



Pinecrest Academy of Nevada

2021-2022 School Year Plan

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Background

Superintendent Jhone Ebert and the Nevada Department of Education requested the submission of a Path Forward Program. In the program, schools 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

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

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

Pinecrest Academy 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
- Avoid contact with others if within 6 feet
- Wear a cloth face mask covering in public
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

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

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

Diagnostic and Screening Testing

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

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

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

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

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

If a student or staff member is diagnosed with a contagious or infectious disease, the person will be required to self-quarantine, and the Southern Nevada Health District will be contacted. Pinecrest Academy 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

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

- Hand sanitizer pumps will be placed on walls in various locations throughout the campus.
- There is an increase in signage enforcing social distancing and healthy personal hygiene in hallways and classrooms.
- There are visual cues on the floor showing where to stand, wait, and move.
- There are decals in restrooms reminding individuals to wash their hands.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed.
- 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 up-to-date guidelines while maintaining the necessary safety, urgency and precaution

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

Each night, there will be daily detailed cleaning of facilities from a contracted cleaning service. Our vendors use chemicals for sanitizing, including but not limited to:

- Waxie 730hp Disinfectant Cleaner as an all-purpose disinfectant with a quick virus kill time

Each campus has been equipped with an electrostatic sprayer that will disinfectant on contact when used. These sprayers are used throughout the day in high touch areas, playgrounds, classrooms, lobbies and office areas. Enhanced cleaning will take place in the event of a positive Covid case or elevated cases in the community.

Face Coverings

Our campuses will have masks readily available. Ultimately, Pinecrest Academy will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings.

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.

School health care staff will contact the Southern Nevada Health District and the length of quarantine will be determined. Administration or school health care staff will contact the appropriate families and/or staff.

Social Distancing & Capacity

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

Pinecrest Academy 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, safe and healthy.

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

The schools will also follow the SNHD's COVID-19 Preparedness and Response Plan for Schools 2020-2021 (dated January 2021) that outlines how to address medical exemptions and exemptions based on student behavioral needs. This document can be found at:

https://media.southernnevadahealthdistrict.org/download/COVID-19/resources/snhd_covid19_preparedness_and_response_plan_for_schools_v2_2021.pdf.

Vaccination Access & Awareness

Pinecrest Academy will follow SNHD and CDC guidelines for diagnostic and screening testing as applicable.

Pinecrest Academy 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 may be an exception for families that had work-related military job duty responsibilities.

In-Person Learning: Student and Staff Wellbeing

For Pinecrest Academy, the wellbeing and mental health of staff and students are of the utmost importance. Pinecrest Academy will provide a 7 hour instructional day for students to learn in-person, interact with peers on all levels of learning, attend specials classes to provide social, emotional, physical, and creative outlets, have recess each day and a lunch for social time, and have access to before- and after-school programming for additional learning, social, and physical

opportunities. A social worker is also available for students in need of additional assistance. Teachers and administrators are also available to students at all times on campus.

Supporting Students: Social-Emotional Learning - Tier 1

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

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

- Journal writing
- Art activities
- Classroom meetings
- Mindfulness practices

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

Pinecrest Academy will provide ongoing support to staff, students and families for their social and emotional needs. Pinecrest Academy will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. Pinecrest Academy leadership will work to build strong relationships with staff, students, and families. It will be important for Pinecrest Academy 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.

Supporting Educators and Staff

Pinecrest Academy recognizes and celebrates contributions of all staff on daily, weekly, and monthly basis to boost morale and encourage collegiality. Teachers have common prep and lunch time with grade levels to promote relationship-building and comradery. Staff events throughout the year also promote a positive climate. Social workers can be brought in from other schools if there are urgent matters on a larger scale to address with staff members, and every staff member has a certain number of days of paid time off to take when needed in addition to their contracted or regularly scheduled days off.

In-Person Learning: Accelerating Student Learning

Pinecrest Academy of Nevada 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.

