

Beacon Academy of Nevada



2021-2022

Reopening and Path Forward

School Plan

Overview and Purpose of this Document

The **Beacon Academy of Nevada Reopening and Path Forward 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.

We'd like your feedback on the reopening plan. You are invited to discuss your concerns with the Governing Board during the July Board Meeting scheduled for July 27, 2021 at 4:30 p.m. via Zoom or in-person at our West Campus location, 7360 W. Flamingo Road, Las Vegas, NV 89147. If interested in attending via Zoom, please contact Mary Kay Bellinger, Operations Coordinator - marykay.bellinger@banv.org - to request the link to the meeting.

Question 1: In-Person Learning: Health and Safety

- How will the school maintain the health and safety of students, educators, and other school staff?
- How is the school addressing key CDC recommendations including:
 - Use of face coverings;
 - Handwashing and respiratory etiquette;
 - Cleaning and maintaining healthy facilities, including improving ventilation;
 - Contact tracing;
 - Diagnostic and screening testing;
 - Efforts to increase access and awareness to vaccinations;
 - Appropriate accommodations for children with disabilities with respect to health and safety policies.

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, including vaccination access and awareness, 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, and text messages, 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 access and awareness to vaccinations, proper handwashing, respiratory etiquette, 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 LMS parent observer account, navigate Canvas LMS, 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.

Physical Hygiene:

Students are required to monitor their health daily prior to coming to campus by watching for fever, cough, shortness of breath, new loss of taste or smell, sore throat, nausea or vomiting, diarrhea, etc. If symptoms are present, students are advised not to come to campus and are to notify a school official of their absence (i.e. Attendance Clerk, Teacher, School Nurse, Administrator, etc.). Students will be expected to follow quarantine guidelines as outlined by local health officials or medical professionals.

In accordance with the Centers for Disease Control and Prevention (CDC) guidelines, students who are not fully vaccinated, which is two weeks after the final vaccine is administered, are required to wear a mask while on campus unless the student requires accommodations in accordance with ADA/Medical guidelines. Fully vaccinated students will not be required to wear a mask on campus, however, will be required to provide documentation of vaccination. If documentation of vaccination is not provided, fully vaccinated students will be required to wear a mask.

Prior to entering the building, 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. If needed, 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.

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](#), where to access vaccinations and vaccination awareness, 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. Chromebook, tables, chairs, etc.) Upon completion of Academic Seminar, students are required to wipe down all shared surfaces prior to leaving campus (i.e. Chromebook, tables, chairs, etc.). Students will be asked to wipe down the restroom (i.e. faucet handles, door handles, etc.) after each use, prior to leaving the restroom.

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 class periods, or more often as deemed appropriate by the classroom teacher.

Social Distancing:

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 three- 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 three-feet apart from students, families, and other staff members.
- Only two students will be assigned to sit at each six-foot classroom table.

- The hallways will be marked to indicate three-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 will be scheduled to minimize exposure, when on campus:
 - 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 to 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.

Facility Considerations for Normal Operations

- A cleaning schedule has been established and will be performed routinely.
 - Between the morning and afternoon sessions, 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).

Contact Tracing

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 transportation has been arranged. 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. Contact tracing will be documented identifying individuals who may have come into close contact with the student or employee. Contact will be made with the SNHD as soon as possible.

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. Those testing positive for COVID-19 will not be able to return to campus until after 10-days and 72-hours symptom free.

2. In-Person Learning: Student and Staff Wellbeing	<ul style="list-style-type: none"> ● How will the school meet students’ social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment? ● How will the school support educator and staff well-being?
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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 family’s 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.

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.
- The SSW will hold office hours on campus and 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 LMS 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 students level of care, the SSW may provide information for community mental health services.

BANV offers opportunities, on campus and/or online, for students to share and process their emotions through teacher referral, student referral, and/or family referral.

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.

Staff Well-being:

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.

All BANV employees are highly encouraged to become vaccinated. Resources, including vaccination access and awareness, and other information will be included in the weekly bulletin and emailed to faculty & staff.

All BANV employees and staff will return to campus on August 2, 2021, with the exception of those who require reasonable accommodations. 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.

BANV employees are required to monitor their health daily prior to coming to work by watching for fever, cough, shortness of breath, new loss of taste or smell, sore throat, nausea or vomiting, diarrhea, etc. If symptoms are present, employees are to notify School Administration and the School Safety Specialist as soon as possible, but no later than two hours prior to the start of their shift.

In accordance with the Centers for Disease Control and Prevention (CDC) guidelines, staff who are not fully vaccinated, which is two weeks after the final vaccine is administered, are required to wear a mask while on campus, unless the individual requires accommodations in accordance with ADA/Medical guidelines. Fully vaccinated staff will not be required to wear a mask on campus, however, will be required to provide documentation of vaccination. If documentation of vaccination is not provided, fully vaccinated staff will be required to wear a mask.

