



# REOPENING PLAN

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FOR SCHOOL YEAR 2020-2021

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## Overview and Purpose of this Document

### Background

Under Emergency Directive 022, all charter schools must develop reopening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Reopening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education<sup>1</sup> in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a reopening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* reopening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

### Forms

- Certification for Path Forward Program of Distance Education:  
<https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPE.docx?dl=0>
- Request for Calendar Adjustment:  
<https://www.dropbox.com/s/0ez1fhjckqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0>
- Request for Additional Professional Development Days:  
<https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0>

## Resources and References

### School Reopening

- Declaration of Emergency Directive 022:  
<https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf>
- Guidance for Path Forward Programs of Distance Education:  
[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News\\_Media/Guidance\\_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05\(1\).pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf)
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings:  
[https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada\\_Path\\_Forward\\_6.9.20\\_FRAMEWORK.pdf](https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf)

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<sup>1</sup> Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a reopening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

- Nevada Summer Learning and Activity Guidance:  
<https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf>
- Nevada Interscholastic Activities Association Reopening Guidance:  
<https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf>
- American Academy of Pediatrics COVID Planning Considerations: Guidance for school re-entry  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

## Face Coverings

- Declaration of Emergency Directive 024:  
<https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf>
- Guidance on Face Coverings:  
<https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf>

**School Name:** Silver Sands Montessori Charter School

**SCHOOL REOPENING TEAM:**

- Keya Bromberg, SSMCS Middle School Teacher
- Dennis Burke, SSMCS Support Teacher
- Mayumi Coffman, Parent & SSMCS Board Member
- Denise Crosby, SSMCS Principal
- Candace Fletcher, SSMCS Lower Elementary Teacher
- Kim Hodge, SSMCS Special Programs Administrator
- Kristofor Jacobson, SSMCS Board President
- Rebecca Maneilly, Parent & SSMCS Specialist
- Cheryl McMullin, SSMCS School Nurse
- Danette Olmos-Green, SSMCS Director of Operations
- Mara Tattner, SSMCS Upper Elementary Teacher
- Helen Tellio, SSMCS Registrar/Former SSMCS FASA
- Marlo Tsuchiyama, SSMCS Head of School/Director of Finance
- Laura Yavitz, SSMCS Parent

Results from surveys sent to all parents and staff were also used to assist the committee in planning and decision making.

## COMMUNICATION

### COMMUNICATION

- *How will you communicate important information to families about the re-opening process?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*
- *What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.*

***How will you communicate important information to families about the re-opening process?***

- SSMCS will communicate the re-opening process through a variety of venues: School website, email/messages to families through Infinite Campus, and through teacher communication with families through email.
- Our reopening plan, once approved, will be incorporated into the Parent/Student handbooks as well as our Staff handbook.
  - Elementary and Middle School handbooks will be available on the school's website.

***How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?***

- Action steps to keep our school community safe and healthy is incorporated in our reopening plan. Once approved will be incorporated into the Parent/Student handbooks as well as our Staff handbook.
  - Elementary and Middle School handbooks will be available on the school's website.
- Specific safety protocols (ie: hand washing/sanitizing, mask wearing, social distancing, etc.) will be reviewed in all classrooms with students on a consistent basis until it is part of the classroom's normalized routine.
  - Signs to remind our staff and students about these safety protocols will be placed throughout the building where most appropriate.
- Resource links and FAQs addressing *safety protocols will be posted on our school website.*

***How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?***

- Action steps to help our school community to protect themselves and others is incorporated in our reopening plan. Once approved will be incorporated into the Parent/Student handbooks as well as our Staff handbook.
  - Elementary and Middle School handbooks will be available on the school's website.
- Specific safety protocols (ie: hand washing/sanitizing, mask wearing, social distancing, etc.) will be reviewed in all classrooms with students on a consistent basis until it is part of the classroom's normalized routine.
  - Signs to remind our staff and students about these safety protocols will be placed throughout the building where most appropriate.
- Resource links and FAQs addressing how our school community can protect themselves and others will be posted on our school website.

***What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.***

- SSMCS will continue to communicate during the re-opening process for distance education as we have thus far during COVID-19 (See Communications Plan below). Utilizing a variety of venues: School website, text/email families through Infinite Campus, classroom LMS (Google Classroom or Seesaw), virtual online office hours for parents, and through regular teacher communication with families via email. English Learners ("EL") families make up approximately 6.6 % of our student population, however, our teachers with EL students will reach out and check in with those families and use translated materials as needed.
  - Continue weekly Principal's Update emails sent through Infinite Campus.
  - Continue monthly Parent Talk Meetings virtually with the Admin Team.

