

Beacon Academy of Nevada



2020-2021

Reopening School Plan

Overview and Purpose of this Document

The **Beacon Academy of Nevada Reopening Plan** includes processes and procedures to implement a safe, efficient, and equitable return to school buildings.

The plan incorporates the guidelines put forth in Nevada's Framework for a Safe, Efficient, and Equitable Return to School Buildings developed by the NDE based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following guidance for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools must determine, in collaboration with state and local health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- CDC guidance documents are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

In the development of this plan, stakeholders are invited and encouraged to engage in the decision-making process to ensure that the reopening plans are responsive to their concerns and expressed needs and address specific challenges in each community. Engaging and collaborating with families and community members throughout the planning and implementation process will result in a stronger and more sustainable reopening plan.

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

We'd like your feedback on the reopening plan. You are invited to attend an online meeting to review the plan and discuss your concerns with the Executive Directors.

The meeting is scheduled for July 14 at 9:00 a.m. and/or 6:00 p.m. To attend, please RSVP using this link found on the website or in the weekly bulletin. If you prefer, please read the plan and email your concerns to Tambre Tondryk, Executive Director of Operations at tambre.tondryk@banv.org

School Name: Beacon Academy of Nevada

COMMUNICATION

COMMUNICATION

- *How will you communicate important information to families about the reopening 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.*

Communication Plan Overview:

BANV will utilize a comprehensive communication plan that leverages the BANV Bulletin, school website, social media accounts (BANV Facebook, BANV Twitter), text/voice messaging from Infinite Campus Messenger, email, and phone communications to educators, families, students, community members, and other key stakeholders, in their preferred language.

Reopening Plan Communication

BANV has sent a survey to parents and students to gather input on the reopening plan. A BANV Reopening Plan Advisory Group has formed to develop the plan. The DRAFT Reopening Plan will be emailed and posted on the school website, providing time for stakeholders to review the plan and provide input via email. Stakeholders will also be invited to attend an online ZOOM meeting to discuss the plan with the Executive Directors, ask questions, express concerns, and provide input. The Reopening Plan will be approved by the BANV Governing Board on or before July 21st during a BANV Public Board Meeting. Once the plan is approved, it will be emailed to students and their families, in their preferred language, and posted on the school website in both Spanish and English. Ultimately, the final decision as to what approach reopening scenario will be in place is based on the approved Reopening Plan, the statewide mandates that are in place at the time, careful consideration of the U.S. Centers for Disease Control and Prevention (CDC) [CDC Guidance for Schools](#), and in conjunction with local health officials.

Ongoing Communication

Stakeholders will receive communication weekly, or more frequently, as needed, on the actions the school is taking to keep students, staff, and families safe and healthy. The school will also ensure stakeholders stay informed on how they can best protect themselves following the U.S. Centers for Disease Control and Prevention (CDC) and the Southern Nevada Health District (SNHD) guidelines. Resources, and other information will be included in the weekly bulletin and emailed to families. For more urgent matters, the phone system will be used to share important updates and reminders to help families stay apprised of new developments.

Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe. In addition to the weekly bulletin, website, emails and phone calls, students will receive reminders when on campus or in their online classes:

- ❑ Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).

- Teachers will make announcements about how to reduce the spread of illness each period. Announcements will be made in classes on campus and in the learning management system.
- Teachers will encourage and require frequent hand washing/sanitizing at regular intervals
- The weekly bulletin, website, and social media accounts will include messages about behaviors that prevent the spread of illness when communicating with staff and families.
- BANV will disseminate free CDC print and digital resources from the CDC’s communications resources main page using the weekly bulletin and email.
- On campus, BANV staff will ensure student- and family-facing materials are reader-friendly and available in English and Spanish, to the extent possible.
- Staff will receive training for the general pandemic response and specific for their role.
- Parents will be enrolled in an online orientation/tutorial to help them create a Canvas parent observer account, navigate Canvas, and provide support to their students.
- Students will be enrolled in an online course about safety precautions and measures to take in order to prevent the spread of COVID-19.

REOPENING SCHOOL BUILDINGS

REOPENING APPROACH

- *How will your school building(s) re-open (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 reopening 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?*

Overview of Reopening Approach:

The **Beacon Academy of Nevada Reopening Plan** includes processes and procedures to implement a safe, efficient, and equitable return to school buildings.

The plan incorporates the guidelines put forth in Nevada’s Framework for a Safe, Efficient, and Equitable Return to School Buildings developed by the NDE based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following guidance for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools must determine, in collaboration with state and local health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- CDC guidance documents are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

In the development of this plan, stakeholders were invited and encouraged to engage in the decision-making process to ensure that the reopening plans are responsive to their concerns and expressed needs and address specific challenges in each community. Engaging and collaborating with families and community members

throughout the planning and implementation process will result in a stronger and more sustainable reopening plan.

BANV has reviewed survey results from all staff, parents/guardians, and students to determine the needs and positions of our community.

The BANV teaching staff will return to work on Monday, August 3, 2020, to prepare for the new school year according to local, state, and federal guidelines. The school will use ten professional development instructional days from August 10-August 21, 2020 to hold orientation and re-enrollment meetings with parents/guardians and students. The instructional staff will be trained and develop effective online meeting sessions to engage students and provide them with support when they are not on campus. Executive Director Tondryk and Executive Director Damore were course developers and instructors for the Online and Blended Professional Development with CCSD. Their experience and knowledge of effective online sessions will support the BANV professional development.

