

Nevada State Public Charter School Authority

Plan for the Safe Return to In-Person Instruction

June 25, 2021

Introduction

The American Rescue Plan Act of 2021 (ARP) was signed into law on March 11, 2021 and includes numerous provisions aimed at responding to the COVID-19 pandemic and providing relief to address its impacts. Among these provisions is the allocation of $122 billion to the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund to be used to "help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students."[1] As a condition of receiving funding, each Local Education Agency (LEA) must, within 30 days of receiving the ARP ESSER allocation, develop and post a plan for the "safe return of in-person instruction and continuity of services." The LEA is also required to seek public comment on the plan and take any comments into account in the development of the plan.[2]

This document, along with the individual charter school re-opening plans which are included in Appendix A of this document and can be found on the State Public Charter School Authority website, meet the requirements for the Plan for the Safe Return to In-Person Instruction under Section 2001(i) of the American Rescue Plan.

[1] https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/

[2] See Section 2001(i) of the American Rescue Plan

Input on the Development of this Plan

Over the last year, the SPCSA has engaged with stakeholders on numerous occasions to understand the impacts of the COVID-19 pandemic and inform our actions. When schools closed in March of 2020, the SPCSA initiated a communications strategy whereby each school leader was assigned an SPCSA Liaison who regularly spoke to the school leader to discuss recent developments, understand challenges the school was facing, address questions that the school leader had, and collect information to monitor school operations. Internally, SPCSA Liaisons met regularly, at first twice per week, to discuss common themes, challenges, and questions. Information collected through these SPCSA Liaisons informed the actions and priorities of the SPCSA. In addition, the SPCSA's Executive Director regularly held "All School Calls" to share important updates and answer questions. Many of the topics addressed in the All School Calls were informed by the trends observed by the SPCSA Liaisons. In addition, twice during the 2021-22 school year, the SPSCA's Executive Director held a series of Focus Groups with school leaders and board chairs to gather input and inform key decision points. While these activities were not specifically intended to gather input on the SPCSA's Plan for the Safe Return to In-Person Instruction, the information collected has inherently shaped the work over the last year and the contents of this plan.

In developing the SPCSA's Plan for the Safe Return to In-Person Instruction, public comment was sought during the State Public Charter School Authority (SPCSA) board meeting on April 23, 2021. In addition, the SPCSA launched two surveys seeking input from parents, families, educators, students, and community members. The first survey was open from April 16 through May 7, 2021. The second survey was available in both English and Spanish from June 2 through June 15, 2021. In addition to using this survey data to inform this plan, the SPCSA will disseminate the data to each school to help inform their planning. The SPCSA also held a special meeting of our Community Working Group which is comprised of community and business leaders, representatives from local municipalities, representatives from the charter school community, and education representatives from local school districts and the Nevada Department of Education. Details regarding the input received from these stakeholders can be found in Appendix B.

Background

On March 15, 2020, Governor Sisolak announced that all schools would close to students. This closure remained in place until early June when the Governor signed Emergency Directive 022, allowing school building to open for certain purposes during the summer and setting forth requirements for schools to develop re-opening plans for the 2020-21 school year. On June 26, 2020, the State Public Charter School Authority approved a motion prescribing the process for SPCSA-sponsored schools to approve and submit their re-opening plans.

During the summer of 2020 and in accordance with Emergency Directive 022, the Nevada Department of Education's Guidance for Path Forward Programs of Distance Education, SPCSA-sponsored charter schools developed and submitted reopening plans to the SPCSA. Importantly, in accordance with Section 1 of Emergency Directive 022 and the process established by the Authority on June 26, 2020, charter schools were required to present their re-opening plans to their governing body for approval at least 20 days before their first day of school for the 2020-2021 school year. While many schools engaged their communities in the development of their re-opening plans through a variety of ways such as focus groups, committees, and surveys, at minimum, each plan was presented in a public meeting with an opportunity for public comment.

Once approved by the school's board, the SPCSA reviewed re-opening plans for compliance with prevailing directives and guidance and transmitted to the Nevada Department of Education (NDE). This included review of the plan itself, as well as the board agenda in which the plan was presented. In accordance with NDE's direction, all of the reopening plans contemplated three scenarios for the 2020-21 schools year: (1) full in-person instruction, (2) a hybrid instructional model, and (3) a full distance education model. However, most, if not all of the SPCSA charter school reopening plans contemplated as its primary or preferred model the hybrid instructional model. These hybrid models contemplated a variety of approaches such as students coming into the school building for in-person instruction on an AM / PM schedule, or a Monday / Tuesday or Thursday / Friday cohort model.

On August 14, 2020, the SPCSA adopted the COVID-19 In-Person Learning Guidance which contemplated a distance education model, with limited in person instruction for any SPCSA-sponsored charter school located in a county that is subject to Mitigation Level I or II pursuant to the Governor's COVID-19 Mitigation and Management Task Force. The SPCSA In-Person Learning Guidance allowed for 25 percent of a school's enrollment to learn in-person, even for those schools in counties subject to Mitigation Level I or II, and enabled the SPCSA Executive Director to grant additional exemptions. While many schools started the school year under a fully distance learning model, in September and October, many schools that had not previously conducted any in-person learning began taking advantage of the 25 percent of enrollment provision, with limited numbers of students coming into school buildings.

In November, the Authority adopted Updated and Revised COVID-19 In-Person Learning Guidance increasing the limit on in-person learning from 25 percent to 40 percent of the school's enrollment for those schools located in counties subject to Mitigation Level I or II pursuant to the Governor's COVID-19 Mitigation and Management Task Force.

In February, the Authority lifted the in-person learning limit on schools located in counties subject to Mitigation Level I or II, though schools continue to be subject to all prevailing emergency directives. This action was based on three primary factors:

1. A significant decline in COVID-19 cases and the test positivity rate;
2. The availability of vaccines to educators within all counties in which SPCSA-sponsored schools are located;
3. Experience of school staff in implementing mitigation COVID-19 mitigation measures; and
4. Updated guidance from the Centers for Disease Control and Prevention (CDC), including an Operational Strategy for K-12 School through Phased Mitigation. This guidance provides concrete recommendations for in-person learning at varying levels of community transmission.

As of the end of the 2020-21 school year, of the 67 charter school campuses sponsored by the SPCSA, the vast majority are already offering in-person instruction in some form. Two school campuses were fully in-person, 51 school campuses were providing some form of hybrid instruction, 11 school campuses were providing limited in-person instruction for some students, and 3 school campuses remained fully virtual. However, it is important to note that all three of these schools that remained fully virtual, are full-time virtual schools.

Pursuant to section 16 of Emergency Directive 044 and Guidance Memorandum 21-02 (see Appendix C), charter schools must create re-opening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year. Similar to plans developed for the 2020-21 school year, the SPCSA will review re-opening plans for compliance with prevailing directives and guidance and transmit them to the Nevada Department of Education (NDE). In addition, these 2021-22 school year re-opening plans will be included in the SPCSA's Plan for the Safe Return to In-Person Learning in Appendix A.

The SPCSA's Approach

The State Public Charter School Authority (SPCSA) is a statewide authorizer and as of the 2021-22 school year sponsors 38 Nevada public charter schools, encompassing 70 separate campuses serving over 53,000 Nevada students. See NRS 388A.150. As a statewide charter school sponsor that authorizes charter schools, but does not directly run any schools, the SPCSA's role as a local educational agency (LEA) is unique. See NRS 388A.159. To that end, the SPCSA's approach to ensuring a safe return to in-person instruction for the 2021-2022 school year is based on the following principles:

- **Clear Guardrails and Oversight:** The SPCSA has and will continue to establish minimum standards, where appropriate, and conduct oversight that ensures that SPCSA-sponsored charter schools are complying with all prevailing state-issued emergency directives and any applicable guidance.
- **Flexibility and Support:** To honor the local decision making that is central to charter schools, the SPCSA will ensure flexibility for SPCSA-sponsored charter schools, while at the same time providing any needed support.
- **Consistent Communication:** The SPCSA has and will continue to serve as a conduit for information to and from schools.

Plan for the Safe Return to In-Person Instruction

Ultimately, each charter school was required to have a re-opening plan for the 2020-21 school year, pursuant to Emergency Directive 022, and is required to have a re-opening plan for the 2021-22 school year pursuant to Emergency Directive 044. All of these plans can be found on the SPCSA website. In addition, the SPCSA's Plan for the Safe Return to In-Person Instruction covers the key topics addressed in the Nevada Department of Education's Framework for a Safe, Efficient, and Equitable Return to School Buildings as well as the U.S. Department of Education's ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools and ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs.

Establishing a Safe Learning Environment

Clear Guardrails and Oversight

- **Opening for the 2021-22 School Year:** Pursuant to Guidance Memorandum 21-02 and in line with the CDC's Operational Strategy for K-12 Schools through Phased Prevention, charter schools are expected to open for the 2021-22 school year with the capacity to offer in-person learning to all students, unless the school is classified as a charter school for distance education pursuant to NRS 388A.705. This may include opening under a full-time in-person model or a hybrid model, depending on the decisions of the charter school's governing body.
- **Face Coverings:** In accordance with Emergency Directive 045 and recent guidance from the CDC regarding fully vaccinated individuals, currently face coverings are required for all students over 9 years of age unless the student is fully vaccinated[3]. In addition, face coverings are currently required for all adults who are not fully vaccinated. Schools may implement more restrictive requirements for face coverings.
- **Social Distancing and COVID-19 Mitigation Measures:** During the 2020-21 school year, the SPCSA established certain requirements regarding capacity limits and social distancing at sponsored schools. With the robust guidance now available from the CDC within the *Operational Strategy for K-12 Schools through Phased Prevention,* the SPCSA is recommending that charter schools continue to follow CDC guidance with regard to COVID-19 health and safety mitigation measures including physical distancing, handwashing, respiratory etiquette, and cleaning. It is expected that this guidance will continue to be refined and the SPCSA will ensure schools are kept apprised and informed regarding any changes.
- **Contact Tracing:** The SPCSA tracks COVID-19 cases that occur within the communities of sponsored charter schools and will continue to ensure that charter schools conduct contact tracing in coordination with state and local health authorities.
- **Accommodations for Students who are Unable to Attend In-Person:** Pursuant to Emergency Directive 044 and Guidance Memorandum 21-02, charter schools must provide distance education options to students who a) have a documentation from a medical professional related to a condition that would be compromised by attending school in-person, or b) are quarantined on the advice of local public health officials.

[3] According to the CDC, people are considered fully vaccinated for COVID-19 ≥2 weeks after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or ≥2 weeks after they have received a single-dose vaccine (Johnson & Johnson [J&J]/Janssen)

Flexibility and Support

- **Personal Protective Equipment (PPE):** The SPCSA will continue to work with the Nevada Departments of Education and the Department of Emergency Management and all state and local health districts to secure personal protective equipment (PPE) for interested charter schools.
- **COVID-19 Testing:** The SPCSA worked with Nevada's Departments of Education and Department of Health and Human Services to provide access to COVID-19 testing for interested schools during the late winter and spring of 2021. The SPCSA is in contact with the Nevada Department of Education regarding COVID-19 testing for the 2021-22 school year.

Consistent Communication

- **Coordination with State and Local Health Officials:** Since the beginning of the COVID-19 Pandemic, the SPCSA has worked closely with Nevada's Department of Health and Human Services as well as local health authorities to ensure charter schools have access to critical information in order to mitigate the spread of COVID-19. This includes distributing information from health authorities to schools, seeking out answers and information on behalf of charter schools, and ensuring charter schools have information and contact information necessary to execute contact tracing protocols, as well as helping to develop documents for charter schools with clear guidance, such as the Southern Nevada Health Districts COVID-19 Preparedness and Response Plan for schools.
- **Updates to Guidance:** The SPCSA provides schools with the most recent information from the Centers for Disease Control, the Nevada Department of Health and Human Services, local health districts and the Nevada's COVID-19 Task Force regarding strategies to prevent the spread of COVID-19.
- **Efforts to Provide Vaccinations to Charter School Communities:** The SPCSA worked with local health officials to disseminate information regarding the vaccination process for education staff and continues to facilitate information sharing regarding broader vaccination efforts.

Meeting the social, emotional, and mental health needs of students

Clear Guardrails and Oversight

- **Responding to Tips:** The SPCSA monitors school responses to SafeVoice tips and ensures these are followed up on. In partnership with Nevada's Department of Public Safety, the SafeVoice program provides students a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner.

Flexibility and Support

- **Surveying Students and Staff:** The SPCSA supports charter schools in their efforts to implement school climate and social emotional learning surveys so that schools can have accurate data about student and staff well-being. Once surveys are completed, the SPCSA supports schools with utilizing school climate and social emotional learning survey data to make data-based decisions in creating social emotional learning lesson plans and selecting social emotional learning programs.

- **Multi-Tiered Systems of Support (MTSS):** The SPCSA, through our Project Aware grant, is providing schools with the opportunity to participate in a year-long program with dedicated coaching support to implement a multi-tiered system of support within their school. Equity is deeply embedded in the MTSS and Project AWARE framework — which, at its core, provides a set of systems, structures, and practices to build a positive, equitable, and inclusive learning environment for each student. As of the 2021-22 school year, 25 charter school campuses, or 36% of sponsored charter school campuses, are participating in this program. Participating schools will complete extensive training with the Positive Behavioral Interventions and Supports Technical Assistance Center, UNR and other community partners. Our cohort schools will gain an understanding of how equity fits into a Multi-Tiered System of Supports (MTSS) and is essential to ensuring academic, behavioral, and social-emotional success for all students.
- **Professional Learning:** The SPCSA, through our Project Aware grant and other federal grants, is providing schools with a range of training opportunities related to meeting the social, emotional, and mental health needs of students. During the 2021-22 school year, the SPCSA will provide access to training on the following topics:
    - SafeTalk
    - ASIST
    - Youth Mental Health Fist Aid
    - Restorative Justice Practices
    - Diversity, Equity, and Inclusion
    - Trauma-Informed Care and Instruction
    - Social Emotional Learning

Accelerating learning

Clear Guardrails and Oversight

- **Monitoring Student Access:** The SPCSA monitors pertinent data related to student learning. For example, when schools initially closed, the SPCSA collected weekly attendance data from all schools. The SPCSA also regularly monitors the status of student connectivity (internet and devices).
- **Monitoring Student Outcomes:** The SPCSA regularly monitors the academic performance of SPCSA-sponsored charter schools and students through statewide interim and summative assessments. Given that the COVID-19 pandemic has impacted state testing, particularly for the 2019-2020 school year, the SPCSA is conducting targeted oversight on interim assessments for schools with previous academic performance concerns.

Flexibility and Support

- **Internet Access:** The SPCSA works with several partners, including Nevada's Department of Education; the Governor's Office of Science, Innovation, and Technology; internet providers such as T-Mobile and Cox Communications to support charter schools in procuring devices and internet connectivity for charter school students. This includes disseminating approximately 1,080 hotspot devices to charter school students through the support of the Governor's Office of Science, Innovation, and Technology and T-Mobile. Additionally, the SPCSA is directly subsidizing the cost of internet access for some families with students that qualify for free or reduced-price lunch.

- **Professional Learning:** In the summer of 2020, the SPCSA partnered with the Achievement Network (ANet) to offer a 4-part, virtual professional development series to all SPCSA-sponsored Charter Leaders, in regard to the process for developing school-specific instructional recovery plans. During the summer of 2021, the SPCSA plans to offer several additional training opportunities for charter school leaders related to increasing student attendance, formative assessment, creating supportive learning environments, and accelerating student learning.
- **Additional Resources:** The SPCSA coordinated with approximately half of our charter schools to apply for a competitive grant from Nevada's Department of Education to support a range of activities covering three categories: (1) High-Quality Digital Instructional Materials, (2) High-Quality Professional Development, and (3) Wrap-Around Services. The SPCSA was ultimately awarded an additional $761,000 for these additional resources and to directly support the needs of our schools. The SPCSA facilitates the logistics of several of these activities such as targeted professional learning through the Regional Professional Development Program (RPDP). The SPCSA also plans to apply for any future competitive funding in coordination with SPCSA-sponsored charter schools.

Charter School Re-Opening Plans

Clear Guardrails and Oversight

- **Guidance for 2021-22 School Year Plans:** On June 11, 2021, the SPCSA issued guidance to SPCSA-sponsored charter schools regarding their re-opening plans for the 2021-2022 school year and plans for Path Forward Programs of Distance Education for the 2021-22 school year. This guidance, which can be found in Appendix D, identifies key topics and information that must be addressed in each of these plans. The SPCSA has recommended that SPCSA-sponsored charter schools develop a single plan that addresses all of these requirements. Specifically, charter schools must address a) health and safety, including how the school is addressing key CDC recommendations, b) student and staff well-being, c) accelerating student learning, d) distance learning for students unable to participate in-person learning, e) distance learning in the event of an emergency closure, and f) supporting students participating in distance learning. The SPSCA will review each school's plan to ensure that each plan is comprehensive and meets the requirements of Directive 044 and Nevada's Department of Education's Guidance Memorandum 21-02.
- **Prevailing Guidance:** The SPCSA provides schools with up-to-date information regarding CDC guidance, emergency directives, and other related guidance. The SPCSA works to synthesize this information and provide guidance documents, checklists, and templates to assist schools in their re-opening efforts.
- **Monitoring School Status and Changes:** Through regular communication between SPCSA charter school leaders and assigned liaisons, the SPCSA monitors the status of school re-opening.

Flexibility and Support

- **Resource and Information Sharing:** The SPCSA regularly provides charter schools with resources from the CDC, Nevada's Department of Education, Nevada's Department of Health and Human Services, and local health authorities. The SPCSA also provides schools with weekly updates on

the CDC's recommended indicators of transmission, so that charter schools have regular access to data to inform their operations.

Consistent Communication

- **Staying Current with School Plans:** The SPCSA continues to review each updated charter school re-opening plan for compliance with prevailing directives and guidance before providing each plan to Nevada's Department of Education. In addition, all current re-opening plans are posted on the SPCSA Website.

Appendix A: School Plans for the 2021-22 School Year

Pursuant to section 16 of Emergency Directive 044 and Guidance Memorandum 21-02 (see Appendix C), charter schools must create re-opening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year. On June 11, 2021, the SPCSA issued guidance to schools regarding their re-opening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year. This guidance, which can be found in Appendix D, identifies key topics and information that must be addressed in these plans and recommends developing a single plan that addresses all of these requirements. Specifically, schools must address a) health and safety, b) student and staff wellbeing, c) accelerating student learning, d) distance learning for students unable to participate in-person, e) distance learning in the event of an emergency closure, and f) supporting students participating in distance learning.

Re-opening plans for all SPCSA sponsored charter schools can be found on the subsequent pages and located on the SPCSA website:
https://charterschools.nv.gov/News/2020/SPCSA_School_Reopening_Plans/

Alpine Academy

Alpine Academy Charter High School 2021-2022 Re-Opening Plan

Overview and Purpose of this Document

Background

All charter schools must develop re-opening plans for the 2021-2022 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education[1] in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a re-opening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* re-opening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

Forms

- Certification for Path Forward Program of Distance Education: https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPDE.docx?dl=0

Resources and References

School Re-Opening

- Guidance for Path Forward Programs of Distance Education: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News__Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf
- Nevada Summer Learning and Activity Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf
- Nevada Interscholastic Activities Association Re-Opening Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf

Face Coverings

- Guidance on Face Coverings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf

[1] Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a re-opening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

School Name: Alpine Academy Charter High School

COMMUNICATION

COMMUNICATION

- *How will you communicate important information to families about the re-opening process?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*
- *What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.*

Communication with all stakeholders will occur in the following formats:

- Newsletters (Monthly)
- Website - updated as needed
- Social Media - updated as needed
- Auto Dialers and handouts
- School announcements
- Reopening surveys for all stakeholders- July 2021 (See attachment)

Alpine Academy Actions - Safety and Health

- Posted signage indicating "Alpine Academy Standards of Practice"
- Newsletters, Social media, Website, and Auto-Dialers
- Registration paperwork
- Developing a "School Dialog" concerning the health of yourself and others

Weekly updates

- The website will feature a "Latest News" section to indicate current statuses, State guidance, directives from authorizer, etc. *
- Newsletter
- Handouts/Dialers*
- School announcements
- *will be translated to Spanish

RE-OPENING SCHOOL BUILDINGS

RE-OPENING APPROACH

- *How will your school building(s) re-open?*
- *Will the school request a calendar adjustment as part of your re-opening approach?*
- *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as "vulnerable populations"?*
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
- *What circumstances/scenarios will warrant a change in the approach?*
- *If a change in approach is warranted, how will that transition be made?*

Plan A: (See attached)

- Full capacity with full-virtual option for those students with documented immune-compromised disorder and/or those students isolating per WCHD guidance.
- Masks optional for fully-vaccinated individuals.
- Dialog and practice of hygienic practices to decrease the spread of Covid 19.

Backup Option B:

- 50% Capacity Option
- Alpine will split students into 2 groups to effectively meet a 50% capacity guidance should this be mandated
- Alpine Academy staff had great success implementing a blended scenario, however, in contract to 2020-2021, Alpine would required daily log on of all students and allow 50% capacity to attend courses in person on a 2 day a week schedule.

Backup Option C:

- Full Distance Education with guided supports.
- Alpine Academy would require daily, synchronous class with high engagement and accountability.

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

Students will be directed to enter through the front door. Student movement will be monitored and limited as students will primarily be moving in cohorts throughout their schedules.
All students and staff will be screened for temperature (no contact) should community rate of transmission reach high levels and symptom checked (short, simple questions). All staff will receive guidance on identifying potential symptomatic students. Should a student exhibit a temperature of 100.4 or higher and/or covid symptoms, they will be asked to leave with guardians and quarantined (if not vaccinated) until transportation can be arranged.

PHYSICAL HYGIENE

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used?*

Per the latest directive, masks are required for public spaces for those 10 and older if not fully vaccinated. Appropriate signage will be posted as well as modeling from staff. For those students who may have health or cognitive disabilities, alternatives such as face shields will be implemented. All common ways and classrooms will have disinfectant and access to bathrooms for handwashing will be granted to all students. All guidance will be followed.

SOCIAL DISTANCING

- *How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

Classrooms will space tables and/or desks to accommodate 3 ft spacing as recommended when possible.
Alpine Academy is a small school with approximately 154 students and 14 staff. Many of the obstacles with the directives for reopening are not present with this campus. Staff will implement curriculum via Google Classroom to make transition as seamless as possible in and out of quarantined status. Because the curriculum and instruction will be heavily embedded throughout the technology, this also allows for students who are believed to have symptoms but are out of school as well as those students electing a full distance option due to immunocompromised (documented) status to be as engaged as possible.
Alpine Academy has hired additional staff and has offered more courses in efforts to pace students out more throughout the building.

HUMAN RESOURCES

STAFF RETURN TO WORK

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as "vulnerable populations"?*
- *How will your staffing approach ensure strong implementation of your overall re-opening approach?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

Staff will return to work the week before school starts to discuss implementation of Covid protocols. Staff have been surveyed about reopening. Additional professional development will be provided on the topics of engagement in the classroom and the Social/Emotional needs of students struggling with returning to school.
If a particular staff member is not able to return to work due to a documented immune-compromised health status or quarantined status, that teacher's courseload will then be transitioned to online and a certified staff member will facilitate the course of digital learners during the physical meeting days.
Staff will be integrated into the monitoring and supervision schedule to assist in the enforcement of social distancing (as required) and sanitization protocols.
Alpine typically fills absences of staff via prep periods, however, the school can adequately provide substitutes for absences. There are also 4 part-time staff who can be hired on an hourly basis to cover periods during the day.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

The Alpine Academy Board will review opening plans. New guidance and finalization of the plan (and/or changes to the plan) will be communicated with the Board via email (if between regularly scheduled meetings) and/or in meetings).

LOGISTICS

FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

Alpine has analyzed the current spaces and has opened additional spaces for students to gether during meal times.
Outdoor space is planned with ESSER II allocations to assist in the spacing of students.
In discussion with Science department to incorporate digital/virtual labs to avoid gathering or students.
Friday afternoons will also be deep cleaning.
High-touch areas will be sanitized twice daily (minimum), meal areas sanitized after lunch, and precautions (TBD) taken between classes.
Each classroom has high filtration purifiers in each room and filters are replaced yearly (per device guidance).
No touch Sanitizing stations are located in common spaces as well as each classroom.

NUTRITION SERVICES/BREAKFAST & LUNCH

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*
- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*
- *How will the school ensure that students have access to nutrition services to which they are entitled?*

Alpine Academy does not provide meals. Updated and ongoing information will be made available to students/families regarding area services/meal availability.

TRANSPORTATION/ARRIVAL & DISMISSAL

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
- *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?*

Alpine Academy will open campus for longer periods in the morning to provide distance and time for students to safely enter the building.
Students will enter through the front door and may exit through the back and side doors to decrease possible contamination of sanitized surfaces.
Alpine Academy does not provide transportation.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

- *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*
- *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

Archery will resume based on State and CDC directives and/or guidance.

INFORMATION TECHNOLOGY

- *What technology resources are necessary to implement your re-opening plan?*
- *How will you ensure that the school has all necessary technology resources to support your re-opening plan?*
- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

Alpine Academy plans to become a one-to-one chromebook school with the ESSER II allocation. Students will have access to technology within all classrooms and will be sanitized between students/classes.
Alpine will check out devices on an as-needed basis for those students under quarantine and/or immunocompromised health status.
Alpine will research upgrading connectivity while on campus in the 2021-2022 school year.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional supports to students?*

Students will receive one-to-one availability to access staff via virtual office hours and/or interventions (after school, before school, and interventions.
Alpine has hired a College and Career Ready Coach for the 2021-2022 school year who can assist in the academic and/social emotional needs of the students.
Alpine has been awarded the MTSS Project AWARE grant and is currently developing school-wide PBIS program.
Alpine will survey students periodically to determine the need for social and emotional supports.
Alpine is an SEL school and dialog and activities will be developed and administered via in-class as well as virtual classrooms.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *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?*

The school will provide detailed information about coordinating community resources as well as facilitate the referral of families to specialized support services.
Some universal supports will include (but are not limited to): Individualized support and access to the College and Career Ready Coach and/or referral services for all staff and students via digital scheduling. All students will participate in grade-level and schoolwide programs//PBIS/discussions that focus on the needs of students throughout the year. Surveys will be conducted to assess both schoolwide as well as individual needs of students and staff.
Tier 2 and 3 supports will include the coordination of efforts with services beyond what Alpine Academy can provide. Detailed/documented referral processes will be in place and protocol will be established to determine intervention in crisis. All staff will be trained in Non-Violent Crisis intervention (Executive Director is a certified trainer for the Crisis Prevention Institutes).

ACADEMICS – Path Forward Plan of Distance Education

(required for all schools not already approved by the Nevada Department of Education to provide full-time distance education to 100% of students)

INSTRUCTIONAL APPROACH

- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*

- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
- *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

Alpine will provide the following options (See 2021-2022 Alpine Academy Reopening Scenarios)
Alpine will provide access to digital resource during digital resources days/times for student who may not have consistent access. Should full distance learning be required by the State, technology will be distributed on an as-needed basis (socioeconomic data, survey data, request of family, etc).
Those students who have been quarantined will still have access to classes via synchronous zoom meetings. Students can log in and join classes as they would via their in-person schedule.
Alpine will either participate in documentation via school documents (similar to 2020-2021) OR via Infinite Campus.
Alpine staff will have a designated prep period during the day or classes with few or no students during the day to increase availability to students and families. Virtual office hours and tiered interventions will be made available to Alpine stakeholders.
Alpine is a digital science lab software school (via ESSER Comp FY 21 grant) (Labster).
Alpine will comply with all mandates concerning physical education, music, choir, etc courses.

MEETING STUDENT NEEDS

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

Alpine Academy will reopen to full capacity with mitigation efforts outlined above. Should a limited capacity restriction be announced by the State of NV, Alpine will propose a blended learning model to comply with building capacity requirements and to make social distancing practicable. Students identified as needing more assistance will be full in person to assist in the acquisition of service minutes and compliance per IEP/504 plans. Should full distance measures be implemented, Alpine will conduct daily classes for all students. This will allow for a more reasonable transition back to school should restrictions loosen during the school year. Alpine will provide devices to those students exhibiting financial need.
Alpine Academy has surveyed stakeholders in terms of efficacy of the 2020-2021 and will make changes based on data. Additional attendance and grade data will also be evaluated to determine best practices for Fall 2021.
Alpine will schedule all high needs (IEP, 504, Credit Deficient) students in Seminar periods as a preventative/supportive measure to help ensure success as well as increase attendance interventions to help support a higher positive attendance rate. Frequent contact home, assigned tutoring, and required intervention time will be assigned as needed.
Alpine Academy will conduct periodic surveys and evaluate data as a team to determine best practices and assess current practices. Committees will be formed to measure effectiveness of strategies and adjust as needed.

ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

We will make the necessary schedules and groups within our Student Information System to track daily check ins and/or in-class attendance.
Alpine will implement a series of attendance interventions designed to re-engage as well as inform/involve students and guardians from absence #1. These interventions include signed letters, auto-dialers, student meetings, guardian meetings, truancy referrals, home visits, and credit recovery/make-up time.
Alpine believes that every minute counts - especially in a scenario of addressing learning loss from the pandemic and limited instructional time. Much of our school-wide dialog will include the importance of being "present" in their learning.

PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
-

All staff will participate in training concerning the identification of symptoms of Covid as well as protocol concerning the possible contagious student. Alpine staff will follow local health district protocol concerning notification of student/staff infection. All staff will participate in professional development concerning the instruction of students digitally to effectively engage all students - this will also allow for Alpine to easily adapt to COVID protocols and guidance set forth by the SPCSA as well as NDE.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

Alpine Academy social worker will provide a detailed list of resources for families as well as conduct periodic surveys to assess both student and family needs.
Additional surveys will be conducted to ascertain the needs of families and workshops will be conducted in areas such as: developing good study habits, self-motivation, resources to help your student, growth mindset. These will be in the form of meetings (online and/or in person) as "Parent University" workshops.
All staff will have virtual office hours to assist in supporting students and families.
Alpine Academy will continue weekly tiered, targeted intervention assistance held on Fridays.

Alpine Academy Reopening Scenarios 2021-2022

***All scenarios listed below are dependent on local, state and CDC guidance.**

Option #1 – Full Re-Open (no capacity restrictions)

Attendance	Students attend classes, in-person. Only those students quarantined and/or immunocompromised (documented) may attend virtually. All students attend Mon-Thurs with Friday (ass needed) interventions.
Mask Guidance/Social Distancing	Alpine will comply with mandates concerning masks and social distancing. Per current (7/12) guidance, only those individuals FULLY (documented) vaccinated can be mask-free while on school campus. Social distancing up to 3 ft recommendation will be made possible as practicable.
Capacity Restrictions	Alpine will comply with capacity restrictions. 100% capacity allowed.

Option #2 – Partial Re-Open (% capacity restrictions)

Attendance	Students attend all classes, in-person 2 days a week and attend virtually the other two days per week.
Mask Guidance/Social Distancing	Alpine will comply with mandates concerning masks and social distancing. Social distancing up to 3 ft recommendation (7/12) will be made possible as practicable.
Capacity Restrictions	Alpine will comply with capacity restrictions. There will be two cohorts (if capacity is 50%) and students will split days.

Option #3 – Full Distance Re-Open (zero capacity)

Attendance	Students attend all classes virtually all days per week.
Mask Guidance/Social Distancing	Alpine will comply with mandates concerning masks and social distancing.
Capacity Restrictions	Alpine will comply with capacity restrictions. Should capacity restrictions be 0%, Alpine Academy will offer virtual supports.

Alpine Academy Face Covering Policy

As the Covid-19 vaccine has been made available to all students in our school community and in compliance with state and local guidance and following recommendation from the CDC, Alpine Academy is making the following adjustments to our mask policy effective August 1, 2021:

1. All fully vaccinated staff and fully vaccinated students are not required to wear a mask at school campus or events (excluding graduations). Students must submit their vaccinations records to keep in their student file.
2. Any students or staff that are outside and can be socially distant up to 3 ft are not required to wear a mask.
3. Masks are required for all adults and students who participate in or attend gatherings of more than 250 people.

Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

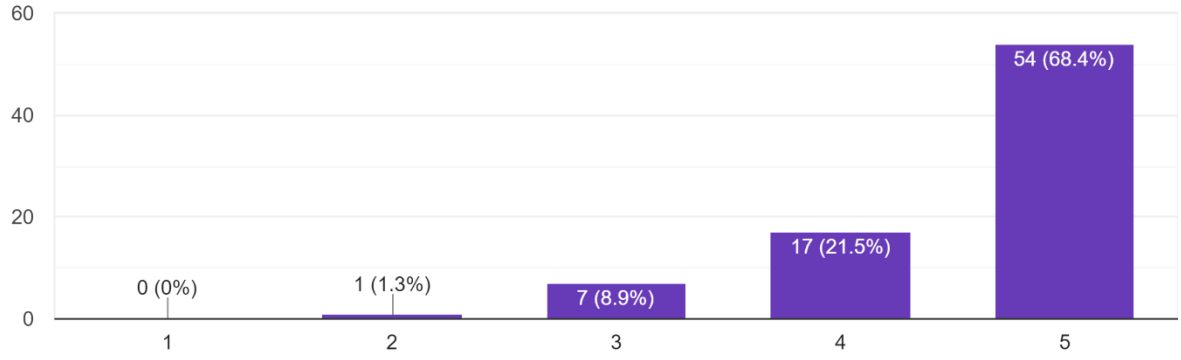
Who is filling out this form?

79 responses



How are you/your student feeling about returning to Alpine Academy this Fall? 1 - very concerned, 3 - neutral, 5 - ready to get back.

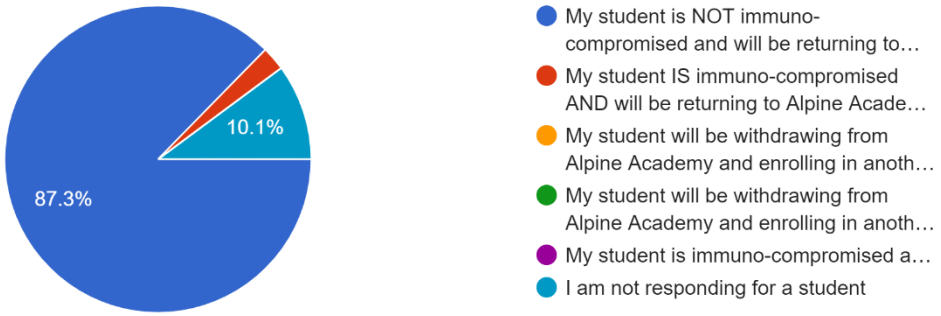
79 responses



Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

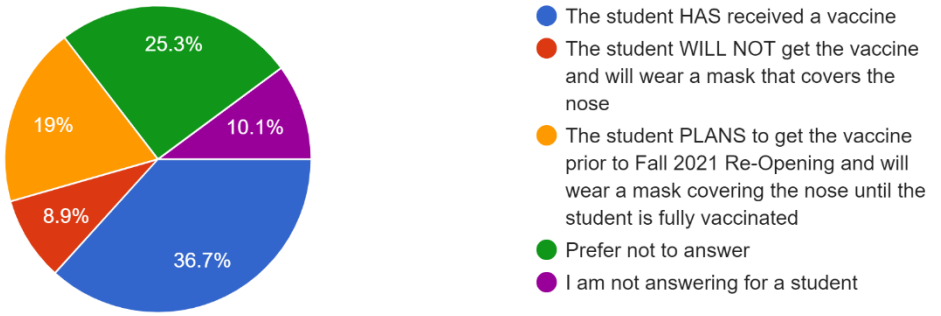
Alpine Academy will NOT offer distance education for those students based on request only (see above information per quarantine and immuno-com...dents). Please check the appropriate box below.

79 responses



Now that vaccines are available for those students 12+, please answer the following question.

79 responses



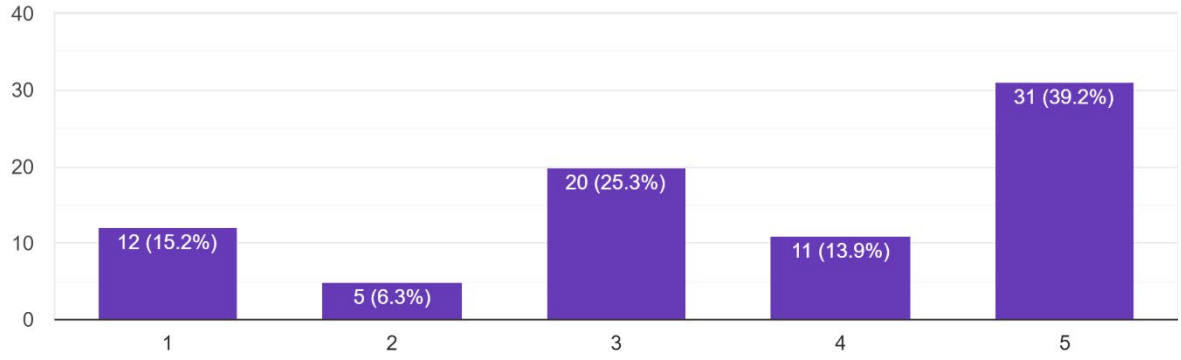
Do you support Alpine Academy including proof of Covid-19 Vaccine requirement in order for vaccinated students to follow CDC guidance concer...es? *Vaccination is NOT required for enrollment.

79 responses



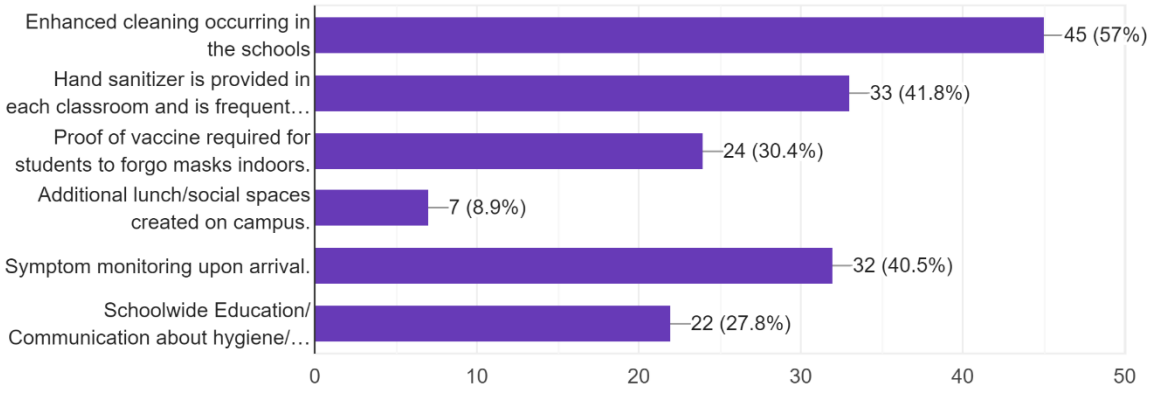
Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

If Alpine Academy does NOT require proof of Covid 19 vaccination, please rate your comfortability with the mask mandate being an "honor system." 1 - Very Uncomfortable, 3 Neutral, 5 Very Comfortable. *This information will inform our decision to include proof of vaccination.



Please select your top TWO priorities for cleaning/disinfecting/safety practices for the Fall 2021 Re-Opening.

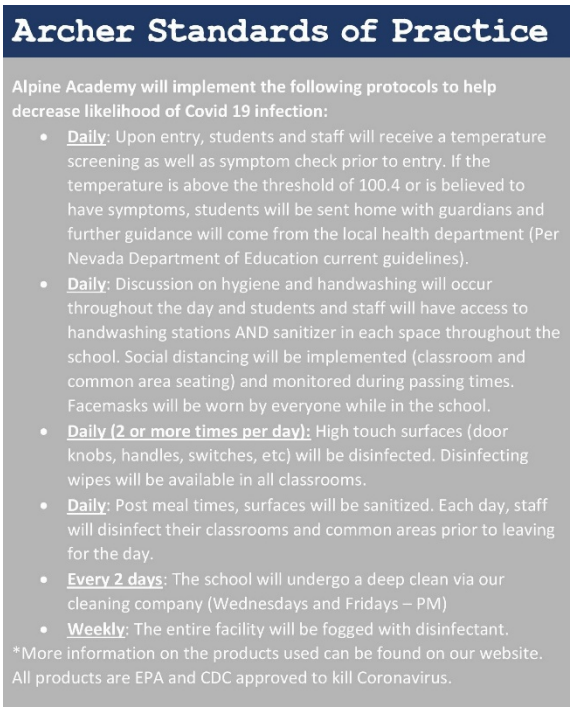
79 responses



Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

Based on the "Archer Standards of Practice," how do you feel about the proposed cleaning and sanitizing efforts? Please include any additional concerns you have regarding cleaning/sanitizing and we can address with our supply rep and cleaning service company.

79 responses



Archer Standards of Practice

Alpine Academy will implement the following protocols to help decrease likelihood of Covid 19 infection:

- **Daily**: Upon entry, students and staff will receive a temperature screening as well as symptom check prior to entry. If the temperature is above the threshold of 100.4 or is believed to have symptoms, students will be sent home with guardians and further guidance will come from the local health department (Per Nevada Department of Education current guidelines).
- **Daily**: Discussion on hygiene and handwashing will occur throughout the day and students and staff will have access to handwashing stations AND sanitizer in each space throughout the school. Social distancing will be implemented (classroom and common area seating) and monitored during passing times. Facemasks will be worn by everyone while in the school.
- **Daily (2 or more times per day):** High touch surfaces (door knobs, handles, switches, etc) will be disinfected. Disinfecting wipes will be available in all classrooms.
- **Daily**: Post meal times, surfaces will be sanitized. Each day, staff will disinfect their classrooms and common areas prior to leaving for the day.
- **Every 2 days**: The school will undergo a deep clean via our cleaning company (Wednesdays and Fridays – PM)
- **Weekly**: The entire facility will be fogged with disinfectant.

*More information on the products used can be found on our website. All products are EPA and CDC approved to kill Coronavirus.

- Looks good
- Sounds good
- Good
- No concerns
- Good
- I think adhering yo those standards seems totally appropriate
- Daily
- Weekly sounds great
- felt safe when we did the open house
- Covid vaccine should be mandatory to return to the school; masks would not be needed with all other efforts mentioned. Wearing masks dehumanizes people and makes it very difficult to have meaningful interactions and makes it difficult to hear people speak. Vaccines are available to all at no cost, a vaccine should be mandatory
- No concerns
- I feel fine
- I appreciate the guidelines as read above.
- I feel confident that these efforts are thorough.
- Sounds great. Really hope the masks go away soon!
- N/A
- I feel good
- If it works keep it up
- I don't really agree with the social distancing aspect of this because most places in the city have pretty much reduced it. I feel that keeping the temperature checks are good as well because I know that some students might still come to school sick. I think sanitizing often would be good for the school as well. My question is will students be required to sanitize their seat after class ends like last year? And if we do have to do that this year, could we PLEASE use the wipes instead of that spray stuff? I don't like the spray stuff and I feel that disinfectant wipes are better than the spray because the spray doesn't clean the surface like the wipes do. I also hope that the school will reach out if they need sanitizing supplies because my family, and hopefully other families, will do our best to support the school's needs.
- No concerns as of now. This practice did work out well for the last school year.
- This looks like a great plan to keep the school clean and us all healthy as possible!
- I think it's a bit overboard.

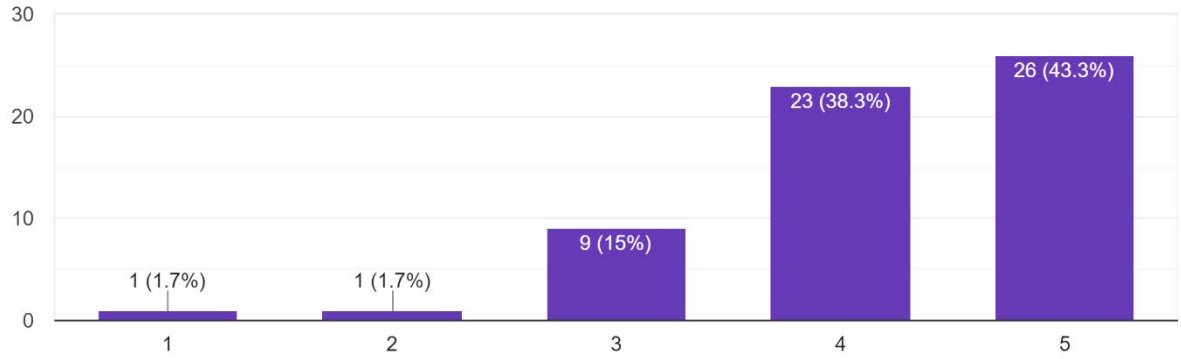
- yes
- I feel comfortable with this plan.
- We feel very comfortable with the standard that are set in place.
- This looks to be thorough and effective
- I think the proposed cleaning efforts will work well.
- Yes
- I think based on the science of our microbiomes and the necessity of germ exposure to build immunity, coupled with the extremely low death rates among children, you should not sanitize everything daily. It is also a terrible idea to keep children in masks and if you require proof of vaccination, my children will need to find a different school because whether or not they are vaccinated, that is a gross violation of our privacy and freedom.
- It’s a bit much
- Good!
- This will work just fine.
- overkill
- None
- Covid19 is airborne and ventilation/air scrubbing should be the main focus for facility mitigation efforts.
- Yes, I'm ok with this.
- they look good!!!
- I think it is a great idea to have a written cleaning policy to reduce all kinds of infections. Flu and strep are most likely to be picked up off a surface. However for COVID, according to the CDC, "In most cases, fogging, fumigation, and wide-area or electrostatic spraying are not recommended as primary methods of surface disinfection and have several safety risks to consider, unless specified as a method of application on the product label." This is concerning to me as I feel that fogging is over-vigilant, puts too many chemicals into the environment, costly and doesn't provide any protection from the primary spread of COVID being aerosols spread person to person. Surface cleaning is enough. Please allow our students to build natural immunities to being around other people.
- You are not going to get teens to social distance ... period. Good luck. Won't hurt to have it as part of the plan, but then you are liable, if you don't enforce it. I would go with the Washoe County or school district recommendations on social distancing. Not sure what jurisdiction you fall under.
- Daily discussion of hygiene will begin to look like wallpaper. Obviously, a hygiene routine will help, but the hygiene discussion should be generated by the students, possibly having leadership or discipled students create new posters weekly. Remove old ones and replace with new ones regularly so that students have buy-in.
- Very good - the school handled this very well.
- Not that concerned
- Fine
- Great
- Drop the social distancing and mask wearing.
- PERFECT!

- This all sounds good.
- Feel very comfortable, thanks for all your doing.
- We feel good about everything
- Your cleaning plan sounds very robust and thorough.
- I like it
- Sounds great
- I like and agree with all the steps being taken.
- Their good
- This is too much. All things that could go away are: temperature checks, daily discussions on hygiene (maybe twice a week is ok), face mask, social distancing of 6 feet (3 feet would be better if some type of distancing is required).
- high touch surfaces should be after each person touches it to avoid spreading the virus
- very comfortable
- it's good
- None at this time
- I feel this is a great plan. We're comfortable with this.
- Weekly
- Cleaning schedule is acceptable
- Will masks still be used by everyone in school, or only unvaccinated people? I am most comfortable with everyone being masked.
- This is a bit to much cleaning.
- I think what ever you need to do to stay open if fine with me.
- Schedule seems thorough.
- It’s wonderful!
- none
- I agree with the procedures proposed.
- Great
- This is excellent! This goes beyond my expectations and helps me feel safer about my kid being at school.
- I feel pretty good and solid on this.

Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

RETURNING Students, Families, and Staff Only: Rate the effectiveness of the 2020-2021 (prior year) mitigation efforts: (Face coverings, sanitization protocol, distancing, etc). 1 - Ineffective, 2 - Somewhat Ineffective, 3 - Neutral, 4 - Effective, 5 - Very Effective.

60 responses



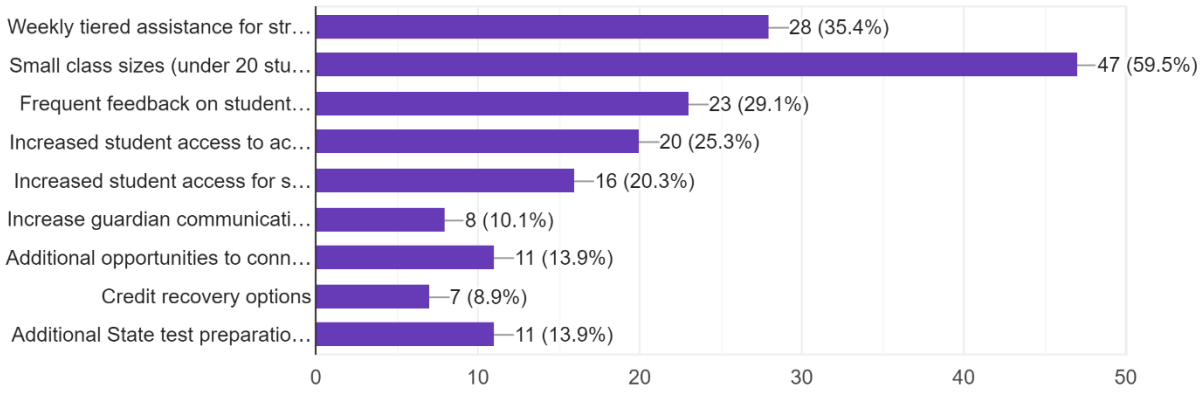
If you have other concerns or comments concerning the Covid-19 protocols, please include those below:21 responses

- Mark will be happy to be back!
- With the Delta variant on the rise, I would assume vaccinated individuals could forgo a mask, but others should not. I feel that the same individuals who would not get vaccinated would also not want to wear masks. Therefore, even though it's a pain for the school, in order to protect the health of all of the school students and personnel, it would make sense for proof of vaccination to be required before masks are taken off.
- Keep wearing masks, variants can be just as harmful and are not all covered by vaccines. Delta variant.
- Please let the students feel a sense of normalcy.
- For students/staff that are not vaccinated, I'd like to see proper mask wearing enforced.
- I would love to tell you what I think about all this.... but it's not very nice or professional. :0) I would love it all to go back the way it used to be so the kids can just go to school and only worry about grades.....
- Last year the students were champions about wearing masks, cleaning desks, and staying home when they were ill. I expect them to be as helpful now as we move forward.
- Just want to say THANK YOU for all your hard work in keeping our kids and teachers safe <3
- I'm curious as to whether or not the attendance policy has changed based on the chance of a student (or student's family member) getting covid.

- please don't be like rest if this country TMMC has all ready stated that full vaccinated student's can return full time. Enough is enough it's not going to go away just like everything else that's out their.
- I am a teacher and work in WCSD. I realize the numbers listed on the districts website did not reflect schools such as mine and many others of actual cases (we had over 8 classes excluded and many students excluded, at least 130 students tested positive. This virus is deadly and though my daughter is not high risk I am, her dad, and brothers are high risk too. We take all precautions and she knows to wear a mask and use a sweatshirt or tissue to open doors. She only uses her own items and does not share due to severe food allergies and now covid. Spacing the students at least 3 feet apart is beneficial too. One of our aides at our school brought home the virus and lost her mom who lived with her. I have known dozens of people who lost loved ones and just in Reno/Sparks. Many parents seem to take this lightly, as an educator I take this seriously and so does my family. We will do all we can to make sure we are safe and so are those around us.
- if the kids that aren't vaccinated are wearing mask then they are going to stand out and possibly be bullied.
- I truly hope that Alpine Academy does not resort to a mandatory vaccination to attend.
- None
- I would not be comfortable with my student wearing a mask for another year of school. I do not think there is sufficient studies to show the safety of the covid vaccine for young adults. I therefore do not think it should be a requirement.
- Please consider holding classes outdoors whenever possible.
- Please don't force these kids to wear masks. They have been through enough.

For the 2021-2022 Re-Opening, please marks your TWO top priorities for instruction:

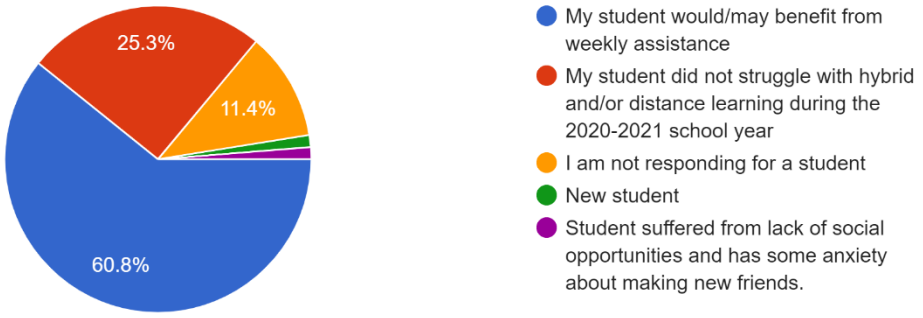
79 responses



Alpine Academy
2021-2022 Reopening Survey Stakeholder Data

Addressing Learning Loss/Targeted Student Intervention. Alpine Academy will continue our weekly targeted, tiered intervention for students. Please choose a response below:

79 responses



In order to maximize efficiency and accommodate digital learners (those subject to quarantine per Washoe County Health District AND/OR those students who are DOCUMENTED as immuno-compromised), we will institute synchronous lessons via webcam. This will include camera on, microphone on, students in FULL view of the camera and daily attendance per NDE guidelines. Please state your concerns about the technology/attendance requirements below if any.

40 responses

- Alyssa hated hearing "you need to turn your camera on" all day
- being marked absent for not having a camera on is a bit harsh
- I hated hearing "please turn your camera on or I will mark you absent" all day last year. I thought that I would go crazy before the end of last year from hearing that.
- I am comfortable with Immune Compromised children doing distance learning
- No concerns
- This worked well last year.
- N/A, but this is fantastic
- No real concerns. my child did ok last year.
- My student didn't do well when required to do this last year when he was unsupervised.
- it didn't work and if you are using zoom we will not down load it on are home PC because of the virus that is on it
- My only concern would be with the mic on is there may be background noise that I would not want the students to get in trouble for distractions. Also my student works better with having music.
- Yes
- Privacy

- My student will physically attend school however, any concern I have to virtual learning is the hackers that prey on kids
- Fine with what ever you guys do.
- That seems fine and fair. Only concern is social and emotional health
- My only concern would be If the student is sick and feeling horrible they will not be nor would I want them to be trying to engage in class. Otherwise I think it's a good plan.

If you have other concerns or comments concerning the Academics/Instruction, please include those below:16 responses

- I hate the "you need to have your camera on" rule. I'm sorry, but some students may be uncomfortable with having their camera on and/or their mic on because of their home situation. I also think that proof of vaccination should be required in order to be able to not wear a mask. Finally, I think that social distancing should be no more because most places in town don't do it anymore and it will make classrooms that are bigger have more seating room for students. I remember in certain classes last year, if you did not get to class before most everyone else got there, you didn't get a seat, and the teachers and students would have to search for a spare table/desk.
- Masks should not be required.
- You guys are awesome! Looking forward to another great year!
- Please get back to normal.

Amplus Academy



AMPLUS ACADEMY

Amplus Academy
2021-2022 School Year Plan

Introduction 3
Introduction 3

In-Person Learning: Health and Safety 4
Health and safety of students, educators, and other school staff 5
Key CDC recommendations including: 6
Use of face coverings 6
Handwashing and respiratory etiquette 7
Cleaning and maintaining healthy facilities, including improving ventilation 7
Contact tracing 8
Diagnostic and screening testing 8
Efforts to increase access and awareness to vaccinations 8
Appropriate accommodations for children with disabilities with respect to health and safety policies 9

In-Person Learning: Student and Staff Wellbeing 10
Meeting students' social, emotional, mental and physical health needs and providing access to a safe and inclusive learning environment 10
Educator and staff well-being 10

Distance Education: Students unable to participate in-person 10
Participation in distance education for a Path Forward Programs of Distance Education 11
Requirements 11
Attendance Policy 12
Application 13
Access to Technology 13
Nutrition services 14
Quarantined Individuals 14
Conclusion 14

Distance Education: Emergency Closure 14
Distance education in the event of emergency closure of school? 15

Distance Education: Continuity of services 15
Access to necessary technology and resources 16
Special education and EL services 16
Additional Outreach 16
Staff Communication 16
Instruction 16
Family Communication 17
Nutrition services 17

Guidance Memorandum 21-02 18
Declaration of Emergency Directive 044 19

Introduction

Introduction

Amplus Academy recognizes the recommendations made by the Nevada Department of Education (NDE), The Centers for Disease Control and Prevention (CDC), Home/Health Occupational Safety and Health Administration (OSHA), Southern Nevada Health District (SNHD) and appreciates the support provided by the Nevada State Public Charter School Authority (NSPCSA). This plan is created in accordance with these recommendations and in accordance with the "Declaration of Emergency Directive 044" signed by Governor Sisolak on April 19, 2021 and the State of Nevada Department of Education (NDE) "Guidance Memorandum 21-02" dated May 28, 2021 and in consideration of the Americans with Disabilities Act (ADA).

On May 15, 2021 the CDC released the latest version of the "Operational Strategy for K-12 Schools through Phased Prevention." Within the released strategy it states, "Prolonged periods of remote or virtual learning can have negative effects on educational progress for students, potentially slowing or reversing academic gains… safe-in-person schooling can also offset the negative social-emotional and mental health impacts of prolonged virtual learning." At the end of the 2020-2021 school year nearly 80% of students grades 6-12 and nearly 75% of students in grades K-5 participated in the in-person learning offered at Amplus Academy. Taking the guidance from the CDC and the participation from the overwhelming majority of our families in last year's in-person learning, Amplus Academy will strive to ensure that with few exceptions our students will participate in in-person learning for the 2021-2022 school year.

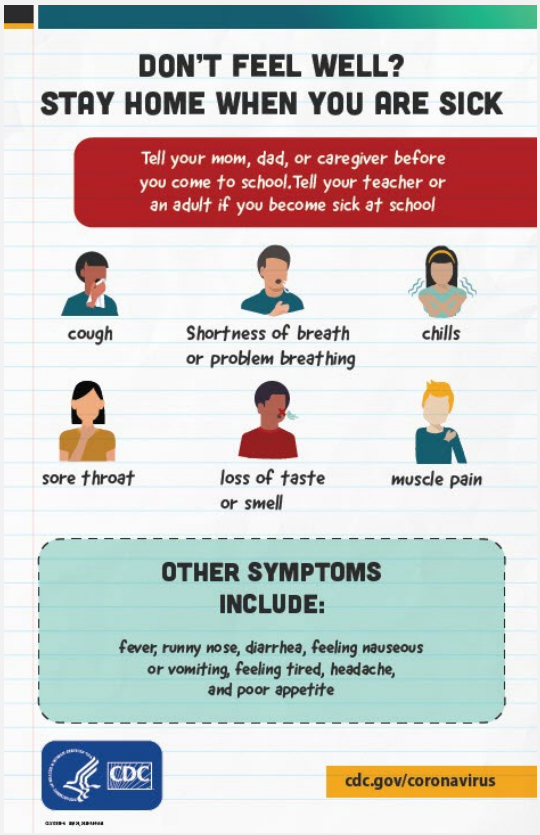
Amplus Academy will offer extended instructional services to students pursuant to Declaration of Emergency Directive 044 and NDE's Guidance Memorandum 21-02. This document also outlines Amplus' policies in place to address potential emergency closures.

In-Person Learning: Health and Safety

Health and safety of students, educators, and other school staff

Our primary goal will be to empower students, families, and staff to monitor and maintain good health and hygiene. We will require students, families and staff to complete their own daily health screenings and have created a system to report concerns to our school nurse. Signs like the one provided by the CDC below will be shared with families reminding them about staying home if they are not well. The following screening tool will also be provided.

> *"The presence of any of the symptoms below generally suggests a student, teacher, or staff member has an infectious illness and should not attend school, regardless of whether the illness is COVID-19. For students, staff, and teachers with chronic conditions, symptom presence should represent a change from their typical health status to warrant exclusion from school. Occurrence of any of the symptoms below while a student, teacher, or staff member is at school suggests the person may be referred for diagnostic testing.*
>
> *Temperature External of 100.4 degrees Fahrenheit or higher*
> *Sore throat*
> *Cough (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)*
> *Difficulty breathing (for students with asthma, a change from their baseline breathing)*
> *Diarrhea or vomiting*
> *New loss of taste or smell*
> *New onset of severe headache, especially with a fever*
>
> *Students should not attend school in-person if they or their caregiver identifies new development of any of the symptoms above."*



If, during the course of the day or upon entry, a student is ill, parents or guardians will be contacted to pick up the student as soon as possible. Students with symptoms will be isolated until a parent or guardian will be available to pick them up. At that time, according to up-to-date guidance from the aforementioned health agencies, expectations regarding their return will be communicated. Similarly, staff members who exhibit symptoms will be sent home and their classes will be covered until they are symptom free and expectations regarding their return will be communicated. The school's PTO policy will be followed to communicate medical concerns to Human Resources and supervising administration.

Key CDC recommendations including:

Use of face coverings

On July 9, 2021 the CDC released guidance requiring all individuals who are not vaccinated to wear face coverings. Students, adults and visitors ages 12+ who are not fully vaccinated will be required to wear appropriate face coverings.

Current CDC guidance provides the following to define persons who are fully vaccinated;

"In general, people are considered fully vaccinated:

2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or

2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, regardless of your age, you are NOT fully vaccinated. Keep taking all precautions until you are fully vaccinated."

Amplus Academy may adjust mask policies according to community transmission levels, school transmission levels, and/or NDE, SPCSA, State or Federal mandate according to that which is least restrictive.

Handwashing and respiratory etiquette

Current CDC guidance on handwashing and respiratory etiquette is as follows, "*Core principle for handwashing and respiratory etiquette: Through ongoing health education units and lessons, teach children proper handwashing and reinforce behaviors, and provide adequate supplies. Ensure that teachers and staff use proper handwashing and respiratory etiquette.*" Throughout the first week of school and as needed after that staff will take class time to, "*Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used...Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing."*

Cleaning and maintaining healthy facilities, including improving ventilation

Amplus Academy will continue to require that students maintain three feet of social distance in all settings, except when participating in an activity that requires otherwise (such activities include sports practices and competition). Staff will be required to keep classroom doors open at all times, except when hallway noise becomes a distraction to students (staff will be asked to be especially mindful of students with sensory or auditory sensitivity) to ensure an equitable learning environment while maintaining proper room ventilation. All heating and air conditioning (HVAC) filters are currently being replaced; HVAC filters will be replaced regularly according to updated guidance. All HVAC systems have been serviced and meet the current requirements for safe ventilation at both Amplus Academy campuses. Staff, visitors, and volunteers will be encouraged to maintain six feet of social distance between other adults and any student. By maintaining social distance of beyond six feet, staff will not be required to quarantine unless they themselves are symptomatic.

Amplus staff will continue to require students to utilize hand sanitizer when entering and exiting the classroom. This "sanitize in and sanitize out" policy will be assisted by regular cleaning of desks and high traffic, high contact areas. Desks will be required to be cleaned prior to the beginning of each transition. Cleaning supplies will meet SNHD, OSHA, and CDC guidance for safety and effectiveness against viral germs.

Members of the operations team and administration will complete regular checks of school spaces to ensure cleanliness. High traffic and high use areas will be cleaned regularly by operation staff. Shared materials will continue to be limited.

Contact tracing

Any person who is on campus that is sick will be required to stay home for the prescribed amount of time by a medical professional. According to the SNHD, current guidance for those who test positive for Covid-19 states, *"Quarantine can end after Day 10 without testing and if no symptoms have been reported during daily monitoring... Quarantine can end after seven days if a diagnostic specimen tests negative and if no symptoms were reported during daily monitoring. The specimen may be collected and tested within 48 hours before the time of planned quarantine discontinuation (to allow time for the specimen to be processed) but quarantine cannot be discontinued earlier than after Day 7.*"

The CDC further states, *"Quarantine should be used for students, teachers, and staff who might have been exposed to COVID-19. Close contacts, identified through contact tracing, should quarantine unless they are fully vaccinated, or have tested positive in the last 3 months, and do not have any symptoms. Students, teachers, and staff who are in quarantine should stay home and follow the direction of the local public health department about when it is safe for them to be around others. If a child with a disability is required to quarantine, the school is required to provide services consistent with federal disability laws."*

Therefore, in compliance with above guidance, staff and students who test positive for COVID-19 will be required to quarantine. Seating charts will be required in each classroom and any person meeting quarantine guidelines (those within 6 feet for more than 15 minutes over a 24 hour period) will be required to quarantine as well. Proof of test results for close contacts wishing to come back to school after a 7 day quarantine will be required. In accordance with that which is allowable by Health Insurance Portability and Accountability Act of 1996 (HIPAA), and any applicable updates, staff members who wish to forgo quarantine because they are fully vaccinated will have to show proof of vaccination to a designated representative from Human Resources. Unless otherwise prescribed, Amplus will not require proof of vaccination from students.

A member of administration, the school nurse or the Director of Human Resources will contact the SNHD as necessary to ensure community contact tracing can take place.

Diagnostic and screening testing

Though Amplus Academy has access to screening tests, there is no plan to utilize them on a large scale at this time. There is a possibility that this testing could be used to assist staff members and parents of students who are being sent home as a result of symptoms. However, the test results of the screener that we have require confirmation from another test. As a result, this screener will likely not be used on a large scale.

Efforts to increase access and awareness to vaccinations

Amplus Academy's face covering policy encourages vaccination in that those who are not vaccinated will be required to wear face coverings per current CDC requirements. Parents/guardians will be encouraged to discuss all medical concerns with their personal medical professionals.

Appropriate accommodations for children with disabilities with respect to health and safety policies

Those students with a documented medical condition who will not be able to participate in the in-person learning and those who are quarantined and unable to participate in in-person learning will be enrolled in an Extended Instructional Services under the path forward program. More information regarding the expansion of instructional services is below. Students with other disabilities and/or special needs will be accomodated according to their disability and in accordance to IDEA. Utilizing ESSER and ARP funds, Amplus Academy will employ additional staff members to assist in more one on one attention to provide such accommodations. Additionally, students with disabilities will be appropriately placed in cohorts that will ensure more access to education and less exposure to possible infection.

In-Person Learning: Student and Staff Wellbeing

Meeting students' social, emotional, mental and physical health needs and providing access to a safe and inclusive learning environment

Amplus Academy has a robust team of student support consisting of counselors, social workers, paraprofessionals, and student support facilitators who will assist and be available in addition to teaching staff. Utilizing multi-tiered systems of support and wrap-around services, Amplus Academy aims to support all students. Tier one supports include the character curriculum designed to proactively teach positive study, interpersonal, and educational skills to all students. This curriculum will include families and provide opportunities for extended learning opportunities within the home environment. Additionally, in primary elementary classrooms (K-3), the targeted student to adult ratio in the classroom is 16 to 1. Tier Two supports include targeted groups and parent/teacher/counselor/administrator meetings aimed at supporting students on all social, emotional, mental and physical levels. Tier Three supports include intensive training/classes utilizing Cognitive Behavioral Lifeskills courses, and our newly developed ARCHER Academy. ARCHER Academy will be staffed by members of the student support team as well as licensed teaching staff. Enrollment in ARCHER Academy will be first offered to students who were most affected by distance education in the two previous school years as evidenced by MAP, SBAC, and other testing.

Educator and staff well-being

Amplus Academy has access to funds for staff members who may be in need of counseling services. Amplus Academy contracts a member of the community to provide counseling services as needed for staff at no cost. Additionally our schedule is such that we have extra time built into our contract time on Wednesdays and Thursdays for meetings and collaboration. This combined with a robust observation schedule allows for staff and their supervising administrator to work together to discuss any needed support. Our Human Resource team schedules annual "stay interviews" where staff have the opportunity to discuss their well-being.

Additionally, administration, support staff and members of our operations team will provide training to staff to empower staff to proactively care for their immediate surroundings, cleanliness, and mental health needs.

Distance Education: Students unable to participate in-person

Participation in distance education for a Path Forward Programs of Distance Education

Amplus Academy will offer extended instructional services to qualified students pursuant to "Declaration of Emergency Directive 044" signed by Governor Sisolak on April 19, 2021 and the State of Nevada Department of Education (NDE) "Guidance Memorandum 21-02" dated May 28, 2021. The following document will outline these Extended Instructional Services as part of the qualified services as directed by the "Path Forward Programs of Extension Instructional services for Amplus Academy." Memo 21-02 states, *"Distance education options must be available to all students, regardless of their public school of enrollment, if they have documentation from a medical professional related to a condition that would be compromised by attending school in-person or if they are quarantined on the advice of local public health officials. In addition, county school districts must provide distance education options to any student based on parent/guardian request through a process to be established by the district. County school districts may restrict entry into and exit from distance education to certain times within the academic year (i.e., beginning/end of quarter, semester, etc.)"*

Path forward programs, permitted under Directive 044, will expire when the State of Emergency referenced in Directive 044 is lifted. At such time, Amplus Academy will work with NDE and Amplus Academy's authorizer, the Nevada State Public Charter School Authority (NSPCSA), to help students participating in Extended Instructional Services (EIS) who qualified through the Path Forward Programs to transition back to in-person learning. This EIS will be similar to the process in place for any other student existing Homebound services and will be determined based on need and qualification for the program.

Parents of students in classes that will be streaming will acknowledge that normal classroom activities (including names, voices, and their image) may be live streamed. These classes will not be recorded, and the link will be provided only to students registered to Amplus Academy and that particular class only for the time there is need.

Requirements

Students participating in Amplus Academy's Extended Instructional Services under the path forward program will be required to do so synchronously from an alternative location. Students will be required to attend classes virtually for the duration of the day per the school hours listed below.

Rainbow Campus Kindergarten - Fifth grade 8:00am-3:00pm (M, T, F)
Rainbow Campus Kindergarten - Fifth grade 8:00am-2:00pm (W, Th)
Durango Campus Kindergarten - Sixth grade 7:45am-2:45pm (M, T, F)
Durango Campus Kindergarten - Sixth grade 7:45am-1:45pm (W, Th)
Durango Campus Seventh -Twelfth grade 7:45am-2:45pm (M, T, F)
Secondary classes on Monday, Tuesday and Friday consist of 8 class periods and a 30 minute lunch
Durango Campus Seventh -Twelfth grade 7:45am-2:45pm (W, Th)
Secondary classes on Wednesday consist of class periods 1-4 and a 30 minute lunch

Secondary classes on Thursday consist of class periods 5-8 and a 30 minute lunch

Students approved for Extended Instructional Services under the Path Forward Program will be required to be present and on-time to class each day. Virtual attendees, similar to in-person attendees, will require regular participation. Regular participation will be determined based upon students logging in to class sessions set up by teaching staff. Special circumstances requiring different accommodations will be granted on an as needed basis through the school counselors, administration, and/or the Director of Student Services.

By providing synchronous education options to the small portion of the population who will qualify for Extended Instructional Services under the Path Forward Program, it can be ensured that special programs (students receiving EL, SpEd, and/or 504 services) will be able to receive the necessary support afforded to them. Members of the special programs participating in Extended Instructional Services under the path forward program may also receive assistance through home visits as deemed necessary (particularly for social/emotional support and supervised assessments and in consideration of the health/safety of all participants and/or staff).

Aside from circumstances of students participating in Extended Instructional Services under the path forward program as a result of being quarantined, entry into and exit from Extended Instructional Services under the path forward program will only be permitted at the beginning/end of each quarter. Technological and location supports will be provided by the school.

Attendance Policy

Staff will take attendance at the beginning of each day in elementary and at the beginning of each period in secondary classes. Staff will utilize Infinite Campus to track attendance. Regular reports will be run to ensure that students are attending class. Students who participate in Extended Instructional Services under the Path Forward Program will be expected to submit assignments at the same day and time as their in-person classmates. Submission of assignments will be according to teacher/class expectations except that electronic submission will be permitted in place of handwritten submission(s).

Student attendance will ensure equitable access to teaching staff as staff members will be available for assistance during class each day/class period. Special circumstances requiring different accommodations will be granted on an as-needed basis. Some accommodations may include attendance requirements being satisfied by students showing progress by completing their homework and classwork assignments, and/or students meeting with staff members outside of class time in addition to actual attendance with cameras turned on and students participating in class. Amplus Academy has a robust team of student support consisting of counselors, social workers, paraprofessionals, and student support facilitators who will assist and be available in addition to teaching staff.

Students who fail to meet regular attendance requirements will be contacted by a member of Amplus Academy's Student Support team. Support team members will provide as needed assistance to troubleshoot any

potential problems. Student support members will communicate with members of administration regarding any concerns. As needed, students will be required to attend (virtually or in person) parent/teacher/student/administrator conferences in response to poor attendance.

Application

As a State Public Charter School, Amplus Academy is NOT a "county school district"; therefore enrollment in Extended Instructional Services under the path forward program will be restricted to those who "have documentation from a medical professional...or they are quarantined on the advice of local public health officials." Amplus Academy will not enroll "*any student"* into Extended Instructional Services under the Path Forward Program unless the student qualifies under the previously mentioned process and procedure. Parents/guardians will be required to complete the "Application for Participation in Extended Instructional Services Under The Path Forward Program." (A copy of the application can be found in the appendix.) Parents/guardians will acknowledge enrollment and exit requirements, attendance requirements, and homework/classwork requirements. Parents will be required to provide appropriate "documentation from a medical professional related to a condition that would be compromised by attending school in-person" in order to participate in Extended Instructional Services under the path forward program. The Director of Student Support will review all applications and supplemental documentation with the school nurse and present the application to the school Principal for approval. Once approved, a member of the student support team will contact families to provide any necessary equipment and supplies.

Access to Technology

Parents/guardians will be required to complete the "Access to Technology and Internet Connectivity Survey" to ensure that students have access to sufficient internet and technology (A copy of the survey can be found in the appendix). To ensure equal access and device compatibility students will be required to use a school issued device to participate in Extended Instructional Services under the path forward program. Amplus Academy is a "1:1 technology" school and provides access to devices to ensure equity. Student use of Amplus Academy assigned devices will help staff members to appropriately assist and monitor student activity thus ensuring attentiveness and internet safety. All Amplus Academy student devices are equipped with the monitoring software, GoGuardian. GoGuardian helps staff encourage student engagement therefore assisting in an equitable learning environment for all students.

Amplus Academy has access to Internet Hotspot devices that students can utilize to participate virtually while enrolled in Extended Instructional Services under the path forward program. Upon reviewing the results of the aforementioned survey, members of the student support team will work with families to provide any help with internet access.

Nutrition services

Amplus Academy does not participate in providing nutrition services to students. Therefore, students participating in Extended Instructional Services under the path forward program will not otherwise qualify for nutrition services.

Quarantined Individuals

Any student to include those qualified for participation for Extended Instructional Services under the path forward program, students who are home for disciplinary reasons, and/or students who are home "on the advice of local public health officials" will be able to access learning from an alternative location. Except as previously mentioned for specially qualified individuals, this learning opportunity will be extended on a temporary basis and will not be extended beyond the duration of the medical necessity or disciplinary action. All those participating in EIS will be required to attend for the duration of the class/subject. Attendance will be taken and tracked in Infinite Campus. Students attending via EIS will be afforded the same access to devices and/or internet access as prescribed above.

Conclusion

It is the intention of Amplus Academy's administration to support any individual unable to attend campus for any reason without the loss of instruction. The addition of Extended Instructional Services to include students who would be negatively affected by in-person attendance as a result of the global pandemic is to ensure compliance with Directive 044 and NDE memo 21-02 works cohesively with our Homebound Services and Restorative Justice Discipline Plan already in place. Extended Instructional Services provide the support all students and families need to ardently close the gaps created by the Covid-19 global pandemic. We are committed to the continued success and growth of all our students.

Distance Education: Emergency Closure

Distance education in the event of emergency closure of school?

In the event of a school closure, Amplus academy will return to a distance education model. Having the experience of teaching distance education over the past two school years helps us feel confident in meeting the educational needs in such circumstances. All staff members will have access to their own laptops whose operating systems include access to online resources such as google classroom (and all other google suite for education services), canvas, GoGuardian, online library, camera, IXL, Khan Academy, and infinite campus. Despite our plans to begin school with the majority of our students on campus, we will structure classes and systems to allow for a shift to online learning on little to no notice.

Attendance would take place in Infinite Campus to ensure adherence to mandated compulsory education requirements.

Distance Education: Continuity of services

Access to necessary technology and resources

With the guidance of NDE and SPCSA and the assistance of emergency funds Amplus academy was able to become a 1:1 school during the 2020-2021 school year. At the beginning of the 2021-2022 school year all students will be assigned a device for their use. All learning could potentially take place with these devices. Any supplementary resources can and will be provided to students through material pick-ups (similar to the last two years).

Amplus academy took advantage of the assistance from T-Mobile last year and obtained internet "hotspot" devices which were provided to families who were in need of internet services. Our student support team also helped connect families to community resources.

Special education and EL services

Distance education services would be appropriate in assisting all special populations. When appropriate, these services would be administered in person. Special populations spent the majority of the school year on campus last year under the appreciate exceptions. Amplus staff would seek similar exemptions in the case of school emergency closure. When this is not possible, licensed staff will document their efforts in providing appropriate education to special populations.

As necessary, parent meetings will take place virtually.

Additional Outreach

Members of the student support team, administration, elementary paraprofessionals, and administrative staff members would attempt regular contact with all families and students. Special contact attempts will be made via phone calls, email, video conferencing, home visits, and/or standard postage through the United States Postal Service (USPS). Priority for these contacts will be given to students identified as needing additional social emotional services and via teacher referral. Teachers will be expected to have weekly contact via email, work completion, phone call, or video conferencing with each student in their classes. In the event that they are unable to make contact teachers will inform the student support team. The student support team will then manage additional outreach.

Staff Communication

Utilizing the staff provided devices, members of administration and/or human resources will have weekly meetings to support staff members. The expectation of weekly team meetings will remain to ensure continuity of care and education for all students. This will also allow team members to remain in contact with their cohorts.

Instruction

Daily instruction will be required. When possible, synchronous instruction will be preferred. However, as needed, asynchronous options will be made available. Attendance requirements will be set based upon direction

provided at that time. The expectation, however, will be that students are engaged in daily learning. Staff will utilize Google Classroom (and all other google suite for education services), Canvas, GoGuardian, online library, camera, IXL, Khan Academy, achieve3000, and infinite campus to provide instruction. Emphasis will be placed upon direct student/teacher education. Parents will be fully informed regarding their role in the success of their student's learning.

Family Communication

Staff will utilize Infinite Campus to communicate via email with families. Infinite Campus also allows staff to send automated phone calls and text messages which will assist in family communication. Upon registration, all students are assigned an email account. This account links students to the Google Education Suite (Google classroom, Google Docs, Google Sheets, Google Hangouts…). Should we need to shift to Distance Education due to another emergency, a family meeting would be held to provide appropriate expectations. We would use the aforementioned platforms to communicate the details of the meeting to families. A transcript and recording of the meeting would be posted to our website.

Nutrition services

Amplus Academy does not participate in providing nutrition services to students. Therefore, students participating in Extended Instructional Services under the path forward program will not otherwise qualify for nutrition services. However, members of the student support team will provide a list of resources to those in need of such information.

Appendix

Guidance Memorandum 21-02

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public Instruction

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GUIDANCE MEMORANDUM 21-02

TO: All School District Superintendents
Charter School Sponsors

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: May 28, 2021

SUBJECT: Guidance for 2021-22 School Year Reopening

This guidance supersedes all previous guidance issued by the Nevada Department of Education (NDE or Department) related to Path Forward Programs of Distance Education, existing authority for which expires at the end of the 2020-21 extended school year.

Background
On April 19, 2021, Governor Sisolak issued Declaration of Emergency Directive 044 requiring the Superintendent of Public Instruction to update the requirements and provide written guidance to county school districts and State and district sponsored charter schools ("districts and schools") regarding reopening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year.

This memo describes the requirements for offering distance education during the 2021-22 school year. To support districts and schools in planning ahead, the final section of this memo provides background information regarding the reopening plans federally required under the American Rescue Plan (ARP) Act.

