

# **Learning Bridge Charter School**

**2021-2022**

## **School Year Reopening Plans**

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## *Background*

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*

Learning Bridge recognizes that the health and safety of students and staff is of the utmost importance. Learning Bridge 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. Learning Bridge 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, Learning Bridge will use all available scientific information to help make a determination on these matters.

## In-Person Learning: Health and Safety

### Handwashing and Respiratory Etiquette

Learning Bridge 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 when possible
- Avoid contact with others if within 6 feet when possible
- Wear a cloth face mask covering in School
- A. All fully vaccinated staff and fully vaccinated students are not required to wear a mask at school district sites or events (excluding graduations).
- B. Any students or staff that are outside and can be socially distant are not required to wear a mask regardless of their age.
- C. Masks are optional for any student in Pre-K through grade 3 (0-9 years old).
- D. Masks are required for all adults and students who participate in or attend graduation ceremonies
  - Avoid traveling if you are sick
  - Stay home if you are feeling ill
  - Get medical care as needed

Staff will remind students to continually wash their hands and use sanitizer between activities. Staff will also possess spray disinfectant, wipes and gloves to ensure classroom surfaces are clean. Masks will be provided for those students and staff that wish to wear them.

### 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. Students will exit the classroom to a temporary place if they have a temperature.

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. Learning Bridge will work in consultation with medical and Learning Bridge County 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

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

- Hand sanitizer pumps will be placed in the lunchroom and classrooms locations throughout the campus.
- Desks will be arranged to be socially distanced.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. Learning Bridge is a brand new building.
- All shared items, such as athletic balls, will be cleaned accordingly.
- Students will fill their water bottles at the fill station. Students and staff will be encouraged to bring their own water bottles.
- Technology will be assigned to students as needed/requested and cleaned after every use.
- 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 healthy 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 Learning Bridge 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 Learning Bridge Custodial Services. We will perform a thorough deep sanitizing cleaning of each campus using approved cleaning materials.

In the event of a pandemic scare or a positive COVID-19 diagnosis, our school has access to 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, Learning

Bridge will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings. If face coverings become mandated for whatever reason, Learning Bridge 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, the county Health Inspector and school administration will 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 administrator will connect with the Ely Public Health Official. The administrator will share the names of close contacts, their contact information, and parent information if the close contact is a student.

From there, the Ely Public Health Official will contact the Southern Nevada Health District. Our Public Health Official will instruct us as far as any issues, needed quarantines or closing.

## Social Distancing & Capacity

Learning Bridge will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits. Learning Bridge 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

Learning Bridge 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

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

**Learning Bridge 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 Learning Bridge, the wellbeing and mental health of staff and students are of the utmost importance.

### Supporting Students: Social-Emotional Learning - Tier 1

Learning Bridge 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
- 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

Learning Bridge along with the school counselor will provide ongoing support to staff, students and families for their social and emotional needs. Learning Bridge will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. Learning Bridge leadership will work to build strong relationships with staff, students, and families. It will be important for Learning Bridge 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. Learning Bridge has to work and make decisions with these social emotional needs in mind.

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

- Learning positive self-talk
- Practice problem solving skills
- Anxiety/grief support groups

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

- One-on-one weekly meetings between student and counselor
- Use of empathy in multiple forms

## Supporting Educators and Staff

Learning Bridge 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. Learning Bridge will focus on three main bedrocks in helping teachers.

1. **Foster wellness** by continuing 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.
2. **Provide training.** Learning Bridge acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. With the help of IT and other educated technologically savvy staff with training and expertise we will continue to offer training and technical support for new job demands. This may help to reduce stress.



3. **Model healthy behavior:** Learning Bridge 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**

Learning Bridge 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 on August 30, 2021.