Below, Plan A, a modified blended learning plan, is the educational model for Terms 1 and 2 which is the first eighteen weeks of school (August 10-December 18, 2020). BANV administration, governing body and additional stakeholders will continue to monitor and collaborate to ensure that the health and safety of students and staff is protected. The school reopening committee that drafted this plan will meet monthly, or as needed, to determine if the plan should be changed based upon current evidence, CDC and government guidelines.

If a transition is required to move to a fully online program again, the administration is confident that measures have been put in place to support staff, students and parents/guardians to adequately prepare for this change. Built into each plan are scheduled online sessions with teachers. BANV is a 1:1 school that offers students WiFi hotspots for the populations that may not be able to afford service in their homes, or who are homeless. The communication of a transition will be sent to all stakeholders using Infinite Campus messaging, phone calls, social media and the school website. Announcements are placed weekly in the Canvas LMS and emailed to students and parents.

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

Plan A: Modified Blended Learning Plan:

Students and parents will be given three educational options during phase 2. Special consideration will be given to students with diverse needs that may require additional support and instruction. BANV staff has identified students who will be recommended for additional online/campus support based upon credits earned towards graduation, and their 4-year academic plans that include language acquisition, academic accommodation and modification needs.

- The BANV instructional staff will return to work in August, 2020 in accordance with health and safety procedures that meet or exceed CDC, local, state, and/or federal guidelines.
- General Guidelines include:
 - The campus is open from 7:30 a.m. – 3:30 p.m.
 - Students are permitted on campus from 9:30 – 12:30 Monday – Thursday or by appointment
 - If two Academic Seminar sessions are offered, students will need to vacate the facility between the morning and afternoon sessions to allow time for cleaning and sanitizing desks, chairs, Chromebooks, etc.
 - Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
 - Staff and students will follow the one-way traffic patterns on each floor of the school building.
 - Staff and students are expected to follow social distance and mask guidelines when they are on campus.
 - Students and staff will be directed to take precautions and stay home if they feel sick.
- Students will be scheduled to minimize exposure to other students and staff:

- Static transitions will be used, when possible. Meaning students stay in one classroom and teachers rotate in and out as necessary.
- Same Floor Transitions will be used for students who will change classrooms but remain on the same floor, when the static transition is not an option.
- If necessary, students will transition to their second classroom by adhering to social distancing guidelines and following traffic-flow patterns, when their schedule does not permit static or same floor transitions.
- The staff and students are expected to wear masks and maintain a distance of 6 feet from each other while attending class, unless the individual requires accommodations in accordance with ADA/Medical guidelines.
 - Cohort A: Fully Online Program**
 - Students will be scheduled in three online courses and three weekly online instructional sessions to support their learning.
 - Special Education teachers and general education teachers will work together to ensure all accommodations are provided to students with an IEP, EL plan or 504.
 - Student's daily academic progress will be monitored by social workers, learning coaches and teaching staff.
 - Parents are provided with a Canvas LMS observer account.
 - Weekly goal setting and communication with students and parents is documented in the school wide academic and communication tracker.
 - Cohort B: Blended Program One Day on Campus**
 - Students will be scheduled in three online courses, one campus course on a scheduled day and time and two online instructional sessions.
 - Special Education teachers and general education teachers will work together to ensure all accommodations are provided to students with an IEP, EL plan or 504.
 - Student's daily academic progress will be monitored by social workers, learning coaches and teaching staff.
 - Parents are provided with a Canvas LMS observer account.
 - Weekly goal setting and communication with students and parents is documented in the school wide academic and communication tracker.
 - Cohort C: Blended Program Two-Four Days on Campus**
 - Students will be scheduled in three online courses, two campus courses on a scheduled day and time and one online instructional session.
 - Special Education teachers and general education teachers will work together to ensure all accommodations are provided to students with an IEP, EL plan or 504.
 - Student's daily academic progress will be monitored by social workers, learning coaches and teaching staff.
 - Parents are provided with a Canvas LMS observer account.
 - Weekly goal setting and communication with students and parents is documented in the school wide academic and communication tracker.
- Family and Student Support and Engagement**
 - Enrollment/Re-enrollment:
 - Mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
 - Online parent orientation scheduled at enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas, explain school

policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.

- ❑ A member of the instructional staff is assigned as the student's Learning Coach. They communicate weekly with the student and parents regarding the student's academic progress. Every Monday the student, parent, and guardian is sent a summary of their academic progress in each class. The Learning Coach also identifies areas where the student may need additional support and provides support in an email to the student. By mid-week the Learning Coach has texted/called the student regarding their progress in their classes and attendance in online sessions. If there are issues beyond academics, they connect the social worker with the family/student for support.

❑ **Academic Support**

- ❑ RTI: MAP testing in math and reading will be proctored remotely for all students at the start of the school year. This data will be used to measure gains and losses from the 19-20 school year, and will assist in the identification of students that require tier 2 or tier 3 academic interventions in the virtual classroom. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.
- ❑ All students are supplied with a Chromebook that has Read & Write application installed for online school work to be interpreted into their native language, read out loud, and also offers speech to text and additional reading and writing assistance features.

