

# 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<sup>1</sup> 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%20FPDE.docx?dl=0>
- Request for Calendar Adjustment:  
<https://www.dropbox.com/s/0ez1fhjckqn6ln/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](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](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>

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<sup>1</sup> 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.

- 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**

- 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:**

### 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.*

Once SLAM NV's re-opening plan is complete and approved by SLAM NV's School Board, it will be sent out via email to all families and staff. We will also communicate through social media and utilize our student information systems all call feature to direct our families to a link to the plan which will be posted on our website. The SLAM NV re-opening plan includes the health and safety protocols that will be put in place in order to adhere to all state and health district requirements. It will also include information on what students and families will need to do to protect themselves and others while on campus and/or participating in any school-related activity. These guidelines will also be based on state and health district requirements.

The SLAM NV Administrative Team will send out weekly email updates throughout the school year in order to keep families informed of all school related issues, especially those issues dealing with any COVID-19 directives. These weekly updates will also include information regarding distance education, in-person classes, attendance, school schedule and calendar, health-related updates, and traditional academic information. In addition to being emailed, all weekly updates will be posted on our website by date giving families the opportunity to review prior information as needed. All weekly updates will also be posted and sent out in Spanish.

### RE-OPENING 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)?*
  - ◆ SLAM Nevada plans to reopen in compliance with the current state phase. We are prepared with plans to open: a) all online if Nevada is in Phase 1, b) hybrid plan with all online options if Nevada is in Phase 2 or 3, c) full time return to school if Nevada is in Phase 4.
- *Will the school request a calendar adjustment as part of your re-opening approach?*
  - ◆ Yes, we plan to adjust staff development days only allowing students to physically return five days later than originally planned as allowed by the state. (Start Date For Students: August 17th 2020)
- *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"?*
  - ◆ All students will have the opportunity to attend an online only cohort of school for the entire 2020-2021 school year. Students will be allowed to transition in and out of online as needed.
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
  - ◆ Families will have the opportunity to enroll in cohort A, B, or C. Placements will be filled on a first come basis and seats will be capped to ensure social distancing.
- *What circumstances/scenarios will warrant a change in the approach?*

- ◆ Our plan is flexible to be able to accommodate a change in state mandated phases of COVID-19, as well as any campus outbreaks of COVID-19.

→ *If a change in approach is warranted, how will that transition be made?*

- ◆ Currently we anticipate a smooth transition between each of our plans. However, administration and leadership is ready to reassess and re-plan as needed.

#### Plan A: Hybrid

- ◆ Students report to school on two designated days for in-person instruction.

Classes 1-4		Classes 4-7			Classes 1-4		Classes 4-7	
Monday		Tuesday		Wednesday	Thursday		Friday	
A		A			B		B	
7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)	Cleaning PD Planning Office Hours	7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)
9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)		9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)
10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)		10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)
12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*		12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*
12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)		12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)
1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)	1:30-2:15 Bull Pen	1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)

- ◆ On the other days, students are engaged in asynchronous learning aligned with academic goals established by teachers. All teachers will offer one remote-live instruction class per subject based on our schedule for students at home to engage with. This class will also be recorded to be posted for all students to view.
- ◆ On Wednesdays, all students will be engaged in distance learning opportunities and teachers will be engaged in collaborative planning and/or professional learning opportunities. Teachers will also offer virtual office hours and host bull-pen using remote-live instruction.
- ◆ All teachers will be assigned a group of students for academic support, better known as Bull Pen at SLAM. Teachers will be responsible for communicating daily with this particular group of students utilizing remote-live instruction. The focus of this time will be relationship building, social-emotional learning, additional help (ie: tutoring, technology support), counselor presentations, important announcements, etc.
- ◆ On shortened weeks due to holidays, students will follow a holiday schedule during the instructional day:

Classes 1-7	
Holiday Schedule	
A or B	
7:30-8:21	Per. 1 (51 min)
8:26-9:15	Per. 2 (49 min)
9:20-10:09	Per. 3 (49 min)
10:14-11:03	Per. 4 (49 min)
11:08-11:57	Per. 5 (49 min)
11:57-12:27	LUNCH
12:32-1:21	Per. 6 (49 min)
1:26-2:15	Per. 7 (49 min)

→ *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*

- ◆ We will first off these families access to technology by providing a chromebook and connecting them with internet/broadband service.
- ◆ Should the family refuse technology or be unable to access the internet, we will provide a paper curriculum to supplement the days they are engaging in asynchronous learning.
- ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Pearson, Achieve3000 etc.

