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]

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

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.
    - o Elementary and Middle School handbooks will be distributed to families and will also be available on the school's website.
    - o 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.
    - o 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.
    - o 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.
    - o 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?

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.