hand sanitizing stations will be installed throughout the school.
- Classroom and building high touch surfaces will be cleaned periodically throughout the day and tracked in our SchoolPass space sanitizing app. We will utilize supplemental products to sanitize playground equipment. Shared classroom materials will be cleaned between each use. Teachers will include students in the classroom cleaning procedures to the greatest extent possible including frequent opportunities for hand sanitizing and wiping down high-touch surfaces.



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NUTRITION SERVICES/BREAKFAST & LUNCH

- Students will eat lunch in our flexible indoor space. Lunch capacities will not exceed 50% capacity of the max occupancy. Students will wash hands prior to eating lunch. Students will eat lunch with their class cohort.
- In partnership with our National School Lunch Program provider, The Boys and Girls Club of Truckee Meadows, meals will be pre-portioned in individual containers. Our lunch manager and lunch support staff will be trained on COVID-19 procedures in compliance with the Washoe County Health Department and the BGCTM. Staff will utilize proper PPE and maintain distancing and touchless distribution to the greatest extent feasible. Items in the lunchroom will be single-serve.
- For students who need lunch on our professional development Wednesdays and days in which their cohort is learning remotely, families will be able to come to our school site for a “grab and go meal”.

TRANSPORTATION/ARRIVAL & DISMISSAL

- Our campus currently has a 45 minute staggered start and end time between elementary and middle school. When students arrive on campus they will participate in a wellness check and report directly to their classroom. Teachers will include handwashing and/or sanitizing as part of the procedures for coming into class in the morning. We will also utilize SchoolPass, a silent dismissal system, where students remain in their classrooms at the end of the day until the virtual system indicates that their car has arrived. Students will leave their classrooms and report directly to the pick-up area.
- Our transportation with the Boys & Girls Club shuttles will be adjusted to allow for current bus social distancing guidelines. Currently, students must sit one per row (except for siblings in the same household). Shuttles will be cleaned and sanitized after each use using portable sprayers. Before students can enter the bus, the driver will check each passenger’s temperature with a digital



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infrared electronic thermometer and ask students a COVID-19 symptom checker questions list. All persons utilizing transportation with BGCTM will be required to wear a face covering. Hand sanitizer is available for the use of each passenger and driver.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

Conduct of Conditioning and Practice Sessions Should be determined in accordance with guidance from state and local public health officials.

NOTE: This guidance is based heavily on guidance issued by the National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC).

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Phase 2 Pre-Workout/Contest Screening:

- All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check.
- Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19.
- Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals (over 65, pre-existing health conditions) should not oversee or participate in any workouts during Phase II.

Limitations on Gatherings:

- No gathering of more than 10 people in a single indoor space. Up to 50 individuals may gather outdoors for workouts on the field.
- If indoor gyms or meeting rooms are used, there must be a minimum distance of 6 feet between individuals at all times.



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Efforts should be made to encourage students and coaches to limit the use of small spaces/rooms when at all possible by arriving ready for workouts and changing into workout clothing at private residences, prior to engaging in physical activity at the school site.

- Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures limited exposure if an individual develops an infection.
- There must be a minimum distance of 6 feet between individuals at all times, whether indoors or outdoors. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur.
- Appropriate social distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.

Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all workout areas, spaces and athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, equipment, bathrooms, athletic training room tables, etc.).
- Equipment should be wiped down thoroughly before and after each individual’s use of equipment.
- Any equipment such as seats, athletic pads, etc. having holes with exposed foam should be covered.

Personal & Clothes/Equipment Hygiene:

- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.



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- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning to home.
- There should be no shared athletic towels, clothing, or shoes between students.
- Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.
- Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.

Hydration:

- All students shall bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.

(Potential participation for Spring 2021 Sports in TAH-NEVA League)

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- Per the directive, school athletic fields and facilities may re-open. Those fields and facilities are controlled by school districts and governing entities of charter and private schools. Those districts and governing entities ultimately control when their own athletic fields and facilities will open subject to gubernatorial directive. Directive 022, issued by Governor Sisolak, allows but does not mandate the opening of school athletic fields and facilities.
- The actual opening of those fields and facilities is the responsibility of the school district or other governing entity which controls the fields and facilities. While the most stringent restrictions have been lifted, COVID-19 remains active in our communities and extremely contagious.
- The phased re-opening of school athletic fields and facilities is exactly that, a phased re-opening. If as a transition to a new, less restrictive phase occurs, the data shows continued positive progress in the control of the spread of the disease, transition to the next even less restrictive



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phase may take place. Each of the phases, however, do contain restrictions and requirements. Compliance with those restrictions and requirements is critical to progress.