Implementing Assessments

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

- I-Ready assessments will be administered in August to determine baseline and identify specific areas to target for each student's improvement.
- Intervention and enrichment groups will be formed based on i-Ready baseline data and spring SBAC data (if available).
- Master schedules are built with school-wide intervention blocks included in the instructional day.
- Additional staff have been hired to provide interventions for students demonstrating learning loss and below-grade level achievement and will work across the school campus to address students' needs.
- I-Ready and ST Math have been purchased to provide individualized additional support and learning paths on computer programs to supplement classroom instruction.
- All students have access to a mobile device at school and at home if remaining virtual.

- Students in need of a wifi hotspot to support virtual learning from home will have access to a hotspot provided by Pinecrest Academy.
- All students have access to the school library and to the online library, myOn.

In-Person Learning & Special Populations

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

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

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

It will be our recommendation that for students who request to be on a “full virtual track” for an extended amount of time as delineated in writing by a medical professional, that an IEP Revision meeting takes place to properly address that change of placement and corresponding adjustments to supports and services.

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

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

Path Forward Program: Distance Learning

Pinecrest Academy of Nevada has created a distance learning plan for the 2021-2022 school year. Pinecrest Academy recognizes that there may be families that need to keep learning in a virtual environment.

The distance learning plan is specifically designed for students:

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

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

High-Risk Medical Exemption Process

Families must submit documentation from a health care medical professional and email it to their campus principal by July 25, 2021. Pinecrest Administration will review the form, and either approve or deny.

After July 25, 2021, if any student gets off the waitlist and enrolls at any of our campuses or there is a change of circumstances for any enrolled student, they will submit medical documentation to the campus as soon as possible.

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

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

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

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

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

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning at the end of the semester or with administrator approval, which will be determined on a case-by-case basis and with public health protocols in mind. All full-time distance learning requests are subject to approval by the school leadership.
- 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.
- Students participating in distance learning are expected to demonstrate positive attendance and grades.
- 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, unless otherwise instructed by the teacher.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/electives may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- 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 a class/schedule aligned with in-person schedules. DL students will be observing in-person instruction and completing assignments which are the same or modified for DL.

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 Google Classroom and other DL instruction programs and resources. Students will be provided a Chromebook to take home, as needed. Students will also be provided internet service if need be.

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

DL students will receive the same communication and updates as in-person students.

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 in consultation with the SNHD. *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.

During a student's quarantine, a Chromebook will be provided if needed.

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

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

Quarantined Students & Distance Learning

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

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

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

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

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

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

Transitioning due to Public Health Conditions

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

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

We made a shift from in-person learning to full-time distance learning when schools were closed in March 2020. Within a matter of days, live instruction was taking place online. This is because we prepared our staff and students for what we saw coming.

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

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

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

Serving Special Populations in Distance Learning

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

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

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

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

Assessments, MDT meetings, and IEP meetings may be held virtually or in-person.

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

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

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

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

Staffing & Development for Distance Learning

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

Teachers will post the objectives for each class.

These teachers will create lessons and units through Google Classroom and other programs to assist with planning instruction. Teachers will be accessible to students via zoom 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 expected to be online for the entire instructional day, with the exception of lunch, specials, specified electives, or as communicated by their teacher. Students will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per instructional day/class to confirm attendance.

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 maintain a record of attempts.

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

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 Pinecrest Academy of Nevada.

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 contract 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 Pinecrest Academy 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

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 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 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 pick-up period set by the campus administration. The school will then provide a lunch meal.

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

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, such as dropping off paperwork, obtaining services, or attending a meeting. 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

Pinecrest Academy 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.

Pinecrest Academy of Nevada is committed to providing high-quality STEM education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and students.

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

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. The legal attendance requirement is 1 contact per student per week. Teachers are required to enter grades at least one time per week.

Primary Online Learning Platform

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

Student Materials, Technology, Supplies Distribution

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

Additional Outreach

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

Academic Progress Tracking

Counselors and Safe School Professionals will work with teachers to identify students who are disengaged or not showing progress in specific courses. They then reach out to develop an action plan for getting students back on track and communicate the plan to administration.

