



CASLV

Coral Academy of Science Las Vegas

Soaring to Excellence

Coral Academy of Science Las Vegas

2021-2022 School Year Plan

Table of Contents

Background	5
Safe Reopening for In-Person Learning	6
In-Person Learning: Health and Safety	6
Handwashing and Respiratory Etiquette	6
Diagnostic and Screening Testing	6
Cleaning and Maintaining Healthy Facilities	7
Face Coverings	8
Contact Tracing	8
Social Distancing & Capacity	8
Accommodations for Children with Disabilities	9
Vaccination Access & Awareness	9
Traveling Abroad	9
In-Person Learning: Student and Staff Wellbeing	9
Supporting Students: Social-Emotional Learning - Tier 1	9
Supporting Students: Trauma-Informed Practices - Tier 2-3	10
Supporting Educators and Staff	10
In-Person Learning: Accelerating Student Learning	11
Implementing Assessments	11
Pairing Data with Instruction	11
In-Person Learning & Special Populations	11
Path Forward Program: Distance Learning	12
High-Risk Medical Exemption Process	12
High Risk Exemption Form Page 1 - Information	14
High Risk Exemption Form Page 2 - Medical Certification	15
Parent Considerations for Distance Learning	16
Full-Time Distance Learning	17
Covid-19 Positive & Close Contacts - Logistics	17
Quarantined Students & Distance Learning	18
Transitioning due to Public Health Conditions	18
Serving Special Populations in Distance Learning	19
Staffing & Development for Distance Learning	20
Student Attendance in Full-Time Distance Learning	20

Technology Access	21
Student/Family Communication	22
Nutrition	22
Social-Emotional Support	23
Mask & Visitation Policy	23
Emergency School Closure Learning Plan	24
Education Management System	24
Primary Online Learning Platform	24
Student Materials, Technology, Supplies Distribution	25
Additional Outreach	25
Academic Progress Tracking	25
Staff Communication	25
Attendance	25
Special Education Program	26
Initial Preparation	26
Primary Online Platforms	26
Practical Issues	26
Special Education Specific	26
Related Services	27
Special Education Teacher	27
Paraprofessionals	27
Instruction	28
Parent/Guardian Communication	28
Progress Monitoring	28
Individualized Education Programs (IEPs)	28
Student-Specific Decision Making	29
Elementary Approximate Time Frames for Learning	29
Middle and High School Approximate Time Frames for Learning	30
Summary of Teacher Expectations	30
Accounts	30

Teacher Availability	30
Daily/Weekly Contact, Instruction, and Engagement	31
Grading	31
Guidelines for Parents Supporting Distance Learning	31

Background

Superintendent Jhone Ebert and the Nevada Department of Education requested the submission of a Path Forward Program. In the program, schools have to provide details on their distance learning plan for full-time distance learning students for the 2021-2022 school year. There has to be key information included, such as how students were approved for distance learning, what the learning model will look like, and how attendance will be taken.

The State Public Charter School Authority requested more information from schools, such as what schools are doing to ensure health and safety for all, what a school's in-person learning will look like, and what steps schools are taking to support students and staff with their social and emotional wellbeing.

The 2021 Legislative Session produced Senate Bill 215. Schools are required to develop a distance education plan in the event of an emergency that may cause a school closure of at least 10 days. This way schools are more prepared to tackle any sudden closures, similar to what was experienced in spring 2020 because of the pandemic.

In an effort to streamline all of the requested information, the State Public Charter School Authority has requested that schools submit a 2021-2022 reopening plan. In it, there are three key requirements:

Requirement A: Charter Schools are responsible for determining certain COVID-19 mitigation measures and therefore, must develop plans for how they will ensure the safe reopening of school buildings. This plan addresses health and safety as well as how the school will respond to the impact of COVID-19 on students' opportunity to learn.

Requirement B: Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, charter schools must develop Path Forward Program Distance Education Plans for the 2021-22 school year. This plan addresses how the school will provide distance education to students who are unable to learn in person. These students must provide documentation from a medical professional related to a condition that would be compromised by attending school in-person or be quarantined on the advice of local public health officials.

Requirement C: Senate Bill 215 from the 2021 Legislative Session now requires the governing body of each charter school to "develop a plan for conducting a program of distance education for at least 10 school days in the event of an emergency that necessitates the closing of all public schools in this State." This plan must be submitted to the charter school sponsor and provided to the school community, parents and school employees. This plan 1 Section 8 of Emergency Directive 044 2 establishes an emergency distance learning plan to be implemented in the event of a major emergency.

Safe Reopening for In-Person Learning

CASLV recognizes that the health and safety of students and staff is of the utmost importance. CASLV will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor's Office. CASLV will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, CASLV will use all available scientific information to help make a determination on these matters.