- As schools open their athletic fields and facilities, it is incumbent upon those who supervise and control the activities at those fields and facilities, to assure compliance with the restrictions and requirements in place. School and district administrators as well as athletic directors, coaches and athletic trainers should be completely familiar with and able to implement and monitor compliance with all restrictions and requirements associated with the current phase.
- Questions and concerns are to be directed to local public health authorities and guidance received is to be implemented. Protocols may be implemented which would be more restrictive than those included in the guidance enclosed in this document but are not to be less restrictive.

INFORMATION TECHNOLOGY

- Teachers will have access to computers, video recording equipment and lapel mics. The school will lend devices to students who indicate need. The school will work with families to ensure access to the internet.
- Our technology support team will be working to configure devices and inventory computers for student use. We have indicated our desire to utilize ESSER funds to purchase any additional technology needs.
- We have sent a survey to parents to gather information about home access to technology and the internet. We are working with local provider partners to assist any families that need access.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

- We have hired a student behavior support specialist who will provide TIER 1 instruction and support to all students. We will focus on building a culture based on the **3 C's** while explicitly teaching the core competencies of SEL. Teachers will have responsive morning meetings that include teaching and



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utilizing the Habits. Bite sized responsive behavioral professional development publications will be distributed as an ongoing educational component to complement in person SEL behavioral PLCs and Learning Huddles. We will also partner with a social worker intern from the University of Nevada to help provide resources and support for students.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

- Synchronicity between data and data driven systems and practices utilizing parent pre-assessments, initial teacher baseline data collection, student reflections and parent conferences (when necessary). The behavior specialist will perform informal and formal observations leading to intervention programming support of corrective practices with a responsive trauma informed approach. Bite sized responsive behavioral professional development publications will be distributed as an ongoing educational component to complement in person trauma informed behavioral PLCs and Learning Huddles.

ACADEMICS – Path Forward Plan of Distance Education

(required for all schools not already approved by the Nevada Department of Education to provide full-time distance education to 100% of students)



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- **INSTRUCTIONAL APPROACH**
- Students will be grouped into three cohorts: blue cohort will attend school on campus Mondays and Tuesdays with remote live learning on Thursdays and Fridays, gold cohort will will have remote live learning Mondays and Tuesdays and attend school on campus Thursdays and Fridays, grey cohort will attend live remote learning Monday, Tuesday, Thursday and Friday. While on campus students will receive regular instruction from the teacher in the classroom while students at home will attend instruction with live remote or access the video at a later time. All students will receive four days of new grade level instruction each week. Live remote learning will consist of either attending live instruction through streaming or accessing the video of instruction at a later time if they are unable to attend the live streaming. All students will use Google classroom, our curriculum digital platforms, Clever, Bloomz, and Colegia for instruction and assignments. Students and families will be made aware that the two days of remote live learning will include new grade level learning and not attending/viewing the instruction or completing assignments will put them behind with instruction.
- Students without technology devices will be assigned a Chromebook from Pinecrest Academy of Northern Nevada to access remote live learning. If students are unable to access the internet, paper instruction and assignments will be made available to them.
- Students who are required to quarantine will receive instruction via live remote learning if they are able to access the internet or through paper assignments if not.
- Teachers will be able to track contact and attendance of students in Infinite Campus. Attendance is taken through in-person instruction, live remote learning, and Google classroom. Teachers are aware of the expectation that students will be contacted daily. Teachers are also aware of the expectation to alert administration to any students whom they are unable to contact or whom they are receiving sporadic contact with so administration may intervene. The instructional coach will regularly check-in with teachers to ensure that all students are accounted for and attending instruction and completing assignments.
- The teachers will be available by email, Google classroom and via live remote learning if students are not on campus. Live remote learning will allow students at home to participate in the instruction happening in the classroom. They will be able to interact with the teacher and other students in real time. The teachers will respond to students' questions and request for support from email or Google classroom daily.



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- Students will participate in a rotation of “special classes” during in-person instruction to include: music, art, computers and STEAM Lab according to the ABCD rotation on the school calendar.
- Students will be trained in social distancing procedures for classrooms. This will include disinfecting hands, desks, tables, chairs and any other high touch surfaces. Students will be using materials (pencils, scissors, markers, etc...) from their own personal supply. Supplies that are communal and used by many students will be disinfecting in between each use. Social distancing guidelines of 6 feet will be followed in every classroom by separating desks and limiting table seating to two students on each end. Schedules will be reconfigured to allow social distancing in the hallways for students moving from one class to another. The schedule reconfiguration will also include time for teachers such as music, STEAM, art, etc... to disinfect the classroom and high touch surfaces in between each class.

