

Doral Academy



Doral Academy of Nevada

Path Forward Programs for Distance Education

2021-2022 School Year Plan

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Background

Superintendent Jhone Ebert and the Nevada Department of Education requested the submission of a Path Forward Program. In the program, schools must provide details on their distance learning plan for full-time distance learning students for the 2021-2022 school year. There must 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 well-being.

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.

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

Doral Academy of Nevada (DAN) recognizes that the health and safety of students and staff is of the utmost importance. DAN 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. DAN 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, DAN will use all available scientific information to help make a determination on these matters.

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

DAN will continue to promote proper personal hygiene for staff and students:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 3 feet of physical distance from others
- Avoid contact with others if within 3 feet
- Wear a cloth face mask covering inside the school building
- 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 signage reminding students to wash their hands for at least 20 seconds. These visual cues will be incredibly helpful, especially for visual learners.

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

There may be students with disabilities who require special considerations when attempting to ensure that the child is able to execute CDC safety and health recommendations. In these circumstances, the school is prepared to collaborate with the child's parents and the child's medical team(s) when appropriate to delineate how the safety and health procedures will be appropriately executed while still aligning to the child's needs.

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 24-hours. For staff, they cannot return until they are symptom-free for 24-hours.

In the event that a student 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 for 24-hours. 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 on 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. DAN 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 quarantine and/or closure is necessary.

Cleaning and Maintaining Healthy Facilities

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

- Hand sanitizer pumps will be placed 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.
- Desks will be arranged to be socially distanced. Desks will be marked to show which ones are assigned to which students.
- 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 precautions.
- Each classroom/office will be supplied with sanitizing wipes, sanitizer, and cleaning supplies.

At each campus, staff will check the cleanliness of the campus to ensure a safe and healthy environment. All restrooms will be monitored regularly throughout the day to ensure cleanliness. High touch points, such as handrails, water fountains, sink heads, and doorknobs will be cleaned regularly by DAN 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 a contracted cleaning crew (e.g. Brilliant General Maintenance (BGM)). The same vendor will perform a thorough deep sanitizing cleaning of each campus in the event of a COVID exposure. Commercial Cleaning Services uses these chemicals for sanitizing:

- Saddle Campus
 - Mild Acid Cleaner (Brady)
 - Clorox Hydrogen Peroxide Wipes
 - BNC 15 Spartan Chemical Co
 - Xcelente
 - Sani-T 10 Plus
 - Clean by Peroxy
- Cactus Campus
- Fire Mesa Campus
 - Vital Oxide
 - BNC-15
 - Brady Non-acid disinfectant
 - Sani-T 10 Plus
- Red Rock ES Campus
 - Brady Non-acid Disinfectant
 - Clorox Hospital-Grade Hydrogen Peroxide Wipes
 - HALT Hospital-Grade Disinfectant
 - Sani-T 10 Plus
- Red Rock MS/HS Campus
 - Sani T-10
 - Xcelente
 - Waxie 730
- Pebble Campus
 - BNC-15
 - Vital Oxide
 - Clorox Hospital-Grade Hydrogen Peroxide Wipes
 - Sani-T 10 Plus
 - Clorox Disinfectant Bio Stain and Odor Remover

In the event of a pandemic scare or a positive COVID-19 diagnosis, each school will request an additional deep cleaning and sanitization for the affected classroom/area. After this has been used in a space, that area will be disinfected and suitable for occupancy.

