

Founders Classical Academy of Las Vegas

21-22 Nevada Path Forward Plan

INTRODUCTION:

As defined by the Nevada Department of Education (NDE) and the Nevada State Public Charter Authority (SPCSA), Founders Classical Academy of Las Vegas (FCALV) is required to meet certain requirements related to Covid-19 for the 2021-2022 school year:

- FCALV is responsible for determining certain COVID-19 mitigation measures as defined by the SPCSA, 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.
- Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, FCALV must develop a Path Forward Program Distance Education Plan for the 2021-2022 school year. This plan addresses how the academy provides 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.
- 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 establishes an emergency distance learning plan to be implemented in the event of a major emergency.

Specifically, FCALV will address six elements in its *Path Forward Program of Distance Education* for the 2021-22 school year:

- I. In-Person Learning
 - a) Health and Safety
 - b) Student and Staff Well-Being
 - c) Accelerating Student Learning
- II. Distance Education
 - a) Students Unable to Participate In-Person
 - b) Distance Education: Emergency Closure
 - c) Supporting Students

IN-PERSON LEARNING

In-Person Learning: Health and Safety

FCALV maintains the health and safety of students, educators, and other school staff, acknowledging and promoting any recommendations of the **Centers for Disease Control (CDC)**, keeping in mind the unique geographic position of Las Vegas and the recommendations of state and local authorities:

- a) FCALV supports the use of face coverings on school campus, especially those who are not fully vaccinated. Currently be aware that 1) students and guests 9 years old and younger are not required to wear a face covering on campus, 2) students and guests 10 to 11 years older are required to wear a face covering on campus, and 3) students 12 years and older, school employees, and guests are required to wear a face covering on campus unless fully vaccinated for Covid-19 (This is a state directive). Note: Be aware that the CDC recommends face coverings for all individuals who are 10 years and older regardless of vaccination status. Certain exemptions can be granted in alignment with the governor's directives and for certain school activities and athletics, including eating, drinking, and outdoor activities. FCALV is committed to provide CDC-recommended face coverings to any students, staff, or guests to the school campus upon request;
- b) FCALV recognizes CDC recommendations for social distancing; however, FCALV's position is to allow a less restrictive minimum of 3 feet of social distancing for elementary and middle school students whenever possible with an extension of 6 feet of social distancing for high school students and adults whenever possible, mindful that instruction and educational delivery may limit specific social distancing lengths;
- c) FCALV provides training and supports for proper hand washing and respiratory etiquette as defined by the CDC, including additional hand sanitizing stations;
- d) FCALV practices diligent cleaning and maintenance to ensure healthy facilities, including improving ventilation and air filtration;
- e) FCALV maintains contact tracing by grade level and course, limiting extended interactions between grade levels and the elementary, middle, and high school students, especially in lunches, passing periods, and recesses;
- f) FCALV supports diagnostic and screening testing and utilizes that data to inform students and parents/guardians of possible Covid-19 exposures;
- g) FCALV supports efforts to increase access and awareness to vaccinations through its regular parent communications; and
- h) FCALV provides appropriate accommodations for children with disabilities with respect to health and safety policies and as defined in IEP's or 504's.

In-Person Learning: Student and Staff Wellbeing

FCALV meets students' social, emotional, mental, and physical health needs and provide access to a safe and inclusive learning environment with teachers regularly leading classroom and individual conversations with students to assess students' emotional state. When appropriate, teachers and administrators decide possible interventionists to be contacted to aid students and families -- parents, counselors, school psychologist, social services agencies, or law enforcement. Additionally, FCALV supports educator and staff well-being, promoting open communication and related supports. FCALV's counselor and school psychologist provide support and training to assess anxieties and stressors. FCALV has a supportive faculty and PTO that create environments and activities that bring the faculty together and demonstrate the appreciation for one another.

In-Person Learning: Accelerating Student Learning

FCALV will address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities. FCALV will be actively remediating education loss due to Covid-19. Our priority is to collect data from 1)

standardized tests administered last school year (SBAC and ACT), 2) specialized tests administered last year (English Language Learner with WIDA) and Special Education reevaluation testing, 3) the school's internal monitoring program (Lumos Learning which aligned to Nevada Content Standards), and 4) classroom/course pre-assessments to establish as baseline of content knowledge. FCALV will analyze this data to identify trends and student groups that need remediation to ensure grade-level proficiency and/or course competency. Students identified in need of remediation will be identified, specifically in English Language Arts and Mathematics, and individualized learning plans will be developed, implemented, and monitored for growth. Additional educational assistance related to individualized ELA and Math Plans will be led by the school's Learning Strategist. The Learning Strategist will supervise the ELA and Math programs of remediation addressing educational loss (Covid-19), including the two Academic Coaches (providing pull-outs) and Teachers and Instructional Aides (providing after school tutoring).

DISTANCE EDUCATION

In accordance with this academy's *Plan for a Path Forward Program of Distance Education* for the 2021-22 school year, Founders Classical Academy of Las Vegas (FCALV) will ensure the distance education will be available to all students if they have documentation from a medical professional related to a condition that would be compromised by attending school in-person or if they are quarantined on the advice of local public health officials.

FCALV will ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or plan to provide accommodations for students without access to such technology.

In addition, FCALV will ensure:

- (1) A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts.
- (2) The program of instruction will provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.
- (3) Licensed teachers and/or licensed substitutes will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.
- (4) FCALV 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 a learning management system.

FCALV will provide "hybrid learning," defined as any arrangement under which this academy provides in-person instruction concurrently with distance education through electronic means and correspondence.

Daily attendance will be taken for all modes of learning: in-person, hybrid, and full distance.