In-Person Instruction
In accordance with Directive 044, effective May 1, 2021, authority for managing certain COVID-19 mitigation measures is delegated to district leaders and charter school sponsors. Superintendents and charter school sponsors ("LEA leaders") may determine capacity limits, social distancing protocols, and sanitation protocols for school transportation, spaces within school buildings or on school grounds, and for public gatherings and events of up to 250 people.[1] LEA leaders should make these decisions in consultation with staff and families as well as local public health authorities.

Path Forward Programs of Distance Education
Given local control over mitigation requirements, it is anticipated that districts and schools will open for

[1] Public gatherings and events of over 250 people organized or hosted by districts or schools or in school buildings or on school grounds require a Large Gathering Plan pursuant to Directives 044 and 041.

Page 1 of 5

Declaration of Emergency Directive 044



DECLARATION OF EMERGENCY

DIRECTIVE 044

WHEREAS, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada, issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States, declared a nationwide emergency pursuant to Sec. 501(6) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

WHEREAS, the World Health Organization advises that the novel coronavirus that causes COVID-19 virus is highly contagious, and spreads through respiratory transmission, and direct and indirect contact with infected persons and surfaces; and

WHEREAS, the World Health Organization advises that transmission occurs through both droplet and airborne transmission, where droplet transmission occurs when a person is in close proximity to someone who is infected with COVID-19; and

WHEREAS, the World Health Organization advises that contact transmission occurs by direct contact with infected people or indirect contact with surfaces contaminated by the novel coronavirus; and

WHEREAS, on March 14, 2020, I formed a COVID-19 Medical Advisory Team to provide medical guidance and scientifically based recommendations on measures Nevada could implement to better contain and mitigate the spread of COVID-19; and

WHEREAS, infectious disease and public health experts advised that wearing a mask or other face covering is an important and effective measure to reduce the spread of COVID-19; and

WHEREAS, in late December 2020, Nevada began distributing COVID-19 vaccines, but the supply of vaccines remains limited; and

WHEREAS, Nevada's hospitalization rate for suspected and confirmed COVID-19 cases has trended downward since mid-January 2021; and

Application for Participation in Extended Instructional Services Under The Path Forward Program

Pursuant to "Declaration of Emergency Directive 044" signed by Governor Sisolak on April 19, 2021 and the State of Nevada Department of Education (NDE) "Guidance Memorandum 21-02" dated May 28, 2021 Amplus Academy will extend Extended Instructional Services to qualified students.

Memo 21-02 states, *"Distance education options must be available to all students, regardless of their public school of enrollment, if they have documentation from a medical professional related to a condition that would be compromised by attending school in-person or if they are quarantined on the advice of local public health officials."*

Please complete the following application to participate in Extended Instructional Services under the path forward program and return to the Director of Student Services with the required "documentation from a medical professional." Upon receipt of the application and required documentation the school Principal will review the application. The Director of Student Services will inform you regarding the determination made regarding the application and direct next steps.

By signing and submitting this application I understand and assert the following:

_____ Per Guidance Memorandum 21-02, my student(s) or someone in our household has/have a condition that would be compromised by attending school in-person.

_____ I/We have provided or will provide documentation* from a medical professional supporting the need for my student(s) to participate in Extended Instructional Services under the path forward program. (*Applications will not be reviewed until all required documentation has been provided.)

_____ I/We understand and agree that my student(s) will comply with daily attendance requirements as explained by the Director of Student Services. These requirements include daily virtual participation in each class/subject area.

_____ I/We have completed and submitted the Access to Technology Survey and agree that my student(s) will utilize the school administered device for their school work and virtual attendance.

_____ I/We acknowledge, except as mentioned below, entry in or exit from participation in Extended Instructional Services under the path forward program will only be considered at the beginning or end of each quarter.

_____ I/We understand that participation in Extended Instructional Services under the path forward program may be terminated if/when the provisions of the "Declaration of Emergency Directive 044" are terminated or otherwise expire. I/We further recognize that my student(s) may be required to return to full in-person learning at that time.

_____

Signature of Applicant Date

_____

Principal Approval Date

Beacon Academy of Nevada

Beacon Academy of Nevada



2021-2022

Reopening and Path Forward

School Plan

Overview and Purpose of this Document

The **Beacon Academy of Nevada Reopening and Path Forward Plan** includes processes and procedures to implement a safe, efficient, and equitable return to school buildings.

The plan incorporates the guidelines put forth in Nevada's Framework for a Safe, Efficient, and Equitable Return to School Buildings developed by the NDE based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following guidance for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools must determine, in collaboration with state and local health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- CDC guidance documents are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

In the development of this plan, stakeholders are invited and encouraged to engage in the decision-making process to ensure that the reopening plans are responsive to their concerns and expressed needs and address specific challenges in each community. Engaging and collaborating with families and community members throughout the planning and implementation process will result in a stronger and more sustainable reopening plan.

We'd like your feedback on the reopening plan. You are invited to discuss your concerns with the Governing Board during the July Board Meeting scheduled for July 27, 2021 at 4:30 p.m. via Zoom or in-person at our West Campus location, 7360 W. Flamingo Road, Las Vegas, NV 89147. If interested in attending via Zoom, please contact Mary Kay Bellinger, Operations Coordinator - marykay.bellinger@banv.org - to request the link to the meeting.

Question 1: In-Person Learning: Health and Safety	• How will the school maintain the health and safety of students, educators, and other school staff?
	• How is the school addressing key CDC recommendations including:
	  • Use of face coverings;
	  • Handwashing and respiratory etiquette;
	  • Cleaning and maintaining healthy facilities, including improving ventilation;
	  • Contact tracing;
	  • Diagnostic and screening testing;
	  • Efforts to increase access and awareness to vaccinations;
	  • Appropriate accommodations for children with disabilities with respect to health and safety policies.

Ongoing Communication:

Stakeholders will receive communication weekly, or more frequently, as needed, on the actions the school is taking to keep students, staff, and families safe and healthy. The school will also ensure stakeholders stay informed on how they can best protect themselves following the U.S. Centers for Disease Control and Prevention (CDC) and the Southern Nevada Health District (SNHD) guidelines. Resources, including vaccination access and awareness, and other information will be included in the weekly bulletin and emailed to families. For more urgent matters, the phone system will be used to share important updates and reminders to help families stay apprised of new developments.

Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe. In addition to the weekly bulletin, website, emails and phone calls, and text messages, students will receive reminders when on campus or in their online classes:

- ❑ Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as access and awareness to vaccinations, proper handwashing, respiratory etiquette, and use of a cloth face-covering).
- ❑ Teachers will make announcements about how to reduce the spread of illness each period. Announcements will be made in classes on campus and in the learning management system.
- ❑ Teachers will encourage and require frequent hand washing/sanitizing at regular intervals
- ❑ The weekly bulletin, website, and social media accounts will include messages about behaviors that prevent the spread of illness when communicating with staff and families.
- ❑ BANV will disseminate free CDC print and digital resources from the CDC's communications resources main page using the weekly bulletin and email.
- ❑ On campus, BANV staff will ensure student- and family-facing materials are reader-friendly and available in English and Spanish, to the extent possible.
- ❑ Staff will receive training for the general pandemic response and specific for their role.
- ❑ Parents will be enrolled in an online orientation/tutorial to help them create a Canvas LMS parent observer account, navigate Canvas LMS, and provide support to their students.

- ❑ Students will be enrolled in an online course about safety precautions and measures to take in order to prevent the spread of COVID-19.

Physical Hygiene:

Students are required to monitor their health daily prior to coming to campus by watching for fever, cough, shortness of breath, new loss of taste or smell, sore throat, nausea or vomiting, diarrhea, etc. If symptoms are present, students are advised not to come to campus and are to notify a school official of their absence (i.e. Attendance Clerk, Teacher, School Nurse, Administrator, etc.). Students will be expected to follow quarantine guidelines as outlined by local health officials or medical professionals.

In accordance with the Centers for Disease Control and Prevention (CDC) guidelines, students who are not fully vaccinated, which is two weeks after the final vaccine is administered, are required to wear a mask while on campus unless the student requires accommodations in accordance with ADA/Medical guidelines. Fully vaccinated students will not be required to wear a mask on campus, however, will be required to provide documentation of vaccination. If documentation of vaccination is not provided, fully vaccinated students will be required to wear a mask.

Prior to entering the building, students will be required to access the no-touch hand sanitizer located in the entryway to sanitize their hands prior to going to their classroom. If needed, students will also be issued a reusable BANV cloth mask to use while on campus, if they have not brought their own. Masks will be collected as students exit the building and will be washed daily.

On the first day of school all teachers will teach proper handwashing techniques to all students, the proper use, removal and washing of cloth face coverings, how to safely cover coughs and sneezes, where to access vaccinations and vaccination awareness, and how to limit contact and in the classroom setting. Students will be encouraged to wash or sanitize hands frequently throughout the day, with teachers planning for additional time and logistical considerations to allow for proper hand hygiene. Students will also complete a safety and hygiene lesson online as a part of the back to school orientation.

Students will be required to wipe down all shared surfaces prior to starting the school day (i.e. Chromebook, tables, chairs, etc.) Upon completion of Academic Seminar, students are required to wipe down all shared surfaces prior to leaving campus (i.e. Chromebook, tables, chairs, etc.). Students will be asked to wipe down the restroom (i.e. faucet handles, door handles, etc.) after each use, prior to leaving the restroom.

Due to the fact that soap and water are only available in restrooms, no-touch hand sanitizer dispensers have been installed in each classroom for student and staff use. Hand sanitizers will be used at each transition between class periods, or more often as deemed appropriate by the classroom teacher.

Social Distancing:

Social distancing is one of the best methods to avoid being exposed to viruses and slow the spread of disease. BANV staff and students will maintain a social distance of three- feet and/or take steps to implement statewide mandates and follow CDC and local health guidelines that are in place at that time.

- ❑ Staff, including teachers, will be reminded to stay three-feet apart from students, families, and other staff members.
- ❑ Only two students will be assigned to sit at each six-foot classroom table.

- ❑ The hallways will be marked to indicate three-feet of distance.
- ❑ A one-way traffic flow pattern will be utilized on both floors of the school, to the extent possible.
- ❑ Staff will remain vigilant in hallways during transitions, reminding students to follow social distancing guidelines and one-way traffic patterns.
- ❑ Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
- ❑ Students will be scheduled to minimize exposure, when on campus:
    - ❑ Students will transition to their second classroom by adhering to social distancing guidelines and following traffic-flow patterns.
- ❑ As CDC, State, and local guidance shifts, BANV is prepared to adjust to the newly established guidelines:
    - ❑ If the situation worsens, BANV will implement a Fully Online program, as described in the plan.
    - ❑ If the situation improves, BANV will gradually allow more students on campus as permitted by social distancing guidelines.
    - ❑ Student academic performance data will be analyzed to identify students who require an additional day on campus. Priority will be given to those students and they will be scheduled for an additional day. BANV will continue to follow current mandates and guidelines as restrictions lessen, scheduling more students on campus until it eventually returns to normal operations.

Facility Considerations for Normal Operations

- ❑ A cleaning schedule has been established and will be performed routinely.
    - ❑ Between the morning and afternoon sessions, door handles, tables/desks, chairs, water cooler handles, shared objects, restrooms, etc. will be cleaned and sanitized by staff.
    - ❑ High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely by staff.
    - ❑ OMEX will perform daily cleaning/maintenance services, each evening when students are not on campus.
    - ❑ OMEX has the capability to sanitize and deep-clean the facility according to the CDC and SNHD guidelines.
    - ❑ Staff is trained on the safe and correct application of disinfectants.
    - ❑ Students will be responsible to wipe-down their devices, table tops and chairs with a Clorox-wipe, or other CDC approved disinfectant.
- ❑ BANV will provide no-touch automated hand sanitizer dispensers in every classroom, teacher's lounge, copy rooms, receptionist desk, and main entryway.
- ❑ Hallway traffic-flow signs, arrows, etc. are posted throughout campus designating one-way traffic patterns; social distancing reminders will be placed on walkways, main entryway floors and reception area floor.
- ❑ Staff is trained to remain vigilant in hallways during transitions, reminding students to follow social distancing guidelines and one-way traffic patterns.
- ❑ The parking lot is supervised to ensure social distancing guidelines are followed during start of school and dismissal times.
- ❑ The following supplies are available on campus:
    - ❒ Hand soap
    - ❒ Sanitizer that contains 60% alcohol
    - ❒ Paper towels
    - ❒ Disinfectant wipes
    - ❒ No-touch trash cans

- ❒ EPA-approved disinfectants against COVID-19

❑ Signs will be posted in highly visible locations (e.g., school entrances, hallways, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).

Contact Tracing

Students who develop symptoms while on campus must IMMEDIATELY put on a mask - if for some reason they do not have one on already - and will be quarantined on campus until transportation has been arranged. Employees who develop symptoms while on campus must IMMEDIATELY put on a mask - if for some reason they do not have one on already - and will be asked to leave campus. Contact tracing will be documented identifying individuals who may have come into close contact with the student or employee. Contact will be made with the SNHD as soon as possible.

In the event of a confirmed case of COVID-19 in the building, the school will assess the risk and close the building for an adequate period of time (i.e. 1-3 days) in order to properly clean, disinfect and contact trace in consultation with local health officials. Those testing positive for COVID-19 will not be able to return to campus until after 10-days and 72-hours symptom free.

2. 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?

BANV attributes much of its success to innovative programming that prioritizes social -emotional growth and development of the whole student through school-wide Positive Behavioral Intervention and Supports (PBIS) program. Providing intensive, individualized social, emotional, and academic support to students who have fallen off-track and face significant challenges is critical to the success of the student.

Tier I Social-Emotional Support:

A School Social Worker (SSW) is assigned to support the social and emotional health of every student enrolled. New students and their legal guardians are required to attend an academic consultation with a school social worker to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student. The academic consultations can be held virtually or on campus depending upon the family's preference or according to State and Local guidelines. Returning students are scheduled to attend a Student Success Plan meeting with their SSW at the start of each school year. During the meeting, the SSW conducts a Needs Assessment to identify changes in the student's status and provide social-emotional support or connect them to community resources.

The SSW helps to minimize barriers that are impeding the success of the student by incorporating evidence-based strategies which include: Positive Behavioral Intervention and Supports, Check and Connect, identification of early warning indicators, and increased communication and re-engagement strategies using student performance data. Through grant funds, BANV is able to provide access to the internet and minimizes transportation barriers for many students. In addition, BANV provides wrap-around services with the assistance of its extensive list of community partners.

The following Tier I Supports will be offered online and/or on campus:

- ❑ BANV will provide consistency in daily routines to reduce stress and promote positive learning conditions. The teachers and support staff will be available during BANV school hours either on campus or remotely online.
- ❑ A Student Needs Assessment will be emailed to all students to identify basic needs and social emotional health, so the SSW can provide support.
- ❑ The SSW will hold office hours on campus and online using Google Meet. Students can drop-in without an appointment for support, assistance, or to schedule a private meeting.
- ❑ The SSW are available to students using phone, text, Google Chat, or email and respond to students within 24-hours or less, remotely or on campus.
- ❑ SSW will facilitate Google Meet sessions online, providing opportunities for students to discuss a variety of topics based on their interests.
- ❑ Each week, the SSW will contact individual students to conduct a wellness-check, discuss attendance, academic progress, and social-emotional health using the method of communication preferred by the student and their families.

- ❑ Each student will be enrolled into a Canvas LMS course that will include material to support students' social and emotional needs. The course will provide the social worker department a communication platform that is frequently accessed by students. The students will have the opportunity to ask questions and discuss the resources and material posted in the canvas course.
- ❑ The SSW will survey students to gather input on how the school can celebrate student milestones. The survey will also include a question to understand the level of importance the celebrations may hold. This survey will also allow the input and thoughts surrounding the safety during COVID-19.
- ❑ SSW provides connections for families/students in need of resources and outside school support. With respect to the students level of care, the SSW may provide information for community mental health services.

BANV offers opportunities, on campus and/or online, for students to share and process their emotions through teacher referral, student referral, and/or family referral.

Referral and Support for Students requiring Tier II or Tier III Interventions
Students who are not making progress, after exhausting Tier 1 interventions, are referred to participate in Tier II or Tier III intervention programs. The school has an online referral system in Smart Sheets where teachers can refer students to the Student Success Team, which consists of administrator, teachers, social workers, and attendance clerk.
The team holds meetings to discuss referrals and student interventions. In addition, the SSW uses information gathered during the Student Success Plan meeting and from the Needs Assessment to identify students who need Tier II and Tier III supports and interventions.

Staff Well-being:

Employees of BANV in all roles and at all levels are integral to emergency planning and response. BANV must take into account its role as employer, policymaker, and trainer when addressing the human resource aspect of preparation, mitigation, response, and recovery. Every action taken will be done so with the safety and health of faculty, staff and students at the forefront.

All BANV employees are highly encouraged to become vaccinated. Resources, including vaccination access and awareness, and other information will be included in the weekly bulletin and emailed to faculty & staff.

All BANV employees and staff will return to campus on August 2, 2021, with the exception of those who require reasonable accommodations. BANV will continue to provide reasonable accommodations, absent undue hardship, for individuals with disabilities during the pandemic. Reasonable accommodations may include, but are not limited to: telework; staff reassignment; and, reallocation of duties among existing staff.

BANV employees are required to monitor their health daily prior to coming to work by watching for fever, cough, shortness of breath, new loss of taste or smell, sore throat, nausea or vomiting, diarrhea, etc. If symptoms are present, employees are to notify School Administration and the School Safety Specialist as soon as possible, but no later than two hours prior to the start of their shift.

In accordance with the Centers for Disease Control and Prevention (CDC) guidelines, staff who are not fully vaccinated, which is two weeks after the final vaccine is administered, are required to wear a mask while on campus, unless the individual requires accommodations in accordance with ADA/Medical guidelines. Fully vaccinated staff will not be required to wear a mask on campus, however, will be required to provide documentation of vaccination. If documentation of vaccination is not provided, fully vaccinated staff will be required to wear a mask.

Any employee who is infected, unvaccinated and had close contact with someone who tested positive for COVID-19, and/or is experiencing COVID-19 symptoms is required to stay home from work to prevent or reduce the risk of transmissions of the virus that causes COVID-19. Those who test positive will be required to self-quarantine for 10-days

and symptom free; those who have come in close contact with someone who tested positive for COVID-19 will be required to self-quarantine for 14-days and symptom free, even if presented with a negative test.

BANV will utilize community partners to assist with providing emotional well-being support for students and staff. Two of our community partners are listed below:

- ❑ UNLV The Practice and FirstMed Health and Wellness Center are providing telehealth sessions at no cost to students or staff. The services are provided by a licensed therapist and counselor during the COVID-19 pandemic. The community information will be accessible to BANV students through Canvas LMS.
- ❑ FirstMed Health and Wellness Center, a Certified Community Behavioral Health Center (CCBHC) that provides comprehensive mental health services for ages five and older to low income and under-served families in Southern Nevada, is offering no cost mental health telehealth appointments. The services will be provided by licensed therapists and counselors during the COVID-19 pandemic.

3. 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?

Academic Support

MAP testing in math and reading will be proctored for all students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 school closures, and will assist in the identification of students that require Tier II or Tier III academic interventions face-to-face or supported virtually if they are unable to come to campus. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.

- ❑ All BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- ❑ All of BANV online courses have recently been renewed by the NDE. Each of the courses provides a clear and easy to follow week to week pacing guide for students and parents, a course syllabus with NVACS aligned to all course content is also embedded. All online courses have the same structure, formatting.
- ❑ The teachers have reviewed their curriculum to address learning loss during this time and the reading and math levels of students in the fall.
- ❑ BANV is a blended learning program, providing students with online access to the curriculum and also scheduled face-to-face support in classrooms with a 10:1 student to teacher ratio.
- ❑ Each class period, students meet with their teacher to review their progress in their courses, discuss long term and short-term academic goals.
- ❑ The licensed teacher serves as the students' Learning Coach. The Learning Coach monitors student progress weekly, meets with the students twice per week and communicates with parent/guardians if concerns arise regarding the students' academic progress or social and emotional well-being. The Learning Coach also works in tandem with the Licensed School Social Worker to ensure community support is in place for the family.
- ❑ The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic Plan of Study (POS) based upon past student performance and test scores. Students have been placed in four semester courses each of the four quarters of the school year. The annual POS is reviewed mid-year to adjust the students' academic plan and projected graduation date.

4. 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 Education2 ? ● 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

Students who have been exposed to COVID-19 and are advised to quarantine by local public health officials will continue to receive the same level of support provided to students attending class on campus. Students will be asked to provide confirmation from local health officials or from a medical professional regarding their quarantine status. Exposure incidents will be handled on a case by case basis. Remote students will have online access to their classes 24/7 and be required to attend weekly online instructional sessions to support their learning.

Students who are unable to attend class on campus due to a health condition that would be compromised by attending school in person will be required to provide documentation from a medical professional. The Executive Director of Academics will review the documentation and assist in the development of a remote personalized learning plan for the student. Students enrolled in a fully online program will receive the same level of support provided to students attending school on campus.

<u>A Fully Remote Student will:</u>

- Participate in mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
- Be invited to attend an online parent/guardian orientation scheduled during the enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas LMS, explain school policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.
- Be assigned a licensed teacher to serve as their Learning Coach who will communicate at least twice weekly with the student and parent/guardian regarding the students' academic progress.
- Every Monday the student is sent a summary of their academic progress in each class. The Learning Coach also identifies areas where the student may need additional support and provides support in an email to the student. By mid-week the Learning Coach has texted/called the student regarding their progress in their classes and attendance in online sessions. If there are issues beyond academics they connect the social worker with the family/student for support.
- MAP testing in math and reading will be proctored remotely for online students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 Pandemic school closures, and will assist in the identification of students that require Tier II or Tier III academic interventions in the virtual classroom. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.
- Receive a Chromebook that has Read&Write application installed for online school work to be interpreted into their native language, read out loud, and also offers speech to text and additional reading and writing assistance features.
- Be scheduled in four online courses and four weekly online instructional sessions to support their learning.

- Receive academic support and/or accommodations that are included in their IEP, EL plan or 504 plan, if applicable.

5. Distance Education: Emergency Closure	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?

If a transition is required to move to a fully online program again, the administration is confident that measures have been put in place to support staff, students and parents/guardians to adequately prepare for this change. Built into each plan are scheduled online sessions with teachers and their students. BANV is a 1:1 school that provides students with Chromebooks and WiFi hotspots if the student indicates that they need one or both of the devices. The communication of a transition will be sent to all stakeholders using Infinite Campus messaging, phone calls, social media and the school website. Announcements are placed weekly in the Canvas LMS and emailed to students and parents.

Fully Online Program

- ❑ All BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- ❑ Students will be scheduled in four online courses and four weekly online instructional sessions to support their learning.
- ❑ Special Education teachers and general education teachers will work together to ensure all accommodations are provided to students with an IEP, EL plan or 504.
- ❑ Student's daily academic progress will be monitored by social workers, learning coaches and teaching staff.
- ❑ Parents are provided with a Canvas LMS observer account and trained to use it to monitor student academic progress.
- ❑ Weekly goal setting and communication with the students' Learning Coach is communicated to students and parents and is documented in the schoolwide academic and communication tracker.
- ❑ SSW will facilitate Google Meet sessions online, providing opportunities for students to discuss a variety of topics based on their interests.
- ❑ Each week, the SSW will contact individual students to conduct a wellness-check, discuss attendance, academic progress, and social-emotional health using the method of communication preferred by the student and their families.
- ❑ Each student will be enrolled into a Canvas LMS course that will include material to support students' social and emotional needs. The course will provide the social worker department a communication platform that is frequently accessed by students. The students will have the opportunity to ask questions and discuss the resources and material posted in the canvas course.
- ❑ SSW provides connections for families/students in need of resources and outside school support. With respect to the students level of care, the SSW may provide information for community mental health services.
- ❑ All students will be provided with Chromebooks and, if needed, hotspot devices.
- ❑ The school has a plan for a teacher and student centered virtual meeting schedule.

6. Distance Education: Supporting Students	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?

- ❑ **Family and Student Support and Engagement**
  - ❑ Enrollment/Re-enrollment:
    - ❑ Mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
    - ❑ Online parent orientation scheduled at enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas LMS, explain school policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.
    - ❑ A member of the instructional staff is assigned as the student's Learning Coach. They communicate weekly with the student and parents regarding the students academic progress. Every Monday the student is sent a summary of their academic progress in each class. The Leaning Coach also identifies areas where the student may need additional support and provides support by providing support during scheduled virtual meetings for the student. By mid-week the Learning Coach has texted/called the student regarding their progress in their classes and attendance in online sessions. If there are issues beyond academics they connect the social worker with the family/student for support.

- ❑ **Academic Support**
  - ❑ RTI: MAP testing in math and reading will be proctored remotely for all students at the start of the school year. This data will be used to measure gains and losses from the 19-20 school year, and will assist in the identification of students that require Tier II or Tier III academic interventions in the virtual classroom. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.
  - ❑ All students are supplied with a Chromebook that has Read&Write application installed for online school work to be interpreted into their native language, read out loud, and also offers speech to text and additional reading and writing assistance features.
- ❑ **Special Education Students**
  - ❑ BANV will continue to support Special Education in both the general education virtual classroom and the virtual resource classroom.
  - ❑ Student IEPs will continue to be developed to support the learning needs in the virtual setting. IEP teams will work with students, parents, and teachers to determine how the student can take advantage of online support, modifications, and accommodations while working closely with a case-manager that will guide students through the process. Students with minutes outside of the general education setting will continue to receive services through a "Content support" course and credentialed Special Education teacher. The "Content support" course will offer Triage in Vocabulary, Reading, Math, and/or Writing. Students are required to log into live sessions for lessons. All live lessons are recorded so that students can access them repeatedly.
  - ❑ All core courses are co-taught so that students with special needs have access to their teacher of record (case manager), tutor, and general education teacher. Both the general and special education teachers will conduct lessons in the live session and offer tutorial support.
  - ❑ Students are assigned to case managers based on their academic program.

- ❑ Students receive extra time on assignments, tests and quizzes. Students have until the end of term to meet deadlines which allows students to self-pace through assignments.
- ❑ Case managers monitor student progress- online course progress and virtual meetings, assisting students with pacing throughout the term.
- ❑ Students are provided with weekly updates on progress, and the special education case manager helps students to develop a weekly plan of action to complete assignments and assessments. Organizational help, which includes developing a virtual notebook and teaching techniques for note-taking and study strategies, are offered in the virtual general education and resource classroom.
- ❑ Case manager check-ins are designed to provide additional support to the student to re-teach content and make sure that students understand assignment directions and lessons.
- ❑ The Chromebook browser add-on, Read Write reads text aloud, translates, and assists students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.
- ❑ BANV Resource classes are "content support" classes where students receive elective credit to gain extra instruction, practice and protected work time for a core class so they can keep up with regular education curriculum and get extra support to be successful. This course is taught by a Special Education teacher who works with students on their individualized IEP goals. This course contains content that addresses the following:
    1. Strategies to improve reading fluency
    2. Strategies to strengthen Vocabulary and Word attack skills
    3. Strategies to enhance necessary math concept skills
    4. Strategies to improve writing skills
    - ❑ The course contains modules on each area, and the Special Education teacher assigns lessons that relate to the students' individualized goals while enhancing their general education assignments.
- ❑ Student services are offered online. IEPs reflect the setting as general education or resource. The general education course and resource course takes place virtually.
- ❑ BANV maintained compliance through COVID-19 (end of 2020-2021) and plans to continue to complete Annual IEP meetings and evaluations virtually through the 2021-22 when most convenient for families. Assessment tools that can be administered in the virtual environment have been acquired. Professional Development for these tools will occur in August. The staff will continue to work with parents and students to schedule meetings when mutually convenient.

- ❑ **English Learners:**
    - ❑ 60% of BANV EL population has been enrolled in the English Language Development course which will be taught by the Literacy Facilitator. This course was specifically developed to support and provide interventions for EL's with 2 or less credits of English for the return to the 21-22 school year.
    - ❑ An additional 20% of the EL population is enrolled in either their 3rd or 4th year ELA course and this will be monitored and supported by the English teacher and the Literacy Facilitator.
    - ❑ The remaining 20% of the EL population were placed in core area classes required to fulfill graduation requirements. They will be monitored and supported by the Literacy Facilitator and the Special Programs Coordinator.
    - ❑ The Chromebook browser add-on, Read&Write reads text aloud, translates, and assists students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.
- ❑ **Student Academic Support**

- ❑ All of BANV online courses have recently been renewed by the NDE. Each of the courses provides a clear and easy to follow week to week pacing guide for students and parents, a course syllabus with NVACS identified and aligned. All online courses have the same structure, formatting.
- ❑ The teachers have reviewed their curriculum to address learning loss during this time and the reading and math levels of students in the fall.
- ❑ The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic plan of study based upon past student performance and test scores. Students have been placed in three semester courses each of the four quarters of the school year.

CIVICA

CIVICA Academy
2021-2022 School Year
Opening 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

CIVICA ACADEMY recognizes that the health and safety of students and staff is of the utmost importance. CIVICA 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. CIVICA 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, CIVICA 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

CIVICA 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
- 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.

CIVICA Academy 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. CIVICA Academy will communicate with stakeholders about access and awareness to vaccinations when applicable. CIVICA 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. CIVICA 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

CIVICA ACADEMY will make multiple adjustments to its 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 CIVICA Academy, 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 CIVICA 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 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 or needs one. Ultimately, CIVICA ACADEMY will follow the guidance of the CDC, SNHD, and SPCSA for guidelines

requiring face coverings. If face coverings become mandated for whatever reason, CIVICA ACADEMY 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

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

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

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

CIVICA ACADEMY 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 Well-being

Student and Staff wellbeing is at the top of CIVICA ACADEMY'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

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

1. **Foster wellness**. CIVICA ACADEMY will educate staff about mental health and encourage open conversations about the challenges people are experiencing, employees may be more likely to access care when needed. CIVICA ACADEMY will 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. CIVICA ACADEMY will do weekly check-ins with their teachers to provide consistent opportunities for those conversations to be had.
2. **Provide training**. CIVICA ACADEMY will 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:** CIVICA ACADEMY 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

CIVICA ACADEMY 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

CIVICA ACADEMY has created a distance learning plan for the 2021-2022 school year. CIVICA 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
- 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 CIVICA ACADEMY. CIVICA ACADEMY 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 teachers for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

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

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

Procedure for submitting a medical exemption form:

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

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

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

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the 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.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below
For High-Risk Household Member, Parent Must Complete Questions 1 & 2 + Attach Documentation

Health Care Provider's Name: _____

Health Care Provider's Address:_____

Type of practice / Medical specialty: _____

Phone:_____ Email:_____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? ☐Yes ☐No

2. Please provide the medical diagnosis of the underlying condition for the student/household member.

_____

_____

_____ _____

Signature of Health Care Provider **Date**

Received by:_____ **Date**:_____

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning, 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 Infinite Campus/Google Classroom.

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 incorrectly marked absence.

Ten consecutive unexcused absences with no contact will result in a withdrawal from CIVICA 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 will share their Google Classroom codes with administration through a Google Form to create a Master List so all staff can 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 use 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 See Saw as an additional means of communication with students and parents.

Weekly PLC's and Staff Meetings will be 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 CIVICA 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. Therefore, a multimodal approach to student and family support has been put into place.

Initial Preparation

All teachers, including special education teachers will be provided with an introductory training to online instruction that includes 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

- iReady
- Springboard
- Wonders
- GoMath
- Amplify
- HMH (Social Studies)

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 CIVICA ACADEMY special education administration to ongoing concerns or themes which need support. A special education administrative staff with CIVICA ACADEMY 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 - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert CIVICA ACADEMY special education administration to ongoing concerns or themes which need support. A special education administrative staff with CIVICA ACADEMY 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 - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 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 will be individually contacted by their case managers or a campus-based special education representative with a cursory description of what to expect over the coming weeks, the opportunity to schedule a phone call for Q&A, and methods by which parents could contact their campus support person. Additionally, parents were further queried as to their digital savvy and accessibility.

Progress Monitoring

The CIVICA ACADEMY 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, P.E., and STEM teachers will provide a range of activities that continue to support the current program

Middle School Approximate Time Frames for Learning

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

Grade Level	Approximate Time per Class (includes virtual contact time and homework time)
6-7	70 minutes
Independent & self-directed	• 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 access to their 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.

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

CIVICA ACADEMY 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

CIVICA 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.

In the case of a school wide shut down due to an outbreak, CIVICA ACADEMY will transition smoothly to a full virtual teaching model through the use of our technology at our disposal. Teachers will use the technology purchased to provide the best education possible if students are at home. 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. CIVICA ACADEMY 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

*CIVICA ACADEMY will continue to monitor and follow all guidance's provided by the SPCSA, State Superintendent Jhone Ebert, CDC, and SNHD.

Coral Academy of Science Las Vegas



Coral Academy of Science Las Vegas

2021-2022 School Year Plan

Table of Contents

Background 5

Safe Reopening for In-Person Learning 6

In-Person Learning: Health and Safety 6
- Handwashing and Respiratory Etiquette 6
- Diagnostic and Screening Testing 6
- Cleaning and Maintaining Healthy Facilities 7
- Face Coverings 8
- Contact Tracing 8
- Social Distancing & Capacity 8
- Accommodations for Children with Disabilities 9
- Vaccination Access & Awareness 9
- Traveling Abroad 9

In-Person Learning: Student and Staff Wellbeing 9
- Supporting Students: Social-Emotional Learning - Tier 1 9
- Supporting Students: Trauma-Informed Practices - Tier 2-3 10
- Supporting Educators and Staff 10

In-Person Learning: Accelerating Student Learning 11
- Implementing Assessments 11
- Pairing Data with Instruction 11
- In-Person Learning & Special Populations 11

Path Forward Program: Distance Learning 12

High-Risk Medical Exemption Process 12

High Risk Exemption Form Page 1 - Information 14

High Risk Exemption Form Page 2 - Medical Certification 15

Parent Considerations for Distance Learning 16

Full-Time Distance Learning 17

Covid-19 Positive & Close Contacts - Logistics 17

Quarantined Students & Distance Learning 18

Transitioning due to Public Health Conditions 18

Serving Special Populations in Distance Learning 19

Staffing & Development for Distance Learning 20

Student Attendance in Full-Time Distance Learning 20

Technology Access 21
Student/Family Communication 22
Nutrition 22
Social-Emotional Support 23
Mask & Visitation Policy 23
Emergency School Closure Learning Plan 24
Education Management System 24
Primary Online Learning Platform 24
Student Materials, Technology, Supplies Distribution 25
Additional Outreach 25
Academic Progress Tracking 25
Staff Communication 25
Attendance 25
Special Education Program 26
Initial Preparation 26
Primary Online Platforms 26
Practical Issues 26
Special Education Specific 26
Related Services 27
Special Education Teacher 27
Paraprofessionals 27
Instruction 28
Parent/Guardian Communication 28
Progress Monitoring 28
Individualized Education Programs (IEPs) 28
Student-Specific Decision Making 29
Elementary Approximate Time Frames for Learning 29
Middle and High School Approximate Time Frames for Learning 30
Summary of Teacher Expectations 30
Accounts 30

Teacher Availability 30
Daily/Weekly Contact, Instruction, and Engagement 31
Grading **31**
Guidelines for Parents Supporting Distance Learning **31**

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

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

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

CASLV will continue to promote proper personal hygiene:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 6 feet of physical distance from others
- 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. CASLV 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

CASLV 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.
- Occupancy capacity signs are placed in each classroom.
- Desks will be arranged to be socially distanced. Desks will be marked to show which ones are assigned to which students. Students will remain in their seats at all times.
- 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 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 CASLV 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 Commercial Cleaning Services. The same vendor will perform a thorough deep sanitizing cleaning of each campus on Wednesday and Friday night. Commercial Cleaning Services uses these chemicals for sanitizing:

- Tribase Multipurpose Cleaner
- Biorenewables Glass Cleaner
- HDQC-2 Neutral Disinfectant Cleaner
- SparCreme Liquid Creme Cleanser

In the event of a pandemic scare or a positive COVID-19 diagnosis, each school has been equipped with an electrostatic sprayer that will disinfectant on contact when used. After this has been used in a space, that area will be disinfected and suitable for occupancy.

Face Coverings

Our campuses will have masks readily available for anyone who wants it. Ultimately, CASLV will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings. If face coverings become mandated for whatever reason, CASLV 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 closed contact with the positive individual. Close contact is defined as within 6 feet for a total of 15 minutes.

The principal will connect with the Director of Operations. 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 Director will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Director will share that information with the principal. The principal will message the appropriate families.

Social Distancing & Capacity

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

CASLV will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Vaccination Access & Awareness

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

CASLV campuses will promote local vaccination sites to its staff and families.

Traveling Abroad

A quarantine may be required if a student/staff member has returned from traveling to an international COVID-19 hotspot, as determined by school leadership.

There will be an exception for families that had work-related military job duty responsibilities.

In-Person Learning: Student and Staff Wellbeing

Being in the midst of a pandemic can bring a whirlwind of feelings within oneself. In any organization, it is critical for itself to make sure that the needs of its people are met. When it comes to students, those needs most likely also include socioemotional needs and the trauma that can be triggered by a pandemic. For CASLV, the wellbeing and mental health of staff and students are of the utmost importance.

Supporting Students: Social-Emotional Learning - Tier 1

CASLV 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
- Monthly School Challenges: Coping Skills, Self Esteem, Empathy, Kindness, Friendship, Conflict Resolution, etc.

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

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

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

- Learning positive self-talk
- Weekly reflection meetings
- Practice problem solving skills
- Creating a "calm down toolkit"
- Anxiety/grief support groups

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

- One-on-one weekly meetings between student and counselor
- Virtual home visit between student and counselor
- Behavior contract
- Restorative justice
- Use of empathy in multiple forms

Supporting Educators and Staff

CASLV supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. CASLV will focus on three main bedrocks in helping teachers.

1. **Foster wellness**. CASLV 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. CASLV will reach out to a wellness provider to consider hosting virtual mindfulness or discussion sessions. CASLV will promote the importance of healthy sleep. CASLV will encourage staff to

serve as valuable resources to one another by sharing strategies for coping with the pandemic.

2. **Provide training**. CASLV acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. CASLV has been and will continue to offer training and technical support for new job demands. This may help to reduce stress.
3. **Model healthy behavior:** CASLV will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

In-Person Learning: Accelerating Student Learning

CASLV is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering a full-day in person / traditional learning program starting in August 2021.

Implementing Assessments

CASLV 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.

Pairing Data with Instruction

The teachers will look at the beginning of the year data during the Student Success Team (SST) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first SST meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. CASLV will utilize a wide range of programs to accelerate learning and close the achievement gap.
Some of the intervention programs include but are not limited to Coach Digital, Red Bird, ALEKS, and MasteryConnect.

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.

In addition, CASLV will offer a Saturday school starting with the beginning of the 2nd semester. Saturday school will be offered to identified intervention students at no cost.

Path Forward Program: Distance Learning

Coral Academy of Science Las Vegas (CASLV) has created a distance learning plan for the 2021-2022 school year. CASLV 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

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

High-Risk Medical Exemption Process

If a student 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 for the 2021-2022 school year. This was sent out to all families on June 18, 2021, with all returning and newly-accepted students enrolled.

A health care medical professional must complete the exemption form and email it to CASLV by July 9, 2021. CASLV will review the form, and either approve or deny. The medical exemption form is attached.

After July 9, 2021, if any student gets off the waitlist and enrolls at any of our campuses, the registrar will provide the family with a medical exemption form. They will complete it and return it to the campus as soon as possible. In the event that getting a physician's wet signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice.

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

There may be times, 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.



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 at the end of each quarter - 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, such as Canvas, Edgenuity, & Path Blazer. Students will check in daily with their teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

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

Procedure for submitting a medical exemption form:

- 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: *(circle one)*	**Student**	**Household Member**
Parent Name:	**Parent Email:**	
Parent Signature:	**Parent Phone #:**	

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the CASLV central office via email to info@coralacademylv.org, to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below

For High-Risk Household Member, Parent Must Complete Questions 1 & 2 + Attach Documentation

Health Care Provider's Name: _____

Health Care Provider's Address:_____

Type of practice / Medical specialty: _____

Phone:_____ Email:_____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? ☐ Yes ☐ No

2. Please provide the medical diagnosis of the underlying condition for the student/household member.

_____

_____

_____ _____

Signature of Health Care Provider **Date**

Received by:_____ **Date**:_____

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning at the end of each quarter, 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.
    - **Kindergarten - 2nd grade** will have a minimum of 60-90 minutes of real-time sessions daily.
    - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily.
    - **Middle and High School** will have a minimum of 60-90 minutes of real-time sessions per week per course.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

Full-Time Distance Learning

Full-time distance learning will only take place for high-risk students whose exemption form has been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the dedicated DL program teacher(s) /substitute teacher(s).

The school will make a schedule based on the number of DL eligible students from each grade level. The schedule may need to be revised/revisited throughout the year. Kindergarten - 2nd grade will have a minimum of 60-90 minutes of real-time sessions daily. 3rd - 5th grade will have a minimum of 90-120 minutes of real-time sessions daily. Middle and high school will have a minimum of 60-90 minutes of real-time sessions per week per course.

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 Canvas, Clever, and other DL instruction programs and resources. Students will be provided a Chromebook to take home. Students will also be provided internet service if need be.

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

Teachers will make at least one entry per week for each subject in the Infinite Campus Gradebook.

The DL teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. Suppose a student cannot be accessed via phone, video conferencing, or email. In that case, the dedicated DL teacher will need to find other ways of interacting with the family and record all communication and details.

Covid-19 Positive & Close Contacts - Logistics

Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by their campus leadership. *Proof of a positive test should be provided to campus leadership*. Contact tracing will be conducted to determine if there are any close contacts on campus.

Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined by their campus leadership. A student's quarantine can be for two weeks (most of the time) but can be

longer depending on different factors. During a student's quarantine, a Chromebook will be provided if needed.

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

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

Quarantined Students & Distance Learning

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

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

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

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

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

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. That occurred on a weekend. The next school day, 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 that do not need to be conducted in-person will continue to take place virtually or by phone.

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

A 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

CASLV 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 Canvas, Pathfinder, Edgenuity, 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 incorrectly marked absence.

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

Technology Access

For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family. Parents of DL students will be able to set up their Canvas Parent accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year.

Families will receive training by a CASLV staff member on how to use the technology if needed. If technology is not working properly at any time throughout the school year, families are encouraged to contact their teacher.

Families will have to return the technology at the end of the school year. Technology will have to be in good working condition. If deemed to be not in good condition, families may be required to reimburse the campus (at leadership's discretion).

If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning can be done through paper correspondence.

Student/Family Communication

Students are required to check in with their teachers each day. Whether through email, a phone call, or (video) messaging through a learning management system and/or 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. This conference may be requested by indicating so on the eight-week progress report. Such conferences may be handled by telephone, in person, or via written communication

If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours.

If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day.

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

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

Nutrition

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. CASLV only serves lunch to K-12 students at its campuses.

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.

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

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

Social-Emotional Support

The pandemic has affected the social-emotional wellbeing of many people, students included. Staff are encouraged to get to know their students and build trust and respect. Staff are trained to identify and report anything out of the ordinary. Students have an open-door policy with all staff.

When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

Mask & Visitation Policy

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

Distance learning students and their families may only stay in the main office area. For them to move through the campus, they must be given permission from school leadership.

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

Emergency School Closure Learning Plan

CASLV 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.

Coral Academy of Science Las Vegas (CASLV) 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. CASLV will continue to use email, Google GSuite and the school website for normal communications with parents, students, and teachers.

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Although the legal attendance requirement is 1 contact per student per week, the site is requiring teachers to take attendance daily on a Google Sheet to address "absent" students on an ongoing basis. 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.

Teachers upload videos, assignments and related information for student use. In addition to Google Classroom, teachers will continue to use IXL, Aleks, Moodle, MobyMax, Khan Academy StudySync and various Computer Science (Learning.com, CodeHS, Edhesive) and Art software that was previously implemented for classroom use.

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

Student Materials, Technology, Supplies Distribution

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

Additional Outreach

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

The administration has created Google Hangout departments and grade level chat groups for specialized administration and colleague support. 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.

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

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

Principals will join weekly planning meetings scheduled by the Central Office and 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

The Administrative team created attendance tracking sheets where teachers enter attendance as they interact with students. 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 families whose child(ren) does not

check-in by Wednesdays. Registrars enter attendance for the school by the end of Friday for each week and submit a detailed list to the Head Registrar for further reporting.

Special Education Program

The Special Education Department within Coral Academy of Science Las Vegas 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
- IXL
- Moodle
- Study Sync
- Aleks
- Site-specific supplemental platforms

Practical Issues

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

Special Education Specific

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

- A Dedicated Special Education Person to Monitor Student Progress & Report to Team
- Related Service Providers

Related Services

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

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 CASLV special education administration to ongoing concerns or themes which need support. A special education administrative staff with CASLV 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 form 9:00 am - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert CASLV special education administration to ongoing concerns or themes which need support. A special education administrative staff with CASLV 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 9:00 am - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 9 am-3 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

Parents 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 CASLV 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 Second Grade	
Approximate Time per Subject per day	Subjects
20–25 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Third to Fifth grade	
25–30 minutes	Reading/Writing, Social Studies, Mathematics, Science
Kindergarten-Fifth Grade	
Specials	Art, Music, P.E. Computers and Spanish teachers will provide a range of activities that continue to support the current program
Independent Learning	Independent reading, Board games & challenges with math/strategy/critical thinking

Middle 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)
6-8	30-40 minutes
9-12	60-90 minutes
Independent & self-directed	• 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, Bloomz, etc.)

Teacher Availability

- Teacher Hours of Availability - 9:00 am - 3:00 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability

- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day elementary, once per week middle/high school
- Option 1 - Video Conference (Google Meet, Zoom, Other)
- Option 2 - Work Packets w/ Google Voice or Phone Communication
- Option 3 - Online Chat (Google Hangouts or Other)
- Videos, packets, links, activities uploaded to Google Classroom (Daily)

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

- Elementary: at least 1 grade for core courses (i.e., reading, writing, math, science) and 1 grade for social studies each week
- Elementary Specials - at least 1 grade per week
- Secondary: 2 grades for each core content area taught (English, Math, Social Studies, Science), including electives

Guidelines for Parents Supporting Distance Learning

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

Doral Academy of Nevada



Doral Academy of Nevada

Path Forward Programs for Distance Education

2021-2022 School Year Plan

Table of Contents

Background 4

Safe Reopening for In-Person Learning 5

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 7
- Contact Tracing 9
- Social Distancing & Capacity 9
- Accommodations for Children with Disabilities **Error! Bookmark not defined.**
- Vaccination Access & Awareness 9
- Traveling Abroad 10

In-Person Learning: Student and Staff Wellbeing **10**

In-Person Learning: Accelerating Student Learning 10

- Implementing Assessments 11
- Pairing Data with Instruction 112
- In-Person Learning & Special Populations 112

Path Forward Program: Distance Learning **123**

High-Risk Medical Exemption Process **123**

High Risk Exemption Form Page 1 - Information **145**

High Risk Exemption Form Page 2 - Medical Certification **156**

Parent Considerations for Distance Learning 167

Full-Time Distance Learning **178**

Covid-19 Positive & Close Contacts - Logistics **178**

Quarantined Students & Distance Learning **189**

Transitioning due to Public Health Conditions **189**

Serving Special Populations in Distance Learning **20**

Staffing & Development for Distance Learning **201**

Student Attendance in Full-Time Distance Learning **201**

Technology Access **212**

DRAFT

Student/Family Communication 223
Nutrition 223
Social-Emotional Support 234
Mask & Visitation Policy 234
Emergency School Closure Learning Plan 245
Education Management System 245
Primary Online Learning Platform 245
Student Materials, Technology, Supplies Distribution 256
Additional Outreach 256
Academic Progress Tracking 256
Staff Communication 256
Special Education Program 25
Related Services 256
Special Education Teacher 26
Paraprofessionals 26
Instruction 27
Elementary Approximate Time Frames for Learning 278
Middle and High School Approximate Time Frames for Learning 29
Summary of Teacher Expectations 29
Accounts 29
Teacher Availability 29
Daily/Weekly Contact, Instruction, and Engagement 290
Grading 290
Guidelines for Parents Supporting Distance Learning 290

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Background

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

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

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

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

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

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

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

DRAFT

Safe Reopening for In-Person Learning

Doral Academy of Nevada (DAN) recognizes that the health and safety of students and staff is of the utmost importance. DAN will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor's Office. DAN will continually work with its families, staff, leadership, and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, DAN will use all available scientific information to help make a determination on these matters.

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

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

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 3 feet of physical distance from others
- Avoid contact with others if within 3 feet
- Wear a cloth face mask covering inside the school building
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

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

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

Diagnostic and Screening Testing

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

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

DRAFT

and will not be allowed to return until they are symptom-free for 24-hours. For staff, they cannot return until they are symptom-free for 24-hours.

In the event that a student feels ill during the school day, they will be removed from the classroom. They will be asked relevant questions pertaining to their health and assessed by a staff member with a touchless thermometer. If it is determined that the student needs to be sent home, a parent will be contacted, and their belongings will be gathered from the classroom for them. If it is determined that the staff member needs to be sent home, another staff member will cover their classroom/classes for the remainder of the day. They cannot return until they are symptom-free for 24-hours. A list of symptoms will be gathered from public health organizations.

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

If a student or staff member is diagnosed with a contagious or infectious disease, the person will be required to self-quarantine, and the Southern Nevada Health District will be contacted. DAN will work in consultation with medical and public health experts, the State Public Charter School Authority, and the Nevada Department of Education to determine the extent of testing in the school and if a quarantine and/or closure is necessary.

Cleaning and Maintaining Healthy Facilities

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

- Hand sanitizer pumps will be placed in various locations throughout the campus.
- There is an increase in signage enforcing social distancing and healthy personal hygiene in hallways and classrooms.
- There are visual cues on the floor showing where to stand, wait, and move.
- There are decals in restrooms reminding individuals to wash their hands.
- Desks will be arranged to be socially distanced. Desks will be marked to show which ones are assigned to which students.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. HVAC vendors have serviced each campus' HVAC system more frequently in the past 12 months.
- All shared items, such as athletic balls, will be cleaned accordingly.
- There will be limited use of the water fountain. Students and staff will be encouraged to bring their own water bottles.
- Technology will be assigned to students as needed/requested.
- All emergency plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency, and precautions.
- Each classroom/office will be supplied with sanitizing wipes, sanitizer, and cleaning supplies.

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

DRAFT

Each night, there will be daily detailed cleaning of facilities from a contracted cleaning crew (e.g. Brilliant General Maintenance (BGM)). The same vendor will perform a thorough deep sanitizing cleaning of each campus in the event of a COVID exposure. Commercial Cleaning Services uses these chemicals for sanitizing:

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

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

Face Coverings

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

DRAFT

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

Contact Tracing

For any student and/or staff that has tested positive for Covid-19, principals conduct an investigation. In the investigation, they will determine which students were in close contact with the positive individual. Close contact among children is defined as within 3 feet for a total of 15 minutes. Classroom teachers will be required to implement assigned seat assignments and submit them to site administrators.

The principal will communicate any COVID positive case or exposure with the Executive Director. The principal will share the names of close contacts, their contact information, and parent information if the close contact is a student.

From there, the Executive Director will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Executive Director will share that information with the principal. The principal will message the appropriate families.

Social Distancing & Capacity

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

Accommodations for Children with Disabilities

If students and staff have one of the disability types listed below, they might be at increased risk of becoming infected or having unrecognized illness.

- People who have limited mobility or who cannot avoid coming into close contact with others who may be infected, such as direct support providers and family members.
- People who have trouble understanding information or practicing preventive measures, such as hand washing and social distancing
- People who may not be able to communicate symptoms of illness.

DAN will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

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Vaccination Access & Awareness

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

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

Traveling Abroad

A quarantine may be required if a student/staff member has returned from traveling to an international COVID-19 hotspot, as determined by school leadership.

There will be an exception for families that had work-related military job duty responsibilities.

In-Person Learning: Student and Staff Well-being

Being in the midst of a pandemic can bring a whirlwind of feelings within oneself. In any organization, it is critical for itself to make sure that the needs of its people are met. When it comes to students, those needs most likely also include social-emotional needs and the trauma that can be triggered by a pandemic. For DAN, the wellbeing and mental health of staff and students are of the utmost importance.

The pandemic has affected the social-emotional wellbeing of many people, students included. Staff are encouraged to get to know their students and build trust and respect. Staff are trained to identify and report anything out of the ordinary to counseling staff and administration. Students have an open-door policy with all staff.

When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

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

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

DRAFT

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

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

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

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

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

Additional for students:

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

Staff will have access to a weekly mental health newsletter.

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

With SSP support, teachers will be educated in establishing a trauma informed classroom. Establishing a trauma-informed classroom meets student's emotional and physical wellness by providing proper support and understanding in children's development after experiencing trauma. (Trauma will likely be pandemic related among other traumatic experiences.) See below for a complete guide in creating a Trauma Informed Classroom.
https://www.wcris.org/wp-content/uploads/2017/08/Fostering-the-Trauma-Informed-Classroom-Handouts.pdf

In-Person Learning: Accelerating Student Learning

DAN is aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering a full day, in person / traditional learning program starting in August 2021.

Implementing Assessments

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

Pairing Data with Instruction

The teachers will look at the beginning of the year data during grade level and/or Professional Learning Community (PLC) meetings and "data chats" and prepare a comprehensive plan to meet the students' needs. Schools will utilize benchmark, SBAC, formative and diagnostic data to develop intervention groups during the staff development days on September 23 and 24, 2021. Tutoring and intervention services will be provided during the school day and after school time. DAN will utilize a wide range of programs to accelerate learning and close the achievement gap. Some of the intervention programs include but are not limited to: Moby Max, ST Math, and WonderWorks.

In-Person Learning & Special Populations

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

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Path Forward Program: Distance Learning

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

The distance learning plan is specifically designed for students:

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

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

High-Risk Medical Exemption Process

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

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

If any student gets off the waitlist and enrolls at any of our campuses, the registrar will provide the family with a medical exemption form. They will complete it and return it to the campus as soon as possible. In the event that getting a physician's signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice.

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

There may be times, such as state-required assessments, where students may need to be on campus. During these times, a safe, socially distanced environment will be set up for the students to attend campus for a specific purpose. Every person will wear a mask in these environments.

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

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

During the school year, if public health conditions worsen and/or students develop certain health conditions that may qualify for a high-risk medical exemption, families can complete a High Risk Exemption Form and submit it to administration for consideration.



High Risk Exemption Form Page 1 - Information

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

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

Distance learning will consist of the student working individually on assigned work through different learning platforms, such as Academica Virtual Education (AVE) or Edmentum. Students will check in daily with a teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

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

Procedure for submitting a medical exemption form:

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

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

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

DRAFT

High Risk Exemption Form Page 2 - Medical Certification

Student Name:	**Campus:**	**Grade:**
The High-Risk Exemption is due to the health of: *(circle one)*	**Student**	**Household Member**
Parent Name:	**Parent Email:**	
Parent Signature:	**Parent Phone #:**	

Should a student be required to return to in-person instruction, but the student has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for distance learning.

Completed forms should be submitted to the student's school to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below

Health Care Provider's Name: _____

Health Care Provider's Address: _____

Type of practice / Medical specialty: _____

Phone: _____ Email: _____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high-risk for severe illness from COVID-19 as determined by the CDC and listed above? ☐ Yes ☐ No

2. Please provide the medical diagnosis and/or physician's note of the underlying condition for the student/household member.

_____

_____

_____ _____

Signature of Health Care Provider **Date**

Received by: _____ **Date**: _____

DRAFT

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning at the end of each semester, which will be determined on a case-by-case basis by administration and with public health protocols in mind.
- If a full-time distance learning student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the "office hour" sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson.
- Just like students attending school on campus, a student participating in full-time distance learning may receive meals at the school at no cost.
- Successful candidates for full-time distance learning have demonstrated solid attendance and passing grades during the previous year of school. All full-time distance learning requests are subject to approval by the school leadership.
- Students will be expected to attend and have their cameras on for the full duration of real-time/ "office hour" with their child's teacher.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. For young primary grade students (K-2), the parent is responsible for emailing the teacher regarding make-up work. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a minimum F (50%) for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

DRAFT

Full-Time Distance Learning

Full-time distance learning will only take place for high-risk students whose exemption form has been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the dedicated DL program teacher(s) /substitute teacher(s).

The school will make a schedule based on the number of DL eligible students from each grade level. The schedule may need to be revised/revisited throughout the year.

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

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

Teachers will make at least one entry per week in the Infinite Campus Gradebook.

The DL teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. Suppose a student cannot be accessed via phone, video conferencing, or email. In that case, the dedicated distance learning teacher will need to find other ways of interacting with the family and record all communication and details.

Covid-19 Positive & Close Contacts - Logistics

Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by SNHD in collaboration with DAN's head nurse and administration. *Proof of a positive PCR test should be provided to campus leadership*. Contact tracing will be conducted to determine if there are any close contacts on campus.

Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined SNHD in collaboration with DAN's head nurse and administration. A student's quarantine can be for ten calendar days (most of the time) but can be longer depending on different factors. During a student's quarantine, a Chromebook will be provided if needed.

School administration will communicate the next steps for distance learning with families. Students are required to follow all procedures as stated by their teachers and leadership. Students are expected to attend daily "office hours" with the teacher to check-in during their quarantine. If they do not attend, the student will be marked absent. Students/Parents should let teachers and front office staff know if they will be absent. Teacher(s) will make a minimum of 2 attempts to contact the student daily.

Students may return to school from their quarantine on the agreed upon date. If the student is

DRAFT

not symptom-free at the end of their quarantine, the quarantine will be extended for the safety of everyone. Once symptom-free for 24-hours, they may return to in-person learning.

Quarantined Students & Distance Learning

We anticipate two types of quarantines for full-time students:

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

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

When only a limited number of students need to be quarantined, students will be required to access assignments and instructional materials/resources via Google Classroom and attend "office hours" with the teacher during the period of quarantine. Assignments must be completed daily for each student to be considered in attendance.

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

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

Transitioning due to Public Health Conditions

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

The past 15 months have shown that we can support students with the necessary technology, communicate with families effectively, and provide high-quality instruction to students.

DRAFT

We made a shift from in-person learning to full-time distance learning when schools were closed in March 2020, within a short 3-day period. Staff quickly pivoted and continued to provide live instruction for students for the last quarter of the school year.

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

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

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

Serving Special Populations in Distance Learning

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

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

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

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

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

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

Staffing & Development for Distance Learning

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

Teachers will post the content and language objectives for each class.

These teachers will create lessons and units through Google Classroom and other programs to assist with planning instruction. Teachers will be accessible to students through the Internet or by telephone during the school's regularly scheduled instructional hours.

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

During the August teacher in-service week, teachers will be receiving professional development and training on distance learning, Covid-19 protocols, and working with families through this time. Teachers new to DAN will be provided training on Google Classroom and Zoom.

Student Attendance in Full-Time Distance Learning

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

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

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

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

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

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

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

Technology Access

For any students without access to such technology, school administration will work with families to ensure technology is accessible. Families will need to complete a form to borrow the technology check-out form for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family. Parents of DL students will be able to set up their Google Classroom accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year.

Families will receive training by a DAN staff member on how to use the technology if needed. If technology is not working properly at any time throughout the school year, families are encouraged to contact their child's homeroom/advocacy teacher.

Families will have to return the technology at the end of the school year. Technology will have to be in good working condition. If deemed to be not in good condition, families may be required to reimburse the campus per the agreement form.

If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning may be done through paper correspondence.

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Student/Family Communication

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

A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting difficulties with behavior, academics, or attendance some, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, via Zoom, in person, or via written communication.

If families and/or students call teachers, and the call is not answered a voicemail message should be left by the parent or student (grade 4-12). A teacher will respond within 24 hours.

If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the next non-holiday business day.

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

If a family communicates that they are in need of resources, campus administrators, the teacher and the school's counselor will work together to provide resources.

Nutrition

Students will receive access to the nutrition services to which they are entitled, to the extent nutrition services are generally provided by their charter school. DAN serves lunch to K-12 students at its campuses.

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

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

DRAFT

Social-Emotional Support

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

Mask & Visitation Policy

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

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

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

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Emergency School Closure Learning Plan

DAN recognizes that there may be emergency situations that shut down a campus for an extended period of time. Examples of emergency situations could include, but not limited to, a pandemic, a facility issue, or a natural disaster.

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

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

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Teachers are required to enter grades at least one time per week per subject/content area or course.

Primary Online Learning Platform

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

Teachers upload videos, assignments and related information for student use. In addition to Google Classroom, teachers will continue to use other platforms such as IXL, ST Math, MobyMax, and Khan Academy that were previously implemented for classroom use.

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

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Student Materials, Technology, Supplies Distribution

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

Additional Outreach

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

Academic Progress Tracking

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

Staff Communication

The administration of each campus will work with its site leadership team to develop effective modes of communication. Grade level, department, and all staff Zoom, or in-person meetings are regularly scheduled as well as emergency staff meetings when necessary. How-to videos for curriculum, lesson planning, Google Classroom, grading, and other web-based programming are provided or created as needs are expressed by teachers. Leaders are included as teachers on all Google Classrooms to aid in student learning when needed.

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

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

Special Education Program

See procedures and protocols on page 21.

Related Services

Related Service providers will continue to provide related services using online learning platforms when the student and parent have access to the required technology, for the seamless continuation of services to the child to ensure their FAPE is not compromised. For parents who do not have the required technology for electronic service provision, related service providers will make

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

Related Service Providers will continue to maintain their required Service Logs (in the Minute 7 web based application) and Contact Logs which capture services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert DAN special education administration to ongoing concerns or themes which need support. A special education administrative staff with DAN will oversee the accurate collection of service logs and contact logs between the related service providers, students, and parents, and determine areas that need further support, based on the data.

Special Education Teacher

Each special education teacher will provide the IEP service minutes to the students on their caseload via a mixture of asynchronous and synchronous classes, Google classroom, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will provide their delineated IEP services during the instructional school day, Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. All families will be provided the opportunity to make use of a Special Education Alternative Learning Plan (SEALP). A SEALP is a document that allows the IEP team to consider the child's current IEP services and discuss how, when, and by whom the services will be delivered while participating in a "full distance education" model. The SEALP also allows the IEP team the opportunity to consider supports/services that may be needed now that the child is participating in a "full distance education" model and then to appropriately include those supports/services in the SEALP as an addendum to the child's IEP.

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

Paraprofessionals

Paraprofessionals and their assigned case managers will be in contact throughout the week, in order to plan and provide the support and services required.

The paraprofessionals, their assigned case managers, and corresponding regular education teaching staff will work collaboratively to create a plan of action on how to measurably support the student within and outside of special education instruction, to include preparation of

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materials, modifying assignments, pre and reteaching, and the electronic dissemination and collection of materials. Each paraprofessional will provide service minutes using asynchronous and synchronous classes, monitoring and assisting with general education Google classrooms, student support, and supplemental online options. Paraprofessionals will be available during the instructional day, Monday to Friday. Each paraprofessional will have a set schedule similar to that found in their brick and mortar school. The schedule of delivery of all services, including those being executed by a paraprofessional, will be communicated by the special education teacher to the parents/guardians and students.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication may include Skype, FaceTime, email, text messaging, and telephone. Teachers and support staff are required to be available during the school day. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication
Elementary Approximate Time Frames for Learning

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

Kindergarten to Second Grade (Synchronous time)	
Approximate Time per Subject per day	Subjects
20–25 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Third to Fifth grade (Synchronous time)	
25–30 minutes	Reading/Writing, Social Studies, Mathematics, Science
Kindergarten-Fifth Grade	
Specials	Art, Music, P.E. Computers and Spanish teachers will provide a range of activities that continue to support the current program

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Independent Learning	Independent reading, Board games & challenges with math/strategy/critical thinking

Middle and High School Approximate Time Frames for Learning

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

Grade Level	Approximate Time per Class (includes virtual contact time and homework time)
6-8	30-40 minutes
9-12	60-90 minutes
Independent & self-directed	• Read for pleasure • Be active • Explore personal interests/passions

Summary of Teacher Expectations

Accounts

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

Teacher Availability

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

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- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day
- Live instruction via Zoom
- "Office Hour" for additional support/questions
- Videos, packets, links, activities uploaded to Google Classroom (Daily)

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

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

Grading

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

Guidelines for Parents Supporting Distance Learning

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

Provide support for your children by adhering to following guidelines:

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

What should you do if your child is being bullied?

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

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Doral Academy of Northern Nevada

DORAL ACADEMY NORTHERN NEVADA

IN PERSON LEARNING FRAMEWORK 2021

HEALTH & SAFETY

Doral Academy of Northern Nevada (DANN) will maintain the health and safety of students, educators, and other school staff by following all recommendations from and continuing close collaboration with the Washoe County Health District. DANN will follow NDE and WCHD protocols, including face coverings guidance. To remain vigilant and responsive to community needs, DANN will make modifications to its internal policies regarding masking within five school days of any changes implemented at the WCHD.

Handwashing and respiratory etiquette will continue to be explicitly taught and daily protocols will be followed. DANN will continue to utilize hand sanitation in each classroom and provide stations throughout the school and on the playground.

The DANN Board of Directors recently reaffirmed its commitment to cleaning and the maintenance of healthy facilities by requiring our contracted cleaning company to ensure additional nightly personnel and will continue to hire a day porter throughout the 2021-22 school year. High-touch surfaces will be cleaned throughout the day. Hand sanitizing stations will remain throughout the school. High touch surfaces in classrooms, building common areas, and the playground will be cleaned periodically throughout the day using approved cleaning products. 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 between activities and classes. In addition, DANN will continue its practice of hourly air circulation throughout the building and will ensure that custodial services regularly change air filters and clean air ducts.

DANN will continue to employ a certified nurse (RN) on campus five days a week. This employee will work directly with the WCHD to enact immediate contact tracing and exclusion practices consistent with the most recent WCHD guidance. Families will continue to utilize the Daily Health Screener (based on CDC recommendations) prior to the school day, and the school nurse will follow up with all families with sick children to determine if exclusions are necessary. In addition, DANN will communicate to increases access and awareness of vaccines in the community.

Appropriate accommodations for children with disabilities with respect to health and safety policies and DANN will continue to follow all FERPA and IDEA, 504, and IEP accommodations.

Social & Emotional Supports for Students & staff

Each day, DANN teachers in grades K-8 will lead morning meetings and implement explicit SEL instruction. Our counselor and leadership team members will provide direct classroom instruction to address SEL as well using whole group and small group instruction, where applicable. The counselor and social work intern will run lunch groups focused on trauma and student anxiety. The counselor, administration, and nurse will also continue to provide focused and individualized support to any student requiring assistance or counseling based upon student self-characterization, parent contact, teacher referral, or behavior issue. Staff will be trained in signs of trauma or suicidal ideation. Parents of students suffering with mental health issues will also be introduced to outside school and wrap-around services in the community. In addition, with grant funding, DANN will contract with community services to provide informational nights for families around several prominent mental health concerns.

Staff members will continue to have access to employee support services. In addition, we will implement adult SEL practices during ten days of professional learning throughout the year and will host wellness events for interested participants. Each staff member belongs to a team, and the teams provide weekly support to one another during time set-aside for collaboration.

Accelerating student learning

During the 2020-21 school year, DANN was able to maintain curricular pacing in most subject areas, and data from assessments in May demonstrate that despite hybrid and distance learning over the course of the year, most students saw above typical growth. This is also true of sub-populations of students. However, DANN is committed to closing any gaps in student learning by:

- Providing access to technology to any student who is in need;
- Offering robust after school tutoring with certified staff and in partnership with United Way;
- Utilizing Achieve the Core's Priority Instructional Content documents for planning in mathematics K-8;
- Implementing daily phonemic awareness and phonics instruction for all students in grades K-4 to ensure strong foundational skills in literacy for all students;
- Use i-Ready and MAP diagnostics early in the year to plan for instruction and intervention;
- Set data goals with every student in the building;
- Provide regular retrieval practice in all core content areas;

- Utilize adopted curriculum with integrity;
- Collaborate weekly with the leadership team and professional learning communities on data-based decision-making;
- Regularly analyze data on special education and ELL students to ensure accommodations and specialized instruction are making a positive impact towards growth;
- Partner with families to provide supports as necessary.

Distance learning

Students who are unable to attend (DANN) due to the following reasons will participate in distance education:

- A DANN student who has documentation from a medical professional related to a condition that would be compromised if attending school in person and may require home health services. The doctor's note will specify the timeline of need for distance education.
- A DANN student who is quarantined on the advice of the Washoe County Health Department with an end-date for quarantine provided in writing by the WCHD.

The DANN Path Forward Program for Distance Education provides that any students who need a device will be assigned a school computer to use at home. Students will access their academic instruction through one or more of the following formats: classroom lessons through Zoom, online curriculum, differentiated computer-based instruction, classroom assignments posted to Google Classroom or emailed to student or parent. Specialized teachers will provide additional supports to any student who requires accommodations or specialized instruction (IEP/EL/504).

Teachers will document daily student attendance in Infinite Campus using one of the following: monitoring student learning on-line, placing a phone call home, or interacting through a Zoom meeting. If a child does not participate, after two weeks of attempted contact by the teacher, administration will conduct a home visit to determine the cause of non-participation. Non-attendance and participation for distance students will result in the same administrative protocols as in-person students. All attempts at contact will be documented in a Path Forward Distance Education Log. Teachers will be available daily for students who are in the Distance Education program to contact them for assistance. Contact may be made by phone, email, or online messaging.

EMERGENCY CLOSURE

In the event of an emergency closure, DANN will re-implement its highly effective distance learning program from the 2020-21 school year. Daily schedules for each grade level and subject area will be posted to the DANN website distance learning portal. Students will be able to access all online learning through Clever for single sign-in ease of use. All students will receive live-remote instruction daily with Zoom and Google Classroom alongside asynchronous tasks that can be completed and uploaded for teacher feedback. Teachers will provide formative checks for understanding and additional support as needed. Families will receive weekly communications via the Leadership Team and twice a week communications from teachers. Students requiring technology will be provided with resources and laptops using a drive through pick-up line on the first day of closure. DANN Leadership will provide support to all families with phone calls home if students are struggling. The DANN Assistant Principal will check student attendance daily to determine if families need to be contacted. Students who are on Distance Education will be able to pick up a grab and go meal from Boys & Girls Club at 8:30 every weekday.

Path Forward Program for Distance Education
2021-2022 School Year

Students who are unable to attend Doral Academy of Northern Nevada (DANN) due to the following reasons will participate in distance education:

- A DANN student who has documentation from a medical professional related to a condition that would be compromised if attending school in person and may require home health services. The doctor's note will specify the timeline of need for distance education.
- A DANN student who is quarantined on the advice of the Washoe County Health Department with an end-date for quarantine provided in writing by the WCHD.

Path Forward Program for Distance Education:

- Students who need a device will be assigned a school computer to use at home.

Students will access their academic instruction through one or more of the following formats:

- Classroom lessons through Zoom;
- On-line curriculum;
- Differentiated computer based instruction;
- Classroom assignments posted to Google Classroom or emailed to student.

Specialized teachers will provide additional supports to any student who requires accommodations or specialized instruction (IEP/EL/504):

- Classroom lessons through Zoom
- On-line curriculum
- Differentiated computer based instruction
- Classroom assignments

Teachers will document daily student attendance in Infinite Campus using one of the following:

- Monitoring student learning on-line
- Phone call home
- Zoom meeting

If a child does not participate, after two weeks of attempted contact by the teacher, administration will conduct a home visit to determine the cause of non-participation. Non-attendance and participation for distance students will result in the same administrative protocols as in-person students. All attempts at contact will be documented in a Path Forward Distance Education Log.

Teachers will be available daily for students who are in the Distance Education program to contact them for assistance. Contact may be made in the following ways:

- Phone
- Email
- On-line messaging formats

Students who are on Distance Education will be able to pick up a grab and go meal from Boys & Girls Club at 8:30 every day.

Discovery Charter School

Discovery Charter School

School Year 2021-2022

Reopening and Path Forward Distance Education Plans

Table of Contents

Background	3
In-Person Learning Health and Safety	4
In-Person Learning: Student and Staff Wellbeing	5
In-Person Learning: Accelerating Student Learning	6
In-Person Learning: Accelerating Student Learning	6
Distance Education: Students unable to participate in- person	7
Distance Education Emergency Closure	7
Attendance	8
High Risk Exemption Form	9
Parent Considerations for Distance Learning	13
Grading and Attendance	14
Communication	14

Background

As charter schools plan for the 2021-22 school year, there are several important requirements that must be met. The Nevada Department of Education and the State Public Charter School Authority are requiring a reopening plan with the following in mind.

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

Discovery Charter School (DCS) is prepared to adjust any of the following policies as required by the CDC, SNHD, SPCSA, and NV DOE. DCS was able to provide distance education beginning March 16, 2020 and operated a successful and fluid hybrid program for SY 2020-2021 in response to student and family needs. DCS will continue to monitor public health responses. DCS will continue to survey all stakeholders and respond to concerns throughout SY 2021-2022.

In-Person Learning Health and Safety

Discovery Charter School follows CDC, state, and local government regulations. As regulations change, the school will modify practices to ensure health and safety.

Face Coverings

The proper use of face coverings will be implemented to include the following:

- Mask will cover mouth and nose
- Wet or soiled masks will not be worn
- Masks can be removed for eating, drinking, or outside play when 6 feet can be maintained
- Masks will be worn on bus

Students 9 and under are not required to wear a face mask.

Vaccinated students and staff are not required to wear a face mask.

Handwashing and Respiratory Etiquette

All classrooms will be equipped with hand sanitizer. All sinks will be equipped with hand soap and paper towels. Handwashing will take place upon entering classrooms from outside and prior to lunch or snack times.

Respiratory Etiquette will include one direction seating when possible, limiting group work time and maximizing outdoor instructional time.

Cleaning and Maintaining Healthy Facilities

Discovery Charter School will continue to employ Merchants Building to daily clean facilities. This contracted company has improved their practices to align with safer and cleaner practices as a result of possible covid exposure. In addition, air filters have been upgraded to medical facility rating.

Contact Tracing

When an individual tests positive for covid and has been on campus, a list of contacts will be generated. A close contact is considered to have been within 6 feet of the positive case for an accumulated 15 minutes. All close contacts will be notified. If the close contact has been vaccinated, no quarantine is necessary. If not vaccinated, the close contact will quarantine for the recommended time period as required by the Southern Nevada Health Department.

Diagnostic and Screening Testing

Discovery Charter School will use covid diagnostic symptom charts to determine if an individual should leave campus for testing. Families will be notified as soon as symptoms present themselves to staff.

Staff will be monitored and encouraged to stay home and seek testing using the same symptom charts.

Efforts to increase access and awareness of vaccinations will be provided to all stakeholders.

Discovery Charter School will communicate on all platforms the importance of vaccinating and provide location sites for families to visit.

Appropriate accommodations for children with disabilities

Discovery Charter School will make all attempts to provide a free and appropriate education to children with disabilities in accordance with the student's IEP. In the event a mask is not wearable by the child with disabilities, the staff and close proximity peers will wear a mask and practice social distancing.

In-Person Learning: Student and Staff Wellbeing

Students' Social, Emotional, Mental, and Physical Health

Discovery Charter School is prepared to identify and meet the social emotional needs of students. A contract with private counselors has been established to offer on campus sessions for those in need and referred. After school activities are planned to include creativity, engagement, and movement in an attempt to teach the whole child and their senses that may have been neglected during the regular school day. Physical education will be scheduled for all students at a minimum of twice a week. DCS is also participating in the NCSAA organization for school sports in SY 2021-2022.

Discovery Charter School Educator and Staff Well-being

Staff needs will continue to be assessed with surveys. Confidential communication with an assigned board member proficient in human resources is made available. Professional development has been scheduled for growth and awareness in the social emotional needs of students and others. The professional development will be provided by an outside professional vendor and will occur in person within the first six weeks of school.

Staff well-being will be supported by a staff retreat before the contract year begins, scheduled social events, and recognition of staff life events. The contracted counselors will be made available to staff.

In-Person Learning: Accelerating Student Learning

Discovery Charter School is greatly concerned about the impact of learning during the pandemic. Data meetings took place in Spring 2021 to begin to assess the gaps, losses, and trends. Returning to the classroom will present learning spectrums and not all students will need to close a gap, but rather accelerate their learning. A GATE program was installed during SY 2020-2021. In addition to GATE students being identified, an ACE (Accelerated Curiosity and Exploration) program will be implemented at the same time. Students for ACE were identified using the GATE diagnostics, teacher referral and family referrals. Students in either program will receive a minimum of 150 minutes per week of accelerated learning.

Student data will be analyzed weekly with classroom teachers, administration, literacy specialists, and special education facilitators. During the data talks, resources and plans for instruction will be made. The instructional plans will be implemented either in the classroom or with the literacy specialist in the form of Tier 2 or 3. The data and plans will be shared with family.

Instructional time will include small group instruction for all grade levels. Classroom teachers will use data for grouping. The groupings will be reevaluated a minimum of three times a year using student data.

Distance Education: Students unable to participate in- person

Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person will be offered full time distance learning. Students will be assigned a classroom teacher. All technology needs will be provided to ensure equitable access to education. Students will participate in synchronous learning via google

classroom. Teachers will have designated office hours for distance learning students to receive support.

Students who are quarantined on the advice of local public health officials will be given a determined date to return to campus. During their quarantine, technology needs will be provided to ensure equitable access to education. Students will participate in synchronous learning via google classroom. Teachers will have designated office hours for distance learning students to receive support.

Distance Education Emergency Closure

In the event of of school closure recommended by the Southern Nevada Health Department all staff and students will transition to the following distance education plan:

- Return to campus date will be determined by the health department and CDC guidelines.
- Students will remain assigned to classroom teacher.
- Lessons will become synchronous.
- All staff and students will have access to necessary technology, including hot spots.
- Pick up of paper resources will be available at the front office.
- Attendance will be recorded daily using Infinite Campus.
- Absent students will be contacted via email, phone, google chat, or through submission of assignments.

Distance Education: Supporting Students

Students identified to participate in distance learning will receive all necessary technology to include hot spots, chargers, and laptops. All resources will be printed and either mailed or ready for pick up at the front office on a weekly basis. Special education students will be invited to virtual meetings by specialists in order to ensure IEP minutes are met. EL services will be provided accordingly. Virtual counseling meetings may be scheduled for those students identified. If in person meetings are necessary, face masks and social distancing will be required for all participants.

Attendance

Discovery Charter School will take daily attendance for all modes of learning: in-person and full distance.

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.

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

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 at the end of each quarter - 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 daily with their teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

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

Procedure for submitting a medical exemption form:

- Please see the next page for the form.
- Fill in your child's name,grade,campus,and the parent-related information.
- Have your licensed healthcare 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: *(circle one)* Student Household Member	
Parent Name:	Parent Email:
Parent Signature:	Parent Phone #:

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the front office to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not

limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section BelowFor 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:_____

*Forms will be available in front offices.

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning at the end of each quarter, 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.
- 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.
    - **Kindergarten - 2nd grade** will have a minimum of 60-90 minutes of real-time sessions daily.
    - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily.
    - **Middle and High School** will have a minimum of 60-90 minutes of real-time sessions per week per course.
- Full-time distance education elementary students must have an adult at home readily available to support their learning. Families may be asked to pick up resources weekly from the front office.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory

make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

Grading and Attendance

Families are encouraged to utilize the portal in Infinite Campus to monitor grades and attendance. Staff will account for grading and attendance routinely in this student information system. Families are also encouraged to check email and class dojo for messages from teachers and administration.

Communication

DCS will continue to communicate with stakeholders using email, class dojo, the school website, robocalls, text messages, social media and conferences. We maintain a 24 hour hour return call policy for the upcoming year. Middle school students are encouraged to communicate with their teachers first before a family member communicates. Surveys will be administered to conduct needs assessments as policies and procedures change.

Democracy Prep

DEMOCRACY PREP
AT THE AGASSI CAMPUS

COVID-19 OPERATIONAL SAFETY PLAN (EXTERNAL)

DEMOCRACY PREP AT THE AGASSI CAMPUS

2020-21

INTRODUCTION

At Democracy Prep Public Schools, we are committed to the safety of our staff and scholars. In additionto our School Safety Plans, the current moment in history for our country and world require our network and schools to design, implement, and continually reflect on additional policies and procedures to reduce the risks of the SARS-Cov-2 (COVID-19) virus in our schools and communities.