Face Coverings

Ultimately, DAN will follow the guidance of the CDC, SNHD, American Academy of Pediatrics, NDE, and SPCSA for guidelines requiring face coverings, and flexibility with mask requirements will be implemented based on current guidance and local transmission rates provided by SNHD. According to the CDC, masks should be worn by all individuals (age 2 and older) who are not fully vaccinated. It is also recommended “that schools maintain at least 3 feet of physical distancing between students within classrooms. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies (wearing

masks). Our schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, guidance emphasizes implementing layered prevention strategies to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.” Currently (July 14, 2021) it is the plan of DAN to require face masks of all students, staff, and persons on campus. Students and staff will be provided “mask breaks” by going outside and/or during limited instruction such as phonemic awareness in the classroom and during lunch/recess times. DAN will monitor local transmission rates, occurrence of outbreaks and vaccination rates within the community on a weekly basis and adjust to more relaxed mask requirements, as recommended by CDC, SNHD, American Academy of Pediatrics, NDE, and SPCSA. Our campuses will have masks readily available for anyone who needs one.

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 close contact with the positive individual. Close contact among children is defined as within 3 feet for a total of 15 minutes. Classroom teachers will be required to implement assigned seat assignments and submit them to site administrators.

The principal will communicate any COVID positive case or exposure with the Executive Director. 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 Executive Director will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Executive Director will share that information with the principal. The principal will message the appropriate families.

Social Distancing & Capacity

DAN will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits. DAN is prepared with classroom measurements and classroom capacity at each school site, and is prepared to 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.

DAN 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

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

In addition to partnering with Albertsons/Savon to offer vaccination clinics for Doral students, families, and staff; DAN campuses will promote local vaccination sites to its staff and families. Clinics were held in May and July at Doral school campus locations.

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 Well-being

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 social-emotional needs and the trauma that can be triggered by a pandemic. For DAN, the wellbeing and mental health of staff and students are of the utmost importance.

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 to counseling staff and administration. 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.

Administrators and Instructional Coaches attended a Dare to Lead book study. Through this professional development, Administrators and Instructional Coaches will be better prepared to help guide the students and staff in a more open and vulnerable way. The last year was really hard on staff and students and having some tools that are used to help connect better with staff and students emotionally is essential for students to get back to learning.

Marriage and Family Therapists (MFTs) and Counselors also participated in the book study and became Dare to Lead certified. Through this training, MFTs and School counselors can coordinate book studies with staff, parents, and students, with a specified Rollout Program through Dare to Lead. These leadership skills will help allow better connections with people throughout each individual campus and to help promote more daring and brave leaders, which is what we all need right now. Our students have really missed out on deeper connections this last year, as much of our teaching was virtual and students need a safe space to process through all the emotions that have been collected over the last year and a half.

MFTs and Counselors collaborate across the system to provide bi-monthly parent and family workshops on topics to encourage healthy family/child development on topics, such as online safety, having hard discussions with your kids, creating routines, and healthy coping skills.

School Counselors will conduct classroom visits to address topics such as, anxiety of students coming back to full days on campus after pandemic, bullying awareness, understanding emotions, and growth mindset.

School Counselors and MFTs will conduct support groups for students to meet needs identified in beginning and mid year surveys, with topics ranging from divorce, anxiety, study skills, and self-esteem.

School Administrators will work with MFTs and Counselors to embed Dare to Lead strategies into staff meetings throughout the year. A courageous culture connects its values to specific behaviors, so people know what is expected, encouraged, and rewarded within their team and organization. Self-awareness is key: who we are is how we lead. Using this lens, the MFTs and Counselors will help bring Dare to Lead concepts to the staff periodically throughout the year.

Marriage and Family Therapists (MFTs) will provide a weekly family newsletter to promote healthy family and child development.

Additional for students:

SSP's and school counselors will be visible on campus and available via Zoom for distance learning to help create and maintain a healthy and safe school environment.

Staff will have access to a weekly mental health newsletter.

SSP's will help to "normalize" and educate the effects of childhood trauma to reduce burnout and stress related to student behaviors and academic struggles/setbacks.

With SSP support, teachers will be educated in establishing a trauma informed classroom. Establishing a trauma-informed classroom meets student's emotional and physical wellness by providing proper support and understanding in children's development after experiencing trauma. (Trauma will likely be pandemic related among other traumatic experiences.) See below for a complete guide in creating a Trauma Informed Classroom.