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

CASLV will continue to promote proper personal hygiene:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 6 feet of physical distance from others
- Avoid contact with others if within 6 feet
- Wear a cloth face mask covering in public
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

Each campus will have an abundance of signage promoting positive physical hygiene. For example, each restroom mirror will have a sticker reminding students to wash their hands for at least 20 seconds. These visual cues will be incredibly helpful, especially for visual learners.

In the event that a student may not be implementing safe and healthy hygiene practices, staff will re-educate the student and inform the student's parents.

Diagnostic and Screening Testing

Staff and students will self-screen their physical health. If any staff member or student is not feeling well and having any symptoms, that person will need to stay at home. They should only return to school when there are no remaining symptoms.

If a student or staff member chooses to go to school while ill (no matter the illness), they will not be allowed in the classroom. For students, the parent will be contacted to take the student home and will not be allowed to return until they are symptom-free. For staff, they cannot return until they are symptom-free.

In the event that a student or a staff member feels ill during the school day, they will be removed from the classroom. They will be asked relevant questions pertaining to their health and

assessed by a staff member with a touchless thermometer. If it is determined that the student needs to be sent home, a parent will be contacted and their belongings will be gathered from the classroom for them. If it is determined that the staff member needs to be sent home, another staff member will cover their classroom/classes for the remainder of the day. They cannot return until they are symptom-free. A list of symptoms will be gathered from public health organizations.

Each campus will have touchless thermometers and will be used at the discretion of school staff. Spaces will be created in our campuses for temporary isolation.

If a student or staff member is diagnosed with a contagious or infectious disease, the person will be required to self-quarantine, and the Southern Nevada Health District will be contacted. CASLV will work in consultation with medical and public health experts, the State Public Charter School Authority, and the Nevada Department of Education to determine the extent of testing in the school and if a closure is necessary.

Cleaning and Maintaining Healthy Facilities

CASLV will make multiple adjustments to each campus' facilities to minimize the risk of COVID-19.

- Hand sanitizer pumps will be placed on walls in various locations throughout the campus.
- There is an increase in signage enforcing social distancing and healthy personal hygiene in hallways and classrooms.
- There are visual cues on the floor showing where to stand, wait, and move.
- There are decals in restrooms reminding individuals to wash their hands.
- Occupancy capacity signs are placed in each classroom.
- Desks will be arranged to be socially distanced. Desks will be marked to show which ones are assigned to which students. Students will remain in their seats at all times.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. HVAC vendors have serviced each campus' HVAC system more frequently in the past 12 months.
- All shared items, such as athletic balls, will be cleaned accordingly
- There will be limited use of the water fountain. Students and staff will be encouraged to bring their own water bottles
- Technology will be assigned to students as needed/requested
- All emergency plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency and precaution

At each campus, staff will check the cleanliness of the campus to ensure a safe and health environment. All restrooms will be monitored regularly throughout the day to ensure cleanliness. High touch points, such as water fountains, sink heads, door knobs, and student desks, will be cleaned regularly by CASLV staff. Shared materials will be limited as much as possible, and they will be cleaned and sanitized after each use.

Each night, there will be daily detailed cleaning of facilities from Commercial Cleaning Services. The same vendor will perform a thorough deep sanitizing cleaning of each campus on Wednesday and Friday night. Commercial Cleaning Services uses these chemicals for sanitizing:

- Tribase Multipurpose Cleaner
- Biorenewables Glass Cleaner
- HDQC-2 Neutral Disinfectant Cleaner
- SparCreme Liquid Creme Cleanser

In the event of a pandemic scare or a positive COVID-19 diagnosis, each school has been equipped with an electrostatic sprayer that will disinfectant on contact when used. After this has been used in a space, that area will be disinfected and suitable for occupancy.

Face Coverings

Our campuses will have masks readily available for anyone who wants it. Ultimately, CASLV will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings. If face coverings become mandated for whatever reason, CASLV will ensure that anyone stepping onto campus has a face covering on.

Some of our students may not be able to wear a mask or face covering due to medical reasons. A doctor's note must be provided by a medical physician on their letterhead.

IEP/504 students may not be required to wear masks based on individual needs.

Contact Tracing

For any student and/or staff that has tested positive for Covid-19, principals conduct an investigation. In the investigation, they will determine which students were in closed contact with the positive individual. Close contact is defined as within 6 feet for a total of 15 minutes.

The principal will connect with the Director of Operations. The principal will share the names of close contacts, their contact information, and parent information if the close contact is a student.

From there, the Director will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Director will share that information with the principal. The principal will message the appropriate families.

Social Distancing & Capacity

CASLV will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits. CASLV has measured each of its classrooms. It knows the full capacity limit and can adjust accordingly to any percentage.

Accommodations for Children with Disabilities

If students and staff have one of the disability types listed below, they might be at increased risk of becoming infected or having unrecognized illness.

- People who have limited mobility or who cannot avoid coming into close contact with others who may be infected, such as direct support providers and family members
- People who have trouble understanding information or practicing preventive measures, such as hand washing and social distancing
- People who may not be able to communicate symptoms of illness

CASLV will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Vaccination Access & Awareness

CASLV has and will continue to strongly encourage students, families and staff members to get their vaccinations if they are of age and health abides.

