

PATH FORWARD RESPONSE PLAN



enCompass Academy
2020-21

Board Approved
July 15, 2020



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REVIEW OF CIRCUMSTANCES

BRIEF OVERVIEW OF THE 2019-20 SCHOOL YEAR

The impact of Covid-19 on education cannot be underestimated. Schools are not only grappling with the prospect of redefining education with the current guidance, but redefining in a way that must be flexible while still having positive impacts on educational programming. With the closing of schools in the fourth quarter, enCompass Academy, like other schools across the nation, was forced to make a swift pivot to remote learning/distance education. This pivot was not without pitfalls, and the school learned a lot of information about itself in the process.

- *We have the capacity to pivot and change rapidly, and with our small scale, we already have a lot of the support systems in place to provide distance learning.*
- *Our students, and teachers, felt a major lack of connectivity and community throughout the remote learning process. This impacted the engagement level of all parties.*
- *In working with students who may struggle with school, enCompass provides a space to reconnect with the concept of education and the goal of graduation. This messaging can be lost with remote learning. Additionally, the support and guidance that can be fluid in a classroom can get lost in a virtual setting.*
- *Staff and faculty worked harder than ever, with mixed results.*
- *Accessibility to technology and internet services was problematic for many students.*

SURVEY DATA

Prior to the school closure in March, the following survey data was gathered. On March 13, 2020, enCompass provided a survey to students regarding access to technology. We were able to survey a total of 71 students out of our total student population of 97. The survey yielded the following results:

Access to WiFi	Yes: 61	No: 10		
Forms of Technology	Cell Phone: 57/71 80%	iPad/Tablet: 19/71 27%	Computer/Laptop: 51/71 72%	None: 2/71 3%
Ability to Complete High Data Tasks	Yes: 60/71 85%	No: 11/71 15%		
Share Access to Technology with Other Members of Household	Yes: 31/71 44% Of these students, 17 out of 31 (or 24% of students surveyed) will be sharing with other school-aged members of the family.	No: 40/71 56%		
Number of School-Age Members of Household	5 or more: 3/71 4%	4: 2/71 3%	2-3: 34/71 48%	1: 32/71 45%

A remote learning survey was provided to all students, and was completed by March 31, 2020. 38 students completed the survey out of a total of 97. This is a little more than 1/3 of the total student population. This survey yielded the following results:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am figuring out how to do my work online and with packets without too much difficulty.	2/38 5.2%	5/38 13.2%	12/38 31.6%	7/38 18.4%	12/38 31.6%
I have access to my teachers daily, and I know how to reach them.	2/38 5.3%	4/38 10.5%	6/38 15.8%	12/38 31.6%	14/38 36.8%
I would like to borrow a chrome book/laptop to complete my work.	Yes: 2/38 5.4%			No: 36/38 94.6%	
Please describe any additional supports that would support your remote learning:	<ul style="list-style-type: none"> • None, I'm going great • Not so much work, try and be less confusing when you put a link to something for the work. • Some teachers have made it very confusing on how to turn things in. • Nothing at the moment • My parents • Clearer instructions • everything is pretty easy for me its just hard when i do have a question i dont have that instant answer like i would at school. but so far its all good • So far so good 				

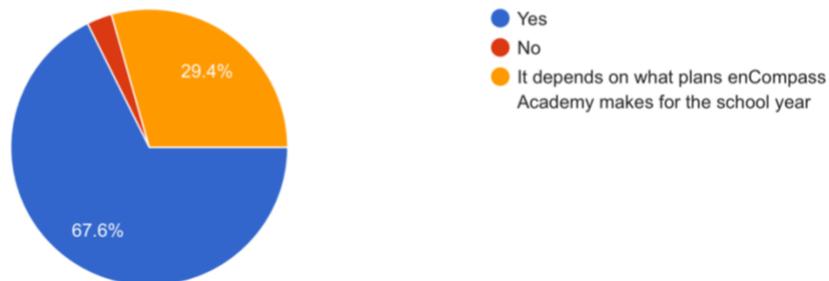
- *I would like it if the teachers would double check that everything has been posted and that the students can actually do the projects because some of my teachers forgot to send links or we can't open files or something. It would be good if the teachers checked that the students had everything they needed.*
- *video chats with our teachers would help.*
- *Can teachers please put actual due dates on assignments and not a document they give, it keeps me off track. thats pretty much it thank you*
- *That some of the teachers replied faster, sometimes it might not be urgent but a lot of the work i need to do i usually look for my teacher to help me with and it's usually hard to get a reply.*
- *I personally don't need anything but others might*
- *Some teachers have made it very confusing on how to turn things in.*
- *None*
- *I am understanding everything so far everything feels easy for me.*
- *No not really*
- *If it's possible i would like to have the work mailed to me because I struggle a lot with the work online.*
- *Make everything google classroom it's way easier for me*
- *Zoom calls ?*

PARENT SURVEY DATA

Parent surveys were conducted from July 10, 2020 through July 17, 2020. Based upon the responses of 34 families out of 85, the following information was gathered:

At this time, are you planning to have your child(ren) return to school for the 2020-21 school year?

34 responses



Please select the response that most closely resembles your opinion on returning to school for the 2020-2021 school year.