<https://www.wcris.org/wp-content/uploads/2017/08/Fostering-the-Trauma-Informed-Classroom-Handouts.pdf>

In-Person Learning: Accelerating Student Learning

DAN is 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

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

Pairing Data with Instruction

The teachers will look at the beginning of the year data during grade level and/or Professional Learning Community (PLC) meetings and “data chats” and prepare a comprehensive plan to meet the students’ needs. Schools will utilize benchmark, SBAC, formative and diagnostic data to develop intervention groups during the staff development days on September 23 and 24, 2021. Tutoring and intervention services will be provided during the school day and after school time. DAN 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: Moby Max, ST Math, and WonderWorks.

In-Person Learning & Special Populations

Special populations such as SPED, English Learners (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.

Path Forward Program: Distance Learning

Doral Academy of Nevada (DAN) has created a distance learning plan for the 2021-2022 school year. DAN 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 and require quarantine
- Identified as close contacts of Covid-19 and require quarantine
- Affected by school closures and/or tightening government health protocols

DAN 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 has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form (provided in the next section) may be completed to participate in distance online learning at home for the 2021-2022 school year.

A health care medical professional must complete the exemption form and email it to the principal. DAN will review the form, and either approve or deny. The medical exemption form is attached.

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 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, such as state-required 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 attend campus for a specific purpose. 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 complete a High Risk Exemption Form and submit it to administration for consideration.



High Risk Exemption Form Page 1 - Information

If a student 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 semester, which will be determined on a case-by-case basis by administration and with public health protocols in mind.

Distance learning will consist of the student working individually on assigned work through different learning platforms, such as Academics Virtual Education (AVE) or Edmentum. Students will check in daily with a 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. The form must be completed and signed by a licensed health care provider and is subject to verification.

Parents/guardians will be notified by administration 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: <i>(circle one)</i>		
Student	Household Member	
Parent Name:	Parent Email:	
Parent Signature:	Parent Phone #:	

Should a student be required to return to in-person instruction, but the student 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 distance learning.

Completed forms should be submitted to the student's school 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

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 and/or physician's note 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 semester, which will be determined on a case-by-case basis by administration 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 “office hour” sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson.
- Just like students attending school on campus, a student participating in full-time distance learning may receive meals at the school at no cost.
- Successful candidates for full-time distance learning have demonstrated solid attendance and passing 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/ “office hour” with their child’s teacher.
- 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. For young primary grade students (K-2), the parent is responsible for emailing the teacher regarding make-up work. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a minimum F (50%) 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.

Students will have access to Google Classroom and the assigned DL instruction programs (e.g. Academica Virtual Education (AVE), Edgenuity) and resources. If needed, the student will be provided a Chromebook to take home. Students will also be provided Internet service, if needed.

Students will be placed in DL with their in-person teacher if the entire class goes under quarantine. All work/activities will be accessed via Google Classroom, 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 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 distance learning 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 SNHD in collaboration with DAN's head nurse and administration. *Proof of a positive PCR 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 SNHD in collaboration with DAN's head nurse and administration. A student's quarantine can be for ten calendar days (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 administration 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 daily "office hours" with the teacher to check-in during their quarantine. If they do not attend, the student will be marked absent. Students/Parents should let teachers and front office staff know if they will be absent. Teacher(s) will make a minimum of 2 attempts to contact 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 for 24-hours, they may return to in-person learning.

Quarantined Students & Distance Learning

We anticipate 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 Google Classroom, 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 required to access assignments and instructional materials/resources via Google Classroom and attend “office hours” with the teacher during the period of quarantine. Assignments must be completed daily for each student to be considered in attendance.

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

We have had great success implementing this learning model during the 4th quarter of the 2019-2020 school year and the 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 can support students with the necessary technology, communicate with families effectively, and provide 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, within a short 3-day period. Staff quickly pivoted and continued to provide live instruction for students for the last quarter of the school year.

