



**Mater Academy of Nevada
2021-2022 School Year Plan**

TABLE OF CONTENTS

Background	4
Safe Reopening for In-Person Learning	4
In-Person Learning: Health and Safety	5
Handwashing and Respiratory Etiquette	5
Diagnostic and Screening Testing	5
Cleaning and Maintaining Healthy Facilities	6
Face Coverings	6
Contact Tracing	7
Social Distancing & Capacity	7
Accommodations for Children with Disabilities	7
Vaccination Access & Awareness	7
Traveling Abroad	7
In-Person Learning: Student and Staff Wellbeing	8
Wellness and Recovery	8
Supporting Educators and Staff	8
Implementing Assessments/ Pairing Data with Instruction	8
Path Forward Program: Distance Learning	9
High-Risk Medical Exemption Process	9
High Risk Exemption Form Page 1 – Information	10
High Risk Exemption Form Page 2 - Medical Certification	10
Parent Considerations for Distance Learning	11
Covid-19 Positive & Close Contacts – Logistics	12
Quarantined Students & Distance Learning	13
Full-Time Distance Learning	13
Serving Special Populations in Distance Learning	14
Staffing & Development for Distance Learning	14
Student Attendance in Full-Time Distance Learning	14
Social-Emotional Support	15
Education Management System	16
Primary Online Learning Platform	16
Student Materials, Technology, Supplies Distribution	16

Academic Progress Tracking	16
Staff Communication	16
Attendance	17
Special Education Program	17
Initial Preparation	17
Primary Online Platforms	17
Related Services	18
Special Education Teacher	19
Paraprofessionals	19
Instruction	19
Parent/Guardian Communication	20
Progress Monitoring	20
Individualized Education Programs (IEPs)	20
Student-Specific Decision Making	20
Elementary Approximate Time Frames for Learning	21
Middle and High School Approximate Time Frames for Learning	21
Summary of Teacher Expectations	22
Grading	22
Guidelines for Parents Supporting Distance Learning	23
Technology Access	23
Student/Family Communication	23
Nutrition	24
Mask & Visitation Policy	24
Emergency School Closure Learning Plan	24
Additional Outreach	24
Teacher Availability	25

Background

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

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

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

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

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

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

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

Safe Reopening for In-Person Learning

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

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

Mater Academy of Las Vegas 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
- Wear a cloth face mask covering in public
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed
- All staff that has not been fully vaccinated will be required to wear a face mask at all times.
- Students over the age of nine who are not vaccinated will be required to wear face masks at all times. Face masks will be provided to those who may need it.
- Students nine and under are not required to wear a mask.
- Students nine or older must provide evidence that they are vaccinated in order to not wear a mask.

Each campus will have an abundance of signage promoting positive physical hygiene. For example, each restroom mirror will have a sticker reminding students to wash their hands for at least 20 seconds. In the event that a student may not be implementing safe and healthy hygiene practices, staff will re-educate the student and inform the student's parents.

Diagnostic and Screening Testing

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.

For screening and testing, parents and staff will be required to monitor symptoms, stay home if symptoms are present, and follow all SNHD and CDC guidelines. Optional Binax Rapid tests will be provided with parent/guardian consent. Persons who test positive via Binax Rapid test will still be recommended to be tested using the standard polymerase chain reaction (PCR) test. Efforts will be implemented to increase access and awareness to vaccinations. Mater Academy will

communicate with stakeholders about access and awareness to vaccinations when applicable. Mater Academy will continue to partner with the SNHD and the UNLV School of Medicine to provide vaccines to eligible families.

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. MATER ACADEMY OF NEVADA will work in consultation with medical and public health experts, the State Public Charter School Authority, and the Nevada Department of Education to determine the extent of testing in the school and if a closure is necessary.

Cleaning and Maintaining Healthy Facilities

MATER ACADEMY OF NEVADA will make multiple adjustments to each campus' facilities to minimize the risk of COVID-19.