33 responses

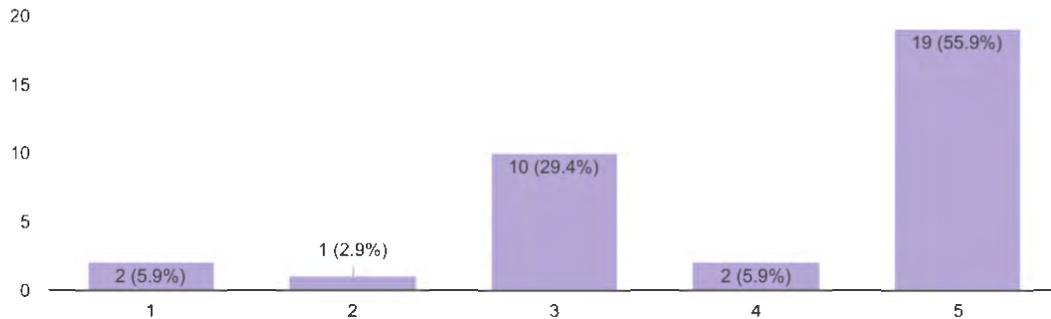


82% perspective of the third of the population who responded to the survey determined that they would return to the school with appropriate social distancing measures in place including hand washing and PPE protocols. Approximately 11% of the overall group would only return with a vaccine in place, and if all community members (students/staff/teachers) were tested prior to attendance.

If schools are allowed to reopen in the Fall of 2020, how strongly would you support a full-time return to the regular school day and schedule?



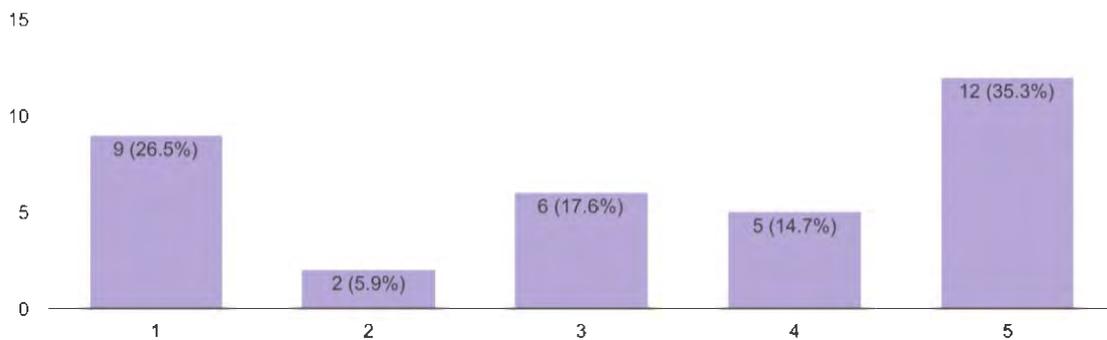
34 responses



While many of the population felt strongly that a return to a regular school day and schedule was appropriate (55.9%), the remainder were less decisive about that option.

If schools are allowed to reopen in the Fall of 2020, how strongly would you support blended learning with daily sessions: Students attend in person certain days each week and complete assignments and activities via distance education the other days of the week?

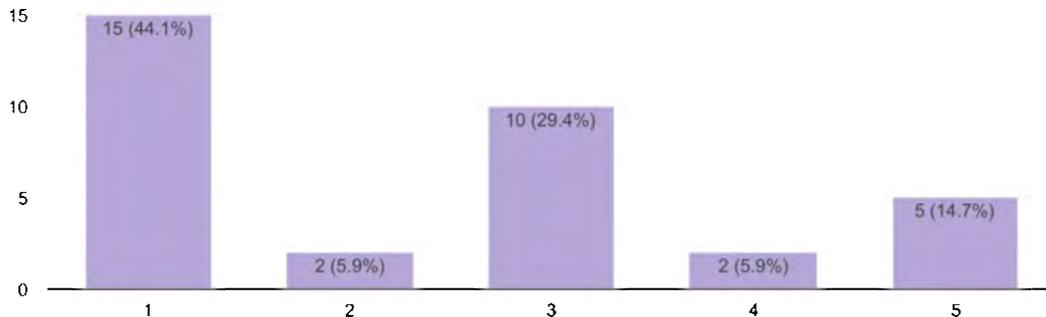
34 responses



In alignment with the above question, about 45%-50% of families were supportive of a hybrid model for the school, with 17.6% of families less decisive, and 32% not supportive of this hybrid model.

If schools are allowed to reopen in the Fall of 2020, how strongly would you support a full-time return to distance education with new learning based on grade level standards?

34 responses



50% of families were opposed to a full distance education model for the 2020-21 school year, 30% were less decisive about either option, and 20% were in favor of full time return to distance education. In the final question, 83.3% of the families surveyed felt that the families ability to carry out distance learning at home was not preferable, with 11% feeling that their student could not learn with distance learning. Most families felt that they would require the support of enCompass Academy to support their learning both at school and at home, and would also need the support of enCompass and the Boys and Girls Club for their meals.

Additional Comments or Concerns:
<ul style="list-style-type: none"> • <i>My son struggles with distance learning and concentrating and follow through. In school learning as much as possible would be the best thing for him. I will be working and will not be at home making sure he is getting his assignments done.</i>
<ul style="list-style-type: none"> • <i>My child has difficulty learning outside a classroom setting</i>
<ul style="list-style-type: none"> • <i>Not sure how the teacher's are going to handle the @ home days. they will essentially be in the classroom teaching daily. How do we plan to support the students and teachers for the online portion of learning?</i>
<ul style="list-style-type: none"> • <i>None of the answers in the last question apply to us. A lot of my decisions will be based on how are active cases are looking.</i>
<ul style="list-style-type: none"> • <i>I would like my student to continue online courses and minimize in person due mask regulations.</i>
<ul style="list-style-type: none"> • <i>I think we should keep school closed this year to keep our kids save.</i>
<ul style="list-style-type: none"> • <i>I want know how cover will effect grades if a student get sick.</i>
<ul style="list-style-type: none"> • <i>My child will need to attend Boys&Girls Club</i>
<ul style="list-style-type: none"> • <i>We are concern for our daughters well being since she is considered immuno compromise. We hope the current situation improves but are will to fo what is best for her. If that means blended or distance learning we will support her and the school.</i>
<ul style="list-style-type: none"> • <i>100% home school is hard on my child due to lack of accountability.</i>