## REOPENING SCHOOL BUILDINGS

### RE-OPENING APPROACH

- *How will your school building(s) reopen (see options in Section 6 of Directive 022 and within the Path Forward Framework)?*
- *Will the school request a calendar adjustment as part of your reopening approach?*
- *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations”?*
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
- *What circumstances/scenarios will warrant a change in the approach?*
- *If a change in approach is warranted, how will that transition be made?*

### ***How will your school building(s) reopen (see options in Section 6 of Directive 022 and within the Path Forward Framework)?***

Per the Governor’s Declaration of Emergency Directive 022: County school districts, charter schools, and private schools that reopen school buildings or facilities must ensure that occupancy shall not exceed the lesser of 50% of the listed fire code capacity of a single space within a school site or fifty persons in an appropriately sized space that enables all social distancing requirements to be satisfied. Using those guidelines and those in the Path Forward Framework and all guidelines provided to us by the NSPCSA.

SSMCS plans to reopen in compliance with the current state’s phase. If Nevada and/or Clark County is still under restrictions for any of the phases, We are prepared with plans to open with the following:

Plan A: Blended Learning

- Cohort A: 50% of students attending Monday & Tuesday, Distance Education Wednesday-Friday
- Cohort B: 50% of students attending Thursday & Friday, Distance Education Monday-Wednesday
- Cohort C: This option is 100% distance Education if requested by families.

Plan B: 100% Distance Ed

### ***Will the school request a calendar adjustment as part of your reopening approach?***

Yes, we will be utilizing the additional 5 days of professional development offered and we will be moving our 5 days that were already approved to the beginning of the school year allowing 10 days of professional development prior to school starting on August 24. Teachers return the first week of August giving us 3 weeks of preparation and training for these plans.

### ***How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations”?***

A survey was sent to our families asking if they would like blended learning or if they would choose a full distance education program. Approximately 31% of those respondents (66% of students represented) chose distance education because of medical and/or comfort level.

### ***Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?***

Students will be split by 50% in each class, the intention is to first ask our families if they have a preference due to childcare, work or other necessity for either the Monday/Tuesday (Group A) or the Thursday/Friday (Group B) cohorts. Priority will be placed to ensure that families are placed in the same cohort across grade levels in the school.

***What circumstances/scenarios will warrant a change in the approach?***

Government directives may require the school to move to full distance education based on recommendations from government and/or health agencies. The other possible scenario is that our state will enter Phase 3 or 4 and restrictions lifted. Our plan is flexible to be able to accommodate a change in state mandated phases COVID-19.

***If a change in approach is warranted, how will that transition be made?*** The program can at any moment move from blended learning to distance learning. Currently we anticipate a smooth transition between each of our plans. However, the COVID-19 committee is prepared to reassess and replan as needed.

**PHYSICAL HEALTH SCREENING**

- *How will you screen staff and students?*

***How will you screen staff and students?***

Options: Students-temperature screen students in car loop, all families must use car loop for drop-off and pick-up. Exception - Before/After care, will need to screen at the door as they are coming in. Also provide self-screening information to families and staff to review daily before leaving for school.

Staff: temperature screen prior to entering the building, also asking staff to self-screen and not come to school or enter the building if they show signs of COVID-19 or have been in known contact with someone who tested positive for COVID-19. Should staff or students arrive on campus in transportation that is exposed to the elements, such as bicycling or walking, they will be asked to wait in the shade until their internal body temperature has cooled to the point that an adequate temperature reading can be done.

The following is from the CDC: Schools may consider implementing several strategies to prepare for when someone gets sick.

**Advise Staff and Families of Sick Students of Home Isolation Criteria**

Sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation.

**Isolate and Transport Those Who are Sick**

Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. (See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.)

Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

**Clean and Disinfect**



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

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

In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

Contact Tracing - Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

## **PHYSICAL HYGIENE**

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

***How will you address and reinforce hand hygiene and respiratory etiquette? How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.***

### **Hand Hygiene:**

- **Hand Sanitizing stations in each class:** Gallon-sized units of hand sanitizer have been purchased to be of use in each classroom (1 per room). Each classroom to designate an area to be used for hand sanitization.
- **A freestanding sanitization station** will be placed in/near the main office as that area has the majority of overlapping traffic. A second freestanding sanitization station will be purchased for the 2nd floor use.
- Students wash their hands between works.
- Teachers assign responsible students as “Hallway Monitors” -- the task will be to escort pairs of students as they need the restroom. This is to be a quick visit. MS will be able to use staff restrooms to expedite and lessen usage; prevent overlapping too much, creating crowds in foyers.
- Friendly, informative visual signage on restrooms walls showing best handwashing practices and indicating for how long to effectively wash.
- Restroom capacity reduced to be: 1 person to sink & 1 person to commode in each of the boys’ /girls’ restrooms at any given time.