<p>Backup Option B: → Full time distance learning for all students and staff.</p>
<p>Backup Option C: → Full time return to classes.</p>
<p><b>PHYSICAL HEALTH SCREENING</b></p> <ul style="list-style-type: none"> <li>• <i>How will you screen staff and students?</i></li> </ul>
<p>STAFF:</p> <ul style="list-style-type: none"> <li>• Every staff member will complete the return to work form provided to SLAM Nevada by Academica.</li> <li>• Daily temperature checks will be taken as staff enter the building. Staff will be asked to stay home if they are not feeling well.</li> </ul> <p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Parents will be our first line of screening for all students. Prior to entering school day one, students will be asked to be healthy and fever free.</li> <li>• Students will have their temperature checked daily prior to entering the building.</li> </ul>
<p><b>PHYSICAL HYGIENE</b></p>
<p><i>How will you address and reinforce hand hygiene and respiratory etiquette?</i></p> <ul style="list-style-type: none"> <li>• Students will use hand sanitizer when entering each classroom.</li> <li>• Staff and students will be required to watch a video tutorial on hygiene and etiquette prior to returning to school.</li> <li>• CDC posters will be on display throughout the building.</li> </ul>
<p><i>How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.</i></p> <ul style="list-style-type: none"> <li>• All students and staff will be required to wear face masks as per current state directives. This will be reassessed if state directives change.</li> <li>• Students will be allowed to remove their masks while they are eating.</li> </ul>
<p><b>SOCIAL DISTANCING</b></p> <ul style="list-style-type: none"> <li>• <i>How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?</i></li> <li>• <i>How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?</i></li> </ul>
<p><i>How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?</i></p> <ul style="list-style-type: none"> <li>• One way hallways with staggered release and extended passing period</li> <li>• approximately 14-16 students per classroom with dividers between students to increase barriers</li> <li>• Entrance to school building <ul style="list-style-type: none"> <li>○ 3 lanes of cars <ul style="list-style-type: none"> <li>▪ Determined by your gate</li> </ul> </li> <li>○ 3 Main entrances - Mask Check &amp; Temperature <ul style="list-style-type: none"> <li>▪ Gate A (Soccer Fields)- 200 - 2 doors <ul style="list-style-type: none"> <li>• 2 temp checks</li> <li>• 6 feet separations dots for the line of kids</li> </ul> </li> <li>▪ Main Doors B - 100 - 1 door <ul style="list-style-type: none"> <li>• 2 temp checks</li> </ul> </li> </ul> </li> </ul> </li> </ul>

- 6 feet separations dots for the line of kids
- Gate C (Turf) - 200 - 2 doors
  - 2 temp checks
  - 6 feet separations dots for the line of kids
- TOTAL: 6 people needed
  - 3 rolling carts
    - Thermometer
    - Gloves
    - Hand sanitizer
    - Masks
    - clipboard/rosters
    - pen/pencils
- Assigned Gate By First Period Teacher (Color Coordinated)
  - Signs Posters Laminated
- Assigned Door by First Period
- Dismiss students from closest classroom to door filing back
- Student desk surfaces will be sanitized between classes
- Teacher assistants will monitor traffic in halls and stairways
- Block scheduling to minimize transitions (4 per day)
- Bathrooms monitored by campus monitors to ensure all guidelines are followed

*How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

- Our plan is flexible to be able to accommodate a change in state mandated phases of COVID-19, as well as any campus outbreaks of COVID-19.
- Leadership will meet to discuss and revise our plan as necessary as the year progresses.

## **HUMAN RESOURCES**

### **STAFF RETURN TO WORK**

*How will staff return to work?*

- Staff will return on August 3<sup>rd</sup> to complete a COVID test prior to entering the school building.
- Staff will report Monday- Friday 7:00am-3:00pm
- Staff will report through the front door to receive a temperature check.

*How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?*

- Discussions regarding returning to work will be conducted throughout the summer break.

*How will your staffing approach ensure strong implementation of your overall re-opening approach?*

- Staff will be trained on school protocol, social distancing guidelines, and hybrid teaching model prior to school starting. Five additional PD days will be used at the beginning of the school year.
- The staff will follow CDC guidelines and will limit the building to 50% capacity.

*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 currently have 10 additional licensed staff members ready to cover classes if necessary (support staff, instructional coaches, and administrators).

### **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?*

- Consistent and up-to-date information will be shared through emails, phone calls, zoom meetings, and board meetings in order to discuss and weigh in on important decision making.

## 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?*

- We will minimize students on campus by at least 50%.
- We will establish a separate COVID-19 area for the health room.
- Students will eat in classrooms allowing alternate uses of the multiple purpose room.
- All students will be directed to use student bathrooms on one floor only which will be monitored by a staff member to ensure all guidelines are followed.
- Installation of a plexi-divider for the front office.
- All parent meetings will transition to an online platform.