<ul style="list-style-type: none">• <i>I would like my student to continue online courses and minimize in person due mask regulations.</i>
<ul style="list-style-type: none">• <i>Due to my son's IEP and learning disabilities it is extremely difficult for him to do distance learning.</i>
<ul style="list-style-type: none">• <i>This would be Kaidens first year at enCompass. Distance learning did not work for him at Billinghamurst. However he did not get the support he needed from any of his teachers. They never reached out to him. So we are willing to do whatever you have in place.</i>
<ul style="list-style-type: none">• <i>Thanks ! Let's get these kids back to learning ! They are capable of sanitizing and wearing masks ! Or whatever it takes :)</i>
<ul style="list-style-type: none">• <i>I think it is mentally and emotionally important for the kids to be able to come to school. I understand the challenges you face to do that under the guidelines that are set on you.</i>

CONSIDERATIONS

GUIDING PRINCIPLES

SAFETY AND WELL-BEING OF ALL STUDENTS AND EMPLOYEES

PROVIDE AN EQUITABLE LEARNING SYSTEM FOR ALL STUDENTS, ONE THAT TAKES INTO ACCOUNT OUR UNDERLYING GOALS AS A SCHOOL

MAINTAIN PROACTIVE AND POSITIVE SYSTEMS OF COMMUNICATION TO ALL STAKEHOLDERS

WHAT WE KNOW AND MUST CONSIDER

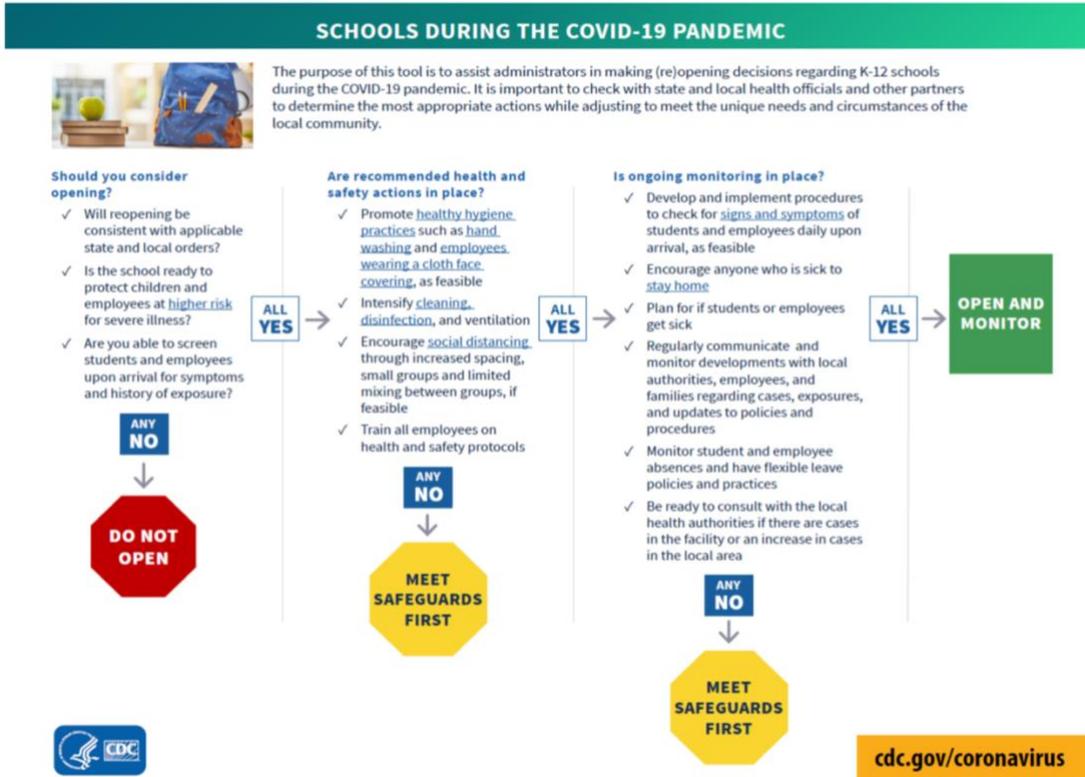
Our school must adopt a system that supports all of our students, employees, and families.

The school is a part of a larger set of systems including both the Washoe County School District and the Boys and Girls Club. These two items are not mutually exclusive. The school must think carefully about how it will respond to a variety of factors including:

- *How the rest of the Washoe County School District will respond, and the type of learning plan that they will put forth. Their decision will have repercussions to our school such as: how parents and siblings will be supported in case of a modified schedule offered or strictly remote learning, how the Boys and Girls Club may be called to support essential workers families, and how our students families will feel based upon the larger group decision.*
- *How will our program support staff/faculty members who are uncomfortable coming to work during this time due to health concerns and how we can continue to support those personnel.*
- *How will our program support students and their families who do not feel comfortable attending school due to concerns about Covid-19.*
- *How will our school respond in case there is a positive case of Covid-19 (either from our school population or from the Boys and Girls Club before/after school population).*
- *How will our school collaborate with the Boys and Girls Club to ensure proper cleaning protocols between various groups of students.*

CDC GUIDANCE FOR REOPENING SCHOOLS

The CDC has put forth the following roadmap for reopening schools.



Each of the 13 components on this roadmap need to be something that can be met in order to open the school. Additionally, as previously stated, there are impacts based upon being a part of the larger systems of the Washoe County School District and the Boys and Girls Club.

These components focus predominantly on the ability of the school to ensure the safety and well-being of its employees and students, as well as the communication plan for the school.

NEVADA'S PATH FORWARD

The Nevada Department of Education has put forth a document to help school's plan for reopening. It suggests three options for reopening schools:

- *Total statewide opening for all students and staff.*
- *Partial statewide opening for all students and staff based upon current health considerations and CDC recommendations.*
- *Hybrid or blended statewide opening for students and staff based upon the unique needs of the school and/or district in combination with the current health considerations and CDC recommendations.*

The framework focuses on four key components that a school must think about as it looks to reopen schools, and provides key considerations, resources, and checklists to consider how a school and/or district may safely reopen.