Any employee who is infected, unvaccinated and had close contact with someone who tested positive for COVID-19, and/or is experiencing COVID-19 symptoms is required to stay home from work to prevent or reduce the risk of transmissions of the virus that causes COVID-19. Those who test positive will be required to self-quarantine for 10-days

and symptom free; those who have come in close contact with someone who tested positive for COVID-19 will be required to self-quarantine for 14-days and symptom free, even if presented with a negative test.

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.

3. In-Person Learning: Accelerating Student Learning	How will the school address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities?
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Academic Support

MAP testing in math and reading will be proctored for all students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 school closures, and will assist in the identification of students that require Tier II or Tier III academic interventions face-to-face or supported virtually if they are unable to come to campus. 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 BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- 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 aligned to all course content is also embedded. 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.
- BANV is a blended learning program, providing students with online access to the curriculum and also scheduled face-to-face support in classrooms with a 10:1 student to teacher ratio.
- Each class period, students meet with their teacher to review their progress in their courses, discuss long term and short-term academic goals.
- The licensed teacher serves as the students' Learning Coach. The Learning Coach monitors student progress weekly, meets with the students twice per week and communicates with parent/guardians if concerns arise regarding the students' academic progress or social and emotional well-being. The Learning Coach also works in tandem with the Licensed School Social Worker to ensure community support is in place for the family.
- The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic Plan of Study (POS) based upon past student performance and test scores. Students have been placed in four semester courses each of the four quarters of the school year. The annual POS is reviewed mid-year to adjust the students' academic plan and projected graduation date.

<p>4. Distance Education: Students unable to participate in person</p>	<ul style="list-style-type: none"> ● How will the school ensure that any student who falls into one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education2 ? <ul style="list-style-type: none"> ● Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person ● Students who are quarantined on the advice of local public health officials
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Students who have been exposed to COVID-19 and are advised to quarantine by local public health officials will continue to receive the same level of support provided to students attending class on campus. Students will be asked to provide confirmation from local health officials or from a medical professional regarding their quarantine status. Exposure incidents will be handled on a case by case basis. Remote students will have online access to their classes 24/7 and be required to attend weekly online instructional sessions to support their learning.

Students who are unable to attend class on campus due to a health condition that would be compromised by attending school in person will be required to provide documentation from a medical professional. The Executive Director of Academics will review the documentation and assist in the development of a remote personalized learning plan for the student. Students enrolled in a fully online program will receive the same level of support provided to students attending school on campus.

A Fully Remote Student will:

- Participate in mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
- Be invited to attend an online parent/guardian orientation scheduled during the enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas LMS, explain school policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.
- Be assigned a licensed teacher to serve as their Learning Coach who will communicate at least twice weekly with the student and parent/guardian regarding the students' academic progress.
- Every Monday the student 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.
- MAP testing in math and reading will be proctored remotely for online students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 Pandemic school closures, and will assist in the identification of students that require Tier II or Tier III 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.
- Receive 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.
- Be scheduled in four online courses and four weekly online instructional sessions to support their learning.

- Receive academic support and/or accommodations that are included in their IEP, EL plan or 504 plan, if applicable.

5. Distance Education: Emergency Closure	How will the school ensure that all students are able to continue to learn through distance education in the event that school must be closed due to the effects of the COVID-19 pandemic or another major emergency that necessitates the closure of school?
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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 and their students. BANV is a 1:1 school that provides students with Chromebooks and WiFi hotspots if the student indicates that they need one or both of the devices. 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.

Fully Online Program

- All BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- Students will be scheduled in four online courses and four 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 and trained to use it to monitor student academic progress.
- Weekly goal setting and communication with the students' Learning Coach is communicated to students and parents and is documented in the schoolwide academic and communication tracker.
- 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 LMS 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.
- SSW provides connections for families/students in need of resources and outside school support. With respect to the students level of care, the SSW may provide information for community mental health services.
- All students will be provided with Chromebooks and, if needed, hotspot devices.
- The school has a plan for a teacher and student centered virtual meeting schedule.

6. Distance Education: Supporting Students

How will the school ensure continuity of services, including access to necessary technology and resources, special education and EL services, and nutrition services, for students participating in distance education?

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 LMS, 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 students academic progress. Every Monday the student 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 by providing support during scheduled virtual meetings for 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 II or Tier III 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. The "Content support" course will offer Triage in Vocabulary, Reading, Math, and/or 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.

- ❑ Students receive extra time on assignments, tests and quizzes. 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.
- ❑ BANV maintained compliance through COVID-19 (end of 2020-2021) and plans to continue to complete Annual IEP meetings and evaluations virtually through the 2021-22 when most convenient for families. 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 21-22 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.