❑ **Special Education Students**

- ❑ BANV will continue to support Special Education in both the general education virtual classroom and the virtual resource classroom.
- ❑ Student IEPs will continue to be developed to support the learning needs in the virtual setting. IEP teams will work with students, parents, and teachers to determine how the student can take advantage of online support, modifications, and accommodations while working closely with a case-manager that will guide students through the process. Students with minutes outside of the general education setting will continue to receive services through a "Content support" course and credentialed Special Education teacher other than the case manager. The "Content support" course will offer Triage in Vocabulary, Reading, Math, and Writing. Students are required to log into live sessions for lessons. All live lessons are recorded so that students can access them repeatedly.
- ❑ All core courses are co-taught so that students with special needs have access to their teacher of record (case manager), tutor, and general education teacher. Both the general and special education teachers will conduct lessons in the live session and offer tutorial support.
- ❑ Students are assigned to case managers based on their academic program and Term 1 and Term 2 classes. The case manager will be in the virtual general education class with the student.
- ❑ Students receive extra time on tests and quizzes if timed. Students have until the end of term to meet deadlines which allows students to self-pace through assignments.
- ❑ Case managers monitor student progress- online course progress and virtual meetings, assisting students with pacing throughout the term.
- ❑ Students are provided with weekly updates on progress, and the special education case manager helps students to develop a weekly plan of action to complete assignments and assessments. Organizational help, which includes developing a virtual notebook and teaching techniques for note-taking and study strategies, are offered in the virtual general education and resource classroom.
- ❑ Case manager check-ins are designed to provide additional support to the student to re-teach content and make sure that students understand assignment directions and lessons.
- ❑ The Chromebook browser add-on, Read & Write reads text aloud, translates, and assists

students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.

- ❑ BANV Resource classes are "content support" classes where students receive elective credit to gain extra instruction, practice and protected work time for a core class so they can keep up with regular education curriculum and get extra support to be successful. This course is taught by a Special Education teacher who works with students on their individualized IEP goals. This course contains content that addresses the following:
 1. Strategies to improve reading fluency
 2. Strategies to strengthen Vocabulary and Word attack skills
 3. Strategies to enhance necessary math concept skills
 4. Strategies to improve writing skills
- ❑ The course contains modules on each area, and the Special Education teacher assigns lessons that relate to the students' individualized goals while enhancing their general education assignments.
- ❑ Student services are offered online. IEPs reflect the setting as general education or resource. The general education course and resource course takes place virtually.
- ❑ Compensatory services will only be offered if BANV does not assign a teacher to the virtual setting.
- ❑ BANV maintained compliance through COVID-19 (end of 2019-20 school year) and plans to continue to complete Annual IEP meetings and evaluations virtually through the 2020-21 school year. Assessment tools that can be administered in the virtual environment have been acquired. Professional Development for these tools will occur in August. The staff will continue to work with parents and students to schedule meetings when mutually convenient.
- ❑ **English Learners:**
 - ❑ 60% of BANV EL population has been enrolled in the English Language Development course which will be taught by the Literacy Facilitator. This course was specifically developed to support and provide interventions for EL's with 2 or less credits of English for the return to the 20-21 school year.
 - ❑ An additional 20% of the EL population is enrolled in either their 3rd or 4th year ELA course and this will be monitored and supported by the English teacher and the Literacy Facilitator.
 - ❑ The remaining 20% of the EL population were placed in core area classes required to fulfill graduation requirements. They will be monitored and supported by the Literacy Facilitator and the Special Programs Coordinator.
 - ❑ The Chromebook browser add-on, Read & Write reads text aloud, translates, and assists students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.
- ❑ **Student Academic Support**
 - ❑ All of BANV online courses have recently been renewed by the NDE. Each of the courses provides a clear and easy to follow week to week pacing guide for students and parents, a course syllabus with NVACS identified and aligned. All online courses have the same structure, formatting.
 - ❑ The teachers have reviewed their curriculum to address learning loss during this time and the reading and math levels of students in the fall.
 - ❑ The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic plan of study based upon past student performance and test scores. Students have been placed in three semester courses each of the four quarters of the school year.

Backup Option B: Returning to “normal” operations and reopening for all students and staff

- All supports mentioned in Option A will be utilized in Option B.
- General Guidelines include:
 - The campus is open from 7:30 a.m. – 3:30 p.m.
 - Students are permitted on campus from 9:30 – 12:30 Monday – Thursday or by appointment.
 - If two Academic Seminar sessions are offered, students will need to vacate the facility between the morning and afternoon sessions to allow time for cleaning and sanitizing desks, chairs, Chromebooks, etc.
 - Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
 - Staff and students will follow the one-way traffic patterns on each floor of the school building.
 - Staff and students are expected to follow social distance and mask guidelines when they are on campus.
 - Students and staff will be directed to take precautions and stay home if they feel sick.
- Students will be scheduled to minimize exposure to other students and staff:
 - Static transitions will be used, when possible. Meaning students stay in one classroom and teachers rotate in and out as necessary.
 - Same Floor Transitions will be used for students who will change classrooms but remain on the same floor, when the static transition is not an option.
 - If necessary, students will transition to their second classroom by adhering to social distancing guidelines and following traffic-flow patterns, when their schedule does not permit static or same floor transitions.
- The staff and students are expected to wear masks and maintain a distance of 6 feet from each other while attending class, unless the individual requires accommodations in accordance with ADA/Medical guidelines.
- All of the above mentioned supports mention in Option A will be provided to staff, students and their families.

Academic Program

- Students will be scheduled for two or more Academic Seminar sessions on campus per week in accordance with their academic plan.
- Students who are medically fragile will be encouraged to opt into a fully-online program while COVID-19 restrictions are in place.
- Students may opt into a fully-online program for semester one if COVID-19 Phase II restrictions are still in place.

Backup Option C: Total virtual learning for all students

- All supports mentioned in Option A will be utilized in Option C.
- Students and possibly staff will NOT be permitted on campus in accordance with local, state, and federal guidelines. Instead, they will work remotely until it is deemed safe to return to campus.
- Students will be scheduled in three online courses and three online instructional sessions. Outside of structured online sessions, teachers and tutors are available online for parents and students.
- All of the above mentioned supports mention in Option A will be provided to staff, students and their families.