In evaluating how enCompass Academy can reopen safely, it is imperative that we look at the checklists and frameworks provided by the Nevada Department of Education. The questions posed are a jumping off point to think about situations and scenarios at enCompass Academy. This guidance breaks the CDC guidance down further.

REOPENING THE SCHOOL

Re-opening Approach

We considered several options for enCompass Academy, and are still in the process of reviewing as we wait for additional guidance from our local school district and the state. The potential options reviewed include:

- *Full remote learning for all students: continue online remote program as is until a vaccine/treatment is identified.*
- *Modified school days: ½ days for all students everyday of the week with two sessions.*
- *Modified school days: ½ of the school population will be on site for face-to-face instruction 2-3 days per week, and work remotely the other days.*
- *Modified school days: each grade level will meet on site for face-to-face instruction one day per week for a full day.*
- *Modified school time to support any of the above options: potential shift in hours of operation to the evening hours to accommodate the Boys and Girls Club.*
- *Number of classes offered for credit during a semester, and the weight/scope of those classes: 4 classes per semester, weighted for a whole year (1 credit as opposed to .5 credit)*

Based upon the size of enCompass Academy, in combination with the needs of our students and employees, enCompass is proposing the following:

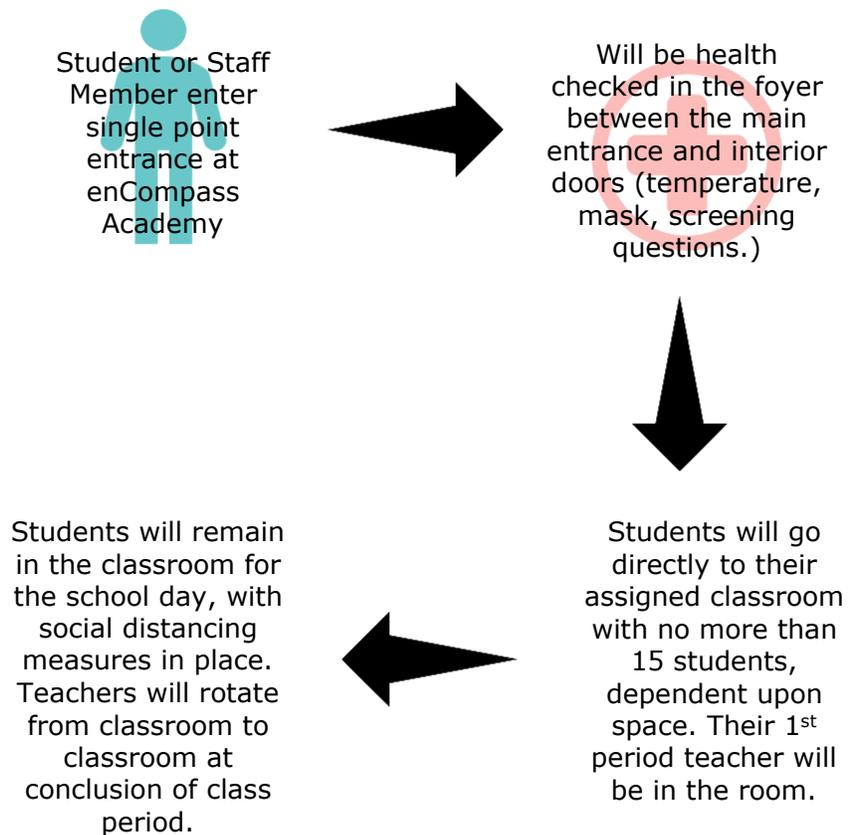
- *Using a hybrid model of both on-ground and distance education to meet the needs of all students.*
- *Providing distance education for those families not comfortable with a return.*
- *Ensuring that all students have a school-provided technology solution (1:1 device) and access to wireless hot-spot if needed.*
- *Providing full year courses, or quarterly credit, over the course of a semester for credit, enabling for a focus on 4 classes at a time as opposed to 7-8 classes. This will also support credit recovery as students will have the opportunity to earn 8 credits over the course of the school year as opposed to 7 credits.*
- *Each instructor would work with 40-50 of the same students for the course of the semester.*

- *Each school day (Monday through Thursday) will consist of four grade-level cohorts of students and four class periods for those students. The day will begin at 8:00 a.m. and will end at 2:15 p.m. to enable the school to adequately clean and prepare for the next group of students who will arrive for Boys and Girls Club.*

PHYSICAL HEALTH SCREENING

Students and staff and enCompass Academy will enter the school building through a single-point entrance, and will be required to engage in a physical screening prior to entering. Parents and guests will not be able to enter the building past the foyer between the main entrance and the interior doors within the school. As the school progresses, this may be modified to allow for additional persons to enter the school building during the day, especially as the space is shared with other organizations. There will be a communicated time for students to arrive, and if students are going to be late, they will be required to wait inside the interior foyer until the screening can take place.