CASLV campuses will promote local vaccination sites to its staff and families.

Traveling Abroad

A quarantine may be required if a student/staff member has returned from traveling to an international COVID-19 hotspot, as determined by school leadership.

There will be an exception for families that had work-related military job duty responsibilities.

In-Person Learning: Student and Staff Wellbeing

Being in the midst of a pandemic can bring a whirlwind of feelings within oneself. In any organization, it is critical for itself to make sure that the needs of its people are met. When it comes to students, those needs most likely also include socioemotional needs and the trauma that can be triggered by a pandemic. For CASLV, the wellbeing and mental health of staff and students are of the utmost importance.

Supporting Students: Social-Emotional Learning - Tier 1

CASLV will utilize multiple tier 1 social emotional support for its students across all campuses. These supports include:

- School-wide expectations and procedures
- Systematic reinforcements
- Culturally responsive practices
- Data-based decision making
- Partner & Community partnerships

- Journal writing
- Art activities
- Classroom meetings
- Mindfulness practices
- Monthly School Challenges: Coping Skills, Self Esteem, Empathy, Kindness, Friendship, Conflict Resolution, etc.

Supporting Students: Trauma-Informed Practices - Tier 2-3

CASLV will provide ongoing support to staff, students and families for their social and emotional needs. CASLV will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. CASLV leadership will work to build strong relationships with staff, students, and families. It will be important for CASLV to consider educators who have experienced hardships during this time due to health concerns, personal losses and other factors. For students, it will be important for staff to recognize which students have more significant needs that require a more immediate response, as well as students who have emerging symptoms that require monitoring over time. CASLV has to work and make decisions with these social emotional needs in mind.

Universally, CASLV will use these tier 1 trauma-informed practices & interventions for its campuses:

- Learning positive self-talk
- Weekly reflection meetings
- Practice problem solving skills
- Creating a “calm down toolkit”
- Anxiety/grief support groups

For more targeted and intensive support, CASLV will use these tier 2 & tier 3 interventions:

- One-on-one weekly meetings between student and counselor
- Virtual home visit between student and counselor
- Behavior contract
- Restorative justice
- Use of empathy in multiple forms

Supporting Educators and Staff

CASLV supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. CASLV will focus on three main bedrocks in helping teachers.

1. **Foster wellness.** CASLV has and will continue to educate staff about mental health and encourage open conversation about the challenges people are experiencing, employees may be more likely to access care when needed. CASLV will reach out to a wellness provider to consider hosting virtual mindfulness or discussion sessions. CASLV will promote the importance of healthy sleep. CASLV will encourage staff to

serve as valuable resources to one another by sharing strategies for coping with the pandemic.

2. **Provide training.** CASLV acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. CASLV has been and will continue to offer training and technical support for new job demands. This may help to reduce stress.
3. **Model healthy behavior:** CASLV will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

In-Person Learning: Accelerating Student Learning

CASLV is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering a full-day in person / traditional learning program starting in August 2021.

Implementing Assessments

CASLV will begin the school year with a comprehensive plan to diagnose and identify student needs. CASLV will use every tool available to identify student needs and the learning gaps. Some of these tools include but are not limited to Brigance Screener for Kindergarten, NWEA MAP Fall assessment, classroom level benchmark assessments, and hearing & vision screenings.

Pairing Data with Instruction

The teachers will look at the beginning of the year data during the Student Success Team (SST) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first SST meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. CASLV will utilize a wide range of programs to accelerate learning and close the achievement gap.

Some of the intervention programs include but are not limited to Coach Digital, Red Bird, ALEKS, and MasteryConnect.

In-Person Learning & Special Populations

Special populations such as SPED, EL, and immigrant students will continue to receive services from licensed teachers. These groups will be identified and services will be provided in accordance with the Nevada State and Federal requirements and guidelines. Students will be served in their own groups and grant funds and other funds will be used solely to service these students.

In addition, CASLV will offer a Saturday school starting with the beginning of the 2nd semester. Saturday school will be offered to identified intervention students at no cost.

Path Forward Program: Distance Learning

Coral Academy of Science Las Vegas (CASLV) has created a distance learning plan for the 2021-2022 school year. CASLV recognizes that there may be families that need to keep learning in a virtual environment.

The distance learning plan is specifically designed for students:

- With medical accommodations limiting them from attending in-person learning, as determined by a medical health professional
- Who tested positive for Covid-19
- Identified as close contacts of Covid-19
- Affected by school closures and/or tightening government health protocols

CASLV is dedicated to maintaining high expectations and strong academic achievement for all students, whether full-time in-person or full-time distance learning.

High-Risk Medical Exemption Process

If a student or an individual in his/her household has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form (provided in the next section) may be completed in order to participate in distance online learning at home for the 2021-2022 school year. This was sent out to all families on June 18, 2021, with all returning and newly-accepted students enrolled.