There is no way to fully eliminate risk of transmission of this highly contagious virus, yet with forward planning and constant reflection, we will do what we can to minimize the risk and allow for in-person learning to recommence for Democracy Prep scholars. Democracy Prep's risk reduction approach focuses on a widely-adopted set of priorities that guide our decision-making processes.

The policies, procedures, and recommendations included in this Safety Plan are designed to follow Center for Disease Control (CDC) and US federal recommendations and state policies and school reopening guidelines. These guidelines are constantly changing. Therefore, the policies and procedures in this Plan are subject to change as more information becomes available.

We are not medical experts but will seek the best advice we can to keep staff and students safe. Governmental resources have proven essential to the creation of all contents of this Plan, and Democracy Prep is making its best efforts to follow recommendations from these entities. In all stages and phases of pandemic response and recovery, schools must comply with CDC, state, and local guidelines. However, the recommendations and guidelines passed down from federal and state governments are not generally rules or regulations but are presentations of best practices. Individual school districts and Local Education Agencies (LEAs) have been left to make final decisions of interpretation and implementation of guidelines. Governments rationalize the difficulty in creating one-size-fits-all approaches are not reasonable given the vast differences in individual districts, LEAs, and schools.

As such, this Plan serves as Democracy Prep's best interpretation of guidelines and communication of our bottom lines and minimal expectations in regard to the included topics. The policies and protocols outlined here are required by all Democracy Prep schools and serve as minimal requirements. Schools must also follow additional rules and regulations issued by their states or local governments in addition to the policies described here. ***If there is any conflictbetween this Safety Plan and any law, regulation, or Executive Order, the law, regulation, or Executive Order shall govern.***

If an individual school wants to request an exception to a specific policy outlined here, the School Leader must request the exception in writing to the CMO COVID-19 Response Team.

Through the collective and uncompromising efforts of each member of our school community, we can simultaneously keep each other safe and continue providing an academically-rigorous, civically-engaged, college-bound, world-changing education to all the scholars of Democracy Prep.

TABLE OF CONTENTS

INTRODUCTION	2
TABLE OF CONTENTS	3
REGULATIONS & RESOURCES	6
PRIORITIES & ASSUMPTIONS	6
GLOSSARY	7
COVID-19 RESPONSE TEAMS	8
EXTERNAL AUTHORITIES & SUPPORTS	9
PPE & RELATED SUPPLIES	10
PHYSICAL LAYOUT	12
SIGNAGE	13
SPECIAL POPULATIONS	13
IMMUNIZATIONS & PHYSICALS	14
STAFF TRAINING	16
STAFF ARRIVAL	17
SCHOLAR ARRIVAL	17
SCHOLAR DISMISSAL	18
SCHOLAR MOVEMENT & GROUPING	18
HYGIENE	19
TECHNOLOGY	19
MEALS	20
IN-PERSON LEARNING & DISTANT EDUCATION	20
ATTENDANCE	22
SYMPTOMATIC & ILL SCHOLARS	24
CLEANING & DISINFECTING	27
VISITORS	28
DELIVERIES	29
GENERAL FAMILY COMMUNICATION	29
SCHOLAR TRAINING & CONDUCT	30

GATHERING INFORMATION 33

COORDINATING WITH CMO, LOCAL AUTHORITIES & SUPPORTS 33

CONTACT TRACING 34

DEEP CLEANING 34

SCHOOL CLOSURE 35

REOPENING 38

PREPARATION

REGULATIONS & RESOURCES

The following are non-exhaustive lists of valuable resources, primarily from state, city, and district governments, departments of education, and departments of health. These resources should be considered minimal mandatory reading for Ops Leaders (for their respective regions). School Teams should add other important resources to this section for reference and consider which other teammates should be required to read over materials.

NV.gov COVID-19
NV Clark County COVID-19
NV CCSD COVID-19
NV.gov Path Forward Plan

Centers for Disease Control and Prevention (CDC)

World Health Organization (WHO) Coronavirus Disease Pandemic

Federal Coronavirus.gov

Other Resources

- Article: This Won't Hurt a Bit: Employee Temperature and Health Screenings – A List of Statewide Orders, as of July 3, 2020 - Summary of Employee Health Screening Requirements by State
- Seoul Foreign School COVID-19 Return to School Manual - Parent-facing manual of a school that opened in South Korea in late May, 2020
- Unofficial Implementation Guide to Reopening Amidst COVID-19 - "Evidenced-based and operationally-focused," guide to reopening by Urban Assembly CHS for Computer Science school in NYC
- White House Guidance to Interpreting COVID-19 Test Results

PRIORITIES & ASSUMPTIONS

Based on available research, Democracy Prep and this Plan approach the design of policies and procedures with specific priorities in mind that have been shown to be the most effective ways to reduce risk of transmission of SARS-CoV-2.

Priorities for Reducing Risk of Transmission

We believe it is better to have a 'process improvement' mindset; at best, we can reduce but not eliminate risk. We must expect errors, mistakes, revisions, and unintended consequences from our plans. This is normal and the role of the CMO and staff is to create as psychologically and physically safe an environment as possible for our school communities. (Unofficial Implementation Guide)

We feel it imperative to focus policies and decisions with the following 4 priorities in mind, which are core components of all state reopening guidance to date:

1. Wearing Face Coverings - Masks are worn as much as possible, particularly in common areas and when unable to maintain social distancing by all staff and students. Masks may not include vents or ports. Face shields may be worn in conjunction with a mask, but face shields alone do not provide sufficient protection.
2. Increased Hygiene - Increased hand washing, availability of hand sanitizers with at least 60% alcohol, coughing or sneezing into your elbow or a tissue, with constant reminders for students and staff
3. Staying Home When Ill - Staff and scholars must remain at home or be sent home when exhibiting any symptoms relating to COVID-19 and seek testing before returning, or, if tests are unavailable, to self-quarantine where appropriate.

4. Increased Cleaning & Disinfecting - Regular and enhanced cleaning efforts are regularly scheduled

Assumptions

This Plan makes some assumptions based on available research and planning efforts by Democracy Prep at the time of writing. These include:

- Items or processes not explicitly covered or fully designed in this Plan may and should be developed by school teams. The CMO COVID-19 Response Team is available for consultation and questions, but please also use this Plan to help determine what processes remain for school teams to plan in detail.
    - If, at any time, a system seems like it should be reviewed and co-signed by the CMO, please contact the CMO COVID-19 Response Team. It is better to over-share and ask. Thank you!

GLOSSARY

- **SARS-CoV-2** *(pronounced sars-co-vee-tu)* - Severe acute respiratory syndrome coronavirus 2 is the virus that causes the coronavirus disease COVID-19 (WHO)
- **COVID-19** - The coronavirus disease caused by the SARS-CoV-2 virus (WHO)
- **COVID-19 Symptom** - People with COVID-19 have displayed a wide range of symptoms. People with these symptoms may have COVID-19:
    - Fever or chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea (CDC)
- **COVID-19 High Risk Category** - All persons are at risk of getting COVID-19 but certain groups are at higher risk of becoming severely ill because of it,including older persons and persons with underlying medical conditions including:
    - Chronic kidney disease
    - COPD (chronic obstructive pulmonary disease)
    - Immunocompromised state (weakened immune system) from solid organ transplant
    - Obesity (body mass index [BMI] of 30 or higher)
    - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
    - Sickle cell disease
    - Type 2 diabetes mellitus
    - other medical conditions may also constitute an increased risk and research is continuous (CDC)
- **Close Contact** - Contact with an infected person within 6 feet for at least 15 minutes (CDC)
- **Symptomatic** - Refers to individuals exhibiting one or more symptoms of COVID-19
- **Asymptomatic** - Refers to individuals infected, or believed to be infected, with SARS-CoV-2 but not displaying symptoms of COVID-19
- **Quarantine** - Quarantine is used to keep someone who might have been exposed to SARS-CoV-2 away from others. Quarantine is implemented if someone recently had close contact with a person with COVID-19 (CDC).
- **Isolation** - Isolation is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. Isolation is implemented if an individual has been diagnosed with COVID-19, is awaiting test results, or has cough, fever, shortness of breath, or other symptoms of COVID-19 (CDC).

- **Fever** - When an individual has a body temperature of 100.0 degrees Fahrenheit (37.8 degrees Celsius) or higher (NYSED), as per any temperature-screening devices, including an infrared thermometer.
- **PPE** - Personal protective equipment, which typically refers to protective clothing, helmets, gloves, face shields, goggles, facemasks and/or respirators or other equipment designed to protect the wearer from injury or the spread of infection or illness (FDA). In this document it also refers to items individuals may use to protect themselves or others from the spread of SARS-CoV-2 including personal hand sanitizer bottles and plexiglass shields.
- **Contact Tracing** - Activities that involve working with a patient (symptomatic and asymptomatic) who has been diagnosed with an infectious disease to identify and provide support to people who may have been infected through exposure to the patient. This process prevents further transmission of disease by separating people who have (or may have) an infectious disease from people who do not (CDC).
- **Local Authorities** - Refers to any relevant state, county, city or district authority, including, but not limited to, state departments, departments of health, departments of education, district offices, authorizers, etc.
- **Local Health Authorities** - Refers to the foremost government health authority of the region, for whom schools would be working with in the event of a confirmed case of COVID-19, most likely the local Department of Health.
- **Blended Learning** - A combination of in-person and remote instruction to create a powerful educational experience where each mode of learning supports the other.
- **A/B Schedule** - A schedule of blended learning where scholars are separated into two groups (A or B) where the groups alternate between in-person and remote instruction on different days to accommodate classroom layouts that afford social distancing practices. Staff may or may not also follow an A/B schedule.
- **Grouping** - The process of keeping scholars in small groups throughout the day without mixing populations such that if transmission takes place within one group, the risk of transmission to other groups is significantly reduced.
- **Follow-Up Zone** - An area to where scholars are directed if they do not pass part of the daily health screening. A staff member will then follow-up with the scholar's family or authorized contact prior to determining next steps.
- **Monitoring Area** - A designated, private, isolated area where scholars displaying symptoms of COVID-19 will wait to be picked up by an authorized family member or contact. A staff member will monitor this area any time a scholar is present. The Monitoring Area will be cleaned and disinfected after a scholar leaves the area.

COVID-19 RESPONSE TEAMS

Formulating response teams ahead of time affords clarity of roles, responsibilities, and expectations prior to an emergency situation. Each school must designate a local COVID-19 Response Team that creates plans, assesses systems, monitors for safety, trains staff, and meets to make decisions related to COVID-19.

School COVID-19 Response Team

The School Team should be composed of at least the Principal/ED and the Director of Ops, with other members at the discretion of the leader.

Title	Name	Phone and Email
Executive Director	Adam Johnson	347.504.5354 adam.johnson@democracyprep.org
DPAC K-8 Principal	Anastasia Lyons	702.506.8005 anastasia.lyons@democracyprep.org
DPAC 9-12 Principal	Ali Taylor	702.934.3087 alexandria.taylor@democracyprep.org

Director of Operations	Brian Rice	702.518.0518 brian.rice@democracyprep.org
Operations Manager	Ashley Moser	702.477.9973 ashley.moser@democracyprep.org
Email Group	dpaccs_covid19@democracyprep.org	

CMO COVID-19 Response Team

The CMO also maintains a COVID-19 Response Team, composed of the following persons. Upon learning of a positive case, or other COVID-19-related emergency, a member of the School COVID-19 Response Team should call CMO teammates in descending order until someone is reached. Once someone has been reached, the CMO Response Team will notify other members of the team and the school may stop calling.

The below teammates also comprise an internal list group: dpps_covid19@democracyprep.org. This group can be contacted for questions or to formally share information following up from individual phone calls.

Title	**Name**	**Phone**
Assistant Superintendent (OOTS Coach)	Kimberly Wall Duncan Scherer Tanya Nuñez	917.496.2862 646.398.0360 347.684.1025
Superintendent	Steve Popper	646.457.7748
CEO	Natasha Trivers	917.734.2509
Legal Associate	Capri Reid	347.931.5808
Chief of Staff	Linda Jones Easton	917.280.6391
Chief People Officer	Lisa Friscia	917.750.1428
VP of External Affairs	Princess Lyles	646.942.6403
Senior Director of Operations & Facilities	Kenny Mason	347.380.1530
Network Director of Operations	Jordan Stenzel	646.413.2448
External Affairs Manager	Charlotte Hockens	646.226.4590

EXTERNAL AUTHORITIES & SUPPORTS

Coordination with local authorities, particularly the local health department, is crucial to proper response if positive cases are confirmed. Local authorities will guide us in our decision-making for requiring individuals to stay home, getting families tested when necessary including potentially at risk scholars and families via contact tracing, helping to make decisions about the need for partial or full closure, and more.

Schools in each region must identify all the relevant parties that will need to be notified in the case of programmatic changes or full or partial closure due to internal transmission of SARS-CoV-2 and schools will need to complete this section based on their local contacts.

Agency	Field	Contact Information	Urgency / Notes
Southern Nevada Health District	Health	702.759.1000	Notify immediately when a case is confirmed. Inform of confirmed cases, inquire about next steps with individuals, contact tracing/investigation. They may also reach out to us if scholar/staff goes for testing prior to notifying.
State Public Charter School Authority	Government	775.687.9174	Consult with Legal, CEO, OOTS first
BGCSNV	On-Site Community	702.638.1120	Immediately notify of confirmed facts or information relevant to potential responses for their organizational community (as we would want them to with us)
Agassi Foundation, David Frazer Accurate Building Maintenance	Facilities	702.445.9584 702.220.8180	Communicate for adjustments to cleaning needs and for their personal safety Notify of extended closures
CCSD Food Service	Meals	702.799.8123	Inform of changes Inquire about meals for scholars during closure
Dr. Joseph Morgan, PhD	Board Chair	702.895.3329	Consult with CEO, Chief of Staff
Maxim Healthcare	On-Site Nurse	702.369.9828	Inform of changes to scheduling

PPE & RELATED SUPPLIES

PPE

- Cloth Masks
    - Scholars and staff may wear their own masks and/or face shields as long as they are appropriate (e.g., no vulgar phrases or imagery; improper fit; unclean)
- Disposable Masks - ample supply (~500-1,000) as backup
- Gloves - ample supply to meet demand for optional use by staff and for cleaning and meal service staff (including if staff will be supporting with classroommeal distribution)
- Individual Hand Sanitizer Containers with Carabiner - 1 per scholar and staff member. ~20% extras available
- Poly-carbonate Barrier for Reception Area and scholar desks

Health Screening Supplies

- Infrared Forehead Thermometers
    - These thermometers are not currently discounted when purchased in bulk so schools should purchase their own. Recommended thermometers range from $50-90/each and can be purchased on Amazon or from trusted PPE suppliers. Do not purchase models costing less than $50.
- Batteries for Infrared Forehead Thermometers
- Scholars: Daily Health Screening Questionnaire in English (https://bit.ly/3jXMa1H) and Spanish (https://bit.ly/3ALFB8i)

- Staff, Guests, Vendors, and Others: Daily Health Screening Questionnaire (https://forms.gle/NyMbPjtWzyBDj9SU7)
- Staff, scholar, and visitor sign-in is tracked through the health screening questionnaire.

Cleaning Supplies on Hand

- Sanitizing Wipes - ample supply to meet increased staff demand, stocked by all common areas (microwave, refrigerator, all copiers), regular cleaning of frequently handled scholar supplies (passes, individual sanitizer bottles when refilling), and to support at least daily cleaning of face shields by those who are using them.
- Hand Sanitizer - avoid those that contain methanol (USA Today)
    - Large Pump Bottles
    - Wall-Mounted Pumps and Refills
    - Pumps on stands that can be moved to rotating high traffic spots throughout the day
        - These can be positioned in more unavoidable manner than wall-mounted, but are more expensive
    - Consider multi-gallon drums
- Disinfectant - EPA-Approved List
- All other supplies required by Accurate Building Maintenance and The Agassi Foundation

COVID-19 Classroom Kit

All classrooms and most offices will be equipped with hand sanitizing stations and signage.

Signage - see below

Other Items Considered

- Soap spray bottles, disinfectant spray bottles, and paper towels for all classrooms and offices
    - CDC recommends cleaning surfaces with soap and water, then disinfectant
- Plexiglass or other partitions for specific spaces -
    - To increase utilization of small spaces
    - For specific scholar services that require interaction closer than 6 feet and where masks and face shields may not be faithfully worn
    - To achieve higher capacity in rooms
- Oral thermometers for families to use at home as per pre-arrival screening
- Microphones for teachers - so they can be heard throughout the room through a mask/shield without yelling (which may increase risk of transmission)
- 'Smart Keys' for staff - these are not actually keys but small tools that fit around one finger to allow for turning handles, pressing elevator/microwave/copier buttons, etc without having to touch the surfaces. The keys can then be regularly cleaned.
- Portable Hand Washing Station - fill up bucket with water that runs to a waste bucket; to increase opportunity for soap usage
- Collection baskets for individual sanitizer bottles - staff members refilling
- Disposable Visitor Passes - as opposed to those that are returned to the office; volume of visitors should be minimal (see below)
- Reusable Water Bottles - for scholars and staff, to minimize trips to water fountains
- Water Bottle Refill Stations - hands-free if possible
- Tissues - ample/excessive supply
- Paper Towels - ample/excessive supply
- Washer & Dryer - as necessitated by curricular materials

PHYSICAL LAYOUT

The following guidelines will be followed within each individual space. In general, 6-feet spacing will be maintained to the maximum extent possible and all spaces will be organized to facilitate such spacing. 6-feet is a minimum and, where possible, even more spacing will be used.

Classrooms

-
- Windows will be opened when safely possible to increase ventilation
- Interior doors will remain open to increase ventilation.
- Exterior doors will be open to increase ventilation when feasible.
- We will incorporate outdoor classrooms where possible and seasonally appropriate.
- Sharing of devices, toys, games, learning aids or other scholar supplies is prohibited.

Offices, Teacher Workrooms & Copier Areas

- Signage and available supplies will encourage staff to sanitize common hardware (copier, microwave, refrigerator, faucet) after each use
- Windows will be opened when safely possible to increase ventilation
- Interior doors will remain open to increase ventilation.
- Exterior doors will be open to increase ventilation when feasible.

Hallways

- We will restrict bathroom and hallway pass time to specific windows when classes are not transitioning
- We will use outdoors spaces for transitioning where available and weather-permitting as a 'plan A' route

Restrooms

-
- Doors propped open to avoid touching of handles where possible
- Windows will be opened when safely possible to increase ventilation

Arrival Health Screening Area

- Scholars will be pre-screened during arrival to assess potential symptoms and ensure completed daily questionnaires. Scholars will pass a temperature check and submit their daily questionnaire at the screening area.

Staff, vendors, guests, and other adults will pass a temperature check and confirm submission of their daily questionnaire at the Front Desk.

Short-Term "Follow-up Zone"

- School will direct specific subsets of scholars who do not pass their daily health screening during the scholar arrival process to the Health Office.
- Scholars who have the following issues will move to a detour space and remain 6 feet from each other as they await next steps:
    - Missing or incomplete health screening card - Family or authorized contact needs to be contacted to complete the screening questionnaire over the phone
    - Health screening card indicating scholar is at risk - Parent needs to be contacted for more information
    - Temperature at or just above 100.0 degrees F on preliminary screening - Wait 5 minutes to be rescanned
    - Scholars who are clearly symptomatic (i.e. visibly ill or temperature well over 100.0 degrees F) should go straight to the Monitoring Area, unless their parent is still present.

Monitoring Area

- Every school will have a dedicated space to serve as a monitoring/holding area for symptomatic scholars as they await parent pickup (Gym Vestibule).
- A teammate and backup teammate from every version of the schedule will be designated to monitor this space if and when a symptomatic scholar(s) is present.

Reception Desk / Main Office

- We have installed a barrier that protects the receptionist from guests who are standing or sitting nearby.

Cafeteria

- We will serve all meals in classrooms.
- Cafeterias may be utilized following 6-foot social distancing. Physical markings or arrangement will easily identify 6-foot spacing.

Gym

- If athletics are permitted, all local regulations will be adhered to. .
- Windows and doors should be opened when feasible to increase ventilation.

SIGNAGE

Signage reinforcing best practices involved with reducing transmission of SARS-CoV-2 will be posted throughout the school, particularly in high-traffic areas such as the main entrance and restrooms. Signage will also be leveraged to reinforce specifically related school systems in relevant spaces.

DPPS Signage Kit

The DPPS Communications Team will put together the following signage kit for printing or ordering.
Signage to include:

-6 ft floor markers
-Practice social distancing
-Wash hands 20 seconds, 60%+ alcohol sanitizer
-Wear face covering
-List symptoms, stay home if ill
-Cough or sneeze into elbow
Face masks required (entryway)
Please use sanitizer before entering
Wipe down desks (student-facing)
Stop for health screening/temp check

SPECIAL POPULATIONS

There are specific populations of scholars that require special accommodations and planning, particularly those with specific health risk factors and those with mandated special services. DPAC will provide reasonable accommodations, for staff and students at higher risk for severe illness and promote behaviors that reduce spread.

Scholars with IEPs or Those Receiving Related Services

The school-based ACT team will review IEPs for those students who may be unable to wear a mask or may have special health or behavioral needs that require alternative PPE for those students. If a student cannot wear a mask or acceptable face covering, that scholar should be in an isolated area more than 6 feet from other students and staff.

Scholars Experiencing Discomfort with Masks

If scholars express extreme discomfort with wearing masks, alternatives may be considered. The most important factor is that some sort of face covering is used consistently to the maximum extent possible.

Alternatives include:

- Different types or sizes of cloth masks, including over-ear vs. tie-behind varieties
- Different types or sizes of disposable masks
- Devices or clips that take pressure off over-ear straps
- Face shields
- Bandanas or scarves - these are not preferred options and we must ensure they are secure enough to consistently cover the mouth and nose

IMMUNIZATIONS & PHYSICALS

State law where applicable requires all children entering school must provide proof of immunizationagainst DTaP (diphtheria, tetanus, pertussis), IPV/OPV, MMR (Measles, Mumps, Rubella), Hepatitis A, Hepatitis B, Meningococcal Disease, Varicella (chicken pox), and the annual Influenza vaccine. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. All scholars must have on file proof of the required immunizations beforethey can be enrolled at a DPAC school. Failure to comply with immunization requirements may result in exclusion from school and missed school days.

Immunizations and physicals are still required by the first day of school (and updated based on birthdate as applicable). Scholars will still be excluded from schools on standard timelines if non-compliant.

STAFF TRAINING

The multitude of new policies and procedures creates a need to train or retrain staff on numerous systems. Relevant training the following training will take place prior to the return of scholars to ensure the safety of the entire school community.

The following is a list of trainings for staff trainingbased on policies in this Plan:

- Staff arrival and health screening
- Scholar arrival and health screening
- Scholar dismissal
- Monitoring scholars for symptoms
- When to send a scholar to the nurse
- Hygiene routines and schedules for classes
- Technology distribution, charging, and use
- Attendance and attendance intervention processes for in-person and remote learning
- Schedules and transitions that discourage general movement and minimize cross-traffic
- Sanitizing the classroom during the day (must do full wipe-down after each group of scholars)
- Meal service compliance, particularly where teachers will assist with in-classroom meal service
- ERT and Safety Plan changes based on scheduling (standard annual School Safety training still required)
- Best practices for staff meal time (refrigerator/microwave/water cooler etiquette, food delivery protocols)
- Cautioning against loud chants/signing
- Face coverings as part of uniform
- How to enforce wearing of face coverings
- System for obtaining alternatives such as face shields for scholars struggling with masks

Training will include checks for understanding (CFUs) to ensure staff understand policies and expectations and have opportunities for role play and simulation. Proper feedback is essential because many of these systems need 100% understanding and compliance to be fully supportive of every member of our school community. As withschool safety training, the above topics that directly pertain to the safety of the school community, 100% on CFUs or assessments is the expectation and staff should continue re-taking such assignments until achieving 100% success.

SYSTEMS

STAFF ARRIVAL

Daily Entry and Temperature Screening
The school building will be open for arrival starting at 5:30 AM. You may not enter the building prior to this time unless cleared with a member of the School COVID-19 Response Team, as all staff must submit their online health screening questionnaire and complete a temperature screening immediately upon entry.

All staff must wear a face covering when entering the building. Enter through the Front Office entrance and stop at the Front Desk for your temperature screening. A teammate will confirm you have submitted your daily online questionnaire and complete your temperature screening by placing an infrared thermometer near the center of your forehead. The thermometer must be approximately 1 inch from your forehead but will not make contact with your body.

Daily Online Staff Health Screening Questionnaire (https://forms.gle/NyMbPjtWzyBDj9SU7)

Initial temperature checks should be conducted at home. No staff may enter the building prior to submitting their questionnaire entering the school. Signage is posted at the Front Door. Anyone answering yes to any of these questions must talk to a member of the School Leadership Team before entering. Staff may enter if there are anyreasons to explain why you have the symptom(s) listed (i.e. muscle fatigue because I'm training for a race/marathon).

All staff that are not fully-vaccinated must wear a mask when entering the building. While on campus, all staff must wash their hands regularly and thoroughly.

If circumstances allow, a second staff screening areamay be established near the Nurse's Office.

If a Staff Member Fails the Temperature Screening
If your temperature is below 100.0 degrees Fahrenheit, you will be permitted to enter. If your temperature is at or just above the threshold (~100.4), you may wait to the side for 5 minutes and try again. If your temperature is above 100.0 degrees F, or you fail twice, you will not be permitted to enter and must visit a local healthcare facility to be assessed and/or tested for COVID-19. You must inform your supervisor and HR representative that you were denied entry and confirm again when you have visited a healthcare facility. You may not return to school until you have been cleared by your physician.

Your HR representative will discuss your personal situation with you to determine your ability to work remotely while quarantined.

Screening of Staff Arriving Late
Staff arriving late must inform the School Leader, who must promptly inform the designee assigned to late arrival screenings. The late staff member must report to the designated screening area (Front Office) upon arrival.

Staff arriving on campus outside of regular operatinghours when Ops Team members are not present to conduct temperature screenings will self test (or test with their colleagues) following the same protocols outlined above.

Staying Home & Calling in Sick
If staff is sent home they must stay in touch withour HR representative about their ability to return to school. Medical certification of their fitness to return must be provided. If they have a fever, they must be fever-free, without fever-reducing medication, for 24 hours before returning.

CMO Screening & School Visits
CMO staff will follow an identical staff screeningprocess, including temperature screenings.

SCHOLAR ARRIVAL

The below section outlines bottom lines, sample calculations, and important considerations for scholar arrival, including the necessity of a daily scholar health screeningprocess.

Daily Health Screening Process
The health screening process for scholars mirrors that of staff in many ways. The primary differenceis that scholars should submit a daily health screening questionnaire with assistance from a parent or guardian. Initial temperature checks should be conducted at home.

Steps of the Scholar Daily Health Screening

1. Scholar passes the prescreening checkpoint to ensure their mask is on and they have a completed daily health questionnaire. Scholar is visually looked over for symptoms of COVID-19 including shortness of breath, coughing, flush face, fatigue, runny nose, and congestion
2. Scholar stops at screening checkpoint and confirms completion of the daily health questionnaire.
3. Scholar undergoes temperature screening using infrared forehead thermometer.
4. All student screening policy must take into account any accommodations required for students with disabilities who may be unable to be screened as above.

Pre-Arrival Process for Parents
As indicated by the daily scholar health screening questionnaire, we are asking parents to perform a health screening of their own scholar(s), including checking their scholar's temperature, before leaving the home each morning. Parents must then complete and sign the scholar's daily questionnaire and ensure the scholar brings the slip to school.

If a Scholar Does Not Pass the Screening:

- Scholars are directed to the nearby 'follow-up zone' where another staff member will troubleshoot based on individual scenarios, such as:
    - If a K-2 scholar does not have or did not fully complete the screening questionnaire, we will call the parent to verbally screen for the questions, complete the survey, and inform the parent the scholar must have a completed survey for every day they attend. Scholars in grades 3-12 may fill out their own questionnaire with the assistance of a DPAC staff member.
    - If the scholar has a temperature at or just above 100.0 degrees F (up to ~100.4) the scholar will wait calmly for 5 minutes before returning for another temperature screening.
    - If the scholar has a temperature well above 100.0 degrees F, or fails a second screening, they will be escorted to the monitoring area. If in the monitoring area, the scholar's family member or authorized contact needs to be called to come pick the scholar up immediately. Scholars in the monitoring area must be monitored by a pre-designated staff member (that is not the nurse).
    - If the scholar has other symptoms related to COVID-19, they must be picked up and will not return until explicitly cleared by a doctor to do so (whether tested for COVID-19 or not).
        - Families of elementary school scholars will be encouraged to wait outside a few minutes prior to drop off and try to ensure their scholar passes before departing.
- DPAC will keep records of all scholars who have been sent to the Follow-Up Zone.
    - Any scholars who did not pass their first temperature screen, but pass the second will be followed up with later in the morning for an additional temperature screening at an appropriate time.

Arrival Schedule

- **DPACES 7:00 AM-7:30 AM** Pre-screening in the South Parking Lot to include visual symptom checks, questionnaire confirmation, mask-wearing enforcement, and initial dress code checks.

        - Health-screening in the Elementary School to include temperature checks and questionnaire collection.
        - Handwashing or hand-sanitization upon arrival.

- **DPACMS 7:00 AM-7:30 AM**
    - Pre-screening in the South Parking Lot to include visual symptom checks, questionnaire confirmation, mask-wearing enforcement, and initial dress code checks.
    - Health-screening in the Middle School to include temperature checks and questionnaire collection.
        - Handwashing or hand-sanitization upon arrival.
- **DPACHS 7:00 AM-7:30 AM**
    - Pre-screening in the South Parking Lot to include visual symptom checks, questionnaire confirmation, mask-wearing enforcement, and initial dress code checks.
    - Health-screening in the High School to include temperature checks and questionnaire collection.
    - Handwashing or hand-sanitization upon arrival.

Additional Arrival Considerations
The following will be considered within the redesigned arrival process:

Parent Access During Arrival
Unless parents can reach the normal reception area without crossing into scholar arrival areas, parents will not enter school spaces during the new arrival processes. Parents will wait until the end of all arrival processes to enter school. All guests will access campus through the Front Office.

Late Scholar Entry
Scholars arriving after their arrival window are folded into the current arrival window. Any scholar arriving after the final health screening at 7:30 AM will enter through the Front Office and follow the same screening protocols.

SCHOLAR DISMISSAL

Scholars will be escorted beyond the threshold of the school building and additional expectations should be set as regionally appropriate to ensure expected behaviors.

DPAC Dismissal Schedule
- **DPACES 4:00 PM**
    - J StreetPlayground Exit
- **DPACMS 4:00 PM**
    - South Gate
- **DPACHS 4:00 PM**
    - South Gate

SCHOLAR MOVEMENT & GROUPING

One of the important tenets of reducing the risk oftransmission is **grouping**, where scholars spend as much time as possible with the same small group of scholars throughout the day. Similarly, staff will minimize time spent with staff or scholars outside their direct instructional cohort, whenever possible.

Schedules will be designed to keep scholars in the same room as much as possible.

Hallway Movement & Scheduling
Restroom and hallway pass usage will be restricted to times and spaces that are not during transitions.

HYGIENE

Personal hygiene is another essential tenet of reducing the risk of transmission. Generally, personal hygiene focuses on increased hand-washing, use of hand sanitizer, and coughing or sneezing into your elbow or a tissue. Scholars, faculty, and staff must be trained on proper hand and respiratory hygiene and we will provide information to parents about how to reinforce these methods at home.

Hand Washing
Hand washing with soap and water is the most effective method to clean your hands.

According to the CDC, follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

Scholars at Democracy Prep will wash their hands at arrival as well as before and after eating. In order to achieve this, ample time will be built into schedules for handwashing at these times. Additionally, scholars will wash hands or use hand sanitizer any time they switch rooms.

Cleaning or facilities staff will be aware of handwashing schedules so they can frequently clean restrooms after class usage.

Hand Sanitizer
Hand sanitizer will be readily available in every classroom and office in the school building, as well as in conspicuous areas at the entrance and exit to the school.

Hand sanitizer will contain at least 60% alcohol to be effective against transmission of SARS-CoV-2 and will not contain methanol as it can be fatally poisonous (USA Today).

When applying hand sanitizer, rub hands together, until hands feel dry. This should take around 20 seconds. Note: Do not rinse or wipe off the hand sanitizer before it's dry; it may not work as well against germs.

TECHNOLOGY

Individually Assigned Devices
DPAC will assign individual devices to individual scholars because this will reduce the risk of cross-contamination and because most scholars will need to bring their devices to and from school. DPAC will develop care guidelines for scholars to follow when transporting technology and to consider providing cases based on the type of device.

Schools must keep records of individual device assignments and log them in official inventory systems where possible. Scholars should not share their devices with anyone else and follow a clear set of expectations for technology care (ex: Policies and Expectations for DPPS Chromebook Usage - NY).

MEALS

Classroom Meals
During meal time, scholars may temporarily remove masks but only while remaining seated and actively eating.

Below are additional meal process expectations for meals systems in classrooms:

- Classroom
    - Operations staff will pack meals into coolers or insulated bags as needed and transport them to each classroom.
    - Teachers will distribute meals or scholars will self-serve while monitored to ensure they do not touch multiple meal items.
    - Teachers will record which scholars participate in school sponsored lunch program.
    - Waste collection by the teacher, bringing around the waste basket to collect
        - Operations will assist by delivering large bins to each classroom immediately after meal service.
    - Scholars will wipe down own desks using teacher-distributed supplies
    - We will use outdoor dining when possible and weather permitting

Compliance & Training
Ultimately, food service will continue at the same high standards, by properly trained staff, for the health of our scholars.

PIN Entry
If required, DPAC will have staff-entered PIN entry or barcode scanners. Scholars will not be using PIN pads one after another to avoid cross-contamination.

In-Person Learning and Distance Education

Student and Staff Wellbeing:

Scholar wellbeing:
DPAC will leverage several structural components to support children's social emotional wellbeing. Specifically, we will rely on our Scholar Support Team, restorative practices, and advisory classes

Scholar Support Team:
Every DPAC scholar will have access to DPAC's Scholar Support Team, which is a group of licensed social workers and behavioral specialists who are trained to provide emotional support for children. This team will work 1:1 and with groups of scholars to help children manage emotions and remain engaged in school. Additionally, this team will be charged with leading the DPAC's restorative practices.

Teacher & Staff Wellbeing:
Keeping our staff mentally and physically healthy is a critical component of ensuring the school remains people centered.

Our staff have access to a variety of mental & physicalhealth resources on The Crest, Democracy Prep's internal web page. The Crest provides staff with access to mental health professionals, self-help guidance, and tips on healthy living.

In addition to the resources we provide to staff, we direct staff to resources they can leverage for their families.

Accelerating Student Learning:

Context:
Over the past year and a half scholars, families, teachers and staff made a heroic effort to continue and accelerate learning. Despite our school community's best efforts, scholars will enter the 2021-2022 school year with learning gaps.

Our Goal:
We will accelerate learning so scholars end the 2021-2022 school year at or above grade level.

Our Plan:
Democracy Prep will teach the most important 85-90% of grade level content in each course. Use the other 10-15% of the year to provide timely supports before, during and after lessons. Provide targeted, small group supports outside of lessons using tutoring and, where possible, intersessions. We have borrowed the term Just-in-Time supports to execute our plan for this year. Just-in-Time supports happen before, during or after a lesson.

Before a Lesson -- 'Pre Teaching':
Purpose: To ensure that scholars have mastered the essential prerequisite skills or knowledge needed to access a unit.
Format: Full lesson done 12 times a year and created by the Democracy Prep Academics Team

Pre Teaching lessons focus on the 1-2 prerequisite skills that scholars must have before they can understand the unit as a whole. Scholars can't write a strong essay unless they already know how to write a strong paragraph. And they can't solve multi-step equations without first being able to solve single-step equations.

These lessons take a full day of instruction and are provided by the Democracy Prep Academic Team. Since there are 12 pre teaching days a year most units will include at least one pre teaching day. These days will be added for language arts and math in Elementary, and all supported courses in middle and high school.

During a Lesson -- 'Scaffolding':
Purpose: To provide scaffolds that help scholars access an individual lesson.
Format: Part of a lesson and can vary in the number during a unit

The next type of support, scaffolding, happens during a lesson. It includes the traditional kind of scaffolds and supports we'd expect to see in a strong classroom, like graphic organizers or unbundled questions that break a hard problem into a series of simpler steps.. But it also includes supports that directly compensate for missing skills. It's essential for a fourth grader to learn long division, but if a scholar in Algebra 2 still can't do long division it makes more sense to give him a calculator. For the fourth grader, learning division is the heart of the lesson, but for the 11th grader the heart of the lesson probably deals with quadratic equations -- division is only a stumbling block along the way. In this example, the calculator is a *scaffold* for the older scholar.

Scaffolds are created by teachers in response to scholar data, based on exit tickets, pretests and teachers' knowledge of their classes. They should be used to help bridge small knowledge gaps and proactively address misconceptions. School leaders should look for these scaffolds when reviewing lesson plans and support teachers who need additional help crafting the scaffolds. Out of the three types of supports, these are going to be the hardest, so start by mentioning them to experienced teachers, but have all teachers focus on the after the lesson supports.

After a Lesson --'Targeted Support':
Purpose: To help scholars practice skills that they have seen but haven't yet mastered.
Format: Full lesson done 12 times a year and created by the classroom teacher

The final type of Just in time support happens after a lesson is done. This year we're including 12 flex days per year that should be used for reteaching and scholar support. These days are spaced evenly throughout the year, and are created by teachers to fit the needs of scholars. In our next Learning Acceleration session we're going to discuss our process for

regular data cycles. But in short the goal is to provide scholars support for material they haven't mastered before they're asked to demonstrate mastery on a unit test or Trimester exam.

This year we will dedicate one hour of Professional Development every other week to evaluating scholar data and action planning from that data. Democracy Prep intends to provide scholars with grade-level materials in each class. In order to ensure learning gaps are closed, Democracy Prep will provide 24 days where missing concepts will be retaught or targeted

Distance Education: Students unable to participate in-person
Democracy Prep will offer a combination of asynchronous and synchronous work for students who are unable to participate in in-person learning because of a documented medical condition or because of mandatory quarantine as a result of public health officials' directives.

Students unable to attend in-person classes will receive asynchronous work from their teachers each day on an online platform. Those students will also be able to tune into live-classes that will be delivered via an online meeting platform. As a way to ensure students have access to a live teacher each week, any student attending school remotely will have a 60-minute session with Democracy Prep teachers or subject matter experts.

Distance Education: Supporting Students
Any student at DPAC who must attend school virtually will have all necessary technology provided to them by the school. DPAC has secured enough technology to provide 1:1 technology with all enrolled children. Additionally, any child who requires internet services at home can receive a school-provided hotspot upon request.

Democracy Prep will continue to provide special education, English Language, and meal services to remote students who require said services. The school will allot special office-hours for remote students who require additional services. Our Special Education teammates will have hours built into their schedules to provide individual and group services to remote students using an online platform.

ATTENDANCE

We will respond to our data when it indicates a high number of absences per each student or patterns of high rates of absenteeism.

Tiered Intervention System for Absences in Virtual and Hybrid Learning

Intervention Tier	Criteria	Action Steps	Owner
Tier 0	Every absence, daily	**PERSONAL PHONE CALL** - Personal phone call to parent - If parent is not reached, leave a voicemail and follow up with a text and email - Supporting absence documentation is requested in writing. Upon receipt of artifact (letter, email, text), enter "Documented Absence" for scholar in DeansList and include reason for absence and name of adult who signed artifact in the comment for Social Worker. - Communication logged in DeansList (calling via the DeansList phone app automatically initiates a communication log) *-Additionally, a follow up call can be made by any member supporting*	Non-instructional Staff

		a class or by an SST member (this in addition to the Receptionist call).	
Tier 1	Every absence, weekly	**ADVISORY CALL** - Advisory teacher reviews attendance and academic records for each advisee to prepare for call and creating action plans - Advisory teacher calls family, logs communication in DeansList - If parent is not reached, leave a voicemail and follow up with a text or email - Communication logged in DeansList (calling via the DeansList phone app automatically initiates a communication log)	Advisory Teacher
Tier 2	10-19 absences	**MEETING WITH SOCIAL WORKER AND/OR SCHOOL LEADER** Attendance Int. Mtg. Request Template - Administrative Manager runs 'workflow' to send email alert to Social Worker, School Leader, and the Ops Team - Social Worker checks how many absences are documented/undocumented and reviews scholar academic and behavioral records - Social Worker emails letters to families via DeansList - Social Worker contacts families to set up virtual meetings - Social Worker begins planning and/or drafting intervention ideas before meeting - Social Worker meets with families to co-develop an action plan, signed by family - Social Worker emails agreed upon action plan to family following meeting and requests that the family reply to confirm receipt - Social Worker uploads signed action plans to scholar's registration folder [BOX LINK] and links the letter in DeansList communication log - Social Worker sends advisory and Grade Level Leader a confirmation of the uploaded letter. - Social Worker clears scholars from list on DeansList after meeting	Social Worker or member of the SST team
	10-19 absences	**OTHER INTERVENTIONS BASED ON SCHOOL LEADER DATA REVIEW** - School Leader reviews attendance data on bi-weekly basis to identify individuals who need additional personal intervention steps beyond Tier 2 meeting - School Leader, Social Worker, and Administrative Manager (consider inviting GLLs and Advisors as needed) meet to discuss next steps based on SL bi-weekly data review. - Administrative Manager runs 'workflow' to send email alerts to Social Worker, School Leader, GLLs, Advisors, and Ops Team - Additionally, Social Worker reviews progress of families who are approaching Tier 4 status to attempt further intervention prior to contacting Child Services - School Leader reflects on attendance data and intervention attempts in monthly dashboard reflection	School Leader
Tier 3	20 Absences *Undocumented /*	**CHILD SERVICES CONTACTED** - Administrative Manager runs 'workflow' to send email	Social Worker

	*unexcused (as per state/agency policy)**	alerts to Social Worker, School Leader, and Ops Team - Social Worker evaluates documented and undocumented absences, as per stat/agency policy, and determines whether addtiional communication with Child Services is warranted. - If Child Services will not be contacted, Social Worker informs Administrative Manager, Ops Manager, and School Leader with rationale and said rationale is documented via email. - Social Worker contacts Child Services and logs communication in DeansList - Social Worker confirms with Ops Team and School Leaders that Child Services has been contacted - Social Worker clears scholars from list on DeansList after meeting (or may leave scholars on list if helpful for revisiting)	

SYMPTOMATIC & ILL SCHOLARS

As noted in the Physical Layout section, every school will designate an isolated Monitoring Area where scholars exhibiting symptoms of COVID-19 must remain while waiting to be picked up.

As noted in the Arrival section above, scholars will turn in a health screening questionnaire each morning and undergo a temperature screening upon entry to the building. Scholars failing such screenings will be sent to the Follow-Up Zone for further investigation. Some of those scholars, such as scholars with temperatures well over 100.0 degrees F, will be escorted to the nurse or directly to the Monitoring Area. Additionally, staff will be constantly monitoring scholars for potential symptoms throughout the day.

Constant Monitoring & Nurse
All staff will be aware of the symptoms of COVID-19 and be actively monitoring scholars for symptoms at all times. It is the collective responsibility of the DPAC staff to flag issues as soon as possible in support of the health of the community.

Should any staff notice symptoms in a scholar or should a scholar report any relevant symptoms, the scholar will be immediately escorted to the Monitoring Area while wearing a face covering. The nurse will assess the scholar and determine if they should be picked up. If pick-upis needed for symptoms relating to COVID-19, the scholar will be escorted to the Monitoring Area.

Following a scholar being sent to the nurse for COVID-19 symptoms, the teacher will disinfect scholar spaces, door knobs, light switches, and other surfaces that the scholar may have been in contact with that day. As appropriate, support similar efforts in other rooms if the scholar has moved throughout the day. Otherwise wait for further information to avoid creating panic.

Data Tracking
Any time a scholar is sent to the Follow-up Zone during arrival, sent to the nurse for possible COVID-19 symptoms, or sent to the Monitoring Area for parent pick-up, the information will be logged in our COVID-19 tracking system.

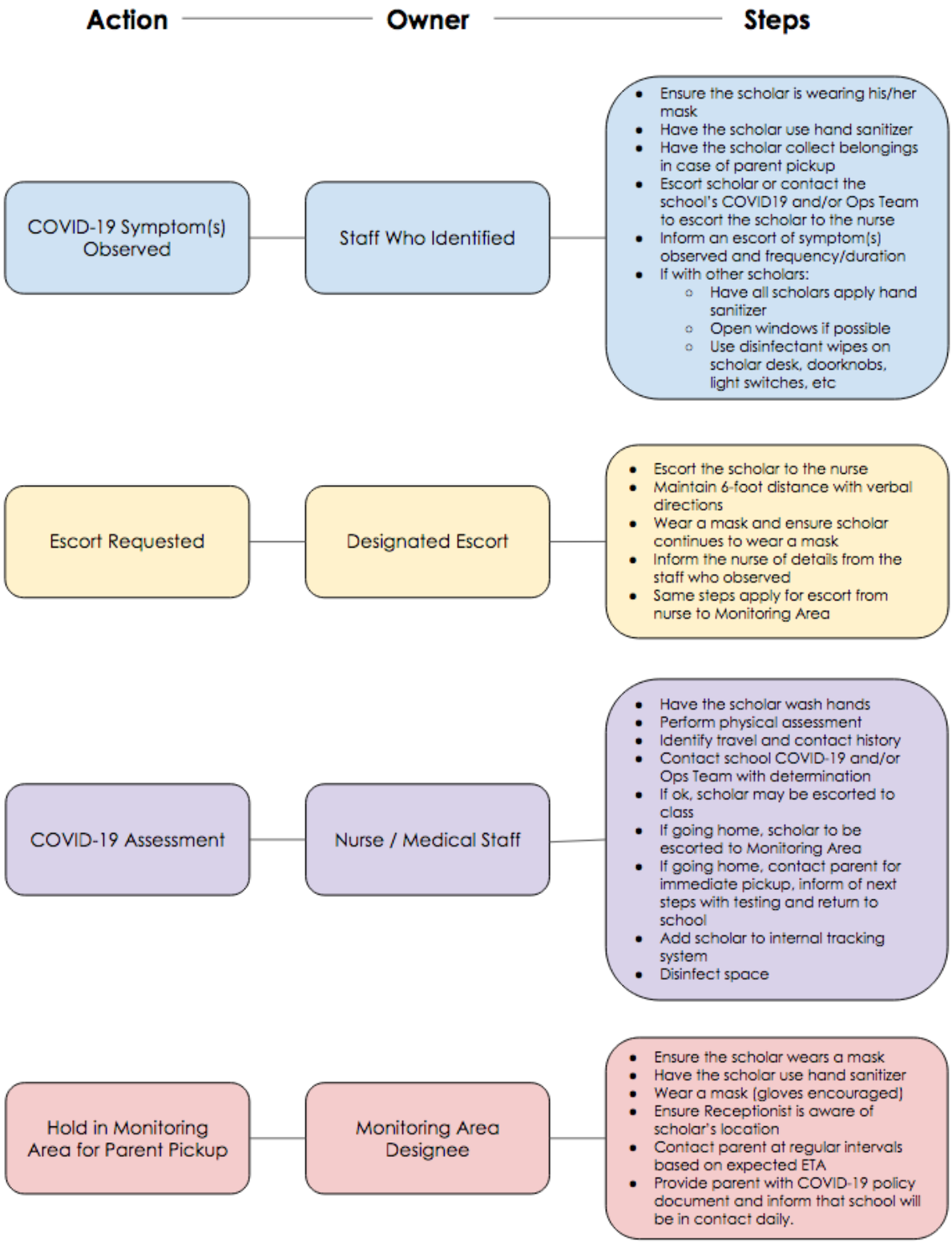
Immediate Pickup
Scholars exhibiting symptoms of COVID-19 must be picked up immediately by a parent, guardian, or parent-approved designee. It is important to frontload this expectation to families ahead of time and the importance and urgency of the scholar's removal from the space. Communicating this as a communal expectation will hopefully strike a cord because we all would presumably want to remove an ill scholar from the school space for our own safety. If an infected scholar has to sit with a staff member for extended periods of time, that staff member continues to be exposedto some level of risk, which can increase the risk for everyone else.

Disinfecting the Monitoring Area

After a scholar has been in the Monitoring Area, the space will be disinfected prior to continued use. If the scholar is strongly believed to be infected, we will avoid use of the area (and other areas used by the scholar) for 24 hours prior to initiating cleaning. A deep cleaning will be completed by the cleaning or facilities team that evening, if not earlier.

Action Flowchart for Symptomatic Scholar

(Outside of Arrival Screening Process)



Absence Due to Fever or COVID-19 Symptom

If a scholar is absent for the reason of fever orCOVID-19 symptoms, the following protocols go into effect for attendance and family follow-up.

1. The person learning of the absence will report the information to Ops for follow-up.
2. Ops will phone the family to:
    a. Inquire about details of symptoms as required for tracking, including date of symptom onset, body temperature, coughing, trouble breathing, etc. (However, please note the family is not required to supply details as manners of privacy).
    b. Inform the family that, regardless of severity, they must visit a local health facility for assessment and obtain proof of visitation. If the family has alreadybeen tested, obtain a date of testing.
    c. Inform the family the scholar must self-quarantine, follow up as soon as test results are received, and request medical documentation that the child can return.
3. The school nurse (or designee) will call to follow-up with the family and offer the same advice.
4. Ops will phone the family regularly to follow-up about scholar's health and test results.
    a. If the test results are negative, see section When Can the Scholar Return?

When Can the Scholar Return?

Essentially, after receiving written permission to explicitly do so by a physician.

A scholar who has stayed home or was sent home for COVID-19 symptoms or possible exposure needs to get tested immediately. If a scholar receives a negative test result, the scholar may return once cleared by his/her physician, which should include an absence of other symptoms. The family should request written documentation clearing the scholar for return to school. If tests are not available in a region, the family must follow local health advice regarding quarantine requirements.

If a scholar (or staff member) has been confirmedas a positive case of COVID-19, they must follow official guidance from local health authorities. Please see the Confirmed Case section below for more information.

For a brief overview see the White House's Guidance on Interpreting COVID-19 Test Results.

CLEANING & DISINFECTING

Cleaning is an essential part of preventing contamination and every teammate must play a role. However, because cleaning supplies, staff and frequency can get very expensive, remember that cleaning is part of many efforts we are making to reduce risk of transmission.

Cleaning by All Staff

All staff will adopt habits of cleaning high-touchareas, including door knobs, handles, light switches, desks, countertops, faucets, etc.

Disinfectant wipes or sprays and paper towels will be placed by all high-touch appliances such as microwaves, refrigerators, faucets, copiers, etc. These items should be quickly wiped down after each use.

Cleaning After Every Transition

Scheduling will minimize movement of scholars to reduce the risk of transmission. It will not be feasible for cleaning or Operations staff to execute such cleanings, so this will be the responsibility of teachers using classrooms. If rapid cleaning must take place, a teacher may distribute individual wipes to scholars prior to their departure and instruct and monitor them to clean their own spaces.

Disinfecting After Confirmed or Highly Suspected Case

If a case is confirmed or highly suspected, it is ideal to avoid using areas the person was directly using for 24 hours prior to initiating a deep clean to decrease chances of contamination for cleaning staff and cross-contamination with other materials .

Nightly & Deep Cleanings
Every night, school spaces will be cleaned. This includes:

- Disinfection via approved sprays and/or wipes of:
    - Scholar and staff desks, chairs, and tables
    - Door knobs and doors
    - Staircase railings
    - Locker surfaces and coat hooks
    - Bathrooms, including faucets, counters, sinks, toilets, hand dryers, towel dispensers, handles, and doors
    - Water fountains
    - Common hardware such as copiers, refrigerators, microwaves, water coolers
    - Countertops and cabinet surfaces and their handles
    - Kitchen spaces and hardware
- Sweeping and mopping of all floors in rooms and hallways
- Vacuuming of carpets and rugs

Additionally, "deep cleanings" will be scheduled for every Wednesday and Friday night and available on demand whenever the need arises.

Cleaning Company/Entity	Point(s) of Contact	Contact Information
Agassi Foundation	Dave Frazer	702.445.9584
Accurate Building Maintenance Main Office 702.220.8180	Ron Finken Victor Gutierrez Brad Ruxer	702.497.6255 714.574.6658 702.690.1861

VISITORS

Visitation volume will be drastically reduced to essential visitors during the duration of blended learning, and potentially beyond. Schools will prioritize phone and video meetings as much as possible in an effort to minimize risk of transmission and to avoid creating additional cleaning work given staffing and budgetary limitations.

Detailed Sign-In
All visitors must sign in and logs will be kept regarding who the visitors met with and what spaces they entered. This is essential information that is needed for potential contact tracing.

Sign-in logs will be saved digitally at the end of each day so they can be accessed remotely so that if schools learn of positive test results for an individual during after-school hours the information can be accessed immediately and leveraged for notifications.

Additional Steps
Schools will provide the following to supports to reduce family visitors and risk of transmission:

- Proactively communicate protocols for reducing on-site visits proactively to families along with preferred methods of contacting the school, as well as policies if on-site visits are required, such as face coverings
- Ensure there is clear signage that:
    - Leads guests directly to the main office

    - Indicates masks are required
    - Indicates availability of hand sanitizer
- Ensure hand sanitizer is available at entrance and in main office
- Require all visitors to use hand sanitizer either upon entry to the office or prior to moving to another part of the school.
- Designate an emergency meeting area near the main office/entrance for all in-person meetings.
- Will not allow guests anywhere on site without an escort. This includes escorting guests out of the building.
- Only use disposable visitor's passes.
- Establish cleaning processes for after visitors depart.
- Outfit the front desk with a shield to protect the staff member(s) receiving guests
- Ensure the front desk has a supply of PPE and ample cleaning supplies.

CMO Visitors
As noted in the Staff Arrival section, CMO teammates will undergo identical screening processes to school staff.

There will be a list created of approved CMO visitors and the number of CMO visitors will be reduced to those who are essential for school operations. CMO teammates must sign in and identify their visitation purpose and anticipated locations, meetings and/or observations.

CMO teammates must follow all hygiene practices the entire time they are on site, without exception. CMO teammates are visitors and must model the highest degree of compliance to maintain the trust and respect of school staff and scholars.

CMO teammates should not spend extended periods of time in schools if they are not engaged in work that requires their physical presence. For example, CMO teammates should not work in teacher workrooms or offices after meetings.

DELIVERIES

Delivery persons will continue to need access to the school space, however, their degree of interaction with the school space and staff should be minimized. This should be achieved through the following:

Package Delivery Requirements
- Designation of a deliver drop-off area outside, orimmediately inside, the school main entrance, including physical signage indicating the area
- Delivery staff not required to sign in if their designateddrop-off area is outside or just within the school threshold
    - If delivery staff must enter further into school spaces(i.e. case paper delivery), they must complete the online health questionnaire.
- School facilities or other staff will move boxes around internally.

GENERAL FAMILY COMMUNICATION

In order to roll out the policies and procedures within this Plan and others created by the school, proactive communication will be sent to all families. The school reopening plan will be posted on the school website.

Introduction Letter
Prior to physically welcoming scholars back to school, DPAC will communicate important policies and procedures in writing to families.

Staff will be informed of their role in discussingor fielding questions about these policies and procedures so parents remain confident in our unification and understanding of these important policies and procedures.

Opportunity for Questions and Feedback
DPAC will provide an accessible opportunity for families to ask questions and provide feedback directly to the school. DPAC will provide New Family and Returning Family Orientation. DPAC will share details of the Family Orientation inline with Prep Academy and the First Day of School.

'Mid-Year' Onboarding of Families
In addition to the communication above, DPAC will all have a formal system to onboard families to the same systems if their child(ren) joins the school after the schoolwide training occurs. This will be prioritized even more than before because many of these systems are measures of communalsafety that can quickly be compromised by individuals if not implemented consistently.

Parents need to immediately understand and implement prior to their scholar's first day (ex: pre-arrival health screening and screening questionnaire).

Changes to Policies and Procedures
DPAC will remain in touch with families regularly, particularly any time changes are made to policies or procedures related to COVID-19 safety. We ensure all families receive such communication regardless of preference of communication channel, which is never the same for all. As such, updates will be communicated via email, sent home with scholars in hard copy format (when appropriate), posted on the school website, and texted.

Staff will also be informed of their role in discussingor fielding questions about changes so the school presents as unified on these important matters.

SCHOLAR TRAINING & CONDUCT

The multitude of new policies and procedures creates a need to train or retrain scholars on numerous systems. Relevant training will take place immediately as scholars return to school spaces to ensure the safety of the entire school community.

The following is a list of scholar training based on policies in this Plan and other potentially related updates:

- Talking points about the seriousness of COVID-19 and our prevention measures to minimize the risk of transmission of SARS-CoV-2
    - Our 6 priorities
    - Including talking points for the importance of wearing face coverings, social distancing, hygiene, grouping, minimizing transitions
    - Brief information about our prevention efforts: staff training, cleaning schedules
- What to watch for about your own health, when to stay home
- Scholar arrival and health screening (and the fact that staff and visitors will undergo the same)
- Scholar dismissal
- Processes if symptoms are observed or reported during the school
- Hygiene routines and schedules for classes
- Technology distribution, charging, and use
- Attendance and attendance intervention processes for in-person and remote learning
- Meal service
- Consequences for violation of safety-related policies
- Ways for scholars and families to share feedback

Training will include checks for understanding (CFUs) to ensure scholars understand policies and expectations. 100% on CFUs or assessments is the expectation and scholars will continue re-taking such assignments until achieving 100% success.

Scholar Conduct & Consequences

Compliance with safety-related policies is crucial to ensure the risk of transmission of SARS-CoV-2is minimized. While we recognize some scholars will struggle with compliance for some policies (i.e. full-time mask-wearing), success will be achieved through sustained enforcement of these policies.

Violation	**Possible Re-Directions & Supports**	**Consequence Ladder**
Not Wearing Mask	Different mask types available if discomfort is rationale Face shields available if discomfort is rationale	TBD (ED + OOTS will need to collaborate to ensure there are appropriate and consistent supports and next steps in place.)
Forgot Mask	Back-up disposable mask must be provided Follow-up with family to troubleshoot and reinforce	TBD (ED + OOTS will need to collaborate to ensure there are appropriate and consistent supports and next steps in place.)
Violates Social Distancing		TBD (ED + OOTS will need to collaborate to ensure there are appropriate and consistent supports and next steps in place.)
Forgot Daily Health Screening Questionnaire	Send to Follow-Up Zone and contact parent Inquire if family has run out or lost blank forms	TBD (SLs + OOTS will need to collaborate to ensure there are appropriate and consistent supports and next steps in place.)
Refuses Temperature Screening	Send to Follow-Up Zone (if during arrival) and contact parent DREAM Coach or Social Worker intervention	Sent home if ultimately does not comply. Scholars may not proceed to class without being screened.
Refuses Hand Washing or Hand Sanitizing		TBD (ED + OOTS will need to collaborate to ensure there are appropriate and consistent supports and next steps in place.)

CONFIRMED CASE

GATHERING INFORMATION

As noted in the Symptomatic & Ill Scholars section, whenever scholars visit the Follow-up Zone, nurse, Monitoring Area or indicate they are staying home due to COVID-19 symptoms they must be logged into the COVID-19 data system. This allows us to organize information and to triage follow-ups.

Should we receive confirmation of a positive test for a scholar, staff member, or visitor, additional steps will take place immediately and will be coordinated by the School COVID-19 Response Team. A member of the Team will contact the family to obtain the following information or as directed by local health authorities:

- Type of test conducted: viral PCR (rapid), viral antigen (2-3 days), antibody (previous infection)
- Location/agency that conducted the test
- Date of test
- Date of positive result
- Date of first symptom(s)
- Date(s) in building since first symptom(s)
- Next steps from doctor or health official including anticipated duration of isolation
- Information on close, non-mask contact with any other scholars or staff members in days prior to and following onset of symptom(s)
- Any other relevant notes

COORDINATING WITH CMO, LOCAL AUTHORITIES & SUPPORTS

Immediately after collecting detailed information about the positive test result, a member of the School COVID-19 Response Team will follow the call tree to reach out to the CMO COVID-19 Response Team (starts with the OOTS Coach). Once a CMO Response Team Member is met, she will support further coordination amongst the CMO Team.

Collaboratively, the CMO and DPAC Team will be able to make decisions on:

- Programming and scheduling adjustments
- Partial or full school closure
- Whole-staff and family communication
- Personal communication to any individuals who may have had close contact with the infected person and need to consult with their physician about being tested
- Plans for notifying additional agencies of changes (see list and contact info in External Authorities and Supports section)

Data Privacy with Local Authorities

In all applicable cases, Democracy Prep will comply with local health and government requests in relation to school closure, investigation of positive cases and contracting, and reopening of the school.

While FERPA allows for exceptions to data sharing in the event of ongoing emergency situations, and those related to public health specifically, DPPS Legal will be counseled and involved throughout any external investigation to ensure information is shared appropriately and information sharing is limited to those who must know.

With the exception of health officials working to support the health response to a positive case (see next section for more information), schools will NOT share the name or individually identifiable information with any external agencies. We can provide information regarding the general situation and our decisions that will affect a given agency, but personal privacy must be protected for the individuals in question.

CONTACT TRACING

Contact tracing is the process by which local health officials will attempt to support quarantining and testing of individuals who have been placed at risk due to close contact with an infected individual. This process will be carried out by trained professionals based on information they will gather from the infected individual.

Health officials may also reach out to the school directly to gather information. Generally, schools are within their right to share information to a health official that a scholar or staff member has shared with the school (but we should not share identifiable information with anyone from other school-support agencies, as noted directly above).

As a school and community support, there are data-tracking systems we must have in place to support both the local health agency's investigations and our own communication decisions. Is it likely we will need to make decisions on who is personally at high risk prior to a complete response by local health agencies (as has already happened).

Systems that we will have in place to support our response and agency contact tracing include:

- Log of daily staff health screening questionnaires
- Staff sign-in log
- Record of staff who were denied access due to failedscreening or who called out sick due to COVID-19 symptoms (in collaboration with HR
- Log of daily scholar health screening questionnaires.
- COVID-19 data system with logs of scholars who
    - Visited the Follow-Up Zone during arrival
    - Were sent to the nurse for COVID-19 symptoms
    - Were sent to the Monitoring Area and sent home due to COVID-19 symptoms
    - Were absent due to COVID-19 symptoms for themselves or a family/household member
- Log of all visitors, whom they visited with, and the rooms they entered
- Class, individual, and staff schedules to determine locations used, frequency, and duration for the predicted period of contagious infection
- Self-reported information from staff and their level of contact with an individual

DPAC staff will consult with DPPS Legal and/or the CMO COVID-19 Response Team prior to providing access to these records to any external agency.

DEEP CLEANING

As noted above, deep cleanings will be proactively scheduled at least twice a week (depending on needs) while all scholars and staff are engaged in remote learning. Deep cleanings include disinfecting high-touch surfaces.

In the event of a positive case, DPAC staff will notifythe facilities company and Senior Director of Operations to organize additional cleaning and disinfection procedures. Deep cleaning efforts following a confirmed case ideally will not commence for at least 24 hours. This is a precaution to reduce risk of potential SARS-CoV-2 transmission from surfaces. If a 24-hour wait period is not feasible, deep cleaning may commence sooner with cleaning staff following extra precautionary measures.

Information about the individual case will allow the School COVID-19 Response Team to determine specific spaces and materials that require specific attention.

In some cases, local health officials may need to conduct an assessment of our cleaning processes or the physical space itself before allowing use by individuals or for the school to re-open after a closure.

A list of all chemicals used by the cleaning company is available in the office of the Director of Operations.

SCHOOL CLOSURE

The decision to close school will be made by the Executive Director and the CMO COVID Response Team. We will always consult with the Southern Nevada Health District, State Public Charter School Authority, and any other designated governing body.. We will make the determination to close schools absent a mandated closure by external agencies if it deems such a decision is in the best interest of the safety of scholars and staff.

DPAC is prepared to be directed to close by local governments attempting to control widespread transmission.

Types of Closures to be Considered
Given that schools will attempt to limit cohort mixing by reducing scholar movement during the day and splitting school rosters with A/B scheduling, there may be multiple types of school closures to consider, including but not limited to:

- **Full Closure -** No scholars or staff on site due to threat of or uncertainty regarding potential widespread transmission. Full closures may last a period of 14 days if numerous staff or extensive populations of scholars need to self-quarantine or self-isolate after one or more confirmed cases.
- **Full Closure + Partial Closure -** No scholars or staff on site for 2-5 days following a confirmed case in order to assess the extent of transmission. If transmission is shown to affect a specific group (i.e. class, grade, group A or B schedule) but not other, some groups may be able to return sooner following a deep cleaning, communication to families, and monitoring of symptoms at home by families.
- **Self-Quarantine of Specific Groups -** There could be scenarios where we can confidently determine that an individual with a confirmed case had minimal contact with other groups in the school and therefore the school does not need to close down, but a single class might need to be moved to virtual learning.
- **No Closure -** There could also be scenarios where a scholar who tests positive had little to no direct interaction with other persons, was wearing a mask for the duration of time in the building, and was never in close contact with others for extended periods of time (i.e. no other persons meet the threshold of 'close contact' with the infected individual) and the time on site was limited due to A/B scheduling
    - Ex: Scholar A arrives Monday but is sent home soon after due to complaining of a headache. Scholar A is tested and the test returns positive. After investigation, Scholar A was in Room X the entire time and did not engage with other scholars or staff without a mask nor within 6 feet. Scholar had not been at school since the previous Tuesday, and health officials do not believe he/she was infectious at that point. Notice to families is sent to monitor scholars for symptoms and keep them home if they have general concern about the possibility of infection even without displaying symptoms.

Factors we will Consider When Determining Whether or Not to Close
There are numerous factors to be weighed when considering closing. In the section to follow we outline some initial rules of thumb to offer some calibration of expectations, but ultimately every decision will be made on a case-by-case basis in consultation with the CMO and local health officials.

Factors we will consider include any one or combination of the following:

- The number of persons with confirmed positive cases
- Number of persons displaying symptoms
- Duration of time infected or symptomatic persons were on site
- Anecdotal data about the infected person's use of a mask and general hygiene while on site
- Movement patterns of the infected person while on site
- Volume and duration of interactions with other persons by the infected person
- Number of high risk persons on site and/or interacted with
- The individual's timeline of symptoms

- Number of staff needing to be tested or self-quarantine and the effects on the staffing model to support on-site instruction
- Level of general compliance with safety protocols by the internal school community
- Information from contact tracing efforts by local health officials
- Direct advice from local health officials
- General spread in the local community
- Other knowledge and insight gained about COVID-19 between the time of writing this and an incident

Examples of Possible Closure Scenarios

Our first priority will always be the safety of our scholars and staff. That being said, with the right precautionary plans in place and consistently followed and upheld expectations, SARS-CoV-2 transmission risk can be greatly limited. The more rigidly a school follows expectations of social distancing, face coverings, hygiene, cleaning, and staying home when ill, the more likely the school, or portions of the school, can remain open.

At the time of writing, we believe there are general positions we can share to help calibrate expectations such that if the stressful challenge of a confirmed case comes up, a member of the School COVID-19 Response Team and/or members of the school community know what may take place. In general, it is important that the school community understand that just because a single individual tests positive for COVID-19, this does not immediately mean the entire school will close or self-quarantine.

Situation	**Potential Decision** These are merely possible outcomes. More factors than presented here will be considered for all decisions.
1 scholar tests positive, very limited interaction with others, high degree of mask wearing, no other symptomatic persons	No closure, enhanced overnight cleaning of space(s) scholar was present including possible common areas, notification of school community with option for families to keep scholars home and for high risk staff to stay home, collaborate with local health agency for contact tracing and further recommendations
1-2 scholars tests positive from same class, limited movement but has been onsite for consecutive full days	Self-quarantine issued for 10 days for all scholars in class and who worked with teacher(s) of the class, deep cleaning entire school prior to Group B's on-site days, notification of school community with option for families to keep scholars home and for high risk staff to stay home, Group B continues as normal, collaborate with local health agency for contact tracing and further recommendations
2 scholars test positive from different classes, limited mixing and movement of the class and staff	Partial closure - all classes on A schedule days, deep cleaning of entire school prior to Group B's on-site days, notification of school community with option for families to keep scholars home and for high risk staff to stay home, Group B continues as normal, Group A families are contacted daily to monitor for symptoms, return on next phase of schedule if no additionalissues arise, collaborate with local health agency for contact tracing and further recommendations
2 scholars test positive from different A/B scheduling groups in the same week	Full closure for 2-5 days, deep cleaning of entire school, collaborate with local health agency for contact tracing and further recommendations
3+ scholars test positive	Full closure for 10-14 days, collaborate with local health agency for contact tracing and further recommendations
1 teacher tests positive	Partial or full closure, depending on time on site, number of scholars and staff he/she worked with (ES/MS/HS differences considered), collaborate with local health agency for contact tracing and further recommendations

2+ staff members test positive	Full closure for 10-14 days, collaborate with local health agency for contact tracing and further recommendations

Steps for Closing School

Step	Owner
1. Communication (phone call + email follow-up) to local health agency about our decision and to gather next steps for the school	Director of Operations
2. Drafting of talking points for School Leader for already-identified individuals who were in close contact with infected person(s)	DPAC & CMO COVID-19 Response Team
3. Drafting of email communication to all school staff	DPAC & CMO COVID-19 Response Team
4. Drafting of email communication to all families	DPAC & CMO COVID-19 Response Team
5. Contact all individuals in close contact and advise they consult with their physician about testing	Executive Director
6. Identify how scholars can obtain meals while the school is closed	Director of Operations
7. Send email communication to all school staff	Executive Director
8. Send email communication to all families	Executive Director
9. Inform authorizer, state ed. dept., etc	Director of Operations
10. Inform district contacts, meal service supervisor, transportation supervisor, nursing supervisor	Director of Operations
11. Inform cleaning/facilities supervisor and request necessary cleaning. Cleaning should not commence for at least 24 hours as a safety precaution.	Director of Operations
12. Inform on-site meal staff, bus drivers, nurse, cleaning team, related-service providers	Director of Operations
13. Inform related-service supervisor	ACT Manager
14. Inform board	Executive Director
15. Drafting and sending of email communication to CMO staff and/or DPPS staff	CMO COVID-19 Response Team
16. Inform post office and/or vendors with upcoming deliveries	Director of Operations

If the DPAC & CMO COVID-19 Response Team determines that a group of scholars and/or staff must self-quarantine, all of the above steps should still be considered, but urgency, formality, and content of the messaging will differ. For example, a transportation supervisor should still be notified, but the conversation would be more of a courtesy and to discuss small-scale changes to busing rather than cancelation of busing.

If the local government orders a closure of the district,county, or state, many of the same steps must occur,but conversations will again differ. If the DPAC itself did not have any individual positive cases, there would be no individuals with close contact to call, messaging to staff and families would differ, and messaging to external entities would mostly be to confirm we are following through with the government's directives.

REOPENING

The decision about when to re-open following a closure will also be made on a case-by-case basis and again with consultation from local health officials, the local department of education, the CMO, and other authorities.

Reopening processes will follow the direction of the local government for any community-wide school closures. DPAC will not reopen ahead of official guidance from local government in such situations.

In the event of DPACspecific school closure, reopening decisions will be made together between the Executive Director and CMO.

As mentioned in the School Closure section, in all applicable cases, DPAC will comply with local health and government requests in relation to school closure, investigation of positive cases and contracting,and reopening of the school. DPPS Legal should be consulted throughout these processes.

Essential Steps Prior to Scheduling Reopening
As soon as full or partial closure has taken place, efforts to prepare for reopening must take place. In some cases, reopening from a partial closure could take place in as little as 2 days, in other cases, there may be 10+ days between full closure and reopening. Nevertheless, there are some of the below preparatory steps that can commence immediately regardless of the situation.

Prior to Determination a Reopening Date:

- Wait 24 hours before commencing a deep cleaning
- Deep clean the entire school, with special attention paid to spaces occupied by infected individuals
- Communicate with local health officials to determine if they will required a formal review of our spacesor participation in deep cleaning efforts (not likely, but has been part of policy that was not formally implemented in some areas)
- Comply with investigations and contact tracing by health officials
- Examine current prevention policies to determine if they remain adequate.
- Examine compliance with current prevention policies and systems by staff and scholars
- Communicate whether or not prevention policy changes or population compliance revisitation are necessary to the CMO COVID-19 Response Team including a draft of necessary changes
- Communicate with relevant service supervisors to identify any pre-reopening steps and explore possible reopening dates
- Consider surveying staff and families about reopening comfort or details

Once a Reopening Date is Set:

- Communicate with all related stakeholders that were communicated to during School Closure above
- Train staff on policies and procedures that will be newly implemented or require reinvestment
- Prepare to train scholars on any policies and procedures that will be newly implemented or require reinvestment

- Follow-up with stakeholders just prior to reopening to ensure everything is on schedule

Elko Institute of Academic Achievement

Elko Institute for Academic Achievement

Path Forward: Plan for a Safe, Efficient, and Equitable Return to School

2021-2022 School Year

EIAA

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE.

I am a Coyote; I am in charge of me.
I am respectful, I am kind, I strive for excellence.

Disclaimer

EIAA's Path Forward Plan will be adjusted to align with state and CDC guidelines as they are adjusted. EIAA is a public school funded by the state. Our charter to operate as a school is through the Nevada Charter School Authority. The risks of not following CDC and state guidelines are as follows; loss of Charter, loss of funding, loss of license for professionals, personal financial impact for board members, and litigation.

Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer, the CDC, and local health officials.

The purpose of this letter is to provide parents and current information for the 2021-2022 school year.

All quotes and information provided in the disclaimer have been pulled from Governor Sisolak's issues Declaration of Emergency Directive 044. In accordance with Directive 044 authority for managing certain COVID-19 mitigation measures is delegated to district leaders and charter school sponsors. Superintendents and charter school sponsors (LEA Leaders) may determine capacity limits, social distancing protocols, and sanitation protocols.

Within the plan schools must follow the Interim Final Rule (IFR) published by the United States Department of Education (USED). The requirement clarifies that the plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations including:

- Universal and correct wearing of masks;
- Modifying facilities to allow for physical distancing (e.g. use of cohorts/podding)
- Handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
- Diagnostic and screening testing;
- Efforts to provide vaccinations to school communities;
- Appropriate Accommodations for children with disabilities with respect to health and safety policies; and
- Coordination with state and local health officials.

Senate Bill 215 from the 2021 Legislative Session now requires the governing body of each charter school to "develop a plan for conducting a program of distance education for 10 school days in the event of an emergency that necessitates the closing of all public schools in Nevada." This plan must be submitted to the charter school sponsor and provided to the school community, parents, and school employees.

The state has made it known that the scenarios being used by schools at any given time can and will change based off COVID outbreak and current directives from the governor. "Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer". "Districts and charter schools will be required to adhere to emergency directives, public health protocols, and NDE guidance throughout the 2021-22 school year. While directives, protocols, and guidance may evolve to reflect changes in public health conditions, at any point in time the prevailing guidance will need to be upheld.

This policy includes measures we are actively taking to mitigate the spread of coronavirus. It is our goal to sustain a healthy and safe school in this unique environment. It is important that we all work together to eliminate outbreaks within the school so we can keep our physical doors open. Reporting to the school nurse any positive results or contact with individuals who have positive results is an

integral part of keeping our stakeholders safe. We assure you we will always treat your private health and personal data with high confidentiality and sensitivity.

In creating EIAA's reopening plan, careful consideration of the CDC Guidance for Schools, and in conjunction with local health officials, an advisory group was formed to help inform the process. The plan must be approved by the Elko Institute for Academic Achievement Board of Directors, State Public Charter School Authority, and the Nevada Department of Education. Our top priority is to continue to provide high-quality and accessible learning opportunities to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities.

All individuals should monitor their health and symptoms (Appendix A). Any individual who does not feel well or is symptomatic should remain at home and away from others.

When in public or at work, all persons should maximize physical distance from others. All EIAA team members should monitor to avoid those circumstances that do not allow for appropriate physical distancing. Again, every individual is responsible for the safety and health of themselves and those persons around them.

Individuals returning to worksites who may have any of the serious underlying health conditions as noted by the CDC, should take any and all precautions necessary to protect themselves, especially while they are in the workplace. This may include (not all inclusive) maintaining social distances, following CDC recommended guidance for good hygiene and /or the wearing of proper equipment (masks) necessary to mitigate the contraction or spread of the COVID-19 virus.

Individuals should minimize any non-essential travel to hot spots. If an individual does travel to a hotspot, they should report to the school when and where they will be traveling so as to protect others and follow CDC guidelines regarding isolation and protection of others.

Individuals of the school who have receive a positive COVID test should notify the school immediately. If an individual with the school has tested positive or someone within the immediate household has tested positive the school needs to be notified as soon as possible so correct action can be taken.

Topic	Subtopics	Key Information to Address
In-Person Learning: Health and Safety How will EIAA maintain the health and safety of students, educators, and other school staff?	Physical Health Screening	Employees: • Take their own temperature each morning BEFORE opening their classroom. Anyone with a temperature over 100.4 will be isolated and retested after 20 minutes of indoor rest. If elevated temperature remains staff will be sent home. If staff are able, they will teach virtually from their homes, with a substitute supervising their class. Staff may return to school once they have the okay from a medical professional or they are symptom free without the aid of medication for 24-hours. Students: • When students arrive at school, they will immediately have their temperature checked. If their temperature is within normal range, they will wash their hands with soap and water and report immediately to class. NO STUDENTS MAY BE DROPPED OFF PRIOR TO 7:45 a.m. • Students who have a temperature over 100.4 will be provided a mask, isolated, and retested after 20 minutes of indoor rest. If elevated temperature remains parents will be called to pick them up. Due to social distancing protocols and temperature checks it is imperative that we stagger pickup and drop off times when returning to school full time. We understand work schedules can be tough and some families are dropping off multiple students that may not fall within the same time slot. Please do your best to accommodate the following pick up and drop off times to help us eliminate long lines for temperature checking. Students with the last name that starts with A-K will drop off at 7:45. Students with the last name starting with L-Z will drop off at 7:55 Upon notification that a positive test occurred, in consultation with local health officials, the school will assess the risk, proceed with appropriate cleaning protocols, disinfecting, and contact tracing. With guidance from the local health officials, necessary students and families will be notified in a confidential matter that there has been a positive case confirmed. Any student or staff member who lives with an individual with a positive result for COVID will follow the guidelines given by local health and medical professionals as to when they can return to school. Distance education will be provided during the time a student is out of school.
	Physical Hygiene	• On the first day of school all teachers will teach proper handwashing techniques to all students, the proper use, removal and washing of face coverings, how to safely cover coughs and sneezes, and how to limit contact in the classroom setting. • Masks will be mandatory indoors for all individuals 9 and above. • Since soap and water are not readily available in the classrooms, hand sanitizer and/or Antibacterial Wet Wipes will be used. Hand sanitizer/Wet Wipes will be used at each transition between classes/subjects, or more often as deemed appropriate by the classroom teacher.

	Cleaning and Maintaining Healthy Facilities	• EIAA purchased 5 non touch thermometers to take temperatures of students and staff every morning. Temperatures will be taken as directed by local and state officials. • Facility will be cleaned with CDC approved cleaners and following their guidelines daily. • If there is a positive case, Janitorial will take additional measures to ensure surfaces and facility have been cleaned to reduce chances of spread.
	Diagnostic and screening	Any staff, students, or volunteers who have any symptoms will be asked to leave the school until they have a Dr. release or have been symptom free for 24 hours without the aid of medication.

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?	Students and Families	• EIAA will continue to fund a ½ time social worker position in addition to a ½ time life skills coach. • All classes will receive a life skill special to help support student mental, social, and emotional wellbeing. • Students will work with our social worker and life skills professionals in small groups and individually as needed. • Every class will continue to implement the 7 habits of healthy kids within their classrooms. EIAA will continue to team up with outside organizations to provide needed resources to families and students.
	Staff	• Every Wednesday the first 10-15 minutes of PD will be designated to the mental health and wellbeing of our staff. Administration will work with staff to maintain open communication and supports.