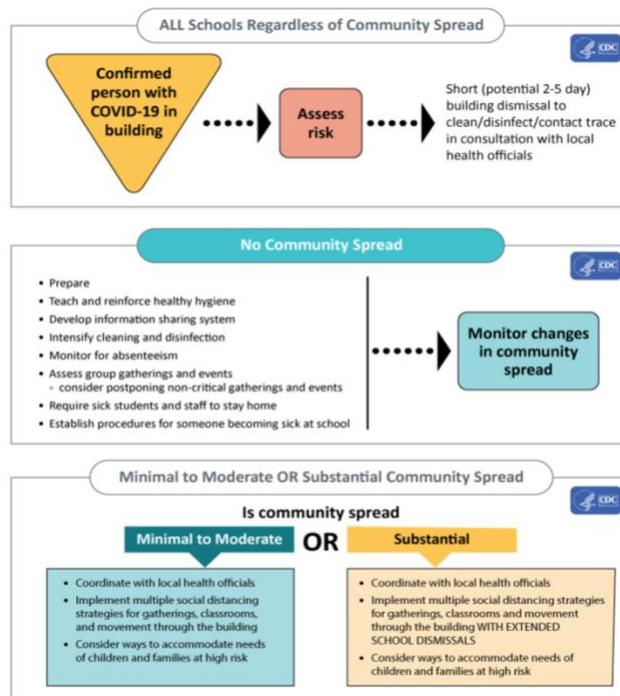
PROCESS FOR ENTERING SCHOOL BUILDING



With the basic framework for how students will re-enter the school building, the following is a list of preliminary considerations that the school is aware of:

- *Students/staff members who enter the school without a mask or face shield will be provided with one.*
- *All students and staff members will be required to wear PPE (mask or face shield) while inside the building.*
- *Breakfast/lunch will be served in the classroom, and students will be required to stay with their assigned lunch teacher.*
- *It is possible that there will be assigned locations for students to go to after their lunch is over to get outside, or into a larger space to relieve energy (potential locations include: Katie’s Garden, back lawn area, gymnasium.) The student groups will need to remain with their cohort throughout the day.*
- *Use of the restroom will be monitored closely, with one student in each restroom at a time.*
- *All students will have all their required materials with them all day. The school will provide students with all supplies necessary to support student learning including: 1:1 iPad device and cover, writing utensils, notebooks, and folders. Students must provide their own backpacks.*
- *Students who opt out of coursework on site will have access to completing school work using Edmentum software.*

Strategies if there is a confirmed case of Covid-19 within the school community will correspond with the current guidance of the CDC :



enCompass Academy will provide a health screening to all persons as they enter the building, as described above.

Resources Needed	Screening Strategy	Frequency of Screening	Location of Screening
<ul style="list-style-type: none"> • ESSERS Funding • Digital Thermometer (2) • Staff member (2) • Disposable gloves • Sanitizer • Location for individual separate from other persons in the case of concern 	Temperature	Daily	Foyer of building, between two main sets of doors.
	Brief Question Screening/Observation of Facial Covering	Daily	Foyer of building between two main sets of doors
	<p>**If there is a concern about a specific situation or individual, the individual will be escorted around the outside of the building to an outside staircase to move to an isolated upstairs office space until they can be picked up.</p> <p>**School personnel will then contact the local health department, and create a list of all students and staff who could have been exposed to the student.</p>		

All students and families will have the following communication about immunizations and Covid-19 circumstances:

- *Immunizations: it is critical in this time that all staff, parents/guardians, and students are up to date on all required immunizations.*
- *Covid-19: All individuals with flu-like symptoms will be recommended to stay home for 72 hours after symptoms resolve. Recovered Covid-19 patients may return 10 days after recovery or 72 hours after symptoms resolve, whichever is longer.*

PHYSICAL HYGIENE

The school will ensure that there are opportunities for students to practice appropriate hygiene throughout the school day. Each classroom will have hand sanitizer, and there are hand sanitizer stations in each wing of the school building. There are wash stations by the bathrooms on each side of the school building. Signs will be posted by these locations reminding individuals of appropriate hand hygiene.

Each classroom will also be provided with disinfectant wipes, and the school will provide masks to any individual who requires a mask. Students and teachers may opt to wear a face shield instead of a mask. There will be a portable sanitizing sprayer on a cart located on either side of the school building to be employed as needed, and at the end of the school day after students exit the building.

Finally, the classrooms will go through a deep cleaning through the use of a large room mist apparatus, that disinfects each classroom in 45 minutes using a fog/mist.

Resources Needed	Hygiene Strategy	Location
<ul style="list-style-type: none"> • ESSERS Funding • Disposable Masks • Disinfecting Wipes • Tissues • Hand Sanitizer for classrooms • Portable sanitizing sprayers • Large room sanitizing mist apparatus • Disposable gloves 	Masks	Provided as individual enter the building as needed. Individuals will be encouraged to provide their own.
	Tissues, Disinfecting Wipes, Hand Sanitizer	Provided in each individual classroom
	Portable sanitizing sprayers	Provided on each wing of the building to be used as needed, and at the end of the school day.
	Large room sanitizing mist apparatus	One in the building, to be used to deep clean.
	Education around hand washing and hygiene through use of posters	Posted throughout the building, especially by sanitizing stations and the sinks on either wing of the building.

PHYSICAL DISTANCING

To encourage physical distancing within the building, enCompass is proposing several strategies. First, as an already small school in a larger space, enCompass recognizes that it is in the unique position to truly support its students through on-ground learning. Despite the small size, however, it is recognized that the physical size of classrooms and the number of teachers the school is able to employ will not enable the school to bring all students on campus at one time. As such, we are requesting to have a modified school week whereby students will remain in a specific cohort, based upon their grade band and individual group, for at least 9-10 weeks at a time (the quarter).

SUGGESTED SCHEDULE FOR STUDENTS

MON	TUE	WED	THU	FRI
 <p>Cohort A</p> <p>9th A 9th B 11th A 11th B</p>	 <p>Cohort B</p> <p>10th A 10th B 12th A 12th B</p>	 <p>Cohort A</p> <p>9th A 9th B 11th A 11th B</p>	 <p>Cohort B</p> <p>10th A 10th B 12th A 12th B</p>	<p>Weekly PLC, weekly student meetings (i.e. IEP), individual or small group student/family meetings, distance learning prep. All students off site.</p>
<p>Cohort C</p> <p>Full virtual learning; students will have been assigned a group and schedule based upon above. Classes will be provided virtually either through Edmentum software or through virtual live-streaming.</p>				

Cohort A will include 9th and 11th grade students, and Cohort B will include 10th and 12th grade students. Cohort C will include any student that is requesting to engage in full-time virtual learning, and may also include students who have to quarantine due to illness. Within each cohort grade level, the group will be split, and each group will include no more than 15 students (more likely, the student count will be 12-13 students, with an occasional group of 15). Group sizes will also be dependent upon students who elect to join Cohort C, and are not returning to campus at all. The larger groups will be placed in classrooms within the building that can accommodate the greatest number of students while still allowing for physical distancing.