### **Respiratory Etiquette:**

- Mandatory Masks for all students, staff and visitors.
- Disposable masks onhand: Disposable masks are readily available for children and adults to be utilized in the event one forgets to wear his/her mask.
- Those with Dr’s notes / asthma who are unable to wear for medical reasons are encouraged to attend the 100% online.
- Temperature check to occur at car loop - 5 thermometers (contactless/scanners) have been purchased. Training for professionals administering taking temperatures.

## **SOCIAL DISTANCING**

- *How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

### ***How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?***

#### **Classroom Social Distancing:**

- Learning cohorts established (A/B) to maintain 50% capacity - same students M-T; same students TH-F
- Removal of communal storage for supplies and water bottles. Each student houses their water bottle, lunch, books, work, and pens/pencils/sharpeners/markers...in their cubbies and drawers.
- Students are to be assigned a mat for them to clean regularly (weekly).
- Reduce the furniture / tables (store them in the art room & library) increasing the space in smaller rooms.
- Students will choose their daily location.
- Center of the room needs to be for students to work (in student-selected areas with personal mats).
- Perimeter of room utilized for manipulatives.
- Colorful markers 5" diameter/ velcro adhering dots have been purchased for this use.
- All interior doors will be propped open to limit high touch areas, for instance upstairs classroom doors and downstairs doors interior leading to classroom areas. All exterior doors are to remain closed.
- Peace areas are discouraged in order to distance and house sanitization stations (in consideration of smaller rooms).
- Students wipe-down classroom computers after each use.
- Computer lab closed to UE & LE during this time; Chrome books for MS.
- Visual cues on the floor showing where to stand for social distancing.
- Increased signage for social distancing and personal hygiene.
- The number of persons using a restroom facility at one time is limited to the number of sinks available per location. Each location will have a sign outside each restroom indicating the number of sink stations.
- Classrooms will have signage stating the maximum number of people allowed in the room at one time.

### ***How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?***

#### **Shifts Incurred By Public Health Changes:**

- This is a working-doc, setting forth broad parameters, which will/can adjust to needs and community changes as required.
- We are following Gov. Sisolak, CDC | SNHD, and Washoe County directives and protocols understanding that this is a living document privy to immediate change and designed for fluid usability.
- Fixed conditions (like classroom sizes) are met as best possible. Per Gov. Sisolak's directive (May 2020) businesses can self direct to meet requirements where possible. That said, we will operate at 50% and distance to the very best possible.
- It needs to be understood by the community that conditions may change quickly; this is an unprecedented circumstance altogether. As conditions may shift rapidly and frequently, we must respond swiftly.

## HUMAN RESOURCES

### STAFF RETURN TO WORK

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?*
- *How will your staffing approach ensure strong implementation of your overall reopening approach?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

#### ***How will staff return to work?***

Staff will return to work the first week of August. There will be 3 weeks of training and preparation for the blended learning and the distance learning plans. Per CDC Guidance:

“Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).”

#### ***How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?***

Conduct a staff assessment to understand who is coming back and we will look into any flexibility for staff that are medically vulnerable or high risk. Accommodations for vulnerable staff populations will be examined and we will look for possible options such as physical barriers, PPE, use of accrued sick leave or use of unpaid leave, temporary adjustment to schedule or hours if possible may be considered.

#### ***How will your staffing approach ensure strong implementation of your overall reopening approach?***

Staff will have 15 days prior to opening, to receive training as well as collaborative meetings as an entire staff and also as grade level groups to plan for both distance learning and blended learning.

***How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*** We will look to create a pool of licensed substitute staff. Reach out to Universities (Education departments) to create a substitute pool in the event of staff illness.

### GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

#### ***How will you share consistent and up-to-date information with your governing body and school leadership?***

#### ***How and to what extent will the governing body and school leadership weigh in on key decisions?***

SSMCS maintains a variety of channels to communicate with key stakeholders. Email has been, and will continue to be, our main source for school-wide communication. Any school-wide email communication will also be published promptly on our website <https://www.silversandsmcs.org>

School leadership is and will be focused on ensuring the safety of the students, parents, teachers, and staff. Regularly scheduled board meetings, as well as special meetings, can and will be held to address key decisions. The vitality of our open meetings remain key for community input and final decision making.