Staff Communication

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

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

Administrators will join SPCSA meetings and update their staff accordingly.

Attendance

Teachers will track attendance and attempted communication. Initially, teachers will reach out to the families if the students do not check-in or turn in their assignments. After some attempts, if the issue continues, teachers will inform administrators. The administration will reach out to these families.

Special Education Program

The Special Education Department within Pinecrest Academy 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.

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
- Site-specific supplemental/curricular platforms
- Myon

Special Education Specific

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

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 recommended strategies to implement at home, connecting parents to helpful resources, and gathering information which may be beneficial for the case manager and/or special education staff to know in order to support the student in their virtual classroom environment through modification and accommodations.

Related Service Providers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert Pinecrest Academy special education administration to ongoing concerns or themes which need support. Special education staff 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. 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. 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.

GATE will continue to provide services through push-in, pull-out, project based learning, and virtual extension coursework.

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.

Learning objectives 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. Each paraprofessional will set a schedule similar to that found in their brick and mortar schedule. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Special Education teachers and support staff are required to be available during the instructional 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 are individually contacted by their case managers or a campus-based special education representative regarding distance education concerns and expectations.

Progress Monitoring

The Pinecrest Academy special education staff will be designated as the individuals 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. These individuals 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 Zoom 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

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.

Summary of Teacher Expectations

Accounts

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

Teacher Availability

- Teacher Hours of Availability – Instructional hours communicated by campus

- Respond to emails and phone communication within 48 hours
- Document responses to parent/student concerns on a communication log

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

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

Grading

- All teachers are expected to create a Google Classroom.
- Students should be taught how to access and utilize the Google Classroom platform.
- Parents should be provided with information about how to access and utilize the Google Classroom platform.
- Teachers will be responsible for all classes in their schedule, including electives.
- Students will be responsible for all classes in their schedule, including electives, as assigned by grade level.
- Distance Education content to be aligned with the Pinecrest Academy Instructional Model and curriculum to ensure consistency from the classroom environment.
- The school is required to contact/interact with each student daily. Contact/interaction means a student:
 - submitted an assignment/blended learning.
 - filled out a Google Form.
 - attended a live, online session.
 - accessing Google Classroom.
 - e-mail or documented phone call.
- Grade level/subject consistency of summative assignments at each campus.
 - Teachers will continue to follow long-range plans and prepare students for standardized assessment.
- Content to be aligned with the Pinecrest Academy Instructional Model and curriculum to ensure consistency from the classroom environment.
- Weekly grades entered into Infinite Campus per grading guidelines.
- Weekly attendance protocols will be followed.
- All classes will have live instruction/office hours available to students/families to answer questions, as required by administration.
- Continuation of blended learning programs including i-Ready, Accelerated Reader, ST Math, and Reflex/Arcademics.
- Teachers will be required to attend grade level/department meetings as scheduled.
- Special education services and support will continue during Remote Live Learning.

2021-2022 School Year Plan- Pinecrest Academy of Nevada

Topic	Key Information to Address
In-Person Learning: Health and Safety	<ul style="list-style-type: none">● How will the school maintain the health and safety of students, educators, and other school staff? Pinecrest Academy of Nevada will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols. Cleaning procedures include regular cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray.● How is the school addressing key CDC recommendations including:● Use of face coverings: Pinecrest Academy will follow the most current CDC and SNHD guidance. At the current time, Pinecrest will require face coverings in accordance with SNHD and CDC recommendations to include students age 9 and above (4th and 5th grade) while inside the school buildings; and face coverings in accordance with SNHD and CDC recommendations to include adults inside who are not vaccinated. All students and adults may remove masks while eating and while outside the school building.● Handwashing and respiratory etiquette: Students will sanitize hands upon entering the school building or classroom and will wash or sanitize before eating, after playing outside, and after using the restroom. Teachers and staff will remind students to cough or sneeze into their elbows and sanitize hands after using facial tissues to blow noses. Weekly reminders will be sent to families encouraging them to keep children home from school if they display any signs or symptoms of illness or fever. Signs will be placed around campus and in bathrooms to remind everyone to wash hands and sanitize.● Cleaning and maintaining healthy facilities, including improving ventilation: Cleaning procedures include frequent cleansing of high touch surfaces throughout the building and daily cleaning of classrooms with disinfecting spray. 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: Pinecrest Academy administration and staff will work with the SNHD to follow contact tracing recommendations and notify parties of exposure and need to quarantine.● Diagnostic and screening testing: Pinecrest Academy will follow SNHD and CDC guidelines for diagnostic and screening testing as applicable.