Each Cohort grade level group will have all the same classes together throughout the school day. Each Cohort will have the same instructors and administration on site for only those in class sessions. For example, when Cohort A is off campus doing hybrid learning, the core Cohort A instructors are also not teaching on-ground. This will enable the instructors to meet virtually with all students in their classes. Instructors will have no more than 50 students with which they are in contact throughout the course of a semester. (Traditionally, all teachers at enCompass are in contact with 100 students per semester.)

Each Cohort will have two core classes, and two elective classes. The elective instructors will meet with no more than 50 students, and will also remain with their Cohort days. The benefit of this model is that it enables groups to be less than 50 persons in contact with each other, with minimal cross-contamination of groups.

Cohort groups will have staggered time periods between 7:45 and 8:15 a.m. with which they will enter the school building at the start of school to enable physical distancing. Additionally, groups will be released from the building between 1:45 and 2:00 p.m. in a staggered fashion. Students at enCompass do not ride school buses, and are instead picked up from school or remain at the Boys and Girls Club for after school. Coordination with the Boys and Girls Club has not been fully determined at this time.

The school recognizes its ability to propose two different options for the rotation of students.

Option 1:

Cohort grade level groups will remain in the classroom that they are assigned. Instructors will rotate to the individual classes. When a class period ends, an administrator/support staff will walk to cover the first classroom. The instructor will relieve the instructor in the next class he/she instructs, and so on.

Option 2:

Cohort groups will rotate through classes by using only one wing of the school building. At the conclusion of the class, students and teachers will clean all surfaces of the classroom. The portable sanitizer will be used to ensure that the space has been cleaned appropriately. Instructors will walk with their grade level cohort to their next classes in a

uniform fashion. The first group to depart their classroom will make way for the second group to enter the classroom, and so on. The first group to depart will have a moment to stretch and practice physical hygiene until they are able to enter their next classroom. Each class will have on stretch/physical hygiene time in their school day.

Cohort grade level groups will remain in the classroom to which they are assigned for their Period 1 and 3 respectively as they are served both breakfast and lunch in a mobile fashion. An individual instructor, administrator, or support staff will be assigned to eat lunch with the group. These groups may have the ability to hold classes, eat lunch, or take a break outside the building, in the large gymnasium, or multi-purpose room, however movement throughout the building will be coordinated in advance to ensure larger groups aren't in contact and congregating.

The school will have some limited flexibility as to what teachers are on site during the first semester, and can rotate teachers to ensure that those at the highest risk do not need to be on campus for the first semester. All staff and faculty will be allowed to work from home on days when they are not teaching on-ground, however they also have the option to work in the office space on site. Core instructors will be available on the distance learning days, and will provide content and curriculum in a flipped classroom format with support. Students who are high risk may elect to not return to campus at all, and these students will be able to take coursework through Edmentum or through virtual live-streaming of their classes.

Human Resources

Staff and faculty have been in contact with school administration on a weekly basis throughout the closure, have been able to complete a survey detailing their perspective, and have been able to communicate directly with administration regarding concerns they have moving forward. Additionally, a special meeting with staff was scheduled for Tuesday, July 14, 2020 to discuss and refine the plan. That meeting highlighted a couple of concerns that have been added to this plan.

- *Keeping cohort specific instructors with the same day, including elective teachers and administrative support.*
- *Evaluating whether or not Option 1 described above (where students remain in the same classroom and teachers rotate) was the only option, or whether the opportunity to move students could also allow for stretching time and hand washing time.*
- *Being thoughtful about protocols around student behavior, including refusal to wear some form of PPE.*
- *Determining that live-streamed classes are not in the best interest of teachers and the students who are participating on site. Instead, classes will be recorded separately by the instructor for virtual students.*

At this time, enCompass is evaluating the protocols set forth by the Washoe County School District for staff who are unwilling to return to work. However, as a small school, we have additional options including:

- *Providing instruction in a classroom virtually if needed due to a high-risk staff member.*
- *Providing more limited exposure to students, and the school space through scheduling.*
- *Use of elective teachers/support instructors as substitute teachers when needed.*
- *Use of core instructors on their virtual days if an instructor is not able to come into work.*
- *Development of quarter-long courses that are mapped out and available virtually in the case that a teacher or student must be out of school for an extended period of time.*

The school staff will work together to determine specific protocols both for on-ground classes, and virtual class experiences. The school proposes a later start date to accommodate the modifications. Initially, enCompass was planning on a start date of August 17, 2020 with an extended school day. The school now proposes a start date of August 24, 2020 to ensure that new protocols are cemented with staff and faculty. Additionally, the school is working toward quarterly grading which means that class content that usually takes a semester to complete must be condensed to a quarter. Curriculum will be made available for the full quarter online using Google Classroom. This will enable students/staff/faculty who may become ill to have easy access to all

assignments, and will enable the school to pivot to distance learning in a flexible way if necessary. The additional week will provide additional time to sort these new realities.

Personnel policies will be updated to support Covid-19 requirements.

Logistics

FACILITIES MANAGEMENT

The school is a small school that shares space with other organizations. Facilities management typically falls to staff/faculty within the classroom, the facilities management director for the Boys and Girls Club, Boys and Girls Club staff, and an outside contractor for cleaning of bathrooms and upstairs office spaces.