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, and effectively using data?	Instruction	• EIAA has teamed up with RTB Data and Consulting to analyze all data and provide professional development for administration and teachers. • Teachers will pre-assess all students coming into the 2021-2022 school year. • Academic goals will be set using data and leadership binders. • Academic goals and plans will be shared with parents on an ongoing basis. • Student data and interventions will be tracked and adjusted as data shows. • Teachers will work collaboratively on Wednesdays to analyze student data and plan accordingly.

Distance Education: Students unable to participate in-person How will the school ensure that any student who is in quarantine on the advice of local public officials is able to participate in distance education?	Online Education	• Students who are under quarantine due to a medical professional and/or school requirements will continue to be provided with quality instruction and support by EIAA staff. • Teachers will maintain close contact with both student and parent to facilitate the success of student through the quarantine process. • Chromebooks and hotspots will be provided as needed.

Distance Education: Emergency Closure How will the school ensure that all students are able to continue to learn through distance education in the event that the school must be closed?	Full Distance Learning	• Students are required to login daily to advance their studies. If students do not login to advance their studies, a licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week. • Any student who is quarantined on the advice of local public health officials receives access to distance education. • Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours. • Chromebook and hotspots will be provided as needed.

Distance Education: Supporting Students 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?	Supporting Students in Need	**SPED and ESL** • Speech and Language Students will be serviced online. • Push-in time and pull-out time will be met by a Google Meet sign-up sheet with SPED staff. Group meetings will be recorded for students who cannot attend at that time. In addition, students can sign up for one-on-one time. • Time will be focused on meeting IEP goals. **Technology** • Needed technology to meet IEP goals will be provided to students as needed. • Chromebook and hotspots are available as needed. **Food Services** • EIAA will work with families and community resources to help fill any gaps or needs within nutrition and food services.

Equipo Academy

EQUIP ACADEMY

2021-2022 PATH FORWARD PLAN 1.1

Dear Equipo Team and Family,

Sixteen months ago, the events of the COVID-19 pandemic changed our lives and our classrooms, but they never interrupted our work.

From our first conversations together, **we committed to leverage all the strengths of our team to support one another, to get resources to those who need them, and to keep teaching no matter what.** Last summer we prepared our initial reopening plan to transition from an entirely online program to a hybrid program.

Now, hundreds of meetings and many months of work later, we are ready to begin our next transition to a more normal and fully in-person instructional program. This plan represents many hours of brainstorming, feedback, and problem-solving with stakeholders across our team at every level.

Thank you to each and every one of you for everything you have done and will do to ensure we continue proving: "Impossible is not."

The Equipo Academy Board and Leadership

TABLE OF CONTENTS

Federal and State Guidance	4
Equipo Priorities	10
Health and Safety	16
Program Walkthrough	24
Appendices	37

FEDERAL & STATE GUIDANCE

CHILDHOOD MEDICAL RE-OPENING GUIDANCE

Statement from the American Academy of Pediatrics on June 28, 2020.

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

"The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school."

"The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020."

"Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families."

CDC RE-OPENING GUIDELINES

Based on Centers for Disease Control guidance for COVID-19 Prevention in K-12 Schools (7/9/21), Equipo Academy is positioned to open fully and pending state guidance may reduce mask requirements for vaccinated individuals.

Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

Guidance for COVID-19 Prevention in K-12 Schools

Key Takeaways

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

NEVADA RE-OPENING GUIDANCE

Based on Nevada' Health Response's continued adoption of CDC guidance, we expect to operate fully in-person following CDC guidelines for mask use. We continue to monitor state and local guidelines for additional requirements.

NEVADA HEALTH RESPONSE

FOR IMMEDIATE RELEASE
May 13, 2021
Meghin Delaney
Communications Director
CONTACT: pressroom@nvhealthresponse.nv.gov

Nevada Adopts Updated CDC Mask Guidance

Carson City, Nev. — On May 13, 2021, the Centers for Disease Control and Prevention (CDC) issued updated guidance that **fully-vaccinated** individuals do not need to wear a mask in most indoor and outdoor locations.

On May 3, 2021, Governor Steve Sisolak signed Emergency Directive 045, which updated the mask and face covering requirements for the State of Nevada to align with the CDC's recommendations on mask usage, including any subsequent guidance issued by the CDC. **As a result, the updated guidance on masks issued today by the CDC is effective immediately in Nevada.**

NDE SCHOOL RE-OPENING GUIDELINES

NDE has directed all schools to submit plans for a return to in-person instruction with limited medical exceptions for specific students to participate in distance education.

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

GUIDANCE MEMORANDUM 21-02

TO: All School District Superintendents
Charter School Sponsors

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: May 28, 2021

SUBJECT: Guidance for 2021-22 School Year Reopening

This guidance supersedes all previous guidance issued by the Nevada Department of Education (NDE or Department) related to Path Forward Programs of Distance Education, existing authority for which expires at the end of the 2020-21 extended school year.

Background
On April 19, 2021, Governor Sisolak issued Declaration of Emergency Directive 044 requiring the Superintendent of Public Instruction to update the requirements and provide written guidance to county school districts and State and district sponsored charter schools ("districts and schools") regarding reopening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year.

This memo describes the requirements for offering distance education during the 2021-22 school year. To support districts and schools in planning ahead, the final section of this memo provides background information regarding the reopening plans federally required under the American Rescue Plan (ARP) Act.

SPCSA SCHOOL RE-OPENING PLAN REQUIREMENTS

The SPCSA has directed schools to incorporate various considerations in their path forward plans including COVID-19 mitigation measures and contingency plans for any emergency closure that could occur.

Steve Sisolak
Governor

STATE OF NEVADA

Rebecca Feiden
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 687-9113

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

GUIDANCE MEMORANDUM

TO:	Charter School Leaders
FROM:	Rebecca Feiden, Executive Director
SUBJECT:	Guidance for 2021-22 School Year Reopening and Path Forward Distance Education Plans
DATE:	June 11, 2021

As charter schools plan for the 2021-22 school year, there are several important requirements that must be met:

- Charter Schools are responsible for determining certain COVID-19 mitigation measures[1] 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.

EQUIPO PRIORITIES

EQUITY STATEMENT

Equipo Academy believes in the potential and ability of every student in our community.

Understanding that the world does not allow all students or families to start from the same level playing field, we believe that we are obligated to provide each student with the unique supports that they need to be successful.

These supports include but are not limited to the Nevada Department of Education recommendations of: an environment where student students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

OUR CORE INSTRUCTIONAL MODEL

The challenges in returning to full in-person instruction will require us to think outside the box and develop creative ways to address obstacles. These challenges, however, will not alter the core components of our instructional model.

Transformational Teachers and Leaders

Nothing will impact our students so much as the teachers supporting them on their journey, and nothing will empower those teachers more than the leadership at the head of the school. We will invest more energy and resources into cultivating exceptional human capital than any other aspect of our campus.

A Pathway To and Through College

We seek more than college access for our students, we seek college success. We are not only preparing our students to get to college, but preparing our families and community to support them through college as well. We will empower families with the tools, data, and opportunities to transform the odds for their children and advocate for their community.

High Expectations for All

Every member of our team can and will meet our highest expectations. We will clearly define ambitious achievement goals for students and staff and we will build partnerships for meaningful engagement from parents and families.

Innovation Driven by Data

We believe there is no silver bullet. Instead, we commit to an ongoing cycle of data gathering, analysis, reflection, and innovation. We will never be afraid to change practices or habits to better meet our mission, but we will always hold ourselves accountable to prove that our innovations deliver on our bottom line.

The Joy Factor

We work hard, so we play hard. Our mission is challenging and the obstacles our students face can be daunting, so we undertake them with joy and creativity. We celebrate successes and recognize achievement. In so doing, we build deep commitment that inspires our team to work harder and work longer to solve problems others call “impossible.”

PATH FORWARD PRIORITIES

Reopening priorities were identified from multiple stakeholders and centered around the school goals of providing excellent and equitable instruction through this crisis.

EXCELLENT & EQUITABLE

EXCELLENT

- Deliver rigorous instruction that prepares every student to excel to and through the college of their dreams.
- Provide a full week of in-person programming to recover learning loss.
- Build strong advisories that will form the heart of our in-person instructional work and support through regular and unanticipated emergency situations 2021-2022.
- Advance student resumes and extracurricular engagement to continue expanding college access.
- Engage families as partners who deeply understand and can advance our work for students.
- Find more ways for students and staff to collaborate and work as a team across social distancing and other limitations from the COVID-19 pandemic.

EQUITABLE

- Ensure access to in-person instruction for all students and sustain homebound medical learning where needed.
- Explicitly teach social distancing, personal hygiene, and respiratory etiquette so every team member has an opportunity to engage in in-person instruction.
- Expand technology and wifi solutions for all students who are homebound to avoid missed instruction due to health.
- Restore the in-person instructional, social emotional, and nutrition supports for students and families that empower all students to fully engage in instruction.
- Continue supports for students with special needs and emergent bilingual students across delivery methods (in-person or remote).
- Coordinate and leverage staff strengths to address unique needs of students in the return to in-person instruction.

ACCELERATING INSTRUCTION TO ADDRESS THE IMPACT OF COVID

The COVID-19 pandemic presented all forms of challenges we had never faced before. The challenge of accelerating instruction, however, is one we have overcome and know well. Our acceleration strategies include seven components.

More time to learn. More time for team.

The challenges our students face are not limited to a traditional school day and neither are we. We will leverage an extended daily schedule on an extended school year calendar to reach our ambitious goals. We also commit to be there for one another any time a member of our team needs support. All staff will be given Remind accounts to address student and family challenges after hours, we will partner with local organizations to offer classes and opportunities for parents, and our facilities will be used after hours for potluck dinners, special events and extracurriculars. We will work for our families to see the school as a center of the community and a means for empowerment.

High Expectations for All

As local teachers and community leaders, we understand the loss of student investment in large urban schools and the struggle to engage parents across separate zones and buildings in East Las Vegas. We have built an integrated 6th to 12th grade campus for 800 students and hundreds of alumni, where families build real partnerships with their students' teachers from sixth grade through college graduation.

The "Commitment to Excellence"

In individual home visits, vaccinated staff members will join each students and their family to sign a "Commitment to Excellence" that codifies our high expectations for student work, family involvement, and staff responsibilities. Beyond merely demanding that students engage and participate in every class, the commitment challenges families to read together, solve problems collaboratively, and participate in all-team events. We will all hold ourselves to this commitment every day, in every setting, and it will guide us in tackling the challenges of recovering learning losses.

Investment in Human Capital

We will recruit the greatest teachers and staff and then we will invest significant time and energy in their development so they have the capacity to grow our school. With an intensive summer on-boarding, co-teaching structures and an ongoing coaching process, we create a pipeline of exceptionally talented teachers and leaders with the potential to lead our school and replicate its transformational impact on the community.

Challenging curricula in every subject at every grade

We expect all of our students to take rigorous Advanced Placement courses and college entrance exams because we expect all of our students to graduate from four-year colleges. We backwards plan for this work in their middle school classes to set them up for success, and we will deliberately create rigorous syllabi and seminar course structures in the high school grades to prepare students for college coursework. In tackling learning loss from the pandemic, we are increasing collaboration vertically to address lost pieces of curricula across departments and grade-levels.

Arts and athletics

As a small campus we may not be able to offer every sport or every creative opportunity, but those that we do provide will be exceptional. Our coaches and instructors in extracurriculars extend our high expectations, using their projects and practices as further opportunities to develop students into scholar athletes and scholar artists who can balance their academic and extracurricular work and become leaders in any arena. The interests lit in these opportunities drive students investment in a liberal arts education and socio-emotional well-being.

Student support for the long-haul

Too many college-prep programs succeed in getting students to college, only to see them struggle and drop out before earning a degree. The challenges of financial aid, living away from home, forming new friendships and interacting with professors can become overwhelming. Many of the country's highest achieving charter schools have only realized 30-40% college graduation rates from their founding classes. We address this challenge from day one. Beyond merely preparing students with the academic and character skills needed for higher education, we will build a support team that fosters independent student problem-solving and empowers students to see everything about themselves as a potential asset in their work "to and through".

HEALTH AND SAFETY

VACCINATIONS

Equipo Academy has organized weeks of vaccination clinics providing hundreds of vaccines to students, families, and community members. We plan to continue this work in the 2021-2022 school year to reach school and community vaccination goals for public health.

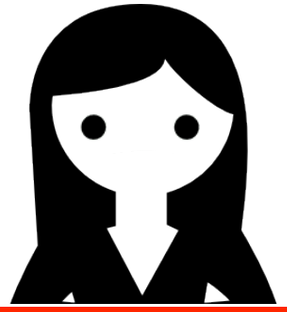


- School vaccination dashboard (reporting school-level vaccination data only) to monitor access to COVID-19 vaccines in our school community and current vaccination levels for decision making.
- Ongoing vaccination clinics on-site at Equipo Academy and/or with neighboring partner schools and organizations to reach school and community vaccination goals.
- Hosting bilingual town hall events and info sessions with local medical professionals to answer student and parent questions and concerns about the vaccine.
- Advisory and health class education about how vaccines function, the development of the COVID-19 vaccines, and the use of vaccines for public health in this and other pandemics.
- Excusal of student absences for vaccination appointments and doctor consultations as needed.
- Leadership and board monitoring of CDC guidance regarding COVID-19 and booster vaccinations should they be needed, with on-campus resources provided to educate families and the community as necessary.

Not yet vaccinated? Only partially vaccinated?
Find your closest Nevada vaccination site at:
immunizenevada.org/covid-19-vaccine-locator

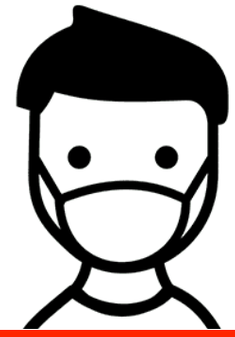
MASKS AND SCREENING

While Nevada and Clark County continue to see high levels of community spread of COVID-19 variants, Equipo Academy will differentiate mask and screening expectations based on CDC guidance for vaccinated and unvaccinated individuals.



VACCINATED

- Daily health screening not required unless COVID symptoms are present.
- Use of face mask is optional at all times with visible school photo ID (clip/lanyard holder).
- Eligible to participate in all interscholastic activities and school travel as well as on-campus activities and extracurricular activities.



UNVACCINATED

- Daily health screening required at all times for all team members.
- Face mask use required at all times indoors. Not required outdoors.
- Eligible to participate in intramural school activities and extracurriculars on-campus only.

Both groups required to

- Immediately report COVID symptoms or potential exposure immediately to school staff and/or SNHD
- Follow all expectations for social distancing, hand washing, respiratory etiquette, and classroom sanitation

HEALTH AND WELLNESS



- Through ESSER funding all students will continue to have access on-campus to a full-time community health worker with optional referrals to community physical and mental health providers and organizations.
- In orientation, students will be introduced to community health resources for physical and mental health. Additionally, instruction on the use of school resources, emergency helplines, and the state SafeVoice system will be provided.
- Implementation of the AVID curriculum in advisory classes will build on existing social-emotional learning work at Equipo Academy through the upcoming year.
- All staff have round the clock access to free counseling through an employee assistance program with referrals available to community providers for ongoing counseling.
- Equipo Academy works with the Harbor to provide referrals for families needing access to services for health and wellness.
- All Equipo Academy team members (students, parents, staff) will be trained to recognize signs of mental, physical, social or emotional challenges in students and each other.

If you or a loved one are experiencing a health emergency right now
Call 911

If you need help solving a non-emergency problem you can
Visit Us *or* ***Call Equipo Academy at 702-907-0432***

If you need non-emergency help anonymously, visit
Visit SafeVoiceNV.org

ADDITIONAL MEASURES

Equipo Academy will maintain the following additional measures to ensure the health and safety of all team members. The Leadership Team and Governing Body will monitor data dashboards through the implementation of the Path Forward to adjust policies and target resources as needed.

- Per CDC guidance, universal or randomized COVID-19 tests of healthy individuals will not be utilized at Equipo Academy for screening.
- Diagnostic COVID-19 testing may be required following CDC guidance for any symptomatic or potentially exposed team member at Equipo Academy.
- Any known infection (on- or off-campus) will be reported to the SNHD for contact tracing and public health guidance.
- Instruction on and resources for hand sanitizing, hand washing, and respiratory etiquette will be provided in orientations and advisory (instruction) and throughout the building (resources).
- Facilities will continue to be disinfected at an elevated level: throughout the day for frequent-touch and all dining spaces; daily for all other spaces.
- Social distancing will be reduced to 3 feet as allowed by SNHD and Equipo Academy will continue to deploy ventilation improvements through ESSER funding to increase building ventilation.
- Should an on-campus infection occur, all affected spaces and surfaces will be sanitized by electrostatic disinfection.
- All measures may be modified following CDC guidance to accommodate individuals with disabilities (for example, modified face covering accommodations for special populations).

MEDICAL EXCEPTIONS

Equipo Academy will accommodate students as needed for **public health quarantine** or **professional medical instruction** to isolate due to a condition that would endanger others or be compromised by in-person activities.

- **A qualifying student (under quarantine for public health or isolating due to verified medical condition) will receive access to Equipo Academy's homebound distance education program.** This includes access to needed technology for the duration of their quarantine, treatment, or medical guidance.
- **An in-person or virtual orientation meeting will be held for each student and family participating in homebound distance education.** This meeting will clarify all expectations, introduce relevant staff, and coordinate student services including nutrition programs.
- Qualifying students will participate daily with recorded attendance in Infinite Campus during regular school hours. The homebound distance education program is a **state-mandated medical exception** for distance education and not an opt-in "online class" or "Zoom school".
- Each student participating full-time in homebound distance education will be **contacted by a licensed teacher or licensed substitute teacher at least once per instructional day** with **weekly home visits** to supplement provided work for public health quarantines or medical exceptions longer than 10 school days or wherever other means of daily communication are unsuccessful.
- **Any homebound distance education will include appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.** The Special Education Director or Zoom Program Director will participate in the orientation meeting and review needed services and schedule online sessions with licensed aides and highly-qualified aides to deliver intervention minutes while the advisor and case manager will monitor student grades and attendance for evidence of learning and engagement outcomes.
- **Licensed teachers and/or licensed substitutes will be accessible to all homebound distance education students through the internet** or via telephone during the school's regularly scheduled instructional hours.
- **Homebound distance education students will always have access to the nutrition services to which they are entitled** as nutrition services are generally provided by Equipo Academy. These services may be through parent pick-up or by staff delivery as arranged with homebound student families.

EMERGENCY CLOSURE

While we have prepared for a full return to in-person instruction, we understand from the events of the past year that our world can change in an instant. In the event of a situation that required a closure of in-person instruction, Equipo Academy would return to the Winter 2021 closure process developed at the onset of COVID.

- **The instructional program would immediately reorient around advisories meeting on Zoom.** This model meant that all students were able to continue instruction with no interruption (for example, a closure on a Wednesday night would not prohibit the majority of students from having access to their advisor the next morning on Zoom).
- Given notice of an open-ended or extended closure of in-person activities, **up to 5 days would center on advisory meetings with students completing distance education work** with the support of their own advisor and the grade-level class advisors monitoring student engagement and work progress.
- **Beyond 5 days, Equipo Academy would implement its online block schedule (Spring 2020)** to resume new content instruction in classes and to expand beyond advisory meetings. This format can continue as long as needed.
- **If it were to become safe for in-person instruction to resume in a limited form, Equipo Academy would implement its hybrid instruction model (Fall 2020)** prioritizing access for FRL, emergent bilingual, and students with IEPs.
- **Once it was safe for all students to resume in-person instruction, the path forward plan (Fall 2021) would resume.**
- **In any scenario, weekly online family meetings would resume to provide clear and immediate two-way communication to families on a scheduled timeline.**
    - School leadership would be responsible for emergency announcements and two-way communication with staff to relay announcements and information to students and families.
    - Advisors would be responsible for two-way communication with individual students and families through any closures or transitions.
- **Food services would be continued in any scenario**, using if necessary community partners for food services where regular providers are not available, and drive-through and delivery services as needed for any family unable to access the school.

- **Intervention services for students with IEPs, emergent bilingual students, and students would continue uninterrupted in any format** - online, hybrid, or in-person - if school closure were necessary and/or during a return to in-person instruction.
- Equipo Academy would follow guidance from NDE and the SPCSA in the event contingency days needed to be used to ensure no further learning loss, or to reduce scope or sequence of curricular or assessment plans if a term were shortened.

PROGRAM WALKTHROUGH

ARRIVAL

GOAL: SAFELY SCREEN EVERY TEAM MEMBER

On arrival, all team members will scan photo identification badges with proximity RFID to quickly log their arrival and indicate their health clearance.

Vaccinated team members will be immediately cleared to enter the building.

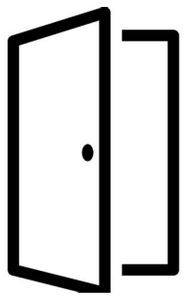
Unvaccinated team members will continue to participate in daily health screening (symptoms, temperature, and mask check).



Daily health screenings for unvaccinated team members start at home with phone app and are confirmed by staff on arrival.



Masks required for unvaccinated team members, may be removed to eat or drink when seated three feet away from others.



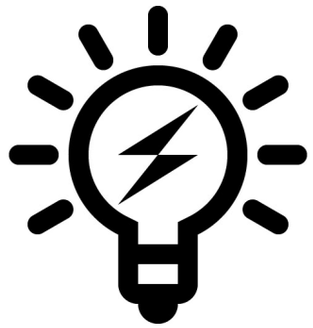
Two arrival zones with six distinct entry paths may be used as needed to building prevent crowding and direct team members to their workspaces.



Required photo identification badges with proximity RFID for quick entry and to verify vaccinated campus guests cleared to visit during instructional hours.



The daily advisory structure and routine creates a home base for each student regardless of in-person or remote attendance.



In advisory, students learn new procedures and information before the day starts and engage in socio-emotional learning as we continually adjust from the COVID-19 pandemic.



Students in advisory have a talk space to interact directly with staff and to get feedback from an advisor.

ADVISORY

GOAL: A CONSISTENT, DAILY ROUTINE WITH A DEDICATED ADVISOR

During remote instruction in the last two school years, Advisories became a critically consistent routine in an uncertain learning environment. As we transition to a full re-opening plan, we plan to keep advisories at the heart of our work.

Each morning students will begin their day in a small-group advisory meeting to check-in with a staff member they know and to receive information on procedures and expectations for the day. Advisories include socio-emotional lessons and use the AVID framework for student support.

ACADEMIC CLASSES

GOAL: SAFE, COLLABORATIVE, RIGOROUS INSTRUCTION FOR ALL STUDENTS

Instruction will be delivered in our smallest class sizes averaging 25 students per class compared to 40+ in many traditional secondary classrooms at peer schools.

In-Person MS Homerooms
MS students will work in five separate 24-student homerooms, seated three-feet apart in large 1200-1400sf classrooms.

In-Person HS Sections
HS students will work in sections of each course averaging 26-students seated three-feat apart in medium 900-1200sf classrooms.



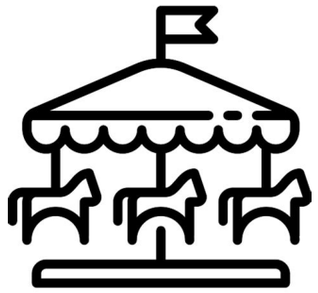
Each grade except 12th grade (smaller enrollment) will be divided into five homerooms or sections to ensure our smallest class sizes for health and safety and high-impact instruction.



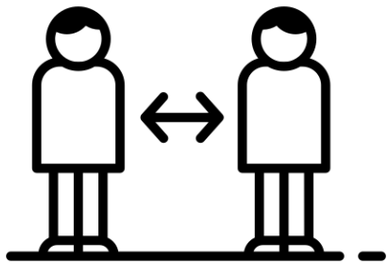
Equipo Academy has invested heavily in new materials and high-quality texts, technology, and science and extracurricular supplies to support a return to physical, in-person work.



All content will continue to be organized in the Canvas LMS for flexible instruction options to support students who may need to quarantine and any possible emergency changes to the reopening plan.



Middle school homerooms will travel together through the day rotating as a homeroom to simplify transitions and minimize exposure in the event of any infection or needed contact-tracing.



Arms-length social distancing (3+feet) will continue to be required of all students regardless of vaccination status.



Longer transition times for movement will be practiced in small groups during orientation prior to the start of instructional days.

TRANSITIONS

GOAL: PRACTICED, SAFE TRANSITIONS BETWEEN LEARNING SPACES

During transitions, social distancing will be required and staff will be outside every classroom and restroom in all hallways to provide continual supervision.

Middle school students will travel with the same homeroom to minimize transmission opportunities for any infection.

Instruction on all transition procedures including timing will be provided to students during the summer orientation.

LUNCH

GOAL: FEED STUDENTS SAFELY AND SUPPORT SAFE STUDENT INTERACTIONS AND ACTIVITY

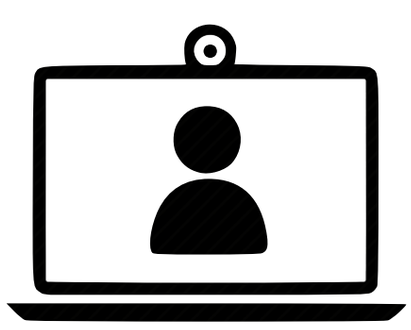
All students will go straight to tables where they receive grab-n-go lunches.

During the lunch period, laptop filtering software will allow students to access an internal video chat platform to interact with peers who may not be near them physically. We are additionally exploring options to stream video and music content free for students.

PE teachers will lead team stretches and building-wide physical activity to close the lunch period.



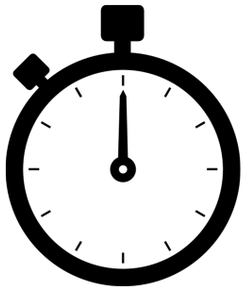
All lunches will be provided to tables in grab-n-go form to reduce crowding and protect students' social time with each other.



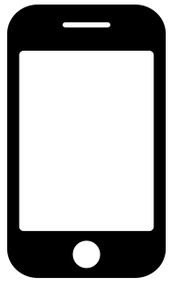
Staff will conduct a virtual orientation meeting with any medical/quarantine homebound students using distance education to arrange their access to food and other services.



Additional time will be added to lunch once a week on Thursday for team events, outdoor BBQs, and other family meals with staff to support team-building and social emotional learning.



Staged dismissal through multiple building exits will limit crowding and expedite students' departure from campus.



Updates from advisors to Remind parent groups will maintain parent engagement in what has happened each day at school.



Daily report sent to all team members with announcements and updates on health advisories.



After the daily report, all non-emergency team communication will be muted for the day to protect time with friends and family.

DISMISSAL

GOAL: SAFELY CLEAR THE CAMPUS

At dismissal, students will leave the building in three groups through two zones that each have three different exit ways.

1. Riding students released first from rear exits.

2. Walking students released second from front exits.

3. Driving students released last from rear exits.

Students staying for approved extracurriculars or needing a waiting space after pick-up will work at distanced tables in the Common Space.

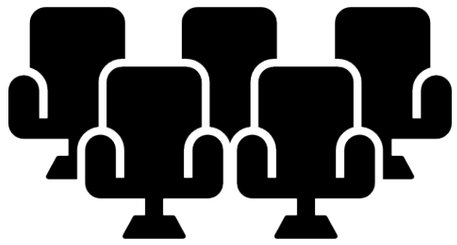
ARTS, ATHLETICS, & EXTRACURRICULARS

GOAL: ALLOW STUDENTS TO CONTINUE ENGAGING IN ARTS, ATHLETICS, AND EXTRACURRICULARS

Arts, athletics, and extracurriculars inspire students to find and pursue their passions. By restricting participation in any interscholastic matches or performances to vaccinated students and by conducting additional health screenings, we aim to allow students to safely participate in approved extracurricular activities after school and during two weekly extracurricular time periods.



Temperature and health screenings conducted for all unvaccinated student artists, athletes' and club members prior to practices and meetings outside regular school days.



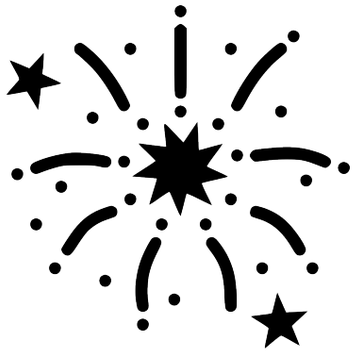
Fans or crowds <u>will</u> be allowed at events or performances following SNHD guidance for distancing and screening to protect the students and staff involved.



Live streaming and video recording with parental consent will be used to allow other students and families to see the extracurricular work of our students.



Two Extracurricular Blocks on Mondays/Fridays allow small groups of students to commit to an extracurricular of their choice for 70 minutes each week.



Creative class culture events and celebrations coordinated by a dedicated Class Advisor assigned to each grade.



Class trips restored for immunized students to visit colleges and experience curricular learning off-campus with virtual options for unvaccinated students.

THE JOY FACTOR

GOAL: PLAY AS HARD AS WE WORK

Just as we believe it will be important to continue working hard in 2021-2022, we also believe it will be important to play hard and find opportunities to celebrate.

A Class Advisor assigned to each grade-level will coordinate the class culture and events for their grade-level.

Extracurricular periods in the daily schedule and end of year trips (pending COVID-19 immunization) will provide school-level Joy Factor events.



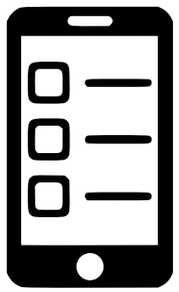
Our new website with live chat allows families to access more front office services from home with a smartphone/computer.



For services requiring a parent to come to campus (ie. picking up a student) our office has fully reopened with distancing.



Paperless application, enrollment, and registration workflows will be continued to reduce paper and pen tasks with visitors.



Ongoing check-ins and surveys to manage family experiences with Equipo Academy through the return to full in-person learning.

FRONT OFFICE SERVICES

GOAL: MAINTAIN EXCELLENT CUSTOMER SERVICE IN A SAFE FORMAT

All major front office services (applications, enrollments, records requests) will continue to be offered as remote services to manage in-person interactions.

For services that do require coming to campus, families can once again access the front office with distancing and capacity limits for safety.

Finally, ongoing surveys and check-ins will continue to be utilized to ensure that family experiences with Equipo Academy continue to represent our core value and genuine engagement with each and every member of our team and family.

WELLNESS

GOAL: CARE FOR OUR PEOPLE THROUGHOUT THIS CRISIS

People are the core of Equipo Academy and it is because we recruit and retain great people - from students to staff - that we are able to do great work. We propose several initiatives to support the wellness of our team.

1. A return to live, in-person physical education instruction.

2. Continued expanded channels for counseling and therapy resources from EAP to an on-site social worker.

3. Referral to free testing options for staff and students exposed to COVID-19.

4. Ongoing nutrition programs through the crisis.



A return to live, in-person physical education instruction centered around the Presidential Fitness benchmarks will help us recover team health metrics.



Expanded counseling and therapy resources for students, staff, and parents in the 2021-2022 school year.



Multiple testing options (including free off-site and scheduled on-site) for staff and students, prioritizing unvaccinated or symptomatic individuals.



Ongoing community nutrition programs and food drives to support families.

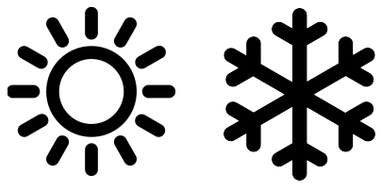
FACILITIES

GOAL: ELIMINATE ANY OPPORTUNITY FOR THE SPREAD OF COVID-19 OR ITS VARIANTS THROUGH OUR FACILITIES.

Increased disinfection procedures and resources during operating hours and multiple layers of building disinfection after-hours to protect all learning and workspaces at Equipo Academy.

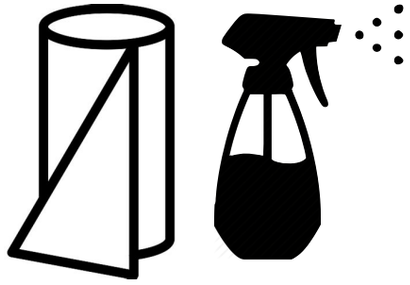


All classroom surfaces fully disinfected daily with frequent-touch/dining surfaces disinfected throughout the day. In the event of any confirmed on-campus infection, electrostatic disinfection conducted in affected spaces.



Separate, professionally maintained rooftop HVAC units servicing each classroom and building fans running continuously to circulate air through all building spaces.

Additional fresh-air and HVAC ventilation capacity improvements through ESSER funding.



Sanitation stations (including hand sanitizer, disposable drinking cups, towels and disinfectants) in every classroom for personal and classroom hygiene and to support students with hand hygiene and respiratory etiquette. Direct instruction provided in required orientation.

EQUIPO ACADEMY

4131 E BONANZA RD, LAS VEGAS, NV 89110

APPENDICES

DAILY SCHEDULE

A return to a more regular daily schedule will address the greatest resource inequity of the COVID-19 pandemic - time to work face-to-face each day with effective teachers.

MONDAY, TUESDAY, FRIDAY SCHEDULE

MIDDLE SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:30 AM	30
PER 1	8:35 AM	9:30 AM	55
PER 2	9:35 AM	10:30 AM	55
PER 3	10:35 AM	11:30 AM	55
LUNCH	11:30 AM	12:00 PM	30
PER 4	12:05 PM	1:00 PM	55
PER 5	1:05 PM	2:00 PM	55
PER 6	2:05 PM	3:00 PM	55
SSR	3:05 PM	3:25 PM	20
XC/TUTOR	3:25 PM	4:00 PM	35

HIGH SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:30 AM	30
PER 1	8:35 AM	9:30 AM	55
PER 2	9:35 AM	10:30 AM	55
PER 3	10:35 AM	11:30 AM	55
PER 4	11:35 AM	12:30 PM	55
LUNCH	12:30 PM	1:00 PM	30
PER 5	1:05 PM	2:00 PM	55
PER 6	2:05 PM	3:00 PM	55
SSR	3:05 PM	3:25 PM	20
XC/TUTOR	3:25 PM	4:00 PM	35

WEDNESDAY BLOCK SCHEDULE

MIDDLE SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:45 AM	45
PER 1	8:50 AM	10:20 AM	90
LUNCH	10:20 AM	10:50 AM	30
PER 3	10:55 AM	12:25 PM	90
PER 5	12:30 PM	2:00 PM	90

HIGH SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:45 AM	45
PER 1	8:50 AM	10:20 AM	90
PER 3	10:25 AM	11:55 AM	90
LUNCH	11:55 AM	12:25 PM	30
PER 5	12:30 PM	2:00 PM	90

THURSDAY BLOCK SCHEDULE

MIDDLE SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:30 AM	30
PER 2	8:35 AM	10:05 AM	90
FAM LUNCH	10:10 AM	10:50 AM	40
PER 4	10:55 AM	12:25 PM	90
PER 6	12:30 PM	2:00 PM	90

HIGH SCHOOL			
CLASS	START	END	TIME
ADVISORY	8:00 AM	8:30 AM	30
PER 2	8:35 AM	10:05 AM	90
PER 4	10:10 AM	11:40 AM	90
FAM LUNCH	11:45 AM	12:25 PM	40
PER 6	12:30 PM	2:00 PM	90

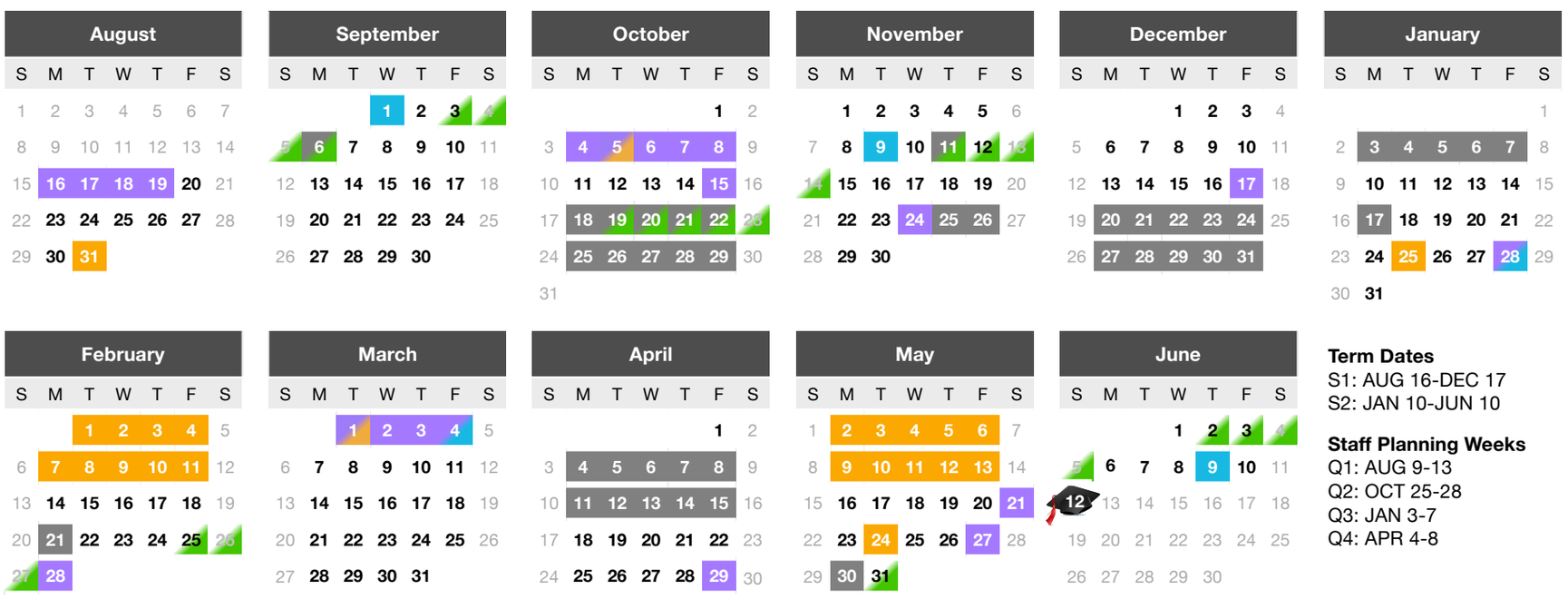
APPROVED CALENDAR

Equipo Academy received NDE approval for our regular semester calendar in line with calendars from 2015-2020 prior to COVID-19. There are no extended winter breaks or other pandemic-related accommodations in this year's calendar, but contingency days have been approved for the week of June 14, 2022, should they be needed.

Rev. 7/12/21

2021-2022 Equipo Academy Team Calendar

First Day of Classes: **August 16, 2021** Last Day of Classes: **June 10, 2022**



Term Dates
S1: AUG 16-DEC 17
S2: JAN 10-JUN 10

Staff Planning Weeks
Q1: AUG 9-13
Q2: OCT 25-28
Q3: JAN 3-7
Q4: APR 4-8

Family Events	Student Events		Team Trips	Assessment Days		No School	
SEP 1 at 6 PM Family Resource Fair	**AUG 16-19 (1/2 days)** Scholar Bootcamp	**DEC 17** Volunteer Day	**SEP 3-6** HS Great Lakes Tour	**AUG 2-13** (By Appt.) 2021 WIDA ACCESS	**MAR 1** (11th Grade) State ACT	**SEP 6** Labor Day	**JAN 17** MLK, Jr., Day
NOV 9 at 6 PM Multicultural Night	**Middle School (6-8)** Attend 8-11AM only	**JAN 28** EA Day (Color Wars)	**OCT 19-23** HS New England Tour	**AUG 31** (All Grades) MAP Growth 6-12	**APR 4-8** (By Appt.) WIDA MODEL	**OCT 18-29** Fall Break & Nev. Day	**FEB 21** Presidents' Day
JAN 28 at 6 PM Seventh Yeti Awards	**High School (9-12)** Attend 12-3 PM only First full day is Fri 8/20	**FEB 28-MAR 4** Reading Week	**NOV 11-14** HS Capitol Tour	**OCT 5** (All HS) ACT and Pre-ACT	**APR 5** (Optional) ACT and Pre-ACT	**NOV 11** Veteran's Day	**APR 4-15** Spring Break
MAR 4 at 6 PM Midnight Book Brunch	**OCT 4-8** Week of Respect	**APR 29** "Rock That Test" BBQ	**FEB 25-27** 7/8/9G Class Trips	**OCT 25-28** (By Appt.) WIDA MODEL	**MAY 2-13** (All Grades) State and AP Tests	**NOV 25-26** Thanksgiving	**MAY 30** Memorial Day
JUN 9 at 6 PM EOY Celebration	**OCT 15** Fall Carnival	**MAY 21** 2022 HS Prom	**MAY 31** 6G Mountain Day	**JAN 25** (All Grades) MAP Growth 6-12	**MAY 24** (All Grades) MAP Growth 6-12	**DEC 20-JAN 7** Winter Break	
JUN 12 at 5 AM 2022 EA Graduation	**NOV 24** College Day	**MAY 27** Senior Signing Day	**JUN 2-5** Senior Trip to Tahoe	**FEB 1-11** (By Appt.) 2022 WIDA ACCESS			

SPCSA/NDE INDEX DOC

To assist reviewers in locating required information, Equipo Academy provides the following index of required information that has been developed for and included in this plan as required.

Health and Safety

cleaning of facilities	*20, 35*
contact tracing	*20, 28*
diagnostic/screener tests	*20*
disability accomod.	*20*
hand-washing	*20*
maintenance of	*20, 26, 30*
respiratory etiquette	*13, 20*
use of face coverings	*18, 25*
vaccinations	*17*
ventilation	*20, 35*

Student and Staff Wellbeing

student mental wellbeing	*19, 26, 34*
student physical health	*19, 25, 28 30, 34*
student socio-emotional	*12, 13, 15 19, 26, 29 30, 31*
staff and educator wellbeing	*19, 34*

Accelerating Student Learning

acceleration strategies	*14, 27, 29*
impact of COVID-19	*14, 15, 26*
resource inequities	*11, 14, 15 A1*
use of data	*12, 20, 30*

Medical and Quarantine Exceptions

exceptions provided	*21*
participation in program	*21*
resources provided	*13, 21, 29 33*

Emergency Closure

continuity of instruction	*22, 23, 27*
continuity of services	*13, 22, 23 33*

Supporting Students

homebound services	*13, 21*
nutrition services	*21, 22, 29, 34*
special populations	*20, 21, 22, 23*
technology, access to	*13, 22, 31, A4*

ADDITIONAL CLARIFICATION

The following additional clarification was provided on technology, internet connectivity, and attendance on July 28, 2020.

EQUIPO ACADEMY
EAST LAS VEGAS COLLEGE PREP

Tuesday, July 28, 2020

Ms. Jennifer King,

Please find responses to your requests for clarification below. These responses represent additional information from our Governing Body and administration's discussions, and no material changes to the plan as submitted.

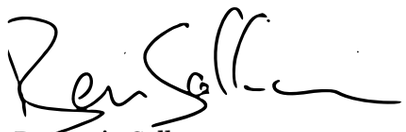
- **Technology: Equipo Academy had already accumulated sufficient Chromebooks and technology systems prior to the COVID-19 outbreak to maintain a 1:1 student-to-laptop ratio.** We have continued to order additional devices throughout the crisis to replace devices that stop working and to maintain a reserve for future repairs. When a student has an issue with a laptop, they can call their advisor, the office, or submit an online repair form. A new laptop is made available at our lunch drive-thru or brought to them by an operations team member, and their broken laptop is collected for repair. For new sixth graders and other new students, laptops will be distributed at a drive thru on the school site the week of August 3, 2020.

- **Internet Connectivity: Equipo Academy established a contract in April 2020 with AT&T to provide unlimited data hotspots to students and staff with internet connectivity challenges.** Additionally, our Title I-funded Dean of Families has partnered with families to assist with applications for and coordinating installation of reduced-price internet services from other ISPs. In the Spring 2020 semester, we were able to coordinate connectivity for every student and family. We continue to be disappointed in the high expense and poor service of most solutions - as companies like Cox refuse to provide service to students whose parents have past outstanding balances and as wireless carriers charge significant fees ($80/student/month) for their devices. We continue to advocate to all political representatives for our district and state that more should be expected of local ISPs in this crisis as schools cannot pay for internet connectivity indefinitely without new funding. In the event that no solutions or new funding are provided, Equipo Academy may need to switch to paper correspondence which would significantly reduce learning outcomes for students and create even greater disparities between our students and more affluent students and families.

- **<u>Attendance:</u> Equipo Academy will continue to expect daily attendance for each class period and advisory from all students.** Attendance will continue to be reported each period by teachers using Infinite Campus, and attendance expectations for the fall have been presented to families in Zoom conferences throughout July and will be communicated again in individual conferences with advisors the week prior to instruction. Where students have a health or emergency excuse, or for students pending technology solutions for computer or internet connectivity issues, the Attendance Coordinator will arrange for asynchronous or paper based work. Because we are offering in-person and online instruction, and providing solutions for technology and internet access, our Governing Body did approve a full return to regular grading and attendance expectations from all team members - online or in-person.

Thank you for your support. Please let us know if there are any further questions or concerns.

Sincerely,



Benjamin Salkowe
Principal
Equipo Academy

Explore Academy

Explore Academy Las Vegas

Re-opening Plan

7/12/2021

Esteemed Stakeholders,

Please know that the health and wellbeing of our stakeholders is of critical importance. Explore Academy has worked with stakeholders in our community to create a plan that meets the needs of families, students, and staff, while prioritizing the physical and emotional health of all. All staff and students are encouraged to receive the COVID vaccine as recommended by the CDC and SNHD; this is the most effective way to prevent the spread of COVID.

The following plan is designed to meet the diverse needs of our families while providing a top-quality education for our students, guided by four principles:

1. Explore Academy ensures that our families, students, and staff have all of their physiological, safety, and resource needs met.
2. Explore Academy focuses on human connectedness with interactions, experiences, and social-emotional learning opportunities that focus on relationships and community.
3. Explore Academy engages and supports parents as educational stakeholders.
4. Explore Academy creates learning experiences that are student-centric, focused on acquiring new knowledge while building new technological literacy skills.

Gretchen Larsen
Principal

Communication

Families will receive ongoing communication in their language of origin about the reopening process via email, text, and our frequently-updated "Back-to-school" guide. Weekly email updates will be sent to stakeholders detailing our ongoing efforts to keep students healthy and learning, reminders on how to protect oneself and others, as well as our progress with implementation of distance learning.

Frequency	Communication	Purpose
Ongoing	Text, email	Communication to stakeholders about reopening process, urgent updates
Ongoing	Back to School Guide	General updates for families about the start of school
Weekly	Parent email	Updates for families on individual student progress
Bi-Monthly	Student/Family/Staff email survey	Social/emotional check-in data for monitoring
Bi-Monthly	Coffee With the Principal	Check-in with stakeholders, update on progress toward school-wide goals

Reopening the School Building

Re-Opening Approaches

For all plans, school will begin August 5th according to the current calendar. The school will work under guidelines from the Southern Nevada Health District and any confirmed cases at the school or in the home of any member of the school (staff or student) will be reported to the SNHD for guidance regarding ongoing operation. The school is prepared to move partially or fully to closure (Backup Option B) for cleaning and monitoring. Stakeholders will be notified via text and email of any impending changes as soon as possible. Whether in person or online, classes will follow the same bell schedule and be in session for the full class period. Attendance will be taken online just as in person, and learning will continue fluidly.

Plan A: School will begin with two cohorts, those who will attend in person, and those who will attend online with a note from a doctor or due to quarantine. Students learning from home will attend classes according to the regular bell schedule.

Backup Option B: In the event that online classes are necessary, the school will communicate the shift to parents via email and text message. All students will learn from home, and all teachers will work from home.

Distance Education: Emergency Closure

In the event that the school must close for a period of time due to emergency, school will proceed in the following manner: Students will use their Chromebooks (we are a 1:1 Chromebook school) to participate in distance learning via Google Meets. If needed, the school will work with families that need internet access and provide a portable wireless hotspot or connect them with discount or free internet services. The daily schedule will remain the same, and students will report to their Google Meets for classes just as in person. Students will continue to submit assignments in Google Classroom, participate in discussions, and complete assignments. Extra support will be available in the flex classroom throughout the day, just as with in-person school. Social and emotional wellbeing will be monitored via survey.

Academic Needs

Students will be assessed using internal assessments to determine varied learning needs. Students will receive individualized support for learning gaps through Flex periods, utilizing tutors and small groups. In addition to the above, special populations such as students learning English and those with IEPs or 504s will continue to receive accommodations and services either virtually or in person.

Physical Health Screening

Students and staff will self-screen at home daily before reporting to school. Anyone who is feeling sick or who has a fever must stay home. Students will be screened again upon arrival at campus using a scanning thermometer.

If a student or staff member feels ill or exhibits symptoms while at school, disinfecting protocol will be followed and the person will be isolated and sent home as quickly as possible.

Physical Hygiene

Explore will follow current CDC and SNHD guidelines regarding prevention of the spread of illness. Currently, all unvaccinated students and staff will wear face coverings while indoors on campus; everyone may remove masks outdoors. If prevailing guidance from the CDC or SNHD recommends masks for vaccinated individuals due to a high instance of reinfection or during periods of high community transmission, Explore will adhere to such guidance regarding the usage of masks. Unvaccinated students who are unable to wear a face covering for extended periods of time will learn from home. Hand sanitizer will be located at each threshold, and students will be reminded to use sanitizer upon crossing a threshold. Students will be taught to minimize the spread of germs through effective hygiene practices. Reminders will be posted throughout the school, in emails to parents, and reinforced by on-site staff.

Social Distancing

Students attending in-person learning will be spaced three to six feet apart in the classroom, during passing periods, and in common areas, including outdoors.

In the morning, students will report to the cafeteria for breakfast. At dismissal, students will be called individually to the pickup line, leaving their classrooms one at a time in the order called. Students will maintain social distancing while queueing and loading into cars.

Any changes to the current plan will be communicated to stakeholders via text and email, including the teaching of any new procedures. Whenever possible, impending changes will be communicated to stakeholders with notice of the procedure and opportunities to give feedback or express concerns.

Contact Tracing
Explore will keep a log of all individuals on campus each day. Student information will be traced via Infinite Campus, and adults and visitors will be tracked via log. This information will be provided to the SNHD as needed for contact tracing purposes.

Diagnostic and Screening Tests

Staff or students exhibiting symptoms of illness will be immediately isolated and sent home as soon as possible. Those exhibiting symptoms will learn or work from home until a negative test result is provided or such time as the SNHD recommends returning to school.

Human Resources

Staff Return to Work

Staff members who are identified as vulnerable will notify school administration, and universal precautions and cleaning protocols will be followed to ensure the safety of all students and staff.

Our staff will be trained on delivering online instruction by recording instructional videos, hosting live learning sessions, and supporting virtual learning for students. Reopening PD will include familiarizing staff with the various components of the plan, ensuring that protocols are followed and that any necessary changes in delivery method occur smoothly.

In preparation for potentially increased absences, the school will seek to maintain a bank of available substitute teachers.

Governing Body and School Leadership Role

Weekly communications will be sent to all stakeholders regarding the safety of staff and students, updates on our ongoing efforts, and any anticipated changes. Our board will review the reopening plan that is submitted to the state for approval, and will take part in any revisions to the plan.

Logistics

Attendance

Weekly stakeholder communications will include reminders on balancing in-person attendance with health needs, as needed. Students will be expected to be in their uniform and ready to learn at 8:00 AM daily, whether learning in person or online. Teachers will take attendance at the beginning of each class period for those in attendance at the school, and for those in attendance virtually.

Should personal circumstances dictate missing a full or partial day of school, students will have 24 hours to complete missed content and submit it to be counted as fully present for each day.

In the event that a student is not able to attend in person or virtually and no contact is initiated from the family, the school will initiate contact to ensure that expectations for attendance are clear and to see if the school can provide any support.

Facilities Management

Restrooms will be cleaned and sanitized twice daily. In the cafeteria, students will maintain social distance at tables, which will be cleaned after each use. Students eating on the turf will maintain three feet of distance. In classrooms, teachers and students will clean desks at regular intervals throughout the day. Hand sanitizer will be placed at each threshold for student and staff use, and at other areas as needed.

Nutrition Services

Students will receive pre-packaged meals from the cafeteria or bring a lunch from home. Students with a home lunch may choose to eat on the turf or in the cafeteria. In the cafeteria, students will wash hands, then collect their cafeteria food, maintaining six feet of distance in line. Students will then proceed to their table or the turf, if eating outdoors. Students who do not attend in-person learning can notify the school and make arrangements to drive through to pick up food during regular drop off or dismissal. If transportation is a concern, food can be delivered to those in need.

Transportation/Arrival & Dismissal

Arrival and dismissal will follow a structured pattern of five cars disembarking at a time. Students will exit their cars, then walk to the cafeteria, maintaining six feet of distance. Students eating breakfast will wash their hands, collect breakfast, and sit separately from those awaiting the start of class.

At dismissal, students will be called from classrooms individually, reporting to the queue to load into cars in groups of five. Students will wait on marked spots for their car to be in the loading zone.

Athletics/Extra-Curricular Activities

Students will not stay after dismissal except as part of a pre-arranged agreement with a staff member or before/after-school care provider.

Information Technology

The school will provide chromebooks for families qualifying for free or reduced lunch as needed. Families and teachers in need of internet will be referred to community partners as necessary or provided wireless hotspots as available.

Wellness and Recovery

Social-Emotional Learning: Tier 1

Instruction will be engaging and exciting to encourage students to dive in with enthusiasm. Students will have opportunities to discuss academic and emotional concerns with staff during the

school day. The school will host activities to foster student engagement and social/emotional wellbeing. Ongoing lessons in mindfulness, healthy habits, and social skills will be delivered during Flex.

Trauma-Informed Practices: Tiers 1-3

Before the start of school, staff will complete training on trauma-informed teaching.

Students, families, and staff will complete a monthly self-check and submit via google forms for monitoring. Students will receive instruction and guidance on effective self-monitoring of social and emotional needs through their Flex periods.

Families will be provided with resources for support services via ongoing stakeholder communication. Staff will have ongoing opportunities to report concerns about any students. Additionally, all staff and stakeholders will receive ongoing instruction on monitoring themselves and others for signs of trauma and mental health concerns.

At tier 2, students exhibiting or self-reporting signs of concern will receive individual check-ins with staff, tools, lessons, and resources for coping, along with referrals to additional resources as necessary.

At tier 3, students will be assessed for immediate need and referred for crisis evaluation and/or counseling.

Founders Classical Academy

Founders Classical Academy of Las Vegas
21-22 Nevada Path Forward Plan

INTRODUCTION:

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

• FCALV is responsible for determining certain COVID-19 mitigation measures as defined by the SPCSA, and, therefore, must develop plans for how they will ensure the safe reopening of school buildings. This plan addresses health and safety as well as how the school will respond to the impact of COVID-19 on students' opportunity to learn.
• Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, FCALV must develop a Path Forward Program Distance Education Plan for the 2021-2022 school year. This plan addresses how the academy provides distance education to students who are unable to learn in person. These students must provide documentation from a medical professional related to a condition that would be compromised by attending school in-person or be quarantined on the advice of local public health officials.
• Senate Bill 215 from the 2021 Legislative Session now requires the governing body of each charter school to "develop a plan for conducting a program of distance education for at least 10 school days in the event of an emergency that necessitates the closing of all public schools in this State." This plan must be submitted to the charter school sponsor and provided to the school community, parents and school employees. This plan establishes an emergency distance learning plan to be implemented in the event of a major emergency.

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

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

IN-PERSON LEARNING

In-Person Learning: Health and Safety

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

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

In-Person Learning: Student and Staff Wellbeing

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

In-Person Learning: Accelerating Student Learning

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

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

DISTANCE EDUCATION

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

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

In addition, FCALV will ensure:

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

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

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

Daily attendance may be satisfied in any of the following ways:
(1) The student is physically present; and/or
(2) The student participates in a real-time (synchronous) class session; and/or

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

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

Distance Education: Students unable to participate in-person

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

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

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

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

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

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

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

Distance Education: Emergency Closure

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

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

Distance Education: Supporting Students

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

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

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

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

CLOSING REMARKS:

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

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

Freedom Classical Academy

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Freedom Classical Academy
School Re-Opening Plan 2021-22

As the effects of COVID-19 and its variants continues to be felt, it is incumbent upon the school to plan for the safe and effective return to the school setting for the 2012-22 school year. The purpose of this document is to provide an outline for such a plan. This plan will necessarily adapt and change to the exigencies of the moment as new guidance is issued by Federal and State Health experts and is not intended to represent a static set of rules or regulations. Adaptations to this plan will be considered in a public meeting except where an emergency declaration or public health mandate supersedes the authority of the Board of Directors of the school.

Face Coverings

State guidance on face coverings in school settings requires students and staff to cover their nose and mouth with a face covering in a manner consistent with current guidance issued by the CDC. Given this guidance;

1. All fully vaccinated staff and fully vaccinated students are not required to wear a mask at the school or school events (excluding school assemblies).
2. Any students or staff that are outside and can be socially distant are not required to wear a mask regardless of their age.
3. Masks are optional for any student in K through grade 3 (0- 9 years old).
4. Masks are required for all adults and students who participate in or attend assemblies.

These restrictions are subject to change given further direction from the State / CDC.

Handwashing

All classrooms at Freedom Classical Academy (FCA) as well as several entrances and hallways have been outfitted with hand sanitizer stations to enable students frequent opportunity to sanitize their hands. Additionally, students will be strongly encouraged to vigorously was their hands on classroom bathroom breaks that happen throughout the day. Younger students, K-3, will receive a tutorial on the proper washing of hands to eliminate germs. Signage has also been erected to encourage hand washing and hand sanitation by both employees and students.

Facility Sanitation

School facilities will be sanitized daily to prevent spread of germs. Custodial staff will be on-hand both during the school day and after hours to ensure that classrooms and common areas are properly disinfected. Where classrooms are used by multiple students, custodial staff and teachers shall work together to sanitize surfaces between classes. Additionally, classrooms will be organized so as to maintain proper distancing requirements.

All custodial staff have been trained in proper disinfection technique to ensure that chemicals have sufficient contact time to effectively eliminate contaminants. Additional equipment has also been requested as a part of the ESSER II allocation to enable quicker and more effective sanitation. UVC lamps have previously been purchased and will be rotated through spaces to provide addition disinfection.

Contact Tracing

FCA will work with the Southern Nevada Health District to facilitate contract tracing as necessary. FCA maintains accurate attendance records and will utilize those records as well as first-person interviews to determine potential exposure.

The Director of Operations will conduct any contact tracing activities under the guidance and regulations of the Southern Nevada Health District. Any persons that have potentially been exposed and are required to quarantine will be contacted by the Director of Operations and their information forwarded on to the Southern Nevada Health District.

Diagnostic and Screening Testing

FCA has the ability to provide rapid covid testing on-site thanks to a state program. Our school nurse has received the requisite training and as long as that program continues, will be able to administer rapid testing at the school.

Students demonstrating symptoms of COVID will be required to stay or be sent home if they come to school.

Efforts to increase access and awareness to vaccinations

FCA will make families aware of community resources for obtaining vaccinations via school newsletter.

Accommodations for children with disabilities

The Special Education Coordinator shall be delegated authority to make reasonable accommodations for children with disabilities in conjunction with parents and teachers.

Meeting social/emotional/physical needs of students to provide a safe and inclusive environment

FCA is undertaking a variety of measures to address the social, emotional, and physical needs of our students.

1. Purchase of SEL program that provides surveys and targeted SEL lessons.
2. Recommencement of leadership courses
3. Recommencement of clubs & athletics
4. Continuation of Social Worker

Panorama, the SEL program being purchased, enables SEL surveys that help identify at-risk students and provide interventions. The school Social Worker will work with those students who are at significant risk and provide ongoing support.

Supporting staff well-being

FCA recognizes the challenges placed upon school staff in the current setting. To help staff succeed, FCA will provide:

1. Frequent informal check-ins
2. Ongoing coaching and support
3. Access to rapid testing
4. Ongoing staff appreciation gestures
5. Ongoing mental health awareness campaigns
6. Social Worker check-ins

Accelerating student learning

Freedom Classical Academy has spent a substantial amount of thought and effort evaluating the best methods for accelerating learning for the 2021-22 school year. As a result of these efforts, the following changes have been made for the 2021-22 school year:

1. Increased focus on literature in all classrooms
2. Decreased emphasis on CKLA program
3. Increased emphasis on CKHG and CKSci programs as primary language arts components
4. Integration of standards mastery activities
5. Emphasis on small-group remediation in the classroom
6. Realignment of Special Education program
7. Addition of Reading Specialist
8. Addition of full-time ELL Coordinator
9. Addition of student dashboards
10. Recommencement of after-school tutoring

Distance Education

Distance education will be available only to students that provide documentation from a licensed doctor certifying that they have a medical condition that would put them at risk if they attend

school in-person. Freedom Classical Academy reserves the right to deny requests for distance education if it determines the documentation provided is insufficient.

Distance education for students with medical needs will be provided via synchronous instruction with the students participating with live classes remotely via web conference technology. Online students will be required to log in on-time and participate with the class in real time. Students will be required to complete the same work as their classroom peers for all core courses; modification may be made for specials based on the individual circumstances of each student.

Students with IEPs that receive distance education may be required to receive some services on campus where it is not reasonable / feasible to deliver these services in an online format. In these situations, every effort will be made to safeguard the student's health.

Distance Education: Emergency Closure

In the event of an emergency closure of ten days or more, Freedom Classical Academy will revert to the online learning model utilized last school year with the exception that Google Classroom will be our online learning platform in place of Canvas.

1. Core courses will be provided synchronously, daily.
2. Specials courses will be provided asynchronously
3. If the anticipated closure is 10 days or less, all students will attend online classes at the same time.
4. If the anticipated closure is longer than 10 days, students will be divided into AM and PM cohorts to enable smaller online classes.
5. Administration will make a determination on whether teachers will teach from the school or from home based on the circumstances surrounding the emergency closure.

Distance Education: Supporting Students

In order to support students during distance education, FCA will undertake a number of measures, including:

1. Ensuring weekly contact with each student
2. Sending regular SEL surveys
3. Providing follow-up SEL lessons and support to students based on needs identified in SEL surveys
4. Ensuring each student has access to a computer and internet services
5. Providing additional academic support to struggling students.

Futuro Academy



Futuro Academy

2021-2022

Path Forward & School Re-Opening Plan

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.

During the June 23, 2021 Futuro Academy Board of Trustees meeting, a crucial vote was undertaken to designate "In Person" instruction the primary model of instruction while allowing for up to 10% of students to enroll in virtual education by choice, with guaranteed medical exemptions granted for virtual education.

Safe Reopening for In-Person Learning

FUTURO recognizes that the health and safety of students and staff is of the utmost importance, but also that in the 2021-22 school year, per CDC guidance, in-person learning should be maximized. FUTURO 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. FUTURO 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, FUTURO will use all available scientific information to help make a determination on these matters.

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

FUTURO will continue to promote proper personal hygiene:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 3 feet between students, 6 feet of physical distance from others for adults
- Avoid contact with others if within 3 or 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

The 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. FUTURO 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

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

- Hand sanitizer pumps will be placed on hallway stands 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.
- Occupancy capacity signs are placed in each classroom.
- Desks will be arranged to be socially distanced to the maximum ability possible. Desks will be marked to show which ones are assigned to which students. Students will remain in their seats at all times.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed and minimally on a quarterly basis.
- All shared items 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, and bottle fillers have been installed for the 2021-22 school year
- Technology will be assigned to students as needed/requested
- All Emergency Operations Plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency and precaution during Emergency Operations

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 and cleaning logs will be maintained in a visible location outside the restrooms for enforcement. High touch points, such as water fountains, sink heads, door knobs, and student desks, will be cleaned regularly by FUTURO staff. Shared materials will be limited as much as possible, and they will be cleaned and sanitized after each use.

Face Coverings

Our campuses will have masks readily available for anyone who wants it. Ultimately, FUTURO will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings, which as of writing of this plan maintains the use of masks indoors for students ages 12 and below and staff who work with them regardless of vaccination status. If face coverings become universally mandated for whatever reason, FUTURO will ensure that anyone stepping onto campus has a face covering on, or follow ongoing recommendations regarding vaccination and/or community transmission rate impact on school settings recommendations.

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 (or designee) conduct an investigation. In the investigation, they will determine which students were in closed contact with the positive individual. Close contact is defined as within 6 feet for a total of 15 minutes.

From there, the principal (or designee) will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Director will share that information with the principal. The principal will message the appropriate families.

Social Distancing & Capacity

FUTURO will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits. FUTURO has measured each of its classrooms and maintains fire rating capacities for each common space for the purposes of planning.

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

FUTURO will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Vaccination Access & Awareness

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

FUTURO campuses will promote local vaccination sites to its staff and families, including continuing to hose campus based vaccination clinics.

In-Person Learning: Student and Staff Wellbeing

Being in the midst of a pandemic can bring a whirlwind of feelings within oneself. In any organization, it is critical for itself to make sure that the needs of its people are met. When it comes to students, those needs most likely also include socio-emotional needs and the trauma that can be triggered by a pandemic. For FUTURO, the wellbeing and mental health of staff and students are of the utmost importance.

Supporting Students: Social-Emotional Learning - Tier 1

FUTURO 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

- Classroom meetings
- Mindfulness practices

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

FUTURO will provide ongoing support to staff, students and families for their social and emotional needs. 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. FUTURO has to work and make decisions with these social emotional needs in mind.

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

- Learning positive self-talk during daily circle times
- Weekly reflection meetings
- Practice problem solving skills
- Creating a "calm down toolkit"

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

- One-on-one weekly meetings between student and assigned staff member
- Behavior contract
- Restorative justice
- Use of empathy in multiple forms

Supporting Educators and Staff

FUTURO supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. FUTURO will focus on three main bedrocks in helping teachers.

1. **Foster wellness**. FUTURO 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.

2. **Provide training**. FUTURO acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. FUTURO will emphasize differentiated support through the 2 weeks of summer professional development, and through the ongoing development calendar to include no less than one training day per month.

3. **Model healthy behavior:** FUTURO will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

In-Person Learning: Accelerating Student Learning

FUTURO is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering a full-day in person / traditional learning program starting in August 2021.

Implementing Assessments

FUTURO will begin the school year with a comprehensive plan to diagnose and identify student needs. FUTURO 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, Key Data interim assessment systems, and hearing & vision screenings.

Leveraging Data to Inform Instruction

The teachers will look at the beginning of the year data during the Instructional Leadership Team (ILT) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first ILT meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. FUTURO will utilize a wide range of programs to accelerate learning and close the achievement gap.

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.

Path Forward Program: Distance Learning

Futuro Academy (FUTURO) has created a distance learning plan for the 2021-2022 school year. FUTURO 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
- Limited to 10% aggregate enrollment of any grade level by choice after the circumstances above

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

High-Risk Medical Exemption Process

If a student or an individual in his/her household has a high-risk medical condition*, a Request for Virtual Placement may be completed in order to participate in distance online learning at home for the 2021-2022 school year, and the request will require providing medical documentation. This was sent out to all families on July 7, 2021, with all returning and newly-accepted students enrolled.

A health care medical professional must complete the exemption form and email it to FUTURO at any point during the school year. FUTURO will review the form, and either approve or deny.

After approval of a medical exemption, a student will require medical fitness to return documentation to be allowed to return to in-person learning while Governor's Order 044 is in place.

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

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

Once approved for distance learning, students will only be allowed to switch back to in-person learning at the first full day of instruction of the subsequent month of school.

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.

Parent Considerations for Distance Learning

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

- 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.
- 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 must maintain 90% attendance monthly, and may be transitioned to in-person learning if in choice based distance learning and below attendance threshold
- Students will be expected to attend and have their cameras on for the full duration of real-time sessions during the school's instructional day.
    - **Kindergarten - 2nd grade** will have a minimum of 60-90 minutes of real-time sessions daily.
    - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.

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, and the SNHD will confirm the testing documentation.

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 and in accordance with the most recent "Covid-19 Guidelines and Protocols for Students" document.

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 instruction will be synchronous through Google Meet. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning.

When only a limited number of students need to be quarantined, students will attend via Google Meet synchronously during school hours while the homeroom teacher maintains their typical in-person schedule.

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

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.

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 that do not need to be conducted in-person will continue to take place virtually or by phone.

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

A 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 and goals and benchmarks/objectives.

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.

Student Attendance in Full-Time Distance Learning

Each student participating full-time in distance education will must attend live via synchronous Google Meet participation to earn attendance for the school day while participating in Distance Learning.

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 participates in a real-time (synchronous) class session;

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

Ten consecutive unexcused absences with no contact will result in a withdrawal from FUTURO.

Technology Access

For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family.

Families will receive training by a FUTURO 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. This conference may be requested by indicating so on the regular progress reports. Such conferences may be handled by telephone, in person, or via written communication

If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours.

If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day.

If a family communicates that they are in need of resources, campus leadership and the teacher 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. FUTURO only serves lunch to K-12 students at its campuses.

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.

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

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

Social-Emotional Support

The pandemic has affected the social-emotional wellbeing of many people, students included. Staff are encouraged to get to know their students and build trust and respect. Staff are trained to identify and report anything out of the ordinary. Students have an open-door policy with all staff.

When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

Mask & Visitation Policy

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

Distance learning students and their families may only stay in the main office area. For them to move through the campus, they must be given permission from school leadership.

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

Emergency School Closure Learning Plan

FUTURO 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.

Futuro Academy East Las Vegas (FUTURO) is committed to providing high-quality education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and students.

This plan will succeed in delivering instruction online to meet students' elective and general education requirements. 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. FUTURO will continue to use email, Google GSuite and the school website for normal communications with parents, students, and teachers.

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Attendance will be recorded daily based on attendance in synchronous Google Meet sessions.

Primary Online Learning Platform

Google Classroom will be used by every teacher to relay classroom content and deliver classroom instruction. Google Meet will be the primary student platform for synchronous classes.

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 Outreach

Emails will be sent weekly with operational and instructional details throughout the remainder of the emergency declaration to provide ongoing information on model updates.

Staff Communication

Grade level, department, and all staff Google Meet 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.

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

Weekly Department and Staff Meetings are held via Zoom large meeting platform.

Girls Athletic Leadership School (GALS)

Girls Athletic Leadership School Las Vegas

July 8, 2021

2021-2022 SY Plan (Response to COVID)

To assure the safe return of all students and staff to GALS and in accordance with federal requirements under the America Rescue Plan Act (ARP), GALS adopts this 2021-2022 SY Plan.

I. Plans for Safe Return to In-person instruction

When interacting with others who are not suspected or confirmed to have COVID-19, the Centers for Disease Control (CDC) recommends following everyday prevention actions. Therefore, personal prevention practices such as social distancing; handwashing; hand sanitizing; not touching eyes, nose, or mouth; wearing cloth face coverings; staying home when sick; and environmental practices, such as frequent cleaning and disinfection of frequently touched surfaces, are important principles. To lower the risk of infection transmission, GALS adopts and promotes healthy behaviors that reduce the spread of illness.

1. Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home. To practice social or physical distancing: The CDC recommends at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, indoor masking is necessary as a layering strategy to provide protection.

2. Handwashing is the single most effective infection control intervention (CDC). Hand hygiene is performed by washing hands with soap and water for at least 20 seconds or using hand sanitizer with 60-95 percent alcohol content until the product dries. If hands are visibly soiled, use soap and water. Hand sanitizer is placed in every room.

3. Masks: While cloth face coverings are not considered personal protective equipment (PPE), they are useful to prevent the spread of disease. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical PPE. Cloth face coverings should be washed daily in a washing machine. Do not touch the face (eyes, nose, or mouth) at any time, including while wearing a cloth face covering and wash hands frequently. Masks to be effective be worn above the nose and at all times unless eating or drinking.

   The CDC recommends masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Any students or staff that are outside and can be socially distant are not required to wear a mask regardless of their age. GALS asks that individuals provide proof of vaccination if choosing to not wear a mask. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

4. Frequent cleaning: GALS will station spray bottles with a cleaning towel in every classroom. Students and staff are asked to spray and disinfect after themselves throughout the day. Spray bottles contain a disinfectant that is tested to be effective against COVID. Review the 6 steps of cleaning provided by the EPA at: https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf.

5. The CDC states that vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. GALS encourages all students and staff to be vaccinated. To receive your free vaccination, schedule an appointment at the website https://www.unlv.edu/coronavirus/vaccine.

6. Any students or staff with a disability will receive appropriate accommodations, please contact the head of school at HOS@galslv.org for more information.

7. Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.

8. Please report any incident of COVID to 702-672-6386. For any student and/or staff that has tested positive for Covid-19, GALS will conduct an investigation. In the investigation, they will determine which students were in closed contact with the positive individual. Close contact is defined as within 6 feet for a total of 15 minutes. GALS will coordinate any positive COVID cases to the State Public Charter School Authority and the Southern Nevada Health District. GALS will seek and follow advice given from these expert agencies. Students and staff diagnosed with COVID-19 should isolate and stay away from the school premises until requirements for end of isolation are met.

II. In-person Learning: Student and Staff Well-being

1. Students will continue to receive social emotional development through the GALS Series course which is provided daily for each student. Students will continue to receive physical health development through the GALS Movement programming which also occurs daily as part of the GALS schedule. GALS will continue to have a school counselor to provide counseling support to students as needed.

2. GALS is a health and wellness school where physical activity, movement, medication, mindfulness and healthy eating are incorporated into our daily routines. Staff participate actively alongside students in this healthy lifestyle. Staff receive professional development in these topics along with teaching strategies, regulatory requirements and high-quality curriculum.

3. With the full return of GALS students to in-person school these students will be able to fully benefit from GALS education model which is designed to accelerate learning through addressing the needs of the "whole child." Key components of the GALS model include:
   - An all-girl environment that provides a safe and supportive environment that best suits the needs of adolescent girls at a critical time in their development.
   - Incorporation of morning movement each day to ignite the body and mind, preparing it for a rigorous day of learning. Movement alerts the brain receptors to learning and calms the physical body, improving attention span and absorption of knowledge. GALS utilizes project based and activity-based learning to keep our students engaged and active throughout the day.

- Through our signature GALS Series class, our students receive daily social emotional instruction to develop the social skills and self-knowledge to engage and become a leader in our community.
- GALS conducts assessments on a regular and routine basis to provide data to inform our teaching practices with each student. Data is compiled 3x per year and staff meets to review the data and adjust individual learning plans, interventions and strategies for each student to most effectively meet the needs and support academic growth in each child.
- GALS recognizes and provides counseling services and additional support to students and more broadly through our partner, Boys Town, to families in need.
- Equity is a cornerstone of the GALS model and our vision is to create an equitable world where all people are treated with respect, direct their own lives and reach their full potential.

II. In-person learning: Accelerating Student Learning

GALS has a 4-pronged approach to accelerate student learning.

1. In-school acceleration – based on assessment data, GALS develops an individualized learning plan for each student. Daily instruction and materials are adjusted based on those results. Students are placed in to accelerators or learning interventions depending on their levels and teacher observations of a student's needs.
2. After School tutoring – GALS students who attend one of our after-school partner programs at either Clark county Library or the Boys and Girls Club will receive an hour of homework assistance. GALS coordinates missing assignments and homework with each of these partners to ensure the highest impact use of this time.
3. GALS "Power Hour" – each school day, GALS has dedicated an entire hour to accelerations and interventions depending on a student's needs. Small group break out sessions occur and one on one time with teachers.
4. Partnerships with Family – GALS coordinates with parents and guardians daily regarding attendance, missing or failed assignments and engages the parent in supporting and holding students accountable.

IV. COVID- 19 Path Forward Program (Distance Learning for students unable to attend in person)

In accordance with guidance from the State Public Charter School Authority and the Governors Directives (No. 44), Girls Athletic Leadership School adopts the following in response to the COVID-19 pandemic.

1. Any student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials will receive access to distance education, including access to the technology necessary to participate in distance education, including a computer and internet connectivity (Hotspot).

2. Students will attend the regular GALS class schedule as their in-person peers via the Internet.

3. Students participating in distance education must demonstrate regular weekly progress in their classwork to be submitted through Google Classroom, then graded and recorded in Infinite Campus;

4. 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;

5. The program of instruction will provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;

6. Licensed teachers and/or licensed substitutes will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours; and

7. Students are also eligible to receive the GALS student breakfast and lunch available for pick up daily.

I. Distance Learning in the event of an emergency closure/support for students

In the event of another state mandated emergency school closure, GALS would revert to a distance learning style of education. GALS would provide notice via Infinite Campus messenger, text and phone calls to all families to coordinate the change. All students would be issued a Chromebook and hotspot (for those that need one) to attend school over the Internet. The class schedule would remain essentially the same however morning movement would be distributed through the day breaking into 10-minute increments between each class. GALS finds this opportunity for a "brain break" vital to maintaining interest and engagement during class time. Students would continue to receive their regular scheduled classes through out the day. GALS would continue to provide social emotional support through the GALS Series course. Students receiving speciation education services and/or English Learner support would continue to do so within the context of the normal school schedule. These services would be provided virtually. GALS would continue to provide Counseling support is available by sending an email to Counselor@galslv.org. A limited staff would remain on site to provide daily food service pick up for those families in need. GALS would work with our food service vendor to optimize food pick up schedules to 1-2 times per week.

Honors Academy of Literature

Honors Academy of Literature

2021-2022 Reopening Plan

- In-Person Learning: Health and Safety
- In-Person Learning: Student and Staff Wellbeing
- In-Person Learning: Accelerating Student Learning
- Distance Education: Students unable to participate in-person
- Distance Education: Emergency Closure
- Distance Education: Supporting Students

The Honors Academy of Literature will prioritize in person learning Monday through Friday, addressing learning loss, and meeting the social emotional needs of scholars, teachers, and families during the 2021-2022 school year. We will provide in person learning to all students with contingency plans for high quality distance learning in case of emergency closure.