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

Whether reopening includes a modified blended learning plan or returning to normal, the following health screenings will be in place:

BANV will purchase 10 no-touch thermometers to screen students and staff daily. Screening will be conducted safely and respectfully.

Students: NO STUDENT MAY ENTER THE BUILDING PRIOR TO 9:30 AM

Students are asked to self-check their temperature each morning BEFORE arriving to campus. This is being done in an effort to mitigate exposure. Students being dropped off by parents/legal guardians will remain in their cars and will immediately have their temperature checked by a school staff member. If they do not have a temperature (at or above 100.4), they will be permitted to enter the building. If they do have a temperature (at or above 100.4), parents will be required to take their student(s) home. This is being done in an effort to prevent parents from leaving should their student need to immediately return home.

Students traveling by any other means will have their temperature checked by a school staff member prior to entering the building. Social distancing guidelines must be maintained while waiting outside to have temperatures checked. Due to summer heat and sun exposure, it is a reasonable assumption that temperatures may be elevated simply from waiting outside. Social distancing markers will be set up under the covered parking in order to reduce time in direct sunlight. Students who have a temperature (at or above 100.4) will not be permitted to enter the building. If traveling by bus, efforts will be made to arrange for their parent/guardian to pick up the student. As a last resort, students will be issued a bus pass in order to return home.

Students exhibiting symptoms other than a fever (i.e. chills, cough, shortness of breath, or sore throat) will be asked to return home.

Students under self-quarantine at home are encouraged to monitor their symptoms and take their temperature twice daily. Students will be able to return to campus when they are symptom free without the use of fever reducing aids for seventy-two (72) hours.

Employees assigned on a rotational basis to take student temperatures are members of the School Safety Committee: Operations Coordinator, IT Specialist, Special Programs Coordinator, Licensed Teachers, support staff, and if necessary, Executive Directors.

Employees:

Employees will self-check their temperature each morning BEFORE arriving on campus. Anyone with a temperature must immediately advise their supervisor and remain at home. Upon arriving to campus, employees will have their temperatures checked by a school staff member. If they do not have a temperature (at or above 100.4), they will be permitted to enter the building. If they do have a temperature (at or above 100.4), employees will be required to return home. If staff are able, they will teach virtually from their homes, with a substitute supervising their class. Staff under self-quarantine at home are encouraged to monitor their symptoms and take their temperature twice daily. Employees will be able to return to campus when they are symptom free without the use of fever reducing aids for seventy-two (72) hours.

Symptoms that Develop While on Campus:

Students who develop symptoms while on campus must IMMEDIATELY put on a mask - if for some reason they do not have one on already - and will be quarantined on campus until parent/legal guardian has been notified for pick-up. School officials will work with the family to develop a plan to continue the student's educational program while they are away from school. Students under self-quarantine at home are encouraged to monitor their symptoms and take their temperature twice daily. Students will be able to return to campus when they are symptom free without the use of fever reducing aids for seventy-two (72) hours.

Employees who develop symptoms while on campus must IMMEDIATELY put on a mask - if for some reason they do not have one on already - and will be asked to leave campus. If staff are able, they will teach virtually from their homes, with a substitute supervising their class. Staff under self-quarantine at home are encouraged to monitor their symptoms and take their temperature twice daily. Employees will be able to return to campus when they are symptom free without the use of fever reducing aids for seventy-two (72) hours.

Confirmed Case of Covid-19 on Campus:

In the event of a confirmed case of COVID-19 in the building, the school will assess the risk and close the building for an adequate period of time (i.e. 1-3 days) in order to properly clean, disinfect and contact trace in consultation with local health officials. Contact will be made with the SNHD immediately. School officials will follow direction as provided by the SNHD. Those testing positive for COVID-19 will not be able to return to campus until after ten (10) days and seventy-two (72)-hours symptom free without the aid of fever reducing aids, or as directed by a medical professional.

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.*

Prior to entering the building, but after student temperatures have been taken, students will be required to access the no-touch hand sanitizer located in the entryway to sanitize their hands prior to going to their classroom. At this time, students will also be issued a reusable BANV cloth mask to use while on campus, if they have not brought their own. Masks will be collected as students exit the building and will be washed daily. Faculty, staff and students will be required to wear face masks while on campus and in shared work spaces.

On the first day of school all teachers will teach [proper handwashing techniques](#) to all students, the proper [use, removal and washing of cloth face coverings](#), how to safely cover [coughs and sneezes](#), and how to limit contact and in the classroom setting. Students will be encouraged to wash or sanitize hands frequently throughout the day, with teachers planning for additional time and logistical considerations to allow for proper hand hygiene. Students will also complete a safety and hygiene lesson online as a part of the back to school orientation.

Students will be required to wipe down all shared surfaces prior to starting the school day (i.e. Chromebooks, tables, chairs, etc.) Upon completion of Academic Seminar, students are required to wipe down all shared surfaces prior to leaving campus (i.e. Chromebooks, tables, chairs, etc.). Students will be asked to wipe down the restroom (i.e. faucet handles, door handles, etc.) before and after each use.

Due to the fact that soap and water are only available in restrooms, no-touch hand sanitizer dispensers have been installed in each classroom for student and staff use. Hand sanitizers will be used at each transition between classes/subjects, or more often as deemed appropriate by the classroom teacher.

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?*

Social distancing is one of the best methods to avoid being exposed to viruses and slow the spread of disease. BANV staff and students will maintain a social distance of six- feet and/or take steps to implement statewide mandates and follow CDC and local health guidelines that are in place at that time.