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

At each campus, staff will check the cleanliness of the campus to ensure a safe and 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 MATER ACADEMY OF NEVADA 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 our night vendor to ensure all areas were cleaned. In the event of a pandemic scare or a positive COVID-19 diagnosis, each school has been equipped COVID-19 approved machines that run ever thirty minutes to kill any possible COVID-19 materials. These will be distributed throughout the school and run accordingly.

Face Coverings

Our campuses will have masks readily available for anyone who wants it. Ultimately, MATER ACADEMY OF NEVADA will follow the guidance of the CDC, SNHD, and SPCSA for guidelines

requiring face coverings. If face coverings become mandated for whatever reason, MATER ACADEMY OF NEVADA will ensure that anyone stepping onto campus has a face covering on.

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

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

Contact Tracing

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

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 Principal will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. Students or staff will remain on their quarantine and return after their quarantine time has passed and have no symptoms for 24 hours.

Social Distancing & Capacity

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

Accommodations for Children with Disabilities

The EL Team, SPED team, and school support staff will schedule time during both in-person and for students who have to be quarantined or have documentation from a medical professional to support English language learners and special education students. Instructional aides will be accessible during in-person instruction and remote instruction. Remote instruction students have access to remote break-out groups to receive small group or one-on-one instructional support. The school will evaluate the efficacy of the plan based on student engagement, student data and stakeholder feedback.

Vaccination Access & Awareness

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

MATER ACADEMY OF NEVADA campuses will promote local and site based testing sites in order to raise awareness.

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

Student and Staff wellbeing is at the top of Mater Academy of Nevada 's list. SEL time has been built in to our everyday schedules to make sure that we are checking in with our students daily.

Wellness and Recovery

SOCIAL-EMOTIONAL LEARNING – TIER 1

Social Emotional Learning team (SEL team) will first begin by providing training to all staff, including teachers, administration and support positions, on how to address student trauma, activities to start open conversations in classrooms, and how to refer students who may be struggling more significantly.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

Referral system starts with training teachers and staff to know the signs and symptoms of anxiety and depression in students and who they can contact on the SEL team for further assistance. Training will begin the first week back for teachers in either in person or webinar format.

Tier 1 (universal) trauma-informed practices will be in place

Teachers being supplied “teachable moment” lesson plans, following CALM procedures, maintaining an optimistic and calm approach to COVID concerns for students while adhering to CDC recommendations for safety of students and staff. Addressing key issues with facts and fostering a supportive and safe community for children and parents.

What TIER 2 and TIER 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?

SEL team, including psychologist, counselors, and social workers will be available by referral to speak with families and students individually in order to provide school based, solution focused, therapy and outside resources for families in need.

Supporting Educators and Staff

MATER ACADEMY OF NEVADA will support educators and staff by focusing on areas to ensure their safety and well-being.

1. **Foster wellness.** MATER ACADEMY OF NEVADA has and will continue to educate staff about mental health and encourage open conversation about the challenges people are experiencing, employees may be more likely to access care when needed. MATER ACADEMY OF NEVADA will continue to have an open door policy with their staff which allows them to feel comfortable to come in and talk about things they may be going through. Mater Academy of Nevada will continue to do weekly check-ins with their teachers to provide consistent opportunities for those conversations to be had.
2. **Provide training.** MATER ACADEMY OF NEVADA will continue to put an emphasis on training all staff not just at the beginning of the year, but weekly trainings to allow teachers that continued professional development.
3. **Model healthy behavior:** MATER ACADEMY OF NEVADA will promote an emphasis of school leadership to be the driving force behind modeling behavior for the rest of the staff which will make its way down to students modeling proper behaviors.

Implementing Assessments/ Pairing Data with Instruction

Mater Academy of Nevada will continue to use diagnostic and formative assessments of student data (MAP, i-Ready, etc.) to evaluate the needs and effectiveness of instruction and determine the needs of students' academic progress. Teachers will have data chats with students and determine student goals based on formative assessments, summative assessments, and diagnostic results. Teachers will work with students to evaluate their progress toward their personalized goals and create a plan of action to work toward meeting those goals. We will utilize PLCs to analyze and monitor data to determine class and grade level needs to support students who need intervention, extension, and re-teaching. We will provide needed resources including necessary technology and curricular needs to those students who remain virtual due to a medical necessity or a necessary quarantine.