## LOGISTICS

### FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your reopening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

***What adjustments will be made to the facility or use of the facility to support your reopening plan and to minimize the risk of spreading COVID-19?*** Adjustments to the facility - No before/after school activities or clubs at this time, exception is before/aftercare to support families during those two days families are there.

Parent Volunteers will not be allowed at this time to minimize the risk of spreading COVID-19. Visitors to the building will be scheduled and/or by appointment only. Protocols for picking up children outside of the regular pickup schedule will need to be evaluated. All visitors will be screened with temperature checks and asks the Covid-19 screening questions prior to entering the building.

***How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?***

#### **Cleaning / Sanitization for Classrooms:**

- Materials to be wiped after each day (hand washing and sanitizing should effectively alleviate the need to over-wipe and damage materials).
- Tables to be wiped routinely: before/after school day, before & after snack (which will be a scheduled break for the whole class / no longer at leisure), before & after lunch. (To mitigate the increased supply needed we should ask for more wipes at the beginning of the yr if possible - and require students to bring paper towels in their daily lunches.

#### **School / Widely Shared Spaces:**

- If we are on the Phase using blended learning, Wednesday is a distance learning for all students and will be used as a day to do enhanced cleaning between cohorts of students.
- Pending budget approval, day porter to come in mid-day 4 days/week to clean and sanitize the restrooms and drinking fountains.
- MP room to be the Before/After Care location.
- Blue and Green Computer Labs will be closed to all students; MS may use two Chromebook carts with each individual unit wiped down with alcohol wipes after each use.
- Markers placed on floors at heavy-traffic areas (both front entrances, water fountain, front desk, etc).
- Limited use of the drinking fountains, use will be limited to only fill water bottles. Staff and students will be encouraged to bring in their own filled water bottles.

## **NUTRITION SERVICES/BREAKFAST & LUNCH**

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*
- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*
- *How will the school ensure that students have access to nutrition services to which they are entitled?*

### ***How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?***

- SSMCS will have staggered nutrition snack breaks and lunch time. Students will eat snacks inside their classroom and lunch outdoors, weather permitting, on a pre-assigned schedule. Students will continue to provide their own nutrition snacks and lunch.
- Students will be arranged to reduce crowding at handwashing sinks and seating at tables.
- Tables will be cleaned and sanitized before and after nutrition break and lunch.

### ***If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?***

- Milk will continue to be offered with teachers sending the order in the morning and the milk being delivered to the classroom.
- SSMCS does not have a school breakfast and/or lunch program. However, the school will continue to inform families of available meal distribution programs offered by our local food bank, and other community partners.
- We will need to discontinue the pizza fundraising as no volunteers are allowed at this time.
- Student store is closed until further notice.

## **TRANSPORTATION/ARRIVAL & DISMISSAL**

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
- *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?*

### ***How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?***

On a typical school day in 2019, SSMCS had more than 600 vehicle visits to its parking lot and car pick-up/drop-off curbing. With a blended learning environment, to be implemented on August 24, 2020, that number can be expected to drop by more than 50% on any in-school cohort day.

#### **Before Care Arrivals**

Some students, currently estimated to be under 25 per cohort day, will arrive with a parent or guardian for before care services. These services will commence at 7:00am on Monday, Tuesday, Thursday, and Friday and be limited to 25 children and staff. Before care staff will be responsible for temperature screening the child(ren) outside the before care area with a non-touch thermometer. If the child(ren) has a temperature reading above 100.4°F, the child(ren) will not be allowed into the school building. Should a child arrive on campus in transportation that is exposed to the elements, such as bicycling or walking, that child will be asked to wait in the shade until their internal body temperature has cooled to the point that an adequate temperature reading can be done.

A hand sanitizing station will be located outside the before care area. The parent/guardian and their child(ren) will be required to use this station before entering the area. Before care staff will also ensure that each child has the proper PPE as mandated.

Sign-in for before care will include an affirmation statement from the parent/guardian that no one who has been in contact with themselves or their child(ren) has symptoms of COVID-19. Children of those unwilling to verify this,

or those that have had contact with anyone confirmed as positive for the COVID-19 virus, will not be allowed to stay in the before care area.

### **Regular School Day Cohort Arrivals**

Approximately 150 children will arrive at SSMCS in a vehicle between 7:45 am and 8:15 am on a staggered schedule. These vehicles will be expected to drive through the SSMCS car pick-up/drop-off curbing area. Walk-up/drop-off of children will no longer be permitted before 8:15 am. Those arriving after 8:00am for middle school and 8:15 am (K-5) are considered tardy (see “Tardy Arrivals” below).