### **Implementing Assessments**

Learning Bridge will begin the school year with a comprehensive plan to diagnose and identify student needs. Learning Bridge 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 Staff and Teacher meetings and prepare a comprehensive plan to meet the student needs. Teachers will make the intervention decisions and plans of action during the first Staff development meetings in August. Tutoring and intervention services will be provided during the school day and after school time.

### **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 with a push in and pull out model.

## ***Path Forward Program: Distance Learning***

Learning Bridge Charter School has created a distance learning plan for the 2021-2022 school year. We recognize that there may be families that require a virtual environment because of illness or other extenuating circumstances.

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

If a student or an individual in his/her household has a high-risk medical condition\* A health care medical professional must complete in writing on letter head the need for virtual learning. 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.

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 may switch back to in -person learning 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 designed and chosen by the student's teacher. 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:**

- Fill in your child's name, grade, 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 administrative leadership when the form has been verified and accepted.

## High Risk Exemption Form Page 2 - Medical Certification

Student Name:	Grade:
The High-Risk Exemption is due to the health of: (circle one) 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 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 Learning Bridge office 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 quarter, on a case-by-case basis 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
- 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. This may be adjusted.
  - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily. This may be adjusted.
  - **Middle 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. 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 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. 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 and instruction will be synchronous. 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 to the teacher.

## 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.

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 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 teacher must provide how instruction is scaffolded or the background knowledge needed for the student to complete the assignments aligned to the Nevada Standards and alignment or the goals and benchmarks/objectives. A teacher 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**

Learning Bridge 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.

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.

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 Learning Bridge.**

## 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.

Families will receive training by a Learning Bridge 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 other platform provided by the school, 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. 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

**Learning Bridge does not provide lunch for any of its students. Students bring their own lunches daily. We do however have the CACH supplemental food program that parents can contact through the school.**

## 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***

Learning Bridge 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.

Learning Bridge is committed to providing high-quality 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. Learning Bridge will continue to use email, the school facebook page and the school website for normal communications with parents, students, and teachers.

## **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 to address "absent" students on an ongoing basis. Teachers are required to enter grades at least one time per week.

## Primary Online Learning Platform

Educational Platforms will be used by every teacher to relay classroom content and deliver classroom instruction.

Teachers will upload videos, assignments and related information for student use. In addition to Google Classroom, teachers will continue to use IXL, Khan Academy and various Computer Science platforms and Art software to provide instruction.

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.

## Academic Progress Tracking

The staff will report to administration 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

Learning Bridge Staff will discuss the educational and social emotional needs of all of its students weekly at teacher meetings and staff meetings.

Teachers are required to contact parents via as an additional means of communication with students and parents.

The Administrator of Learning Bridge will join weekly planning meetings scheduled by the Central Office and SPCSA and update their staff accordingly. IT is available and established to allow teachers to reach out with any instructional technology questions they may have.

## Attendance

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.

## Special Education Program

The Special Education Department within Learning Bridge 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 continue to be 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
- 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 the 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.

## **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 8:00 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 Learning Bridge special education administration to ongoing concerns or themes which need support.

## **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 will be 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 will be queried as to their digital savvy and accessibility. If school personnel need to go to the home to be sure equipment is being used properly and to ask questions we will make this happen to the best of our ability.

## **Progress Monitoring**

The Learning Bridge special education 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 or other platforms and scheduled by the special education teacher. 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 or delivered by staff if necessary.

## **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 practice a new skill in math or perhaps sentence construction with parents submitting photos of the finished product will be acceptable.

## 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 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
Independent & self-directed	<ul style="list-style-type: none"> <li>• Read for pleasure</li> <li>• Be active</li> <li>• Explore personal interests/passions</li> </ul>

## Summary of Teacher Expectations

### Accounts

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

### Teacher Availability

- Teacher Hours of Availability - 8:00 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 - (Parents) 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 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

Infinite Campus 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 /Cyberbullying

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 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

## *Learning Bridge Charter School*

Reopening Plan

2021-2022

July/2021

1400 E. 13th Street

Ely, Nevada 89301