Path Forward Program: Distance Learning

Mater Academy of Nevada has created a distance learning plan for the 2021-2022 school year. MATER ACADEMY OF NEVADA 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
- Students who have to quarantine due to exposure

High-Risk Medical Exemption Process

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

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

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).

There may be times, like for important assessments, where students may need to be on campus. During these times, a safe, socially-distanced environment will be set up for the students to be in. Every person will wear a mask in these environments. Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of first semester - which will be determined on a case-by-case basis.

High Risk Exemption Form Page 1 - Information

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

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

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

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

disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, or liver disease.

Procedure for submitting a medical exemption form:

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

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

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

High Risk Exemption Form Page 2 - Medical Certification

Student Name:	Campus:	Grade:
The High-Risk Exemption is due to the health of: <i>(circle one)</i>		
	Student	Household Member
Parent Name:	Parent Email:	
Parent Signature:	Parent Phone #:	
<p>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.</p> <p>Completed forms should be submitted to the MATER ACADEMY OF NEVADA 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.</p>		
<p>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.</p>		

***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, which will be determined on a case-by-case basis and with public health protocols in mind.
- If a full-time distance learning student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the real-time synchronous sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson
- A student participating in full-time distance learning who qualifies for free and reduced lunch, may receive meals at the school at no cost.

- Successful candidates for full-time distance learning have demonstrated positive attendance and grades during the previous year of school. All full-time distance learning requests are subject to approval by the school leadership.
- Students will be expected to attend and have their cameras on for the full duration of real-time sessions during the school's instructional day.
- 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.

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.

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. 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.

Attendance will be taken in Infinite Campus.

Full-Time Distance Learning

Full-time distance learning will only take place for high-risk students whose exemption form has been approved, or for a student who need to be quarantined. The school will work to ensure continuity of services, including access to necessary technology and resources, special education and EL services, and nutrition services for students participating in distance education by following the protocols set forth in Directive 044.

Serving Special Populations in Distance Learning

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

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

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

Mater Academy of Nevada 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 Colegia and other programs to assist with planning instruction. Teachers will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

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

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

Student Attendance in Full-Time Distance Learning

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

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

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

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

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

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

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

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.

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.

Primary Online Learning Platform

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

Teachers upload videos, assignments and related information for student use. In addition to Google Classroom, teachers will continue to use IXL, iReady, and their online curriculums.

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

Student Materials, Technology, Supplies Distribution

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

Staff Communication

Grade level, department, and all staff zoom meetings are scheduled weekly as well as emergency staff meetings when necessary.

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

Weekly PLC's and Staff Meetings are held via Google Meet or Zoom.

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

Attendance

Teachers will reach out to the families if the students do not check-in or turn in their assignments. After some attempts, if the issue continues, teachers will inform administrators. The administration will reach out to families whose child(ren) does not check-in by Wednesdays. Registrars enter attendance for the school by the end of Friday for each week.

Special Education Program

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

Initial Preparation

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

Primary Online Platforms

- Google Classroom
- Google Meet/Chat
- Zoom

- Colegia
- IXL
- Springboard
- Wonders
- GoMath
- Amplify

Practical Issues

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

Special Education Specific

- Progress Monitoring Systems
- Paraprofessionals and Supports
- Virtual and Related Services and Coordination
- A Dedicated Special Education Person to Monitor Student Progress & Report to Team
- Related Service Providers

Related Services

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

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

Special Education Teacher

Each special education teacher will provide pull out service minutes using asynchronous Classes and synchronous Classes, Google classroom, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will be available from 8:00 am - 3:30 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 MATER ACADEMY OF NEVADA special education administration to ongoing concerns or themes which need support. A special education administrative staff with MATER ACADEMY OF NEVADA will collect weekly records of communication between the related service providers, students, and parents, and determine areas that need further support, based on the data.