- Staff, including teachers, will be reminded to stay six-feet apart from students, families, and other staff members.
- Only 1 student will be assigned to sit at each six-foot classroom table.
- The hallways will be marked to indicate six-feet of distance
- A one-way traffic flow pattern will be utilized on both floors of the school, to the extent possible.
- Staff will remain vigilant in hallways during transitions, reminding students to follow social distancing guidelines and one-way traffic patterns.
- Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
- Students and staff will be required to wear a face-mask according to statewide mandates and follow CDC and local health guidelines that are in place at that time, unless the individual requires accommodations in accordance with ADA/Medical guidelines.
- Students will be scheduled to minimize exposure, when on campus:
 - Static transitions will be used, when possible. Meaning students stay in one classroom and teachers rotate in and out as necessary.
 - Same Floor Transitions will be used, as a second option, for students who will change classrooms but remain on the same floor.
 - Students will transition to their second classroom by adhering to social distancing guidelines and following traffic-flow patterns.
- As CDC, State, and local guidance shifts, BANV is prepared to adjust to the newly established guidelines:
 - If the situation worsens, BANV will implement a Fully Online program, as described in the plan.
 - If the situation improves, BANV will gradually allow more students on campus as permitted by social distancing guidelines.
 - Student academic performance data will be analyzed to identify students who require an additional day on campus. Priority will be given those students and they will be scheduled for an additional day. BANV will continue to follow current mandates and guidelines as restrictions lessen, scheduling more students on campus until it eventually returns to normal operations.

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?*

Employees of BANV in all roles and at all levels are integral to emergency planning and response. BANV must take into account its role as employer, policymaker, and trainer when addressing the human resource aspect of preparation, mitigation, response, and recovery. Every action taken will be done so with the safety and health of faculty, staff and students at the forefront.

BANV employees and staff identified as essential based on role will return to campus, with non-essential employees continuing to work remotely to reduce the number of employees on campus. BANV will identify vulnerable populations via an ADA-compliant pandemic staff survey. BANV will continue to provide reasonable accommodations, absent undue hardship, for individuals with disabilities during the pandemic. Reasonable accommodations may include, but are not limited to: telework; staff reassignment; and, reallocation of duties among existing staff.

Employees exhibiting any flu-like symptoms (i.e. fever at or above 100.4, chills, cough, shortness of breath, or sore throat) will not be permitted to come to work. If they are able, they will be asked to teach or work remotely from home. A substitute will be utilized to monitor the students in the classroom and/or teach remotely. Employees will be able to return to work when they are symptom free without the use of fever reducing aids for 72-hours.

Guidelines require that staff and students be symptom free for 72 hours before returning to work or school. As such, we understand that absenteeism and/or substitute teacher costs may, and can increase. All 10-month employees receive 10 PTO days to use during the contracted school year; 12-months employees receive between 12 - 22 PTO days depending on years of service with BANV. For those who qualify, employees requiring leave due to COVID-19 related matters will be afforded paid leave entitlements in accordance with the Families First Coronavirus Response Act (FFCRA). The BANV Board of Directors will have to consider a temporary extended sick leave of absence policy in regard to COVID-19 absences should employees' needs exceed FFCRA and BANV PTO guidelines. Current BANV policy requires a doctor's note for sick absences that exceed three (3) school days. However, until such time that the pandemic has been reduced from a "direct threat", this policy may be waived with the full understanding that the healthcare system is currently stressed and a doctor's note may not be readily attainable.

Should the need arise to hire additional faculty or staff, recruitment, interviews, hiring and onboarding processes will continue to be handled virtually. All documents for signature to be sent via e-signature through platforms such as DocuSign or Adobe.

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?*

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

The BANV Governing Board is prepared to do the following:

- Adopt emergency resolutions as needed (e.g., fund emergency expenditures, adjust or suspend policies)
- Two board members are participating on the BANV Reopening Plan Advisory Group act as a liaison between the advisory group and the Board of Directors.
- Comply with Open Meeting Laws even when meeting remotely/virtually.
 1. Recordings of public meetings will continue to be made available
 2. Ensure public comment is available during Zoom meetings
 3. Review agendas to prioritize items that need immediate attention and action; lower priority presentations may be pushed to a future meeting
 4. Review and provide input on the BANV technology plan
 5. Review and provide input on the BANV professional development plans
 6. Review and approve the reopening plan developed by the BANV Reopening Committee
 7. Stay informed of the situation by reading the weekly BANV bulletin and emails sent to stakeholders from the school.

The Executive Directors and the Operations Coordinator will monitor and stay apprised of the COVID-19 pandemic and disseminate information to stakeholders, as it becomes available. The Executive Directors and/or the Operations Coordinator will be responsible to approve all outgoing communication regarding COVID-19 to ensure clear and consistent messaging at all levels utilizing the methods presented in the Communication section.

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

The **BANV Reopening Plan Advisory Group** has formed to develop the plan, composed of teachers, administrators, licensed personnel, support staff, parents, and board members to oversee the reopening of BANV for the 2020-2021 school year.