*How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

- Outsourced cleaning company will provide cleaning each night and will focus on deep disinfecting of buildings between student groups.
- Tables, desks, and other classroom surfaces will be sanitized between each student use by students and monitored by the teacher.
- Designated staff will continually wipe handrails, bathrooms and other high use areas.

### NUTRITION SERVICES/BREAKFAST & LUNCH

*How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*

- All provided nutrition will be shelf stable foods for breakfast and lunch during Phases 1 - 3.
- Students will receive all food for the day as they enter the building.
- Students will eat in the classroom at designated times.
- SLAM NV will remain a closed campus for the duration of the 2020-2021 school year. **In particular, parents will not be able to drop off items for distribution during the school day.** Students must arrive on campus with all materials necessary. Additionally, staff will not be able to leave campus during the school day.

*If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*

- Staff will be using gloves and masks to pack and distribute all foods.

*How will the school ensure that students have access to nutrition services to which they are entitled?*

- Free and reduced lunch eligible students will receive allocated food for their non-campus days at the end of their last on campus day each week.
- SLAM NV will conduct a campaign to ensure **all** households return FRL applications.

### TRANSPORTATION/ARRIVAL & DISMISSAL

*How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*

- Students will not be permitted on campus prior to 7am.
- Students will be assigned one of three entry points based on first class of the day.

- Temperatures will be taken at the entry door.
- Once students enter the building, they will report directly to their first class of the day.
- Food will be distributed at the entry door.
- Students will be assigned one of three dismissal exits based on last class of the day.
- Students will be assigned specific pick up locations based on the oldest student/carpool last class of the day.

*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?*

- SLAM NV does not provide transportation to and from school.

#### **ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**

*How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*

- No before school activities will be allowed.
- All students will exit campus at the end of day following exit protocol.
- Athletes and/or extra curricular participants will re-enter the building following all entry procedures.
  - This will be monitored and facilitated by coaches/advisors.
- Practice times will be coordinated and set by the Athletic Director in communication with coaches.

\*All these guidelines are subject to revision based on any changes or updates to NIAA guidelines and state mandated phases.

*If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

Pre-Workout/Contest Screening:

- All coaches and students will be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check.
- Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19
- Any person with positive symptoms reported will not be allowed to take part in workouts and we will contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals (over 65, pre-existing health conditions) will not oversee or participate in any workouts during Phase 2.

Limitations on Gatherings:

- No gathering of more than 10 people in a single indoor space. Up to 50 individuals may gather outdoors for workouts.
- If locker rooms or meeting rooms are used, there will be a minimum distance of 6 feet between individuals at all times. Locker rooms will not be used during phase 2.
- Workouts will be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures limited exposure if an individual develops an infection.
- There will be a minimum distance of 6 feet between individuals at all times, whether indoors or outdoors. If this is not possible indoors, then the maximum number of individuals in the room will be decreased until proper social distancing can occur. Appropriate social distancing will be maintained on sidelines and benches during practices.

Facilities Cleaning:

- Adequate cleaning schedules will be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility will be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).



- Weight equipment will be wiped down thoroughly before and after each individual's use of equipment.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam will be covered.

#### Personal & Clothes/Equipment Hygiene:

- Individuals will wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer will be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.
- Appropriate clothing/shoes will be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.
- Students will be encouraged to shower and wash their workout clothing immediately upon returning to home.
- There will be no shared athletic towels, clothing, or shoes between students.
- Students will wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, will be cleaned intermittently during practices and contests.
- Athletic equipment such as bats, batting helmets and catchers gear will be cleaned between each use.

#### Physical Activity:

- Lower risk sports practices and competitions will resume.
- Modified practices will begin for Moderate risk sports.
- Maximum lifts should be limited and power cages will be used for squats and bench presses. Spotters will stand at each end of the bar.

#### Hydration:

- All students will bring their own water bottle. Water bottles will not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) will not be utilized.

### INFORMATION TECHNOLOGY

*What technology resources are necessary to implement your reopening plan?*

- 1:1 technology and online educational platforms
  - SLAM Nevada has purchased/is in agreement to use: Edgenuity, Google Classroom Suite, iReady, Colegia, and others
- Teacher computers with camera and microphone capabilities.

*How will you ensure that the school has all necessary technology resources to support your reopening plan?*

- Ordered additional laptop computers utilizing CARES dollars.

*What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

- Students are offered to check out a laptop or provide their own. Each student must have 1:1 access in school and at home.
- All students will be able to attend live sessions at specific times or watch recorded sessions on their own time to help with connectivity issues at home.
- We will conduct a campaign informing families of available services from local internet providers.