Paraprofessionals

Paraprofessionals and their assigned case managers will be in contact throughout the week, in order to plan and provide the support required for the student and their family to meet the week's objectives. An initial learning objective will be established for each new week, as co-designed by the case manager, student, and parent. This learning objective will be communicated with the paraprofessionals, who with the case manager, will develop a plan of action on how to measurably support the student within and outside of special education instruction, to include preparation of materials, modifying assignments, pre and reteaching, and the electronic dissemination and collection of materials. Each paraprofessional will provide push-in service minutes using asynchronous Classes and synchronous Classes, monitoring and assisting with general education Google classrooms, student support, and supplemental online options. Paraprofessionals will be available from 8:00 am - 3:30 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 7:30 am-3:30 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing

accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

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

Progress Monitoring

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

Individualized Education Programs (IEPs)

All annual IEP meetings will be held using GoToMeeting and scheduled by the case manager. Each family will have the option to sign electronic permission to share documentation if they would like documents shared via email. All required documentation will be sent via US Postal Service.

Student-Specific Decision Making

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

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

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

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

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

Elementary Approximate Time Frames for Learning

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

Kindergarten to Fifth Grade	
Approximate Time per Subject per day	Subjects
60-75 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Kindergarten-Fifth Grade	
Specials	Art, Music, P.E., and Spanish teachers will provide a range of activities that continue to support the current program

Middle and High School Approximate Time Frames for Learning

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

Grade Level	Approximate Time per Class (includes virtual contact time and homework time)
-------------	--

6-10	85 minutes
Independent & self-directed	<ul style="list-style-type: none"> • Read for pleasure • Be active Explore personal interests/passions

Summary of Teacher Expectations

Accounts

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

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day/ week once per week
- Option 1 - Video Conference (Google Meet, Zoom, Other)
- Option 2 - Online Chat (Google Hangouts or Other)
- Videos, packets, links, activities uploaded to Google Classroom (Daily)

Teachers will adapt their instruction to online platforms working with families to ensure that students are receiving a quality education without adding any additional stress at home. Teachers consider the following time frames when they assign work: Elementary: 1-2 hours Middle: 2-3 hours and High School: 3-4 hours daily.

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

Grading

IC Gradebook must be updated with the current week's grades prior to the following Monday
All teachers must enter and post the grades weekly according to grade level/department

- All teachers: at least 2 grades per week.

Guidelines for Parents Supporting Distance Learning

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

Provide support for your children by adhering to following guidelines:

1. Follow instructions from the school. Review A Parent's Guide to Google Classroom document shared with you.
2. Establish routines and expectations
3. Take an active role in helping your student process and own their learning
4. Encourage physical activity and/or exercise
5. Monitor how much time student is spending online
6. Monitor student's social media use, especially during school closure.
7. Cyberbullying: the use of electronic communication to bully a person including sending, posting, or sharing negative, harmful, false, or mean content about someone else.

What should you do if you're being bullied?

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

Technology Access

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).

Student/Family Communication

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

A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary.

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

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

Nutrition

Students will receive access to the nutrition services to which they are entitled, to the extent nutrition services are generally provided by their charter school

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

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.

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

MATER ACADEMY OF NEVADA 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.

In the case of a school wide shut down due to an outbreak, Mater Academy will transition smoothly to a full virtual teaching model through the use of our technology at our disposal. Teachers will use the “classroom of the future” technology that was purchased for last year’s instruction to provide the best education possible if students are at home. Mater Academy of Nevada is a one to one technology system, which allows instruction to be delivered from a distance. Students will access their online curriculums in order to continue their education.

Additional Outreach

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

Teacher Availability

- Teacher Hours of Availability – 7:30 am - 3:30 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability
- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Mater Academy of Nevada will continue to monitor and follow all guidance’s provided by the

SPCSA, State Superintendent Jhone Ebert, CDC, and SNHD.