A health care medical professional must complete the exemption form and email it to CASLV by July 9, 2021. CASLV will review the form, and either approve or deny. The medical exemption form is attached.

After July 9, 2021, if any student gets off the waitlist and enrolls at any of our campuses, the registrar will provide the family with a medical exemption form. They will complete it and return it to the campus as soon as possible. In the event that getting a physician's wet signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice.

Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would.

There may be times, like for important assessments, where students may need to be on campus. During these times, a safe, socially-distanced environment will be set up for the students to be in. Every person will wear a mask in these environments.

Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of first semester - which will be determined on a case-by-case basis.

Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, or liver disease.

During the school year, if public health conditions worsen and/or students develop certain health conditions that may qualify for a high-risk medical exemption, families can reach out to school leadership to discuss joining full-time distance learning.



High Risk Exemption Form Page 1 - Information

If a student or an individual in his/her household has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form may be completed in order to participate in distance online learning at home for the 2021-2022 school year.

Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would. Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of each quarter - which will be determined on a case-by-case basis and with public health protocols in mind.

Distance learning will consist of your student working individually on assigned work through different learning platforms, such as Canvas, Edgenuity, & Path Blazer. Students will check in daily with their teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

**Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, or liver disease.*

Procedure for submitting a medical exemption form:

- Please see the next page for the form.
- Fill in your child's name, grade, campus, and the parent-related information.
- Have your licensed health care provider complete and sign the form.
- Turn in the completed form to the front office staff.
- For **siblings**, one form must be completed for each sibling.
- If the student's medical physician cannot be reached for signature (i.e., moved to Las Vegas from another state), a letter from the physician on letterhead will suffice in place of the form

All medical exemption requests will be subject to verification. form must be completed and signed by a licensed health care provider and is subject to verification.

Parents/guardians will be notified by campus leadership when the form has been verified and accepted.

High Risk Exemption Form Page 2 - Medical Certification

Student Name:	Campus:	Grade:
The High-Risk Exemption is due to the health of: (circle one)		
<input type="checkbox"/> Student	<input type="checkbox"/> Household Member	
Parent Name:	Parent Email:	
Parent Signature:	Parent Phone #:	

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the CASLV central office via email to info@coralacademylv.org, to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below
For High-Risk Household Member, Parent Must Complete Questions 1 & 2 + Attach Documentation

Health Care Provider's Name: _____

Health Care Provider's Address: _____

Type of practice / Medical specialty: _____

Phone: _____ Email: _____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? Yes No

2. Please provide the medical diagnosis of the underlying condition for the student/household member.

Signature of Health Care Provider _____
Date

Received by: _____

Date: _____

Parent Considerations for Distance Learning

Parents/guardians are asked to consider the following information when seeking full-time distance learning (DL) for their student:

- Students will only be allowed to switch back to in-person learning at the end of each quarter, which will be determined on a case-by-case basis and with public health protocols in mind.
- If a full-time distance learning student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the real-time synchronous sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson
- A student participating in full-time distance learning who qualifies for free and reduced lunch, may receive meals at the school at no cost.
- Successful candidates for full-time distance learning have demonstrated positive attendance and grades during the previous year of school. All full-time distance learning requests are subject to approval by the school leadership.
- Students will be expected to attend and have their cameras on for the full duration of real-time sessions during the school's instructional day.
 - **Kindergarten - 2nd grade** will have a minimum of 60-90 minutes of real-time sessions daily.
 - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily.
 - **Middle and High School** will have a minimum of 60-90 minutes of real-time sessions per week per course.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

Full-Time Distance Learning

Full-time distance learning will only take place for high-risk students whose exemption form has been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the dedicated DL program teacher(s) /substitute teacher(s).

The school will make a schedule based on the number of DL eligible students from each grade level. The schedule may need to be revised/revisited throughout the year. Kindergarten - 2nd grade will have a minimum of 60-90 minutes of real-time sessions daily. 3rd - 5th grade will have a minimum of 90-120 minutes of real-time sessions daily. Middle and high school will have a minimum of 60-90 minutes of real-time sessions per week per course.

Teachers will regularly review and revise the curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and meeting all students' needs. Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

Students will have access to Canvas, Clever, and other DL instruction programs and resources. Students will be provided a Chromebook to take home. Students will also be provided internet service if need be.

Students will be placed in Distance Learning with their in-person teacher if the entire class goes under quarantine. All work/activities will be accessed via Canvas, and instruction will take place via Zoom. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning.

Teachers will make at least one entry per week for each subject in the Infinite Campus Gradebook.

The DL teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. Suppose a student cannot be accessed via phone, video conferencing, or email. In that case, the dedicated DL teacher will need to find other ways of interacting with the family and record all communication and details.

Covid-19 Positive & Close Contacts - Logistics

Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by their campus leadership. *Proof of a positive test should be provided to campus leadership.* Contact tracing will be conducted to determine if there are any close contacts on campus.

Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined by their campus leadership. A student's quarantine can be for two weeks (most of the time) but can be

longer depending on different factors. During a student's quarantine, a Chromebook will be provided if needed.

School leadership will communicate the next steps for distance learning with families. Students are required to follow all procedures as stated by their teachers and leadership. Students are expected to attend class every day. Students should let teachers and front office staff know if they will be absent. Teacher(s) will try to connect with the student daily.

Students may return to school from their quarantine on the agreed upon date. If the student is not symptom-free at the end of their quarantine, the quarantine will be extended for the safety of everyone. Once symptom-free, they may return to in-person learning.

Quarantined Students & Distance Learning

We foresee there being two types of quarantines for full-time students:

1. Whole Class/Entire School Quarantine
2. Individual/Limited number of Students

When the entire class / school needs to be quarantined, students will be placed in Distance Learning with their in-person teacher. All work/activities will be accessed via Canvas, and instruction will be synchronous through Zoom. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning.

When only a limited number of students need to be quarantined, students will be assigned to the dedicated DL teacher's classroom.

Attendance will be taken in Infinite Campus. All assignments will be turned in via Canvas.

We have great experience in using this learning model during the 4th quarter of the 2019-2020 school year and entire 2020-2021 school year. We also have had to quarantine classrooms regularly during the 2020-2021 school year.

Transitioning due to Public Health Conditions

Worsening public health conditions can affect the learning model that is implemented. If the Southern Nevada Health District, Center for Disease Control, and/or the Nevada Department of Education enforce new directives, we will make those changes as necessary. It will be a smooth transition for us due to our experience, and we are equipped to adapt to the changes.

The past 15 months have shown that we are capable of supporting students with the necessary technology, communicating with families effectively, and providing high-quality instruction to students.

We made a shift from in-person learning to full-time distance learning when schools were closed in March 2020. That occurred on a weekend. The next school day, live instruction was taking place online. This is because we prepared our staff and students for what we saw coming.

When conditions were improving, we were one of the first schools to bring back students in-person through a hybrid model. By the start of the second quarter, we were managing AM/PM/full-distance cohorts at all of our campuses. It went smoothly because of the training that staff received and the communication between the students, families and the school.

Through both models, our campuses implemented strict health and cleaning policies for staff, students and visitors to our campuses. We abided by any social distancing measures in the hallways and in classrooms. We provided nutrition meals during that time as well.

If we are mandated to switch learning models during the 2021-2022 school year, our schools and staff members will be ready. If we are forced to shift the learning model abruptly, we will be ready to make that change immediately.

Serving Special Populations in Distance Learning

The distance learning program will provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plan. Special education teachers will meet virtually with students as needed to meet the mandated number of instructional minutes.

School staff will consider alternative ways to provide equitable access and appropriate educational opportunities for students with disabilities, including exploring all available supplementary aids and services and related services to include online or virtual platforms, and/or other activities, such as paper/pencil activities.

Documentation of all efforts to provide equitable access to educational opportunities is required.

- Special education teachers must document that the student is receiving his/her specially designed instruction through the approved instructional model on the status record.
- Related service providers must continue to follow current procedures to document services provided.

Assessments, MDT meetings, and IEP meetings that do not need to be conducted in-person will continue to take place virtually or by phone.

If the school cannot contact the parent/guardian to schedule an IEP meeting, the school will follow standard procedures. IEP teams must include any data collected, including any deficit areas, behavioral data, the effectiveness of accommodations, etc.

A case manager or related service provider must provide how instruction is scaffolded or the background knowledge needed for the student to complete the assignments aligned to the Nevada Pre-K Standards or the NVACS/Connectors and goals and benchmarks/objectives. A case manager or related service provider must also review and address student work and/or finished assignments, checking for understanding and accuracy, adapting content, methodology, and/or instruction to the needs of the student.

When on campus for an IEP-mandated procedure, the IEP should also include input from parents/guardians regarding difficulties with the student's compliance with rules related to social distancing, wearing face coverings, washing hands, and other safety protocols.

Goals, benchmarks and/or short-term objectives should be based on the current present levels of academic achievement and functional performance. Based on prior goals and benchmarks or objectives, the team should consider the student's anticipated progress for the remainder of the annual IEP.

Staffing & Development for Distance Learning

CASLV will utilize licensed teachers and/or licensed substitutes to be the instructors for distance education.

Teachers will post the content and language objectives for each class.

These teachers will create lessons and units through Canvas, Pathfinder, Edgenuity, and other programs to assist with planning instruction. Teachers will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

Teachers will provide any support to families during distance learning. Teachers will be able to direct families to the necessary resources in support of the student's learning; they will communicate to the student the nature of the outstanding work and the time limitation for completing the work.

During teacher in-service week, teachers will be receiving professional development and training on distance learning, Covid-19 protocols, and working with families through this time.

Student Attendance in Full-Time Distance Learning

Each student participating full-time in distance education will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per instructional day.