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 our campuses. This quick transition was successful due to 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 social distancing measures in the hallways and in classrooms. We provided free nutritious meals to all 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

If a student or group of students who receive services within Special Education have to participate in “full distance education” instructional models, our schools are prepared to ensure the continuity of services including access to necessary technology, resources, and personnel including, but not limited to, related service staff as written into IEPs. Below is a list of processes/activities that we are prepared to execute:

- Providing child with technology device that has Wi-Fi accessibility and all appropriate applications that child would need in order to ensure their individualized FAPE is provided (i.e., text to speech/speech to text, Google Classroom, etc.). Families in need of in-home Wi-Fi will be also be supported.
- Students will continue to receive their individualized FAPE via a combination of live virtual instruction (Synchronous) as well as other types of virtual instruction (Asynchronous and reviewing of recorded instruction) from their corresponding certified teachers.
- Students in need of non-virtual learning materials will be provided those materials (construction paper, hard copies of learning curriculum, learning manipulatives, etc.)
- Every parent of a child with a disability is offered the opportunity to revise their child’s IEP to include a Special Education Alternative Learning Plan (SEALP). The SEALP is a document that allows the IEP to consider the child’s current IEP services and discuss how, when, and by whom the services will be delivered while participating in a “full distance education” model. The SEALP also allows the IEP team the opportunity to consider supports/services that may be needed now that the child is participating in a “full distance education” model and then to appropriately include those supports/services in the SEALP as an addendum to the child’s IEP.

It will be our recommendation that for students who request to be on a “full virtual track” for an extended amount of time as delineated in writing by a medical professional, that an

IEP Revision meeting takes place to properly address that change of placement and corresponding adjustments to supports and services.

For students who are unexpectedly forced to remain out of school for a temporary amount of time as a result of having to quarantine according to adopted guidance health policy, it will be our recommendation for teams to send out a Prior Written Notice to families as soon as possible identifying the proposed supports and services being offered to the child within that timeframe. More formal IEP Revisions may be needed for students under these circumstances depending on the student's individual learning needs and current state of health while under quarantine.

- Depending on the nature of having to implement the “full distance learning” model, schools are prepared to work with individual families of students with unique special education needs to consider if any amount of “in person” learning may need to take place despite what is being allowed/offered to the general student population.

Staffing & Development for Distance Learning

DAN 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 Google Classroom 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 be able to direct families to the necessary resources in support of the student's learning. Additionally, teachers will communicate to the student the nature of the outstanding work and the time limits for completing the work.

During the August 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. Teachers new to DAN will be provided training on Google Classroom and Zoom.

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., Certified Letter) 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 Google Classroom.

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

- (1) The student is physically present; and/or
- (2) The student 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 DAN.

Technology Access

For any students without access to such technology, school administration will work with families to ensure technology is accessible. Families will need to complete a form to borrow the technology check-out form 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 Google Classroom 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 DAN 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 child's homeroom/advocacy 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 per the agreement form.

If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning may 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 difficulties with behavior, academics, or attendance some, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, via Zoom, in person, or via written communication.

If families and/or students call teachers, and the call is not answered a voicemail message should be left by the parent or student (grade 4-12). 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 next non-holiday business day.

If a student has not communicated with a staff member for 5 days in a row, the school counselor and/or administration will become involved to contact the student and/or family.

If a family communicates that they are in need of resources, campus administrators, the teacher and the school's counselor 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. DAN serves lunch to K-12 students at its campuses.

Students who are full DL or are temporarily quarantined may have access to free meals from their home campus, or any Doral Academy of Nevada campus. Students may pick up a week's worth of meals at one time. A schedule of days/times that each campus distributes meals to full distance and quarantined students will be shared regularly.

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

Social-Emotional Support

In the event of a full- school closure, the social-emotional protocols and guidelines provided on page 11, will be followed.

Mask & Visitation Policy

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

Distance learning students and their families may only access the school's main office area, and they must request permission from school administration to attend campus for any specific reason. All visitors entering the building must complete the health screener and undergo a temperature check.