SSMCS staff members will be outside during student drop-off. Each will be wearing appropriate PPE.

During drop-off, a minimum of four SSMCS staff members shall be assigned positions along the pick-up/drop-off curbing area. Each of these staff members shall be equipped with a non-touch thermometer and appropriate PPE. The parent/guardian will pull up to one of the assigned positions and roll down their child(ren)’s window. The staff members will then take the child(ren)’s temperature. If the child(ren) has a temperature reading above 100.4°F, the child(ren) in the vehicle will not be allowed into the school building.

SSMCS staff will also inquire with the parent/guardian if they or their child(ren) have symptoms of COVID-19 or been in contact with anyone confirmed as positive for the COVID-19 virus. If the parent/guardian is unwilling to answer this question, their child(ren) will not be allowed into the school building.

SSMCS staff will not open or close vehicle doors or attempt to assist any children that are in lower elementary, upper elementary, or middle school. Such assistance will only be provided as needed to Kindergarten children, or those with a disability or need.

At least one SSMCS staff member will be present outside the main downstairs and upstairs entrances to the building. These staff members will be responsible for maintaining social distancing when the children enter the building and to insure each child has the proper PPE as required for re-opening. A hand sanitizing station will be located outside both the main downstairs and upstairs entrances. SSMCS staff will also ensure that each arriving child uses the hand sanitizing station.

Any overflow of students that make it difficult to maintain 6’ social distancing shall be directed to wait in the fenced basketball court area.

### **Tardy Arrivals**

Tardy students, and their parent/guardian, will be met by an SSMCS staff member outside of the main downstairs entrance to the building. The staff member will take the child(ren)’s temperature with a non-touch thermometer. If the child(ren) has a temperature reading above 100.4°F, the child(ren) will not be allowed into the school building. SSMCS staff will also inquire with the parent/guardian if they or their child(ren) have symptoms of COVID-19 or been in contact with anyone confirmed as positive for the COVID-19 virus. If the parent/guardian is unwilling to answer this question, their child(ren) will not be allowed into the school building.

Tardy students will also be expected to use the hand sanitizing station before entering the school building.

### **Regular School Day Cohort Dismissal/Pick-up**

Approximately 125 vehicles are expected during student dismissal/pick-up. This staggered period begins at 2:00 pm and ends at 2:30 pm. Walk-up/pick-up of children will no longer be permitted before 2:30 pm (see “Aftercare” below).

Five or more SSMCS staff members will be outside during student dismissal/pick-up -- one radio operator and at least four staff members along the pick-up/drop-off curbing.

Kindergarten and lower/upper elementary students (approximately 100 children) will be called via radio from their classroom to exit the building and get into their parent's/guardian's vehicle. K-5th calling will commence at 2:00 pm.

SSMCS staff will supervise pick-up, but not open or close vehicle doors or attempt to assist any children that are in lower elementary, upper elementary, or middle school. Such assistance will only be provided as needed to Kindergarten children, or those with an underlying disability or needs.

Middle school students will be called via radio from their homeroom to exit the building and get into their parent's/guardian's vehicle. Middle school calling will commence at 2:15 pm.

### **Aftercare**

All students not picked up by 2:30 pm will be sent to aftercare. Each classroom teacher will be given a 5-minute window to walk their socially distanced children to the aftercare area. Aftercare staff will ensure that each arriving child uses the hand sanitizing station and has proper PPE as mandated.

This SSMCS transportation/arrival and dismissal plan shall be communicated in detail to all parents/guardians in advance of the 2020-2021 school year. Strict adherence to this plan is mandatory and expected from all stakeholders.

## **ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**

- *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*
- *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

### ***How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?***

- Athletes and/or extra-curricular participants will re-enter the building following all entry procedures. This will be monitored and facilitated by coaches and teachers.
- All students will exit campus at the end of day following exit protocol.
- Practice times will be coordinated and set by the Athletic Director in communication with coaches.
- No before school activities will be allowed.
- No after school clubs activities will be allowed.

### ***If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.***

#### **Pre-work Screening:**

- All students and coaches will be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check and questionnaire.
- Responses to screening questions for each person will be recorded, so that there is a record of everyone present in case a student/coach develops COVID-19.
- Any person with positive symptoms reported will not be allowed to take part in workouts and his/her parent/guardian will be contacted immediately.

#### **Limitations on Gatherings:**

- Up to 50 individuals may gather outdoors for workouts.
- There will be a minimum 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 will be decreased until proper social distancing can occur. Appropriate social distancing will be maintained on sidelines and benches during practices and competitions.