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

- (1) The student is physically present; and/or
- (2) The student participates in a real-time (synchronous) class session; and/or

(3) The student meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who can implement the elements of the course, providing instructional support and assessment.

If a student participating in distance education full- or part-time demonstrates any one of the three criteria, the pupil is considered present for the full day. If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the full day.

Distance Education: Students unable to participate in-person

FCALV will ensure that students impacted by COVID-19 will have the opportunity to learn and remediate education loss, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities.

FCALV will be actively remediating education loss due to Covid-19. Our priority is to collect data from 1) standardized tests administered last school year (SBAC and ACT), 2) specialized tests administered last year (English Language Learner with WIDA) and Special Education reevaluation testing, 3) the school's internal monitoring program (Lumos Learning which aligned to Nevada Content Standards), and 4) classroom/course pre-assessments to establish as baseline of content knowledge. FCALV will analyze this data to identify trends and student groups that need remediation to ensure grade-level proficiency and/or course competency. Students identified in need of remediation will be identified, specifically in English Language Arts and Mathematics, and individualized learning plans will be developed, implemented, and monitored for growth. Additional educational assistance related to individualized ELA and Math Plans will be led by the school's Learning Strategist. The Learning Strategist will supervise the ELA and Math programs of remediation addressing educational loss (Covid-19), including the two Academic Coaches (providing pull-outs) and Teachers and Instructional Aides (providing after school tutoring).

To address students who are unable to attend school due to Covid-related issues, FCALV will comply to the directives of the governor's office, the Nevada Department of Education, and the State Public Charter School Authority.

FCALV will ensure that any student who falls into one of the categories listed below is able to participate in distance education that meets the requirements established for Path Forward Programs of Distance Education.

Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person and students who are quarantined on the advice of local public health officials will be allowed to attend daily instruction in synchronous, on-line, live instruction. Specifically, parents/guardians may request approval for the school's administration under the circumstances listed above. Upon approval, FCALV will provide technology and internet accessibility assistance as requested, and the assigned teachers will contact parent/guardians with platform log-in information and class schedules.

Teachers will provide daily direct and live instruction via voice and video technology, integrating all students into the daily instruction. Materials will be distributed and collected for assessment

electronically as much as possible. Some materials pick-up and drop-off may be required, such as textbooks, tools, and specialized items that support instruction.

Distance Education: Emergency Closure

FCALV will address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities. Emergency closure would be like the previous scenario with a more universal approach to implementation as the entire school transitioned between in-person and at-home instruction. The key to this smooth and seamless transition is communication and the quick implementation of these steps:

- a) Communication (paper and electronic) of the school's plan and timeline for implementation of its Emergency Closure Plan;
- b) School preparations of electronic devices, textbooks, and related classroom materials per class and course, prepared for distribution in the MPR by ES classroom or MS/HS teacher/course;
- c) Distribution of electronic devices (ChromeBooks and Tablets) via car line distribution;
- d) Distribution of textbooks and related classroom materials via car line;
- e) Regular education teacher paper and electronic communications by class and/or course with platform log-ins, expectations, and daily time schedules of instruction;
- f) Special Education, ELL, and 504 teacher and facilitator paper and electronic communication to review accommodations and schedule service providers (Speech, Psychologist, OT);
- g) Learning Strategies, TOSA, and Tutor paper and electronic communication to ensure continuity of service related to *Individualized ELA and Math Plan* for remediation due to educational loss (Covid-19);
- h) Communications paper and electronic for the athletics/activities administrator related to athletic and curricular activities;
- i) Communications paper and electronic for the school counselor and psychologist on academic and social emotional assistance and resources;
- j) Communications paper and electronic from the technology administrative assistant on devices, log-in, and internet accessibility; and
- k) Communications paper and electronic not less than weekly from the school's superintendent-principal with updates and communications on important deadlines.

Distance Education: Supporting Students

FCALV will ensure that any student who falls into the one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education, including students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person and students who are quarantined on the advice of local public health officials.

The key to this smooth and seamless transition is communication and the quick implementation of these steps:

- a) School preparations of electronic devices, textbooks, and related classroom materials per class and course, prepared for distribution in the Reception Office by ES classroom or MS/HS teacher/course;

- b) Distribution of electronic devices (ChromeBooks and Tablets) via Reception Office distribution;
- c) Distribution of textbooks and related classroom materials via Reception Office;
- d) Regular education teacher paper and electronic communications by class and/or course with platform log-ins, expectations, and daily time schedules of instruction;
- e) Special Education, ELL, and 504 teacher and facilitator paper and electronic communication to review accommodations and schedule service providers (Speech, Psychologist, OT);
- f) Learning Strategies, TOSA, and Tutor paper and electronic communication to ensure continuity of service related to *Individualized ELA and Math Plan* for remediation due to educational loss (Covid-19);
- g) Communications paper and electronic for the athletics/activities administrator related to athletic and curricular activities;
- h) Communications paper and electronic for the school counselor and psychologist on academic and social emotional assistance and resources; and
- i) Communications paper and electronic from the technology administrative assistant on devices, log-in, and internet accessibility.

CLOSING REMARKS:

FCALV's *Nevada Path Forward Plan*, including its *Path Forward Program of Distance Education*, is subject to changes by federal, state, and local directives and recommendations. Please be cognizant that modifications and adjustments to this plan are expected that may result in important changes to protect public health. FCALV appreciates your support and cooperation.

If the FCALV community has further questions or concerns about FCALV's *Nevada Path Forward Plan*, please contact by telephone at 702-998-8368 or by email at nvpathforward@fcalv.net.