In Person Learning Plan: Health and Safety

- All scholars will attend school in person unless excluded due to symptoms*, exposure**, or testing positive of COVID-19 or other illness.
  - If a scholar is excluded due to symptoms, exposure, or testing positive of COVID-19 or other illness, access to assignments and attendance will be available through the Altitude Learning Platform and the classroom teacher will make meaningful contact with the scholar daily through Altitude, email, and/or Zoom.
- Scholars will arrive at staggered times to avoid crowding
  - 8:30-8:45 am arrival time for 6th-8th grade scholars with an 8:45 am start time
  - 8:30-9:00 am arrival time for K-5th grade scholars with a 9:00 am start time

- If a scholar develops a fever above 100.4 while at school, parents will be notified, the scholar will be isolated in the office, and must be picked up within 30 minutes of parents being notified
    - Scholar will be tested for COVID-19 (pending parent consent and test availability)
- Hand sanitizer will be available in each classroom
- Sanitizing wipes will be available in each classroom
- Hand washing stations will be in and/or near each classroom
- Cleaning regimen and supplies will meet CDC cleaning standard recommendations
- Water bottles fill-stations will be provided on each floor- no drinking fountains will be available
- Mask policy will comply with state regulation
- Social distancing will comply with state regulation

Washoe County Active Case Rate > 10% Additional Health and Safety Measures

- Upon arrival, scholars will be screened for a fever over 100.4 F. Scholars must remain in their vehicle or with their parent if walking up until the temperature measurement has been taken. Scholars with a temperature over 100.4 F will not be allowed to attend in person until their temperature is measured below 100.4 F upon arrival without the assistance of fever reducing medications.
- At 8:50 am all scholars will line up outside of their 1st period classroom on distance marked spots. They will be required to sanitize or wash hands upon entering the classroom.
    - No personal belongings may be brought into the classroom. All outerwear and lunchboxes must fit in the scholar's assigned cubby, hook, or locker. **Backpacks will not be allowed in classrooms. Backpacks must be stored in designated spaces outside of the classroom.**
- Scholars will attend their classes and transition between classrooms as needed while maintaining social distancing to the extent possible.
- Only one scholar will be allowed in restrooms at a time. Scholars waiting to use the restroom must wait outside on distant marked spots.
- Volunteers or parents will be require to have a COVID-19 test to be in the classroom

- If a scholar/staff member is exposed to someone who has tested positive for COVID-19 they must:
    - Notify the school immediately
    - Attend school online while quarantining for a minimum of 14 days

        - Seek medical advice to determine is testing for COVID-19 is appropriate
            - If tested, a positive test must be reported to the school immediately
    - If a scholar/ staff member test positive for COVID-19 they must:
        - Notify school admin immediately
        - Attend school online while quarantining until they have been symptom free for 3 days (72 hours) with no medication and 14 days has passed since first symptoms appeared, and/or have had a negative test for COVID-19, whichever is longer.
    - In the event that a scholar/ staff member tests positive for COVID-19:*
        - Notify families in the scholar/ staff member's class by phone of a possible exposure (those who have been within 6 ft. of the scholar/ staff member for 15 minutes or more)
        - Require those who have possibly been exposed to attend school online while quarantining for a minimum of 14 days and/or until a negative test for COVID-19 is recorded, whichever is longer.
        - Disinfect any spaces where the scholar/staff member may have been in the last 24 hours
        - Notify local health officials
        - Follow the guidance of local health officials

* Confidentiality of anyone who has tested positive will be maintained consistent with the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

In Person Learning Plan: Student and Staff Wellbeing

- Strategies to support student wellbeing:
    - Second Step Curriculum
    - Morning Meetings
    - Daily Mindfulness Practice
    - Loving Kindness Meditation
    - Peer Mentor Program
    - Counseling Services (as needed)
    - Greif Support Services (as needed)
    - Trauma Informed School Practices:
        - Relationship building
        - Consistent routines and procedures
        - Trauma sensitive techniques

- Strategies to support staff wellbeing:

- Trauma Informed School Practice PD
- Daily Mindfulness Practice
- Loving Kindness Meditation
- PD on stress reduction techniques
- PTO may be used for mental heath days
- Modeled self-care
- Work/home life balance encouraged
- Counseling Services (as needed)
- Greif Support Services (as needed)

In Person Learning Plan: Accelerating Student Learning

- Strategies to support accelerated student learning:
  - Scholas will be placed in core classes based on developmental levels
  - Two data-driven goal setting meetings with teachers, families, and scholars during the year will be offered
  - Developmental small group instruction K-8 in all core content areas will be provided by highly qualified teachers
  - Benchmark assessments will be administered three times to monitor progress
  - A wide range of formative assessments will be administered throughout the year to monitor progress towards mastery
  - Progress towards mastery will be monitored and reported through Altitude weekly
  - There will be no interruption in learning or services for special populations if distance learning is necessary

Distance Education: Scholars Unable to Participate In Person

- In the event that a scholar in unable to attend in person due to symptoms, exposure, or testing positive of COVID-19 or other illness, they will participate in distance learning.
  - Scholars will log into Altitude daily and send their homeroom teacher a message checking in for attendance no later than 9:10 am
  - All attendance will be recorded in Infinite Campus
  - The scholar will click the card(s), to access the list of tasks assigned for that day.
  - All assignments will be submitted through Altitude
  - Links to any live instruction will be embedded in the card on Altitude
  - Any scholar not attending live lessons will be contacted by the classroom teacher by email and parents will be included in the

email, if no response, the teacher will call after 3 days of missed lessons
- Scholars in need of technology, including a device or internet hot-spot, will be provided one by the school at no cost to the family for the time they are unable to attend in person

Distance Education: Emergency Closure

- In the event of emergency closure, all scholars will transition to distance learning.
  - At the beginning of the week and daily: Scholars will log into Altitude and access Homeroom Weekly Card. This card will be created by the Homeroom Teacher and will be assigned to all scholars by their period 1 teacher. Scholars will take attendance using a link provided on the Weekly Card
  - All attendance will be recorded in Infinite Campus
  - Daily: When scholars click the Card for that day, there will be a list tasks assigned for that day.
  - All assignments will be submitted through Altitude
  - Links to any live instruction will be embedded in the card on Altitude
  - Any scholar not attending live lessons will be contacted by the classroom teacher by email and parents will be included in the email, if no response, the teacher will call after 3 days of missed lessons
  - Scholars in need of technology, including a device or internet hot-spot, will be provided one by the school at no cost to the family for the time they are unable to attend in person

Distance Education: Supporting Scholars

- Strategies for supporting Scholars during distance education:
  - Scholars in need of technology, including a device or internet hot-spot, will be provided one by the school at no cost to the family for the time they are unable to attend in person
  - All assignments will be submitted through Altitude
  - Any scholar not attending live lessons will be contacted by the classroom teacher by email and parents will be included in the email, if no response, the teacher will call after 3 days of missed lessons
  - Scholars who become habitually absent from live instruction or fall behind on assignments will be contacted by the Scholar Relations

Coordinator. The SRC, scholar, family, and teacher will meet virtually to develop a distance learning success plan and will check in regularly on progress toward the plan. The plan will include attainable goals for the scholar and family to meet and will increase engagement and production overtime until the scholar is able to sully engage in the curriculum.

- Scholars and families will be provided access to virtual counseling services as needed
- Scholars will be provided access to grief support services as needed
- Information about community support and services will be disseminated to families through the school's weekly newsletter
- School staff will be available by phone, email, Slack DM, GoGuardian messenger, and Altitude Stream to support scholars Monday through Friday 9:00 am to 4:00 pm
- SafeSchool contact information will be provided to all scholars regularly throughout the school year

Imagine School at Mountain View

Imagine Schools at Mountain View

2021-2022

Reopening Plan

We are ***LEADERS*** We are **ACHIEVERS** We are **BUCKET FILLERS** We are ***BOBCATS***

BOBCAT PRIDE!

Table of contents

Communication	4
Communication	4
Governing Body and Leadership Role	4
In-person Learning: Health and Safety	4
Physical Health Screening	4
Physical Hygiene	5
Accommodations for Children with Disabilities	6
Vaccination Access and Awareness	6
Contact Tracing	6
Social Distancing	6
Shared Spaces	7
Logistics	8
Facilities Management	8
Cleaning	9
Nutrition Services/ Breakfast and Lunch	9
Transportation/Arrival and Dismissal	9
Athletics/ Extracurricular Activities	9
Wellness and Recovery	10
Social Emotional Learning- Tier 1	10
Trauma-Informed Practices- Tiers 1-3	10
Supporting Educators and Staff	11
In-person Learning: Acceleration Student Learning	11
Implementing Assessments	11
Data Informed Instruction	11
In-Person Learning & Special Populations	12
Distance Learning	12
Information Technology	12

High Risk Medical Exemption Process 12

Covid-19 Positive and Close Contact: Logistics 13

Quarantined Students & Distance Learning 13

Emergency School Learning Plan 14

Primary Online Learning Platform 14

Technology Access 14

Nutrition 15

Serving Special Populations in Distance Learning 15

COMMUNICATION

We are ***LEADERS*** We are **ACHIEVERS** We are **BUCKET FILLERS** We are ***BOBCATS***

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Communication

Imagine Schools at Mountain View (ISMV) values and recognizes the importance of family collaboration and communication. It will be necessary for ISMV to provide all stakeholders information regarding topics such as re-opening, plans for keeping individuals safe and healthy, promoting safe and healthy habits, and continual updates regarding academic plans. As ISMV continues to navigate these ever changing times, the school will maintain communication in a number of ways.

Communication will be disseminated in the following ways:

- Bloomz (Primary Method)
- Family Handbook
- Staff Handbook
- The school's website www.imaginemountainview.org
- Infinite Campus email/text blasts (SHOUT)
- Weekly Newsletter
- Formal Letters

Governing Body and Leadership Role

The Imagine Schools at Mountain View governing body and the Imagine Schools regional leadership team provide ongoing support and collaboration. The key component to this successful collaboration is the regular communication between all parties. Communication takes place in the following ways:

- Bimonthly Board Meetings
- Email
- Regional Leadership Meetings (not including the governing board)

IN-PERSON LEARNING: HEALTH AND SAFETY

Physical Health Screening

ISMV values the importance of maintaining a safe and healthy environment for our students, staff, and families. ISMV is committed to adhering to the CDC guidelines to ensure that we are taking all necessary precautions concerning the COVID-19 pandemic.

Staff:

- Home Health Check
- Observation for Symptoms

Students:

- Home Health Check
- Observation for Symptoms

ISMV will post reminders to check for symptoms by posting signs, sending home reminders to families, and displaying the symptom checklist on Bloomz, the school website, and in the school newsletter. The Home Health Check requires individuals or caregivers of minors to identify if they are exhibiting COVID-19 symptoms. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

*This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

Resources:
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html

Physical Hygiene

Hygiene:

According to the CDC, handwashing is especially important and is one of the best ways to protect and prevent from getting sick as well as spreading germs. ISMV will teach and implement the following hand and respiratory etiquette:

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

ISMV will provide the following supplies to support hand and respiratory etiquette:

- Soap
- Hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use)
- Paper towels
- Tissues
- Disinfectant wipes
- Cloth face coverings (as feasible)

Face coverings:

ISMV is committed to the safety and well-being of all stakeholders in response to COVID-19. ISMV will reopen with full capacity for the 2021-2022 school year. Based on the recommendations found in the *Guidance for Covid-19 Prevention in K-12 Schools* published by the CDC on July 9, 2021, masks will be required for all students K-6. If there is a medical concern for wearing masks a doctor's note must be provided on their letterhead. IEP/504 students may not be required to wear masks based on individual needs. For fully vaccinated staff masks are optional. Staff members who opt for a mask may wear a clear or cloth mask with a clear panel when interacting with young students, students learning to read, or when interacting with people who rely on reading lips. Masks are NOT required when outside due to open ventilation.

ISMV will continue to monitor community transmission/outbreak and will move to a possible phased out approach to masks.

Accommodations for Children with Disabilities

ISMV will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Vaccination Access & Awareness

ISMV has and will continue to strongly encourage students, families and staff members to get their vaccinations if they are of age and health abides. ISMV campuses will promote local vaccination sites to its staff and families.

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 connect with the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The principal will message the appropriate families.

Social Distancing

ISMV will continue to educate staff to maintain at least 3 feet of distance between individuals when possible. ISMV Staff members will educate and remind students regularly to maintain at least 3 feet of distance between individuals when possible. ISMV will utilize social distancing markers throughout the school.

Shared Spaces

Classrooms:

ISMV Staff Members will create a seating chart and students will remain at their assigned seats for the longest extent of time possible.

ISMV Staff Members will limit the use of shared equipment, such as writing utensils, manipulatives, keyboards, and headphones.

ISMV Staff Members will clean any shared objects between uses, following instructions from the manufacturer and the cleaning product(s).

ISMV Staff Members will implement procedures for turning in assignments in a manner that minimizes contact in the classroom (for example, collecting assignments electronically or in a bin).

Hallways:

Mark hallways with adhesive tape to direct students to stay on one side of the hallway for each direction of travel. Where possible given the school layout, certain hallways may be designated one-way.

Playgrounds:

Staggering the use of communally shared spaces such as playgrounds. Plastic chains, cones, painted lines, or rope can help create a visual separation of different recess areas. Educators can designate labeled areas for specific groups of students that can rotate through the areas throughout a given time period (day or week).

Lunch Rooms:

Initial Phase: The lunch room will be open during breakfast. Families must notify ISMV if their child/ren will be eating breakfast so the school can continue to monitor the capacity limits. ISMV will close the multipurpose room during lunch. The school will serve lunches in classrooms and on disposable food service items (trays, plates, etc.), if possible. Prohibit students from sharing lunch items with one another. Students will be permitted to remove masks while eating. Handwashing/Hand sanitizer will be utilized before and after meals.

If a classroom has a student with food allergies, convene a 504 team to discuss appropriate accommodations. These may include, for example, taking the student to another location, such as a school conference room or the multipurpose room, with one friend (so long as social distancing can be maintained in the alternate location).

Future Phase: Open the multipurpose room during lunch, with increased safety measures, including the following:

- Assign students to a specific seat.
- Limit multipurpose room seating to the number of assigned seats.
- If students line up for lunch service, permit only one class to line up at a time, and place markings on the floor to indicate where students should stand to maintain social distancing. Alternatively, serve food to each student at their assigned seat.
- Serve lunches on disposable food service items (trays, plates, etc.), if possible. If disposable items cannot be used, have food service staff collect items while wearing gloves.
- Prohibit students from sharing lunch items with one another.

Bathrooms:

ISMV staff will only send one student (boy/girl) to the restroom at a time to limit the number of students using the restroom.

Front Offices:

ISMV will post signage directing visitors to maintain proper social distancing as indicated by the markers.

Visitors:

ISMV is committed to the safety and well-being of every stakeholder. The school understands the importance and value of school visitors and volunteers, but at this time, ISMV is not allowing anyone other than staff or students on campus..

Hand Washing:

Require all students to wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:

- upon arrival at school (use hand sanitizer if there is no sink in the classroom)
- after being outside for physical activity
- before and after lunch
- in between classroom changes
- prior to leaving school for home
- after sneezing, coughing, or blowing nose

LOGISTICS

Facilities Management

Imagine Schools at Mountain View will make adjustments intended to minimize the risk of spreading COVID-19.

- Touchless water bottle refill stations will be installed in common areas to be accessible to all staff and students.
- Hand sanitizer pumps are available to students and staff in each classroom.
- When able, desks will be arranged to meet the CDC social distancing guidelines.
- Signage will be placed in the hallway to ensure social distancing.
- Water fountains will not be used by students or staff.
- Signs will be placed in all hand-washing stations reminding students to wash hands.
- Technology will be provided to students as needed or required and cleaned and sanitized after each use

Cleaning

- High touch surfaces, such as desks, door knobs, sink heads, etc. will be cleaned regularly by ISMV staff.
- Shared materials will be limited as much as possible, but any items shared will be cleaned and sanitized after each use.
- Each night, ISMV's contracted commercial cleaning crew will provide a detailed cleaning of the facilities.
- An electromagnetic spray will be utilized throughout the day to sanitize and disinfect surface areas.
- A deep sanitizing cleaning of the campus will be provided Monthly.
- Additional filtration systems are being considered to enhance the existing ventilation system.

Nutrition Services/Breakfast & Lunch

ISMV will implement the following procedures for breakfast and lunch:

- Breakfast will be served in the lunchroom with appropriate social distancing.
- The lunchroom will be closed during lunch times; lunches will be served in classrooms until recommendations are made to return to the lunchroom.
- Disposable food service items will be utilized.
- Kitchen staff will wear masks and gloves.
- Students with food allergies will be eating in a separate location, when necessary.
- Lunch will be delivered to classrooms until recommendations are made to return to the lunchroom.
- Grab and Go meals will be provided if the school has to move to remote learning.

Transportation/Arrival and Dismissal

ISMV will continue to utilize our carpool system to minimize the risk of spreading COVID-19. Students will be arriving in their individual vehicles which ensures proper social distancing. There will be outside markers to indicate proper social distancing for those students who walk to school. During dismissal, students will stay in their classrooms and will be called to exit the building in a staggered fashion. Students will be exiting through their outside classroom door to minimize movement throughout the building.

Athletics/Extracurricular Activities

Imagine Schools at Mountain View values the importance of extracurricular activities. There are several ways that the school can adjust these events to minimize the risk of spreading COVID-19. After school clubs will follow the school's schedule and promote appropriate social distancing.

When ISMV leaders determine the school is prepared and capable of following all state and CDC guidelines in conjunction with the Nevada Interscholastic Activities Association Re-Opening Guidance, resuming athletics will be revisited.

WELLNESS AND RECOVERY

Social-Emotional Learning-Tier 1

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Imagine Schools at Mountain View understands the importance of student emotional health and mental wellbeing. It is necessary for students to have the proper support to maintain a healthy mindset. To meet these needs, ISMV will provide universal social emotional support to students by continuing the foundational approach and belief in educating the whole child by Shared Values, Character Education and ongoing intentional efforts to meet the Social Emotional Learning needs of all students. ISMV will utilize multiple tier 1 social emotional support for its students across our school campus. These supports include but not limited to:

- School-wide expectations and procedures
- School-wide training and overall awareness of student needs
- Systematic reinforcements
- Culturally responsive practices
- Partner & Community partnerships
- Cross curriculum learning opportunities
- Responsive classroom environments
- Mindfulness practices
- Focus on Character Development: Coping Skills, Self Esteem, Empathy, Kindness, Friendship, Conflict Resolution, etc.

Trauma-Informed Practices- Tiers 1-3

ISMV will provide ongoing support to staff, students and families for their social and emotional needs. ISMV will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. ISMV leadership will work to build strong relationships with staff, students, and families. It will be important for ISMV 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. ISMV has to work and make decisions with these social emotional needs in mind. Universally, ISMV will use these tier 1 trauma-informed practices & interventions for its campus:

- Learning self-awareness strategies
- Understanding and utilizing coping skills
- Practice problem solving skills
- SSP support groups

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

- One-on-one weekly meetings between student and SSP via Zoom or in the building
- Selected strategy from Restorative Behavior System
- Positive adult interaction and connection
- Identify/provide community resources

Supporting Educators and Staff

ISMV supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. ISMV will focus on three main bedrocks in helping teachers.

1. **Foster wellness**. ISMV 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. ISMV will reach out to a wellness provider to consider hosting virtual mindfulness or discussion sessions. CASLV will promote the importance of healthy sleep.
2. **Provide training.** ISMV acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. ISMV has been and will continue to offer training and technical support for new job demands. This may help to reduce stress.
3. **Model healthy behavior:** ISMV will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

IN-PERSON LEARNING: Accelerating Student Learning

ISMV is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering ALL students a full-day in person / traditional learning program starting in August 2021.

Implementing Assessments

ISMV will begin the school year with a comprehensive plan to diagnose and identify student needs. ISMV 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.

Data Informed Instruction

The teachers will look at the beginning of the year data during the Child Study Team (CST) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first CST meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. ISMV will utilize a wide range of programs to accelerate learning and close the achievement gap. Some of the intervention programs include but are not limited to Literacy Footprints, Freckle, and Zearn.

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. In addition, ISMV will offer a Saturday school along with after school tutoring. These services will be offered to identified intervention students at no cost.

DISTANCE LEARNING

Imagine Schools at Mountain View (ISMV) has created a distance learning plan for the 2021-2022 school year ONLY for students with a medically identified need. 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, ISMV is dedicated to maintaining high expectations and strong academic achievement for all students, whether full-time in-person or full-time distance learning.

Information Technology

Imagine Schools at Mountain View recognizes the value of technology to ensure the success of a distance learning program. Family survey data will be used to determine student technology needs. Currently ISMV has the capacity to provide a device to families that identify a need. In the fourth quarter of the 2019-2020 school year, ISMV was able to provide all families in need of a device the proper technology totaling 58 devices. The school will continue to provide those families technology, as well as any new families, or families who have had a change in their status. Additional options will be made available for families who do not have access to internet connectivity. Staff will also be equipped with the necessary technology resources to successfully execute the components of the distance learning plans.

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 for the 2021-2022 school year.

A health care medical professional must complete the exemption form and email it to ISMV. ISMV will review the form, and either approve or deny. The medical exemption form is attached. In the event that getting a physician's wet signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice.

In order to mitigate any possible exposure and risk, 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).

If there are needs for in person requirements such as important assessments a safe, socially-distanced environment will be set up for the students to be in. CDC guidelines will be followed to insure the student's safety and well being.

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.

Covid-19 Positive & Close Contacts - Logistics

Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by the guidelines outlined by the SNHD. 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).

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.

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 Bloomz, and instruction will be synchronous through Zoom. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning.

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

Attendance will be taken in Infinite Campus. All assignments will be turned in via Bloomz and/or google classroom.

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.

EMERGENCY SCHOOL LEARNING PLAN

ISMV 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. Imagine Schools at Mountain View (ISMV) is committed to providing high-quality education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and

students. This plan will succeed in delivering instruction online to meet students' 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. ISMV will continue to use email, Bloomz, and the school website for normal communications with parents, students, and teachers. This plan is developed for at least 10 consecutive days of implementation.

Primary Online Learning Platform

Bloomz will be used by every teacher to relay classroom content and deliver classroom instruction. Teachers upload videos, assignments and related information for student use. In addition to Bloomz, teachers will continue to use MyOn, Freckle, Zearn, and Google classroom. Zoom are additional teleconference methods being used by teachers for classroom instruction.

Technology Access

For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a Chromebook at no cost to the family. Parents of DL students will be able to set up their Bloomz accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year.

Families will receive training by an ISMV 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.

Nutrition

Students will receive access to the nutrition services to which they are entitled, to the extent nutrition services are generally provided. DL students will be able to pick up nutrition services as scheduled by the food services coordinator.

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 that do not need to be conducted in-person will continue to take place virtually or by phone.

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

A 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 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.

*** *As context may change with CDC guidance and community transmissions the plan may be updated and/or revised.*

Leadership Academy of Nevada

Leadership Academy of Nevada
2021-22 School year Plan

Background

Nevada Emergency Directive 044 and Senate Bill 215 (passed in the 2021 Legislative Session) provide requirements for schools to safely reopen for the 2021-22 school year. These include COVID-19 mitigation measures and a plan to address the health and safety of students and staff and the impact of COVID-19 on students' opportunity to learn (Nevada Emergency Directive 044). In addition, plans must include how schools will provide distance education to students who are unable to learn in person, and at a minimum, 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 school in the state (Senate Bill 215).

Leadership Academy of Nevada, as a full-time distance education school, does not provide in-person learning and operates a small office with a minimal number of staff members. We have been minimally impacted by the effects of COVID-19 and have continued offering uninterrupted instruction and services during the pandemic. We will continue to operate as usual.

In-Person Learning: Health and Safety

How will the school maintain the health and safety of students, educators, and other school staff? How is the school addressing key CDC recommendations including: Use of face coverings; Handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contract tracing; diagnostic and screening testing; efforts to increase access and awareness to vaccinations; and appropriate accommodations for children with disabilities with respect to health and safety policies?

Leadership Academy of Nevada is an online charter school under the Nevada State Public Charter School Authority. The model of our online charter school is that all instruction is done online with synchronous classes. Our teachers teach and students learn from home.

There may be some instances where students and staff will need to come to our main office to pick up materials such as books and laptops. When that happens, we will follow the CDC recommendations of using face coverings, washing hands, and using physical distance between individuals. We will also follow the guidelines for the small number of staff who work full-time in the office.

We have a reporting process in place for students and staff who test positive for COVID-19 to ensure contact tracing through the Southern Nevada Health District.

In-Person Learning: Student and Staff Well-being

How will the school meet students' social, emotional, mental, and physical needs and provide access to a safe and inclusive learning environment? How will the school support educator and staff well-being?

As a fully virtual school, we will not have in-person learning, but will continue to meet the student's and staff's social, emotional, mental, and physical needs as outlined in our approved charter agreement. For the 2021-22 school year, we will be working with the Project Aware/MTSS team to enhance our safe and inclusive environment.

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?

As a fully virtual school, we will not have in-person learning, but will continue to meet the academic needs as outlined in our approved charter agreement.

Distance Education: Student 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 Program 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

As a Nevada approved distance education provider, we will continue to serve all students using our approved model of instruction.

Distance Education: Emergency Closures

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?

As a Nevada approved distance education provider, we will continue to serve all students using our approved model of instruction.

Distance Education: Supporting Students

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?

As a Nevada-approved distance education provider, we will continue to serve all students (including those qualifying for special services) using our approved model of instruction.

Learning Bridge Charter School

Learning Bridge Charter School

2021-2022

School Year Reopening Plans

Contents

Background
Safe Reopening for In Person Learning
In-Person Learning: Student and Staff Wellbeing
In-Person Learning: Accelerating Student Learning
Path Forward Program: Distance Learning
Parent Considerations for Distance Learning
Full Time Distance Learning
Covid-19 Positive & Close Contacts Logistics
Quarantined Students & Distance Learning
Transitions for Public Health Conditions
Serving Special Populations in Distance Learning
Staffing & Development for Distance Learning
Student Attendance in Full -Time Distance Learning
Technology Accessibility
Student Family Communication
Nutritional Needs for Students
Social Emotional Support
Mask & Visitation Policy
Emergency School Closure Learning Plan
Education Management System
Primary Online Learning Platform
Student Materials, Technology and Supply Distribution
Academic Tracking
Staff Communication
Attendance Issues
Special Education Program
Initial Preparation for Online Instruction
Related Service Strategies
Special Education Teachers
Paraprofessionals
Instruction
Parent/Guardian Communication
Progress Monitoring
IEP's
Student Specific IEP Determinations
Time Frames for Instruction
Teacher Expectations
Parent Support for Distance Learning/Cyberbullying

Background

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

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

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

> **Requirement A:** Charter Schools are responsible for determining certain COVID-19 mitigation measures and therefore, must develop plans for how they will ensure the safe reopening of school buildings. This plan addresses health and safety as well as how the school will respond to the impact of COVID-19 on students' opportunity to learn.
>
> **Requirement B:** Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, charter schools must develop Path Forward Program Distance Education Plans for the 2021-22 school year. This plan addresses how the school will provide distance education to students who are unable to learn in person. These students must provide documentation from a medical professional related to a condition that would be compromised by attending school in-person or be quarantined on the advice of local public health officials.
>
> **Requirement C:** Senate Bill 215 from the 2021 Legislative Session now requires the governing body of each charter school to "develop a plan for conducting a program of distance education for at least 10 school days in the event of an emergency that necessitates the closing of all public schools in this State." This plan must be submitted to the charter school sponsor and provided to the school community, parents and school employees. This plan 1 Section 8 of Emergency Directive 044 2 establishes an emergency distance learning plan to be implemented in the event of a major emergency.

Safe Reopening for In-Person Learning

Learning Bridge recognizes that the health and safety of students and staff is of the utmost importance. Learning Bridge will seek data, guidance, recommendations, and/or approval from

the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor's Office. Learning Bridge will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, Learning Bridge will use all available scientific information to help make a determination on these matters.

In-Person Learning: Health and Safety

Handwashing and Respiratory Etiquette

Learning Bridge will continue to promote proper personal hygiene:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 6 feet of physical distance from others when possible
- Avoid contact with others if within 6 feet when possible
- Wear a cloth face mask covering in School

A. All fully vaccinated staff and fully vaccinated students are not required to wear a mask at school district sites or events (excluding graduations).
B. Any students or staff that are outside and can be socially distant are not required to wear a mask regardless of their age.
C. Masks are optional for any student in Pre-K through grade 3 (0-9 years old).
D. Masks are required for all adults and students who participate in or attend graduation ceremonies

- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

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

Diagnostic and Screening Testing

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

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

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

assessed by a staff member with a touchless thermometer. If it is determined that the student

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

Each campus will have touchless thermometers and will be used at the discretion of school staff. Students will exit the classroom to a temporary place if they have a temperature.

If a student or staff member is diagnosed with a contagious or infectious disease, the person will be required to self-quarantine, and the Southern Nevada Health District will be contacted. Learning Bridge will work in consultation with medical and Learning Bridge County public health experts, the State Public Charter School Authority, and the Nevada Department of Education to determine the extent of testing in the school and if a closure is necessary.

Cleaning and Maintaining Healthy Facilities

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

- Hand sanitizer pumps will be placed in the lunchroom and classrooms locations throughout the campus.
- Desks will be arranged to be socially distanced.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. Learning Bridge is a brand new building.
- All shared items, such as athletic balls, will be cleaned accordingly.
- Students will fill their water bottles at the fill station. Students and staff will be encouraged to bring their own water bottles.
- Technology will be assigned to students as needed/requested and cleaned after every use.
- All emergency plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency and precaution.

At each campus, staff will check the cleanliness of the campus to ensure a safe and healthy environment. All restrooms will be monitored regularly throughout the day to ensure cleanliness. High touch points, such as water fountains, sink heads, door knobs, and student desks, will be cleaned regularly by Learning Bridge staff. Shared materials will be limited as much as possible, and they will be cleaned and sanitized after each use.
Each night, there will be daily detailed cleaning of facilities from Learning Bridge Custodial Services. We will perform a thorough deep sanitizing cleaning of each campus using approved cleaning materials.

In the event of a pandemic scare or a positive COVID-19 diagnosis, our school has access to an electrostatic sprayer that will disinfectant on contact when used. After this has been used in a space, that area will be disinfected and suitable for occupancy.

Face Coverings

Our campuses will have masks readily available for anyone who wants it. Ultimately, Learning

Bridge will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings. If face coverings become mandated for whatever reason, Learning Bridge will ensure that anyone stepping onto campus has a face covering on.

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

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

Contact Tracing

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

The administrator will connect with the Ely Public Health Official. The administrator will share the names of close contacts, their contact information, and parent information if the close contact is a student.

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

Social Distancing & Capacity

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

Accommodations for Children with Disabilities

If students and staff have one of the disability types listed below, they might be at increased risk of becoming infected or having unrecognized illness.

- People who have limited mobility or who cannot avoid coming into close contact with others who may be infected, such as direct support providers and family members
- People who have trouble understanding information or practicing preventive measures, such as hand washing and social distancing
- People who may not be able to communicate symptoms of illness

Learning Bridge will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

Vaccination Access & Awareness

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

Learning Bridge campuses will promote local vaccination sites to its staff and families.

Traveling Abroad

A quarantine may be required if a student/staff member has returned from traveling to an international COVID-19 hotspot, as determined by school leadership.

There will be an exception for families that had work-related military job duty responsibilities.

In-Person Learning: Student and Staff Wellbeing

Being in the midst of a pandemic can bring a whirlwind of feelings within oneself. In any organization, it is critical for itself to make sure that the needs of its people are met. When it comes to students, those needs most likely also include socioemotional needs and the trauma that can be triggered by a pandemic. For Learning Bridge, the wellbeing and mental health of staff and students are of the utmost importance.

Supporting Students: Social-Emotional Learning - Tier 1

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

- School-wide expectations and procedures
- Systematic reinforcements
- Culturally responsive practices
- Data-based decision making
- Partner & Community partnerships
- Art activities
- Classroom meetings
- Mindfulness practices
- Monthly School Challenges: Coping Skills, Self Esteem, Empathy, Kindness, Friendship, Conflict Resolution, etc.

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

Learning Bridge along with the school counselor will provide ongoing support to staff, students and families for their social and emotional needs. Learning Bridge will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. Learning Bridge leadership will work to build strong relationships with staff, students, and families. It will be important for Learning Bridge to consider educators who have experienced hardships during this time due to health concerns, personal losses and other factors. For students, it will be important for staff to recognize which students have more significant needs that require a more immediate response, as well as students who have emerging symptoms that require monitoring over time. Learning Bridge has to work and make decisions with these social emotional needs in mind.

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

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

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

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

Supporting Educators and Staff

Learning Bridge supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. Learning Bridge will focus on three main bedrocks in helping teachers.

1. **Foster wellness** by continuing to educate staff about mental health and encourage open conversation about the challenges people are experiencing, employees may be more likely to access care when needed.
2. **Provide training**. Learning Bridge acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. With the help of IT and other educated technologically savvy staff with training and expertise we will continue to offer training and technical support for new job demands. This may help to reduce stress.

3. **Model healthy behavior:** Learning Bridge will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

In-Person Learning: Accelerating Student Learning

Learning Bridge is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Therefore, we are excited to be able to resume offering a full-day in person / traditional learning program starting on August 30, 2021.

Implementing Assessments

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

Pairing Data with Instruction

The teachers will look at the beginning of the year data during Staff and Teacher meetings and prepare a comprehensive plan to meet the student needs.Teachers will make the intervention decisions and plans of action during the first Staff development meetings in August. Tutoring and intervention services will be provided during the school day and after school time.

In-Person Learning & Special Populations

Special populations such as SPED, EL, and immigrant students will continue to receive services from licensed teachers. These groups will be identified and services will be provided in accordance with the Nevada State and Federal requirements and guidelines. Students will be served in their own groups with a push in and pull out model.

Path Forward Program: Distance Learning

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

The distance learning plan is specifically designed for students:

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

If a student or an individual in his/her household has a high-risk medical condition*A health care medical professional must complete in writing on letter head the need for virtual learning. Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would.

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

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

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

High Risk Exemption Form Page 1 - Information

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

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

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

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

Procedure for submitting a medical exemption form:

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

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

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

High Risk Exemption Form Page 2 - Medical Certification

Student Name:	**Grade:**
The High-Risk Exemption is due to the health of: *(circle one)* **Student Household Member**	
Parent Name: Parent Email:	
Parent Signature: Parent Phone #:	

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the Learning Bridge office to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below

For High-Risk Household Member, Parent Must Complete Questions 1 & 2 + Attach Documentation

Health Care Provider's Name:

_____ Health Care Provider's

Address:_____ Type of practice /

Medical specialty: _____

Phone:_____

Email:_____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? ☐ Yes ☐ No

2. Please provide the medical diagnosis of the underlying condition for the student/household member.

_____

__

_____

__

_____ _____ **Signature of**

Health Care Provider Date

Received by:_____ **Date**:_____

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning quarter, on a case-by-case basis with public health protocols in mind.
- If a full-time distance learning student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the real-time synchronous sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson
- Students will be expected to attend and have their cameras on for the full duration of real-time sessions during the school's instructional day.
    - **Kindergarten - 2nd grade** will have a minimum of 60-90 minutes of real-time sessions daily. This may be adjusted.
    - **3rd - 5th grade** will have a minimum of 90-120 minutes of real-time sessions daily. This may be adjusted.
    - **Middle School** will have a minimum of 60-90 minutes of real-time sessions per week per course.

- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

Full-Time Distance Learning

Full-time distance learning will only take place for high-risk students whose exemption form has

been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the dedicated DL program teacher(s) /substitute teacher(s).

The school will make a schedule based on the number of DL eligible students from each grade level. The schedule may need to be revised/revisited throughout the year. Teachers will regularly review and revise the curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and meeting all students' needs. Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

Students will have access to DL instruction programs and resources. **Students will be provided a Chromebook to take home. Students will also be provided internet service if need be.**

Students will be placed in Distance Learning with their in-person teacher if the entire class goes under quarantine. The DL teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. Suppose a student cannot be accessed via phone, video conferencing, or email. In that case, the dedicated DL teacher will need to find other ways of interacting with the family and record all communication and details.

Covid-19 Positive & Close Contacts - Logistics

Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by their campus leadership. *Proof of a positive test should be provided to campus leadership.* Contact tracing will be conducted to determine if there are any close contacts on campus.

Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined by their campus leadership. A student's quarantine can be for two weeks (most of the time) but can be

longer depending on different factors. During a student's quarantine, a Chromebook will be provided if needed.

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

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

Quarantined Students & Distance Learning

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

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

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

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

Attendance will be taken in Infinite Campus. All assignments will be turned in to the teacher.

Transitioning due to Public Health Conditions

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

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

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

Serving Special Populations in Distance Learning

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

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

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

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

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

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

A teacher must provide how instruction is scaffolded or the background knowledge needed for the student to complete the assignments aligned to the Nevada Standards and alignment or the goals and benchmarks/objectives. A teacher must also review and address student work and/or finished assignments, checking for understanding and accuracy, adapting content, methodology, and/or instruction to the needs of the
student.

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

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

Staffing & Development for Distance Learning

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

Teachers will post the content and language objectives for each class.

Teachers will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

Teachers will provide any support to families during distance learning. Teachers will be able to

direct families to the necessary resources in support of the student's learning; they will communicate to the student the nature of the outstanding work and the time limitation for completing the work.

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

Student Attendance in Full-Time Distance Learning

Each student participating full-time in distance education will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per instructional day.
If a student's confirmed lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact via other means (e.g., home visit) once per week and maintain a record of attempts.

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

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

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

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

Ten consecutive unexcused absences with no contact will result in a withdrawal from the Learning Bridge.

Technology Access

For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family.

Families will receive training by a Learning Bridge staff member on how to use the technology if needed. If technology is not working properly at any time throughout the school year, families are encouraged to contact their teacher.

Families will have to return the technology at the end of the school year. Technology will have to be in good working condition. If deemed to be not in good condition, families may be required to reimburse the campus (at leadership's discretion).

If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning can be done through **paper correspondence.**

Student/Family Communication

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

A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, in person, or via written communication

If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours.

If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day.

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

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

Nutrition

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

Social-Emotional Support

The pandemic has affected the social-emotional wellbeing of many people, students included. Staff

are encouraged to get to know their students and build trust and respect. Staff are trained to identify and report anything out of the ordinary. Students have an open-door policy with all staff.

When a student does need social-emotional support, it is critical that parents work in partnership with school staff to create an action plan. The goal is to cope, mitigate or solve the underlying issue that is affecting the student. By addressing trauma sensitively and thoughtfully, it will help heal the student holistically.

Mask & Visitation Policy

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

Distance learning students and their families may only stay in the main office area. For them to move through the campus, they must be given permission from school leadership.

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

Emergency School Closure Learning Plan

Learning Bridge recognizes that there may be emergency situations that shut down a campus for an extended period of time. Examples of emergency situations could include, but not limited to, a pandemic, a facility issue, or a natural disaster.

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

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Although the legal attendance requirement is 1 contact per student per week, the site is requiring teachers to take attendance daily to address "absent" students on an ongoing basis. Teachers are required to enter grades at least one time per week.

Primary Online Learning Platform

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

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

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

Student Materials, Technology, Supplies Distribution

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

Academic Progress Tracking

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

Staff Communication

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

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

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

Attendance

Initially, teachers will reach out to the families if the students do not check-in or turn in their assignments. After some attempts, if the issue continues, teachers will inform administrators.

Special Education Program

The Special Education Department within Learning Bridge recognizes the unique needs, strengths, and challenges of each of its special education students and families. In our attempt to

provide the best-individualized plan of specialized instruction during this situation, we strive to consider factors that hinder inclusion, accessibility, and equity such as technology, family socio-economics, language and culture, and parental obligations outside of the home. Therefore, a multimodal approach to student and family support has been put into place.

Initial Preparation

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

Primary Online Platforms

- Google Classroom
- Google Meet/Chat
- IXL
- Moodle
- Site-specific supplemental platforms

Practical Issues

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

Special Education Specific

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

Related Services

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

Special Education Teacher

Each special education teacher will provide pull out service minutes using asynchronous Classes and synchronous Classes, Google classroom, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will be available form 8:00 am - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert Learning Bridge special education administration to ongoing concerns or themes which need support.

Paraprofessionals

Paraprofessionals and their assigned case managers will be in contact throughout the week, in order to plan and provide the support required for the student and their family to meet the week's objectives. An initial learning objective will be established for each new week, as co-designed by the case manager, student, and parent. This learning objective will be communicated with the paraprofessionals, who with the case manager, will develop a plan of
action on how to measurably support the student within and outside of special education instruction, to include preparation of materials, modifying assignments, pre and reteaching, and the electronic dissemination and collection of materials.

Each paraprofessional will provide push-in service minutes using asynchronous Classes and synchronous Classes, monitoring and assisting with general education Google classrooms, student support, and supplemental online options. Paraprofessionals will be available from 9:00 am - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available.

Instruction

Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 9 am-3 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

Parents will be individually contacted by their case managers or a campus-based special education representative with a cursory description of what to expect over the coming weeks, the opportunity to schedule a phone call for Q&A, and methods by which parents could contact their campus support person. Additionally, parents will be queried as to their digital savvy and accessibility. If school personnel need to go to the home to be sure equipment is being used properly and to ask questions we will make this happen to the best of our ability.

Progress Monitoring

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

Individualized Education Programs (IEPs)

All annual IEP meetings will be held using GoToMeeting or other platforms and scheduled by the special education teacher. Each family will have the option to sign electronic permission to share documentation if they would like documents shared via email. All required documentation will be sent via US Postal Service or delivered by staff if necessary.

Student-Specific Decision Making

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

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

*Asynchronous Zoom session between staff, parent, and student, whereby a specific skill is targeted and remediated through evidenced-based activities, such as phonological awareness exercises that target rhyming, blending, and so forth.
*An individual activity in which the parent can supervise the student in independently completing several worksheets in a skill area in which the student was close to the target.
*Hands-on materials, created by school staff or by parents in coordination with school staff, whereby the student can practice a new skill in math or perhaps sentence construction with parents submitting photos of the finished product will be acceptable.

Elementary Approximate Time Frames for Learning

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

Kindergarten to Second Grade	
Approximate Time per Subject per day	Subjects
20–25 minutes	Reading/Writing (Social Studies connections as appropriate), Math and Science
Third to Fifth grade	
25–30 minutes	Reading/Writing, Social Studies, Mathematics, Science
Kindergarten-Fifth Grade	

Specials Art, Music, P.E. Computers and Spanish teachers will provide a range of activities that continue to support the current program

Independent Learning Independent reading, Board games & challenges with math/strategy/critical thinking

Middle School Approximate Time Frames for Learning

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

Grade Level	Approximate Time per Class (includes virtual contact time and homework time)
6-8	30-40 minutes
Independent & self-directed	• Read for pleasure • Be active • Explore personal interests/passions

Summary of Teacher Expectations

Accounts

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

Teacher Availability

- Teacher Hours of Availability - 8:00 am - 3:00 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability

- Respond to emails and phone communication within 24 hours - (Parents) Check SPAM folder daily ● Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day elementary, once per week middle/high school
- Option 1 - Video Conference (Google Meet, Zoom, Other)
- Option 2 - Work Packets w/ Google Voice or Phone Communication
- Option 3 - Online Chat (Google Hangouts or Other)
- Videos, packets, links, activities uploaded to Google Classroom (Daily)

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

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

Grading

Infinite Campus Gradebook must be updated with the current week's grades prior to the following Monday All teachers must enter and post the grades weekly according to grade level/department ● Elementary: at least 1 grade for core courses (i.e., reading, writing, math, science) and 1 grade for social studies each week

- Elementary Specials - at least 1 grade per week
- Secondary: 2 grades for each core content area taught (English, Math, Social Studies, Science), including electives

Guidelines for Parents Supporting Distance Learning /Cyberbullying

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

Provide support for your children by adhering to following guidelines:

1. Follow instructions from the school.

2. Establish routines and expectations
3. Take an active role in helping your student process and own their learning
4. Encourage physical activity and/or exercise
5. Monitor how much time student is spending online

6. Monitor student's social media use, especially during school closure.
7. Cyberbullying: the use of electronic communication to bully a person including sending, posting, or sharing negative, harmful, false, or mean content about someone else.

What should you do if you're being bullied?

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

Learning Bridge Charter School

Reopening Plan
2021-2022
July/2021
1400 E. 13th Street
Ely, Nevada 89301

Legacy Traditional School

LEGACY
TRADITIONAL SCHOOLS

Mitigation Plan

Nevada Campuses
2021-2022 Academic Year

Approved By Nevada School Board on _____

LEGACY TRADITIONAL SCHOOLS

Table of Contents

School Programming Options

- Online School Model
- Traditional School Model

Healthy Practices

- Personal Protective Equipment
- Daily Health Screenings
- Hand Hygiene
- Student Health Office Operations

COVID-19 Case Processing

- Positive Cases
- Contact Tracing
- Return to School after Quarantine/Isolation
- Isolation Area

School Operations

- Physical Distancing & Mitigation Measures
- Front Office
- In the Classroom
- Around Campus
- Mozart & Momentum
- Flag Ceremony
- Food Service
- Back to School Night
- Meetings

Extra-Curricular Programming

- Tutoring
- After School Sports
- Clubs
- Field Trips
- Musical Performances

Parents, Visitors, & Guests

- General Visitor Guidelines

- Central Office Employees
- Staff Visitors
- Prospective Student Tours

Cleaning & Sanitizing

- General Guidelines
- Facilities Team Responsibilities
- Food Service Team Responsibilities
- Staff Responsibilities

Emergency Closure

- Safe Operations Criteria
- Remote Learning Option

Confidentiality

- Training & Compliance

School Programming Options

All students will have the option to choose a distance learning model or traditional, in-person model of instruction for the 2021-2022 school year. Legacy Traditional School will not offer a blended or hybrid model in which students attend in person part of the time and learn online the remainder of the time. Legacy Traditional School will offer the distance learning model for at least the first semester of the school year, and will continue to offer it as long as it is required by the Governor's emergency directive.

Distance Learning Model

- 100% of learning will take place online.
- Core course content, including math, reading, science, and social studies, will be taught through the Schoology learning management system (LMS) using Legacy's curriculum.
- A limited number of elective courses will be made available.

Traditional School Model

- Legacy Traditional School campuses will offer a full in-person model of instruction with 100% of learning in the brick-and-mortar school, so long as schools remain safe to operate.
- During any periods of intermittent or extended closure Legacy will use the Schoology LMS to supplement instruction. Schoology will also be available as a resource daily by all teachers as an at-home resource.
- Safety guidelines will be enacted to protect staff and students and mitigate risk of exposure or transmission of COVID-19 within the school community.

Healthy Practices

Personal Protective Equipment

- Face coverings will be optional unless required in alignment with state emergency directives.
    - Face coverings are optional for vaccinated individuals, including staff members and students who are 12 years of age and older.
    - Students 9 years of age and under are exempt from face covering requirements.
    - Students who are 10-11 years old are required to wear face coverings so long as it is required at the direction of the Governor.
- The use of other personal protective equipment, like gloves, is optional for both students and staff.
- Medical-grade PPE will be provided to staff who, in the course of their daily assignment, may come into contact with bodily fluids. Decisions will be made on a case-by-case basis in consultation with the staff member's supervisor.

Daily Health Screenings

- All staff and students are expected to conduct a self-screening of body temperature and COVID-19-related symptoms prior to reporting to the school building.
- In alignment with CDC guidance, Legacy has identified a body temperature of 100.4 or higher and/or any COVID-19/flu symptoms as criteria to substantiate staff and student absence from school.
- If fever or symptoms are present at the time of self-screening:
    - Staff: Report fever/symptoms to supervisor. In consultation with the supervisor, contact Human Resources to discuss the use of PTO and/or other leave of absence options. Staff should be prepared to present a doctor's note of clearance upon return. Teladoc may be used free of charge for staff.
    - Students: Report fever/symptoms to the Attendance Line.

- If staff or students do not have a thermometer at home, they may report to the Health Office and/or screening staging area (site dependent) when arriving to the campus to have their temperature taken.

Hand Hygiene

- Staff and students are required to wash their hands every two hours with warm water for at least 20 seconds.
- Grades K-5 students should wash their hands when entering class each morning, at 9:30 a.m., 11:30 a.m., 1:30 p.m., before and after all special area classes if held outside their classroom, before and after lunch, before and after recess, and before and after leaving class to use the restroom.
- Grades 6-8 students should wash their hands when entering class each morning, before and after lunch, and before and after leaving class to use the restroom. Teachers are expected to facilitate this and ensure it occurs.
- Students leaving class for any outside services should wash hands before and after leaving the classroom.
- Hand sanitizer will be available in the office and classrooms to be used throughout the day. Staff and students are encouraged to bring their own sanitizer as well.

Student Health Office Operations

- The Health Assistant and all Subs/Backup personnel must be trained on the PPE Standard Operating Procedure.
- The Health Assistant and/or a designee will report to the Health Office or the designated staging area daily to conduct temperature screenings for any staff and students who wish to have an onsite screening rather than conducting a self-screening at home.
- Teachers should be mindful of Health Office capacity limitations and use best judgment when determining the need to send a student to the Health Office.
- Only urgent needs that cannot be addressed within the classroom will be attended to in the Health Office to avoid overcrowding.
    - Medication
    - Students with chronic illness / Health Action Plans
    - Acute injuries

    - COVID-19/flu symptoms
- The Health Assistant will sanitize the cot and any equipment used with a student and will change PPE before seeing the next student
- Each teacher will receive a first-aid kit containing basic supplies (gloves, gauze, bandaids, instant ice packs) to allow minor scrapes/injuries to be addressed within the classroom where possible
- If a student borrows clothing from the Health Office after an accident or injury, the clothing should be returned to the school freshly laundered. The school will rewash all clothing on-site, as a safety precaution, onsite prior to returning it to the Health Office's extra clothing closet.

COVID-19 Case Processing

Positive Cases of COVID-19

- Individuals who test positive for COVID-19 must isolate at home in alignment with the local county health department's isolation protocol.
- Individuals who test positive may return to the school building once they have:
    - met the isolation criteria; and
    - it has been 24 hours since they have experienced a fever without the use of fever-reducing medication; and
    - their symptom(s) have resolved.

Contact Tracing

- When there is a laboratory-confirmed case of COVID-19, the school will conduct contact tracing.
- Close Contacts: Individuals who were in contact with the positive individual within 6 feet for 15 cumulative minutes up to 48 hours (or as defined by the county) or had direct contact before the individual tested positive and/or began experiencing symptoms will be identified as close contacts.
- Quarantine for Close Contacts: Close contacts must quarantine after exposure to someone who is positive for COVID-19. Quarantine periods vary per county health department requirements. Legacy will observe the requirements of the Southern Nevada Health District.
- If there is a confirmed positive case of COVID-19, the school will issue a notification to the parents of students who have affiliation to the individual who tested positive in alignment with county and state health regulations, FERPA, and any other applicable privacy law or regulations.

Return to School After Quarantine/Isolation

- Students will be required to stay home from school after testing positive for COVID-19, exhibiting symptoms of COVID-19, or having close contact with someone who tested positive for COVID-19.

- Affected individuals may return to the school building when quarantine/isolation requirements of the local county health department have been satisfied.
- Unless otherwise required by the county, the following criteria must be met to return to the school building:
    - Individuals who tested positive for COVID-19
        - At least 10 days since symptoms first appeared (20 days if severely ill or immunocompromised.); and
        - At least 24 hours with no fever without use of fever-reducing medication; and
        - Symptoms (such as cough or shortness of breath) have improved.
    - Individuals who experienced symptoms of COVID-19
        - At least 10 days have passed since the onset of symptoms; or
        - A negative COVID-19 test result has been obtained; and
        - At least 24 hours fever-free without use of fever-reducing medication; and
        - Symptoms (such as cough or shortness of breath) have improved.
    - Individuals who have been identified as close contacts of someone who tested positive for COVID-19 (including a household close contact)
        - 14 days have passed since last exposure for individuals who have been exposed and subsequently experienced symptoms
        - 10 days have passed since last exposure for individuals who have been asymptomatic since exposure
        - 7 days have passed since exposure, no symptoms have developed, and a negative COVID-19 test result has been obtained no sooner than 5 days after exposure.
- These requirements will be updated in alignment with county requirements.
- As essential employees, staff members are exempt from the 14 day quarantine after exposure, unless experiencing symptoms.
- In alignment with county requirements, face coverings may be required for a period of time after exposure or positive COVID test results. Legacy will

comply with face covering requirements of the county. If county guidelines change for isolation periods, we will follow the current guidelines.

Isolation Area

- Campuses must designate an isolation area on campus for individuals exhibiting symptoms until they are picked up.
- The isolation area may be a dual-purpose room until or unless it is needed for isolation. Once used, the isolation area should not be occupied by any other individuals until it has been cleaned/sanitized.
- A back-up isolation area may be necessary based on the number of symptomatic students/staff present in the school and/or the frequency of symptomatic cases. Campus must determine staff supervision for the isolation area when needed.
- Once a student is in isolation at the school, the school will contact the ill student's parents or emergency contact to request that the student be picked up from school as soon as possible, and ideally within 1 hour. The school will call 911 if the student is exhibiting serious symptoms.

School Operations

Physical Distancing & Mitigating Measures

- Physical distancing expectations must be adhered to by all staff and students to the extent practicable and feasible.
- Care will be taken to remain 6’ apart when possible.

Front Office

- The reception desk in the front office may have tape on the floor to indicate 6’ distance.
- At the principal’s discretion, the campus may install plexiglass at the reception desk.

In the Classroom

- Desks will remain in rows in a gridlike pattern. Desks should never be grouped or pushed together.
- Teachers must maintain up-to-date seating charts for all classes.
- Classroom doors should remain closed throughout the day.
- Students will not be asked to sit on the floor, in circles or in partners/groups at any time.
- Students should refrain from touching other students.
- Students should remain in their seats while in class.
- Students will not share desk supplies, all supplies sent in will be kept in the student's desk for individual use only.

Around Campus

- All hallways should be marked with signs so students can only walk one direction on one side and another direction on the other side.

- Junior high passing periods may need to be extended to allow for additional time which may be needed so students can follow a path only walking in hallways in one direction, not crossing over one another.
- Teachers should consider only permitting one student to leave class to use the restroom at a time, however, professional decision-making must be used in this area if a child does not feel well or if there is another urgent need.
- Teachers should eliminate the use of shared/reusable restroom or hallway passes. Students should receive a post-it or other disposable note to throw away upon return to class.
- Library books can still be checked out but must be sanitized by the librarian upon return. Library books should not be checked out to a new student upon return for at least 24 hours.
- Water fountains should not be used to drink directly from, but can be used to fill a water bottle. This will help to mitigate the transmission of germs. Water bottles should be required to have the student's first and last name clearly visible to avoid students accidentally grabbing the wrong water bottle
- LKC admin should assign classrooms that will be utilized for grade level homework times and the gym/cafeteria/and outside time should be on a rotation with those assigned classrooms to ensure that large groups are not in one area at any time.
- LKC drop-off procedures will be sent to those enrolled in a separate communication.

Mozart and Momentum

- Physical Education classes will be held as scheduled. To the extent possible, games with physical contact will be avoided.
- Band classes will be held as scheduled. Students will not share instruments.
- Choir classes will be held as scheduled.

Driveline

- Students will not be able to be picked up through the office or from the classroom.
- Parents <u>will only</u> be able to pick up students utilizing the Driveline process.
    - **Park and Pick-Up (at entrance) will be allowed for Pre-K students.*

- If students are in need of accommodations (due to age or disability) for pick up and/or drop off, parents should contact the classroom teacher to initiate. Staff can be assigned to assist students getting in and out of vehicles so that parents can remain outside of the school.

Flag Ceremony

- Flag Ceremony will be held in its traditional way. It will take place outdoors each morning.
- Parents will be permitted to attend, with restrictions.
    - They must stand 6 feet back from the lines of students.
    - Self-screening for temperature and other symptoms must occur prior to entering the school gates.

Food Service

- Breakfast and lunch will be held in the cafeteria for all students, following the school's typical procedures for seating and food service.
- Lunch
    - Salad bar will be offered, but all items will be individually wrapped.
    - Students will be allowed to grab individual milk from milk coolers.
    - Students will not touch a device to type in their number to pay for lunch. Only staff will be permitted to use the keypad.
- Breakfast
    - Hours of operation will be 7:30 a.m. - 8 a.m.
    - Students will report directly to the Flag Ceremony after eating. *Pre-K students will eat in their classrooms.

Back to School Night

- Back to School Night will be held in person. Parents must follow the self screening process prior to coming on campus.

Meetings

- Meetings will be permitted to take place in person with care given to social distancing and other risk mitigation measures.
- Weekly staff meetings on campus may be held via Google Meet to avoid the gathering of large groups and to maintain social distancing
- If an in-person meeting of more than 10 people needs to be held, it must be held in an open area with chairs spaced apart to the best extent possible.
- School administration may decide to hold staff meetings in person or online.
    - Individuals who need accommodations may contact Human Resources.

Extra-Curricular Programming

Tutoring

- Teachers will be permitted to tutor any students in need of services. Tutoring will not be limited only to the teacher's cohort of students.
- Seating charts will be required for all tutoring sessions.

After School Sports

- Only athletes and coaches will be allowed at practices. An exception will be made for individuals serving as approved volunteers.
- Sports equipment should be cleaned/sanitized after each practice/game.
- Athletes should use hand sanitizer before and after games and practice, students should bring their own sanitizer.
- Water and personal athletic equipment will not be shared.
- Coaches should remind players not to "spit" when participating in outdoor activities.
- Spectators are asked to adhere to physical distancing when possible.
- Additional COVID-19 waiver to be signed by all athletes.
- The school will adhere to all requirements of the NCSAA.

After School Clubs

- Clubs will resume operation.
- Virtual and in-person options may be provided at the discretion of the school.
- Seating charts will be required for all club activities.

Field Trips

- Postponed until further notice.
- Teachers may consider virtual or on-campus field trips to enhance learning.

Musical Performances

- Musical Directors will follow the Musical Performance COVID Guidelines.
- Plans for musicals will be submitted to site administration no less than 30 days before auditions. Care will be taken to maximize social distancing and minimize direct contact.
- Auditions and rehearsals will be closed to outside visitors. Approved volunteers will be allowed to attend rehearsals to assist the Director. Spectators will not be allowed at rehearsals.
- Activities that shall be prohibited due to risk of direct contact include, but are not limited to:
    - Physical contact between cast members including partner dancing
    - Sharing of items between cast members including scripts, props, microphones

Parents, Visitors, & Guests

General Visitor Guidelines

- Schools will open to parents, visitors, and guests to support academic and extracurricular activities in alignment with the Parent/Student Handbook.
- Parents must follow the guidelines to become approved volunteers, including completing a background check prior to being allowed to volunteer on campus.
- All visitors and guests will be expected to conduct a self-screening of body temperature and COVID-19-related symptoms prior to reporting to the school building.
- In alignment with CDC guidance, Legacy has identified a body temperature of 100.4 or higher and/or any COVID-19/flu symptoms as criteria to substantiate staff and student absence from school.
- Before entering the office, parents, visitors, and guests must read all signage and be prepared to comply with active municipal/county/state mandates related to face coverings.
    - If a mandate is in place and a parent does not have a face covering, entry will be denied and an alternate accommodation will be offered to complete drop off or pick-up.
- Parents, visitors, and guests may be asked to stand 6 feet back from the office desk.
- Parents, visitors, and guests should read all signs for specific campus level instructions.
- Parents should check-in/out of LKC per LKC policy which will be emailed to families enrolled in that program in a separate memo.

Central Office Employees

- Central office employees may visit campuses for essential business and will follow all campus protocols when visiting.

Staff Visitors

- Teachers and staff may not have any personal visitors on campus, regardless of whether school is in session.

Prospective Student Tours

- Pre-scheduled tours may be held within the school day, limited to four families per tour.
- Tour Guidelines
    - The visitor's temperature must be taken at the door and be lower than 100.4 to enter. If any tour participants' temperature is at or above 100.4, the entire tour group will need to be rescheduled.
    - Only the tour guide should touch doors when opening.
    - All participants must use hand sanitizer before and after the tour.
    - No handshaking.
    - Respect physical distancing when possible.

Cleaning & Sanitizing

General Guidelines

- The campus Facilities team will oversee cleaning and sanitizing efforts throughout the campus for daily routine cleaning, sanitizing of high touch surfaces, and deep cleaning after large group gatherings.
    - Facilities staff will wear gloves while cleaning/sanitizing and will wash their hands afterwards, using the handwashing and hand sanitizing procedures outlined above.
- Static fog guns may be utilized to expedite the cleaning and sanitizing process for high-touch surfaces.
- If there is a confirmed positive case of COVID-19 within the building the following steps will be undertaken:
    - The Principal will notify the facility manager to advise which locations are impacted. No personal medical information will be disclosed with regard to this communication.
    - The facilities staff will close off areas as directed by the Principal, if permissible.
    - If feasible, open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.
    - After 24 hours normal daily cleaning and disinfecting should be undertaken.

Facilities Team Responsibilities

- Sanitize high-touch surfaces `
    - Use a dual-purpose cleaning solution for high-touch surfaces, which include tables, chairs, countertops, and door handles.
    - Evening custodians will sanitize the entire facility (including all classrooms, floors, sinks, toilets, countertops, desks, chairs, and door handles) each evening.
    - LKC rooms should be cleaned after 6 p.m.

- Shared playsets and swings will be cleaned using sanitizing spray between each lunch or recess.

Food Service Staff Responsibilities

- Food service staff will clean and disinfect frequently touched surfaces in the kitchen such as workstations, door handles, tables, and countertops on a routine basis.
- Shared use items will be disinfected after each use. This includes prep tables, computer keyboards, office phones, and calculators.
- Food service staff will practice proper hand hygiene by washing hands with hot water for 20 seconds. Key times to clean hands include:
    - Before and after work shifts and when leaving and returning to the kitchen.
    - Before, during, and after preparing food.
    - After putting on, touching, or removing cloth face coverings.
    - Before putting on and taking off disposable gloves when performing food prep.

Staff Responsibilities

- All Staff: Sanitize assigned computer keyboard and screen daily.
- All Staff: Wipe down conference rooms with disinfecting wipes or a towel with a cleaning solution after each use throughout the day.
- Lunch Aides: Sanitize tables and benches between each lunch group.
- Playground Aides: Assist facilities with sanitizing equipment/balls between each group.
- Teachers: Sanitize mobile computer carts and computer labs between each use.
- Health Assistant: Sanitize the Health Office every two hours.
- All Staff: Clean phones/headsets every two hours.

Emergency Closure

Safe Operations Criteria

- Principals will continually monitor the metrics provided by the Southern Nevada Health District and Nevada Department of Education that make operating the school a safe and healthy decision.
- If there is an outbreak of COVID-19 within the school or another situation that causes undue concern relative to the safety of students (inadequate staff coverage for supervision or cleaning, for example), the principal will consult with the COVID Task Force and with the local health department to determine if it is safe to continue operating the school, or portions of it. Based on the guidance received, the Task Force will determine whether or not an interim closure should be implemented.
- If an outbreak of COVID-19 occurs at the school, the school will notify the local health department using any required or suggested notification method.

Remote Learning School Option

- In the event that school operations are determined to be unsafe to continue for an interim period of time, notice will be provided to parents and all students will convert to a remote learning environment until it is safe to return to the school building.
- During interim remote learning, students will receive access to core academic instruction as well special education and related services, as appropriate. To the extent practicable, access to learning opportunities will be provided in special area classes.
- On an as-needed basis, the school will provide access to technology and assistance with internet service to ensure that students can access remote learning through the Schoology online platform.

Confidentiality

Training & Compliance

- Follow-up training regarding expectations and requirements surrounding protected health information and confidentiality will be provided during staff meetings on an ongoing basis.
- Staff will be expected to adhere to the protocols and relevant roles involved in reporting potential exposure to COVID-19 and positive cases of COVID-19.
- Staff will be expected to use the reporting system they were trained on to preserve confidentiality that will allow them to report potential exposure and positive cases directly to Human Resources.
- Administration will ensure that screenings that take place on campus do not result in a written record of employee or student data.

Mater Academy of Northern Nevada

MATER ACADEMY
of Northern Nevada

2021-2022 School Year Plan

Mater Academy of Northern Nevada has worked hard and put several safety measures in place over the last year to ensure our students have a safe learning environment. We have worked closely with the Washoe County Health Department, State Public Charter Authority, State of Nevada, as well as the CDC. As we begin our 2021-2022 school year, we will continue to consult and work together with the above agencies to provide another successful year of learning for our Mater students.

In-Person Learning: Health and Safety

Mater Academy of Northern Nevada will maintain the health and safety of students, educators, and other school staff by continuing to follow all recommended CDC and/or WCHD protocols:

- Use of face coverings
  - MANN will follow NDE and CDC protocols and will be prepared to shift immediately if the directives for face coverings change.
  - There will be mandatory face coverings for any individual in the school building who have not been fully vaccinated.
  - Face coverings will not be mandated for students in grades Kindergarten thru 3rd grade.
  - We will continue to have masks available at the front door for students or staff who want to enter the building and have forgotten their mask.
  - Visitors entering the building will need to have a mask on or present their vaccine card to remove their mask.
  - If a student is unable to wear a mask for medical reasons, a doctor's note will be required and kept on file at the school.
- Handwashing and respiratory etiquette
  - Handwashing and sanitizing stations continue to be available throughout the school.
  - Students will be required to use either sanitizing stations or wash their hands whenever entering the building and before eating breakfast or lunch.
  - Students will be asked to wash hands for 20 seconds, with signs at each sink to encourage this process. School staff will also monitor hand washing stations, prompting students to use soap, wash for 20 seconds and dry hands thoroughly.
  - Sanitizing stations will continue to be available in each classroom and teachers will encourage students to sanitize their hands when moving between activities or areas in the classroom.
  - Respiratory etiquette has been taught and reinforced throughout the buildings to minimize the transmission of respiratory pathogens.
  - We will continue to encourage students to maintain a 3foot distance from others, avoiding physical contact with other students and staff.
  - Students will be taught, practice and reminded how to cover their mouths appropriately when sneezing or coughing and then to immediately wash or sanitize their hands.

Path Forward Program for Distance Education
2021-2022 School Year

Students who are unable to attend Mater Academy of Northern Nevada due to the following reasons will participate in distance education:

- MANN student who has documentation from a medical professional related to a condition that would be compromised if attending school in person.
- MANN student who is quarantined on the advice of the Washoe County Health Department

Path Forward Program for Distance Education:

- Students will be assigned a school computer to use at home.

Students will access their academic instruction through one or more of the following formats:

- Classroom lessons through Zoom
- On-line curriculum
- Differentiated computer based instruction
- Classroom assignments

Specialized teachers will provide students who require individual educational support (IEP/EL/504) with the following supports:

- Classroom lessons through Zoom
- On-line curriculum
- Differentiated computer based instruction
- Classroom assignments

Teacher will document daily student attendance in Infinite Campus using one of the following:

- Monitoring student learning on-line
- Phone call home
- Zoom meeting

If a child does not participate, after a week of attempted contact by the teacher, administration will conduct a home visit. All attempts at contact will be documented in a Path Forward Distance Education Log.

Teachers will be available daily from 7:45-3:15 for students who are in the Distance Education program to contact them for assistance. Contact may be made in the following ways:

- Phone
- Email
- On-line messaging formats

Students who are on Distance Education will be able to pick up a grab and go meal from Mater Academy of Northern Nevada at 8:30 every day. They will be able to pick up both a breakfast and a lunch for the day.

- Cleaning and maintaining healthy facilities, including improving ventilation
    - We maintain nightly janitorial services with close attention being paid to all student touch surfaces.
    - Hand sanitizing stations will remain throughout the school and in each classroom.
    - We will continue to use our social distancing and healthy personal hygiene signs throughout the building.
    - Students will be taught how to socially distance, and practice as they move through the building. This process will occur the first week of school and will be part of our PBIS system, where students will receive PRIDE points for following the Covid safety directives safely.
    - Classroom and building high touch surfaces will be cleaned periodically throughout the day using approved cleaning products. 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.
    - Support staff will clean the high touch general areas of the school during the day, including the stair rails and sinks.
    - Bathrooms will be monitored on a regular basis and cleaned during the day.
    - Classroom spaces, where the child was at, will be deep cleaned if needed after the Covid screener questions are asked.
    - Once the student goes home, the clinic will be deep cleaned.
    - Student learning spaces will be set up to allow students to be socially distancing while learning in the classroom.
    - Teachers will have seating charts in order to ensure students sit in their assigned areas.
    - Shared items will be limited as much as possible.
    - All shared items, such as pens, markers, and athletic equipment will be cleaned following the WCHD guidelines.
    - Water fountains will not be available. Students will have their own individual water bottle and they will be filled at the water bottle filling station.
    - Students will be assigned their own technology device to avoid shared technology.
    - The Boys and Girls Club will continue to regularly monitor the HVAC system and replace air filters as needed for our building. They will also call for a service if there issues with ventilation.
    - MANN will continue to follow the guidance of the CDC, WCHD and SPCSA for social distancing and room capacity limits.
- Contact tracing
    - MANN will continue to follow all contact tracing protocols set forth by the Washoe County Health Department and/or CDC.
    - When a student is called in sick, the office staff with ask the screener questions provided by the Washoe County Health Department. Depending on the answers to the questions, students will be directed to stay home from school for a set amount of time.
    - If a student is sent to the clinic the Covid screener questions will be asked, temperature taken and it will be determined if the child needs to go home and how long they need to stay out of school.
    - If a student or staff member receives a positive Covid test, or any other infectious disease diagnosis, the Washoe County Health Department will be contacted to determine who should be quarantined. Mater Academy will work closely with the WCHD to ensure a quick contact tracing investigation.

        - If a student or staff member tests positive for Covid, administration will pull the class seating chart and determine which students or staff need to be excluded. The health department will be contacted to help with this process.
        - If a family or staff member travels outside of the country, current CDC guidelines will be followed to ensure safe return to school.
    - 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 WCHD and CDC guidelines.
        - If a child arrives at school sick, the parent will be called and the child will be sent home, after following the above steps when a student is sent to the clinic.
        - If a staff member comes to school sick, they will immediately be sent home. The Covid screener questions will be asked and it will be determined if the staff member needs to be sent for a Covid test.
        - Mater Academy will continue to have a rapid test contract with Renown which will allow staff members to get a Covid test and receive results within 48 hours.
        - Mater Academy will continue to use our touchless thermometers when working with students or staff who are ill.
        - Students who enter the clinic ill and need to be isolated will be placed in the clinic, doors closed and the window curtain open so the student may be monitored while in isolation.
    - Efforts to increase access and awareness to vaccinations
        - Mater Academy of Northern Nevada will communicate with stakeholders about access and awareness to vaccinations when applicable.
        - Mater Academy will continue to work closely with the Boys and Girls Club and be included in all of their vaccine clinics for staff (if still needed), parents and students.
    - Appropriate accommodations for children with disabilities with respect to health and safety policies.
        - MANN 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.
        - If a student or staff member is at increased risk for becoming infected, MANN will work together with the family to develop an action plan that will allow for the safe learning or work environment for the individual.

In-Person Learning: Student and Staff Wellbeing

Over the last year, we have seen our students and staff struggle in many different ways. Some of those struggles have been anticipated and others have not. MANN is committed to taking care of the whole student or staff member and works to ensure we have a well thought out social and emotional learning program as well as continual access to our counseling staff.

- Social Emotional Learning- Tier 1
  - Our entire school uses Sanford Harmony as our SEL curriculum and we will continue to follow their meet up and buddy up programs.
  - Teachers will have daily class meet up times daily as well as buddy up assignments in the classroom.
  - Our counselor and student support advocate will provide direct classroom instruction to address SEL needs.
  - The counseling staff will administer a beginning, mid and end of the year assessment to determine the current needs of the students and staff and then adjust their instruction to fit those 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 and bring them to a safe space to work through their current situation.
  - Yoga and Mindful activities will be part of our PE curriculum, working to teach students strategies and skills to use when they become upset or anxious.
  - Each classroom will have a calm down routine and students will be able to ask for a break and access a calm down strategy.
  - Our school is in the PBIS cohort and will be actively using our PRIDE system to positively support students and their behavior.
  - We will use data from our PBIS system to help inform school wide, as well as classroom, trends and determine what time to teaching and support is needed to help shift inappropriate behaviors.
  - Staff has been trained on Restorative Questioning and we will continue to use those questions when working through an issue with a student.
- Social Emotional Learning-Tier 2 and 3
  - 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 be facilitating several different types of support groups for students.
  - Students who need more one-on-one support will have either daily or weekly check ins with the counseling staff.
  - Some students will be on a daily check in/check out program for support.
  - Restorative resolution meetings will happen after a situation arises and then follow up check ins will continue until the situation has been completely resolved.
  - Counseling staff will continually look for and update our resource list for parents and help parents get the support they need.
- Staff Emotional Learning
  - Our staff has been trained on Trauma Informed Practices and Secondary Trauma. We will continue to revisit these topics during the year with PD as well as our Wednesday Wellness and Thankful Thursday emails.
  - The leadership team will model leading a balanced life and encouraging staff to balance their life as well.

In-Person Learning: Accelerating Student Learning

- Assessments
  - We will use diagnostic and formative assessments of student data (MAP, iReady, Curriculum summative assessments, Brigance Screener for Kindergarten, etc.) to evaluate the needs and effectiveness of instruction and determine the needs of students' academic progress.
- Pairing Data with Instruction
  - Teachers will have data chats with students and determine student goals based on formative assessments, summative assessments, and diagnostic results.
  - Students will participate in small group interventions every day to address any learning gaps and provide students support to close those gaps
  - 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.
- In-Person Learning and Special Populations
  - All students with IEP will continue to receive their individual educational assistance in the school setting from their teachers.
  - EL services will be provided through either an integrated program or a pull-out program, depending on the students' individual needs.
  - MANN will follow all state and federal guidelines around these programs to ensure that our students receive the very best.

Distance Education: Students unable to participate in-person

Mater Academy of Northern Nevada (MANN) has created the following distance education plan for students who may need to learn remotely. Currently, all students at MANN are returning to full time, in person learning. This plan will be used if a student needs to quarantine, becomes ill, or has a health issue where they need limited exposure to other students.

- Our distance learning plan will address the needs of students in the following situations:
  - Medical situation that requires a limited exposure to in person learning
  - Positive Covid result
  - Quarantined because of close contact to a Covid patient

- Medical Exemption
  - Parent will provide medical documentation about the current medical needs of the child.
  - The parent and the school principal will have a meeting to determine what the needs of the student are and develop a plan to accommodate their individual medical situation.
  - If a student requires a distance learning plan, they will not be able to participate in any school activities for the length of their distance learning. This would include after school clubs, night events, school pictures, and field trips.
  - If the student needs to be in person for any assessments. A safe space where the child can socially distance will be provided. Every person in that space will be in a mask for the entire time.
  - Once approved for distance learning, the student will remain in the distance program until there is a change in recommendation from the child's medical provider.
  - If at any time during the school year, a child has a change in health condition the steps mentioned above would be followed.
  - All parents at MANN were notified in the spring of the return to full time in person learning for the 2021-2022 school year and no students were in need of this option at that time. No parents have reached out to request a distance education plan since the spring either.
  - If a student begins to struggle on a distance education plan, a parent conference will be held, and an intervention plan developed to help support the student with learning at home or to determine the need to return to in person learning.
  - If a student is having attendance issues while on full time distance education, a parent conference will be held, and an attendance plan developed to support the student learning at home or determine the need for the student to return to in person learning.
  - If the student has an IEP, their case manager will work with the family to provide services during distance learning.
- Parent Considerations for a Distance Learning Plan
  - Students will need to watch the recorded instructional lessons daily
  - Students will need to complete asynchronistic assignments (iReady, ST Math, Smarty Ants) daily
  - Students will need to sign on to a live zoom call with their teachers daily
  - An adult will need to be home with their child if their child is in elementary school
  - Parents will need to contact the school immediately if a problem arises
  - Students who are on Distance Education will be able to have a parent pick up a grab and go meal from Mater Academy of Northern Nevada at 8:30 every day. They will be able to pick up both a breakfast and a lunch for the day.

- Full Time Distance Learning
  - Students will be assigned either a Chromebook or an iPad
  - Students will have Math and ELA recorded lessons daily to watch. Middle School students will have all of their core content areas to watch.
  - Students will have assignments to complete after watching the recorded lessons that will need to be submitted to the teacher at the end of each instructional day.
  - Students will spend one hour a day participating in asynchronistic lessons through various learning platforms (iReady, ST Math, USA Test Prep, Smarty Ants)
  - Students will sign on to zoom daily to meet with their teacher.
  - Students will access their lessons, assignments, and zoom links through the Colegia platform.
  - The teacher will communicate with parents daily through the zoom call, class dojo messages, IC messages and/or IC grade updates.
- Specialized teachers will provide students who require individual educational support (IEP/EL/504) with the following supports:
  - Classroom lessons through Zoom
  - On-line curriculum
  - Differentiated computer-based instruction
  - Classroom assignments
  - Special Education teachers and related service providers will document all services.
  - Any assessments, meetings or IEPs that can be conducted virtually will.
  - If the student needs to be in person for any assessments. A safe space where the child can socially distance will be provided. Every person in that space will be in a mask for the entire time.
- Teacher will document daily student attendance in Infinite Campus using one of the following:
  - Monitoring student learning on-line
  - Assignments submitted to the teacher
  - Phone call home
  - Zoom meeting
  - If a child does not participate, after a week of attempted contact by the teacher, administration will conduct a home visit. All attempts at contact will be documented in a Path Forward Distance Education Log.
- Full Time Distance Learning—Class or School Wide
  - If the entire class or school has to move to a distance learning environment, the entire class would participate in the activities listed above on a daily basis until in person learning can resume.
  - Mater Academy was able to transition our school to a full-time virtual platform in the spring of 2020 with very little planning time. We were again able to transition to a hybrid learning model in the Fall of 2020 with minimal lead time. We will use the positive programs and systems, lessons learned, as well as parent feedback from those experiences to help us transition to an alternative learning format if a health crisis requires that.
- Students with positive Covid results or close contact with a Covid patient
  - Parent will provide documentation from the WCHD to determine how long the student will need to be out of school.
  - If a child is too sick to participate in their learning, they will be marked absent and then allowed to make up the missed instruction.
  - Students who are quarantined or out with Covid will participate in the learning plan detailed in the full-time distance learning above.

        - Students may return to school after their quarantined time. If they are not symptom free, they will need to continue to participate in distance learning until they are symptom free for 24 hours.
    - Technology Access
        - All students will be assigned either a Chromebook or iPad.
        - If a family doesn't have access to internet, we will work with the family to provide a hot spot
        - Tech support will be available during the school day, either over the phone or with the parent bringing the device in to have it looked at.
        - At the end of the year, families will need to return all technology which was checked out to them, including charging cords and cases.
        - If a family has an internet disruption, they need to call the school and notify us of the reason for the missed instruction. A paper instructional packet will be created and provided to the family until the internet is reestablished.
    - Student/Family Communications
        - Students are required to sign into zoom daily to meet with their teachers
        - Teachers will schedule conference if the student is struggling with any aspect of their distance learning.
        - Teachers will schedule conferences on zoom during the regularly scheduled conference weeks.
        - If a child or parent emails a teacher for support, the teacher will return the email within 24 hours.
        - If a child does not participate, after a week of attempted contact by the teacher, administration will conduct a home visit. All attempts at contact will be documented in a Path Forward Distance Education Log.
        - If a family indicates the need for support or resources, admin will work with teacher, counselor and outside agencies to provide the support needed.
    - Nutrition
        - Students who are on Distance Education will be able to have a parent pick up a grab and go meal from Mater Academy of Northern Nevada at 8:30 every day. They will be able to pick up both a breakfast and a lunch for the day.
    - Masks
        - If a student is on full time distance learning and are visiting the campus, every family member will be required to wear a mask.
        - The family will only be able to stay in the main office area, unless a clean and safe space has already been set up for the student.

Distance Education: Emergency Closure

Mater Academy was able to transition our school to a full-time virtual platform in the spring of 2020 with very little planning time. We were again able to transition to a hybrid learning model in the Fall of 2020 with minimal lead time. We will use the successful programs and systems, lessons learned, as well as parent feedback from those experiences to help us transition to an alternative learning format if a health crisis requires that.

- Full Time Distance Learning
  - Students will be assigned either a Chromebook or an iPad
  - Students will have live Math and ELA lessons daily.
  - Students will have assignments to complete after watching the recorded lessons that will need to be submitted to the teacher at the end of each instructional day.
  - Students will spend one hour a day participating in asynchronistic lessons through various learning platforms (iReady, ST Math, USA Test Prep, Smarty Ants)
  - Students will sign on to zoom daily to meet with their teacher.
  - Students will access their lessons, assignments, and zoom links through the Colegia platform.
  - The teacher will communicate with parents daily through the zoom call, class dojo messages, IC messages and/or IC grade updates.
- Specialized teachers will provide students who require individual educational support (IEP/EL/504) with the following supports:
  - Classroom lessons through Zoom
  - On-line curriculum
  - Differentiated computer-based instruction
  - Classroom assignments
  - Special Education teachers and related service providers will document all services.
  - Any assessments, meetings or IEPs that can be conducted virtually will.
  - If the student needs to be in person for any assessments. A safe space where the child can socially distance will be provided. Every person in that space will be in a mask for the entire time.
- Teacher will document daily student attendance in Infinite Campus using one of the following:
  - Monitoring student learning on-line
  - Assignments submitted to the teacher
  - Phone call home
  - Zoom meeting
  - If a child does not participate, after a week of attempted contact by the teacher, administration will conduct a home visit. All attempts at contact will be documented in a Path Forward Distance Education Log.