#### Personal & Clothes/Equipment Cleaning:

- Individuals will wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer will be available to individuals as they transfer from place to place as well as all practices and competitions.
- Appropriate clothing/shoes will be worn at all times.
- There will be no shared athletic towels, clothing, or shoes between students.
- All athletic equipment, including ball, will be cleaned intermittently during practices and competitions.

#### Hydration:

- All students will bring their own water bottle to practices and competitions. Water bottles will not be shared.

\*All these guidelines are subject to revision based on any changes or updates to NIAA guidelines and state mandated phases.

## INFORMATION TECHNOLOGY

- *What technology resources are necessary to implement your reopening plan?*
- *How will you ensure that the school has all necessary technology resources to support your reopening plan?*
- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

### ***What technology resources are necessary to implement your reopening plan? How will you ensure that the school has all necessary technology resources to support your reopening plan?***

- Classroom LMS:
  - K-3 (4-5): Seesaw, Classroom Google School Accounts for writing and typing assignments.
    - SeeSaw courses/training for K-5 staff to synchronize styles and expectations with technology.
  - Middle School (6-8): Individual Google School Accounts.
    - Teachers will conduct Google classroom tutorials with middle school families in early August (will use TeamViewer for remote desktop access to ensure everyone has the proper settings).
    - Google suite courses/training for middle school staff to synchronize styles and expectations with technology.
- Possible band-width upgrade, if Wi-Fi load affects usability.
- Technology needs survey shows 9 students do not have an internet-ready device, so those students will be able to borrow a student Chromebook from the school.
- Chromebook loans: Only 5 Chromebooks were loaned out during SY2019-20 distance learning period, however, with new families starting in SY2020-21, additional inventory was procured for precautionary measures.
- Internet Access Options:
  - During SY2019-2020 distance learning, many families mentioned utilizing free Wi-Fi hotspots in their community. (ie. Libraries, family or friends residence, etc.)
  - Technology needs survey showed that 3 students did not have access to the internet.
    - Paper work packets and USB drive sticks with saved lessons on them will be given to these students on a weekly basis. The weekly exchange will be completed work packets for new ones, and returned USB drive sticks for new USBs that have new lessons saved on them.



## WELLNESS AND RECOVERY

### SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional supports to students?*

#### ***How will the school provide tier 1 (universal) social emotional supports to students?***

- SSMCS will focus August professional learning on SEL training.
- Establish a SEL team that leads a coordinated approach, ensuring school wide implementation.
- Increase student achievement consistent with the challenging Nevada Academic Standards by implementing explicit SEL (Social Emotional Learning) instruction.
- Integrate SEL with academic instruction, content, and teaching strategies across the entire curriculum year long.
- Supportive discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.
- Add Social and Emotional Learning books to SSMCS library.
- Provide resource information for parents.
- Teachers and staff will be provided professional development and support on social emotional learning in the classroom (self-awareness, self-management, social awareness, relationship skills, etc.)
- Administrators will co-create supportive learning environments for the SEL programs. 1. Where all students and adults can enhance their social and emotional competencies. 2. Provide support, resources and a sense of accountability to their teachers, staff, and students.

#### Mental and Emotional Health - Resources for Families

- [Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#) (from the National Association of School Psychologists)
- [Building Developmental Relationships During the COVID-19 Crisis](#) (from the Search Institute)
- [Real-time Resilience Strategies for Coping with Coronavirus](#) (from the New Zealand Institute of Wellbeing and Resilience)
- [Pediatricians on Balancing Screen Time, Sleep, and Family During Coronavirus](#) (from Edutopia)
- <http://www.Simplehabit.com> (free app that has meditations, self-care plans, and should be implemented daily)
- <https://www.integracionrelacional.com/> (Spanish wellness site with access to free counseling and meditating resources)

### TRAUMA-INFORMED PRACTICES – TIERS 1-3

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *What tier 2 and tier 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?*

#### ***How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?***

- SSMCS Admin and SEL team will meet monthly to discuss the emotional needs of students, families and staff, and will periodically conduct surveys for families and staff to assess the emotional needs of the community.
- Administrators and teachers will work together to monitor students at risk.

- Administrators will monitor school climate and needs of school and staff safety.
- Wellness checks for staff, students and families to provide support.
- Provide training to schoolwide personnel to foster a safe supportive learning environment for all students.
- Monitor teachers classroom management and provide professional education on an individualized need.

***What tier 1 (universal) trauma-informed practices will be in place?***

Tier 1 - SSMCS staff will daily teach, model, and practice social skills with students in helping them in identifying feelings, managing anger, frustration, and disappointment, handling mistakes and accusations, managing hurt feelings, calming down through self-talk, avoiding assumptions, and handling put-downs.