This Advisory Group will:

- Create contingency plans for reopening scenarios:
 - Schools open on the scheduled date and remain open
 - Schools open on the scheduled date but subsequently close due to renewed concerns about any virus or disease
 - Schools open, but on a delayed date

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?*

Facility Considerations for Modified Blended Learning Plan or Return to Normal Operations

Once it is deemed safe to reopen schools, the Executive Directors or designee will ensure:

- A cleaning schedule is established and performed routinely.
 - Between the student cohort sessions, all door handles, tables/desks, chairs, water cooler handles, shared objects, restrooms, etc. will be cleaned and sanitized by staff.
 - High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely by staff.
 - OMEX will perform daily cleaning/maintenance services, each evening when students are not on campus.
 - OMEX has the capability to sanitize and deep-clean the facility according to the CDC and SNHD guidelines.
 - Staff is trained on the safe and correct application of disinfectants.
 - Students will be responsible to wipe-down their devices, table tops and chairs with a Clorox-wipe, or other CDC approved disinfectant.
- BANV will provide no-touch automated hand sanitizer dispensers in every classroom, teacher's lounge, copy rooms, receptionist desk, and main entryway.
- Hallway traffic-flow signs, arrows, etc. are posted throughout campus designating one-way traffic patterns; social distancing reminders will be placed on walkways, main entryway floors and reception area floor.
- Staff is trained to remain vigilant in hallways during transitions, reminding students to follow social distancing guidelines and one-way traffic patterns.
- The parking lot is supervised to ensure social distancing guidelines are followed during start of school and dismissal times.
- The following supplies are available on campus:
 - Hand soap

- Sanitizer that contains 60% alcohol
- Paper towels
- Disinfectant wipes
- No-touch trash cans
- EPA-approved disinfectants against COVID-19
- Signs will be posted in highly visible locations (e.g., school entrances, hallways, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).

Extended Closure (Fully Online) Facility Considerations:

Should the school building remain closed to the public, BANV has identified essential staff who report to the building on a regular basis who are responsible for routine inspections. BANV will follow [CDC Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation](#) ensuring the safety of the occupants and building water system and devices. In addition, precautions will be taken during an extended closure to minimize risks by following the CDC Guidelines pertaining to mold, Legionnaires' Disease, and other microbial hazards. Actions may include:

- HVAC systems adjustments/maintenance to maximize indoor air quality
- Maintaining indoor temperature and humidity
- Ensuring the water heater is properly maintained and drained, as appropriate
- Flushing hot and cold water through all points of use, frequently
- Cleaning/flushing water coolers
- Perform water quality checks
- Ensure safety equipment are clean and well maintained (fire sprinkler system)

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?*

Food/Nutrition Breaks

Students are not permitted to eat on campus until COVID-19 mask and social distancing requirements are no longer in effect. Students who are in need of food services will make arrangements with their school social worker. The school social worker will be available to provide community resources to access food throughout Clark County, and other nutritional programs.

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?*

Arrival and Dismissal

- Students must arrange for their own transportation to and from school and therefore, arrive individually or with other family members.
- The campus is open from 7:30 a.m. – 3:30 p.m.
- Students are permitted on campus from 9:30 – 12:30 Monday – Thursday or by appointment.
- Students are permitted in the building at 9:30 a.m. Monday - Thursday. Academic Seminar begins at 10:00 a.m. providing thirty (30) minutes for students to enter the building and walk to class. This prevents large groups of students from entering the school simultaneously.
- Staff and students will follow the one-way traffic patterns on each floor of the school building.
- Qualifying students will receive an RTC bus pass from their teacher, prior to being dismissed.

- ❑ Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
- ❑ The parking lot is supervised to ensure social distancing guidelines are followed during the start of school and dismissal times. Students will be reminded to go directly to their cars or bus stops.

Bus Pass Distribution

- ❑ Students who require a bus pass and meet requirements will receive a sticker to place on the back of their student identification card. The classroom teachers will distribute bus passes to qualifying students at the end of the session, as long as the student attended at least one class period and verifies that they need the pass.

The school does not provide transportation. Students provide their own transportation or use public transportation.

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.*

BANV does not have athletics. Student clubs may be moved to online meeting sessions or canceled based upon demand.

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?*

Every student enrolled has access to technology both on campus and remotely. BANV has an approved distance education program in the State of Nevada and therefore, already has procedures in place to ensure students and faculty technology needs are met.

Access to Technology Equipment

- **Returning to “normal” operations**
 - Students and staff use Chromebooks and laptops that are located on campus during normal business hours. This equipment will be sanitized regularly and thoroughly after each individual's use.
 - Students that do not have access to technology at home may check out a Chromebook by paying a \$100.00 refundable deposit and signing an agreement form. The deposit is waived for students qualifying as FRL or McKinney-Vento.
 - Staff may check out a Chromebook or laptop to conduct school business from home.
- **Modified Blended Learning Plan:**
 - Students and staff use Chromebooks and laptops that are located on campus during normal business hours. This equipment will be sanitized regularly and thoroughly after each individual's use.
 - Students that do not have access to technology at home may check out a Chromebook by paying a \$100.00 refundable deposit and signing an agreement form. The deposit is waived for students qualifying as FRL or McKinney-Vento.
 - Staff may check out a Chromebook or laptop to conduct school business from home.
 - Students and staff may schedule “curbside pickup” for technology equipment to mitigate the risk of exposure during business hours Monday through Friday.
- **Fully Online Plan**

- Students that do not have access to technology at home may check out a Chromebook by signing an agreement form. The deposit is waived for ALL students.
- Staff may check out a Chromebook or laptop to conduct school business from home.
- Students and staff must schedule “curbside pickup” for technology equipment to mitigate the risk of exposure during business hours Monday through Friday.

Access to High-speed Internet

- **Returning to “normal” operations and reopening for all students and staff**

- Students that do not have access to the internet at home may access the internet from school and use public “Hotspots”, for example, libraries, coffee shops, government buildings and the BANV parking lot.
- Students qualifying under the McKinney-Vento Act (homeless) are eligible for a Mobile Hotspot/Chromebook Bundle paid for using Title I Grant funds. (Limited supply)
- BANV may checkout a Mobile Hotspot to non-McKinney-Vento students who qualify, but the supplies are limited.
- School Social Workers assist by referring eligible students to low-cost internet packages or providers.
- School Social Workers identify students who need the internet, determine their technology needs, and then they send a referral to the IT Specialist.
- The IT Specialist prepares the equipment and forms and distributes it to the student, from campus.