### WELLNESS AND RECOVERY

#### SOCIAL-EMOTIONAL LEARNING (SEL) – TIER 1

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

- ◆ Counselors and Safe School Professionals (SSP's) on campus will provide a needs assessment survey to collect data from students, staff, parents and other stakeholders to determine which topics may be of most benefit (eg. stress management, well being of self and others, emotional regulation, relationship skills etc.).
  - Google survey to all stakeholders
  - Review and use data driven feedback to improve social emotional support needs
- ◆ Counselors and SSP's will provide interventions that take place in the general education environment and are presented universally to all or most students.
  - School wide interventions proactive approaches of positive behavior supports to build a sense community, foster a safe and supportive learning environment for all students
  - Large group interventions
  - Counseling core curriculum will be shared with stakeholders
  - Virtually or In person presentations with access to all students
- ◆ Provide Counseling Department goals based on data and develop curriculum goals using the ASCA Mindsets & Behaviors.
  - Create calendar to integrates classroom lessons
  - Create lessons or units that support these goals
  - Create monthly newsletter of tools and supports for SEL and academics
- ◆ 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, responsible decision making skills etc.).
  - Schoolwide SEL supports both the academic and behavioral
  - Addressing Students' Developmental Needs During Transition
  - Teachers self-assess strengths and areas to develop as they promote SEL through distance learning, in their classroom and at-home assignments.
  - Include a core value or SEL concept to their lesson plans
- ◆ Administrators co-create supportive learning environments for the SEL programs.
  - Where all students and adults can enhance their social and emotional competencies
  - Feel a sense of belonging, heal, and thrive
  - Provide support, resources and a sense of accountability to their teachers, staff and students

#### **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?*

- ◆ Counselors and Safe School Professionals will work with success advocate, teachers and administrators to monitor students at risk using data collected through our students information system on behavior, academic, attendance and emotional support needs
  - Wellness checks for staff, students and families to provide supports
  - Keep counselor confidential protocol for our students upon their return to school.
  - Monitor what they have experienced, how are they feeling, what do they need, and what supports need to be in place in weekly counselor and leadership meetings
  - Utilize restorative practices and trauma informed methods for behavioral supports
  - Restorative attitude and justice approach to promote relationship building community
  - Review data quarterly to adjust and evaluate students needs
  - Provide alternatives to suspensions
  - Behavioral Contracts, PBIS behavior tracking interventions
- ◆ Success Advocate, Instructional Coaches, and Administrators will monitor school climate and needs of school and staff safety
  - Provide training to schoolwide personnel to foster a safe and supportive learning environment for all students
  - Monitor teachers classroom management and provide professional education on an individualized need
  - Provide information on supporting brain development in traumatized children and youth

- Be transparent with restorative approaches in an equitable manner.
  - Discuss SEL in teachers evaluations
  - Minimize unnecessary trauma for the school community with prevention
- *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?*
- ◆ Counselors and Safe School Professionals will provide more intense support to students needing additional Tier 1-3 interventions for observed behavior and classroom practices
    - Targeted support groups
    - Small group interventions
    - Individualized interventions for unique student
    - Grief Counseling support
    - Small group to emotional regulations and stress management support
    - Check-In/Check- Outs
    - House visits to families and students
  - ◆ Counselors and Safe School Professionals will connect our student and families through face to face, phone, email and other virtual connections
    - Provide outside agencies and communities partnership with family supports
    - Resources for individual needs
    - Professional Development of crisis response to trauma
    - Anti Bullying Prevention education to the school community
    - Suicide Prevention education to all stakeholders - news letter, 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)*

### **INSTRUCTIONAL APPROACH**

There were many options and decision-making points that were considered in planning. First and foremost, our instructional model focused on students social-emotional well-being while also ensuring student learning and proficiency development. We will engage in all planning with a flexible approach, understanding that we may start the school year with one instructional model and, as new information becomes available about health and safety, we may transition to a different model. No matter the instructional model, we will continue to work to enhance student success and opportunity at school. In an effort to keep students and rigor consistent, students' class schedules will remain the same for Hybrid Plan A and Remote-Live Instruction Plan B during the 20-21 school year. If we are able to welcome all students on campus in a safe manner, we will return to our original SLAM NV schedule.

Our instructional approach was thoughtfully crafted using the mission and vision of our charter. Our vision is to provide an education that develops students advanced skills through unique hand-ons experience, innovative ideas, and state of the art technologies essential for students to become successful scholars, professionals, and future leaders. In order to maintain our vision while listening to all of our stakeholders, we created an instructional model that emphasizes unique instructional strategies and offers flexibility.