Cleaning throughout the day will be done in each classroom when instructors/students rotate. The school day will be modified to enable cleaning to occur in a thorough manner prior to the next group's arrival from the Boys and Girls Club for after-school programming. This cleaning will entail a spray down of all areas using the portable sprayers. As such, the tentative school day will look like this:

Time	Activity	Cleaning Responsibilities
7:45-8:00 a.m.	School Start: Students will arrive staggered to enable health screenings and breakfast.	
8:00-9:30 a.m.	Period 1* Extra 5 minutes to accommodate delays due to health screenings.	
9:30-10:50 a.m.	Period 2	Cleaning to occur during the transition of teachers/ students using disinfecting wipes.
10:50-12:15 p.m.	Period 3	Cleaning to occur during the transition of teachers/ students using disinfecting wipes.
12:15-12:45 p.m.	Lunch	Provided to students within the classroom space in a mobile fashion.
12:45-2:15 p.m.	Period 4	Students will be released at 2:15 p.m. in a staggered fashion, spaces will be cleaned by staff.
2:15-3:00 p.m.	Cohort Staff/Faculty Prep	

After 2:15 p.m., the Boys and Girls Club will be able to support with cleaning and preparations for incoming student members front the Boys and Girls Club. Additionally, the spaces will be cleaned at the end of the evening in preparation for the following school day.

This plan will be revisited to determine a responsibility checklist for the staff of enCompass Academy, with the awareness of its partnership with the Boys and Girls Club.

The overall workings of the facilities are taken care of by the lessor, the Boys and Girls Club, as a part of its lease agreement with enCompass Academy. This facility was not shut down during Covid-19, and has been monitored throughout the pandemic. As such, there are no concerns about any of the systems within the building, which is a six-year-old facility.

CLASSROOM AND SCHOOL USAGE

The school is set up in such a way that hallways are limited. Classrooms are centered around an open space, and the restrooms are located to one side of the open space on either wing of the building. Each classroom has ample windows with the capability to see who is in the open areas. As such, flow paths will not be necessary. That being said, the school will have to monitor restrooms, and groups of students will leave their classroom spaces with an instructor. These departures from the classroom as a whole group must be predetermined and scheduled so that more than one group is not going to the same location at the same time, and physical distancing can be monitored. Staff and faculty will be encouraged to take students to alternative locations outside or larger spaces within the facility with the goal that students are moving and getting outside at least once per school day in session whenever possible.

The following chart describes known static and fluid movement processes as determined through this plan, and the responsible parties to ensure the movement process occurs as planned:

Static	Fluid
<p>Students in classroom spaces</p> <p>Responsible parties: Support staff to alert students to their specific classroom for the quarter, individual instructors while students are in class.</p>	<p>Teacher/school counselor/support staff rotations to classrooms</p> <p>Responsible parties: Teachers assigned to classrooms based upon schedule, personnel assigned to common space will start the rotations by stepping into one classroom to enable the switch.</p>
<p>Personnel in common spaces (one in each wing) and at the front desk to</p>	<p>Mobile food distribution</p>

<p>ensure flow of students and support staff/faculty</p> <p>Responsible parties: Support staff (i.e. administrator, school counselor, data coach, school social worker) as determined by a schedule.</p>	<p>Responsible parties: Schedule to be determined, but support from school support staff and teachers in combination with the Boys and Girls Club to aid in distribution. Students will remain in their classrooms with their 3rd Period instructor until food is distributed.</p>
<p>Personnel locations for entrance/exit procedure</p> <p>Responsible parties: One member of support staff to release classes one by one, one member of support staff outside, one member in the foyer to help remind students.</p>	<p>Student and staff/faculty restroom use</p> <p>Responsible parties: Classroom teachers monitoring only one student out at a time, support staff assigned to the wing to be seated near restrooms for monitoring of groups.</p>
	<p>Student and staff/faculty entrance and exit of building</p> <p>Responsible parties: One member of support staff to release classes one by one, one member of support staff outside, one member in the foyer to help remind students.</p>
	<p>Student support needs (due to anxiety and other concerns) necessitating classroom removal</p> <p>Responsible parties: Personnel assigned to each wing of the building, with a designated space on the wing to enable for quiet (i.e. yoga room and art rooms), will help within the classroom to remove student and provide support.</p>
	<p>Cohort grade level groups movement to alternative locations within the building (i.e. the gymnasium or multipurpose room) or outside</p> <p>Responsible parties: Personnel assigned to the student group at the time of departure must coordinate with a whole group calendar.</p>

Signage and communication will be developed and shared by the school's leadership team. Communication to parents will be in the following forms:

- *On the website for the school*
- *Through phone calls home*
- *Through social media*
- *Through group emails both to parents, and to students using their school email account*
- *Through orientation meetings with small groups of students during the weeks of August 10-August 21, 2020*
- *Through letters home to parents*
- *Through board meeting agendas, and parent meetings*

STUDENT PERSONAL SUPPLIES

The school will continue to provide all students with their own supplies including, but not limited to: 1:1 device, WiFi hotspot (as needed), notebooks, writing utensils, art supplies (as needed), calculator (as needed). Each student is required to keep their personal supplies on their person, using a backpack. Additionally, as students will be staying within the same classroom space, they may have access to keeping some supplies in a bin within the classroom in a designated space. Students will not be able to share supplies and devices.

The following grants will be used to support the purchase of 1:1 student devices:

- *Title I: 40 iPads*
- *SB 178: 40 iPads*

NUTRITION SERVICES

All students will continue to be provided with both breakfast and lunch in their classrooms while they are on campus. They will also have the ability to take a breakfast and lunch bag home in the form of a boxed meal for the following school day (the student's virtual school day) to ensure they have food while at not attending the school. These boxed meals will either be distributed during lunch, or as students exit the school at the end of the school day. This distribution will be coordinated through the Boys and Girls Club.