MEETING STUDENT NEEDS

- How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans? Students with IEP’s will have a “Digital Learning Plan” created in collaboration with the parent, general education and SpEd teacher. Student 504 plans will be evaluated to determine support necessary in the digital learning environment. Our ELL students will receive instructional support from their homeroom teacher and our ELL coordinator. We will administer all WIDA assessments in accordance with state assessment guidelines.
- We will primarily use iReady diagnostic assessment data. All students will take diagnostic assessment in iReady reading and math during the first 3 weeks of school. Students will take periodic formative assessments to evaluate academic progress.
- Teachers will evaluate student progress towards goals and stretch goals to determine level of support, intervention, and re-teaching needs. Any student who indicates a need for support beyond TIER 1 will be referred to our Student Academy and Behavior Intervention Team (SABIT).
- We will utilize our data team meetings to monitor student academic progress based on formative iReady assessments in math and reading and other curricular assessments as determined



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by grade level teams. We will also utilize data pertaining to student participation in hybrid learning. We will seek feedback from parents and staff regarding the implementation and progress of both hybrid and fully remote learning instructional models.

ATTENDANCE AND ENGAGEMENT

- We will utilize the most current update for attendance tracking in Infinite Campus. Our attendance and communication tracking will include verification of in-person attendance and participation in hybrid instruction.
- Our initial communication with families will outline the expectations for participation and attendance. Our behavior support specialist will provide numerous written support documents to outline strategies for success and creating an effective learning environment at home. Our teachers will reinforce and support the necessity of attendance through daily contact and feedback on work for students. School administration will support students and families with attendance by helping to address any circumstantial concerns.

PROFESSIONAL LEARNING

- We will provide professional learning for teachers in response to teacher and student needs pertaining to online learning, family engagement, Google classroom, online curriculum and COVID-19 protocols.
- We will request 5 additional days to be used to provide responsive training in online learning, family engagement, meeting needs of students, assessment, Google classroom, online curriculum and COVID-19 protocols.

SUPPORTING PARENTS/FAMILIES

- We will be using a multifaceted support approach to enable parents to help support their students. To include, remote training



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seminars, weekly publication series (English and Spanish), social media informative videos, social media briefing videos in response to inquiries from our founding families.



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Pinecrest Alternate Calendar 2020 (August-October)

August 2020							No school on shaded days
Su	Mo	Tu	We	Th	Fr	Sa	# of days: 6
						1	
2	3	4	5	6	7	8	Aug. 24th-27th Kinder Screening
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	Aug. 24th-25th Blue Cohort on campus
23	24a	25b	26	27c	28d	29	Aug. 26th-PD Day No School (deep clean)
30	31d						Aug. 27th-28th Gold Cohort on campus

September 2020							No school on shaded days
Su	Mo	Tu	We	Th	Fr	Sa	# of days: 21
		1c	2	3b	4a	5	Sept. 7th Labor Day No School
6	7	8a	9b	10c	11d	12	PD Days: 9/2, 9/26, 9/23, 9/30
13	14d	15c	16	17b	18a	19	
20	21a	22b	23	24c	25d	26	
27	28d	29c	30				

October 2020							No school on shaded days
Su	Mo	Tu	We	Th	Fr	Sa	# of days: 15
				1b	2a	3	
4	5	6	7	8	9	10	Oct. 5th-9th Fall Break
11	12a	13b	14	15c	16d	17	Oct. 14-Remote Learning ALL
18	19d	20c	21b	22a	23	24	Oct. 23rd No School: Parent/Teacher Conf.
25	26a	27b	28c	29d	30	31	Oct. 30th-NV Day, No School
							Qtr 1 ends 10/29/20