There is no one size fits all education. We believe in a unique educational experience that is individualized based on our student needs. We understand our community, their needs, and their access outside of the school building which includes a type of flexibility that cannot be offered through a full remote-live instruction model. Our goal is to capitalize on providing more individualized instruction while our class sizes are smaller. While in the building our students will be engaged in collaborative learning using unique hands-on experiences and innovative ideas while simultaneously engaging with state of the art technology and programs. On distance learning days students will be fully engaged in curriculum utilizing an asynchronous and flexible remote-live instruction model.

To strike a balance and ensure we are meeting the needs of our students that choose the full distance learning option, we will offer a specific remote-live instruction schedule at each grade level for them to follow. Those in the hybrid model will also have access to the remote-live instruction but it will not be required in order to maintain flexibility for those that are outside the school building.

## HYBRID PLAN A

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

- ◆ Students report to school on two designated days for in-person instruction:
  - Cohort A/B - Hybrid Model
  - Cohort C - Full Distance Learning

Classes 1-4		Classes 4-7			Classes 1-4		Classes 4-7	
Monday		Tuesday		Wednesday	Thursday		Friday	
A		A			B		B	
7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)	Cleaning PD Planning Office Hours	7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)
9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)		9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)
10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)		10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)
12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*		12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*
12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)		12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)
1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)	1:30-2:15 Bull Pen	1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)

- ◆ During distance learning days, students are engaged in asynchronous learning aligned with academic goals established by teachers. All teachers will offer one remote-live instruction class per subject per week based on our schedule for students at home to engage with. This class will also be recorded to be posted for all students to view.
- ◆ On Wednesdays, all students will be engaged in distance learning opportunities and teachers will be engaged in collaborative planning and/or professional learning opportunities. Teachers will also offer virtual office hours and host bull-pen using remote-live instruction.
- ◆ All teachers will be assigned a group of students for academic support, better known as Bull Pen at SLAM NV. Teachers will be responsible for communicating daily with this particular group of students utilizing remote-live instruction. The focus of this time will be relationship building, social-emotional learning, additional help (ie: tutoring, technology support), counselor presentations, important announcements, etc.
- ◆ On shortened weeks due to holidays, students will follow a holiday schedule during the instructional day:

Classes 1-7	
Holiday Schedule	
A or B	
7:30-8:21	Per. 1 (51 min)
8:26-9:15	Per. 2 (49 min)
9:20-10:09	Per. 3 (49 min)
10:14-11:03	Per. 4 (49 min)
11:08-11:57	Per. 5 (49 min)
11:57-12:27	LUNCH
12:32-1:21	Per. 6 (49 min)
1:26-2:15	Per. 7 (49 min)

→ What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?

- ◆ We will first offer these families access to technology by providing a Chromebook and connecting them with internet/broadband service.

- ◆ Should the family refuse technology or be unable to access the internet, we will provide a paper curriculum to supplement the days they are engaging in asynchronous learning.
- ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Pearson, Achieve3000, etc.
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
  - ◆ We will provide students with Chromebooks and ensure they have access to internet/broadband service.
  - ◆ These students will be able to follow their school schedule utilizing remote-live instruction so they can engage with their class even while they are at home. These lessons will also be recorded for students to view for those seeking flexibility.
  - ◆ Paper curriculum can be provided for extenuating circumstances.
  - ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Pearson, Achieve3000, etc.
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
  - ◆ Our schedule has built in time for academic support through a time we call Bullpen. This time will utilize remote-live instruction so every teacher has a chance to make contact with each student. This class will meet at the same time each day of the week to maintain consistency.
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
  - ◆ Teachers will utilize remote-live instruction for each academic course taught. Students at home will be able to access the live instruction during the specified time for that course. This schedule for each grade level will be determined as soon as the master schedule is complete.
  - ◆ Teachers will be accessible to their Bullpen daily at the same time.
  - ◆ On Wednesdays, teachers will be accessible through virtual office 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?*
  - ◆ Physical Education courses will follow social distancing guidelines and hold courses outside when weather permits. Students will be allocated a particular area in the gymnasium that ensures social distancing is being followed. All activities will be individualized to ensure no sharing of materials or sports equipment. Students will remain in uniform.

#### **MEETING STUDENT NEEDS**

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
  - ◆ English Learners: In addition to regularly assigned ELL support class, New Comer students and students with a WIDA score below 4 will have access to Edgenuity ELL Course for high school or middle school. This program will be supported through Bullpen. ELL students will be clustered for additional support during Bullpen.
  - ◆ Students with IEPs:
    - Every student with an IEP will have their plan reviewed by their Case Manager 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 special circumstances where changes need to be made or revisions to documents need to be held.
    - All IEP meetings will be conducted using virtual meetings/phone conferences.