Mater Academy



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: *(circle one)*	**Student**	**Household Member**
Parent Name:	**Parent Email:**	
Parent Signature:	**Parent Phone #:**	

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the 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.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below
For High-Risk Household Member, Parent Must Complete Questions 1 & 2 + Attach Documentation

Health Care Provider's Name: _____

Health Care Provider's Address:_____

Type of practice / Medical specialty: _____

Phone:_____ Email:_____

1. Does the named student or individual in his/her household have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? ☐Yes ☐No

2. Please provide the medical diagnosis of the underlying condition for the student/household member.

_____

_____

_____ _____

Signature of Health Care Provider **Date**

Received by:_____ **Date**:_____

Parent Considerations for Distance Learning

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

- Students will only be allowed to switch back to in-person learning, 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 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 form 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	• 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

Nevada Connections Academy



2021-2022 School Year Plan

In-Person Learning:

Health and Safety

Nevada Connections Academy (NCA) is a program of full-time distance education. Though we provide school virtually, there will be staff members at our main office located in Reno, Nevada. We will also be holding various field trips and events throughout the year.

In order to best protect staff who may be working in the office, office staff will remain on a rotation schedule until further notice. This will ensure that no more than one staff member is at the office at a time. If more staff need to be present, we will observe CDC and state protocols regarding social distancing and mask mandates.

Janitorial staff will continue to do a regular deep cleaning. Wipes are placed in high touch places and required signs have been posted throughout the building. The office will be cleaned and sanitized three days per week. However, if we have an illness in the office we will have the office deep cleaned immediately that evening.

Nevada Connections Academy plans on providing some in-person/field trip opportunities during the upcoming school year. During the in-person events, NCA will follow all CDC and local health authority recommendations and guidance to ensure compliance as well as the safety and wellbeing of students, staff and family members. Hand sanitizer will be provided, masks will be available for those that would like to wear one and wipes will be accessible for all.

We will also be providing virtual events to ensure that participation in events is still available for students and families who may not feel comfortable attending in-person.

In order to protect the health and well-being of all staff, in person events are currently optional for staff that having continuing concerns regarding COVID-19. For in-person meetings (i.e. back to school professional development, etc.) staff who continue have COVID-19 concerns are provided with a virtual option.

In-Person Learning:

Student and Staff Wellbeing

Although we provide full time distance education for all students, our student's social, emotional, mental and physical health needs are one of our top priorities.

In order to meet students' social, emotional, mental and physical health needs, NCA provides a variety of supports. To begin, all students are placed with a homeroom teacher who has been trained and receives continuous bi-weekly professional development training to address better support student needs and provide resources and strategies. Students are placed on a monthly, bi-weekly or weekly call rotation depending on their academic and/or social need. Students may request to increase call frequency if they desire. Homeroom teachers also provide LiveLessons for students to attend. This helps give students a sense of community and belonging.

Grade level academies will be implemented at the start of the 21-22 School Year. Each grade level will work together to create events (virtual and in person), discuss ways to increase student engagement and ensure that a sense of community is felt not only within the grade level academy but throughout NCA as well.

Additionally, if greater level of supports are needed, students are identified by counselors/teachers. These supports include but aren't limited to: Child Welfare, SEL Mentors, increased call frequency from homeroom teacher and calls from administration. Each case is looked at individually and the proper supports are put in place based on the needs of the individual student.

In-Person Learning:

Accelerating Student Learning

Though our students attend virtually and did not have to transition as hastily as those in a traditional brick and mortar school, we are aware of the following:

- Students who enrolled at NCA due to COVID restrictions
- Students who were directly impacted by COVID whether that be contracting COVID themselves or having someone in their family or friends contract the virus.
- Students who have lost someone due to COVID.

We are prepared to re-engage our students, detect barriers and/or concerns and identify academic learning gaps. The following will be utilized throughout the school year:

- Data from the 20-21 School Year will be utilized to identify students needing extra support from the start of the year.
    - **Reading Support** – Students who obtained a reading score on the Renaissance Star 360 Assessment that fell in the bottom tenth percentile will be placed in an extra support group with our Literacy Coach.
    - **Onboarding** – Newly enrolled 10th graders will be sectioned into an Onboarding Section with our Onboarding Specialists. Students will remain in this section until our Onboarding Specialist has determined they are prepared to work independently. *Important Note:* 11th & 12th grade enrollment is closed so there will be no new 11th and 12th graders this school year. 9th grade onboarding will take place in their homeroom since all 9th graders will be new to NCA.
    - **At Risk Students** – Students identified through our data reports that provide number of credits earned and number of failed courses, will be placed into a separate section for extra support from our Onboarding Specialist. They will receive re-onboarding help and academic guidance to increase their chances of success.
- Benchmark Assessments – Students will complete the Renaissance Star 360 Assessment during the fall, winter and spring testing windows.
    - Data obtained from these assessments throughout the year will be analyzed frequently. Adjustments will be made to the sections detailed above as needed.
- Counseling LiveLessons – Our counseling team will be holding monthly counseling lessons to help support our students socially and emotionally. Lesson topics will also include: credit tracking, transcript reading, planning for graduation and college & career readiness.

Distance Education:

Students unable to participate in person

Students unable to participate in person would not be impacted being that we are a virtual school. All students will be receiving an education virtually. In addition to completing their lessons through their daily planner, they will be invited to participate in the following:

- Phone calls with their homeroom and content area teachers
- LiveLessons (held virtually) with their homeroom and content area teachers
- Virtual Field Trips
- Virtual Grade Level Assemblies
- Clubs and extra-curricular activities (chosen by the student) held virtually
- Benchmark Assessments where students will attend virtually and will be monitored by their homeroom teacher
- Other events and activities held virtually that will be planned throughout the year

Distance Education:

Emergency Closure

If restrictions were increased and schools were to return to virtual education, NCA would run as normal. No changes would need to be made to the day to day operations and student learning as we are a full-time virtual school.

In regards to field trips and events, all in-person events would be canceled until further notice. Events and field trips would take place virtually. The main office would also be completely closed if state restrictions prohibit in person interaction.

Distance Education:

Supporting Students

The following supports are in place for students at all times throughout the school year:

Technology – Upon enrollment, students and families can decide to use a school provided computer. They may also choose to opt out if they have a personal device. Students are informed that their device must be a desktop, laptop or tablet. Lessons may not be completed on their cell phone. If they initially choose to decline the school provided technology, they may choose to adjust this at any point in the school year. Families with more than one student enrolled at NCA may also request to have more than one computer sent in order to provide one on one technology. Families may also qualify for internet subsidies twice per year.

Special Education – Each student with an Individualized Education Plan (IEP) has designated Case Manager to work with them throughout the school year. The Case Manager will hold necessary IEP meetings, regular phone calls with the family and LiveLesson supports based on the student's IEP goals. Students with IEP's will also be sectioned into general education classes where they will have access to general education teachers, curriculum, LiveLessons and support. Students who may be eligible to receive Special Education services will be discussed with our Manager of Special Education Services.

EL Services – During the enrollment process, students identified as English Language Learners will populate on a report. This report can be pulled by administration and or English Language Specialist. Our EL Specialist sets up regular calls, holds LiveLessons and provides ongoing support to all identified EL students.

Nutrition Services – Though we do not have a cafeteria and we do not provide food to our students, if a student and their family needs nutrition services, we will provide them the necessary information to get them the needed resources.

McKinney Vento Students - During the enrollment process, students with unstable living environments are flagged for our McKinney Vento Liaison to review and assess. Our MV Liaison will reach out to each family flagged to offer support and resources. Regular calls will be scheduled if necessary.

Nevada Rise





NEVADA RISE Academy

REOPENING THE PATH TO COLLEGE

2021-2022 School Year Plan

Academic and Operational plans for a safe learning environment in response to the COVID-19 pandemic.

Updated July 2021

SPCSA - 446

Overview and Purpose of this Document

On April 19, 2021, Governor Sisolak issued Declaration of Emergency Directive 044 requiring the Superintendent of Public Instruction to update the requirements and provide written guidance to county school districts and State and district sponsored charter schools ("districts and schools") regarding reopening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year

Under Emergency Directive 044, Nevada Rise Academy is required to develop plans for the 2021-22 school year that contemplate instruction offered through both in-person and distance education.

In implementing Path Forward Programs of Distance Education, Nevada Rise must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or plan to provide accommodations for students without access to such technology.

The following takes into consideration guidance from the Center for Disease Control, the Southern Nevada Health District, and the Nevada Department of Education document "Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings." Additionally, guidelines and suggestions from the following resource: COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, and Operational Strategy for K-12 Schools through Phased Prevention

It is important to remember that this document is a set of guidelines and a plan that will most likely be revised on a continual basis. The circumstances surrounding COVID-19 are ever-changing, and we will make every effort to adapt and modify as necessary.

CRISIS & EMERGENCY RESPONSE PLANS

- Nevada Rise Academy has developed an Emergency Operations Plan, updated with procedures for protocols for pandemic and infectious disease. These plans meet the Nevada Requirements for Crisis and Emergency Response for Schools in Nevada public, private and charter schools and the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements (NRS 388.229 - .261 Public Schools) and were submitted in July 2021.

NEVADA RISE ACADEMY: 2021-2022 School Year Plan

RE-OPENING APPROACH

The approach described below is guided by the following principles:

1. Working within recommendations from Southern Nevada Health District/Center for Disease Control while following the guidance from the State Public Charter School Authority, and the requirements from the Nevada Department of Education.
2. Maximizing in-person, consistent learning in mind
3. Incorporating Parent/Family input in options
4. Equality in the choice- all students receive the same education.

IN-PERSON LEARNING: HEALTH AND SAFETY

Safety of educators and students will remain our priority. We will maintain efforts from our initial re-opening plans from the spring of 2021, while utilizing increased resources and updated guidelines.

USE OF FACE COVERINGS & SOCIAL DISTANCING

All staff and students will be encouraged to wear well-fitting face coverings with proper filtration throughout the school day. Exceptions will be made for outside activities, eating and drinking, and any documented medical reasons. Nevada Rise will keep a supply of face coverings (both masks and shields) for all school community members (staff, student, parent, partner, volunteer). We also sell Nevada Rise-branded face coverings. The following considerations are in place:

- STAFF: All staff who report as not having been vaccinated will be required to wear face coverings when interacting with any school community members. All vaccinated staff are recommended to wear face coverings when interacting with any school community members.
- STUDENTS: Students in kindergarten through 3rd grade are encouraged to wear face coverings during school hours and any time while in the building, including during before and after school activities. Students in 4th grade are required to ear a mask at all times, with the exception of meal service and outdoor activities.

To the extent possible, students will socially distance. Space limitations within our facility restrict the amount of space between students at all times, but through the use of physical barriers, every effort will be made to mitigate transmission.

PHYSICAL HEALTH SCREENING

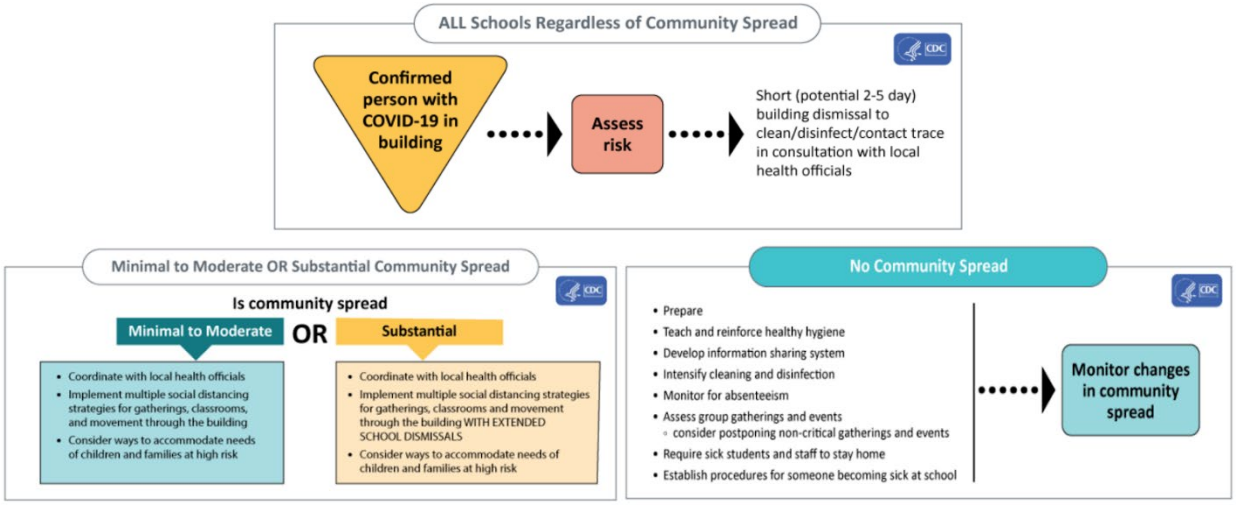
Any person (student, staff, parent, volunteer, etc.) who has a fever of 100.4F or above or demonstrates other signs of illness will not be admitted on campus. Nevada Rise will encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Nevada Rise Academy will implement all CDC examples of screening methods to assist in a screening plan.

1. Daily Screening:
    - Nevada rise will screen all students daily during arrival with a thermometer reading.
    - Ask parents/guardians to take their child's temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, stand at least 3 feet away from the parent/guardian and child.

- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- All staff record temperatures on our log sheet located in front office. Operations team will ensure 100% of staff and contracted partners are screened.

2. Reliance on Barrier/Partition Controls, and Personal Protective Equipment (PPE) Where/When Possible & Practical
    - Stand behind a physical barrier or use PPE that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.
    - Make a visual inspection of the child for signs of illness
    - Conduct temperature screening, perform hand hygiene, wash hands with soap and water for 20 seconds or use a hand sanitizer with at least 60% alcohol.
    - Use non-contact thermometers only.

Screenings will be conducted safely and respectfully, and with measures in place to ensure confidentiality. If a case is confirmed on campus, we will follow the CDC protocol below:



Nevada Rise, in accordance with CDC guidelines, will recommend that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve, as COVID-19 symptoms can be similar to flu-like symptoms. Recovered COVID-19 patients can return 10 days after recovery or 72 hours after symptoms resolve – whichever is longer. If Nevada Rise suspects a case(s) of COVID-19:

1. Place a face mask on the person immediately, ensuring mask is being properly worn across the bridge of their nose and down to chin
2. Isolate the case in a separate room.
3. Contact local/state health department as soon as possible.
4. Create a list of all (students and staff) who could have been exposed (contacts).
5. Consider hospitalization for those with severe symptoms.

Nevada Rise will follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.

Finally, Nevada Rise will communicate to staff, parents or guardians, and students that it is critical to be current on all required immunizations.

PHYSICAL HYGIENE

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

In 2020, Nevada Rise changed janitorial/sanitation supply vendors to ensure more adequate hygiene protocols and constant supplies for soap and hand sanitizer. Through weekly services and inventory controls, all supplies are stocked.

Hand Hygiene and Respiratory Etiquette: According to the CDC, handwashing is especially important and is one of the best ways to protect and prevent staff and students from getting sick as well as spreading germs. To help mitigate spread of any illness and/or virus, we will take the following measures:

- Nevada Rise will teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used. Hand sanitizer dispensers have been installed for each classroom, in common areas, and outside restrooms. Nevada Rise will dedicate the majority of the first days to routines, including those that establish healthy hand-washing routines and habits. We will review each time students take bathroom breaks, create songs to remind them, and post student-friendly signs and posters to reinforce these habits. We will share these practices with families and assign these same routines as "homework" to practice at home as well.
- We will teach and encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing. Operations will ensure tissues are in each room through weekly walkthroughs.
- Water fountains have been replaced with touchless water bottle filling stations and each classroom has individual water dispensing machines to ensure accountability. Water bottles are also on site in case students forget their own.
- Increased signage for all grade levels is present in all restrooms and outside classrooms to help remind all stakeholders to wash and sanitize hands.

FACILITIES MANAGEMENT: CLEANING & MAINTAINING A HEALTHY SCHOOL

It is our goal at Nevada Rise to provide a learning environment that is productive and safe. Facilities are all-inclusive of any structures on campus. Therefore, addressing safety and security is essential, which includes the cleaning and disinfecting as well as monitoring of access to any room or space within a facility.

As Nevada Rise is in a shared space, we will coordinate with Paradise Church to ensure consistency in standards across all parties.

Facility Adjustments:

- Water fountains have been upgraded to include a touchless water bottle filling station and a dispensing machine in each classroom to limit hallway traffic.
- Hand sanitizer dispensers have been installed throughout the building, including outside each classroom.
- Janitorial supply company changed to ensure adequate supply of appropriate cleaning materials
- Posters and signs are placed strategically through the building to remind all stakeholders of hygiene and safety practices.
- Relocated our front office location and installed barriers for social-distancing, safety, and control.
- Students, as much as possible, except for restrooms and outside, will remain in the same classroom for all subjects and activities. Enrichment teachers, associate teachers, administration, and specialists will transition from class to class.
- All student supplies will be individualized. Each student will have a supply box with necessary materials as well as individual technology devices.

Ventilation:

- Outdoor Air: Each classroom at Nevada Rise includes either a door or window that allows outdoor air to circulate through the classrooms, the kitchen, and throughout the building.
- HVAC Units: HVAC units are dedicated to a maximum of two classrooms, with the majority of rooms having one dedicated unit. This limits the amount of shared air circulated through the building. Filters are replaced twice monthly, well before the recommended replacement cycle.
- Each classroom now has an air purifier capable of cleaning a room of up to 1000 square feet.
- Exhaust fans are installed in each restroom.

Cleaning/Sanitizing Space: In coordination with our contracted janitorial service, we have doubled the time spent on campus to ensure a daily cleaning and sanitation of the facility and classrooms. The following are required daily of the cleaning staff:

- We will have a dedicated staff member to clean bathrooms multiple times daily, as well as assisting with meal service and charged with frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc.
- Operations associate will be staffed to assist with cleaning duties and meal service.
- We have increased our deep cleaning of classrooms to nightly service, with additional deep cleaning on Fridays.

CONTACT TRACING

Nevada Rise will collaborate with the health department, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. Students, teachers, and staff with positive test results will isolate, and any close contacts will isolate and quarantine in consultation with the Southern Nevada Health District. Nevada Rise will report positive cases to the SNHD as soon as they are informed. School officials should notify families of close contacts as soon as possible after they are notified that someone in the school has tested positive (within the same school day). We will also encourage our families to be communicative of all COVID-19 cases in their individual households and communities.

As addressed above, every person who enters the building will be screened. We are working with our families to ensure they understand that students need to stay home if symptoms of COVID-19 are present. We also

message that to teachers and staff. We have staffed our team with the necessary personnel for adequate coverage in the event of an absence. In the event that a community member begins to exhibit symptoms during the school day, those individuals will be isolated while arrangements are made for them to return home.

As mentioned above, Nevada Rise will work with SNHD and, if needed, the SPCSA to facilitate isolation and case investigation. We will fully cooperate with the agencies by providing information and records to aid in the identification and contact of those potentially exposed. Seating charts will be maintained and student seating will remain, to the extent possible, similar in all areas of the school (cafeteria, enrichment classes).

If it has been determined any individuals have been exposed, we will follow the guidelines and directives from the SNHD. Unless vaccinated or tested positive in the last three months, and do not have any symtpoms, those identified will stay home and follow the direction of the local public health department about when it is safe for them to be around others.

If a child with a disability is required to quarantine, Nevada Rise will provide services consistent with federal disability laws. The special education team will ensure all materials and instruction is delivered.

In an effort to raise awareness, Nevada Rise will include vaccination information and availability in our weekly newsletter. Any nearby or known community partner offering vaccines will be highlighted and encouraged.

IN-PERSON LEARNING: STUDENT & STAFF WELL BEING

STUDENT WELL-BEING

Nevada Rise recognizes the need for social-emotional learning (SEL) in response to both the COVID-19 pandemic ad well as the social movements of recent months. We agree with the Nevada Department of Education that "…it is crucial for students and staff to feel connected and schools are in the unique position to be able to bring together educators, staff, students, families, and community partners to cocreate safe, supportive learning environments and an intervention framework where all students and adults can work through the process of coping and healing."

Curriculum:

- The core curriculum for English Language Arts (EL Education) incorporates SEL components into weekly lessons. Additionally, we are adopting their framework for inclusive school culture, "We Are Crew." This incorporate elements of restorative circles, collaboration, and character development.
- To address this topic more directly, we have purchased a quality curriculum to guide SEL to ensure multiple resources are available for students and staff. Our curriculum is aligned to the Collaboration for Academic, Social, and Emotional Learning (CASEL) which defines SEL as how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. At least one formal, dedicated, sequential SEL lesson will be delivered weekly. A second SEL curriculum was purchased to supplement as needed.

Partnerships/Resources:

- Nevada Rise is proud to partner with Project AWARE via the SPCSA to incorporate a multi-tiered system of supports (MTSS) for all learners.
- In school year 2020-2021, we partnered with Code Switch to provide our staff training on Restorative Justice and circles to foster a more inclusive learning environment.
- We are also excited to begin a partnership with the Eighth Judicial District Court's Truancy Diversion Program (TDP) to support students and their families to address students' school attendance, behavior, and grades. The court staff helps students to focus on the importance of school attendance and grades, including homework completion and appropriate classroom/school behavior, while providing a positive supportive environment.
- A part-time social worker is available to provide resources and support for students and families.
- Additionally, morning announcements will address SEL topics. Our RISE values have been redefined to incorporate more student empowerment and SEL components. Finally, we will communicate these shifts by incorporating them into our established communication systems, highlighting SEL themes in our newsletters, and streamed morning announcements. Our Families for Achievement Council is working to make sure parents have a full understanding of the approach to SEL, behavior management, and DEI.

STAFF WELL-BEING

Nevada Rise has established a Diversity, Equity, and Inclusion (DEI) committee to guide our staff's work in SEL as well as our approach to behavior management. Our school environment and culture ensures high expectations and predictable routines, but our behavior management systems have been overhauled to ensure a Multi-Tiered System of Supports (MTSS), and Positive Behavioral Interventions and Supports (PBIS). We are working to incorporate dedicated sections of SEL and DEI into weekly lesson planning to frame the work for our educators. The DEI committee is also working to identify appropriate professional development for staff.

Elements found in both Project Aware (MTSS) and We Are Crew will be applied to staff. We have also transitioned to a 4-day per week instructional calendar, affording staff a full day of planning, collaboration, and providing more work-life balance opportunities.

IN-PERSON LEARNING: ACCELERATING STUDENT LEARNING

Accelerating student learning is among our top priorities coming into the 2021-2022 school year. There are a variety of shifts we are making to address this issue.

Professional Development: Given that these are unprecedented times, we are leveraging the strength of professional and academic organizations to help us in the professional development (PD) of accelerating student learning.

- During our two week summer PD, we are partnering with the Relay Graduate School of Education to engage in the following sessions:
  - Building and Affirming Learning Partnerships
  - Accelerating Learning Through Student Work
  - Planning to Address Gaps While Maintaining the Bar
  - Supporting Students Who Are Multilingual in General Education
- Nevada Rise has recently partnered with Bellwether Education to create a three-year strategic plan, including the following components:

  - Data Driven Instruction utilizing daily strategies, weekly analysis, benchmark planning, and incorporating more data in the Response to Instruction (RtI) process.
  - Educator development through targeted observation, feedback, and the coaching process.
- Two of our current partners, Project Aware and Data Insight Partners, will continue to provide PD to staff on utilizing data to drive instructional decisions and increase student achievement, in both academic and cultural components.
- Finally, the full PD days on Fridays will include weekly meetings with an embedded component of data analysis.

Staffing: To assist with learning acceleration, we have created a Intervention Coordinator, charged with ensuring daily small groups and intervention groups are using data to inform instructional activities, tracking progress through consistent progress monitoring systems, and facilitating conversations among and between stakeholders (teachers, associate teachers, parents, special education, and administration). The number of associate teachers per grade level who will work with lead classroom teachers has increased to create more small group learning opportunities to allow for targeted instruction.

ESSER funds have contributed a great deal to ensure we eliminate resource inequity on campus. Student learning materials are provided by Nevada Rise Academy.

DISTANCE EDUCATION: SUPPORTING STUDENTS UNABLE TO PARTICIPATE IN-PERSON

Nevada Rise will ensure a distance education option is always available. This option will be reserved for:

- Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person or
- Students who are quarantined on the advice of the Southern Nevada Health District or
- Students who have documentation outlining extenuating circumstances that do not allow the student to attend school in-person, and will be decided on a case-by-case basis.

Having provided distance education through a hybrid model during the 2020-2021 school year, each classroom on campus is equipped with the technology to allow any student learning through distance education to join classes virtually. Distance learners are expected to attend the full instructional school day, with breaks for meal service.

Students who are in short-term distance education (in quarantine, for example), will remain with their class. Given the demands of the hybrid model, one classroom per grade level in kindergarten through 2nd grade will serve as the hybrid classroom as to adequately staff the classroom for both in-person and distance learners. This will apply to those students who are in long-term distance education.

All students are provided a Chromebook, and, if needed, a hotspot for internet access. If a student has an IEP or a 504 Plan, all accommodations, modifications, and other requirements outlined in those documents will be followed. Our support services are adequately staffed to ensure all students receive required accommodations. If needed (for long-term distance education), we will work with families to modify the IEP to make it conducive to distance education. During the initial school closure and distance education experience, Nevada Rise adapted support services, and we will continue to enhance these. The special education staff members will maintain:

- Dedicated online classroom (Google Classroom) specifically for students with IEPs.

- Work with our contracted support service team to continue small group and individual therapy, as well as teletherapy, when possible.
- Administration will check lesson plans and observe delivery in all models (distance education and on campus) to ensure goals for individual students are met and lessons aligned with those goals.
- We have established an English Learner support team, with two members ensuring adaptations and accommodations are provided for English Learners
- Students with special needs will have priority in attending in-person or in scheduling video lessons.

Students learning through distance education will have daily direct contact through our classroom communication platform or phone call. In that communication, full nutrition services will be offered. Families will have the option to receive daily meals, or they can receive a full week's worth of meals at one time. Utilizing MyEducationData, parents can track progress of all students.

DISTANCE EDUCATION: EMERGENCY CLOSURE

Nevada Rise understands that, despite our best efforts to mitigate transmission, there are many factors outside our control. There is also an understanding that there are situations that may occur that lead to temporarily closing schools or parts of a school. These decisions will be guided by the SNHD and based on careful consideration of a variety of factors, prioritizing health and safety of our school and larger community, and secondarily, the academic impact.

As an elementary school, all classes stay in cohorts throughout the day, minimizing contact with students from other classes. In grades 3 and 4, teachers rotate to classrooms to limit traffic in hallways and contact with other classes.

In the event of a closure, Nevada Rise will transition to a synchronous distance learning platform enabling students to continue to learn from home. The infrastructure for such a transition was established and developed during the 2020-2021 school.

The synchronous distance learning model incorporates live instruction, through student devices, in both whole group and differentiated, targeted instruction in small groups. Enrichment classes will continue to be offered, as well as nutrition services (as allowed by health officials). Each grade level also maintains a website with recorded lessons for those who miss instruction, and there are a variety of other self-paced learning platforms for students.

Teachers and staff will contact each individual family weekly during any closure. Teachers will have a daily designated time in which they will reach out to families. All teachers will make the attempt and log the outcome on an internal spreadsheet to organize easily. Teachers will be accessible to students during the school's regular instructional hours using Class Dojo as a primary point of contact and text message as a secondary. Associate teachers, operations staff, and student support services will assist in communication. These records will ultimately be maintained in Infinite Campus.

Nevada Prep

Reopening and Path Forward Distance Learning Plan Summary

Nevada Prep Charter School

Revised July 14, 2021

Disclaimer: This document is a summary intended to:

1) meet the requirements of the information requested by the State Public Charter School Authority (SPCSA); and
2) communicate this information in summary form to interested external parties. More detailed information about specific staff procedures, routines, and training is not included here but is available for review upon request.

In an effort to directly respond to all requirements from the SPCSA, this document is structured to include the SPCSA's headers and sub-questions for reference. Throughout the document, the SPCSA's criteria and questions are highlighted in yellow, and the school's responses to the questions follow in plain text.

In-Person Learning: Health and Safety:

- How will the school maintain the health and safety of students, educators, and other school staff?

  Student and staff safety is our top priority. We will continue to monitor guidance from federal and local officials. We will also continue to gather feedback from our community to ensure that people *are* safe and *feel* safe. The responses below provide more context on specific actions the school has taken or will take to reduce risks and promote health and safety of our community.

How is the school addressing key CDC recommendations including:

- Use of face coverings;

  As long as mask-wearing is required or recommended by the CDC and local health authorities, NV Prep will require mask wearing in accordance with federal and local guidelines. The school will indefinitely continue to allow mask wearing for any individuals who feel more comfortable wearing a mask.

- Handwashing and respiratory etiquette;

  Handwashing signage will remain posted in all restrooms, and handwashing reminders will play an increased role in student and staff orientation for 2021-22.

As long as mask wearing is required for some or all individuals, up-to-date signage confirming expectations will remain posted at prominent locations throughout campus, and these expectations will be communicated to parents and included in staff and student orientation for the 2021-22 school year.

- Cleaning and maintaining healthy facilities, including improving ventilation;

NV Prep will operate from a new campus for the 2021-22 school year. Each classroom has an external door that can be opened to the outdoors to improve ventilation. Each classroom also has its own, independent A/C unit, which increases ventilation and reduced potential contamination across classrooms.

Nightly cleaning and sanitation by a full-time custodian will continue to take place as long as it is recommended by health authorities. Regular sanitation of workspaces and computers will continue to take place during the school day, especially during transitions. Hand sanitizer and disinfectant wipes will continue to be provided in all rooms.

- Contact tracing; & Diagnostic and screening testing;

The school will conduct contact tracing in line with CDC guidelines and local requirements, as they change throughout the year. Weekly, school leadership will send an informational blast to staff and students to keep our community apprised of updates. Sources consulted will include the following:

  - https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/contact-tracing.html
  - https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

- Efforts to increase access and awareness to vaccinations; and

Regular email and text blasts to families will continue to include information on vaccination events and resources in our community.

- Appropriate accommodations for children with disabilities with respect to health and safety policies.

The school has hired a new, experienced student success director. This leader has been charged to review all IEP and 504 documents and to communicate with all affected families prior to the start of school in August to ensure that all required accommodations are in place and to provide direct recommendations if any students have needs not addressed by whole-school, global health and safety protocols or existing ADA compliance measures on campus.

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?

  Scholars will continue to have access to an experienced school counselor who is also a licensed youth and family therapist. Appropriate relationships with teachers are a tremendous source of strength for scholars. Scholars will continue to build these relationships during intentional lessons with an explicit focus on SEL. Consistent routines and structures including weekly community circles will allow for opportunities for human connection, even if these events need to occur in a virtual or hybrid format.

  Scholars will continue to have access to on campus nursing services, as needed. The school has transitioned to a new nursing services provider for the 2021-22 school year. All staff will again receive first aid training, including CPR, as part of summer professional development.

  During summer professional development, teachers will receive at least 2 hours of training on trauma-informed practices. Additional training will be scheduled based on individual staff needs.

- How will the school support educator and staff well-being?

  For the 2021-22 school year, the school has introduced a number of new, meaningful wellness benefits, including the following:
  - A generous Lifestyle Spending Account (LSA). This can be used for a variety of purposes including fitness memberships or equipment, or a broadly defined category of other wellness-promoting activities or products.
  - Maximum employer contributions and matching contributions to a Flex Spending Account (FSA) as allowed by federal law. These funds will reduce the stress of any anticipated medical, dental, and vision expenses.
  - Increased training on mental health benefits already offered through the school's insurance plans.
  - Addition of a new Employee Assistance Program (EAP) benefit, with extensive supplemental mental health supports.

  In addition, the school will continue to monitor employee absences and personal day use to encourage that all employees take the time off they need, and that employees who do not historically use their personal days without reminders feel empowered to use the time to promote mental health.

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?

  Fortunately, the school's model was initially developed with the goal of devoting increased resources to students who have fallen behind academically in order to accelerate their learning. This commitment is evident in many ways including the current practice of providing in-home summer tutoring for our scholars most affected by COVID-19, in addition to face-to-face summer school offerings.

  During the full school year, our investment in interventions to address learning loss is most evident in the structure of our school day. For two hours each day, scholars who have not yet exceeded standards in math and/or ELA participate in a supplemental course called ELA power hour or Math power hour, depending on the scholar's needs. In these power hour classes, teachers rely on student achievement data to provide targeted interventions through intentional use of specific online learning activities and teacher-led small groups or 1:1 tutoring. Power hour classes usually have 2-4 adults in each classroom, based on the group's needs.

  The school intends to use a good share of upcoming ESSER funds, for example, to hire additional support teachers to further enhance the attention scholars can receive during power hour classes.

  The school will also continue to invest in Friday collaboration time for teachers to analyze student achievement data and optimize instruction for students with the greatest academic needs. To enhance this collaborative process, the school works with outside experts like Data Insight Partners who can provide one more perspective on relationships and trends between the following data points: interim assessment data, unit assessment data, lesson-level assessment data, attendance, student grades, etc.

Distance Education: Students unable to participate in-person

- 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?
  - Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person

    One of the few benefits of being forced to adapt to the COVID-19 Pandemic has been that the school has learned invaluable lessons about adaptability and virtual instruction.

The school has the resources and capacity to deliver instruction to scholars anywhere with an internet connection. If students need to receive instruction from home, the school has ensured that each scholar will have a Chromebook and all learning materials needed to learn from home. The school also continues to support all families in securing high-speed internet access at home. Even when scholars are attending classes on campus, it is a matter of equity to ensure that they have access to the internet at home.

If a scholar is unable to attend classes on campus, for a short or extended period, the school will take the following steps:

1. Ensure the scholar has a device and internet connection
2. Ensure the scholar has two-way communication into the classroom (e.g., through Zoom and Swivl)
3. Ensure that teachers focus explicitly on inclusion and classroom culture so that the scholar feels welcome and others in the class take steps to make the scholar feel welcome
4. Communicate at least weekly with the family about the scholar's progress
5. Send a staff member to the home for check-ins, as needed.

The school is prepared to make individualized accommodations as needed, including in cases where the child's medical needs or treatment schedule make it unfeasible for the child to join live classes virtually.

- Students who are quarantined on the advice of local public health officials

As long as a child who is quarantined is physically well enough to join classes virtually, the same steps described above for students with documented medical needs will be taken.

In cases where students are physical not well enough to join live classes virtually, teachers will meet with the child and the parents individually to develop a plan for acceleration to receive content missed during the period of quarantine where the child was unable to participate in classes.

Distance Education: Emergency Closure

- 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?

Fortunately, the past 18 months have provided a blueprint for how the school can respond if another emergency closure is necessary. Families, scholars, and teachers are now proficient in joining virtual classes.

To be clear, the school has no intention of ever returning to a fully virtual model, but if that becomes necessary, the school would return to established practices and routines and would develop an emergency action plan based on the prior transition to virtual learning in March 2020. In 2020, the school transitioned to a virtual model within 72 hours of receiving notice. Now that routines are established, and we maintain our focus on ensuring all families have high speed internet access at home, the school is prepared to transition to a full virtual instructional model immediately, if needed. Our scholar and family handbook has been revised to include a disclaimer about the return to virtual learning as well. Our employment agreements have also been revised to provide clarity around any potential return to virtual learning.

As with the prior emergency closures, the school understands that no two families have identical needs, so the school will be ready to support individual families as needed with critical needs such as childcare.

Distance Education: Supporting Students

- 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?

The school is committed to equity, so access to technology and resources is not dependent on COVID-19. All scholars receive all required learning materials. In 2021, we believe this includes providing each scholar with a Chromebook or similar device. As part of the student enrollment process, the school assists new families with securing high-speed internet access, usually through the Connect2Compete program.

Special education and EL services will continue to be provided. This may mean home visits must be conducted or scholars with IEPs are invited to campus in a modified setting with increased social distancing and minimal direct contact. Some special education services can also be provided virtually, if this is required or preferred by the family.

Nutrition services were uninterrupted during the prior transition to virtual learning. The school's transportation team delivered hundreds of breakfasts and lunches per week throughout the COVID-19 pandemic. As the situation evolves in 2021-22, the transportation team is committed to ensuring that scholars continue to have access to free, nutritious, compliant meals.

Nevada State High School

Overview and Purpose of this Document

Background

Under Emergency Directive 022, all charter schools must develop re-opening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education[1] in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a re-opening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* re-opening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

Forms

- Certification for Path Forward Program of Distance Education: https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPDE.docx?dl=0
- Request for Calendar Adjustment: https://www.dropbox.com/s/0ez1fhjcikqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0
- Request for Additional Professional Development Days: https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0

Resources and References

School Re-Opening

- Declaration of Emergency Directive 022: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf
- Guidance for Path Forward Programs of Distance Education: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News__Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf
- Nevada Summer Learning and Activity Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf
- Nevada Interscholastic Activities Association Re-Opening Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf

[1] Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a re-opening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

Face Coverings

- Declaration of Emergency Directive 024: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf
- Guidance on Face Coverings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf

Optional Re-Opening Plan Template

School Name: Nevada State High School- Flagship

COMMUNICATION

COMMUNICATION

- *How will you communicate important information to families about the re-opening process?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*
- *What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.*

- Communication to families includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.
- Communication with families, staff, and other stakeholders about the actions taken to keep people safe and healthy includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.
- Communication with families, staff, and other stakeholders about the actions individuals should take to protect themselves and others includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls, and posted signs at each campus.
- Communication to parents regarding general updates to the district/school's implementation of distance education at least weekly includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.

SCHOOL BUILDINGS

RE-OPENING APPROACH

- *How will your school building(s) re-open (see options in section 6 of Directive 022 and within the Path Forward Framework)?*
- *Will the school request a calendar adjustment as part of your re-opening approach?*
- *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as "vulnerable populations"?*
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
- *What circumstances/scenarios will warrant a change in the approach?*
- *If a change in approach is warranted, how will that transition be made?*

Plan A: In-Person Instruction

- NSHS courses are to be delivered in-person beginning with the fall 2021 term. Students needing to participate in coursework online may do so upon request online through MOODLE and virtual class sessions via Zoom.
- The school will not request a calendar adjustment.
- Change in the approach may take place if guidelines are updated for students to return to in person instruction.
- If students are able to return to in person classes, students will follow their class schedule and attend courses in person at the time scheduled.

Backup Option B: Online Instruction

- The online model will stay in place and individual, support meetings will be utilized to check on student progress and to provide services for special education, ELL, and 504 students.

Backup Option C:

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

- When arriving on campus, staff and students will be directed to follow instructions related to personal preventative measures, in alignment with current local and state health requirements.
- Staff will observe students to ensure social distancing is followed throughout the building, in alignment with current local and state requirements.
- If staff or students have any signs of illness, they will be instructed to separate themselves from others and return home.

PHYSICAL HYGINE

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

- NSHS will have face masks available as well as hand sanitizer and disinfectant cleaning wipes or solutions for disinfecting high touch areas. In accordance with current local and state health requirements, visitors will be reminded to wear masks.
- NSHS will follow the current directive of requiring face coverings that cover a person's nose and mouth for staff and visitors, with the exceptions being children 9 years or younger and individuals who cannot wear a mask due to a medical condition or disability.

SOCIAL DISTANCING

- *How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

- NSHS will continue to utilize an online appointment scheduling system to schedule on campus appointments, limiting the number of people on site in accordance with local and state gathering restrictions. As guidelines change, NSHS will update processes to reflect updates.

HUMAN RESOURCES

STAFF RETURN TO WORK

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as "vulnerable populations"?*
- *How will your staffing approach ensure strong implementation of your overall re-opening approach?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

- All staff have had the opportunity to be fully vaccinated and are working regular work schedules.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

- All updates are shared with the governing body and school leadership by email notification and virtual meetings.
- All staff and governing body members have the ability to give input and make recommendations.

LOGISTICS

FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

- Social distancing guidelines will be put into place at all sites in alignment with current local and state requirements. Staff will use proper protective equipment (e.g. face coverings required for staff and visitors).

NUTRITION SERVICES/BREAKFAST & LUNCH

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*

- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*
- *How will the school ensure that students have access to nutrition services to which they are entitled?*

- Nevada State High School does not serve meals.
- NSHS students as dual credit students have access to the college resources including food bank.

TRANSPORTATION/ARRIVAL & DISMISSAL

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
- *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?*

- NSHS students come in for a limited time on a staggered schedule as part of the regular curriculum. 30 minutes of passing is in the schedule for these sessions.
- NSHS does not provide transportation.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

- *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*
- *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

- Extra-curricular activities will take place both in-person and virtually.
- NSHS does not offer NIAA sports.

INFORMATION TECHNOLOGY

- *What technology resources are necessary to implement your re-opening plan?*
- *How will you ensure that the school has all necessary technology resources to support your re-opening plan?*
- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

- Technology resources are currently in place: access to on site computer labs, access to laptop check out, REMIND text message application is in use, as well as MOODLE online classroom, social media applications, email system, and Zoom meetings.
- Information regarding low-cost Internet services provided to families though emails and MOODLE information post. Students and staff can access on-site technology or checkout laptops.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional supports to students?*

- Monitoring student progress (attendance, grades, access to resources, etc.), referral process for staff to report any students who are in need of additional mental health, behavior or academic supports, encourage students to reach out to counselors through online means, by phone, or in person following social distancing protocols.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *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?*

- Monitoring student progress (attendance, grades, access to resources, etc.), referral process for staff to report any students who are in need of additional mental health, behavior or academic supports, encourage students to reach out to counselors through online means or by phone.
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ACADEMICS – Path Forward Plan of Distance Education

INSTRUCTIONAL APPROACH

- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*
- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
- *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

- Instruction will take place in person following the NSHS course schedule: Study Skills - twice per week/2 hour sessions, Transitions+ - once per week/2-hour session, Transitions – one day per month for 8 hours, Introduction to College – 5 days per week/6 hours per day.
- Students without access to technology may checkout a school laptop for the semester. Students may use site computers to access their courses, by scheduling time to come to the campus.
- Quarantined students will attend courses virtually, and can access course materials and updated announcements via MOODLE.
- Teaching staff will document student contacts made by phone, REMIND text, Zoom virtual meeting, help ticket system, or email by saving communication history and documenting attempts made on Student Situation Reports completed by students and staff.
- All site staff are available to students by direct phone call, REMIND text message, help ticket system, email, and Zoom virtual meetings
- All NSHS courses are taught in-person or through local colleges.

DISTANCE EDUCATION: EMERGENCY CLOSURE

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?

- In the event of an emergency closure of physical buildings due to the effects of COVID-19 or another emergency, NSHS will revert its instruction from in-person modality to an online modality for all classes taught at the school.
- Direct instruction will occur via Zoom or other videoconferencing software. Instruction will continue to be provided both synchronously and asynchronously, as appropriate for the activity.
- NSHS will work with families with limited access to technology and/or Internet to ensure that devices and connectivity are provided to ensure continuation of learning.
- Student assignments will continue to be submitted through Moodle, online.
- Students and parents will continue to utilize the help ticket system to resolve issues.

MEETING STUDENT NEEDS

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

- English learners and students with 504 plans will meet with teaching staff individually, either in person or virtually. Students with IEPs will meet with a special education teacher, either virtually, by phone, or on campus, with social distancing protocols in place.
- Data reviewed included, but was not limited to: attendance, NSHS grades, college course grades, teacher observations during Zoom classes, student situation reports, parent feedback, student feedback, and staff feedback. This data was compared to historical data to determine any changes in student achievement. There

were minimal disruptions do to the quick transition from in person to online instruction as NSHS provided several opportunities for students to receive support and assistance.

- NSHS will continue to review all above listed student data, which is fed into student scorecards. NSHS uses scorecard data to track student progress. Teaching staff will continue to complete two-way communications with all students at least weekly, and students will submit student situation reports to provide feedback and request assistance.
- NSHS will continue to evaluate all student data regularly by reviewing student scorecard data, reviewing student situation reports, and will provide student interventions or adjust lessons as needed.

ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

- Teaching staff will take attendance at the beginning of each class. Attendance will also be taken through documented 2-way communication between and NSHS licensed teacher and student, and through work submitted into the schools learning management system.
- Attendance policies are documented in the NSHS Student/Parent Handbook, posted on MOODLE. Parents and students are contacted by phone, email, REMIND text, and U.S. Mail regarding student absences. Parents receive daily contact for their student's absences.

PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
- *Will the school request additional professional development days and if so, how will these professional development days be used?*

- Professional development takes place weekly throughout the summer and once a month during the year with a focus on curriculum implementation through high-quality distance education strategies.
- Nevada State High School will not be requesting additional professional development days.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

- Links to community resources are posted via MOODLE announcements.
- Virtual or on site math tutoring sessions are posted via MOODLE
- Counselor schedule for virtual, in person, or phone meetings is posted via MOODLE.
- Academic assistance is provided to students, on site or virtually.

Nevada State High School - Meadowwood

Overview and Purpose of this Document

Background

Under Emergency Directive 022, all charter schools must develop re-opening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education[1] in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a re-opening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* re-opening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

Forms

- Certification for Path Forward Program of Distance Education: https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPDE.docx?dl=0
- Request for Calendar Adjustment: https://www.dropbox.com/s/0ez1fhjcikqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0
- Request for Additional Professional Development Days: https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0

Resources and References

School Re-Opening

- Declaration of Emergency Directive 022: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf
- Guidance for Path Forward Programs of Distance Education: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News__Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf
- Nevada Summer Learning and Activity Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf
- Nevada Interscholastic Activities Association Re-Opening Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf

[1] Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a re-opening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

Face Coverings

- Declaration of Emergency Directive 024: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf
- Guidance on Face Coverings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf

Optional Re-Opening Plan Template

School Name: Nevada State High School- Meadowwood

COMMUNICATION

COMMUNICATION

- *How will you communicate important information to families about the re-opening process?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*
- *What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.*

- Communication to families includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.
- Communication with families, staff, and other stakeholders about the actions taken to keep people safe and healthy includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.
- Communication with families, staff, and other stakeholders about the actions individuals should take to protect themselves and others includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls, and posted signs at each campus.
- Communication to parents regarding general updates to the district/school's implementation of distance education at least weekly includes, but is not limited to: MOODLE announcements, REMIND text messages, help tickets, social media postings, emails, virtual meetings, and phone calls.

SCHOOL BUILDINGS

RE-OPENING APPROACH

- *How will your school building(s) re-open (see options in section 6 of Directive 022 and within the Path Forward Framework)?*
- *Will the school request a calendar adjustment as part of your re-opening approach?*
- *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as "vulnerable populations"?*
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
- *What circumstances/scenarios will warrant a change in the approach?*
- *If a change in approach is warranted, how will that transition be made?*

Plan A: In-Person Instruction

- NSHS courses are to be delivered in-person beginning with the fall 2021 term. Students needing to participate in coursework online may do so upon request online through MOODLE and virtual class sessions via Zoom.
- The school will not request a calendar adjustment.
- Change in the approach may take place if guidelines are updated for students to return to in person instruction.
- If students are able to return to in person classes, students will follow their class schedule and attend courses in person at the time scheduled.

Backup Option B: Online Instruction

- The online model will stay in place and individual, support meetings will be utilized to check on student progress and to provide services for special education, ELL, and 504 students.

Backup Option C:

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

- When arriving on campus, staff and students will be directed to follow instructions related to personal preventative measures, in alignment with current local and state health requirements.
- Staff will observe students to ensure social distancing is followed throughout the building, in alignment with current local and state requirements.
- If staff or students have any signs of illness, they will be instructed to separate themselves from others and return home.

PHYSICAL HYGINE

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

- NSHS will have face masks available as well as hand sanitizer and disinfectant cleaning wipes or solutions for disinfecting high touch areas. In accordance with current local and state health requirements, visitors will be reminded to wear masks.
- NSHS will follow the current directive of requiring face coverings that cover a person's nose and mouth for staff and visitors, with the exceptions being children 9 years or younger and individuals who cannot wear a mask due to a medical condition or disability.

SOCIAL DISTANCING

- *How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

- NSHS will continue to utilize an online appointment scheduling system to schedule on campus appointments, limiting the number of people on site in accordance with local and state gathering restrictions. As guidelines change, NSHS will update processes to reflect updates.

HUMAN RESOURCES

STAFF RETURN TO WORK

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as "vulnerable populations"?*
- *How will your staffing approach ensure strong implementation of your overall re-opening approach?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

- All staff have had the opportunity to be fully vaccinated and are working regular work schedules.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

- All updates are shared with the governing body and school leadership by email notification and virtual meetings.
- All staff and governing body members have the ability to give input and make recommendations.

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- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

- Social distancing guidelines will be put into place at all sites in alignment with current local and state requirements. Staff will use proper protective equipment (e.g. face coverings required for staff and visitors).

NUTRITION SERVICES/BREAKFAST & LUNCH

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*

- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*
- *How will the school ensure that students have access to nutrition services to which they are entitled?*

- Nevada State High School does not serve meals.
- NSHS students as dual credit students have access to the college resources including food bank.

TRANSPORTATION/ARRIVAL & DISMISSAL

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
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ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

- *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*
- *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

- Extra-curricular activities will take place both in-person and virtually.
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- Information regarding low-cost Internet services provided to families though emails and MOODLE information post. Students and staff can access on-site technology or checkout laptops.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional supports to students?*

- Monitoring student progress (attendance, grades, access to resources, etc.), referral process for staff to report any students who are in need of additional mental health, behavior or academic supports, encourage students to reach out to counselors through online means, by phone, or in person following social distancing protocols.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *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?*

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- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*
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- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
- *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

- Instruction will take place in person following the NSHS course schedule: Study Skills - twice per week/2 hour sessions, Transitions+ - once per week/2-hour session, Transitions – one day per month for 8 hours, Introduction to College – 5 days per week/6 hours per day.
- Students without access to technology may checkout a school laptop for the semester. Students may use site computers to access their courses, by scheduling time to come to the campus.
- Quarantined students will attend courses virtually, and can access course materials and updated announcements via MOODLE.
- Teaching staff will document student contacts made by phone, REMIND text, Zoom virtual meeting, help ticket system, or email by saving communication history and documenting attempts made on Student Situation Reports completed by students and staff.
- All site staff are available to students by direct phone call, REMIND text message, help ticket system, email, and Zoom virtual meetings
- All NSHS courses are taught in-person or through local colleges.

DISTANCE EDUCATION: EMERGENCY CLOSURE

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?

- In the event of an emergency closure of physical buildings due to the effects of COVID-19 or another emergency, NSHS will revert its instruction from in-person modality to an online modality for all classes taught at the school.
- Direct instruction will occur via Zoom or other videoconferencing software. Instruction will continue to be provided both synchronously and asynchronously, as appropriate for the activity.
- NSHS will work with families with limited access to technology and/or Internet to ensure that devices and connectivity are provided to ensure continuation of learning.
- Student assignments will continue to be submitted through Moodle, online.
- Students and parents will continue to utilize the help ticket system to resolve issues.

MEETING STUDENT NEEDS

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

- English learners and students with 504 plans will meet with teaching staff individually, either in person or virtually. Students with IEPs will meet with a special education teacher, either virtually, by phone, or on campus, with social distancing protocols in place.
- Data reviewed included, but was not limited to: attendance, NSHS grades, college course grades, teacher observations during Zoom classes, student situation reports, parent feedback, student feedback, and staff feedback. This data was compared to historical data to determine any changes in student achievement. There

were minimal disruptions do to the quick transition from in person to online instruction as NSHS provided several opportunities for students to receive support and assistance.

- NSHS will continue to review all above listed student data, which is fed into student scorecards. NSHS uses scorecard data to track student progress. Teaching staff will continue to complete two-way communications with all students at least weekly, and students will submit student situation reports to provide feedback and request assistance.
- NSHS will continue to evaluate all student data regularly by reviewing student scorecard data, reviewing student situation reports, and will provide student interventions or adjust lessons as needed.

ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

- Teaching staff will take attendance at the beginning of each class. Attendance will also be taken through documented 2-way communication between and NSHS licensed teacher and student, and through work submitted into the schools learning management system.
- Attendance policies are documented in the NSHS Student/Parent Handbook, posted on MOODLE. Parents and students are contacted by phone, email, REMIND text, and U.S. Mail regarding student absences. Parents receive daily contact for their student's absences.

PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
- *Will the school request additional professional development days and if so, how will these professional development days be used?*

- Professional development takes place weekly throughout the summer and once a month during the year with a focus on curriculum implementation through high-quality distance education strategies.
- Nevada State High School will not be requesting additional professional development days.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

- Links to community resources are posted via MOODLE announcements.
- Virtual or on site math tutoring sessions are posted via MOODLE
- Counselor schedule for virtual, in person, or phone meetings is posted via MOODLE.
- Academic assistance is provided to students, on site or virtually.

Nevada Virtual Academy

As of July 2020, Nevada Virtual Academy's Charter Contract increased the maximum total enrollment at the Charter School. Enrollment shall not exceed 2,100 students (the "Maximum Enrollment Number"), and shall not increase or decrease by 10%.

For the 21/22 school year starting August 9th, 2021, Nevada Virtual Academy will fully open the school to staff, students and public. Pandemic safety protocols will continue to be in place until otherwise directed by the Governor, NDE, SPCSA and Nevada Health District. The following plan outlines these procedures.

NVVA is currently in the process of securing a new building as the current building is not large enough to effectively contain a growing population of students and staff. NVVA expects to have the facility secured by late winter of 2021. The increased square footage will allow room for additional students to receive instructions on blended days and house additional staff along with the ability to provide a safe environment. Please see Addendum A for details.

Overview

COVID 19

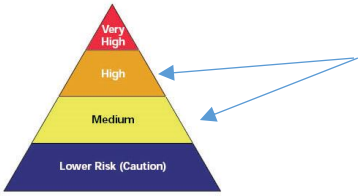
The virus tends to be a respiratory disease but can also display other symptoms.

- The virus is thought to spread mainly from person to person
- Close contact (less than 6 feet)
- Through respiratory drops in the air after an infected person coughs or sneezes

It is possible to become infected after touching an object or surface that has the virus on it and then touching your own mouth, nose or eyes.

Exposure Risk

As the Sandhill Office is the location of all in office staff, blended classrooms for students, and is open to the public, there is a risk of exposure to staff and students. NVVA has set forth guidance to minimize the exposure risk. These are in no way a regulation and create no legal obligations. At this time COVID-19 information is continuing to evolve and this plan will be updated as new information and guidance is released.



NVVA would most likely be a medium to high risk area.

The areas of the Sandhill location that would identify as having an increased risk of exposure would be the reception area and blended classrooms.

Risk Factors from the general public may include people that:

- Have traveled within the United States or nationally
- Are asymptomatic
- Work in a high-risk occupation

Timeline

The NVVA office will reopen to staff starting July 21st, 2021. The official start date for students will be August 9th, 2021. Blended students will not be on campus until September 7th, 2021. NVVA will be opening at full capacity with safety measures in place as outlined in the Reopening Plan.

NVVA Preventative Measures

Educate all staff/students in and provide for:

- Proper, frequent and thorough handwashing
- Social distancing of staff/students and general public
- Encourage staff, students and parents to stay home if sick
- Instruction of “Respiratory Etiquette” such as covering coughs and sneezes
- Ample soap in bathrooms and breakroom area
- Hand sanitizer available upon entry of the building and in multiple areas throughout the building
- Regular disinfecting and cleaning of all offices, classroom, public areas and equipment daily with EPA/CDC approved cleaners
- Encourage self-monitoring/self-care
- Reporting steps if potentially exposed to someone with the virus
- Installation of clear plastic guard at the Receptionist desk in lobby
- Quarterly professional sanitizing of building

NVVA will continue to follow the established Infectious Disease/Pandemic Plan as necessary.

Additional steps that relate to the COVID 19 virus are outlined below.

Nevada Virtual Academy 21-22 School Year

Nevada Virtual Academy School – August 9, 2021

NVVA Reopening Plan – NVVA Offices

Communication will be shared with all returning staff outlining the expectations and informing them of all precautions that have been put in place.

Procedures to open include the following:

- Monitored, Thermal Imaging Scanner for temperature testing will be available at the Main entrance for all staff to self-check.
- Disposable masks will available in the building if needed.
- Office space is arranged to allow comfortable distance for each employee.
- Plexiglass shields have been installed at the receptionist desk
- Building will be thoroughly cleaned daily, and staff will be provided disinfectant wipes for their use as needed.

Office personnel returning to the office as of July 21, 2021.
Office Staff - 45

- Head of School
- Director of Operations and Compliance
- Operations Manager
- Office Manager/HR
- HS Principal
- MS Principal
- Assistant Principal
- CTE
- SpEd Director
- FRC
- Advisor Team
- Counselors
- Operations Team
- Receptionist
- Special Education Department
- IT
- Title I Personnel

Public Interactions:

- NVVA offices will open on July 21th, 2021 for staff only. The Sandhill location will remain closed to the public until the start of the school year with the exception of face to face orientation.

Sanitizing and Self Care:

- While in the office, staff will be required to wear face coverings except when working alone in their designated office space or when eating or drinking.
- Office staff will enter building through the main entrance.
- Office areas will be cleaned/sanitized daily. should wipe down their areas as needed throughout the day.
- All employees will follow CDC hand washing guidelines.
- Office staff will sanitize hands before using common office equipment.

Employee Training and Education

- Administrative staff will meet with their designated staff before reopening of Sandhill site to review the guidelines put in place.
- Administrative staff will continue to ensure that staff are following guidelines.

In Case of Employee Symptoms, Exposure or Illness

Common Symptoms of COVID-19

- Cough
- Fever
- Shortness of breath
- Chills
- Muscle Pain
- Sore throat
- Loss of taste and smell

Symptoms that are now being identified as COVID-19 but are not as common

- Rash on skin or discoloration of fingers and toes
- Gastrointestinal symptoms which can include nausea, vomiting, diarrhea

Employees who have been exposed to COVID-19 must:

- Stay home and not arrive to workplace
- Notify their supervisor immediately
- Work remotely for at least 10 calendar days from known exposure
- Employer will contact the Nevada Department of Health for guidance

Employees who become ill and or test positive for COVID-19 must:

- Stay home and not enter workplace
- Notify their supervisor immediately

- CDC Guidelines will be followed for the return of the employee after recovery.
    - A minimum of 3 days (72 hours) since recovery, which is defined as a resolution of fever without the use of fever-reducing medications and
    - An improvement in respiratory symptoms (e.g. cough, shortness of breath); and
    - A minimum of 10 days since the employee's symptoms first appeared.
- Employer will contact the Nevada Department of Health for guidance

If an office employee is exposed or infected, administrators will alert staff and decision of office closure will be determined after consulting with the Nevada Department of Health.

NVVA Process: Employee Suspected COVID-19 Onsite

Employee Displaying Symptoms

1. If an employee begins to exhibit symptoms while at NVVA
2. Immediately isolate in an empty unoccupied room
3. Contact your administrator
4. List all people/areas that they have been in contact with

Employer Response

1. Provide employee with infectious kit containing face mask, Kleenex, gloves and sanitizer
2. Employees office will be closed off and disinfected
3. Arrangements will be made for employee to leave
4. All people in contact with person will be notified
5. Office will be closed until entire building has been sanitized.
6. CDC Guidelines will be followed for the return of the employee after recovery.
    a. A minimum of 3 days (72 hours) since recovery, which is defined as a resolution of fever without the use of fever-reducing medications and
    b. An improvement in respiratory symptoms (e.g. cough, shortness of breath); and
    c. A minimum of 10 days since the employee's symptoms first appeared.

NVVA School Reopening Plan – Nevada Virtual 2021-2022 SY

NVVA will resume school on August 9, 2021 and will continue to school from home and at our Blended facility. Office staff will be in the office and available for parents to contact and for scheduled meetings such as IEP, Counselor and parent meetings.

The NVVA Administrative team has outlined the following procedures to allow the school to reopen on August 9, 2021. The school opening plan will be reviewed and revised during the year and as necessary as we progress through the school year. If at any time it is deemed that the building will need to be closed, the Infectious Disease/Pandemic plan will be put in place.

NVVA Head of School meets weekly with the school leadership and will communicate as necessary with the NVVA Board President. The NVVA Board meets monthly. Discussions will continue to be held to discuss the reopening plan and revisions if necessary.

Communication

Parents will receive an email message from the Head of School announcing the official date of the school reopening. This email will also contain the guidelines and expectations for students and parents. These messages will be ongoing throughout the school year both as reminders and of any changes that may occur. As an online virtual school, the students will continue to school as normal. All students are in contact with counselors, advisers and teachers throughout the school week.

Building modifications in place for return of students:

- Drop off/pick up area modified to ensure efficient flow when entering the building. Area will be supervised by staff.
- Walk through scanner for temperature check will be placed at the entrance for anyone needing to self-check before entering the school
- Disposable masks will be available upon request.
- NVVA will mandate that anyone entering the building wear a mask. Hand sanitizer dispensers are located throughout the building with signs to encourage use.
- All bathrooms, classrooms and hallways will have signs outlining proper hygiene.
- Each classroom will have a Infectious Care basket that includes tissue, Clorox wipes, hand sanitizer and paper towels.
- Teachers will monitor students and encourage proper hygiene.
- Air purifiers will be placed in all classrooms and key office areas.
- Computers will be wiped down with disinfecting wipes after use.
- Rooms will be cleaned and sanitized using approved cleaners.
- Building will be sanitized by a professional company quarterly.

If any new directives are given, NVVA will make the expected changes to the building and communicate to staff, students and parents.

Staff and Public Interactions in the Building: All Phases

- Portable plexiglass dividers are available when meeting with parents/students.
- Wash hands frequently.
- Avoid touching mouth, nose and eyes.
- Disinfect your area regularly.

NVVA Administration will ensure and provide: All Phases

- Adequate sanitizing supplies and opportunities throughout the building.
- Temperature testing is available upon entering the building.
- Disposable mask will be available upon request.
- Provide disposable mask to students if needed.
- Ensure daily cleaning with CDC/Health Dept. approved disinfectants and cleaners.
- Building will be sanitized by a professional company once a quarter.
- Educate employees, students and families about proper Infectious disease procedures.
- Post signs throughout the building to remind staff, students and visitors about proper procedures.
- Identify strategies for addressing employees and students who become ill. These strategies will follow CDC Guidelines.

NVVA Process: Student COVID-19 Suspected Onsite

Student Displaying Symptoms

If a student begins to exhibit symptoms while at NVVA

- Immediately isolate in an empty unoccupied room
- Teacher informs administrator
- List all people/areas that they have been in contact with

School Response

- Provide student with infectious kit containing face mask, Kleenex, gloves and sanitizer
- Parent contacted to arrange pick up of the student
- NVVA will be closed until entire building has been sanitized.
- If student tests positive, school will contact local/state health department for guidelines on reporting and the probability of school closure.
- CDC Guidelines will be followed for the return of the student after recovery.
    a) A minimum of 3 days (72 hours) since recovery, which is defined as a resolution of fever without the use of fever-reducing medications and
    b) An improvement in respiratory symptoms (e.g. cough, shortness of breath); and
    c) A minimum of 10 days since the student's symptoms first appeared.

Technology for Students

NVVA students are prepared for the technology requirements upon enrollment. Computers are provided to student that do not have a computer using the existing school guidelines. NVVA ensures that all students identified as economically disadvantaged or who receive virtual services outlined in an IEP, are provided a school laptop. NVVA assists families in need with obtaining internet services.

Wellness and Recovery

If any teacher or staff is made aware of a student or family that is struggling with any effects of the COVID-19 crisis they will reach out to the designated staff members assigned to assist families.
All existing crisis guidelines will be utilized to ensure that the family or student receives appropriate assistance.

Academics

NVVA will continue to school students following their usual practice. All students have the opportunity to attend teacher taught classes daily from home. This will also apply to any student that is quarantined to their home as this is where their normal instruction occurs. If a student is quarantined in another location with internet services, they will be able to continue schooling. If internet is not available, NVVA will work with the family to ensure that the student can continue to school.

Blended Learning – Middle School

Most students will attend Virtual Blended, with small groups attending in person at the Sandhill location no sooner than Tuesday, September 7, 2021.

MS Blended Virtual – Reviewed Quarterly

- Virtual Blended from 12:30 p.m. – 3:15 p.m. on the regularly assigned days (Tuesday – 6th; Wednesday – 7th; Thursday – 8th);
- Virtual Blended (VB) Classes will be created for every ELA and Math teacher, and students will be required to attend their respective VB sessions;
- Students who scored in Level 1 on the EOY MAP Assessment will be assigned to attend the created ELA and Math sessions;
- Students will attend either ELA, Math and/or OMS/Learning Strategy Sessions;
- The Virtual Blended Shared Doc will be shared with staff so they can see what students will be assigned to each VB Session.

MS On Campus Blended – Reviewed Quarterly

Tuesdays – 6th Grade Students
Wednesdays – 7th Grade Students
Thursdays – 8th Grade Students

HS Virtual Blended - Reviewed Quarterly

Tuesday - 9:00 a.m. to 12:00 p.m. 11th and 12th grade
Wednesday - 9:00 a.m. to 12:00 p.m. 10th grade
Thursday - 9:00 a.m. to 12:00 p.m. 9th grade

HS On Campus Blended – Reviewed Quarterly

HS Blended on campus will consist of students that have been designated as needing additional face to face instruction, following the requirements set forth by HS administrators and occur on Tuesdays, Wednesdays and Thursdays. No more than 50 credit deficient seniors, spread between 4 classrooms, will receive face to face instruction on Fridays from 9am until noon.

Professional Development

NVVA teaching staff will attend professional development during the first week of school. Training and resources will be provided to staff including but not limited to:

- Classroom training provided by grade level administrators
- Healthy and Safety training pertaining to COVID-19
- All required training assigned to staff yearly as required

Teacher and Staff Communications

- Teachers are in contact with their students daily as all classes occur on-line. Advisers and counselors reach out to the students weekly.
- All NVVA staff are given an extension number and families are able to access this extension if needed. They are also able to email teachers at any time.

Students with Additional Needs

Students who receive additional services through a 504 or IEP will continue to receive services and accommodation as they normally do. Related Services and accommodations are delivered using an online format.

Attendance and Engagement

Attendance practices will not change. Attendance is entered in Infinite Campus according to the guidelines that have been provided to the school by NDE.

Expectations will proceed as normal. Any family that is experiencing difficulties will be handled on a case by case basis.

Building Map

Not available until approved for new location.

ADDENDUM A

Addendum A – Securing a New NVVA Location

School year 2021/22

NVVA is currently in the process of securing a new location for the school and office. Our current lease ends on 7/31/21 and our continued growth necessitates a bigger campus. The current location is not able to effectively house students and staff, comfortably and safely.

NVVA has been working with a local realtor to finalize a contract for the Board to vote on and will work with the school to obtain necessary permits for the use of the building as a school, planning improvements necessary to the building and securing a contractor.

The following items were taken into consideration during the planning to secure a new facility.

Size of the building

Classrooms – *Blended Program* - At this time, we are limited to the number of students that can attend the blended, face to face instruction, to ensure academic success. By adding additional classrooms, we will have the ability to expand the blended learning opportunity.
Classroom Space – Orientation - NVVA has developed a comprehensive orientation process that has over time, shown to increase success for our students. Additional space would allow the school to effectively schedule the sessions.
Classroom Space – State Mandated Testing - NVVA utilizes the Blended learning campus as a test site during state mandated testing such as Access Screener, WIDA, MAP, Science and Smarter Assessments. Additional space would allow the school to effectively assess a larger population of our student body.
Staff - Office space is limited, and additional areas need to be included to house support staff positions.

Environment Control and Safety Protocols

The new building will need to be retrofitted for the items listed below. The additions will include but are not limited to:
Air filtration – Keep proper circulation of air to allow limited amount of Covid or other respiratory illness droplets in the air. Allow for consistent and constant exchange of fresh air.
PA system – Timely and safe manner to alert students and staff to any emergencies, drills or events.
Security System – Buzzer and lock system to allow for increased security of classrooms and building. This will aid in tightening our Emergency Operating procedures. Enable monitoring of staff and public entering school building.

Oasis Academy

Oasis Academy

Plan for the Safe Return to In Person Instruction & Continuity of Services.

Fall 2021-2022

Plan for the Safe Return to In-Person Instruction

Oasis Academy is required to have a reopening plan pursuant to Emergency Directive 044. Oasis Academy's plan is in alignment with the SPCSA Plan for the Safe Return to In-Person Learning, the key topics addressed in the Nevada Department of Education's Framework for a Safe, Efficient, and Equitable Return to School Buildings as well as the U.S. Department of Education's ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools and ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs. Additionally, Oasis Academy will follow the CDC Operational Strategy for K-12 Schools. **OA will continue to modify practices based on the most recent CDC guidance. CDC guidance as it relates to schools in the fall should be out shortly and we will follow that guidance.**

ESTABLISHING A SAFE LEARNING ENVIRONMENT

There are significant educational and financial costs associated with COVID-19 for OA. When students are symptomatic and have to learn on-line there are significant educational costs. When unvaccinated employees are symptomatic and have to stay-home there is a financial cost associated with these absences. As such it is important that we continue to do all that we can to maintain a safe learning environment.

Face Coverings

In regards to face coverings OA will follow Emergency Directive 045 and recent guidance from the CDC. The CDC recommends unvaccinated people wear face coverings in schools. All children and staff using school transportation (extra curricular activities may ride buses) with more than one occupant are required to wear face coverings while using that transportation. All children and adults are welcome to wear face coverings at any time.

Social Distancing and COVID-19 Mitigation Measures

OA will follow CDC guidance with regard to COVID-19 health and safety mitigation measures including physical distancing, handwashing, respiratory etiquette, and cleaning. As that guidance changes OA will modify practices to match.

Unvaccinated students and staff who are symptomatic will be isolated at home for 10 days, or until they receive a negative COVID test and are symptom free. OA will continue to provide COVID testing on site with parent permission. OA will no longer conduct daily health screenings in the manner they did in 20-21, rather classroom teachers will send symptomatic students to the office. Individuals who have had COVID-19 within the last 90 days, and can provide a copy of their positive test results will not have to be isolated. OA will continue to maintain a log of excluded staff and students.

OA will continue to work with local authorities and the Nevada Department of Health and Human Services to conduct contract tracing as necessary.

Cleaning and Ventilation

OA will continue to sanitize the school and maintain ventilation levels in accordance with the Oasis Academy Plan for a Safe, Efficient, and Equitable Return to School 20-21.

MEETING THE SOCIAL, EMOTIONAL, AND MENTAL HEALTH NEEDS OF STUDENTS & STAFF

Oasis Academy provides a multi tiered system of support to all students. In the 21-22 school year OA will utilize a K-12 Social, Emotional, & Ethical Learning curriculum developed by Emory University in guidance. Guidance will happen throughout the year in each classroom. SEE Learning incorporates the latest developments in trauma research and trauma-informed care to provide a way for educators and students to explore emotions, self-regulation, and reflective practices. It does so through a strengths-based resiliency lens, meaning that it is appropriate for all students, including both those who have suffered from trauma and those who have not.

OA will continue to utilize the quarterly SAEBRS screener (Social, Academic, and Emotional Behavior Risk Screener) assessment to monitor emotional well being and behavior. Counselors will work with both small groups and individuals whose assessments or teacher referrals indicate are in need of additional support.

OA has been a TRIBES school since it opened and will continue to use those practices and philosophies on a day to day basis. OA has also been utilizing mindfulness daily with students for the last 4 years and will continue with that practice.

The OA comprehensive school counseling program will continue to follow the ASCA national model and keep our direct and indirect student services at eighty percent.

ACCELERATING LEARNING

Accelerated learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Studies have shown that when students tie background knowledge to new information, they are better at making inferences and retaining the new information more effectively. Oasis Academy will use three approaches to accelerate learning: In-school acceleration, tutoring, and summer learning and enrichment. School will resume on our normal schedule. Kindergarten and first grade will attend school 8-2, all other grades will attend 8-4.

In School Acceleration

All students will have access to rigorous grade level curriculum with needed support provided within the context of grade level work. OA will teach social studies and science through project based learning consistent with pre-pandemic practices.

OA will utilize diagnostic (MAPS) and formative assessments that provide timely information to help educators know where to focus for particular students.

OA will continue to utilize extended learning time. Our students receive additional minutes beyond state requirements.

Grade Level	Required Minutes	OA Minutes
k-1	43,200	45,500
2	43,200	62,300
3-6	54,000	62,300
7-12	59,400	62,300

High Quality Tutoring

OA will, whenever feasible, will provide high quality tutoring according to the high dosage principles research shows are the most impactful- tutoring that is provided consistently by licensed educators or paraprofessionals at least **three days per week for at least 30 minutes at a time in groups of five or fewer students.** OA will focus on language arts and has hired a reading specialist for the 21-22 school year. Students in grades k-1 will receive tutoring after school from 2:00-3:15 from their classroom teacher. Students in grades 2-6 will receive tutoring from the reading specialist during the school day. Students in grades 7-12 will receive additional support from their classroom teacher throughout the school day.

Summer Learning and Enrichment

Oasis Academy will develop a summer learning and enrichment program for summer 2022. The goal is to have this plan in place by March of 2022.

Path Forward Program Distance Education

Pursuant to Emergency Directive 044 and Guidance Memorandum 21-02, charter schools must provide distance education options to students who a) have a documentation from a medical professional related to a condition that would be compromised by attending school in-person, or b) are quarantined on the advice of local public health officials.

FULL TIME VIRTUAL STUDENTS

Parents must provide documentation from a medical professional related to a condition that would be compromised by attending school in-person. Each case will require approval from the CEO.

Oasis Academy will hire either a licensed teacher or licensed substitute to serve as the “Virtual Education Coordinator.” The virtual education coordinator will:

- Provide links to pre-recorded lessons to full time virtual students. Virtual students will be 1 day behind classroom peers.
- Coordinate with teachers and put together packets, supplies, and other materials on a regularly scheduled basis for full time virtual students.

- Provide a daily “Google Meet” time for full time virtual students, during normal school hours, to check in. Students who do not log in to the scheduled time will be marked absent for the day.
- Students IEP’s, 504, and ELL accommodations will be made and provided for by members of the student services team.

EXCLUDED STUDENTS (Symptomatic Unvaccinated Students)

Oasis Academy will hire either a licensed teacher or licensed substitute to serve as the “Virtual Education Coordinator.” The virtual education coordinator will:

- Provide links to pre-recorded lessons to excluded virtual students.
- Coordinate with teachers and put together packets, supplies, and other materials for excluded virtual students.
- Provide a daily “Google Meet” time for excluded virtual students to check in, during normal school hours. Students who do not log in to the scheduled time will be marked absent for the day.
- Students IEP’s, 504, and ELL accommodations will be made and provided for by members of the Student Services Department.

DISTANCE EDUCATION, EMERGENCY CLOSURE

In the event that Oasis Academy has to fully close under emergency circumstances we will ensure that all students are able to continue to learn via distance learning. Oasis Academy has 1:1 chromebooks for each student those would be available to anyone who needed one. Oasis Academy has hotspot devices for students who do not have access to the internet (historically that number has been very low at 1-2 students). Students would attend scheduled classes live with their assigned classroom teacher using the Google Meets and the Google classroom platforms. During the 20-21 school year Oasis Academy established a functioning materials drop off and pick up system at the school and that system would be utilized again. This was primarily important for the younger students whose work could not solely be completed online.

Pinecrest Academy of Northern Nevada

PINECREST ACADEMY OF NORTHERN NEVADA

Attention Pinecrest Academy of Northern Nevada Families:

Pinecrest Academy of Northern Nevada worked diligently in the 2020-2021 school year to provide high quality instruction for all students through virtual, hybrid, and in-person instruction. As the year evolved, we continued to adapt to meet the needs of our students and families. We appreciate all of the support we received to make it a successful year despite all of the obstacles. In planning for the 2021-2022 school year, we wanted to provide families with our expectations of how instruction will be delivered and the policies and procedures we are anticipating at the current time. **Please note that all policies are subject to change based upon CDC guidelines and Governor's mandates. Our school plan has been submitted to the Nevada Department of Education and is pending review. Any changes to this plan will be communicated to families.**

IN-PERSON LEARNING GUIDELINES

We encourage all students to attend in-person to receive the highest degree of instruction, intervention, social interaction, and emotional support.

- All classrooms will be open to 100% occupancy for in-person instruction.
- Safety protocols of enhanced cleaning will continue to be in place.
- Students attending in-person must adhere to the most updated mask requirements. Pinecrest Academy of Northern Nevada will follow the most current guidelines according to the CDC and Southern Nevada Health District. Mask requirements will be communicated closer to the first day of school.
- In-person students will utilize the multipurpose room for lunch, attend specials and recess, and be able to attend before and after school activities.
- The instructional day will be the full school day, as prior to COVID.

IN-PERSON LEARNING: HEALTH AND SAFETY

- **How will the school maintain the health and safety of students, educators, and other school staff?**
  Pinecrest Academy of Northern Nevada will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols.

- **How will the school address key CDC recommendations**?
    - **Use of face coverings**: Pinecrest Academy of Northern Nevada will require face coverings in accordance with WCHD and CDC recommendations.
    - 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 WCHD'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 .
    - **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 of Northern Nevada administration and staff will work with the WCHD to follow contact tracing recommendations and notify parties of exposure and need to quarantine.

- **Diagnostic and screening testing**: Pinecrest Academy of Northern Nevada will follow WCHD and CDC guidelines for diagnostic and screening testing as applicable. Health office staff will screen for symptoms and send home if diagnostic testing is advisable.
- **Efforts to increase access and awareness to vaccinations:** Pinecrest Academy of Northern Nevada 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 of Northern Nevada will follow CDC and WCHD 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.

IN-PERSON LEARNING: STUDENT WELL-BEING

- **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's 6.5 hour instructional day is designed to provide the opportunity for students to learn in person and promotes interaction with peers across all levels of learning. Students will attend specials classes, which provide social, emotional, physical, and creative outlets; along with recess and lunch time. Students will have access to before and after school programs for additional opportunities to promote educational, social, and physical health. 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.

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?

- 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.

PINECREST ACADEMY OF NORTHERN NEVADA

VIRTUAL LEARNING: STUDENTS UNABLE TO PARTICIPATE IN PERSON

The virtual model will be provided for core instruction to families providing medical documentation as detailed below and approved by administration. Virtual formats may vary by campus and specific information will be provided per campus.

- Any student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials will receive access to virtual instruction, including access to the technology necessary to participate in distance education, or a plan to provide accommodations for students without access to such technology.
- Students attending virtually will be expected to log in for the full instructional day, with the exception of lunch, specials, and selected elective(s).
- 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 daily. Students will complete and submit assignments via Google Classroom, online platforms, and paper/pencil formats.
- Elementary Specials will not be provided to virtual students.
- Secondary Electives that will be offered virtually will be limited and communicated by campuses.
- Students selecting virtual instruction will remain in that model for a minimum of a semester. Students cannot switch from virtual learning to in-person instruction during the middle of a semester without administrative approval.
- Students selecting virtual instruction will not be permitted to participate in before and after school activities/care, assemblies, field trips, sports, dances, clubs and/or any other extracurricular activity on campus.
- **All medical documentation should be emailed directly to the campus principal by July 25.**
    - Pinecrest Academy of Northern Nevada - Jami Curtis - Jami.Curtis@piencrestnnv.org

PINECREST ACADEMY OF NORTHERN NEVADA

VIRTUAL LEARNING: SUPPORTING STUDENTS

- The school will work to ensure continuity of services, including access to necessary technology and resources, special education and EL services, 504 plans, and nutrition services for students participating in distance education by following the protocols set forth in Directive 044.
- 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 the child with a 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 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.
- 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.

VIRTUAL LEARNING: QUARANTINED STUDENTS

- Students who are quarantined on the advice of local public health officials will access classes virtually with their classroom teachers and follow their regular schedule. Alternative assignments may be provided for elective classes and specials.
- All students may have access to a mobile device 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 of Northern Nevada. 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.
- In-person students will return to in-person instruction at the end of their quarantine period.