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

Emergency School Closure Learning Plan

DAN 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.

Doral Academy of Nevada (DAN) is committed to providing high-quality arts integrated 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. DAN will continue to use email, Infinite Campus, 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. Teachers are required to enter grades at least one time per week per subject/content area or course.

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 other platforms such as IXL, ST Math, MobyMax, and Khan Academy that were previously implemented for classroom use.

Zoom is the teleconference method being used by teachers for classroom instruction in the event a whole class has to quarantine.

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 to families at each school campus. Additional supplies will also be distributed for select classes during this time, such as curricular materials and resources.

Additional Outreach

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

Academic Progress Tracking

Classroom teachers will communicate with counselors and administration any students who are disengaged or not showing progress in specific courses. The counseling team will work with administration to meet with parents for the student's academic success.

Staff Communication

The administration of each campus will work with its site leadership team to develop effective modes of communication. Grade level, department, and all staff Zoom, or in-person meetings are regularly scheduled 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 phone number as an additional means of communication with students and parents.

Principals will join weekly planning meetings scheduled by the Executive Office and SPCSA and update their staff accordingly. Technical support will be available via Intellatek, the contracted technology provider, to assist students and staff.

Special Education Program

See procedures and protocols on page 21.

Related Services

Related Service providers will continue to provide related services using online learning platforms when the student and parent have access to the required technology, for the seamless continuation of services to the child to ensure their FAPE is not compromised. 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 as 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 continue to maintain their required Service Logs (in the Minute 7 web based application) and Contact Logs which capture services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert DAN special education administration to ongoing concerns or themes which need support. A special education administrative staff with DAN will oversee the accurate collection of service logs and contact logs 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 the IEP service minutes to the students on their caseload via a mixture of asynchronous and synchronous classes, Google classroom, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will provide their delineated IEP services during the instructional school day, 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. All families will be provided the opportunity to make use of a Special Education Alternative Learning Plan (SEALP). A SEALP is a document that allows the IEP team to consider the child's current IEP services and discuss how, when, and by whom the services will be delivered while participating in a "full distance education" model. The SEALP also allows the IEP team the opportunity to consider supports/services that may be needed now that the child is participating in a "full distance education" model and then to appropriately include those supports/services in the SEALP as an addendum to the child's IEP.

Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will continue to maintain their required Service Logs and Contact Logs which capture services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert DAN special education administration to ongoing concerns or themes which need support. A special education administrative staff with DAN will oversee the accurate collection of service logs and contact logs 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 and services required.

The paraprofessionals, their assigned case managers, and corresponding regular education teaching staff will work collaboratively to create 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 service minutes using asynchronous and synchronous classes, monitoring and assisting with general education Google classrooms, student support, and supplemental online options. Paraprofessionals will be available during the instructional day, Monday to Friday. Each paraprofessional will have a set schedule similar to that found in their brick and mortar school. The schedule of delivery of all services, including those being executed by a paraprofessional, will be communicated by the special education teacher to the parents/guardians and students.

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 may include Skype, FaceTime, email, text messaging, and telephone. Teachers and support staff are required to be available during the school day. 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

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 to the child’s teacher if concerns arise.

Kindergarten to Second Grade (Synchronous time)	
Approximate Time per Subject per day	Subjects
20–25 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Third to Fifth grade (Synchronous time)	
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
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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 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

- Doral Academy 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, Seesaw, etc.)

Teacher Availability

- Teacher Hours of Availability – instructional day for students (for student/parent questions and guidance)

- 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
- Live instruction via Zoom
- “Office Hour” for additional support/questions
- 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 Zoom meetings, emails, or computers notify your administrator immediately.

Grading

- IC Gradebook must be updated regularly.
- Teachers must enter and post the grades and/or progress weekly according to grade level/department and school policy.

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.
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 a 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 your child is 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