2021-2022 Distance Education Plan

In-Person Learning: Health and Safety

- How will the school maintain the health and safety of students, educators, and other school staff?
 - Mater Academy of Nevada will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols.
- How is the school addressing key CDC recommendations including:
 - Use of face coverings
 - Mater Academy will follow NDE and CDC protocols, including mandatory face coverings for those who have not been fully vaccinated.
 - Face coverings will not be mandated for students ages 5-9.
 - Handwashing and respiratory etiquette
 - Handwashing and sanitizing stations will be made available. Handwashing will be required often.
 - Respiratory etiquette will be taught and reinforced throughout the buildings to minimize the transmission of respiratory pathogens.
 - Cleaning and maintaining healthy facilities, including improving ventilation
 - We maintain nightly janitorial services. High-touch surfaces will be cleaned throughout the day. Hand sanitizing stations will remain throughout the school.
 - Classroom and building high touch surfaces will be cleaned periodically throughout the day using approved cleaning products. We will utilize supplemental products to sanitize playground equipment. Teachers will include students in the classroom cleaning procedures to the greatest extent possible including frequent opportunities for hand sanitizing and wiping down high-touch surfaces.

- We will ensure that custodial services regularly change air filters and clean air ducts.

Contact tracing

- Mater Academy will follow all contact tracing protocols set forth by the Southern Nevada Health District (SNHD) and/or CDC.

Diagnostic and screening testing

- For screening and testing, parents and staff will be required to monitor symptoms, stay home if symptoms are present, and follow all SNHD and CDC guidelines.
- Optional Binax Rapid tests will be provided with parent/guardian consent. Persons who test positive via Binax Rapid test will still be recommended to be tested using the standard polymerase chain reaction (PCR) test.

Efforts to increase access and awareness to vaccinations

- Mater Academy will communicate with stakeholders about access and awareness to vaccinations when applicable.
- Mater Academy will continue to partner with the SNHD and the UNLV School of Medicine to provide vaccines to eligible families.
- Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - Mater Academy will continue to follow all FERPA and IDEA, 504, and IEP accommodations. SEALPs (Special Education Alternative Learning Plan) will be created for students with an active IEP (Individualized Education Plan) to modify services.

In-Person Learning: Student and Staff Wellbeing

- How will the school meet students' social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment? How will the school support educator and staff well-being?
 - **Social Emotional Learning- Tier 1**
 - Our counselors and safe school professionals will provide direct classroom instruction to address SEL needs. Teachers will have a daily classroom meet up time to address SEL needs. The counseling staff will be available to help students as needed. Teachers will message the counseling staff when a student needs to have a one-on-one session. The counseling staff will then meet the student in the classroom.
 - **Trauma Informed Practices- Tiers 1-3**
 - Teachers will have a daily classroom meet up time as well as a daily ending activity to address SEL needs and determine if individual students need further support. Counseling staff and/or members of the Leadership Team

will check in on students who are Tier 2 or 3 for behavior, or who are simply having a difficult time with the current situation. Counseling staff will continually look for and update our resource list for parents and help parents get the support they need.

In-Person Learning: Accelerating Student Learning

- How will the school address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities?
 - We will use diagnostic and formative assessments of student data (MAP, i-Ready, etc.) to evaluate the needs and effectiveness of instruction and determine the needs of students' academic progress.
 - Teachers will have data chats with students and determine student goals based on formative assessments, summative assessments, and diagnostic results.
 - Teachers will work with students to evaluate their progress toward their personalized goals and create a plan of action to work toward meeting those goals.
 - We will utilize PLCs to analyze and monitor data to determine class and grade level needs to support students who need intervention, extension, and re-teaching.
 - We will provide needed resources including necessary technology and curricular needs to those students who remain virtual due to a medical necessity or a necessary quarantine.

Distance Education: Students unable to participate in person

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

Topic Key Information to Address Distance Education: Emergency Closure

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

Distance Education: Supporting Students

- How will the school ensure that all students are able to continue to learn through distance education in the event that school must be closed due to the effects of the COVID-19 pandemic or another major emergency that necessitates the closure of school?
 - The school will work to ensure continuity of services, including access to necessary technology and resources, special education and EL services, and nutrition services for students participating in distance education by following the protocols set forth in Directive 044.

Mater Academy of Nevada will continue to monitor and follow all guidance's provided by the SPCSA, State Superintendent Jhone Ebert, CDC, and SNHD