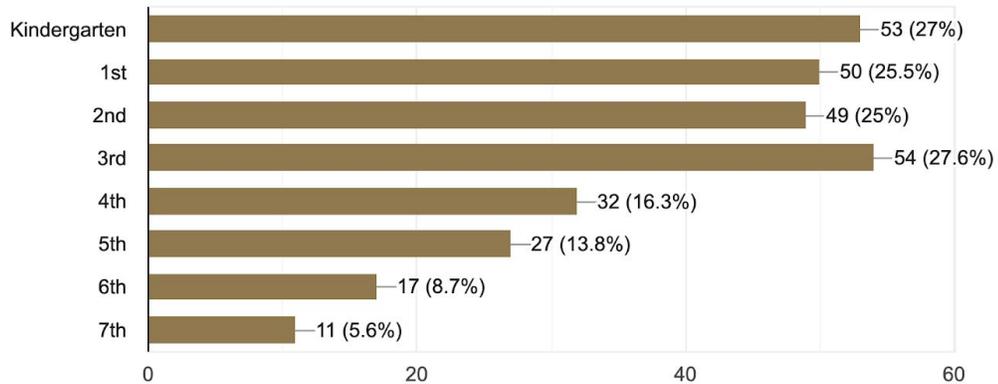


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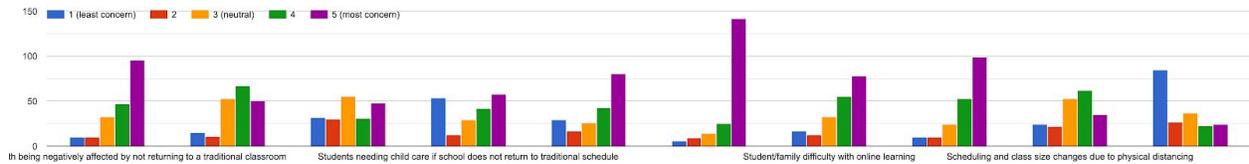
Parent Survey Responses

My child(ren) will be in the following grade(s) next year:

196 responses



The issues that concern me most about returning to school in August are:



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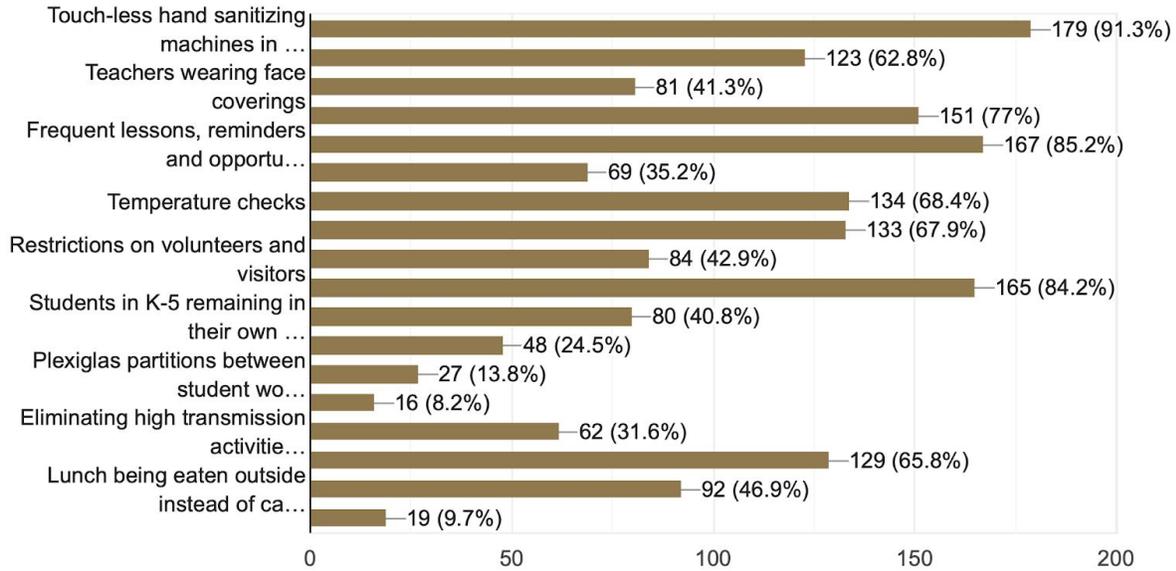
- 1-Student mental health being negatively affected by not returning to a traditional classroom
- 2-Frequency of classroom & campus cleaning procedures
- 3-Transmission of Covid-19 to student/staff
- 4-Students needing child care if school does not return to traditional schedule
- 5-A part-time schedule that will make work schedules difficult to manage
- 6-Students falling behind in academic progress due to loss of instructional time
- 7-Student/family difficulty with online learning
- 8-Student lack of socialization
- 9-Scheduling and class size changes due to physical distancing
- 10-Students not wearing face coverings



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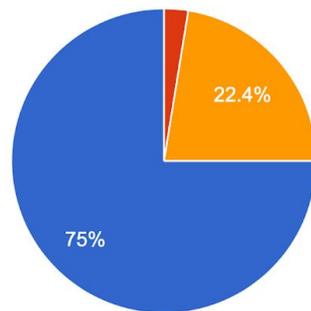
When Pinecrest Academy opens I support the following safety measures: (Please check all that apply. Please note that not all suggestions will be feasible upon opening.)

196 responses



Knowing that Pinecrest will follow CDC, the Governor's office, the Nevada Department of Education, and the State Charter School Authority ... opening are in the process of being determined.)

196 responses



- Full-time return to school in person at the scheduled start dates of August 24 (Aug. 31 for Kindergarten).
- Distance learning full-time at home via use of virtual applications at the scheduled start dates of August 24 (Aug. 31 for Kindergarten).
- Hybrid 50/50 model (2 days per week M/T or W/Th) in person on campus and half-time virtual learning at home at the scheduled start dates of August 24 (A...