- *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?*
  - ◆ All students will participate in a beginning of the year diagnostic assessment using i-Ready for middle school and Edgenuity for high school 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 diagnostic assessment 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.
- *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 courses and mid year diagnostic assessments. By engaging in consistent data analysis we will be able to evaluate the efficacy of our plan and adjust as needed.
  - ◆ We will conduct stakeholder surveys that ask for feedback based on the current plan to identify areas of strength and weakness and adjust as needed.
  - ◆ Through a continuous cycle of analyzing quantitative and qualitative data we will ensure all students' needs are met and are represented equitably and fairly.

## **ATTENDANCE AND ENGAGEMENT**

- *How will the school track student attendance in Infinite Campus?*
  - ◆ Attendance tracking in Infinite Campus will be determined by the State of Nevada Department of Education.
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*
  - ◆ Prior to the start of school, the importance of attendance will be communicated to all families via email, robo text, and our social media platforms.
  - ◆ Attendance policies will be updated in the parent/student handbook.
  - ◆ Staff will uphold the attendance policies to ensure accountability.
  - ◆ Bullpen teachers will establish those expectations with their students and families through relationship building and being the point of contact for families.

## **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?*
  - ◆ We will be utilizing 10 professional development days (5 prescheduled and the 5 additional allocated through NDE) prior to the start of school.
    - Staff will receive health and safety training to mitigate COVID-19 risk by watching videos provided by SCATS, CDC, etc.
    - Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.
    - Staff will be trained on how to use Kagan Engagement Strategies in a hybrid and remote-live instruction model.
- *Will the school request additional professional development days and if so, how will these professional development days be used?*
  - ◆ We are requesting the additional 5 professional development days prior to the start of the school year:
    - Healthy and safety training
    - Training for a hybrid approach that can easily transition into a full distance learning model

- Time for staff to collaborate and design instruction that keeps health and safety at the forefront while maximizing time and resources
- Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.

## SUPPORTING PARENTS/FAMILIES

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

- ◆ Parents/families will receive a hybrid and remote-live instruction training prior to the first week of school
- ◆ A Distance Learning Guide has been created by staff to include step-by-step instructions in text and video format for various online platforms being used at SLAM. Parents/families will have access to the Distance Learning Guide on our website and will be updated accordingly.
- ◆ All families will have a designated teacher as their main point of contact. This will be their student's Bullpen teacher. This teacher will be responsible for making contact with each family in that class, educating and providing guidance regarding technology assistance and instructional practices.
- ◆ All grade levels will communicate expectations and weekly objectives through a digital medium.
- ◆ All teachers will hold virtual office hours on Wednesdays for students and parents to access.

## REMOTE-LIVE INSTRUCTION PLAN B

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

- ◆ Students will be required to participate in a daily remote live instruction based on the students schedule for each class period. Students will follow the same schedule as a hybrid model:

Classes 1-4		Classes 4-7			Classes 1-4		Classes 4-7	
Monday		Tuesday		Wednesday	Thursday		Friday	
A		A			B		B	
7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)	Cleaning PD Planning Office Hours	7:30-9:00	Per. 1 (90 min)	7:30-8:15	Per. 4 (45 min)
9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)		9:05-10:35	Per. 2 (90 min)	8:20-9:50	Per. 5 (90 min)
10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)		10:40-12:10	Per. 3 (90 min)	9:55-11:25	Per. 6 (90 min)
12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*		12:10-12:40	*LUNCH*	11:25-11:55	*LUNCH*
12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)		12:40-1:25	Per. 4 (45 min)	11:55-1:25	Per. 7 (90 min)
1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)	1:30-2:15 Bull Pen	1:30-2:15	Bull Pen (45 min)	1:30-2:15	Bull Pen (45 min)

- ◆ All students will be checking in to Bullpen on Wednesdays for remote-live instruction.
- ◆ On the other days, students are engaged in asynchronous learning aligned with academic goals established by teachers. This class will also be recorded to be posted for all students to view.
- ◆ On Wednesdays, all students will be engaged in distance learning opportunities and teachers will be engaged in collaborative planning and/or professional learning opportunities. Teachers will also offer virtual office hours and host Bullpen using remote-live instruction.
- ◆ All teachers will be assigned a group of students as a "homeroom" better known as Bullpen at SLAM. Teachers will be responsible for communicating daily with this particular group of students utilizing remote-live instruction. The focus of this time will be relationship building, social-emotional learning, additional help (ie: tutoring, technology support), counselor presentations, important announcements, etc.