If a student's confirmed lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact via other means (e.g., home visit) once per week and maintain a record of attempts.

Staff will use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through Canvas.

Daily attendance may be satisfied in any of the following ways:

- (1) The student is physically present; and/or
- (2) The pupil makes progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; and/or
- (3) The pupil participates in a real-time (synchronous) class session; and/or
- (4) The pupil meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the pupil's progress in the course.

Families may contact the main office of their campus if there is an attendance issue, such as incorrectly marked absence.

Ten consecutive unexcused absences with no contact will result in a withdrawal from the CASLV.

Technology Access

For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family. Parents of DL students will be able to set up their Canvas Parent accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year.

Families will receive training by a CASLV staff member on how to use the technology if needed. If technology is not working properly at any time throughout the school year, families are encouraged to contact their teacher.

Families will have to return the technology at the end of the school year. Technology will have to be in good working condition. If deemed to be not in good condition, families may be required to reimburse the campus (at leadership's discretion).

If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning can be done through paper correspondence.

Student/Family Communication

Students are required to check in with their teachers each day. Whether through email, a phone call, or (video) messaging through a learning management system and/or Zoom, it will count as an interaction for the day.

A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the eight-week progress report. Such conferences may be handled by telephone, in person, or via written communication

If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours.

If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day.

If a student has not communicated with a staff member for 5 days in a row, a home visit will take place.

If a family communicates that they are in need of resources, campus leadership, the teacher and the community outreach coordinator will work together to provide resources.

Nutrition

Students will receive access to the nutrition services to which they are entitled, to the extent nutrition services are generally provided by their charter school. CASLV only serves lunch to K-12 students at its campuses.

For virtual students to receive their lunch, the student and/or a family member will need to visit the campus in-person during a designated lunch period set by the campus administration. The school will then provide a lunch meal.

A lunch meal will be not provided to anyone arriving before or after their designated lunch period, unless at the discretion of school administration.

Important Note: The student and/or family member will be required to wear a mask and be socially distanced.

Social-Emotional Support

The pandemic has affected the social-emotional wellbeing of many people, students included. Staff are encouraged to get to know their students and build trust and respect. Staff are trained to identify and report anything out of the ordinary. Students have an open-door policy with all staff.

When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

Mask & Visitation Policy

Distance learning students and their family members are required to wear masks when visiting their campus at all times. This is for the safety of the students and their families.

Distance learning students and their families may only stay in the main office area. For them to move through the campus, they must be given permission from school leadership.

IEP students are allowed to be on campuses if it is determined that they need services that can only be performed in-person.

Emergency School Closure Learning Plan

CASLV recognizes that there may be emergency situations that shut down a campus for an extended period of time. Examples of emergency situations could include, but not limited to, a pandemic, a facility issue, or a natural disaster.

Coral Academy of Science Las Vegas (CASLV) is committed to providing high-quality STEM education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and students.

This plan will succeed in delivering instruction online to meet students' elective and general education requirements. The purpose of this plan is to empower and prepare students for success by enabling them to access quality online instruction. This plan will act as a guide to improve learning and enhance student success. It is also aimed to fulfill all applicable rules, regulations, and policies stipulated by the Nevada Department of Education and the US federal government. CASLV will continue to use email, Google GSuite and the school website for normal communications with parents, students, and teachers.

This plan is developed for at least 10 consecutive days of implementation.

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Although the legal attendance requirement is 1 contact per student per week, the site is requiring teachers to take attendance daily on a Google Sheet to address "absent" students on an ongoing basis. Teachers are required to enter grades at least one time per week.

Primary Online Learning Platform

Google Classroom will be used by every teacher to relay classroom content and deliver classroom instruction. Each teacher shared their Google Classroom codes with administration through a Google Form to create a Master List so all staff could access codes for any student or parent further streamlining the enrollment process.

Teachers upload videos, assignments and related information for student use. In addition to Google Classroom, teachers will continue to use IXL, Aleks, Moodle, MobyMax, Khan Academy StudySync and various Computer Science (Learning.com, CodeHS, Edhesive) and Art software that was previously implemented for classroom use.

Google Meet and Zoom are additional teleconference methods being used by teachers for classroom instruction.

Student Materials, Technology, Supplies Distribution

A student survey will be delivered to families to determine technology needs at the start of each school year. Chromebooks will then be distributed to families at a time, date, and location, which will be communicated right away to families. Additional supplies will also be distributed for select classes during this time, such as AP Art Laptops and Art supplies.

Additional Outreach

Emails will be sent weekly with details to local school sites providing drive-through lunch options for students. CASLV will work with its vendor to deliver types of meals (hot, cold, etc.) that best serves its students during that time.

Academic Progress Tracking

The Counseling Department created a Google Form for staff to report students who are disengaged or not showing progress in specific courses. The administration then reaches out and develops action plans for getting students back on track.