VIRTUAL LEARNING: EMERGENCY CLOSURE

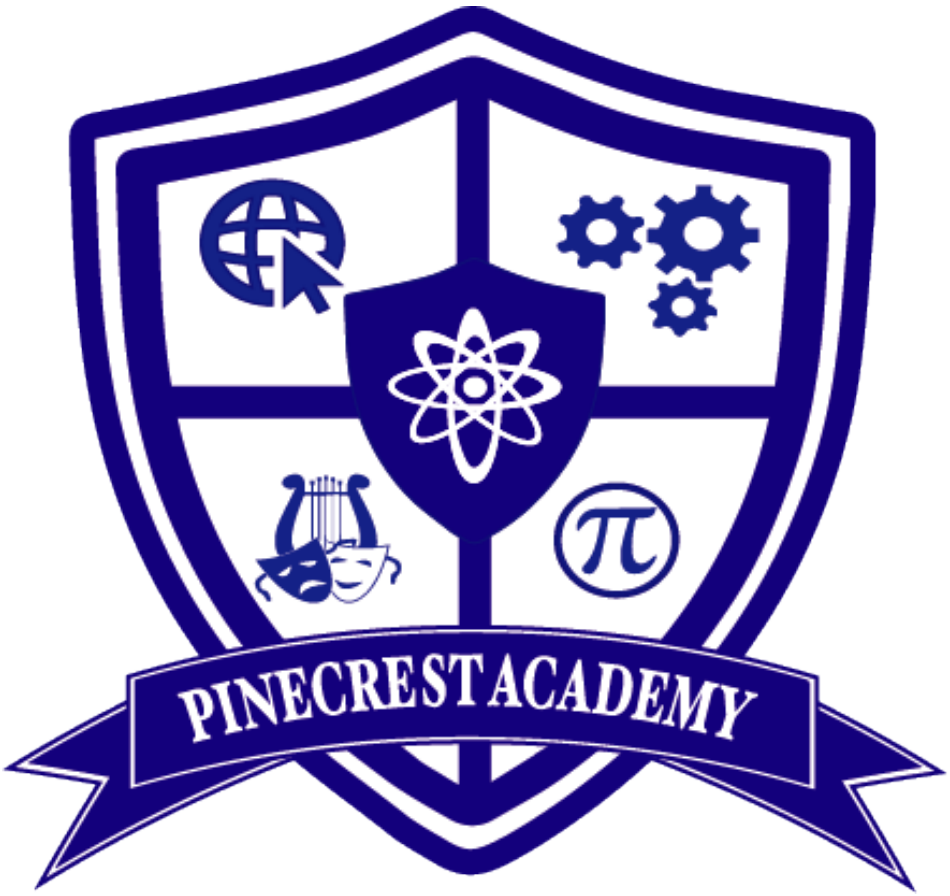
- **How will the school ensure that all students are able to continue to learn through distance education in the event that school must be closed due to the effects of the COVID-19 pandemic or another major emergency that necessitates the closure of school?**
  Pinecrest Academy of Northern Nevada will 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. All details of an emergency closure will be provided by Pinecrest Academy of Northern Nevada and individual campuses.

Your campus will be communicating further information as the start of the school year approaches. Thank you for your continued support and cooperation.

Sincerely,

Jami Curtis, Principal
Pinecrest Academy of Northern Nevada

Pinecrest Academy of Nevada



Pinecrest Academy of Nevada

2021-2022 School Year Plan

Table of Contents

Background **5**

Safe Reopening for In-Person Learning **6**

In-Person Learning: Health and Safety **6**
- Handwashing and Respiratory Etiquette 6
- Diagnostic and Screening Testing 6
- Cleaning and Maintaining Healthy Facilities 7
- Face Coverings 8
- Contact Tracing 8
- Social Distancing & Capacity 8
- Accommodations for Children with Disabilities 9
- Vaccination Access & Awareness 9
- Traveling Abroad 9

In-Person Learning: Student and Staff Wellbeing **9**
- Supporting Students: Social-Emotional Learning - Tier 1 9
- Supporting Students: Trauma-Informed Practices - Tier 2-3 10
- Supporting Educators and Staff 10

In-Person Learning: Accelerating Student Learning **11**
- Implementing Assessments 11
- Pairing Data with Instruction 11
- In-Person Learning & Special Populations 11

Path Forward Program: Distance Learning **12**

High-Risk Medical Exemption Process **12**

High Risk Exemption Form Page 1 - Information **14**

High Risk Exemption Form Page 2 - Medical Certification **15**

Parent Considerations for Distance Learning **16**

Full-Time Distance Learning **17**

Covid-19 Positive & Close Contacts - Logistics **17**

Quarantined Students & Distance Learning **18**

Transitioning due to Public Health Conditions **18**

Serving Special Populations in Distance Learning **19**

Staffing & Development for Distance Learning **20**

Student Attendance in Full-Time Distance Learning **20**

Technology Access 21
Student/Family Communication 22
Nutrition 22
Social-Emotional Support 23
Mask & Visitation Policy 23
Emergency School Closure Learning Plan 24
Education Management System 24
Primary Online Learning Platform 24
Student Materials, Technology, Supplies Distribution 25
Additional Outreach 25
Academic Progress Tracking 25
Staff Communication 25
Attendance 25
Special Education Program 26
Initial Preparation 26
Primary Online Platforms 26
Practical Issues 26
Special Education Specific 26
Related Services 27
Special Education Teacher 27
Paraprofessionals 27
Instruction 28
Parent/Guardian Communication 28
Progress Monitoring 28
Individualized Education Programs (IEPs) 28
Student-Specific Decision Making 29
Summary of Teacher Expectations 30
Grading 31

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 willlook 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 Disenfectant 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 mayl 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. Someof 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 meansor 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 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/curriclular 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	● **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. ○ 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 .
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?** 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.
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?** ● 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.
Distance Education: Students unable to participate in person	**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 Education2?** ● **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.
Distance Education: Emergency Closure	**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.

Distance Education: Supporting Students	**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?** 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. ○ 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.

Quest Academy



Quest's Path Forward:

A Plan for a Safe, Efficient, and Equitable Return to School Buildings

2021-2022

Table of Contents

Table of Contents	2
Letter from Principal	3
Quest's Plan and Layout	4
Engagement, Communication, and Emergency Management	5
IN PERSON LEARNING: Health and Safety	7
IN PERSON LEARNING: Student and Staff Well Being	17
IN PERSON LEARNING: Accelerating Student Learning	20
DISTANCE EDUCATION: Students Unable to Participate in Person	22
DISTANCE EDUCATION: Supporting Students	29
DISTANCE EDUCATION: Emergency Closure	32
Appendix A: Medical Exemption Form	39
Appendix B: Full Time Distance Learning Agreement	41
Appendix C: CDC Poster Guidance	47
Appendix D: Visitor Questionnaire and Acknowledgement	48

Quest's Path Forward: A Plan for a Safe, Efficient, and Equitable Return to School Buildings in 2021-2022 and Beyond

July 2021

Quest Staff, Families, and Community Members,

The Nevada Department of Education (NDE) Path Forward Framework provided a background for which Quest created a plan forward with a return to school buildings in the 2020-2021 school year that was responsive to our school community. We have learned a lot and grown in many ways as we now prepare for the 2021-2022 school year. Once again, we have a Path Forward Program to ensure success for our students.

Background for the SY2122 Path Forward Plans: Superintendent Jhone Ebert and (NDE) requested the submission of a Path Forward Program for the 2021-2022 school year. There are three key components and requirements to our school's reopening plan.

1. 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.
2. 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.
3. 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 establishes an emergency distance learning plan to be implemented in the event of a major emergency. This way schools are more prepared to tackle any sudden closures, similar to what was experienced in spring 2020 because of the pandemic.

Thank you to all in the Quest community for your patience, support, and positive spirit throughout the past 18 months. Quest will work hard to ensure our students are provided a safe, equitable, and accessible learning environment to become leaders of today and tomorrow.

Sincerely,

Janelle Veith
Principal

Quest's Plan and Layout

Quest's plan is responsive to our school community and written with lessons learned throughout the pandemic. On July 9th, 2021, the CDC issued updated guidance on safe school openings, which have been incorporated in this document.

The U.S. Center for Disease Control and Prevention (CDC) offers guidance for ways in which schools can help protect students, educators, and staff and slow the spread of disease.

- Quest must determine, in collaboration with health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of our local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of the Quest community.
- CDC guidance documents are meant to supplement, not replace, any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

EQUITY STATEMENT

Quest advocates for equitable access for all students to the highest quality public education, while supporting school educators and staff. Equity means the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

HOW TO USE THE PLAN AND ITS LAYOUT

This Plan intends to cover major areas for the 2021-2022 school year as well as the new requirements set forth in Senate Bill 215 from the 2021 Legislative Session. SB 215 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 establishes an emergency distance learning plan to be implemented in the event of a major emergency.

The Plan addresses six key components:

1. In Person Learning: Health and Safety
2. In Person Learning: Student and Staff Well Being
3. In Person Learning: Accelerating Student Learning
4. Distance Education: Students Unable to Participate in Person
5. Distance Education: Supporting Students
6. Distance Education: Emergency Closure

COMMUNITY ENGAGEMENT

Re-opening plans created after a complex public health crisis require a collective approach. It is critical to engage, educate, and empower all families and staff and ensure our re-opening plan is responsive to their voice and needs and address specific challenges in the Quest community.

Regardless of the challenges and changes, Quest will ensure students are academically growing through research based best practice instruction and rigorous standards for performance. Quest will adhere to our Mission and Vision to grow leaders for today and tomorrow.

Mission

Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.

Vision

Quest Preparatory Academy provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.

COMMUNICATION

Quest will utilize the following ways to communicate: providing updates via school website; text messaging; and email communication to educators, families, students, community members, and other key stakeholders. Additional communication methods will include social media (Facebook, Instagram, Twitter) and communication platforms such as Infinite Campus and Microsoft Teams. Consistent, accurate information regarding policies and procedures is needed to keep everyone informed:

- Posted signs in highly visible locations, such as the school entrances and restrooms, that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).
- Broadcast regular morning announcements on reducing the spread of illness to K-8 students and staff
- Include messages and videos about behaviors that prevent the spread of illness when communicating with staff and families on school websites, in emails, and on school social media accounts.
- Disseminate CDC print and digital resources from the CDC's communications resource main page.
- Ensure student- and family-facing materials are reader-friendly and available in a language all community members can understand.
- Create opportunities for staff training, both overall for pandemic response and tailored to different roles

EMERGENCY MANAGEMENT

Emergency management is a critical component of organizational leadership and a plan must be in place to implement and communicate with stakeholders.

Quest will maintain a communication system that will ensure to reach all stakeholders. The first line of communication will be through Infinite Campus. Then, announcements will go through Microsoft Teams. Third, social media platforms and then the school website.

Continuation of Operations Planning in an Emergency Closure

In the event of a pandemic or similar public health emergency, there are special considerations for school operations. Quest's emergency operations plan includes a Continuity of Operations Plan (COOP). The extent to which Quest will remain operational during a pandemic will largely depend on the severity of the pandemic and our plan for continuity of education.

If Quest is closed to students for learning, it will remain operational in part. To determine the appropriate level of operations and to ensure functionality, the School Safety Committee will develop a standard operating procedure for essential functions and processes.

Quest utilizes the Federal Emergency Management Agency (FEMA) for instruction on planning for continued operations. This includes using the school's COOP plan and working with the local health authority.

Emergency Operations Planning

Emergency Operation Plans (EOPs) are developed by a collaborative planning team with clearly defined roles and responsibilities to help responders understand the situation at hand, as well as identify and prioritize threats (hazards and risks). Quest's EOP includes the necessary elements of: communications, resources and assets, safety and security, staff responsibilities, utilities.

Nevada Requirements for Crisis and Emergency Response for Schools

Nevada charter schools are required to have school EOPs that meet the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements.

- NRS 388.229-.26 Public Schools

IN PERSON LEARNING: Health and Safety

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

According to the USDE COVID-19 Handbook (U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, Washington, DC, 2021. This report is available on the Department's website at https://www2.ed.gov/documents/coronavirus/reopening.pdf) , K-12 schools can open safely for in-person instruction when strictly implementing prevention strategies. The CDC K-12 Operational Strategy emphasizes the importance of using a combination of layered prevention strategies to avoid COVID-19 transmission in schools, including:

1. Universal and correct wearing of masks.
2. Physical distancing.
3. Handwashing and respiratory etiquette
4. Cleaning and maintaining healthy facilities, including ventilation improvements.
5. Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or Tribal health departments.

*"*While each of these strategies is important, emphasis should be placed on the universal and correct wearing of masks and physical distancing.*"

CDC's operational strategy then advises on how to use the thresholds determined by these metrics as a first step in planning to implement prevention strategies in elementary and middle school level learning:

Levels of Community Transmission	
At low (blue) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities can occur with physical distancing to the greatest extent possible.
At moderate (yellow) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities should only occur in person if physical distancing of 6 feet or more can be maintained.
At substantial (orange) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Cohorting is recommended when possible. Sports and extracurricular activities should occur only if they can be held outdoors with physical distancing of 6 feet or more.

At high (red) levels	Elementary schools open for in-person learning with strict adherence to prevention strategies, including masking. Physical distancing of 3 feet or more should be required. Cohorting is recommended when possible. Middle schools that can use cohorting can operate in person with 3 feet or more of distance with strict adherence to all prevention strategies (including masking). Schools that cannot use cohorting should ensure 6 feet of distance between students in classrooms and continue to use 6 feet of distance between students outside classrooms and throughout the school, as previously recommended.
The total number of new cases per 100,000 people can be calculated by adding the number of new cases in the county (or other community type) in the last 7 days divided by the population in the county (or other community type) and multiplying by 100,000	

HEALTH

Quest will address key CDC recommendations based on the current guidance in the following health areas:

1. Use of Face Coverings
2. Handwashing and Respiratory Etiquette
3. Cleaning and Maintaining Healthy Facilities
4. Improving Ventilation
5. Contact Tracing
6. Diagnostic and Screening Testing
7. Efforts to Increase Access and Awareness to Vaccinations
8. Appropriate Accommodations for Children with Disabilities with respect to health and safety policies

1. Use of Face Coverings

Quest will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings with awareness of the current level of community spread using CDC thresholds as indicators.

According to the CDC, a critical mitigation strategy is consistent and correct universal mask use. When teachers, staff, and students who are not fully vaccinated consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- Indoors: Mask use is recommended for people who are not fully vaccinated including students, teachers, and staff. Children under 2 years of age should not wear a mask.
- Outdoors: In general, people do not need to wear masks when outdoors. However, particularly in areas of substantial to high transmission, CDC recommends that people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

As of July 1st, 2021, Clark County is at a high (red) level for community transmission. Quest will use universal masking of unvaccinated individuals while in levels of substantial and high community transmission. While providing vaccination documentation is voluntary, vaccination documentation must be provided to Human Resources (staff) and to the Registrar (students) to not wear a mask. Quest is supportive of people who are fully vaccinated, but choose to continue to wear a mask, as a personal choice or because they have a medical

condition that may weaken their immune system. With vaccination status, Quest will use the same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information will comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination will comply with all relevant state, tribal, local, or territorial laws and regulations.

As community transmission levels fluctuate throughout the year, the school leader and Governing Board designee will meet and coordinate with the school safety team regularly to update the mask policy to adjust to local conditions and recommendations/requirements of the SNHD, state of Nevada, and CDC. Community transmission levels will be monitored weekly. Any update to the mask policy or COVID-19 related policies will be communicated to the school community through a schoolwide email and notice home to parents.

The narrow subset of students with disabilities who cannot wear a mask because of their disability, or cannot safely wear a mask, might still be able to attend school safely if other prevention strategies can be followed, including, for example, correct masking for others who work or learn with them and physical distancing. Adaptations and alternatives, such as additional facial protections can be considered for educators and other students working with or learning with such students in addition to physical distancing. IEP/504 students may not be required to wear masks based on individual needs.

2. Handwashing and Respiratory Etiquette

Individuals should continue to practice good hygiene. Employees must wash their hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces. All students, staff, and visitors will be required to utilize hand sanitizer upon entering the school building. Quest will continue to promote proper personal hygiene to include:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 6 feet of physical distance from others
- Avoid contact with others if within 6 feet
- Wear a cloth face mask covering in public (if unvaccinated)
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

Quest 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.

- Handwashing
    - Teach and reinforce handwashing with soap and water for at least 20 seconds
    - Increase monitoring to ensure adherence among students and staff
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used
- Sneezes/Coughs

    - Teach and reinforce coughing and sneezing with a cover (tissue) or if one is not available, into your elbow
    - Encourage staff and students to throw used tissues in the trash and hand wash immediately with soap and water for at least 20 seconds
- Cloth Face Coverings
    - Quest will teach and reinforce the correct use of cloth face coverings.
    - Individuals will be reminded frequently not to touch the face covering and to wash their hands frequently.
- Information regarding hygiene will be shared with families through email regarding handwashing, coughing/sneezing, and proper use, removal, and washing of cloth face coverings.

3. Cleaning and Maintaining Healthy Facilities

Quest will make multiple adjustments to clean and maintain healthy facilities to minimize the risk of COVID-19. This will include:

● 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.
● Occupancy capacity signs are placed in each classroom.
● Desks will be arranged to be socially distanced to the furthest extent possible. Desks will be marked to show which ones are assigned to which students.
● Furniture that is difficult to clean will not be utilized or replaced.
● All air filters will be monitored and replaced as needed. HVAC vendors service the school multiple times throughout the school year.
● Students will be required to have individual school supplies. This includes student headphones.
● 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.
● All emergency plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency and precaution.

In each building, 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 Quest staff. Shared materials will be limited as much as possible, and they will be cleaned and sanitized after each use.

In the event of a pandemic scare or a positive COVID-19 diagnosis, the school has been equipped with an electrostatic sprayer that will disinfectant on contact when used. After this has been used in a space, that area will be disinfected and suitable for occupancy.

The Facilities department, working with the safety committee, has determined the definition, frequency, and need of ‘deep cleaning’. Quest will complete frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc. High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.

Libraries, gyms, and playgrounds are off limits unless they are sanitized between groups. Quest will provide hand sanitizers in every room and common areas. Teachers and staff will ensure proper supervision, especially with elementary students.

Quest Facilities will ensure the safe and correct application of disinfectants and keep products away from children. Supplies needed include: hand soap, sanitizer that contains 60% or higher alcohol, paper towels, disinfectant wipes, no-touch trash cans, and EPA-approved disinfectants against COVID-19.

In classrooms, students' belongings will be separated from others' in individually labeled containers in grades K-2. In grades 3-8, students' belongings will remain in their backpack, which will hang behind their chair.

Quest will support healthy hygiene behaviors by providing supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings for staff and no-touch/foot-pedal trash cans.

4. Improving Ventilation

Improve facility cleaning and ventilation to the greatest extent possible, including, minimally, by opening windows and doors and using fans where safe and feasible; routinely and consistently cleaning the facility, particularly hightouch or shared surfaces; conducting assessments or audits of existing ventilation systems; and developing a ventilation improvement plan, which may be based on tools from CDC. Quest can schedule incremental checkpoints to ensure plans for updating ventilation are going according to schedule and increase the frequency of changing ventilation filters.

5. Contact Tracing

For any student and/or staff that has tested positive for Covid-19, the Safety Coordinator will conduct an investigation. In the investigation, they will determine which students were in close contact with the positive individual and share the results with the Principal. Close contact is defined as within 6 feet for a total of 15 minutes. The Safety Coordinator will connect with the Southern Nevada Health District (SNHD). The Safety Coordinator will share the names of close contacts, their contact information, and parent information if the close contact is a student. From there, the Safety Coordinator will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Safety Coordinator will share that information with the principal. The principal will have the Registrar message the appropriate families.

6. Diagnostic and Screening Testing

Staff and students (and their parents) will self-screen their physical health daily. Under no circumstances should any employee with any symptoms report to the workplace (Appendix C: CDC Poster Guidance). If any student is not feeling well and having any symptoms, that person will need to stay at home.

Any individual who does not feel well or is symptomatic (fever, shortness of breath, etc.) should remain at home and away from others. Staff and students 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 and if necessary, another staff member will cover their classes.

All individuals feeling sick should stay home. Under no circumstances should an employee go to or stay at work if they feel ill. Employees should contact and follow the advice of their medical provider. In addition, employees and supervisors should stay in contact and communicate often and openly discuss any return to work to support the health of other employees.

Spaces have been created in the Elementary School and the Middle School 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. Quest 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.

- Physical Health Screening Plan
    - Employees
        - Daily (to be completed by the employee) -temperature screening and symptom checking
        - Employee shall notify Human Resources of a elevated temperature or symptoms
    - Students
        - Daily (to be completed at home) -temperature screening and symptom checking
        - Parents/guardians will be provided the checklists of symptoms to self screen their child(ren) at home in the morning before the school year begins.
    - Visitors
        - Every visit-temperature screening and symptom checking using form in Appendix D.
        - Screening will occur when the visitor enters the lobby. A sign on the door will notify the visitor of the screening requirements if they enter the building.
        - Volunteers will not be allowed during substantial or high levels of community spread. The safety committee in conjunction with the school leader and governing board designee will provide guidelines for visitors when there is low or moderate community spread.

- Immunizations-Office staff will communicate to staff, parents or guardians, and students that it is critical to be up to date on all required immunizations.

Protocols for Self-Isolation for individuals who are sick or who have come in contact with someone who is sick

- COVID-19 Circumstances: According to the CDC, it is recommended that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve, as COVID-19 symptoms can be similar to flu-like symptoms. Recovered, confirmed COVID-19 patients can return 10 days after the first day of symptoms or positive test (if no symptoms) or 72 hours after a fever resolves-whichever is longer.
- If Quest suspects a case(s) of COVID-19:
    1. A face mask will be placed on the staff member or student immediately regardless if she/he has symptoms or not to include confirmed vaccinated individuals.

2. Isolate the case in a separate room.
3. Notify parent/guardian.
4. Contact our local/state health department as soon as possible.
5. Create a list of all (students and staff) who could have been exposed (contacts).
6. Consider hospitalization for those with severe symptoms.

- Quest will follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.
- Students that require quarantine or need to comply with stay at home medical orders will be accommodated with full-time distance learning for the required number of days.
- Staff that require quarantine or need to comply with stay at home medical orders will be addressed with the HR office.

7. Efforts to Increase Access and Awareness to Vaccinations

Quest has and will continue to strongly encourage students, families and staff members to get their vaccinations if they are of age and health abides. Quest will also utilize the CDC recommended strategies below:

1. Partner up on COVID-19 vaccine-related activities in your community. Example: Inform parents through a school's communication channels about the dates and places of COVID-19 vaccination events or on-going clinics. Send out electronic sign-up links for parents to register their child and/or themselves for a COVID-19 vaccination appointment.
2. Arm school staff with resources for answering general COVID-19 vaccination questions during pre-service training.
3. Promote vaccine confidence among students, parents, and guardians.
4. Promote well-child visits for routine health needs.
5. Make COVID-19 a teachable moment.

8. Appropriate Accommodations for Children with Disabilities with respect to health and safety policies

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.

Quest will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

SAFETY

Use of Space: Social Distancing & Capacity Quest will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits.

Social distancing, also called "physical distancing," means keeping space between yourself and other people, which is one of the best tools to avoid being exposed to viruses and for slowing down the spread. As is possible, staff and students will be asked to stay out of crowded places and avoid mass gatherings. Students will maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as indoor masking. In the classroom setting, staff will stay at least 6 feet from other people but when not possible, must wear a cloth face covering and have a physical barrier as feasible.

Quest will work with educators, facility staff, and leaders to identify sufficient safe space that allows for physical distancing, making adjustments as needed to classroom layouts. Educators have been given time before the school reopening to redesign their classroom space and develop and coordinate new routines among staff to support physical distancing.

All staff members should monitor to avoid those circumstances that do not allow for appropriate physical distancing. Again, every individual is responsible for the safety and health of themselves and fellow employees.

Capacity in buildings and rooms is important to identify. Quest has measured each of its classrooms and spaces and identified the full capacity limit and can adjust accordingly to any percentage required by appropriate authorities. School events will be planned utilizing capacity numbers that allow for appropriate distancing and will require RSVPs.

Space Dividers Quest has Plexiglass for the elementary and middle school front office to serve as an additional physical barrier. When students are unable to adhere to 3 feet physical distancing in classrooms, space dividers will be utilized as feasible.

Traffic: Drop Off and Pick Up: Drop off will be car drop off only. For students that live within a 1 mile radius and have a walking permission slip, an outdoor screening line will be enforced and temperature checks will be conducted. Parents will be responsible for completing online health screen surveys before their child arrives. Pick up will be car pick up only. Quest will continue our school policy of silent dismissal. There may not be any congregation of parents/guardians outside the school. Students will only be released to those in vehicles. For students that live within a 2 mile radius and have a walking permission slip, they will be released to walk home once car pick up is complete.

Classroom and School Usage

Class changes will be 'static' when practical. If the schedule determines that class changes would be 'fluid', tables and high touch surfaces would be wiped down prior to another group's entry. Students will line up using social distancing and hallways will be one way each direction. There will not be passing periods where students commingle and do not go directly to class. All schedules must be adhered to in case the school must facilitate contact tracing.

Restroom usage policies that maintain social/physical distancing will come from the Safety Committee. The office staff will monitor the restrooms in building 1 and 3. Signage will be marked on the floor for where to wait for the restroom to become available. The PE teachers will be responsible for adhering to the restroom policy in building 4. In building 2, markings will be provided on the floor and teachers will maintain a restroom log.

Playgrounds and gym use will require physical distancing for activities. Playground accessories (such as a jump rope) will be kept by each class and sanitized daily to avoid any cross contamination. In the gym, high touch surfaces will be wiped between every class. Cooperative games such as hopscotch, four square, and other activities will be implemented. Upon entering the building from recess, all students will receive hand sanitizer.

Quest will utilize pre-designated entry and exit plans. For the elementary, entry will occur at the southwest corner of building 1. Once out of the vehicle, students will proceed to the southeast entrance for handwashing/sanitizer and then follow the path in the hallway until they reach their classroom. All students will follow the same walking pattern and it is one way. In the middle school, entry will occur in the southwest entrance. Cars will pull up next to the east side of the dirt lot and students will proceed in one direction to the southwest middle school entrance. Once inside the building, students will follow the same walking pattern and it is one way to their advisory class. During pick up, the same hallway patterns will be used in the opposite direction. Students will not leave until their vehicle is at the front of the queue. Staff not in a classroom will be responsible for various spots along the exit route to ensure students and staff adhere to social distancing requirements.

Schoolwide-based procedures for staff, students, and parents or guardians will be communicated through email, phone calls, flyers, and social media. Quest will determine, based on local health department guidelines, the gradual relaxation of the initial guidelines including social/physical distancing measures.

FOOD SAFETY

Quest will continue to operate the 2021-2022 school with a special provision, Community Eligibility Provision (CEP) to streamline meal counting and claiming as well as maximize the number of students receiving free meals. Based on current state and local health department guidelines, Quest will consider social/physical distancing requirements and may utilize seating in a classroom versus the cafeteria to avoid large gatherings.

For breakfast, students will pick it up on their way into the school and eat in their classroom. This will limit student contact. No meals will be served buffet or family-styled. Meals will be in pre-packaged boxes or bags for each individual.

The Facilities Manager will communicate with vendors to anticipate changes to menus and the necessary new food items, sanitation supplies, packaging supplies, etc. Quest Facilities will procure any equipment necessary (carts, temperature control bags, etc.) as needed for the modified meal distribution model.

Food services staff will continue to follow cleaning protocols that have a high frequency of disinfecting of high-touch areas throughout the day.

VISITOR POLICY

All business with the public, whenever possible, should be conducted over the phone or online during substantial and high levels of community spread. In cases where this is not possible, the following requirements

should be in place to include following Quest visitation policies.

- All buildings must have proper signage and social distancing materials placed in visible and appropriate locations to ensure safety of employees and visitors.
- Person(s) requiring access to our building, offices and facilities must do so only with a scheduled, pre-arranged appointment (This does not include employees conducting regular business).
- Ensure public reception spaces where appointments could gather to ensure appropriate physical distancing. These areas should be stringently monitored for compliance.
- Any additional furniture/seating that would support more than that number of visitors should be removed.
- Visitor Questionnaire and Acknowledgement forms must be uniform and copied in advance and provided to every visitor upon arrival (Appendix D: Visitor Questionnaire and Acknowledgement).
- Visitors must be explicitly informed that they will be asked questions about their health, visitation requirements for social distancing and the requirement to use a mask or face covering.
- Visitors must be explicitly informed they may have to submit to a temperature check. Persons with a temperature above 100.4 will be rescheduled.
- Visitors must be explicitly informed that they are expected to be on time for the scheduled appointment.
- If the visitor is more than 5 minutes late for the appointment, then the appointment may be rescheduled for another date and time.
- Visitors must be explicitly informed that access to the facility will be denied if they fail to complete the Visitor Questionnaire and Acknowledgement, feel sick or do not have a mask or face covering.

Requesting an Appointment: All Visitors requesting an appointment must be explicitly informed of the following requirements.

- Visitors must call upon arrival to the location to ensure the lobby or location are prepared for their arrival. If the visitor is more than 5 minutes late for the appointment, then the appointment may be rescheduled for another date and time.
- While on the phone, persons with an appointment must explicitly state that they feel well and are asymptomatic (no fever, shortness of breath, etc.). If they cannot meet this criteria, they must be rescheduled.
- While on the phone, persons with an appointment must be reminded of the requirement for social distancing and confirm they have a mask. If they are vaccinated, they must provide proof of vaccination. If they cannot meet this criteria, they must be rescheduled.
- Visitors must be explicitly informed that they may have to submit to a temperature check and will be required to answer a Visitor Questionnaire and Acknowledgement prior to or immediately upon entering the building or office location. Failure to do so will prevent the visitor from keeping their scheduled appointment.

IN PERSON LEARNING: Student and Staff Well Being

Quest will meet students' social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment through a focus on wellness and recovery. The school will support educator and staff well-being throughout the year utilizing specific strategies.

WELLNESS AND RECOVERY

As we work to reduce the spread of COVID-19 and move through this pandemic, social emotional connectedness is critical. The pandemic has caused a whirlwind of feelings within oneself. Therefore it is critical for Quest to make sure that the needs of its people are met. Quest will embed and integrate social and emotional learning (SEL) into all academic subjects onsite or via remote learning for both students and staff. When it comes to students, those needs most likely also include socioemotional needs and the trauma that can be triggered by a pandemic. For Quest, the wellbeing and mental health of staff and students are of the utmost importance.

Emphasize Social and Emotional Learning

Quest will emphasize social and emotional learning throughout the school year. Effective teaching and learning are highly connected to relationships, and therefore, the leadership team will model support and encourage teachers and school staff to find ways of building connections and relationships with each other and their students in various scenarios. In the elementary school, a round table is held at the beginning of the day to work on building school community, safety and respect. In middle school, this will occur in Advisory/Leadership. Quest also adheres to the 7 habits of highly effective people as modeled in Leader in Me. Adults and children are taught how to be leaders of self and leaders of others.

Quest has a Sunshine Committee that works to build community. The committee provides input about how to celebrate missed and upcoming milestones and creates next steps. While rallies and assemblies are not yet possible, morning announcements through Microsoft Teams video, visual bulletin boards, and newsletters will provide ways to express school values and continue to build the sense of school community.

Teach Coping and Resilience Skills

Quest utilizes the Second Step program for social emotional learning and anti bullying curriculum. These lessons provide ways for the community to learn empathy, problem solve, and use coping strategies. Training on the Second Step program will be provided to staff during pre-service.

Quest utilizes Positive Behavioral Interventions and Supports (PBIS) to focus on prosocial skills and to ensure that as soon as someone shows signs of struggling there is support ready. The Student Support Team uses the PBIS framework along with a Multi-Tiered System of Support (MTSS) when supporting students' needs.

Determining Student and Staff Social Emotional Needs

For staff, a social-emotional needs universal screener will be conducted on the first day that staff returns. The leadership team will analyze the staff's need for support before the first day of school and what may be needed when students return. For students, social-emotional check-ins will occur during advisory or morning roundtables. Teachers may refer students who may need a higher level of support to the guidance counselor.

The first two weeks of school will be focused on building community with the staff and students through our Leader in Me program. The school experience will be something not felt for well over a year and therefore Quest believes building communication and community will provide an environment to continue to monitor social emotional needs.

For students that are referred to the counselor as needing additional support, the student will be referred to the Student Support Team to determine support and structure needed.

Monitor Staff and Students

Quest will monitor staff and students by allowing listening sessions and communicating how lessons learned will be incorporated into the school improvement processes. If students, staff, or families are struggling, a process for support will integrate the MTSS framework to help assess social-emotional well-being and identify needs for supports. The counselor will schedule regular check-ins with those with an identified need.

The Student Support Team will use data to drive decisions and address equity. The SST will regularly review data for needed adjustments and support. The SST will work with community and state agencies and utilize referral pathways from basic needs to mental health services.

SUPPORTING STAFF AND STUDENTS

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

Supporting Students: Social-Emotional Learning - Tier 1

Quest will utilize multiple tier 1 social emotional support for its students. These supports include:

- School-wide expectations, procedures, and problem solving skills
- Positive systematic reinforcements
- Culturally responsive practices
- Data-based decision making
- Community partnerships
- Journal writing
- Art activities
- Daily classroom meetings
- Mindfulness practices-example: learning positive self-talk
- Monthly focuses on the 7 Habits through the Leader in Me program

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

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.

Quest has to work and make decisions with these social emotional needs in mind. Universally, Quest will use the tier 1 trauma-informed practices & interventions provided above as a first step. If students are identified that need additional support, additional practices will be used.

For more targeted and intensive support, Quest will use these tier 2 & tier 3 interventions:
- Weekly reflection meetings
- Practice problem solving skills
- Creating a "calm down toolkit"
- Anxiety/grief support groups
- One-on-one weekly meetings between student and counselor
- Virtual home visit between student and counselor
- Behavior contract
- Restorative justice
- Use of empathy in multiple forms

Supporting Educators and Staff

Quest supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. Also, it will be important for Quest to consider educators who have experienced hardships during this time due to health concerns, personal losses and other factors. Quest will focus on three main bedrocks in helping teachers.

1. Foster wellness. Quest 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. Quest will reach out to a wellness provider to consider hosting virtual mindfulness or discussion sessions. Quest will promote the importance of healthy sleep. Quest will encourage staff to serve as valuable resources to one another by sharing strategies for coping with the pandemic.
2. Provide training. Quest acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. Quest has been and will continue to offer training and technical support for new job demands. This may help to reduce stress.
3. Model healthy behavior: Quest will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

IN PERSON LEARNING: Accelerating Student Learning

Quest will address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities.

Quest 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. Because of this, structures must be put in place to ensure the students have a safe environment at school while mitigating the pandemic and that academic time in person be maximized to accelerate student learning.

Impact of COVID-19 on Students' Opportunity to Learn: Identifying Student Academic Need

Quest will determine students' academic needs as a result of the pandemic and provide support as necessary. Quest will continue the assessment protocol of prior years where all students are assessed to determine a baseline of where each student is achieving. NWEA MAP Growth assessments will be utilized for K-8 Reading, K-8 Math, and 3-8 Science within the first 15 school days. On September 18th, the Professional Development Day will be dedicated to analysis of assessments and planning to provide support and needs based on results. Teachers will create both class goals and individualized goals for student growth.

The Leadership and Student Support Team will look at grade and school level trends and provide instructional support and coaching for teachers to assist student academic needs being met. Students that are identified as high risk will be brought to the weekly Student Support Team to put response to intervention support in place.

Student progress will be monitored with exit tickets at the end of classes and intervention time will be dedicated to meeting the individual needs of students. MAP Growth assessments will be administered again in November/December to identify growth and additional supports needed.

Effectively Using Data

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

Pairing Data with Instruction The teachers will look at the beginning of the year data during the Student Success Team (SST) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first SST meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. Quest will utilize a wide range of programs to accelerate learning and close the achievement gap. Some of the intervention programs include but are not limited to Smarty Ants, Achieve 3000, Dreambox, and Moby Max.

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. In addition, Quest will offer after school tutoring, starting in November. After school tutoring will be offered to identified intervention students at no cost.

Strategies for Accelerating Learning

Accelerating learning as a strategy means that we are not remediating, rather, we are looking forward to what students will need to know to succeed the next day, week, or year and focusing solely on those skills. Quest staff will utilize multiple strategies to accelerate learning to include providing effective Tier I instruction, targeted instruction and support for Tier II and III, and using "just in time" instruction and min-lessons that allow teachers to figure out the crucial skills and pieces of knowledge students must have in hand to prepare them for tomorrow.

Provide Core Content Delivery with Fidelity: Tier I Curriculum

Teachers will continue to follow their yearlong curriculum maps to ensure coverage of Nevada Academic Content Standards. Teachers will continue to utilize the curriculum supports that are rated as highly effective through EdReports.org:
ELA: My Perspectives (6-8), CKLA (K-5)
Math: Into Math! (K-8)
Science and Social Studies: Discovery Education (K-8)

Targeted Instruction and Support for Tier II and III

Teachers will utilize targeted supports through utilization of programs that are individualized to the student's current level of achievement. Then small group lessons and intervention can also be focused on standards and skills that students need.
Supports: Dreambox (Math K-8), Achieve 3000 (ELA 3-8), Smarty Ants (ELA K-3)

"Just in Time" Instruction

Another best practice Quest will use to slow down learning loss is to give students a "just-in-time strategy" where interventions and scaffolds happen right as they encounter grade-appropriate materials and demonstrate a need. Providing students with multiple entry points to the content, scaffolds, and differentiated instruction is important in making grade-level content more accessible and rigorous.

Just-in-case scaffolding—providing hints and supports to all students even when they have not demonstrated the need for it—creates issues of both access *and* equity. When you provide scaffolding to students before they have the opportunity to make sense of a challenging task on their own—without the extra help—they are inhibited from developing productive perseverance. All too often, so much support is provided through the initial scaffolding that the cognitive demand of the task is significantly decreased. If this sort of scaffolding is provided up front for students who struggle, then these same students are denied access to cognitively demanding tasks. When access is denied, equity becomes an issue.

DISTANCE LEARNING: Students Unable to Participate in Person

Quest will ensure that any student who falls into the one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education. 1-Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person 2-Students who are quarantined on the advice of local public health officials

Quest has created a distance learning plan for the 2021-2022 school year. Quest 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.

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

1-Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person

High-Risk Medical Exemption Process

If a student or an individual has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form (provided in Appendix A) may be completed in order to participate in distance online learning at home for the 2021-2022 school year.. A health care medical professional must complete the exemption form and email it to Quest at m.hester@questlv.com. Quest will review the form, and either approve or deny within one week of receiving the request. All medical exemption requests will be subject to verification. Parents/guardians will be notified by campus leadership when the form has been verified and accepted.

In the event that getting a physician's wet signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice. Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would. There may be times, 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 with a minimum of 6 feet physical distance. Every person will wear a mask in these environments and complete health screenings.

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.

Full-time distance learning will only take place for high-risk students whose exemption form has been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the teacher that is designated at the grade level for hybrid instruction, meaning providing instruction to some in person students and some distance students.

Parent Considerations for Full time Distance Learning with a Medical Exemption

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

- Students will only be allowed to switch back to in-person learning at the end of each semester, which will be determined on a case-by-case basis 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.
    - Kindergarten - 2nd grade will have a minimum of 60-90 minutes of real-time sessions daily.
    - 3rd - 5th grade will have a minimum of 90-120 minutes of real-time sessions daily.
    - Middle School will have a minimum of 60-90 minutes of real-time sessions per week per course.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

2-Students who are quarantined on the advice of local public health officials

Quarantined Students & Distance Learning
Any student at Quest who is quarantined on the advice of local public health officials will receive access to distance education.

Covid-19 Positive & Close Contacts -Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by their campus leadership. Proof of a positive test should be provided to campus leadership. Contact tracing will be conducted to determine if there are any close contacts on campus. Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined by their campus leadership. A student's quarantine can be for two weeks (most of the time) but can be longer depending on different factors. During a student's quarantine, a Chromebook or laptop 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 Groups - 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 Microsoft Teams, and instruction will be synchronous through Microsoft Team meetings. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning. When only a limited number of students need to be quarantined, students will be assigned to the dedicated DL teacher's classroom. Attendance will be taken in Infinite Campus. All assignments will be turned in via Microsoft Teams.

Quest Distance Learning Education Plan

Overview

Goals

1. Provide a supportive mode of learning through distance education for all students to grow and be successful.
2. Provide equitable access to those students without access, ensure equity, and provide for students with disabilities and English learners.

Quest understands the need for continuous learning among its students utilizing a distance learning model. The teacher-directed instructional model is a hybrid of asynchronous and synchronous learning to create a structure where learners complete their work at their own pace and also have a particular time to meet with their classroom teachers for instruction and receive support when completing their work. It also has components of the online curriculum in printed format to ensure access to materials for all. To add to this, the plan to provide synchronous distance learning will occur through interaction during live lessons. This is critical for engagement, understanding of course material, and communication.

The online learning platform of Quest is Microsoft Teams, which provides for secure communications between teachers and students. Live lessons are also available through Microsoft Teams. Teachers are trained on best practices with distance learning using Live Lessons and are integrating all distance components through Teams. Microsoft Teams provides a simple and robust communications platform. The integration of Teams allows teachers to use the functionality of video conferencing and teaching in a secure environment established through the integration of Teams and by requiring Microsoft Teams/Office 365 authentication. Students will continue to use their textbooks, both print (if needed) and online versions to support their learning.

Full-Time Distance Learning

The school will make a schedule based on the number of DL eligible students from each grade level. 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 Microsoft Teams and other DL instruction programs and resources. Students will be provided a Chromebook to take home. Students will also be provided internet service if need be. If an entire class goes under quarantine, the regular teacher will provide virtual instruction to the class. All work/activities will be accessed via Microsoft Teams, and instruction will take place via Teams Meetings. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning. Teachers will make at least one entry per week for each subject in the Infinite Campus Gradebook. The DL homeroom teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. If a student cannot be accessed via phone, video conferencing, or email, in that case, the dedicated DL teacher will need to find other ways of interacting with the family and record all communication and details.

Content Delivery: Recommended Time on Task

The instructional schedule may need to be revised/revisited throughout the year but the schedule will provide for the time allocations below:

K-1: Students should be engaged in academic activities for approximately 2 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc. 60-90 minutes will be live lesson instruction each day.

2-5: Students should be engaged in academic activities for approximately 3 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc. 90-120 minutes will be live lesson instruction each day.

6-8: Students should be engaged in academic activities for approximately 4-5 hours daily. The remainder of the day could be spent reading, exercising, drawing, coding, listening to music, etc. Middle school will have a minimum of 60-90 minutes of real-time sessions per week per course.

Equity and Access

Quest's student population has varying situations and circumstances. Quest will offer devices for checkout to families who request for them. Our teachers' survey to their students' parents will also help Quest identify students' access to the internet and connectivity. Quest will also identify those families lacking appropriate devices used for distance education (A cell phone is not adequate technology for school work. Tablets, computers, and laptops will be needed). Quest will make technology and the internet accessible to all students requiring distance education.

Transition Between In-Person Instruction, Full-Time Distance Education, and Hybrid Learning Models

During the 2020-2021 school year, Quest had a positive experience with all learning models and learned many lessons in helping our students and families. We also had experience quarantining students and/or classes. This has allowed the school community to provide a high-quality education in any setting. In the 2021-2022 school year, we will be utilizing in person instruction for all students except those that fall in the exemption categories listed previously in this section. While Quest does not anticipate a change to this learning model, we are ready to adjust to any new directive. When a change of health conditions occurs, the Principal will notify the Quest School Board designee of the change and recommended transition using previous learning models and plans from the 2020-2021 school year. Once approved through the Board (approval may be informal if time sensitive, confirmed by email and formal approval if needed at next Governing Board meeting), the school community will be notified of any plan transitions through Infinite Campus announcements via email, phone calls, and postings on Facebook and the school website. This adaptation of movement between phases is critical for success in an evolving pandemic.

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.

Additionally, the school safety committee met regarding the CDC Guidance for the School decision tree. When closure authority is returned to the local level, the safety committee will incorporate that guidance into the decision-making process. During the school year, if there is a potential need to close again, the safety committee will convene to make decisions and recommendations to the school board.

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. That occurred on a weekend. In a week, live instruction was taking place online. Now we are prepared to make the change overnight. This is because we prepared our staff and students for multiple scenarios. 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 blue week/green week/full-distance cohorts at our school. It went smoothly because of the training that staff received and the communication between the students, families and the school. Through both models, our school 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.

Staffing & Development for Distance Learning

Quest 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 Microsoft Teams and online curriculum programs. 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.

Professional Development

Provide and ensure participation in professional learning for educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses. Staff will be provided professional development prior to the school year beginning to address both the health and safety requirements related to the prevention of the spread of COVID-19 and other illnesses and how to deliver high-quality distance education.

Training for health and safety will be provided by the Quest Safety Team as well as from our safety partner, Compliance Science. Training for high-quality distance education will occur during professional development the week before school begins. Optional training will begin at the end of July.Educators will receive training on building student relationships, instruction best practices in distance learning, and Microsoft Teams training. Training will be continuous throughout the school year.

Leadership Team Role

The Leadership team at Quest meets weekly. The team shares the same information so the messaging to all stakeholders is clear and consistent. Additionally, the school leader distributes a weekly newsletter to all staff and the office manager sends out family communication.

Governing Board Role

The school leader will send regular updates to the governing body to keep them informed of school operations through a bi-weekly email. Governing board members with questions may contact the school leader who will accurately respond to questions.

Frequently Asked Questions

A FAQ site is available on the Quest website under the “Parent Resources” then “Distance Education” tab. In order to provide accurate information and debunk inaccurate information so that it does not create panic or a misinformation vacuum, informational videos will be released in the weeks leading up to the school opening. Additionally, the parents on the school re-opening committee will serve as parent liaison for other families with questions and concerns.

Attendance

Quest will track daily attendance in its student information system, Infinite Campus. This will ensure Quest utilizes a consistent method for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through Microsoft Teams, which serves as the learning management system.

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, generally their advisory or homeroom 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 a Microsoft Form 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 Microsoft Teams.

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 incorrectly marked absence. Ten consecutive unexcused absences with unknown whereabouts and no contact will result in a withdrawal from Quest.

DISTANCE LEARNING: Supporting Students

Quest will 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.

Information Technology

Technology Access For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family. Parents of DL students will be able to set up their Infinite Campus Parent accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year. Families will receive training by a Quest 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.

Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology.

Quest will expand access to technology and internet connectivity for students, families, and education. Quest will have families complete an Information Technology Survey prior to the school year beginning to identify the need for accommodations. This will include information on devices that can be used for student learning as well as access to internet connectivity. In the Spring, Quest provided and checked out technology for all students that had a need. Families were also allowed to park in the school's covered parking area for connection to the school wifi if connectivity was needed. Families were also given information regarding wifi access points such as libraries and the school district roving wifi busses. The school also will connect families with internet providers with school student rates. Families that have an economic hardship may contact the school for further individualized options.

Resources

Quest will provide resources to students and assistance and advice to parents/families so they can support students participating in distance education.

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 Teams, 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. This conference may be requested by indicating so on the eight-week progress report. Such conferences may be handled by telephone, in person, or via written communication If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours. If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day. If a student has not communicated with a staff member for 5 days in a row, a home visit will take place. If a family communicates that they are in need of resources,

campus leadership, the teacher and the community outreach coordinator will work together to provide resources.

Quest will provide assistance and advice to parents and families on how they can better support their child's success and participation in distance education. Before the school year begins, families will be given informational material through emails, and required virtual Parent Training Nights. Parents and families attending distance education at Quest will be given a *Parent Agreement and Acknowledgement of Responsibilities* to read, review, and sign that outlines the responsibilities of all stakeholders in a successful distance education setting. Throughout the school year, the Student Support Team will continue to send out communications regarding ways to assist and support their child while learning at home. The Principal will continue to hold monthly "Coffee with the Principal" meetings with parents and families and will incorporate assistance/advice to support students.

Special Education and EL students

Response to Intervention

Quest will hold weekly Student Support Team meetings to monitor and support students' academic, social-emotional, and behavioral concerns. Teachers will continue to implement intervention sessions to their students attending classes in-person. For those who are attending classes virtually and are part of the Tier II and III groups, weekly online intervention classes will be held for those students.

Special Education Support/504/EL Support

The program of instruction at Quest provides appropriate education for English Learners, students with Individualized Education Programs (IEPs), and students with a 504 Plan. Special education students will be provided services/support in accordance with their IEPs. Parents of students whose individualized education plan (IEP) receiving services other than speech only will be contacted and given schedules for when the special education staff will be providing for their child via Zoom or Microsoft Teams when the child is on a distance education schedule. Students' assignments may also be adjusted as an additional means to provide learning accommodations and/or modifications. Additionally, the speech therapist will work with the school registrar to identify which students receiving speech services are approved to attend classes virtually. With parent consent, the speech therapist will then provide services to those students virtually. Assessments administered by the psychologist and/or the school nurse must be done in person and by appointment. Schedules will be communicated to the parent if their child is on the list for assessment.

Additionally, if an EL student is attending classes virtually. The EL teacher will provide daily video support to the student and his/her family. Supplemental packets for learning English, as well as a list of enrichment activities, will be sent home weekly so that the student and his/her family can continue to practice English skills.

Nutrition Services

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. Quest only serves lunch and breakfast to K-8 students at its campus. For virtual students to receive their lunch, the student and/or a family member will need to visit the campus during a designated lunch 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 the designated lunch period, unless at the discretion of school administration.
Important Note: When picking up, stay in your vehicle. Food services will bring the meals to your vehicle.

No meals will be served buffet or family-styled. Meals will be in pre-packaged boxes or bags for each individual.

The Facilities Manager will communicate with vendors to anticipate changes to menus and the necessary new food items, sanitation supplies, packaging supplies, etc. Quest Facilities will procure any equipment necessary (carts, temperature control bags, etc.) as needed for the modified meal distribution model.

Staff will continue to follow cleaning protocols that have a high frequency of disinfecting of high-touch areas throughout the day.

DISTANCE LEARNING: Emergency Closure

Quest will 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 for at least 10 consecutive days.

Emergency School Closure Learning Plan

Quest recognizes that there may be emergency situations that shut down a school 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. Quest is committed to providing a high-quality education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and students. This plan will succeed in delivering instruction online to meet students' elective and general education requirements. The purpose of this plan is to empower and prepare students for success by enabling them to access quality online instruction. This plan will act as a guide to improve learning and enhance student success. It is also aimed to fulfill all applicable rules, regulations, and policies stipulated by the Nevada Department of Education and the US federal government. Quest 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.

The Emergency School Closure Learning Plan will utilize the elements of the Distance Learning Plan for Covid-19 to include information from the previous two sections in this document and utilize the same goals.

Goals

3. Provide a supportive mode of learning through distance education for all students to grow and be successful.
4. Provide equitable access to those students without access, ensure equity, and provide for students with disabilities and English learners.

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

Primary Online Learning Platform

Microsoft Teams (Teams) will be used by every teacher to relay classroom content and deliver classroom instruction. Each teacher at the beginning of the year will add all students to their Teams and have school leaders as owners of the Team. This will also allow for a quick transition for content delivery and provide access for staff to ensure students and parents have access to all needed information. Teachers will upload videos, assignments and related information for student use as well as hold live lessons and office hours with

Teams meetings. In addition to Microsoft Teams, teachers will continue to use Into Math, CKLA, MyPerspectives, Discovery Education, Smarty Ants, Achieve 3000, Dreambox, MobyMax, and various software that was previously implemented for classroom use. Microsoft Teams is the teleconference method being used by teachers for classroom instruction.

Student Materials, Technology, Supplies Distribution

A student survey will be delivered to families to determine technology needs at the start of each school year. Chromebooks will then be distributed to families at a time, date, and location, which will be communicated right away to families when an emergency closure is announced. Additional supplies will also be distributed for select classes during this time. Additional Outreach Emails will be sent weekly with details regarding drive-through lunch options for students. Quest will work with its vendor to deliver types of meals (hot, cold, etc.) that best serves its students during that time.

Academic Progress Tracking

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

Staff Communication

The administration has created Microsoft Teams for staff, action teams, and PLCs chat groups for specialized administration and colleague support. Action teams, PLCs, and all staff Teams meetings are scheduled weekly as well as emergency staff meetings when necessary. How-to videos for curriculum, lesson planning, grading, and other web-based programming are provided or created as needs are expressed by teachers. School Leaders are included as teachers/owners on all Microsoft Teams to aid in student learning when needed. Teachers are required to contact parents via email or video conference call as an additional means of communication with students and parents. Weekly Department and Staff Meetings are held via Google Meet or Zoom. Principals will join weekly planning meetings scheduled by the Central Office and 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

The Administrative team created attendance tracking sheets where teachers enter attendance as they interact with students. 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 families whose child(ren) does not check-in by Wednesdays. Registrars enter attendance for the school by the end of Friday for each week and submit a detailed list to the Student Support Director and Principal for further reporting.

Special Education Program

The Special Education Department within Quest 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

- Microsoft Teams
- Into Math
- CKLA and MyPerspectives
- Discovery Education
- Smarty Ants/Achieve 3000
- Dreambox
- Site-specific supplemental platforms

Practical Issues

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

Special Education Specific

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

Related Services

Related Service providers will continue to provide related services using online learning platforms, for the seamless continuation of face to face service delivery, when the student and parent have access to the required technology. For parents who do not have the required technology for electronic service provision, related service providers will make weekly contact with the parent to offer continued support such a recommended strategies to implement at home, connecting parents to helpful resources, and gathering information which may be beneficial for the case manager and/or special education staff to know in order to support the student in their virtual classroom environment through modification and accommodations. 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 Quest special education administration to ongoing concerns or themes which need support. A special education administrative staff with Quest 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, Microsoft teams, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will be available from 8:00 am - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert Quest special education administration to ongoing concerns or themes which need support. A special education administrative staff with Quest.

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 Microsoft Team classrooms, student support, and supplemental online options. Paraprofessionals will be available from 9:00 am - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available. Instruction Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 8 am-3 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

Parents 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 Quest special education teacher 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, 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 Microsoft Team 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 Microsoft Team 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	
Approximate Time Per Subject	*Subjects*
K-2: 20-25 minutes/day	Reading, Writing, Math, Science, Social Studies connections as appropriate
3-5: 25-30 minutes/day	Reading, Writing, Social Studies, Math, Science
K-5: 30 minutes/week	Physical Education, Music
Independent Learning (varies)	Independent reading, Board games & challenges with math/strategy/critical thinking.

Middle School Approximate Time Frames for Learning	
● Students are responsible for visiting their teacher's Microsoft for online assignments on a daily basis. ● Students will attend virtual classes 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.	
Approximate Time Per Subject (includes synchronous and asynchronous)	*Subjects*
60 minutes/day	English Language Arts, Math
45 minutes/day	Science, Social Studies
15 minutes/day	Electives, Leadership
Independent & Self-Directed (time varies)	Read for pleasure, be active, explore personal interests/passions

Summary of Teacher Expectations

Accounts - Teachers will ensure they are up to date on all their accounts
- Microsoft Email Accounts Set
- Microsoft Teams created - Shared with Admin as owners
- Microsoft Team Classroom Set-Up - All students have accessed your class
- Teacher Communication Portal (Microsoft Teams, Infinite Campus, etc.)

Teacher Availability - Teachers will be responsive to all stakeholders
- Teacher Hours of Availability - 8:00 am - 3:00 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability
- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement
- Teacher/Student Contact Options - At least once per day elementary, once per week middle school
- Option 1 - Video Conference (Microsoft Teams)
- Option 2 - Work Packets w/ Google Voice or Phone Communication
- Option 3 - Online Chat (Teams Chat, Channel discussion, or Other)
- Videos, packets, links, activities uploaded to Microsoft Teams (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. Security is a high priority, especially when the system involves many users. If a staff member identifies 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

- Elementary: at least 1 grade for core courses (i.e., reading, writing, math, science) and 1 grade for social studies each week
- Elementary Specials - at least 1 grade per week
- Secondary: 2 grades for each core content area taught (English, Math, Social Studies, Science), including electives

Guidelines for Parents Supporting Distance Learning

Quest will share guidelines and tips with parents. An example list of recommendations is given here. Provide support for your children by adhering to following guidelines:

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

Quest will engage parents and families regarding the importance of attendance in a distance education setting in a variety of ways. Before the school year begins, families will be given informational material through emails, Facebook Live, and phone calls to discuss the importance of attendance. Parents and families who are attending school via distance education will be given a *Parent Agreement and Acknowledgement of Responsibilities* to read, review, and sign. This agreement outlines the responsibilities of all stakeholders in a successful distance education setting. Throughout the school year, office staff will continue to send out communications regarding the importance of attendance while learning at home.

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

APPENDIX A:
Medical Exemption Form

Quest Academy: High Risk Exemption Form Page 1 - Information

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

Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would. Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of each quarter - 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, such as Microsoft Teams, Ed Learning (Into Math), Discovery Education, and MyPerspectives. Students will check in daily with their teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

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

Procedure for submitting a medical exemption form:
○ 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.

Quest Academy: High Risk Exemption Form Page 2 - Medical Certification

Student Name:	Grade:
The High-Risk Exemption is due to the health of: *(circle one)*	Student Sibling
Parent/Guardian Name:	Email:
Parent Signature:	Phone Number:

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the Quest Registrar office via email to m.hester@questlv.com , to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below

Health Care Provider's Name:			
Health Care Provider's Address:			
Type of practice/Medical specialty:			
Phone:		Email:	

1. Does the named student 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. _____ _____	
_____ Signature of Health Care Provider	_____ Date:

Received by: _____ Date: _____

APPENDIX B:

FULL TIME DISTANCE LEARNING AGREEMENT

This learning agreement was created for those who opt to attend distance learning full time with a health exemption approval. Parents and students who choose this option must read through this section, complete the required documents for full-time distance learning, and maintain requirements to stay in this learning setting. Full time distance learning will be conducted one semester at a time.

Participant Roles

Elementary (K-5)

1. Student: Students are to take an active role in their learning. Students must participate in discussions, live or through discussion boards on Microsoft Teams, and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.

2. Parent/Guardian: Parents are critical for their child's successful participation in the online/distance learning setting. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Middle School (6-8)

1. Student: Students are primarily responsible for their learning. They must take the initiative to log in to the school-assigned portal, participate in live discussions or discussion boards on Microsoft Teams, and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.

2. Parent/Guardian: Parents are critical for their child's successful participation in the online/distance learning setting. They are responsible for their student and for providing support for their student's learning. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades and participation reports. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Parent Responsibilities

Attendance is taken each time the student logs in online in the approved Microsoft Teams platform. The parent shall be responsible for their child's school attendance as required by law. Quest Preparatory Academy's school Policy states that "In order to receive credit for the term, 90% attendance is required in each assigned class". If the student is absent for any reason, parents must ensure that the child completes make-up assignments for all absences from their teachers upon return to their online academic program. If a student has excessive absences of more than 9 days, the parent will be notified and will be responsible to appear before the Student Support Team for an attendance review in order to provide information relating to their child's absences and to support prescribed activities.

Monitoring Student's Assignments and Assessments

In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding their students through the curriculum, submission of work/assignments, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure that they participate in the school-wide and state tests.

Appropriate Devices for Learning

Parents who opt to have their child attend Quest as a full time distance education student must ensure that their student is equipped with the appropriate learning device. Cellular phones are not permitted. Tablets, iPads, laptops or Chromebooks may be used for as long as they are able to connect to the internet. Devices must also be able to produce audio output at an appropriate volume as some lessons require students to watch and/or listen to their teacher or an audio or video.

Quest will check out devices to students whose parents agree and sign the *Acceptable Use Agreement* for Quest devices. Quest will work with families regarding securing internet service to ensure student access.

Parent/Legal Guardian and Learning Coach Identification

Identification of parent/legal guardian must be confirmed when student information is discussed. The parent/legal guardian must be present and produce identification for activities involving enrollment, withdrawals, and change of address/contact information. Only the parent/legal guardian who enrolls the student may withdraw or transfer the student. A learning coach, or a person that supports the individual's learning while in the distance education setting, is usually the parent/legal guardian. Any person identified as the student's learning coach that is not the student's parent/legal guardian must have a Permission for Release of Records and/or Information from Records signed by parent and learning coach authorizing Quest Preparatory Academy to discuss the student's information with the learning coach.

Student Identification

Full-time distance education students will be scheduled to come to school in person to be photographed for a picture identification. This will be used for identification during assessments, various meetings, and inclusion in the school yearbook.

Student Responsibilities

The goal of every child should be that of a "model student". A model student is expected to be present at school each and every day, follow class expectations, and demonstrate appropriate behavior and a readiness to learn. This includes getting ready for school each day. The student will adhere to Quest dress code with Quest polos and Quest spirit shirts during live Microsoft Teams video. Bottoms do not need to be uniform but must wear bottoms appropriate for a school setting.

Attendance

Regular participation in classes is critical to student success. This will help to keep students motivated and keep them in touch with their teachers and peers. *Virtual attendance* is taken each school day in two ways: **all students must sign in to the attendance portal daily before noon.** Attendance in online subject/class portals, submissions of assignments/tasks, and assessments are also monitored. Students must log in to their

subject/class portals for substantive participation daily. Teachers and/or administration will contact students by email and phone if they do not appear to be engaging frequently or making satisfactory progress in their classes. If such efforts do not succeed in re-engaging the student, the parent will be notified in writing of a meeting with the Student Support Team and may receive a visit from the counselor, administrator or law enforcement (NRS 392.144).

To have satisfactory "attendance" in a distance education setting, work must be submitted weekly and daily login to the attendance portal is expected. Arrangements for planned absences must be made in advance and must be approved by administration at least a week prior. Proof may also be required for absences due to emergency.

Excused/Unexcused School and Class Absences and Tardiness

Reasons for excused/unexcused absences and tardiness in the distance setting are the same as those in the brick-and-mortar setting. Proper documentation/proof and/or required advanced written permission must be obtained or provided to the school.

Truancy

A pupil shall be deemed a truant who is absent from school without the written approval of the pupil's teacher or the principal of the school, unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his or her written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil (NRS 392.130(1)). Any child who has been declared a truant three or more times within one school year must be declared a habitual truant (NRS 392.140(1)).

Truancy refers to student's' unexcused absences from school. Any school absence – excused or unexcused – as well as missed classes can affect students negatively. Truancy affects students of all ages, and costs students more than their education; it costs them their future. Students with excessive absences will not meet the requirements of this program and will be recommended to transfer out of the full distance learning environment. The following steps will be taken to ensure the truancy issue is rectified:

1. Written Notice to Parents
   After a student has had a minimum of five (5) unexcused absences within a calendar month, or ten (10) absences within 90 calendar days, the parents will be advised in writing of the unsatisfactory absences and the teacher/counselor may begin to process the truancy referral.
   After 15 unexcused absences within a 90 calendar day period (3 consecutive months), the school principal or designee will provide a written notice to the student's parent to request their attendance at a Truancy Meeting with the Student Support Team to discuss the attendance problem and identify potential remedies.

2. Truancy Meeting with the Student Support Team and Report
   The Student Support Team will hold a Truancy Meeting with the parent on the date designated in the TM-SST notification. The purpose of this TM-SST is to:
   a. Discuss the reason(s) for the student's absences;
   b. Identify and recommend potential remedies/interventions including to transferring out of full-time distance education learning;
   c. Advise parents that the student's absences may result in a complaint of truancy to be filed with the Clark County Juvenile Justice Services through a referral to a social service agency (i.e. CPS).

d. The principal or designee will ask the parent to sign the TM-SST report.

Students who are aware that they will not be able to participate in distance education due to travel or other commitment must be on or ahead of pace and notify their teachers and the school office at least two weeks in advance of the planned absence, and discuss the completion of assignments and pacing beforehand. In the case of prolonged emergency absence, the student and/or parent should notify the school administration as soon as possible. Parents may be required to provide notarized documentation when warranted.

Academic Integrity

Quest expects a full commitment to academic integrity from each Quest student. More information on academic integrity can be found on the Quest Family Handbook.

Student Contact and Disenrollment Policy

Only through continuous communication can students be successful in a distance education environment. It is essential that the student and teacher maintain regular contact. At any point during enrollment, students may be disenrolled if there is no communication with an assigned teacher(s) for 10 consecutive days and may be disenrolled from Quest. To ensure that our students are aware of this commitment, the three-part process below will be followed:

1) If the student does not submit the expected number of assignment(s) within a period of five (5) consecutive days, the student and parent(s) will receive an electronic letter notifying them of the student's unacceptable pace for submitting assignments.
2) If the student does not respond to the letter by submitting the appropriate number of assignments within five (5) days, the teacher(s) will make a telephone call to the student/parent(s).
3) If the student does not respond by submitting all required assignments within fourteen (14) days of the initial letter, Quest will assume that the student does not intend to remain in the distance education setting, and the student will be administratively disenrolled. ***Once a student is transferred out of the full distance education setting, transferring back to the full distance education setting may not take place until the student demonstrates consistency in all subjects while in the regular classroom setting or is required due to Covid-19 directives***. Case by case evaluation is conducted.

It is the responsibility of the student/parent to be informed of Quest Preparatory Academy's Family Handbook policies. The Quest Family Handbook can be accessed at https://www.questlv.com/quest-family-handbook.html

Full Time Distance Education Student Expectation Summary

Because of distance education's unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, daily submission of work, and communication are essential. It is the student who determines his or her own level of success. Students must expect deadlines for their work and expect to work hard, but at their own pace within the set guidelines. They will log in for attendance to the school each day and will respond to teachers' questions and prompts as they work through different classes. They'll use discussion boards and other communication tools to work with teachers and other students. These tools, which may have been used for social purposes, will be used for genuine academic communication to support learning goals. Students are expected to work to receive grades/credits required to move up to the next grade level. To remain as a full time distance education student at Quest, a student must earn grades of C or higher in each subject, maintain consistent pacing in every class, communicate successfully with teachers, and participate in all standardized and school-wide assessments. Those who fail to meet the minimum continuation

requirements will be referred to the Student Support Team to discuss their educational goals in an educational setting better suited to their learning style.

Time and Learning Requirements
The amount of time students spend on courses will vary from student to student, and even subject to subject. However, students will have the time they need to complete the assignments/tasks (within reason). On average, students should expect to approximately spend the following minutes per subject:

Minutes Per Day (Synchronous and Asynchronous)		
Subject	Elementary	Middle
ELA	120 min.	70 min.
Math	90 min.	70 min.
Science	30 min.	45 min.
Social Studies	30 min.	45 min.
Other	15 min.	15 min.

School Calendar

All academic subjects must be completed by the end of the school year. Full time distance education at Quest adheres to the school calendar established by Quest Preparatory Academy. Those failing to earn the necessary credits/grades for grade promotion will be assessed and may be referred to be transferred out of the full distance education program, and/or may be referred for grade level retention.

Academic Counseling

Quest's full time distance education students and/or their parents may view their grades on Infinite Campus. Quest's counselors are available to support, encourage and help monitor the success of our full time distance education students. Although any questions about the specifics of a subject should be directed to the particular teacher, any general questions about the school or the student's education may be redirected to the guidance counselor. Guidance counselors may also contact the student and their parent for other referrals such as truancy or failing grades.

Proctored Assessments

For security and test validity purposes, Quest reserves the right to ask any full time distance education student to complete an exam at the school campus. Exemptions/special arrangements will be made for students who are sick or on quarantine. Quest shall ensure that safety and disinfecting protocols are followed before, during and after the student's arrival/departure.

Parent Agreement and Acknowledgement of Responsibilities
Health Exemption Full Distance Education

As the parent(s)/guardian(s) of _____,
(Print Student's Name and Grade)

I understand that Quest full distance education with a health exemption is a full commitment and requires my child to meet all conditions that foster a successful online education. During distance education, school staff will monitor the conditions below:

Conditions defining a successful online student:
1) Submit daily attendance
2) Consistent parent/guardian supervision of student
3) Maintaining pace in all classes and submitting required work
4) Daily engagement in all classes
5) Establishing regular communication with all teachers via email, phone and/or text
6) Earning and maintaining passing grades of C or higher
7) Earning appropriate credits/standards for end of year grade promotion
8) Participating in all schoolwide and district standardized testing
9) Honoring all rules and procedures established by Quest Preparatory Academy for student conduct, academic integrity, and netiquette

If at any time it is determined by Quest Preparatory Academy that my child is not meeting expectations for online education, a Student Support Team meeting will be conducted with the parent/guardian and student to develop an action plan to support student achievement and success.

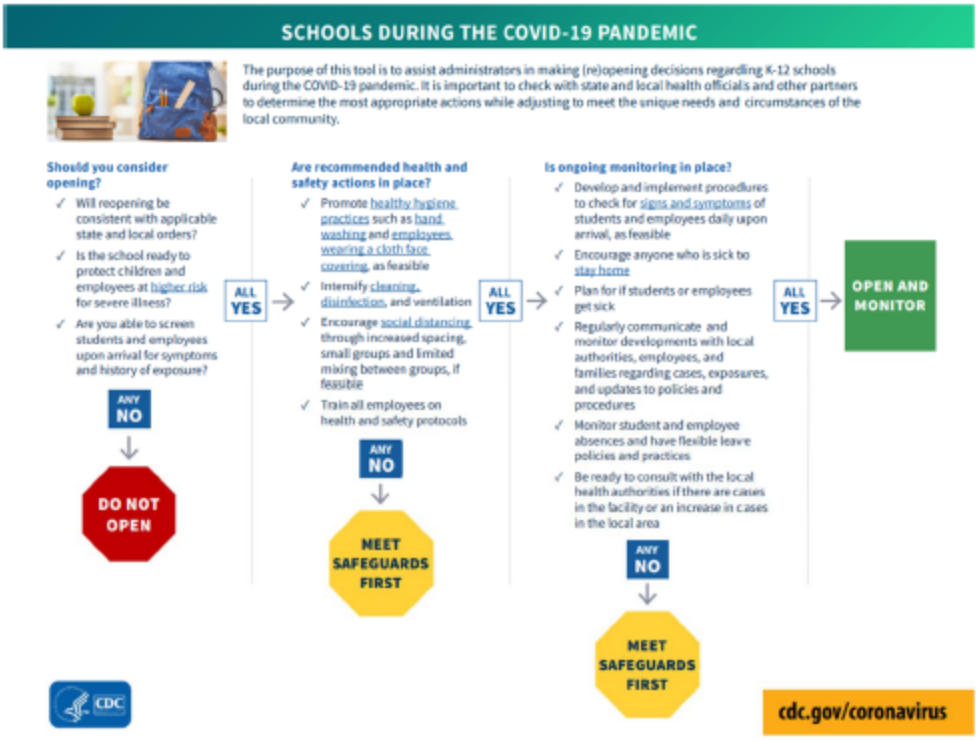
Meeting the listed conditions is a requirement for continued enrollment in the full distance education environment.

_____	_____
Parent/Guardian Signature & Date	Student Signature & Date
_____	_____
Parent/Guardian Name (Print)	Student Name (Print)

APPENDIX C

CDC Reopening Guidelines

CDC GUIDANCE ON OPENING SCHOOLS



APPENDIX D



VISITOR QUESTIONNAIRE AND ACKNOWLEDGEMENT

First Name	**Last Name**	**Cell Phone**	**Email**

In accordance with the Southern Nevada Health District (SNHD) Guidelines, if you answered yes to any of the questions, you shall not be permitted entry to Quest Academy facilities. Please circle the respective answer to each question.

1.	Do you have a new cough that cannot be attributed to another health condition?	YES	NO
2.	Do you have shortness of breath that cannot be attributed to another health condition?	YES	NO
3.	Do you have any two of the following symptoms: fever (100.4 F or higher), chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?	YES	NO
4.	Have you come into close contact (within 6feet) with someone who has a laboratory confirmed COVID-19 diagnosis in the last 14 days?	YES	NO
5.	Have you received a laboratory confirmed positive COVID-19 diagnosis in the last 14 days?	YES	NO

I acknowledge that (REASON FOR VISIT)_____
is for my personal benefit and that I will be immediately asked to leave and will be given instructions for rescheduling my visit if I become ill. In addition, if I become symptomatic and/or receive a positive COVID-19 test result within fourteen (14) days of my visit to Quest Academy Campus, I will immediately contact them at 702-631-4751 and give my name and the date of my last visit and who I met with to notify SNHD to make appropriate contact notifications during this pandemic.

_____ _____
Signature Date

_____
For Office Use Only

Appointment Date/Time:	Building/Room	Name of Employee Handling Appointment

Time Departed:

Temp:

Signature Prep

SIGNATURE PREPARATORY

2021-2022 Path Forward for Reopening School Safely

SIGNATURE PREPARATORY

Mission

Mission of Reopening is to create a plan for starting the 2021-2022 school year by July 14 in respect of Governor Sisolak, Nevada Department of Education, and the State Public Charter School Authority's guidelines at the given time that will keep our students, parents, and staff as safe as possible.

Signature Preparatory Charter School Scenario for Return:

1. Full Return (*100% Students / 100% of School Day at School)

*Less any students with documented medical concerns from a health care provider that prevents them from attending school in-person.

Guiding Context

1. Directives issued by the Governor of Nevada
2. Requirements provided by the Center for Disease Control
3. Directions provided by the Nevada Department of Education
4. Directions provided by the Nevada State Public Charter School Authority

Values Underlying Decision-Making

1. Student and Staff Health and Safety
2. Student Learning – Teacher Teaching - Process and Equity
3. Feasibility
4. Financial Impact

SIGNATURE PREPARATORY

I. Communication

Communication to Signature Preparatory's stakeholders will continue to be transparent and clear about the actions people will and must take to protect themselves and others. Our communication processes seek to maintain stakeholder trust, prevent the spread of misinformation, and deter lack of compliance with re-opening plans that can ultimately put our stakeholder's health and safety at risk.

Signature Preparatory will establish and maintain a comprehensive communication plan that will leverage the school website, text messaging, email, and social media to publish communications to educators, families, students, and other key stakeholders. Consistent and accurate communication regarding our policies and procedures is needed to keep everyone safe:

- **Signage** will be placed in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing, use of hand sanitizers, and use of a face-coverings).
- **Morning Announcements** will contain kid-friendly messaging/videos on behaviors that aim to reducing the spread of illness, including personal hygiene practices.
- **Email/Social Media** publications disseminating Southern Nevada Health District and free Center for Disease Control digital resources available in various languages so that our stakeholders can understand.
- **Education/Training** regarding protective measures and describe how to stop the spread of germs (such as physical distancing, proper handwashing, use of hand sanitizers, and use of face-covering) will be provided to students, staff (various roles), visitors, and volunteers.

II. In-Person Learning

Signature Preparatory Charter School intends to operate school as normal as possible:

- 100% capacity
- 100% of an instructional day (7:30 am – 2:45 pm)
- Kindergarten – 3rd Grade students are not required to wear masks.
- All students will wear masks, 4th -8th – goggles and face shields are not acceptable alternatives
- Fully vaccinated students are not required to wear masks (*12 years and older)
- Masks are not required for recess or physical education class when outside and 6 feet of physical distancing may be maintained
- Fully vaccinated teachers, aides, administration, third-party service providers, and volunteers will not be required to wear masks

- Unvaccinated teachers, aides, administration, third-party service providers, and volunteers will be required to wear masks - goggles and face shields are not acceptable alternatives
- Physical Distancing – 3 feet for students
- Physical Distancing – 6 feet for adults, between adults and between adults and students
- Handwashing etiquette will be explicitly taught and encouraged
- Handwashing and the use of hand sanitizers will be used and take place multiple times during the day
- Respiratory etiquette will be explicitly taught, reinforced, and maintained
- Only use sanitation solutions that are on the Center for Disease Control list for killing the COVID 19 virus.
- Sanitize classrooms, desks, and all main surface areas daily
- Sanitize high-touch surfaces: doorknobs, paintbrushes, dispensers, playground equipment, computer keyboards, headphones, and other frequently touched areas multiple times per day
- Provide necessary trainings for individuals responsible for carrying out sanitation practices
- Staff – self daily screenings (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at work.
- Parent Screenings of Self and Students before coming to school (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at school.
- Student – upon entry, staff will screen students visually as they exit cars and prepare to enter the school.
- Students that present COVID symptoms while at school will be isolated in the nurse's office and will be sent home.
- COVID positive – contact tracing will be performed by the school nurse in conjunction with the Southern Nevada Health District
- Students with specific disabilities that require accommodations related to certain COVID mitigation policies will be reviewed and resolved with the parents/guardians in a sensitive and expeditious manner for the health and safety of the child, the children around the child, and the staff that care for the child
- Vaccination information will be included within each Principal Parent Weekly Update email.

Third party companies allowed to operate during the pandemic will be the following:

Third-party operators:

Champions, KinderCare: provide childcare for before/after school. Champions will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor

directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

Sodexo: provide nutrition services for students and staff. Sodexo will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

Volunteers, Coaches, and Clubs: Provide sports coaching and club direction to students. Volunteers will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

III. In-Person Learning: Students and Staff Well Being

SOCIAL-EMOTIONAL LEARNING – TIER 1

Signature Preparatory will organize needs and supports by aligning and building on existing strengths within our Multi-tiered System of Supports Framework. Signature Preparatory is prepared for collecting and evaluating necessary data to drive decision-making.

- Staff and Students will be surveyed 1 time per quarter to gauge social emotional concerns
- Student data will be reviewed and plans for addressing these needs will be processed via Schoolwide Representative Leadership Team and/or grade level Professional Learning Community Meetings.
- Staff data will be reviewed and plans for addressing needs will be processed via School Leadership Representative Meetings.

Tier I/Universal Supports to be maintained will be the following:

- Social-emotional learning
- Trauma-Informed practices
- Family engagement practices
- Building resiliency
- Restorative practices
- Reteach, remind, and acknowledge prosocial behaviors
- Focus on the positive for reinstruction of prosocial and universal behaviors
- Maintain communication with staff, family, community, and students
- Universal screening for staff and students (Survey)

- Maintain health and safety as a priority through the teaching of rules and routines
- Normalize feelings and emotions

TRAUMA-INFORMED PRACTICES – TIERS 1-3

Should data collection and analysis indicate that students, families, or staff require additional supports; the following are Tier II and Tier III practices that could be selected as strategies for intervention:

Tier II

- Targeted Screening Support Groups (Community-based services)
- Support groups for staff, parents, and students (Community-based services)
- Referrals to psychological and counseling services (Community-based services)
- An individual behavior intervention plan (Registered Behavior Technician support)
- Check-in/check-out plans with teacher, aide, nurse, or administration
- Use data sources that will identify signs that students may require more assistance

Tier III

- One-to-One Support
- Referrals to community-based mental health providers
- School special education services (if deemed appropriate)
- 504 Plans
- Functional Behavioral Assessment
- Behavior Intervention Plans (Registered Behavior Technician support)

IV. In-Person Learning: Accelerating Student Learning

Determining Student Academic Needs

- Illuminate Fastbridge Assessments (Reading and Math) and MAP Reading Assessments will be administered within first 2 weeks of school to gauge students' academic needs.
- Data will be reviewed and plans for addressing needs will be processed via grade level Professional Learning Community Meetings.

Special Education

- Teachers must share lessons with students' resource teachers and aides
- SPED aides will join in and support during instruction and/or conduct small group lessons as aligned to IEP goals or lesson objectives
- Teachers consult SPED teachers and aides on how to make accommodations for students regarding any lessons

ELL

- ELL success in participation and access to content provided through the general education setting
- If/when an ELL student(s) is/are experiencing difficulty, the English Language Learner Specialist will consult with the general education teacher to implement strategies to support the teacher-student, teaching-learning process.
- Small group reading intervention will be scheduled with the English Language Learner Specialist and/or Literacy Specialist 5 days per week for identified students using MAP and/or Fastbridge Assessments

504

- Teachers will conduct a review of 504 plans with the Dean (Administrator Responsible for 504s)
- Accommodations that apply to academics and social emotional development will be maintained.

V. Distance Education: Students Unable to Participate In-Person, Emergency Closures

Instructional approach should a student, class, or the entire school move to full online program during the school year:

SINGLE STUDENT/SMALL GROUP OF SINGLE STUDENTS unable to participate for an extended period of time:
Single students or small group of single students deemed as unable to participate in-person will participate online though a concurrent teaching approach. Zoom links for the classroom will be distributed and the student will attend regular classroom instruction from at-a-distance. Attendance will be taken daily and documented in Infinite Campus. Assignments will be completed as usual and turned in virtually.

CLASS/ENTIRE SCHOOL unable to participate for an extended period of time:
Entire classes and/or school deemed as unable to participate in-person will participate online though an at-a-distance teaching approach. Zoom links for the classroom will be distributed and the student will attend regular classroom instruction. Attendance will be taken daily and documented in Infinite Campus. Assignments will be completed as usual and turned in virtually.