- **Modified Blended Learning Plan:**

- Students that do not have access to the internet at home may access the internet from school and use public “Hotspots”, for example, libraries, coffee shops, government buildings and the BANV parking lot.
- Students qualifying under the McKinney-Vento Act (homeless) are eligible for a Mobile Hotspot/Chromebook Bundle paid for using Title I Grant funds. (Limited supply)
- BANV may checkout a Mobile Hotspot to non-McKinney-Vento students who qualify, but the supplies are limited.
- School Social Workers assist by referring eligible students to low-cost internet packages or providers.
- School Social Workers identify students who need the internet, determine their technology needs, and then they send a referral to the IT Specialist.
- The IT Specialist prepares the equipment and forms and distributes it to the student, either from campus or by scheduling curbside pickup.
- Students may schedule “curbside pickup” for technology equipment to mitigate the risk of exposure during business hours Monday through Friday.

- **Fully Online Program**

- Students that do not have access to the internet at home may access the internet using public “Hotspots”, for example, the BANV parking lot.
- Students qualifying under the McKinney-Vento Act (homeless) are eligible for a Mobile Hotspot/Chromebook Bundle paid for using Title I Grant funds. (Limited supply)
- BANV may checkout a Mobile Hotspot to non-McKinney-Vento students who qualify, but the supplies are limited.

- School Social Workers assist by referring eligible students to low-cost internet packages or providers.
- School Social Workers identify students who need the internet, determine their technology needs, and then they send a referral to the IT Specialist.
- The IT Specialist prepares the equipment and forms and distributes it to the student by scheduling “curbside pickup” to mitigate the risk of exposure during business hours Monday through Friday.
- Students that do not have access to technology at home may check equipment by signing an agreement form. The deposit is waived for ALL students.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

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

BANV attributes much of its success to innovative programming that prioritizes social -emotional growth and development of the whole student through school-wide Positive Behavioral Intervention and Supports (PBIS) program. Providing intensive, individualized social, emotional, and academic support to students who have fallen off-track and face significant challenges is critical to the success of the student.

Tier I Social-Emotional Support:

A School Social Worker (SSW) is assigned to support the social and emotional health of every student enrolled. New students and their legal guardians are required to attend an academic consultation with a school social worker to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student. The academic consultations can be held virtually or on campus depending upon the families’ preference or according to State and Local guidelines. Returning students are scheduled to attend a Student Success Plan meeting with their SSW at the start of each school year. During the meeting, the SSW conducts a Needs Assessment to identify changes in the student’s status and provide social-emotional support or connect them to community resources.

The SSW helps to minimize barriers that are impeding the success of the student by incorporating evidence-based strategies which include: Positive Behavioral Intervention and Supports, Check and Connect, identification of early warning indicators, and increased communication and re-engagement strategies using student performance data. Through grant funds, BANV is able to provide access to the internet and minimizes transportation barriers for many students. In addition, BANV provides wrap-around services with the assistance of its extensive list of community partners.

Whether the school reopens with a Fully Online Program or returns to its “Normal” Blended Program, the following Tier I Supports will be offered online and/or on campus:

- BANV will provide consistency in daily routines to reduce stress and promote positive learning conditions. The teachers and support staff will be available during BANV school hours either on campus or remotely online.
- A Student Needs Assessment will be emailed to all students to identify basic needs and social emotional health, so the SSW can provide support. Additional questions will be added to collect student feedback and ways the school can support the student in the event the school is operating virtually.
- The SSW will hold office hours online using Google Meet. Students can drop-in without an appointment for support, assistance, or to schedule a private meeting.
- The SSW are available to students using phone, text, Google Chat, or email and respond to students within 24-hours or less, remotely or on campus.
- SSW will facilitate Google Meet sessions online, providing opportunities for students to discuss a variety of topics based on their interests.
- Each week, the SSW will contact individual students to conduct a wellness-check, discuss attendance, academic progress, and social-emotional health using the method of communication preferred by the student and their families.

- ❑ Each student will be enrolled into a canvas course that will include material to support students' social and emotional needs. The course will provide the social worker department a communication platform that is frequently accessed by students. The students will have the opportunity to ask questions and discuss the resources and material posted in the canvas course.
- ❑ The SSW will survey students to gather input on how the school can celebrate student milestones. The survey will also include a question to understand the level of importance the celebrations may hold. This survey will also allow the input and thoughts surrounding the safety during COVID-19.
- ❑ SSW provides connections for families/students in need of resources and outside school support. With respect to the student's level of care, the SSW may provide information for community mental health services.
- ❑ BANV offers opportunities, on campus or online, for students to share and process their emotions through teacher referral, student referral, and/or family referral.

Parent & Student Engagement Opportunities

- ❑ The school administration developed parent and student surveys to gather input on the reopening of the new school year.
- ❑ The school will continue to hold quarterly Title I meetings where parents/guardians are invited to provide input and feedback on the academic program of the school. Parents, students, guardians share their thoughts and feelings on strengths and opportunities of improvement within the school.
- ❑ The Wrap-around Facilitator conducts a confidential Student Needs Assessment survey twice per year. The survey is sent to the student's email, and the students assigned social worker follows up with the student to address the students' needs. Students will complete the Needs Assessment survey in the fall and in the spring.
- ❑ Educational information is provided to families and students so that they have a baseline understanding of social and emotional learning, Multi-Tiered System of Supports (MTSS), and Positive Behavioral Interventions and Supports (PBIS). This will ensure families are included as partners in understanding these programs and how they impact learning for students.
- ❑ Families will receive weekly communication through Infinite Campus and the Beacon Bulletin sent electronically.