- Social skills will be taught in context not in isolation.
- The Montessori philosophy and materials used at SSMCS aid in giving students skills for making a plan, solving problems, seeking help, planning ahead, and breaking down big goals into smaller steps. These skills enable our students to be more equipped for setting and working toward personal and academic goals.

***What tier 2 and tier 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?***

Tier 2 and Tier 3: Focus on growth and feedback from students and families, SEL team will work with teachers to identify and help individual or small groups of students needing more assistance with practicing and applying necessary skills by:

- **Explicit Teaching:** Break down skills into steps and further define within lesson plans.
- **Reteaching:** Do this in-the-moment, as an instructional response to behavior, or during dedicated time. Should be based on data showing the need to re-teach or extend previous teaching.
- **Prompting:** Reduce the need to correct students with short prompts based on previously taught skills. Prompt prior to a transition or new activity.
- **Feedback:** Make it short. Include both verbal and nonverbal feedback. Focus on what the student is doing well. Correct only if needed.
- Individualized interventions for unique students.
- Small group interventions.
- Small group to emotional regulations and stress management support.

Administrators and teachers will connect with our students and families through face to face, phone, email and other virtual connections.

- Provide resources for individual needs.
- Anti-bullying Prevention education to the school community.
- Suicide Prevention education to all stakeholders- news letter, website updates and mental health connections.
- Attend professional training in mental health supports and trauma interventions.
- Provide resources for caregivers and families.

## 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)*

### INSTRUCTIONAL APPROACH

- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*
- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
- *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

#### ***How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?***

The goal of SSMCS is to continue meeting the Nevada Academic Content Standards using the Montessori Philosophy and materials. We will now be using a blended remote approach for our students (synchronous/asynchronous). It is intended to engage the students in a learning process that will both interest them and extend their learning. Our teachers are expected to review student work, and provide feedback and guidance. SSMCS will adjust their schedule to accommodate all the teachers having their prep period at the end of each on-site day to meet the needs of distance learners.

**Blended Learning Plan-** This proposed blended plan would be a combination of distance and face-to-face instruction with increased safety and cleaning. It would include two consecutive days of in-classroom learning with half the number of the students in each class practicing social distancing, and three days of distance learning. The students would receive paper packets and some hands-on learning materials for the three days of distance learning, and include pre-recorded instructional lessons and video conference classroom meetings. \*Note: Our priority when dividing the two groups will be keeping siblings in the same cohort.

**Full Distance Learning Plan-** This is an option we are offering to our families who have high-risk medical concerns in their households. All students would still participate in the learning of new material, graded assignments, and assessments, and receive paper packets and some hands-on learning materials, and include pre-recorded instructional lessons and video conference classroom meetings. This option would also be enacted if the Governor's Executive Order closed schools again due to health concerns.

Students will receive direct instruction on new concepts during the two days on-site, and through pre-recorded instructional videos, and/or scheduled conference Zoom meetings during 3 days distant learning. Distant learners will receive direct instruction through pre-recorded instructional videos, and/or scheduled conference Zoom meetings. Each student will continue with his/her progression and mastery of concepts of all of the standards: Reading, Math, Science, and Social Studies. SSMCS will continue to provide as many Montessori resources as possible and will supplement lessons with individual learning packets, lessons via Google Classroom, Zoom, online lessons, and any other pertinent means of instruction. As usual, each student's skills, needs and support will be taken into consideration. We understand that this requires a great deal of time and effort from parents and caregivers, and we will be attentive to those complications and worries.

We will provide this by either assigning work during on-site or posting assignments on-line, and provide weekly hard-copy instructional packets with paperwork that the students are used to seeing in the classroom. This will include worksheets and materials for math (Math-U-See), language arts (Vocab-U-Lit), grammar, science (Studies Weekly, Scholastic News), reading comprehension (Scholastic Guided Reading, Great Books Program), history (Scholastic News), and spelling (Words Their Way). It will also include directions for homework, projects, or written assignments, and on-line assignments (Khan Academy, Raz-Kids).

Students are expected to complete work, request needed assistance and turn in work in a consistent timely manner for each grade level. Work will be reviewed for assessment and guidance in further instruction. Each student's abilities, strengths, areas for review, and need for ELL, RTI, IEP support will be taken into consideration, as always, by the teachers. Lessons will be for practice and to reinforce previously taught skills and concepts.

As this is a new experience for both students and teachers, patience will be required on both sides as this new learning style progresses.