SIGNATURE PREPARATORY

Assignments

- K-8 Teachers will be required to take **2** grades per week per subject
  - 2 Reading assignment per week
  - 2 Math assignment per week
  - Grade levels will choose which 2 assignments for grading
- Teachers must post **2** assignments per day on their virtual platform
  - **1** for reading (K-5)
  - **1** for math (K-5)
  - **1** for each curriculum area (ELA, Math, Science, Social Studies/Financial Literacy) [6-8]
- K-5, Teachers must post a writing assignment - ***this may be daily or weekly***
  - Example: A daily journal prompt (a simple assignment such as this should be posted daily)
  - Example: A week-long writing assignment on specific topic
  - Writing assignments should be recorded as a participation grade, ***not*** as a percentage grade
- K-5, Social Studies and Science assignments

Turning in Assignments

- Students may turn in completed virtual assignments at any point throughout the week
- Students will be encouraged to turn in all assignments for the week by Friday
- Teachers will ensure gradebook is up to date every week
- Grade level/Middle School curriculum areas have the options of extending deadlines if necessary per student Special Education, ELL, or 504 accommodations or extreme and unforeseen issues with technology

Grading

- Enter grades into Infinite Campus
- Missing Assignments will be marked as **"M"**
- Math and reading assignments should be graded per Signature Preparatory grading policies.

Zoom

- K-5 Teachers must complete 2 hours and 50 minutes of synchronous instruction and provide students with 140 minutes of asynchronous assignments/work per week for all students
- 6-8 Teachers must complete 2 hours and 50 minutes of synchronous instruction and provide students with 140 minutes of asynchronous assignments/work per week for all students. Instructional periods will follow the normal flow of periods per middle school schedule (time of class periods may be adjusted).

- Synchronous instruction should account for the following:

  - Direct Instruction of students per content
  - Answering questions/concerns about posted assignments

- K-8 Teachers may share additional asynchronous/video lessons during the week:

  - Additional Math lessons (K-5) or Reading or Writing lessons (K-5)
  - Additional curriculum areas (ELA, Math, Science, Social Studies/Financial Literacy) [for 6-8]
  - These lessons may be pre-recorded and posted on Google Classroom

VI. Distance Education: Supporting Students

Attendance and Engagement

Attendance

- Teachers are required to take attendance each day
- Teachers will maintain attendance in Infinite Campus
- Teachers will count students as present for at-a-distance if the student
  - Has attended Zoom sessions for the week
  - Spoke directly with the teacher on a phone call home
  - Completed an assignments/work

Communication with Students/Families to Enhance Family Engagement

- Either through participation in Zoom sessions, responding to emails home, or phone calls; families and students must be communicated with at least once a day.

- If teachers aren't getting a response, school will continue to push to get a hold of someone!
- For persistently hard to get a hold of students and families, teachers will inform the school's administration for home visits.

If families don't have resources, are unable to obtain, or unwilling to obtain necessary resources for at-a-distance learning; paper-based assignments will be provided.

Supporting Parents/Families

- Family/Staff Survey for Determining IT Needs (Chromebooks / WIFI Access / Training and Education) will be issued
- Data will be reviewed and plans for addressing needs will be processed
- Chromebook and/or WIFI devices will be distributed
- Parent Trainings for how to use Chromebooks, Accessing Infinite Campus, Google Classroom, and third-party curriculum websites and applications will be planned and offered

Nutrition Services for At-a-Distance Students

- Students will be offered lunch per National School Lunch Program Guidelines
- Daily school lunch will be offered and distributed through car loop between 10:00-10:30 am on school days when in-person students are in session

Silver Sands Montessori



REOPENING PLAN:

A Plan to Move Forward

FOR SCHOOL YEAR 2021-2022

Table of Contents

Overview and Purpose of this Document [From Original Approved Reopening Plan Submitted to the State- 7/23/2020] 3

Background 3

Forms (From the SPCSA) 3

Resources and References 4

School Reopening **Error! Bookmark not defined.**

Face Coverings 4

SSMCS Introduction to Current Plan for SY2020-2021: Fourth Quarter 5

School Introduction and Goal 5

Silver Sands Montessori Reopening Plan 6

SCHOOL REOPENING TEAM: 6

COMMUNICATION 7

COMMUNICATION 7

REOPENING SCHOOL BUILDINGS 8

RE-OPENING APPROACH 8

PHYSICAL HEALTH SCREENING 8

PHYSICAL HYGIENE 10

SOCIAL DISTANCING 10

HUMAN RESOURCES 11

STAFF RETURN TO WORK 11

HEALTH AND SAFETY 12

FACILITIES MANAGEMENT 12

TRANSPORTATION/ARRIVAL & DISMISSAL 13

INFORMATION TECHNOLOGY 15

WELLNESS AND RECOVERY 15

SOCIAL-EMOTIONAL LEARNING – TIER 1 **Error! Bookmark not defined.**

SOCIAL-EMOTIONAL LEARNING – TIER 1 16

TRAUMA-INFORMED PRACTICES – TIERS 1-3 16

ACADEMICS – Path Forward Plan of Distance Education 17

DISTANCE EDUCATION: INSTRUCTIONAL APPROACH FOR EMERGENCY CLOSURE 18

MEETING STUDENT NEEDS 20

ATTENDANCE AND ENGAGEMENT 21

PROFESSIONAL LEARNING 22

SUPPORTING PARENTS/FAMILIES 22

Overview and Purpose of this Document [From Original Approved Reopening Plan Submitted to the State- 7/23/2020]

Background

Under Emergency Directive 022, all charter schools must develop reopening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

Reopening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education[1] in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a reopening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* reopening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

Forms (From the SPCSA)

- Certification for Path Forward Program of Distance Education: https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPDE.docx?dl=0
- Request for Calendar Adjustment: https://www.dropbox.com/s/0ez1fhjcikqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0

[1] Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a reopening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

- Request for Additional Professional Development Days: https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0

Resources and References

School Reopening Resources (SY 2021-22)

The following resources may be useful to schools in developing their 2021-22 School Year Plan:

- COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools
- COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs
- Operational Strategy for K-12 Schools through Phased Prevention

School Reopening Resources (SY 2020-21)

- Declaration of Emergency Directive 022: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf
- Guidance for Path Forward Programs of Distance Education: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News__Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf
- Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf
- Nevada Summer Learning and Activity Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf
- Nevada Interscholastic Activities Association Reopening Guidance: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf
- American Academy of Pediatrics COVID Planning Considerations: Guidance for school re-entry https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

Face Coverings

- Declaration of Emergency Directive 024: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf
- Guidance on Face Coverings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf

SSMCS Introduction to Current Plan for SY2021-2022: Reopening

School Introduction and Goal

This document was based originally upon Silver Sands Montessori's board approved Reopening Plan for SY2020-2021 that was submitted to the SPCSA on July 23, 2020. It has been updated and modified to reflect a plan moving forward to reopen in-person for the school year 2021-2022. Plans and edits have been made by SSMCS' Reopening Committee based on new guidance from the State, and new resources from the County and Federal health and safety agencies.

The Reopening Committee reviewed the school's prior reopening plan and with the new guidance and information from the State and its directive to refer to County and Federal health and safety agencies for direction. The goal is to help drive decisions and plans to move forward. The top priority of the Committee has always been the health and safety of the school community, students, and staff who are in the building. Next, and also of great importance, is the academic and social growth and well-being of our students. With those priorities at the forefront, the Committee formulated the following goal to drive this Plan to Move Forward:

Make cautious but definite steps forward to support and assist our struggling students, whether dealing with academics or social-emotional needs, in an environment that uses mitigation strategies recommended by the State/County and CDC guidelines to help ensure a safe delivery of in-person learning and support.

School Name: Silver Sands Montessori Charter School

SCHOOL REOPENING TEAM:

- Keya Bromberg, SSMCS Middle School Teacher
- Dennis Burke, SSMCS Support Teacher
- Mayumi Coffman, Parent & SSMCS Board Member
- Erica Gingrich, SSMCS School FASA
- Kim Hodge, SSMCS Special Programs Administrator
- Kristofor Jacobson, SSMCS Board President
- Rebecca Maneilly, Parent & SSMCS Specialist
- Danette Olmos-Green, SSMCS Director of Operations
- Sheila Palombo, SSMCS Principal
- Kristen Seeley, SSMCS Lower Elementary Teacher
- Mara Tattner, SSMCS Upper Elementary Teacher
- Helen Tellio, SSMCS Registrar/Former SSMCS FASA
- Marlo Tsuchiyama, SSMCS Head of School/Director of Finance
- Jonathan Valencia, SSMCS Assistant Principal
- Laura Yavitz, SSMCS Parent

Results from surveys sent to all parents and staff were also used to assist the committee in planning and decision-making.

COMMUNICATION

COMMUNICATION

- *How will you communicate important information to families about the SY2021-22 Plan to Move Forward?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*

How will you communicate important information to families about the SY2021-22 Plan to Move Forward?

- SSMCS will communicate the reopening plans through a variety of venues: School website, email/messages to families through Infinite Campus, and through teacher communication with families via email, Google Classroom, or ClassDojo.
- Our Reopening Plan to Move Forward, once approved, will be posted on the school's website with the Parent/Student handbooks.

How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?

- Action steps to keep our school community safe and healthy are incorporated in our reopening plan. Once approved, they will be incorporated into the Parent/Student handbooks as well as our Staff handbook.
    - Elementary and Middle School handbooks will be distributed to families and will also be available on the school's website.
    - All-staff will assist with input and review of final procedures to ensure all aspects are considered and everyone has a clear understanding of the plan.
- Specific safety protocols (ie: hand washing/sanitizing, mask wearing, social distancing, etc.) will be reviewed and reinforced in all classrooms with students on a consistent basis until it is part of the classroom's normalized routine.
    - Signs to remind our staff and students about these safety protocols will be placed throughout the building where most appropriate.
- Resource links and FAQs addressing safety protocols will be posted on our school website, and placed in weekly school newsletters.
- Safety Protocols will be reviewed and updated as new guidance or regulations are released from County, State, and/or Federal agencies.

How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?

- Action steps to help our school community to protect themselves and others are incorporated in our reopening plan. Once approved they will be incorporated into the Parent/Student handbooks as well as our Staff handbook.
    - Elementary and Middle School handbooks will be distributed to families and will also be available on the school's website.
- Specific safety protocols (i.e.: hand washing/sanitizing, mask wearing, social distancing, etc.) will be reviewed and reinforced in all classrooms with students on a consistent basis until it is part of the classroom's normalized routine.
    - Signs to remind our staff and students about these safety protocols will be placed throughout the building where most appropriate.
- Resource links and FAQs addressing how our school community can protect themselves and others will be posted on our school website, and placed in weekly school newsletters.

REOPENING SCHOOL BUILDINGS

RE-OPENING APPROACH

- *How will your school building(s) reopen (see options in Section 6 of Directive 022 and within the Path Forward Framework)?*

DISTANCE EDUCATION: Students unable to participate in-person because of a pandemic or Covid-19

- ***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***

How will your school building(s) reopen (see options in Section 6 of Directive 022 and within the Path Forward Framework)?

Per the Governor's Declaration of Emergency Directive 044: SSMCS's plan is in alignment with the SPCSA Plan of the safe return to In-person learning. SSMCS will continue to modify the plan based on the most recent CDC guidance.

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 with medical documentation and approval of the Administration, will receive paper packets and some hands-on learning materials, and include pre-recorded instructional lessons and video conference classroom meetings. Teachers will provide a schedule for virtual instruction (*Full details on pg. 21 under **Full Distance Learning Plan)**
- ***Students who are quarantined on the advice of local public health officials***
    - Students who are quarantined on the advice of local public health officials will be provided links for recorded lessons and teachers will have packets put together along with a Google Meet time to check-in.

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

How will you screen staff and students?

Staff, students, parents and visitors are asked to self-screen and not come to school or enter the building if they show signs of COVID-19 or have been in known contact with someone who tested positive for COVID-19.

In alignment with CDC guidance, we will implement several strategies to prepare for when someone gets sick. SSMCS will follow CDC, state and local guidance for screening, and will adjust as necessary for changing local conditions. CDC guidance includes the following:

Advise Staff and Families of Sick Students of Home Isolation Criteria
Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.

Isolate and Transport Those Who are Sick
Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. (See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.)

Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

Clean and Disinfect
Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.

Notify Health Officials and Close Contacts
In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

Contact Tracing - Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

PHYSICAL HYGIENE

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

How will you address and reinforce hand hygiene and respiratory etiquette? How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.

Hand Hygiene:

- **Hand Sanitizing stations in each class:** Gallon-sized units of hand sanitizer have been purchased to be of use in each classroom (1 per room). Each classroom to designate an area to be used for hand sanitization.
- **A freestanding sanitization station** will be placed in/near the main office as that area has the majority of overlapping traffic. A second freestanding sanitization station will be purchased for the 2nd floor use.
- Friendly, informative visual signage on restrooms walls showing best handwashing practices and indicating for how long to effectively wash.
- The number of persons using a restroom facility at one time is limited to the number of sinks available per location.

Respiratory Etiquette:

- Air Purifiers added in all rooms.
- Follow mask guidelines for all students, staff and visitors (see Health and Safety).
- Disposable masks on hand: Disposable masks are readily available for children and adults to be used in the event one forgets to wear his/her mask.
- Disposable gloves available; use is encouraged.

SOCIAL DISTANCING

- *How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?

Classroom Social Distancing:

- Removal of communal storage for supplies and water bottles. Each student will house their water bottle, and school day materials in their cubbies and drawers.
- Students will be assigned a mat for them to clean regularly (weekly).
- As much as possible, the center of the room will be an open area for students to work.
- All interior doors will be propped open to limit high touch areas, for instance upstairs classroom doors and downstairs doors interior leading to classroom areas. All exterior doors are to remain closed.
- Increased signage for social distancing and personal hygiene.
- The number of persons using a restroom facility at one time is limited to the number of sinks available per location. Each location will have a sign outside each restroom indicating the number of sink stations.

How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?

Shifts Incurred by Public Health Changes:

- This is a working document, setting forth broad parameters which will/can be adjusted to fit needs and community changes as required.
- We are following the Governor's Office, CDC | SNHD, and Clark County directives and protocols, understanding that this is a living document privy to immediate change and designed for fluid usability.

HUMAN RESOURCES

STAFF RETURN TO WORK

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as "vulnerable populations"?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

How will you address circumstances where staff are identified as "vulnerable populations"?
Accommodations for vulnerable staff populations will be examined and we will look for possible options such as physical barriers, and PPE.

How will your staffing approach ensure strong implementation of your overall reopening approach?
Staff will have 6 days prior to opening to receive training as well as collaborative meetings as an entire staff and also as grade level groups to plan for the upcoming school year.

How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home? We will look to create a pool of licensed substitute staff. Reach out to Universities (Education departments) to create a substitute pool in the event of staff illness.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

How will you share consistent and up-to-date information with your governing body and school leadership? How and to what extent will the governing body and school leadership weigh in on key decisions?
SSMCS maintains a variety of channels to communicate with key stakeholders. Email through Infinite Campus has been, and will continue to be, our main source for school-wide communication. Any school-wide email communication will also be published promptly on our website https://www.silversandsmcs.org

Updates from the SPCSA are forwarded to the school's admin team and governing body by the Head of School. Governing body and School leadership has been and will continue to be focused on ensuring the safety of the students, parents, teachers, and staff. Regularly scheduled board meetings, as well as special meetings, can and will be held to address key decisions. The vitality of our open meetings remains key for community input and final decision making.

HEALTH AND SAFETY

How will the school maintain the health and safety of students, educators, and other school staff?

The priority of SSMCS will be to maintain a safe environment for the health and safety of students and staff. The committee agreed that a layered protection and regular evaluation of the program is key to maintaining that safety.

Layered protection

1) Masks- mask guidelines
    a. Staff - optional mask if vaccinated (provide a copy for confidential files)
    b. Students - K-3 optional mask; for grades 4-8 mask is mandatory unless proof of vaccination is provided or obtained via WEB-IZ. When working in smaller groups, students may be asked to use a mask depending on activities, social distancing and local mitigation levels.
    c. Contractors (e.g., OTs) - masks required with/without vaccination card and social distancing when working with students; sanitize areas between students.
    d. Visitors - all visitors must sign in AND out and stay in a limited area.
        i. Short visit - mask required for visitors with/without vaccination card; limit time in building to 15 minutes or less, if possible
        ii. Long visit- mask required for visitor with/without vaccination card
2) Vaccination status - vaccination encouraged; staff and student vaccination status recorded in confidential files
3) Use of space - distancing; use of designated exterior doors & upper central doors by group; controlled access to building (checking in); designated pathways to move outside for outdoor activities
4) Handling classroom materials - teach proper handling and cleaning of materials; individual supplies where feasible
5) Handwashing & respiratory etiquette - do and teach
6) Enhanced Cleaning - we will continue sanitizing the building on a weekly basis plus add a day porter to clean midday any high-touch areas such as doors and restrooms
7) Contact tracing - SSMCS will continue following recommendations of SNHD for contact tracing and report as required
8) Cohorting - by classroom levels reviewed quarterly or as needed based on mitigation levels and recommendations; cohorting retained at recess & lunch in classrooms
9) Isolation room - students showing symptoms of COVID will be moved to the isolation room to be further assessed and tested (with parent permission) while waiting for parent/guardian to pick up
10) Encourage staying home if sick - sending reminders and guidelines for parents and staff when feeling sick.

Quarterly review - Schedule quarterly reviews to adjust policies & procedures in response to changing local circumstances and guidance. SSMCS will follow CDC recommendations when possible regarding social distancing and use of cohorts depending on mitigation levels in Clark County. For middle school, Mitigation Levels will be assessed at the quarter in order to determine if students will be moving from class to class, or if teachers will move in order to maintain the cohorts and limit possible transmission to other grade level cohorts.

FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your reopening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

What adjustments will be made to the facility or use of the facility to support your reopening plan and to minimize the risk of spreading COVID-19?
Adjustments to the facility - Before/after school activities or clubs at this time will be assessed and determined based on mitigation levels.

The goal for Fall 2021 is to provide Before & After Care. (Procedures outlined p. 16)

- Upper Elementary & Middle School to refrain from using central entryway upon arrival: UE to use the left-facing door (closest to their classrooms), MS to use the right-facing door
- Isolation Room designated in the upstairs Women's restroom (pending approval). The Staff Men's restroom will become a unisex restroom.
- Specials - Teachers will rotate instead of having classes rotate if necessary due to review of local mitigation levels; this will be reviewed quarterly.
- Recess protocols and use of the outdoor equipment still TBD

Parent Volunteers will not be allowed at this time to minimize the risk of spreading COVID-19. Visitors to the building will be limited to 15 minutes or less, if possible, and visitors will require a mask when in the building. Protocols for picking up children outside of the regular pickup schedule will need to be evaluated. All visitors will be screened and asked the Covid-19 screening questions prior to entering the building (Signage).

General rooms (classrooms, library, multipurpose room, and computer labs) to be used.

How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?

Cleaning/Sanitization for Classrooms:

- Per CDC recommendations, classroom materials will be cleaned.
- Tables to be wiped routinely: before/after school day as well as before and after snack & lunch.
- Portable, high efficiency air purifiers will be placed in the classrooms being used, and other widely shared spaces.

School/Widely Shared Spaces:

- Day porter to come in mid-day on days students are present to clean and sanitize the restrooms and drinking fountains.
- Markers placed on floors at heavy-traffic areas (both front entrances, water fountain, front desk, etc.).
- Drinking fountains to be used to refill water bottles only - students must bring water bottles. Water bottle filling stations may be used but students may not remove masks and drink from the fountains.

TRANSPORTATION/ARRIVAL & DISMISSAL

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
- *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?*

Before Care Arrivals
The program will need further evaluation to determine best practices if mitigation levels are increased. Additional screening may be necessary if mixing of cohorts is necessary.

Students, currently estimated to be under 25 children, will arrive with a parent or guardian for Before Care services. These services will commence at 7:00am Monday through Friday. Space will be limited depending on room usage.

A hand sanitizing station will be located outside the Before Care area. The parent/guardian and their child(ren) will be required to use this station before entering the area. Before Care staff will also ensure that each child has the proper PPE as mandated.

Sign-in for Before Care will be located as close as possible to the outer door and parent/guardian will be asked the COVID screening questions prior to entering the room and/or additional screening may be required.

No outside food will be consumed while attending Before Care. Children may use their pre-filled water bottles.

Prior to the children being released to their classrooms at 8:00am, there will be an expectation that each child wipes down their table and/or chair with a sanitizing wipe. Exit from Before Bare shall take place via the outer balcony door. Before Care staff will be responsible for wiping down additional high-touch areas.

How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?
Hand sanitizer stations will be placed at main entrances for use before entering the school building. Students will enter their classroom at their designated entrance door. Students will follow classroom procedures for entering the classroom.

Teachers and/or support staff, whose grade level cohort is arriving, will assist in lining up children to prepare for entering the building. Entry will take place via the closest outside door to the expected work area of the arriving children. Teachers and/or support staff will ensure that children take the most direct route to their work area.

Tardy Arrivals
Staff will evaluate the best practice for students arriving late to school. Staff will ensure that each tardy student has the proper PPE as described herein.

Dismissal/Pick-up
Exiting the building will not take place through the main entrance. Exit will be via the closest outside door to the students' work area. Teachers and/or support staff will supervise pick-up. Children will line-up, socially distanced, along the front sidewalk. SSMCS staff will limit contact with vehicles and students entering and exiting the vehicle. Such assistance will be provided as needed to Kindergarten children, or those with an underlying disability or needs.

Aftercare
All students not picked up by 3:15pm will be sent to aftercare.

Each classroom teacher, or their support, will walk their socially distanced children out of doors to the aftercare area. Aftercare staff will also ensure that each arriving child uses the hand sanitizing station and has proper PPE as mandated.

No outside food will be consumed during aftercare. A snack and drink will be provided and children may also use their pre-filled water bottles.

Sign-out for aftercare will be located as close as possible to the outer door. Aftercare will close promptly at 6:00pm. There will be an expectation that each child wipes down their table and/or chair with a sanitizing wipe. Exit from aftercare shall take place via the outer balcony door. Aftercare staff will be responsible for wiping down additional high-touch areas.

INFORMATION TECHNOLOGY

- *What technology resources are necessary to implement your reopening plan?*
- *How will you ensure that the school has all necessary technology resources to support your reopening plan?*
- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

What technology resources are necessary to implement your reopening plan? How will you ensure that the school has all necessary technology resources to support your reopening plan?

- Classroom Management Software/Apps:
  - Kinder & Lower Elementary (1-3): ClassDojo for classroom communication, Google classroom account for students to utilize Google Suite for classroom assignments.
    - ClassDojo courses/training for K-3 staff to synchronize styles and expectations with technology.
  - Upper Elementary (4-5) & Middle School (6-8): Individual Google Classroom Accounts.
    - Teachers will introduce Google Classroom and tutorials available to UE and Middle School families in early August.
    - Google Suite courses/training for Middle School staff to synchronize styles and expectations with technology.
- Bandwidth upgraded to allow additional streaming usage due to the possibility of multiple virtual class meetings during times of quarantine or virtual meetings with students with medical exceptions who are distance learning.
- All students will be able to borrow a student Chromebook from the school during times of quarantine or students with medical exceptions who are distance learning.
- Internet Access Options:
  - Technology needs survey will be done at the beginning of the SY2021-2022 to identify families that do not have access to the internet. The school will assist these families during times of quarantine or if they have a student in the distance learning program due to a medical exception and admin approval. The school will either assist with internet access, or provide accommodations to assist with continued learning.

WELLNESS AND RECOVERY

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

- *How will the school provide tier 1 (universal) social emotional supports to students?*

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?

SSMCS will continue professional development on building-wide social emotional training. We are following CASEL5 Competencies, which are defined as: Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

SOCIAL-EMOTIONAL LEARNING – TIER 1

How will the school provide tier 1 (universal) social emotional supports to students?

- SSMCS will focus August professional learning on SEL training.
- Establish a SEL team that leads a coordinated approach, ensuring school-wide implementation.
- Increase student achievement consistent with the challenging Nevada Academic Standards by implementing explicit SEL (Social Emotional Learning) instruction.
- Integrate SEL with academic instruction, content, and teaching strategies across the entire curriculum year long.
- Supportive discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.
- Add Social and Emotional Learning books to SSMCS library.
- Provide resource information for parents.
- Teachers and staff will be provided professional development and support on social emotional learning in the classroom (self-awareness, self-management, social awareness, relationship skills, etc.).
- Administrators will (1) co-create supportive learning environments for the SEL programs where all students and adults can enhance their social and emotional competencies; (2) provide support, resources and a sense of accountability to their teachers, staff, and students.

Mental and Emotional Health - Resources for Families

- Talking to Children About COVID-19 (Coronavirus): A Parent Resource (from the National Association of School Psychologists)
- Building Developmental Relationships During the COVID-19 Crisis (from the Search Institute)
- Real-time Resilience Strategies for Coping with Coronavirus (from the New Zealand Institute of Wellbeing and Resilience)
- Pediatricians on Balancing Screen Time, Sleep, and Family During Coronavirus (from Edutopia)
- http://www.Simplehabit.com (free app that has meditations, self-care plans, and should be implemented daily)
- https://www.integracionrelacional.com/ (Spanish wellness site with access to free counseling and meditating resources)

TRAUMA-INFORMED PRACTICES – TIERS 1-3

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *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?*

How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?

- SSMCS Admin and SEL team will meet monthly to discuss the emotional needs of students, families and staff, and will periodically conduct surveys for families and staff to assess the emotional needs of the community.
- Administrators and teachers will work together to monitor students at risk.
- Administrators will monitor school climate and needs of school and staff safety.

- Wellness checks for staff, students and families to provide support.
- Provide training to schoolwide personnel to foster a safe supportive learning environment for all students.
- Monitor teacher's classroom management and provide professional education on an individualized need.

What tier 1 (universal) trauma-informed practices will be in place?

Tier 1 - SSMCS staff will daily teach, model, and practice social skills with students in helping them in identifying feelings, managing anger, frustration, and disappointment, handling mistakes and accusations, managing hurt feelings, calming down through self-talk, avoiding assumptions, and handling put-downs.

- Social skills will be taught in context not in isolation.
- The Montessori philosophy and materials used at SSMCS aid in giving students skills for making a plan, solving problems, seeking help, planning ahead, and breaking down big goals into smaller steps. These skills enable our students to be more equipped for setting and working toward personal and academic goals.

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?

Tier 2 and Tier 3: Focus on growth and feedback from students and families; SEL team will work with teachers to identify and help individual or small groups of students needing more assistance with practicing and applying necessary skills by:

- **Explicit Teaching**: Break down skills into steps and further define within lesson plans.
- **Reteaching:** Do this in-the-moment, as an instructional response to behavior, or during dedicated time. Should be based on data showing the need to re-teach or extend previous teaching.
- **Prompting:** Reduce the need to correct students with short prompts based on previously taught skills. Prompt prior to a transition or new activity.
- **Feedback:** Make it short. Include both verbal and nonverbal feedback. Focus on what the student is doing well. Correct only if needed.
- Individualized interventions for unique students.
- Small group interventions.
- Small group to emotional regulations and stress management support.

Administrators and teachers will connect with our students and families through face-to-face, phone, email and other virtual connections.

- Provide resources for individual needs.
- Anti-bullying Prevention education to the school community.
- Suicide Prevention education to all stakeholders- newsletter, website updates and mental health connections.
- Attend professional training in mental health supports and trauma interventions.
- Provide resources for caregivers and families.

ACADEMICS – Path Forward Plan of Distance Education

(required for all schools not already approved by the Nevada Department of Education to provide full-time distance education to 100% of students)

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?

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?

The goal for SSMCS is to identify students who would need additional support. We would utilize after school hours two times per week to implement the intervention plan for those students. The benchmark assessments will take place in the fall, winter and spring. Following each benchmark assessment, the data will be collected and then teachers and administration will meet to determine which students will require additional educational support due to gaps in learning. Once the interventions are developed and implemented, there will be weekly teacher-based team meetings to discuss and analyze the progress monitoring data to determine how students are responding to the interventions. There will be a strategic approach that will include utilizing EasyCBM and Imagine Learning Math to monitor students receiving RTI. Based on the results from EasyCBM and Imagine Learning Math assessments along with the progress monitoring data, adjustments will be made so that the individual learning needs will be met for students.

DISTANCE EDUCATION: INSTRUCTIONAL APPROACH FOR EMERGENCY CLOSURE

- ***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?***
- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*
- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*

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 lessons will follow the Nevada Common Core Standards along with Montessori Philosophy. Videos of the lessons will be created so that students can watch if they were not able to attend the live virtual lessons. At the Kindergarten and Lower Elementary grade levels, ClassDojo will be used to communicate with families to update about changes in instructional practices or update any building information. Upper Elementary and Middle School will utilize Google Classroom and email to communicate with families to update about changes in instructional practices or update any building information. In addition, virtual lessons, videos, and packets are prepared as needed. Teachers will contact families weekly to check on the Social and Emotional well-being of each family. There will be regular communication between administration and teaching staff about the well-being of the families. ZOOM and Google Hangouts will be used for more individualized lessons, interventions, or check-ins with students.

How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?

The goal of SSMCS is to continue meeting the Nevada Academic Content Standards using the Montessori Philosophy and materials. We will now be using a blended remote approach for our students (synchronous/ asynchronous). It is intended to engage the students in a learning process that will both interest them and extend their learning. Our

teachers are expected to review student work, and provide feedback and guidance. SSMCS will adjust their schedule to accommodate all the teachers to have their prep period either at the beginning or the end of each day to meet the needs of distance learners.

Full Distance Learning Plan- This is an option we are offering to our families who have students with documentation from a medical professional related to a condition that would be compromised by attending school in person. Each case will require approval from the Administration. All students would still participate in the learning of new material, graded assignments, and assessments, and receive paper packets and some hands-on learning materials, and include pre-recorded instructional lessons and video conference classroom meetings. This option would also be enacted if the Governor's Executive Order closed schools again due to health concerns.

Distant learners will receive direct instruction through pre-recorded instructional videos, and/or scheduled conference Zoom meetings. Each student will continue with his/her progression and mastery of concepts of all of the standards: Reading, Math, Science, and Social Studies. SSMCS will continue to provide as many Montessori resources as possible and will supplement lessons with individual learning packets, lessons via Google Classroom, Zoom, online lessons, and any other pertinent means of instruction. As usual, each student's skills, needs, and support will be taken into consideration. We understand that this requires a great deal of time and effort from parents and caregivers, and we will be attentive to those complications and worries.

What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?
Students needing internet-ready devices will be able to check out a school Chromebook. For families that do not have internet access, we recommend contacting the school for assistance in accessing relevant education-supporting programs available.

How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?
Students who are quarantined will also, as available, be able to check out a school Chromebook. A designated pickup station will be made available.

How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?
Teachers will be required to keep a daily communication log in Infinite Campus to be reviewed weekly by the admin team.

How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?
Teachers will establish regular office hours where students and/or parents can ask questions or receive help weekly. Updates and important information will continue to be provided by the school and teachers via email to parents and students, and parents and students can email teachers with questions as needed.

MEETING STUDENT NEEDS

- ***In Distance Learning:***
    - ***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.***
    - *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

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.

Teachers and administrators will work with students and families to ensure that the needs of all English Language Learners, students with IEPs, and students with 504 plans are met according to their individualized plans. This may include the following:

- Extended day enrichment program.
- We will administer all required assessments and monitoring to ensure the success of every student.
- We will use diagnostic and formative assessments of student data (MAP, SBAC, etc.) to evaluate the needs and determine the students' academic progress.
- Teachers will have data binders for each student 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 utilize PLCs to analyze and monitor data to determine student participation and achievement during remote learning.
- Chromebooks will be available to students.
- All families will receive information on nutrition services.

How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?

English Learners (EL): Students will continue to receive sheltered instruction services provided by classroom teachers. EL students will receive additional support from classroom teachers during their office hours.

Students with IEPs:

- Every student with an IEP will have their plan reviewed by the Special Programs Administrator with special considerations to the new learning environment.
- Special accommodations that would benefit the individual student will be implemented.
- Parents, students, teachers, and school administrators will be communicated with in coordination of these circumstances where changes need to be made or revisions to the IEP.
- IEP meetings may be conducted in-person, virtual, or via phone conferences.

504 Plans:

- Students with a 504 Plan will continue to receive accommodations as stated in the document.
- Special accommodations that would benefit the individual student will be implemented.
- 504 Plan meetings may be conducted in-person, virtual, or via phone conferences.

Response to Intervention (RTI): Students will continue to receive interventions daily.

How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?
Students will participate in a beginning of the year benchmark and diagnostic assessments using Brigance, EasyCBM, MAPS, Math-U-See, Guided Reading Program, and Words Their Way to determine the academic needs of each student.

How will the school meet students' academic needs based on this determination?
Data, from the beginning of the year benchmark and diagnostic assessments, will be analyzed and evaluated by administration and teachers. Based on our evaluation, curriculum and instructional strategies will be adjusted to meet the academic needs of the student.

How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?
We will utilize formative assessments in all academic areas and mid-year benchmark and diagnostic assessments. By engaging in consistent data analysis, we will be able to evaluate the efficacy of our plan to identify areas of strength and weakness and adjust as needed.

ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

How will the school track student attendance in Infinite Campus?
No changes to the attendance process.

How will the school engage parents and families to communicate and reinforce the importance of attendance?
Meetings will be provided to teachers prior to the start of school and the importance of attendance will be discussed and included in the parent guide books created for this program and is also included as part of the Parent/Student Handbook.

PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
-
- *Will the school request additional professional development days and if so, how will these professional development days be used?*

What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?

- SSMCS goal is to provide our staff with professional learning regarding health and safety requirements related to COVID-19.

Will the school request additional professional development days and if so, how will these professional development days be used?

The professional development will continue SEL training in August, before the start of school. The PD will demonstrate to SSMCS staff how to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

What resources will be provided to parents/families so that they can support students?

- Montessori instructional videos, as available, can be checked out to aid families with instruction.
- Monthly "Parent Talk" virtual meetings with SSMCS administration will continue.
- A school newsletter will provide updates to parents and on upcoming school calendar items. Teachers will also send updates on the learning in their classroom.
- SSMCS will continue with "climate" surveys and then follow up to meet the needs and concerns of our families.
- During distance education in middle school, families will have a designated teacher as their main point of contact. This will be their student's 1st period teacher. This teacher will be responsible for contacting each family in that class, educating and providing guidance technology assistance and instructional practices during distance education.
- During distance education, all classrooms will provide instruction on a fixed schedule of Zoom and/or Google Classroom meetings to ensure classroom routine & structure, sound allocation of time set aside for instruction, and an optimal use of the building's bandwidth averting streaming overloads. All families will be privy to their student(s)' classroom's Zoom schedule.

Sports Leadership and Management Academy

2021-2022 School Year Plan-SLAM Nevada

Topic	Key Information to Address
In-Person Learning: Health and Safety	**How will the school maintain the health and safety of students, educators, and other school staff?** ● SLAM 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. We will continue to follow contact tracing guidelines as well as testing procedures as necessary. Additionally we will appropriate accommodations for children with disabilities with respect to health and safety policies. **How is the school addressing key CDC recommendations including**: ● **Use of face coverings**: SLAM Nevada will follow the most current CDC and SNHD guidance and immediately update policies. SLAM Nevada will require face coverings in accordance with SNHD and CDC recommendations. ● **Handwashing and respiratory etiquette:** Students will be reminded to sanitize hands upon entering the school building or classroom. 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:** SLAM Nevada 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**: SLAM Nevada will follow SNHD and CDC guidelines for diagnostic and screening testing as applicable. ● **Efforts to increase access and awareness to vaccinations:** SLAM Nevada will continue to email staff and community of availability of vaccinations and vaccination sites when made aware of them. We will continue to host regular vaccination clinics for the community.

	● **Appropriate accommodations for children with disabilities with respect to health and safety policies:** SLAM Nevada 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. o 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 . o 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. o 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 .
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?**

	● SLAM Nevada will provide a full 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. SLAM Nevada has built an advisory period into the schedule for grades K-12 in order to monitor student wellbeing and offer tiered support as needed through classroom teachers, success advocate, counselors, and safe school professionals. **How will the school support educator and staff well-being?** ● SLAM Nevada 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. SLAM Nevada will offer professional development opportunities throughout the school year that focus on staff well-being and morale. Staff team building activities will also be prevalent throughout the school year. Administration and Instructional coaches will work with teachers who need additional support.
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?** ● 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 IXL 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 SLAM Nevada. ● SLAM Nevada will monitor student achievement data during weekly data chats and implement RTI as necessary.
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 Education2?** ● **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. Students will access classes and lessons online through Google Classroom virtual platform and will participate in live instruction every day. Students will complete and submit assignments via Google Classroom and online platforms. Students will have access to teachers for the entire instructional day via Google Meet, 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. Students will access all classes and lessons online through the Google Classroom virtual platform and will participate in live instruction every day via Google Meet. Students will complete and submit assignments via Google Classroom and online platforms.
Distance Education: Emergency Closure	**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?** ● SLAM Nevada 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 Google Classroom virtual platform and will participate in live instruction every day via Google Meet. Students will complete and submit assignments via Google Classroom. 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.
Distance Education: Supporting Students	**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?** ● SLAM Nevada 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 Google Classroom platform and will participate in live instruction every day via Google Meet. Students will complete and submit assignments via Google Classroom. 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 Google Meet 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 Google Meet. ○ 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 time frame. 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.

Somerset Academy of Las Vegas

Somerset Academy of Las Vegas

2021-2022

Distance Education Plan

Table of Contents

In-Person Learning: Health and Safety 1

- Handwashing and Respiratory Etiquette 1
- Cleaning and Maintaining Healthy Facilities 1
- Face Coverings 1
- Diagnostic and Screening Testing 2
- Contact Tracings 2
- Social Distancing and Capacity 2
- Accommodations for Children with Disabilities 2
- Vaccination Access and Awareness 2

In-Person Learning: Student and Staff Wellbeing 2

- Supporting Students: Social Emotional Learning - Tier 1 2
- Supporting Students: Trauma-Informed Practices - Tier 2-3 3
- Supporting Educators and Staff 3

In-Person Learning: Accelerating Student Learning 3-4

- Implementing Assessments 4
- Pairing Data with Instruction 4
- In-Person Learning & Special Populations 4

Path Forward Program: Distance Learning 4-5

- Technology Access 4

High Risk Medical Exemption Process 4-5

Parent Consideration for Distance Learning 5

Full-Time Distance Learning 5

- Teacher Expectations during Distance Learning 5
- Supporting Special Populations during Distance Learning 5-6

Quarantined Students & Distance Learning 6

Transitioning due to Public Health Conditions 6-7

- School/Family Communication (during closures) 7
- Nutrition (during closures) 7

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?
    - Somerset Academy of Las Vegas will maintain the health and safety of students, educators, and other school staff by following all recommended CDC protocols.
    - Somerset Academy of Las Vegas will continue to promote proper personal hygiene, including:
        - Washing hands with soap and water for at least 20 seconds,
        - Keeping 6 feet of physical distance from others,
        - Avoiding touching eyes, nose, or mouth,
        - Avoiding traveling when sick,
        - Staying home if you are feeling ill,

- How is the school addressing key CDC recommendations including:
    - Use of face coverings
        - Somerset 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.
        - Somerset Academy of Las Vegas will have face coverings available for anyone who requests one.
    - Handwashing and respiratory etiquette
        - Handwashing and sanitizing stations will be made available. Handwashing will be required often.
        - Signage is posted throughout all campuses indicating proper hand washing techniques.
        - Staff will redirect students who are not utilizing proper hygiene.
        - 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
    - Somerset Academy will follow all contact tracing protocols set forth by the Southern Nevada Health District (SNHD) and/or CDC.
- Social Distancing
    - Social Distancing protocols will be conducted in compliance with CDC, SNHD, and local regulations.
- Diagnostic and screening testing
    - Somerset Academy of Las Vegas will utilize the following diagnostic and screening testing methods:
        - Staff and students will self-screen their physical health. If any symptoms of illness are exhibited, staff or students will remain home until they are symptom free.
        - Touchless thermometers will be available for use at staff discretion.
        - If students become ill at school, they will be quarantined in the health office and sent home until they are symptom free for at least twenty four (24) hours.
- Efforts to increase access and awareness to vaccinations
    - Somerset Academy will communicate with stakeholders about access and awareness to vaccinations when applicable.
- Appropriate accommodations for children with disabilities with respect to health and safety policies.
    - Somerset 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.
        - Our staff will utilize culturally responsive practices to reinforce social emotional learning.
        - Our staff will continue to utilize data based decision making throughout campuses to ensure social emotional learning.

- **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. Activities may include, but are not limited to, the following:
        - Learning positive self-talk,
        - Practicing problem-solving skills,
        - Anxiety/grief support groups.
    - For more intensive support, Somerset Academy of Las Vegas may utilize these Tier 2 and 3 practices:
        - One-on-one weekly meetings between student and counselor,
        - Restorative justice practices,
        - Behavior contract.

- **Supporting Staff**
    - Somerset Academy of Las Vegas will continue to support staff by providing the following:
        - Modeling of teaching strategies and student interactions,
        - Providing training as needed.
        - Utilizing character development programs to be implemented in the classroom.

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, Burst, etc.) to evaluate the needs and effectiveness of instruction and determine the needs of students' academic progress.

        - There may be times when it is necessary to host ALL students on campus for administration of assessments. If this is necessary, Somerset Academy of Las Vegas will ensure that a safe, socially distanced environment is provided.
    - 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.
        - Technology will be returned at the end of the year, in good working order.
        - Families will be provided with training on technology, if necessary.

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?
- Somerset Academy has created a Distance Education plan specifically designed for students:
    - Who have documentation from a medical professional related to a condition that would be compromised by attending school in-person,
    - Who are quarantined on the advice of local public health officials.
- High Risk Medical Exemption Process:
    - Students who have been identified as high-risk, or who have a high-risk individual in their household, must submit medical documentation to the Principal of the individual Somerset Academy of Las Vegas campus. The Principal will review the documentation with the family to determine if distance education is appropriate.
        - Factors to consider when determining eligibility for distance learning include (but are not limited to):
            - Students will only be allowed to switch back to in-person learning at the end of each quarter, 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.
- Full time distance education:
    - Full time distance education will only be allowed for those students who have completed the Medical Exemption for Distance Education and have conferred with the Principal.
    - Each individual campus of Somerset Academy of Las Vegas will create a schedule for Distance Education based on the number of students eligible for Distance Education, but will include, at a minimum, the following:
        - 60-90 minutes of real time instruction for students in Kindergarten through 2nd grade,
        - 90-120 minutes of real time instruction for students in third through fifth grade,
        - 60 minutes per subject per week for students in 6 - 12th grade.
        - All students will have access to Clever, Google Classroom, and Zoom meetings (during which real time instruction will occur).
        - Teachers will submit at least one grade a week (per class) utilizing Infinite Campus.
        - Attendance will be recorded utilizing Infinite Campus.
            - Teachers will record attendance based on participation in real time instruction, work submitted, and contact with students.
            - If students are not participating in the above mentioned activities, staff will reach out to the family to determine circumstances (including whether or not distance education should be continued).
- Somerset Academy will utilize licensed teachers and/or licensed substitutes for instruction during distance learning.
    - Teachers will post assignments utilizing online forums, including Google Classroom and Clever.
    - Teachers will be available to students via telephone or email throughout the school day.
    - Teachers will provide support to families during distance learning.
- Somerset Academy 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.
- There are two types of quarantine for full-time students:
    - Whole school/class quarantine,
    - Individual/limited number of students.

Topic Key Information to Address Distance Education: Emergency Closure

- 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?
    - There are two types of quarantine for full-time students:
        - Whole school/class quarantine,
        - Individual/limited number of students.
    - In the case of a school closure, we will utilize synchronous and asynchronous learning to continue to provide students with a high quality education.
        - 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 Clever, and instruction will take place via Zoom. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning.

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?
    - 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 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.

- School/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. Such conferences may be handled by telephone, in person, or via written communication.
    - If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours. If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day. If a student has not communicated with a staff member for 5 days in a row, a home visit will take place.
    - If a family communicates that they are in need of resources, campus leadership, the teacher and the community outreach coordinator will work together to provide resources.
- Nutrition Services
    - 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. A lunch meal will be not provided to anyone arriving before or after their designated lunch period, unless at the discretion of school administration.

TEACH Las Vegas

PATH FORWARD PROGRAM OF DISTANCE EDUCATION

2021-2022

4660 N. Rancho Drive Las Vegas, NV 89130

Table of Contents:

1. In-Person Learning:
   Health and Safety

2. In-Person Learning:
   Student and Staff Wellbeing

3. In-Person Learning:
   Accelerating Student Learning

4. Distance Education:
   Students unable to participate in-person

5. Distance Education:
   Emergency Closure

6. Distance Education:
   Supporting Students

In-Person Learning: Health and Safety

TEACH Las Vegas has purchased two temperature reading devices that each student, educator, and staff members must use before they enter the building in the morning. The device will track the daily temperature of every person on the campus daily for the 180 days of instruction. If any person attending the school has a temperature of 100.4 degrees, the device will alert the administration, nurse, or FASA and that person will be sent home until they are without a temperature for 24 hours without the use of medication.

TEACH Las Vegas has also purchased cleaning and sanitizing products that will be used daily, multiple times a day if needed, to ensure that the campus is kept clean and sanitary. All staff and students will receive trainings on how to ensure they are cleaning their classrooms, common areas, and personal items clean.

CDC Recommendations

Face Coverings: In accordance with CDC guidelines, TEACH Las Vegas will follow the most up-to-date guidance from the CDC.

- All staff are required to wear a mask indoors if they are not fully vaccinated.
- Mask wearing is optional for students in Pre-K through Grade 3.
- Masks are required for students in grades 4 and 5, and optional for students in grades 6 through 12 who have been fully vaccinated.
- No one is required to wear a mask outdoors.

Handwashing and respiratory etiquette: In accordance with CDC guidelines, TEACH Las Vegas will:

Provide ongoing health education units and lessons, teach children proper handwashing, and reinforce behaviors, and provide adequate supplies. Ensure that teachers and staff use proper handwashing and respiratory etiquette.

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.
- Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.
- Some students with disabilities might need assistance with handwashing and respiratory etiquette behaviors.
- Supplies: Support healthy hygiene behaviors by providing adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal

trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).

Cleaning and maintaining healthy facilities: In accordance with CDC guidelines, TEACH Las Vegas will:

Make changes to physical spaces to maintain a healthy environment and facilities, including improving ventilation. Routinely clean high-touch surfaces (such as doorknobs and light switches).

Ventilation**:** Improve ventilation to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions.

- Bring in as much outdoor air as possible.
- Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
- Filter and/or clean the air in the school by changing filters regularly
- Use exhaust fans in restrooms and kitchens.

Modified layouts: Adjust physical layouts in classrooms and other settings to maximize physical space, such as by turning desks to face in the same direction.

Cleaning: Regularly clean high touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets, drinking fountains) within the school and on school buses at

Communal spaces: Stagger use and clean regularly (for example, daily or as often as needed). Consider use of larger spaces such as cafeterias, libraries, gyms for academic instruction, to maximize physical distancing.

Food service: Avoid offering any self-serve food or drink options such as hot and cold food bars, salad or condiment bars, and drink stations.

Water systems: Take steps to ensure that all water systems and features (for example, sink faucets, decorative fountains) are safe to use after a prolonged facility shutdown.

Contact Tracing: In accordance with CDC Guidelines, TEACH Las Vegas will:

TEACH Las Vegas will collaborate with the health department, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. Students, teachers, and staff with positive test results should isolate, and close contacts should quarantine. TEACH will report positive cases to the health department as soon as they are informed. TEACH school officials will notify families of

close contacts as soon as possible after they are notified that someone in the school has tested positive (within the same school day).

Staying home when appropriate**:** TEACH will educate teachers, staff and families about when they and their children should stay home and when they can return to school. Students, teachers, and staff who have symptoms should stay home and be referred to their healthcare provider for testing and care. TEACH may need to consider flexible sick leave policies and practices that enable teachers and staff to stay home when they are sick, have been exposed, or are caring for someone who is sick. TEACH will recruit and train sufficient substitute educators to ensure that teachers can stay home when they are sick or have been exposed to someone who is confirmed or suspected of having COVID-19.

Isolation should be used to separate people diagnosed with COVID-19 from those who are not infected. Students, teachers, and staff who are in isolation should stay home and follow the direction of the local public health authority about when it is safe for them to be around others.

Case investigation and contact tracing**:** TEACH will work with the local health department to facilitate, to the extent allowable by applicable laws, systematic case investigation and contact tracing of infected students, teachers, and staff, and consistent isolation of cases and quarantine of close contacts. TEACH will prepare and provide information and records to aid in the identification of potential contacts and exposure sites, consistent with applicable laws, including those related to privacy and confidentiality. Collaboration between the health department and K-12 school administration to obtain contact information of other individuals in shared rooms, class schedules, shared meals, or extracurricular activities will expedite contact tracing. For schools to remain open, health departments should ensure they have enough contact tracers to complete case investigation and notify contacts within 48 hours of a positive test result. Prompt identification, quarantine, and monitoring of those contacts exposed to SARS-CoV-2 can effectively break the chain of transmission and prevent further spread of the virus.

- The definition of a close contact is someone who was within 6 feet of a person diagnosed with COVID-19 for a total of 15 minutes or more over a 24 hour period. The definition of a close contact applies regardless of whether either person was wearing a mask.
- For schools that use less than 6 feet between students in classrooms, the definition of close contacts should not change. Students sitting less than 6 feet next to another student or person diagnosed with COVID-19 for a total of 15 minutes or more should quarantine at home and be referred for testing.

Quarantine should be used for students, teachers, and staff who might have been exposed to COVID-19. Close contacts, identified through contact tracing, should quarantine unless they are fully vaccinated, or have tested positive in the last 3 months, and do not have any symptoms. Students, teachers, and staff who are in quarantine should stay home and follow the direction

of the local public health department about when it is safe for them to be around others. If a child with a disability is required to quarantine, TEACH is required to provide services consistent with federal disability laws.

Diagnostic and screening testing: In accordance with CDC guidelines, TEACH Las Vegas will,

At all levels of community transmission, TEACH should offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school. Diagnostic testing for SARS-CoV-2 is intended to identify occurrence of SARS-CoV-2 infection at the individual level and is performed when there is a reason to suspect that an individual may be infected, such as having symptoms or suspected recent exposure. Examples of diagnostic testing strategies include testing symptomatic teachers, students, and staff who develop symptoms in school, and testing asymptomatic individuals who were exposed to someone with a confirmed or suspected case of COVID-19. Additional considerations for diagnostic testing:

- TEACH will advise students, teachers, and staff to stay home if they are sick or if they have been exposed to SARS-CoV-2. TEACH can encourage these individuals to talk to their healthcare provider about getting a COVID-19 test.
- If a student, teacher, or staff member becomes sick at school or reports a new COVID-19 diagnosis, TEACH should follow the steps of the COVID-19 Diagnosis flowchart on what to do next. This includes notifying a student's parent or guardian and initiating testing strategies. Notifications must be accessible for all students, parents, or guardians, including those with disabilities or limited English proficiency (for example, through use of interpreters or translated materials).
- It is important that school-based healthcare professionals have access to, and training on the proper use of personal protective equipment (PPE).
- Not every school or school-based healthcare professional will have the staff, resources, or training to conduct testing. Public health officials should work with TEACH to help link students and their families, teachers, and staff to other opportunities for testing in their community. Testing could be offered by referral to community-based testing sites, through collaboration with local public health, or through a centralized test location offered by the school district.

The presence of any of the symptoms below generally suggests a student, teacher, or staff member has an infectious illness and should not attend school, regardless of whether the illness is COVID-19. For students, staff, and teachers with chronic conditions, symptom presence should represent a change from their typical health status to warrant exclusion from school. Occurrence of any of the symptoms below while a student, teacher, or staff member is at school suggests the person may be referred for diagnostic testing.

- Temperature external icon of 100.4 degrees Fahrenheit or higher
- Sore throat

- Cough (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)
- Difficulty breathing (for students with asthma, a change from their baseline breathing)
- Diarrhea or vomiting
- New loss of taste or smell
- New onset of severe headache, especially with a fever

Students should not attend school in-person if they or their caregiver identifies new development of any of the symptoms above. Teach can provide options to separate students with COVID-19 symptoms or suspected or confirmed COVID-19 diagnoses by, for example, placing students in isolation room/areas until transportation can be arranged to send them home or seek emergency medical attention.

If a COVID-19 diagnosis is confirmed, TEACH will support public health officials in determining which close contacts and other potentially exposed persons in the school setting could be tested and either isolated or quarantined. TEACH can assist by providing information, where appropriate, to identify close contacts (for example, class rosters, seating charts, and information to facilitate outreach to contacts).

Increase awareness to vaccinations: In accordance with CDC guidelines, TEACH Las Vegas will make CDC resources available to teachers and school staff by posting the below links in the employee handbook and teachers lounge/workroom.

- The COVID-19 Vaccines for Teachers, School Staff, and Childcare Workers web page provides school and childcare staff with the latest information about where and how to book an appointment.
- The COVID-19 Vaccine Toolkit for School Settings and Childcare Programs provides schools and childcare programs with ready-made materials they can use to communicate with staff about COVID-19 vaccination.

TEACH officials and health departments can work together to also support messaging and outreach about vaccination for members of school communities. TEACH communication platforms can facilitate outreach to encourage vaccination of household members of school-age children as they become eligible. This should include outreach in a language that limited English proficient family members of students can understand and in alternate formats as needed to facilitate effective communication for individuals with disabilities.

Implementation of layered prevention strategies will need to continue until we better understand potential transmission among people who received a COVID-19 vaccine and there is more vaccination coverage in the community. In addition, vaccines are not yet approved for use in children under 16 years old. For these reasons, even after teachers and staff are vaccinated, schools need to continue prevention measures for the foreseeable future, including requiring masks in schools and physical distancing.

Appropriate accommodations for children with disabilities: In accordance with CDC guidelines, TEACH Las Vegas will ensure that students with an IEP (Individualized Educational Plan) or 504 Plan modifications and accommodations are being met and that their health and safety are not being compromised.

In-Person Learning: Student and Staff Well Being

TEACH will meet all students social, emotional, mental, and physical health needs by providing a safe and inclusive learning environment. TEACH staff will be trained in PBIS strategies and incorporate them in their classrooms daily. Staff will also communicate with parents weekly and will inquire about any issues that the student may be experiencing so we can address them at school if appropriate. TEACH will have a RN contracted and a FASA on site daily to support students.

TEACH will ensure all students social, emotional, mental, and physical health needs are being met by conducting social/emotional lessons in every classroom at least weekly. Staff will be trained to look for signs of depression, anxiety, and harm to self-behaviors. If any student exhibits these behaviors, staff will communicate with school administration, and they will take the correct steps needed to support the students.

TEACH will use the SAFEVOICE app to ensure that students have a technology-based resource that supports their social, emotional, mental, and physical health. School administrators will be the point of contact for SAFEVOICE and will immediately follow up with parents and students when a report is filed. All staff members will also receive Mandated Reporter training prior to school beginning. In year two of TEACH being in operation, we will staff a school counselor and social worker to support the social, emotional, mental, and physical health needs of our students.

TEACH will support our staff by providing a safe, nurturing, calm, and peaceful workplace. TEACH will also notify and post the rights of Nevada employees to ensure that if an issue arises, all staff knows where they can access information, resources, and support. TEACH administration will also meet with staff weekly to communicate with and ensure that staff knows where to access support or be that point of support.

In-Person Learning: Accelerating Student Learning

TEACH Las Vegas will address the impacts of COVID-19's impact on student learning by doing the following:

- TEACH is a one-to-one Chromebook school. All students will have access to daily, reliable technology.

- TEACH will use benchmark testing, such as DIBLES and MAP testing to guide instruction, create interventions, implement interventions, and ensure consistent student academic growth.
- TEACH will provide breakfast and lunch to every student daily at no cost. Ensuring all students receive a balanced daily diet will help to increase their focus and ability to learn.
- TEACH will use the data from the WIDA assessment to help guide the instruction for our ELL students.
- TEACH will provide a daily intervention block, 30 minutes daily, to meet the specific and individual academic needs of every student.
- TEACH will form an intensive RTI process to ensure all students are making adequate progress.

TEACH will re-evaluate and implement different learning and assessment strategies as needed by our students. We are using the most current curriculum for our core subject areas and will use our data to drive instruction.

Distance Education: Students unable to participate in-person

Students who fall under these two categories will be eligible for distance learning:

1. Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person,
2. Students who are quarantined on the advice of local public health officials.

Students enrolled at TEACH and fall into either or both categories will be able to participate daily in their classroom activities and instruction via their Chromebook and if needed, TEACH will employ or offer a stipend to a teacher to provide additional academic support during the time the student is unable to attend school in-person.

Distance Education: Emergency Closure

TEACH will ensure that all students are able to continue to learn through distance education in the event the school must close because of the COVID -19 pandemic, or another major emergency necessitates the closure of school by:

1. All students will be provided a Chromebook for distance learning.
2. Classes will continue at their normal start and ending times. Instruction will be virtual instead of in-person
3. Teachers will be required to hold weekly parent meetings via phone call, text message, email, or Zoom call. During these meetings, teachers will address academics and any behavioral concerns.

4. If students are absent, teacher will contact parent the day of the absence. If student is absent longer that 3 days, school administration will contact parent and require a meeting.
5. Students will be provided all access to the web-based editions of all curricula.
6. Teachers will still provide daily interventions to all students; the time may decrease from 30 to 20 minutes if needed.
7. Students and teachers will still receive their daily prep time. Specialist will conduct classes virtually.

TEACH will work cooperatively with parents and families to ensure that all students are academically successful, and that their social, emotional, mental, and physical needs are being met.

Distance Education: Supporting Students

TEACH will ensure that all students continue to receive auxiliary services by doing the following:

1. All students will have the ability to take their Chromebooks home.
2. All curricula will be supported by on-line access to assignments, interventions, tests, and notes.
3. TEACH and the Special Education team will make every effort to ensure that all IEP minutes, modifications, and accommodations are being met. If at any point during distance learning, the teacher, student, parent, or school administration believe the student is not receiving the adequate or appropriate support, a meeting will be held to develop a plan that addresses the deficiencies.
4. TEACH will have the same policy for our EL Leaners. If they begin to fall behind or need extra support, TEACH will provide tutoring.
5. Food services will continue. Breakfast and lunch will be served daily. Parents will be required to pick up food from the school campus.

Appendix B: Stakeholder Input

Over the last year, the SPCSA has engaged with stakeholders on numerous occasions to understand the impacts of the COVID-19 pandemic and inform our actions. When schools closed in March of 2020, the SPCSA initiated a communications strategy whereby each school leader was assigned an SPCSA Liaison who regularly spoke to the school leader to discuss recent developments, understand challenges the school was facing, address questions that the school leader had, and collect information to monitor school operations. Internally, SPCSA Liaisons met regularly, at first twice per week, to discuss common themes, challenges, and questions. Information collected through these SPCSA Liaisons informed the actions and priorities of the SPCSA. In addition, the SPCSA's Executive Director regularly held "All School Calls" to share important updates and answer questions. Many of the topics addressed in the All School Calls were informed by the trends observed by the SPCSA Liaisons. In addition, twice during the 2021-22 school year, the SPSCA's Executive Director held a series of Focus Groups with school leaders and board chairs to gather input and inform key decision points. While these activities were not specifically intended to gather input on the SPCSA's Plan for the Safe Return to In-Person Instruction, the information collected has inherently shaped the work over the last year and the contents of this plan.

In developing the SPCSA's Plan for the Safe Return to In-Person Instruction, public comment was sought during the State Public Charter School Authority (SPCSA) board meeting on April 23, 2021. In addition, the SPCSA launched two surveys seeking input from parents, families, educators, students and community members. The first survey was open from April 16 through May 7, 2021. The second survey was available in both English and Spanish from June 2 through June 15, 2021. In addition to using this survey data to inform this plan, the SPCSA will disseminate the data to each school to help inform their planning. The SPCSA also held a special meeting of our Community Working Group which is comprised of community and business leaders, representatives from local municipalities, representatives from the charter school community, and education representatives from local school districts and the Nevada Department of Education.

Board Meeting on April 23, 2021

During the Board Meeting on April 23, 2021, the SPCSA heard from three school leaders regarding the challenges they see within their school community and how they are planning to address these needs through federal emergency funds. Additionally, four individuals provided public comment regarding the Plan for the Safe Return to In-Person Instruction either in writing or during the meeting. The minutes from that meeting can be found here: https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2021/210423-April-23-Final-Minutes.pdf

Survey

The SPCSA launched two surveys seeking input from parents, families, educators, students and community members. The first survey was open from April 16 through May 7, 2021. The second survey was available in both English and Spanish from June 2 through June 15, 2021. In total, the SPCSA received 2,609 responses to these surveys. A breakdown of participants by role and school is provided below:

Role	Participants
Charter School Board Member	2
Charter School Staff	358
Charter School Parent	2116
Charter School Staff and Parent	18
Charter School Student	100
Member of the Public	9
Other/Did not indicate	6
Total	*2609*

Charter School	Participants
Alpine Academy	3
Amplus Academy	2
Coral Academy of Science - Las Vegas	3
Democracy Prep	1
Discovery Charter School	12
Doral Academy of Nevada	803
Doral Academy of Northern Nevada	111
Elko Institute for Academic Achievement	3
Freedom Classical Academy	20
GALs	5
Imagine Schools at Mountain View	80
Leadership Academy of Nevada	2
Legacy Traditional	24
Mater Academy	40
Mater Academy of Northern Nevada	13
Nevada Preparatory Charter School	2
Nevada Rise Academy	1
Pinecrest Academy	447

Charter School	Participants
Pinecrest Academy of Northern Nevada	99
Quest Academy	2
Silver Sands Montessori	2
Somerset Academy of Las Vegas	746
Sports Leadership and Management Academy	73
More than 1 school	21
Did not indicate	94
Total	*2609*

Survey Participants provided substantial information regarding the successes and challenges of returning to in-person learning, as well as priorities going forward. The major themes are summarized below by stakeholder group:

Charter School Parents and Family Members:

- The vast majority of parent/family respondents indicated that full-time in person instruction is a priority for the upcoming school year. A number of parents spoke about the challenges of distance learning and hybrid learning, and some referenced the particular challenge of these learning models with multiple children.
- Some individuals indicated that they are not yet ready for their child to return to school in person and that they would like choices regarding learning model going into the next school year.
- In addition, many indicated that health and safety are top priority. A range of strategies were referenced in responses including cleaning and sanitation, use of temperature checks or symptom screeners, maintaining small class sizes, handwashing, face masks, social distancing, minimizing visitors, use of Personal Protective Equipment (PPE), and ensuring sick students are sent home from school.
- A number of respondents indicated that they are concerned about children being required to wear masks and suggested that face coverings not be required in schools. Some requested that schools provide mask breaks during the school day. However, there were also many respondents that indicated that face coverings should be a priority.
- Several respondents indicated that promoting vaccines should be a priority. Additionally, some parents/family members indicated vaccines should be mandatory for those that are eligible, while other indicated that vaccines should not be mandatory.
- Many parents and family members wrote about the need for students to engage with their peers.
- Additionally, many parents and family members indicated concerns for students social, emotional, and mental wellbeing. Several responses indicated that counselors and support staff should be a priority.
- Many respondents wrote about the importance of quality education and helping students to catch up on content they missed during the last school year.

- Many parent and family respondents indicated they have been very satisfied with their child's school and school staff.
- Additionally, many parents and family members indicated that strong communication from schools to parents is critical.
- Many respondents wrote about the importance of teachers and other staff members. Some indicated that more staff should be hired to reduce staff to student ratios while others wrote about increases to staff pay.
- Several respondents wrote about the importance of ensuring that students have access to technology, ensuring that teachers have quality curricular materials, and providing professional development and tutoring to bridge the gap from the 2020-21 school year.

Charter School Staff

- Many school staff members indicated that providing full time, in-person instruction for all students is a priority for the upcoming school year. Many staff members wrote about the importance of address learning gaps through high quality, face-to-face instruction.
- Additionally, many school staff indicated that health and safety are a top priority, pointing to COVID-19 mitigation measures such as face coverings, sanitation, small class sizes, reducing class rotations, social distancing, access to COVID-19 testing, personal protective equipment, ensuring that sick students and staff stay home, and the recommendations outlined by the CDC.
- Some respondents indicated that mask and social distancing requirements posed challenges for schools and teachers, and that either alternatives such as mask breaks should be implemented or that these requirements should be lifted.
- Many school staff members wrote about the challenges of teaching through a distance education or hybrid model this year. Some also suggested that distance education should not be offered in the upcoming school year.
- Many school staff members indicated that a top priority is addressing student learning gaps. Some respondents suggested hiring additional staff to support this effort and reduce the student to teacher ratio. Other suggested ensuring that teachers are adequately compensated.
- Many school staff members indicated concerns about student and staff social, emotional, and mental health. Some suggested strategies such as professional development on trauma informed instruction and/or social emotional learning.
- Several school staff members indicated that vaccinations are a priority. In some cases, respondents wrote that they believe that vaccines should be mandatory, while others indicated that they should not be mandatory.
- Several school staff members indicated that they want to ensure that students continue to have access to technology going forward.
- Several school staff members wrote about the importance of including the school community, staff, students, and families, in major school decisions.

Charter School Students:

- Many students indicated that they want to return to school in-person. One student pointed out that many of his/her peers had a hard time during distance learning, but that returning to school has had a positive effect on student wellbeing. Additionally, a few students indicated that they would like to return in person but maintain one day a week of distance learning.

- Many students indicated that safety was a priority for in-person learning, pointing to a variety of COVID-19 mitigation measures such as masks, social distancing, temperature checks, small class sizes, ensuring sick students do not come to school, and alerting students when they may have been exposed to an individual that tested positive. A few students specifically said that one of their priorities was not to get COVID-19 and to protect their family members from getting COVID-19.
- Some students also indicated that social distancing and masks have been a challenge. For example, a student indicated that it can be hard to hear their teacher through a mask.
- Several students indicated that vaccines should be a priority.
- Several students indicated that distance and hybrid learning can be challenging. A few specific reasons were listed including inconsistent internet access, which can lead to missing zoom lessons, and teachers having to split their attention between in-person students and online students.
- Several students indicated that their priority is academics, some specifically stating that they wanted to get better grades.
- Other students indicated that other components of school, such as socializing, specials classes, and recess were priorities.
- Additionally, some students indicated that mental health is a priority.

Charter School Board Members:

- The board members both indicated a need to return to "normal" but to continue practicing reasonable health and safety precautions.
- One board member indicated that hybrid instruction is a challenge for working parents. Additionally, teachers have been strained by having to provide both virtual and in-person instruction.

Members of the Public

- Several members of the public wrote about the importance of student health and safety. In some cases, respondents pointed to a variety of COVID-19 mitigation measures such as masks and social distancing. In addition, some mentioned the importance of vaccinations.
- A few members of the public wrote about the importance of social and emotional well-being of students as well as providing access to quality social and emotional learning opportunities in schools.
- A few members of the public wrote about the importance of in-person learning and access to hands-on resources for students to ensure that schools can close learning gaps for students.
- Some members of the public wrote about the importance of ensuring adequate pay for educators.

Community Working Group

The SPCSA's Community Working Group is comprised of community and business leaders, representatives from local municipalities, representatives from the charter school community, and education representatives from local school districts and the Nevada Department of Education. The purpose of the Community Working Group is to provide input on how charter schools and the SPCSA can partner with communities and stakeholders to meet educational needs. This includes an explicit focus on equitable access and creating school environments that support the needs of diverse learners.

The Community Working Group met on Thursday, June 10, 2021 to provide input on the SPCSA's Plan for the Safe Return to In-Person Instruction and priorities for the use of emergency funding. Six members joined the meeting, and others who were unable to join were encouraged to complete the SPCSA's survey. These members bring a range of expertise including family engagement, education, school leadership, serving homeless students, serving students with disabilities, and city planning. Below is a summary of the input they provided:

- Thus far, school re-openings have shown that students and school staff can adhere to COVID-19 mitigation measures.
- As students have returned to in-person learning the social engagement has been a huge positive. They are happy to be back with their peers and teachers.
- Schools must plan for welcoming students back at the beginning of the year and be prepared to support students who have experienced loss and/or trauma.
- There may be a number of students who are disengaged from school. Targeted efforts to locate and reengage these students are needed.
- It will be important for schools to assess student academic levels early. Schools should focus on accelerating learning by teaching on-grade level content, while bridging gaps, rather than strictly focusing on remediation.
- Schools will need to have robust plans to support the social and emotional wellbeing of students, families and staff. This may also include a need for additional wrap around services such as transportation, enrichment programs, and childcare.
- Schools need to evaluate the need for providing compensatory services to special education students who may not have received services during the pandemic. They also need to consider evaluating or re-evaluating students and emphasizing a return to pre-pandemic service levels.
- Some students may have moved during the pandemic or may not be living in stable housing. Schools need a plan to identify and reach out to these students so they can provide appropriate supports.
- Many high school students have been working during the pandemic to contribute to their family's' income and/or provide childcare for younger siblings. Schools may need to think creatively about how to ensure these students can return to school while supporting family needs.
- Many educators are burnt out, so there is a need to ensure they are supported and sufficiently compensated.
- We need the community, including agencies and the media, to provide clear messages about the importance of returning to in-person instruction.
- The pandemic has required increased and different engagement between educators and families. Learning from and building on this increased family engagement can help to improve

outcomes for students and ensure parents are equipped to help their child be successful in school.

- Schools and districts need strong leadership and flexibility. They will need to be creative in developing solutions and while holding true to foundational strategies that are proven. Schools must learn from the last year and incorporate these lessons as they move forward.

Appendix C: Guidance Memorandum 21-02

Steve Sisolak
Governor

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Superintendent of Public Instruction

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GUIDANCE MEMORANDUM 21-02

TO: All School District Superintendents
Charter School Sponsors

FROM: Jhone M. Ebert, Superintendent of Public Instruction

DATE: May 28, 2021

SUBJECT: Guidance for 2021-22 School Year Reopening

This guidance supersedes all previous guidance issued by the Nevada Department of Education (NDE or Department) related to Path Forward Programs of Distance Education, existing authority for which expires at the end of the 2020-21 extended school year.

Background

On April 19, 2021, Governor Sisolak issued Declaration of Emergency Directive 044 requiring the Superintendent of Public Instruction to update the requirements and provide written guidance to county school districts and State and district sponsored charter schools ("districts and schools") regarding reopening plans and plans for Path Forward Programs of Distance Education for the 2021-22 school year.

This memo describes the requirements for offering distance education during the 2021-22 school year. To support districts and schools in planning ahead, the final section of this memo provides background information regarding the reopening plans federally required under the American Rescue Plan (ARP) Act.

In-Person Instruction

In accordance with Directive 044, effective May 1, 2021, authority for managing certain COVID-19 mitigation measures is delegated to district leaders and charter school sponsors. Superintendents and charter school sponsors ("LEA leaders") may determine capacity limits, social distancing protocols, and sanitation protocols for school transportation, spaces within school buildings or on school grounds, and for public gatherings and events of up to 250 people.[1] LEA leaders should make these decisions in consultation with staff and families as well as local public health authorities.

Path Forward Programs of Distance Education

Given local control over mitigation requirements, it is anticipated that districts and schools will open for

[1] Public gatherings and events of over 250 people organized or hosted by districts or schools or in school buildings or on school grounds require a Large Gathering Plan pursuant to Directives 044 and 041.

the 2021-22 school year with the capacity to offer in-person learning to all students. However, due to the need to accommodate student and family health and safety concerns and the potential need for students to have access to education while under quarantine, Section 15 of Directive 044 requires that all districts and schools provide a distance education option for students throughout the remainder of the Governor's Declaration of Emergency in response to COVID-19. Therefore, all districts and schools must submit a Plan for a Path Forward Program of Distance Education for the 2021-22 school year and the accompanying certification as described below. This requirement does not apply to programs of distance education as approved by NDE in accordance with Nevada Administrative Code (NAC) 388.830.

Distance education options must be available to all students, regardless of their public school of enrollment, if they have documentation from a medical professional related to a condition that would be compromised by attending school in-person or if they are quarantined on the advice of local public health officials. In addition, county school districts must provide distance education options to any student based on parent/guardian request through a process to be established by the district. County school districts may restrict entry into and exit from distance education to certain times within the academic year (i.e., beginning/end of quarter, semester, etc.)

Minimum Requirements for Path Forward Programs of Distance Education

In implementing Path Forward Programs of Distance Education, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or plan to provide accommodations for students without access to such technology. Districts and schools must provide opportunities for distance education as follows:

(1) Any district or charter school student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance education.
(2) All county school district students must have an ability to access and participate in distance education at the request of their parent/guardian through a process to be established by the district.

In addition, districts and schools must implement Path Forward Programs of Distance Education as follows:

(1) A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts.
(2) The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans.
(3) Licensed teachers and/or licensed substitutes must be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.
(4) Students participating in distance education must receive access to the nutrition services to which they are entitled.
(5) Districts and schools must use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

No later than July 14, 2021:

- School district superintendents must submit the signed certification form attached via email to

Amelia Thibault at acthibault@doe.nv.gov. District plans describing their approach to Path Forward Programs of Distance Education must be incorporated into the federally required LEA Plans for Safe Return to In-Person Instruction and Continuity of Services, described in more detail below.

- Charter school leaders must submit the signed certification and their Plans for Path Forward Programs of Distance Education to their sponsor; sponsoring authorities will compile and transmit the forms and plans to the Department.

Hybrid Learning

For the purposes of this guidance, "hybrid learning" is defined as any arrangement under which a district or school is providing in-person instruction concurrently with distance education either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios under which all students are alternating between in-person instruction and distance education on a regular schedule.

Districts and schools may, but are not required to, consider the following approaches to implementing hybrid learning:

- Prioritizing in-person instruction for students most negatively impacted by COVID-19, including students from families experiencing poverty, students of color, English learners, students with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students;
- Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction;
- Determining that certain grade levels or courses are better suited to in-person instruction or distance education; or
- Considering documented student and family medical circumstances.

Districts and schools may *not* determine whether students receive in-person instruction or distance education based on perceived access to technology, at-home support, or any other considerations of means or determinations of district or school personnel that are not based on evidence.

Attendance

Daily attendance must be taken for all modes of learning: in-person, hybrid, and full distance, except for schools that have approved Programs of Distance Learning per NAC 388.830. Schools with approved Programs of Distance Learning may continue to take attendance per NAC 387.193.

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.

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

one of the four criteria, they are considered absent for the full day.

Federally Required Plan for Safe Return to In-Person Instruction and Continuity of Services
This section of the document is informational to provide LEAs with context that may inform the process used by LEAs to formulate and finalize their Plans for Path Forward Programs of Distance Education.

On April 22, 2021, U.S. Department of Education (USED) published an interim final rule (IFR) related to the implementation of the American Rescue Plan (ARP) Act. Per USED requirements, LEAs must either:

(a) Within 30 days of receipt of ARP Elementary and Secondary School Emergency Relief (ESSER) funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services; or
(b) Have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, which must be revised no later than six months after it was last reviewed.

Given the USED guidance regarding LEA Plans for Safe Return to In-Person Instruction and Continuity of Services ("LEA Plans for Safe Return"), it is anticipated that all LEAs[2] must update or replace their 2020-21 reopening plans (as previously required by Emergency Directive 022) to meet the statutory requirements of the ARP Act.

The IFR regarding the LEA Plans for Safe Return is excerpted below for your ease of reference:

"First, the requirement clarifies that an LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations including:

- Universal and correct wearing of masks;
- Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
- Handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
- Diagnostic and screening testing;
- Efforts to provide vaccinations to school communities;
- Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- Coordination with State and local health officials.

"Second, the requirement further clarifies that the plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

"Third, the requirement provides that, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the

[2] Districts that do not receive ARP ESSER funds via the Title I methodology do not have to complete LEA Plans for Safe Return and instead must submit a memo to the Department briefly describing their Path Forward Program of Distance Education.

revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations. The requirement also clarifies that an LEA that developed a plan prior to enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act but does not address each of the required aspects of safety established in this requirement must, as part of the required periodic review, revise its plan consistent with these requirements no later than six months after it last reviewed its plan.
"Fourth, under the requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent."

In addition, the Frequently Asked Questions document released by USED on May 26, 2021 indicates that "an LEA may use ESSER and GEER funds to engage the public on the development of the safe return to in-person instruction plan and for conducting active and sustained engagement with the school community. This includes using funds to cover the costs of conducting ongoing outreach, paying for translating and interpreting services as needed to ensure effective communication with individuals with limited English proficiency, providing reasonable accommodations such as interpreters and written materials in alternate formats for individuals with disabilities upon request, holding public meetings (including virtually), and conducting surveys of families, students, educators, and other staff to better understand their perceptions, needs, and concerns."

Next Steps Regarding ARP ESSER

- *Application Opens June 14, 2021*: NDE has requested an extension from USED to release the ARP ESSER application on June 14. This request was made with our LEAs in mind as, once we release the application it will start the 30-day window for LEAs to complete their Plans for Safe Return and 90-day window to complete ARP ESSER Funding plans.

- *LEA Plans for Safe Return Due July 14, 2021:* LEA Plans for Safe Return will be submitted via ePAGE and will be due per federal requirements no later than July 14.

- *LEA ARP ESSER Funding Plans Due September 10, 2021*: NDE is in the process of finalizing an ARP ESSER Resource Guide to support LEAs in creating plans and applying for ARP ESSER funds. LEA plans for ARP ESSER funds are distinct and have a separate set of federal requirements than LEA Plans for Safe Return to In-Person Instruction and Continuity of Services. LEA ARP ESSER funding plans will be due in ePAGE September 10.

If you have any questions related to this guidance, please contact Chief Strategy Officer Jessica Todtman at jtodtman@doe.nv.gov or 702-757-7203.

Appendix D: Guidance for 2021-22 School Year Reopening and Plath Forward Distance Education Plans

Steve Sisolak
Governor

STATE OF NEVADA

Rebecca Feiden
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GUIDANCE MEMORANDUM

TO:	Charter School Leaders
FROM:	Rebecca Feiden, Executive Director
SUBJECT:	Guidance for 2021-22 School Year Reopening and Path Forward Distance Education Plans
DATE:	June 11, 2021

As charter schools plan for the 2021-22 school year, there are several important requirements that must be met:

- Charter Schools are responsible for determining certain COVID-19 mitigation measures[1] and therefore, must develop plans for how they will ensure the safe reopening of school buildings. This plan addresses health and safety as well as how the school will respond to the impact of COVID-19 on students' opportunity to learn.
- Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, 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.
- 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

establishes an emergency distance learning plan to be implemented in the event of a major emergency.

In and effort to streamline the planning process, the SPCSA is recommending that schools create a single "2021-22 School Year Plan" that meets all of these requirements. Below is an outline of the key information that, at minimum must be included in the 2021-22 School Year Plan in order to fulfill all three of the requirements outlined above:

Topic	Key Information to Address
In-Person Learning: Health and Safety	• How will the school maintain the health and safety of students, educators, and other school staff? • How is the school addressing key CDC recommendations including: o Use of face coverings; o Handwashing and respiratory etiquette; o Cleaning and maintaining healthy facilities, including improving ventilation; o Contact tracing; o Diagnostic and screening testing; o Efforts to increase access and awareness to vaccinations; and o Appropriate accommodations for children with disabilities with respect to health and safety policies.
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?
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?
Distance Education: Students unable to participate in-person	• 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[2]? o Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person o Students who are quarantined on the advice of local public health officials

[2] See Guidance Document 21-02 for details regarding the requirements for Path Forward Programs of Distance Education

Topic	Key Information to Address
Distance Education: Emergency Closure	• 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?
Distance Education: Supporting Students	• 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?

The SPCSA recommends that schools develop and submit a single plan that addresses all of the topics listed above, but schools may, alternatively, submit multiple separate plans that when combined, cover these basic requirements. In addition, schools may choose to address additional topics not listed within this memo.

Resources

The following resources may be useful to schools in developing their 2021-22 School Year Plan:

- COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools
- COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs
- Operational Strategy for K-12 Schools through Phased Prevention