Referral and Support for Students requiring Tier II or Tier III Interventions

Students who are not making progress, after exhausting Tier 1 interventions, are referred to participate in Tier II or Tier III intervention programs. The school has an online referral system in Smart Sheets where teachers can refer students to the Student Success Team, which consists of administrator, teachers, social workers, and attendance clerk.

The team holds meetings to discuss referrals and student interventions. In addition, the SSW uses information gathered during the Student Success Plan meeting and from the Needs Assessment to identify students who need Tier II and Tier III supports and interventions.

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?*

BANV is committed to supporting the social-emotional well-being of its stakeholders.

Tier 1 Trauma-Informed Practices:

- ❑ A Needs Assessment Survey will be sent to every student, twice annually. It will be used to connect appropriate programs and supports with identified students and their families. The SSW will monitor outcomes, regularly review data to identify student needs and ensure they are supported. Weekly check-ins, on campus or virtually, allow SSW to monitor students' social, emotional, and academic development for potential inequities across systems and behavior data.

- The SSW will continue to review behavior reports for newly enrolled students to better support them as they transition into the BANV fully online or modified blended program.
- The SSW will inform the instructional staff of students who are struggling with their social-emotional well-being and provide strategies and interventions to better support the student.
- The SSW will provide resources in their online Canvas LMS class titled with the name of the student's school social worker with guidance on how to:
 - Talk about crises in a trauma-sensitive manner with students and families.
 - Recognize normal physical, emotional, and behavioral responses to crises and explain what next steps include.
 - Schedule a 1:1 meeting with the SSW during their virtual office hours.
 - Locate the SSW office hours, information, resources, and the website, which will be posted on campus and in Canvas LMS.
 - SSW will teach Coping and Resilience Skills to foster resilience and other healthy coping strategies 1:1 or in small groups virtually or on campus
 - BAVN SSW connect students requiring basic health and physical needs (food service, shelter, clothing, access to medical care, etc.) to services and/or community partners.

BANV will leverage existing MTSS and PBIS with cultural responsiveness

- Re-teach school-wide expectations and classroom routines/procedures. Re-establishing predictability following traumatic events allows students and staff to reclaim a sense of safety within the school environment. In addition, reinforce health and safety measures, for example proper hand washing techniques, as a way to restore school climate.
- Provide a sense of reconnection whether on campus or fully online to re-establish relationships and rebuild rapport with students.
- Ensure all policies and practices have been and will be equitably represented by the schools' demographics and underserved populations.
- The SSW and staff will continue to monitor students, their families, and other staff members' social and emotional health.
- Braid trauma informed practices and mental health level of care into MTSS.*

Tier 2 and Tier 3 Supports:

BANV will utilize community partners to assist with providing emotional well-being support for students and staff.

Two of our community partners are listed below:

- UNLV The Practice and FirstMed Health and Wellness Center are providing telehealth sessions at no cost to students or staff. The services are provided by a licensed therapist and counselor during the COVID-19 pandemic. The community information will be accessible to BANV students through Canvas LMS.
- FirstMed Health and Wellness Center, a Certified Community Behavioral Health Center (CCBHC) that provides comprehensive mental health services for ages five and older to low income and under-served families in Southern Nevada, is offering no cost mental health telehealth appointments. The services will be provided by licensed therapists and counselors during the COVID-19 pandemic.

Each year the school reviews and revises the Emergency Operation Plan (EOP) which includes how to respond to a student or staff member in crisis and an additional section titled Death Occurred on Campus with post-vention plans. The staff reviews the (EOP) including the Suicide Prevention section, annually. The protocol listed below is included in the plan:

- Suicide Risk Comprehensive Protocol:
 - Student Interview
 - Parent Interview
 - Triage for Suicide Risk
 - Resources, Home Supports
 - Parent Notice
 - Letter to Provider
 - Student Re-entry Plan

*Ensure all support staff who will be working with staff, students, and families around mental health issues work within their training and licensure.

The SSW will facilitate or attend professional learning opportunities including:

- Psychological First Aid (free) from the National Child Traumatic Stress Network: The instructional staff will attend the six-hour online training. SSW will develop an agenda and facilitate weekly discussions.
- The BANV school social workers will attend The Applied Suicide Intervention Skills Training (ASIST) program which is a 16-hour workshop on suicide first aid.
- Practicing, encouraging, and reminding staff to take time for self-care: Self-Assessment and Planning Tool for Educator Resilience and Trauma-Informed Self-Care
- Using national and community experts to ensure support strategies are culturally inclusive and sensitive, such as CASEL Cares
- Including and recognizing the role of families and caregivers in supporting students, and providing the appropriate tools.
- Crisis Prevention Intervention Certification
- School Health Assessment and Performance Evaluation System (SHAPE) to access resources and assessments to help identify and support the students' mental health needs.

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?*

BANV has an approved distance education plan. Other parts of this plan address academics, scheduling and student support.

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?*

BANV has an approved distance education plan. Other parts of this plan address academics, scheduling and student support.

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?*

BANV has an approved distance education plan. Other parts of this plan address academics, scheduling and student support.

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?*

BANV has an approved distance education plan. Other parts of this plan address academics, scheduling and student support.

SUPPORTING PARENTS/FAMILIES

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

BANV has an approved distance education plan. Other parts of this plan address academics, scheduling and student support.