***What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?***

Students needing electronic devices will be able to check out a school chrome book as available. For students without internet accessibility, pre-recorded lessons will be downloaded on a flash drive and distributed with the weekly individual learning packets, exchanging the flash drive each week for the new week's lessons.

***How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?***

Students who are quarantined will also, as available, be able to check out a school chrome book and receive pre-recorded lessons downloaded on a flash drive with their weekly packets. A designated time and drop-off/pickup station will be made available outside the school building as needed.

***How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?***

Teachers will be required to keep a daily communication log to be reviewed weekly by the admin team.

***How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?***

Teachers will establish regular office hours where students and/or parents can ask questions or receive help weekly. Updates and important information will continue to be provided by the school and teachers via email to parents and students, and parents and students can email teachers with questions as needed.

***What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?***

During this time, all specials (music, art, physical education, gardening, Spanish) for K-5<sup>th</sup> will be taught through distance learning. Middle school physical education class will be outside and will practice social distancing.

## MEETING STUDENT NEEDS

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

### ***How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?***

English Learners: Students will continue to receive sheltered instruction services provided by classroom teachers. EL students will receive additional support from classroom teachers during their office hours.

Students with IEPs:

- Every student with an IEP will have their plan reviewed by the Special Programs Administrator with special considerations to the new learning environment.
- Special accommodations that would benefit the individual student will be implemented.
- Parents, students, teachers, and school administrators will be communicated with in coordination of these circumstances where changes need to be made or revisions to the IEP.
- IEP meetings may be conducted in-person, virtual, or via phone conferences.

504 Plans:

- Students with a 504 Plan will continue to receive accommodations as stated in the document.
- Special accommodations that would benefit the individual student will be implemented.
- 504 Plan meetings may be conducted in-person, virtual, or via phone conferences.

Response to Intervention (RTI): Students will continue to receive interventions daily.

### ***How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?***

Students will participate in a beginning of the year diagnostic assessments using Brigance, easyCBM, MAPS, Math-U-See, Guided Reading Program, and Words Their Way to determine the academic needs of each student.

### ***How will the school meet students' academic needs based on this determination?***

Data from the beginning of the year diagnostic assessments will be analyzed and evaluated by administration and teachers. Based on our evaluation, curriculum and instructional strategies will be adjusted to meet the academic needs of the student.

### ***How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?***

We will utilize formative assessments in all academic areas and mid-year diagnostic assessments. By engaging in consistent data analysis we will be able to evaluate the efficacy of our plan to identify areas of strength and weakness and adjust as needed.

## ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

***How will the school track student attendance in Infinite Campus?*** Components for distance learning, and blended learning are in the process of being updated in Infinite Campus allowing staff to assign students to cohorts and can be moved from one plan to the other (currently assessing). Students in distance learning can check in daily via Infinite Campus, with teachers following up on a daily basis with distance learning students. During in-school attendance days, attendance will be taken as usual by the teacher of record and entered daily in Infinite Campus.

***How will the school engage parents and families to communicate and reinforce the importance of attendance?***

Training/Meetings will be provided to teachers prior to the start of school and the importance of attendance will be discussed and will be included in the parent guide books created for this program and is also included as part of the Parent/Handbook.

## PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
- *Will the school request additional professional development days and if so, how will these professional development days be used?*

***What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?***

- SSMCS goal is to provide our staff with professional learning regarding health and safety requirements related to COVID-19 during the staff set-up week in August.
- Staff will be trained on social-emotional training.
- Training for hybrid approaches that can easily transition into a full distance learning model.

***Will the school request additional professional development days and if so, how will these professional development days be used?***

SSMCS will request the 5 additional professional learning days. The professional learning will focus on SEL training in August, before the start of school. Provide SSMCS staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

## SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

***What resources will be provided to parents/families so that they can support students?***

- SSMCS will develop and provide a “Parent Boot Camp” for each grade level. The boot camps would provide information on the tools and resources each grade level would be using and training for parents on the use of the tools (Infinite Campus, Google Classroom, Seesaw, Google docs, Zoom, etc.)
- Montessori instructional videos, as available, can be checked out to aid families with instruction.
- Monthly “Parent Talk” virtual meetings with SSMCS administration will continue.
- Teacher’s will provide weekly newsletters updating parents on events and learning in the classroom.

- SSMCS will continue with “climate” surveys and then follow up by adding resources to meet the needs and concerns of our families.
- Parents/families will receive a hybrid and remote-live instruction training prior to the first week of school.
- During distance education in middle school, families will have a designated teacher as their main point of contact. This will be their student’s 1st period teacher. This teacher will be responsible for making contact with each family in that class, educating and providing guidance technology assistance and instructional practices during distance education.