- ◆ On shortened weeks due to holidays, students will follow a holiday schedule during the instructional day:

Classes 1-7	
Holiday Schedule	
A or B	
7:30-8:21	Per. 1 (51 min)
8:26-9:15	Per. 2 (49 min)
9:20-10:09	Per. 3 (49 min)
10:14-11:03	Per. 4 (49 min)
11:08-11:57	Per. 5 (49 min)
11:57-12:27	LUNCH
12:32-1:21	Per. 6 (49 min)
1:26-2:15	Per. 7 (49 min)

- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
  - ◆ We will first off these families access to technology by providing a chromebook and connecting them with internet/broadband service.
  - ◆ Should the family refuse technology or be unable to access the internet, we will provide a paper curriculum to supplement the days they are engaging in asynchronous learning.
  - ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Aleks, etc.
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
  - ◆ We will provide students with chromebooks and ensure they have access to internet/broadband service.
  - ◆ These students will be able to follow their school schedule utilizing remote-live instruction so they can engage with their class even while they are at home. These lessons will also be recorded for students to view for those seeking flexibility.
  - ◆ Paper curriculum can be provided for extenuating circumstances.
  - ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Pearson, Achieve3000, etc.
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
  - ◆ Our schedule has built in time for academic support through a course we call Bull Pen. This time will utilize remote-live instruction so every teacher has a chance to make contact with each student. This class will meet at the same time each day of the week to maintain consistency.
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
  - ◆ Teachers will utilize remote-live instruction for each academic course taught. Students at home will be able to access the live instruction during the specified time for that course. This schedule for each grade level will be determined as soon as the master schedule is complete.
  - ◆ Teachers will be accessible to their Bullpen students daily at the same time.
  - ◆ On Wednesdays, teachers will be accessible through virtual office 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?*
  - ◆ Physical Education courses will be provided via remote live instruction.

## MEETING STUDENT NEEDS



- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
  - ◆ English Learners: In addition to regularly assigned ELL support class, New Comer students and students with a WIDA score below 4 will have access to Edgenuity ELL Course for high school or middle school. This program will be supported through Bull Pen. ELL students will be clustered for additional support during Bullpen.
  - ◆ Students with IEPs:
    - Every student with an IEP will have their plan reviewed by their Case Manager 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 special circumstances where changes need to be made or revisions to documents need to be held.
- *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?*
  - ◆ All students will participate in a beginning of the year diagnostic assessment using i-Ready for middle school and Edgenuity for high school 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 diagnostic assessment 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.
- *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 courses and mid year diagnostic assessments. By engaging in consistent data analysis we will be able to evaluate the efficacy of our plan and adjust as needed.
  - ◆ We will conduct stakeholder surveys that ask for feedback based on the current plan to identify areas of strength and weakness and adjust as needed.
  - ◆ Through a continuous cycle of analyzing quantitative and qualitative data we will ensure all students' needs are met and are represented equitably and fairly.

## **ATTENDANCE AND ENGAGEMENT**

- *How will the school track student attendance in Infinite Campus?*
  - ◆ Attendance tracking in Infinite Campus will be determined by the State of Nevada Department of Education.
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*
  - ◆ Prior to the start of school, the importance of attendance will be communicated to all families via email, robo text, and our social media platforms.
  - ◆ Attendance policies will be updated in the parent/student handbook.
  - ◆ Staff will uphold the attendance policies to ensure accountability.
  - ◆ Bull Pen teachers will establish those expectations with their students and families through relationship building and being the point of contact for families.

## **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?*
  - ◆ We will be utilizing 10 professional development (5 prescheduled and the 5 additional allocated through NDE) prior to the start of school.

- Staff will receive health and safety training to mitigate COVID-19 risk by watching videos provided by SCATS, CDC, etc.
- Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.
- Staff will be trained on how to use Kagan Engagement Strategies in a hybrid and remote-live instruction model.

→ *Will the school request additional professional development days and if so, how will these professional development days be used?*

- ◆ We are requesting the additional 5 professional development days prior to the start of the school year:
  - Healthy and safety training.
  - Training for a hybrid approach that can easily transition into a full distance learning model
  - Time for staff to collaborate and design instruction that keeps health and safety at the forefront while maximizing time and resources.
  - Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.

### **SUPPORTING PARENTS/FAMILIES**

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

- ◆ Parents/families will receive a hybrid and remote-live instruction training prior to the first week of school.
- ◆ A Distance Learning Guide has been created by staff to include step-by-step instructions in text and video format for various online platforms being used at SLAM. Parents/families will have access to the Distance Learning Guide on our website and will be updated accordingly.
- ◆ All families will have a designated teacher as their main point of contact. This will be their student's Bull Pen teacher. This teacher will be responsible for making contact with each family in that class, educating and providing guidance regarding technology assistance and instructional practices.
- ◆ All grade levels will communicate expectations and weekly objectives through a digital medium.
- ◆ All teachers will hold virtual office hours on Wednesdays for students and parents to access.