Staff Communication

The administration has created Google Hangout departments and grade level chat groups for specialized administration and colleague support. Grade level, department, and all staff zoom meetings are scheduled weekly as well as emergency staff meetings when necessary. How-to videos for curriculum, lesson planning, Google Classroom, grading, and other web-based programming are provided or created as needs are expressed by teachers. Leaders are included as teachers on all Google Classrooms to aid in student learning when needed.

Teachers are required to contact parents via email or Google Voice phone number as an additional means of communication with students and parents.

Weekly Department and Staff Meetings are held via Google Meet or Zoom.

Principals will join weekly planning meetings scheduled by the Central Office and SPCSA and update their staff accordingly. A tech team has been established that allows teachers to reach out with any instructional technology questions they may have.

Attendance

The Administrative team created attendance tracking sheets where teachers enter attendance as they interact with students. Initially, teachers will reach out to the families if the students do not check-in or turn in their assignments. After some attempts, if the issue continues, teachers will inform administrators. The administration will reach out to families whose child(ren) does not

check-in by Wednesdays. Registrars enter attendance for the school by the end of Friday for each week and submit a detailed list to the Head Registrar for further reporting.

Special Education Program

The Special Education Department within Coral Academy of Science Las Vegas recognizes the unique needs, strengths, and challenges of each of its special education students and families. In our attempt to provide the best-individualized plan of specialized instruction during this situation, we strive to consider factors that hinder inclusion, accessibility, and equity such as technology, family socio-economics, language and culture, and parental obligations outside of the home. Therefore, a multimodal approach to student and family support has been put into place.

Initial Preparation

Prior to the transition to online instruction, in anticipation of the need to fully move to online instruction, all special education teachers were provided with an introductory training to online instruction that included modes of communication and instruction, asynchronous vs synchronous instruction, preventing miscommunication within the virtual environment, and tips for online classroom management.

Primary Online Platforms

- Google Classroom
- Google Meet/Chat
- IXL
- Moodle
- Study Sync
- Aleks
- Site-specific supplemental platforms

Practical Issues

- IT facilities and support – especially if running state-wide modules & work across parent/guardian schedules may require tutor flexibility
- Some functionality is impaired on mobile devices
- Institutional usernames and passwords to access all platforms
- Upkeep of system – maintaining links etc.
- Monitoring student engagement Requires a similar amount of tutor time

Special Education Specific

- Progress Monitoring Systems
- Paraprofessionals and Supports
- Virtual and Related Services and Coordination

- A Dedicated Special Education Person to Monitor Student Progress & Report to Team
- Related Service Providers

Related Services

Related Service providers will continue to provide related services using online learning platforms, for the seamless continuation of face to face service delivery, when the student and parent have access to the required technology. For parents who do not have the required technology for electronic service provision, related service providers will make weekly contact with the parent to offer continued support such a recommended strategies to implement at home, connecting parents to helpful resources, and gathering information which may be beneficial for the case manager and/or special education staff to know in order to support the student in their virtual classroom environment through modification and accommodations.

Related Service Providers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert CASLV special education administration to ongoing concerns or themes which need support. A special education administrative staff with CASLV will collect weekly records of communication between the related service providers, students, and parents, and determine areas that need further support, based on the data.

Special Education Teacher

Each special education teacher will provide pull out service minutes using asynchronous Classes and synchronous Classes, Google classroom, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will be available form 9:00 am - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert CASLV special education administration to ongoing concerns or themes which need support. A special education administrative staff with CASLV will collect weekly records of communication between the related service providers, students, and parents, and determine areas that need further support, based on the data.

Paraprofessionals

Paraprofessionals and their assigned case managers will be in contact throughout the week, in order to plan and provide the support required for the student and their family to meet the week's objectives. An initial learning objective will be established for each new week, as co-designed by the case manager, student, and parent. This learning objective will be communicated with the paraprofessionals, who with the case manager, will develop a plan of

action on how to measurably support the student within and outside of special education instruction, to include preparation of materials, modifying assignments, pre and reteaching, and the electronic dissemination and collection of materials. Each paraprofessional will provide push-in service minutes using asynchronous Classes and synchronous Classes, monitoring and assisting with general education Google classrooms, student support, and supplemental online options. Paraprofessionals will be available from 9:00 am - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 9 am-3 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

Parents were individually contacted by their case managers or a campus-based special education representative with a cursory description of what to expect over the coming weeks, the opportunity to schedule a phone call for Q&A, and methods by which parents could contact their campus support person. Additionally, parents were further queried as to their digital savvy and accessibility.

Progress Monitoring

The CASLV special education administrative staff will be designated as the individual responsible for collecting weekly progress monitoring, comparing the data against the student's goals, and ensuring that intervention decision making reflects the needs based on the data. This individual will also provide any necessary professional development, coaching, or other support to teachers and buildings, with best practices for designing effective and efficient progress monitoring tools within the virtual learning environment.