- **Efforts to increase access and awareness to vaccinations:** Pinecrest Academy will continue to email staff and community of availability of vaccinations and vaccination sites when made aware of them.
- **Appropriate accommodations for children with disabilities with respect to health and safety policies:** Pinecrest Academy will follow CDC and SNHD recommendations for providing accommodations for children with disabilities with respect to health and safety policies. A virtual learning option is available for students who have a documented medical need for not attending in-person learning. There may be students with disabilities who require special considerations when attempting to ensure that the child is able to execute CDC safety and health recommendations. In these circumstances, the school is prepared to collaborate with the child's parents and the child's medical team(s) when appropriate to delineate how the safety and health procedures will be appropriately executed while still aligning to the child's needs.
 - The schools will also follow the SNHD's COVID-19 Preparedness and Response Plan for Schools 2020-2021 (dated January 2021) that outlines how to address medical exemptions and exemptions based on student behavioral needs. This document can be found at:
https://media.southernnevadahealthdistrict.org/download/COVID-19/resources/snhd_covid19_preparedness_and_response_plan_for_schools_v2_2021.pdf .
 - There may be students with disabilities who require special considerations when attempting to ensure that the child is able to execute CDC safety and health recommendations. In these circumstances, the school is prepared to collaborate with the child's parents and the child's medical team(s) when appropriate to delineate how the safety and health procedures will be appropriately executed while still aligning to the child's needs.
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[https://media.southernnevadahealthdistrict.org/download/COVID-](https://media.southernnevadahealthdistrict.org/download/COVID-19/resources/snhd_covid19_preparedness_and_response_plan_for_schools_v2_2021.pdf)

	<p>19/resources/snhd_covid19_preparedness_and_response_plan_for_schools_v2_2021.pdf .</p>
<p>In-Person Learning: Student and Staff Wellbeing</p>	<ul style="list-style-type: none"> ● How will the school meet students’ social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment? Pinecrest Academy will provide a 7 hour instructional day for students to learn in-person, interact with peers on all levels of learning, attend specials classes to provide social, emotional, physical, and creative outlets, have recess each day and a lunch for social time, and have access to before- and after-school programming for additional learning, social, and physical opportunities. A social worker is also available for students in need of additional assistance. Teachers and administrators are also available to students at all times on campus. ● How will the school support educator and staff well-being? Pinecrest Academy recognizes and celebrates contributions of all staff on daily, weekly, and monthly basis to boost morale and encourage collegiality. Teachers have common prep and lunch time with grade levels to promote relationship-building and comradery. Staff events throughout the year also promote a positive climate. Social workers can be brought in from other schools if there are urgent matters on a larger scale to address with staff members, and every staff member has a certain number of days of paid time off to take when needed in addition to their contracted or regularly scheduled days off.
<p>In-Person Learning: Accelerating Student Learning</p>	<p>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?</p> <ul style="list-style-type: none"> ● I-Ready assessments will be administered in August to determine baseline and identify specific areas to target for each student’s improvement. ● Intervention and enrichment groups will be formed based on i-Ready baseline data and spring SBAC data (if available). ● Master schedules are built with school-wide intervention blocks included in the instructional day. ● Additional staff have been hired to provide interventions for students demonstrating learning loss and below-grade level achievement and will work across the school campus to address students’ needs. ● I-Ready and ST Math have been purchased to provide individualized additional support and learning paths on computer programs to supplement classroom instruction. ● All students have access to a mobile device at school and at home if remaining virtual.