### **TRADITIONAL IN-PERSON INSTRUCTION PLAN C**

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

- ◆ Students report to school five days a week and follow a traditional school schedule of seven classes per day:

Period	Time	
1 <sup>st</sup>	7:30 – 8:22 (includes Bull Pen announcements)	
2 <sup>nd</sup>	8:26 – 9:16	
3 <sup>rd</sup>	9:20 – 10:10	
4 <sup>th</sup>	10:14 – 11:04	
5 <sup>th</sup>	1 <sup>st</sup> Lunch	2 <sup>nd</sup> Lunch
	11:04 – 11:34: Lunch	11:08 – 11:58 - Class
	11:38 – 12:28 – Class	11:58 – 12:28: Lunch
6 <sup>th</sup>	12:32 – 1:22	
7 <sup>th</sup>	1:26 – 2:16	

→ *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*

- ◆ N/A

- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
  - ◆ We will provide students with chromebooks and ensure they have access to internet/broadband service.
  - ◆ These students will be able to follow their school schedule utilizing remote-live instruction so they can engage with their class even while they are at home. These lessons will also be recorded for students to view for those seeking flexibility.
  - ◆ Paper curriculum can be provided for extenuating circumstances.
  - ◆ Curriculum is fluid through use of Edgenuity, i-Ready, Google Classroom, StudySync, Aleks, etc.
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
  - ◆ N/A
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
  - ◆ N/A
- *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?*
  - ◆ N/A

#### **MEETING STUDENT NEEDS**

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
  - ◆ English Learners: In addition to regularly assigned ELL support class, New Comer students and students with a WIDA score below 4 will have access to Edgenuity ELL Course for high school or middle school. This program will be supported through Bull Pen. ELL students will be clustered for additional support during BullPen.
  - ◆ Students with IEPs:
    - Every student with an IEP will have their plan reviewed by their Case Manager 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 special circumstances where changes need to be made or revisions to documents need to be held.
- *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?*
  - ◆ All students will participate in a beginning of the year diagnostic assessment using i-Ready for middle school and Edgenuity for high school 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 diagnostic assessment 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.
- *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 courses and mid year diagnostic assessments. By engaging in consistent data analysis we will be able to evaluate the efficacy of our plan and adjust as needed.
  - ◆ We will conduct stakeholder surveys that ask for feedback based on the current plan to identify areas of strength and weakness and adjust as needed.
  - ◆ Through a continuous cycle of analyzing quantitative and qualitative data we will ensure all students' needs are met and are represented equitably and fairly.

## **ATTENDANCE AND ENGAGEMENT**

- *How will the school track student attendance in Infinite Campus?*
  - ◆ Attendance tracking in Infinite Campus will be determined by the State of Nevada Department of Education.
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*
  - ◆ Prior to the start of school, the importance of attendance will be communicated to all families via email, robo text, and our social media platforms.
  - ◆ Attendance policies will be updated in the parent/student handbook.
  - ◆ Staff will uphold the attendance policies to ensure accountability.
  - ◆ Bull Pen teachers will establish those expectations with their students and families through relationship building and being the point of contact for families.

## **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?*
  - ◆ We will be utilizing 10 professional development (5 prescheduled and the 5 additional allocated through NDE) prior to the start of school.
    - Staff will receive health and safety training to mitigate COVID-19 risk by watching videos provided by SCATS, CDC, etc.
    - Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.
    - Staff will be trained on how to use Kagan Engagement Strategies in a hybrid and remote-live instruction model.
- *Will the school request additional professional development days and if so, how will these professional development days be used?*
  - ◆ We are requesting the additional 5 professional development days prior to the start of the school year:
    - Healthy and safety training.
    - Training for a hybrid approach that can easily transition into a full distance learning model.
    - Time for staff to collaborate and design instruction that keeps health and safety at the forefront while maximizing time and resources.
    - Staff will be trained on social-emotional learning, technology integration, digital curriculums, Google Apps for Education, project based learning.

## **SUPPORTING PARENTS/FAMILIES**

- *What resources will be provided to parents/families so that they can support students?*
  - ◆ Parents/families will receive a hybrid and remote-live instruction training prior to the first week of school.
  - ◆ All 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 making contact with each family in that class, educating and providing guidance regarding technology assistance and instructional practices.
  - ◆ All grade levels will communicate expectations and weekly objectives through a digital medium.