Individualized Education Programs (IEPs)

All annual IEP meetings will be held using GoToMeeting and scheduled by the case manager. Each family will have the option to sign electronic permission to share documentation if they

would like documents shared via email. All required documentation will be sent via US Postal Service.

Student-Specific Decision Making

Parents will be contacted weekly to determine student-specific needs. An IEP team meeting will be scheduled for any discussion impacting the IEP or change in services or placement.

Based on student and parent needs, strengths, and accessibility, examples of instruction may include:

*Asynchronous Zoom session between staff, parent, and student, whereby a specific skill is targeted and remediated through evidenced-based activities, such as phonological awareness exercises that target rhyming, blending, and so forth.

*An individual activity in which the parent can supervise the student in independently completing several worksheets in a skill area in which the student was close to the target.

*Hands-on materials, created by school staff or by parents in coordination with school staff, whereby the student can exercise practicing a new skill in math or sentence construction with parents submitting photos of the finished product.

Elementary Approximate Time Frames for Learning

- Students are responsible for visiting their teacher’s Google Classroom page for online assignments on a daily basis
- Students will attend virtual class as specified in each teacher’s email
- Students will have assignments from each teacher with specified due dates
- Counselors will be available to support students with academic, social, or emotional needs. Students or Parents must initiate contact by email

Kindergarten to Second Grade	
Approximate Time per Subject per day	Subjects
20–25 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Third to Fifth grade	
25–30 minutes	Reading/Writing, Social Studies, Mathematics, Science
Kindergarten-Fifth Grade	
Specials	Art, Music, P.E. Computers and Spanish teachers will provide a range of activities that continue to support the current program
Independent Learning	Independent reading, Board games & challenges with math/strategy/critical thinking

Middle and High School Approximate Time Frames for Learning

- Students are responsible for visiting their teacher’s Google Classroom page for online assignments on a daily basis.
- Students will attend virtual classes (via Zoom, Google Hangouts, etc.) as specified by teacher’s instructions.
- Students are responsible for turning in all assignments by their due date.
- Assignments will be graded and posted to the Infinite Campus Gradebook.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, and suggested additional reading materials including ebooks.
- Students can communicate in real time with their teachers during their office hours.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or they are unclear about expectations.
- Counselors will be available to support students with academic, social, and/or emotional needs. Students or Parents can initiate contact by email or phone.

Grade Level	Approximate Time per Class (includes virtual contact time and homework time)
6-8	30-40 minutes
9-12	60-90 minutes
Independent & self-directed	<ul style="list-style-type: none"> • Read for pleasure • Be active • Explore personal interests/passions

Summary of Teacher Expectations

Accounts

- Google Email Accounts Set
- Google Classroom Codes - Shared with Admin
- Google Classroom Set-Up - All students have accessed your class
- Teacher Communication Portal (Google Classroom, Dojo, Bloomz, etc.)

Teacher Availability

- Teacher Hours of Availability - 9:00 am - 3:00 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability

- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day elementary, once per week middle/high school
- Option 1 - Video Conference (Google Meet, Zoom, Other)
- Option 2 - Work Packets w/ Google Voice or Phone Communication
- Option 3 - Online Chat (Google Hangouts or Other)
- Videos, packets, links, activities uploaded to Google Classroom (Daily)

Teachers will adapt their instruction to online platforms working with families to ensure that students are receiving a quality education without adding any additional stress at home.

Teachers consider the following time frames when they assign work: Elementary: 1-2 hours Middle: 2-3 hours and High School: 3-4 hours daily.

Security is a high priority, especially when the system involves many users. If you identify a security problem in the meetings, emails, or computers notify your administrator immediately.

Grading

IC Gradebook must be updated with the current week's grades prior to the following Monday

All teachers must enter and post the grades weekly according to grade level/department

- Elementary: at least 1 grade for core courses (i.e., reading, writing, math, science) and 1 grade for social studies each week
- Elementary Specials - at least 1 grade per week
- Secondary: 2 grades for each core content area taught (English, Math, Social Studies, Science), including electives

Guidelines for Parents Supporting Distance Learning

Each campus will share guidelines and tips with parents. An example list of recommendations is given here.

Provide support for your children by adhering to following guidelines:

1. Follow instructions from the school. Review A Parent's Guide To Google Classroom document shared with you.
2. Establish routines and expectations
3. Take an active role in helping your student process and own their learning
4. Encourage physical activity and/or exercise
5. Monitor how much time student is spending online

6. Monitor student's social media use, especially during school closure.
7. Cyberbullying: the use of electronic communication to bully a person including sending, posting, or sharing negative, harmful, false, or mean content about someone else.

What should you do if you're being bullied?

- Do not respond to harassment or threats--this may encourage the bully.
- Keep a record of messages received (print or take screenshots).
- Reach out to parents, teachers, counselors, and school administrators.
- Block communication from the bully (if possible).
- Do not participate in cyberbullying (even in response to a bully).
- Ask for help if you are being cyberbullied.
- Stand up if you see somebody being cyberbullied