	<ul style="list-style-type: none"> ● Students in need of a wifi hotspot to support virtual learning from home will have access to a hotspot provided by Pinecrest Academy. ● All students have access to the school library and to the online library, myOn.
<p>Distance Education: Students unable to participate in person</p>	<p>How will the school ensure that any student who falls into the one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education?</p> <ul style="list-style-type: none"> ● Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person All students have access to a mobile device at school and at home if remaining virtual. Students in need of a wifi hotspot to supporting virtual learning from home will have access to a hotspot provided by Pinecrest Academy. All students have access to the school library and to the online library, myOn. Students will access classes and lessons online through the Zoom virtual platform and will participate in live instruction every day via Zoom. Students will complete and submit assignments via Google Classroom and online platforms. Students will have access to teachers for the entire instructional day via Zoom, email, and phone calls. ● Students who are quarantined on the advice of local public health officials All students have access to a mobile device at school and at home if remaining virtual or if quarantined. Students in need of a wifi hotspot to support virtual learning from home will have access to a hotspot provided by Pinecrest Academy. All students have access to the school library and to the online library, myOn. Students will access classes and lessons online through the Zoom virtual platform and will participate in live instruction every day via Zoom. Students will complete and submit assignments via Google Classroom, paper/pencil format, and online platforms.
<p>Distance Education: Emergency Closure</p>	<p>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? Pinecrest Academy will follow the same procedures implemented in the 2020-2021 school year. Each student who needs a mobile device may check one out from the school. Each student who needs a wifi hotspot may check one out for the school. Students will access classes and lessons online through the Zoom virtual platform and will participate in live instruction every day via Zoom. Students will complete and submit assignments via Google Classroom and the Colegia platform. Devices will be deployed and materials given to families through the carloop system to ensure safety, ease of delivery, and expediency in the event of a major emergency that necessitates the closure of school.</p>

<p>Distance Education: Supporting Students</p>	<p>How will the school 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?</p> <p>Pinecrest Academy will follow the same procedures implemented in the 2020-2021 school year. Each student who needs a mobile device may check one out from the school. Each student who needs a wifi hotspot may check one out for the school. Students will access classes and lessons online through the Zoom virtual platform and will participate in live instruction every day via Zoom. Students will complete and submit assignments via Google Classroom and the Colegia platform. Devices will be deployed and materials given to families through the carloop system to ensure safety, ease of delivery, and expediency in the event of a major emergency that necessitates the closure of school. Lunch service will continue to be delivered through the carloop system each week for students to pick up their lunches. Students with an IEP will receive all services via Zoom through remote live instruction based on the Distance Learning Plan included in their IEP. Students in need of EL support will receive services through small group intervention time via Zoom.</p> <ul style="list-style-type: none"> ○ Every parent of a child with a disability is offered the opportunity to revise their child’s IEP to include a Special Education Alternative Learning Plan (SEALP). The SEALP is a document that allows the IEP to consider the child’s current IEP services and discuss how, when, and by whom the services will be delivered while participating in a “full distance education” model. The SEALP also allows the IEP team the opportunity to consider supports/services that may be needed now that the child is participating in a “full distance education” model and then to appropriately include those supports/services in the SEALP as an addendum to the child’s IEP. ○ It will be our recommendation that for students who request to be on a “full virtual track” for an extended amount of time as delineated in writing by a medical professional, that an IEP Revision meeting takes place to properly address that change of placement and corresponding adjustments to supports and services. ○ For students who are unexpectedly forced to remain out of school for a temporary amount of time as a result of having to quarantine according to adopted guidance health policy, it will be our recommendation for teams to send out a Prior Written Notice to families as soon as possible identifying the proposed supports and services being offered to the child within that timeframe. More formal IEP Revisions may be needed for students under these circumstances depending on the student’s individual learning needs and current state of health while under quarantine.
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	<ul style="list-style-type: none">○ Depending on the nature of having to implement the “full distance learning” model, schools are prepared to work with individual families of students with unique special education needs to consider if any amount of “in person” learning may need to take place despite what is being allowed/offered to the general student population.
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