Additionally, students will be informed about food programs at the Boys and Girls Club and through the Food Bank of Northern Nevada to ensure that on virtual days, they are aware of options for additional food.

The school has received the GenYouth grant support to increase its mobile distribution capacity. The following items will be ordered as determined by the Boys and Girls Club:

KITCHEN:

If serving foods to rooms as opposed to a central kitchen, for enCompass we would be able to serve more efficiently with the addition of:

- Five Cambro EPP180CLSW360 Cam GoBox full size 8" deep top loader insulated food pan carriers with a green lid, measuring 24" x 16"; x 12 1/2".
- Two Regency Stainless Steel Two Shelf Utility Carts, measuring 48" x 24" x 37".

FACILITIES:

To continue forward with the type of cleaning and disinfecting we are presently doing, and to protect staff and members alike, we are spending the following monthly:

- 1 case of gloves
- 2 cases of paper towels
- Eight lg. bottles of hand sanitizer
- 2 cases of surface sanitizer
- 1 case of small trash bags
- 3 cases of large trash bags
- 1 case of hand soap

As enCompass is a small school, those with food allergies will be predetermined with a boxed lunch provided.

Updates to the procedures for meal distribution will be coordinated with the Boys and Girls Club.

TRANSPORTATION

The school has used transportation for field experiences on a weekly basis for all students in the past, but with the current considerations, it is not felt that it is possible to adequately transport students to these experiences in a safe manner. The school currently employs 2 school vans, and 2-3 Boys and Girls Club busses. Until the state/county moves into Phase 3, enCompass will not transport students on a regular basis unless appropriate safety measures can be put into place. For example, the school vans have the ability to transport 12 individuals. For transportation to occur safely, the vans could transport 6 students at a time and deep cleaning would need to occur immediately following. Throughout transport, windows may need to remain open, and all passengers (including the driver) would be required to wear a mask.

In addition to these considerations, it is not clear how the Boys and Girls Club are currently transporting students. They have not been transporting students using their buses and vans since the initial shutdown. Given these known elements, enCompass will place a hold on field experiences until there is a viable plan to ensure transportation can occur in a safe and effective manner.

INFORMATION TECHNOLOGY

With the changes that occurred to education in a rapid fashion due to Covid-19, it became clear that 1:1 devices were necessary moving forward. As such, the school is prepared to provide iPads to each student enrolled at enCompass, and has developed a 1:1 policy and agreement that each student and family will be required to sign. The use of iPads make cleaning easier, and will remove the cleaning requirements that would be necessary through use of shared devices (such as computer labs). These 1:1 devices will be purchased using funds through Title I and SB 178. As funding is concerning at this time, enCompass is prepared to apply for Competitive ESSERS grant funding, as well as other outside grants, to ensure that the school is able to provide 1:1 devices by August 24, 2020.

Each family that requires it will have the ability to request a WiFi hotspot to ensure that their student is able access curriculum during virtual learning days. Additionally, the Boys and Girls Club provides public access to internet externally enabling families to access internet in the parking lot on site. The high-speed internet capability on site is appropriate to serve the needs of the school.

Finally, enCompass has already purchased services to monitor the activities of purchased iPads through Apple School Manager and Mosyle Manager, however it is recognized that the school will benefit from the hiring of an information technology contracted provider to set up the devices.

The following information is a passage from the Emergency Remote Learning Plan, was updated on May 15, 2020, and modified slightly for the purposes of this plan:

Based upon this information, and recognizing that this information does not take into account the complete student body (as we surveyed 71 out of the total 97 students) in combination with the knowledge about how our students complete online work, we have determined the following:

- I. enCompass recognizes that online/distance learning is not the only modality that we will be using for our remote learning plan. We have identified that at least 10% of our population of students may have difficulty accessing an online platform of any kind. We are committed to providing a hybrid class option that may include the following:
 - A. Classes will all be available online using the Google Classroom platform. Each student already has an assigned Google account, and teachers will use this space to instruct with videos, content, and assignments.
 - B. Staff and faculty will have designated hours for students to be able to contact them during virtual school days using: email, Google Meet, Google Hangouts/Chat, Zoom. On virtual days, staff will expect to be available during their regular contact work hours on virtual days: 8 a.m. to 3 p.m. Core instructors will have 2 ½ hours of online instruction

provided to students. Elective teachers will develop portfolio-based courses that will require specific elements/standard mastery elements to be completed for students to be eligible for credit. Additionally, each staff member will have a select group of students that they will be required to contact on a weekly basis. If during the discussion, it is clear that the student is struggling or has gotten behind in their work, a plan will be made to connect the student to an individual teacher.

- C. Edmentum may be used for full time virtual students, however the school will investigate options for the continued use of Google Classroom.
- II. While we have access to the Edmentum suite of educational classes, our students will do better with interactions with our specific teachers in the manner with which they are accustomed to learning. As such, in the past, the use of Edmentum has strictly been for credit recovery. Instructors may elect to use portions of the Edmentum suite to compliment their coursework on the Google Classroom platform. Instructors may elect to use live-streaming for their course content.
- III. All information that describes how students will interact with their courses will be posted in their individual Google Classroom site as developed by their teachers. Each student will be invited to their coursework through their email account. They are able to either download the Google Classroom application on their cell phone or tablet, or can logon on their computer and see all their individual classes. Information related to how students will access their site will be posted on the enCompass Academy website, Facebook page, through a detailed letter home, and via phone calls home. Additionally, students will receive a detailed email in their enCompass email account that will outline steps to accessing their classes.

Wellness and Recovery



The enCompass model has always focused on the whole student. There are areas that will be impacted within our new framework, specifically we will not continue to engage in advisory or interdisciplinary classes. This will be a difficult realization for our students and staff alike. We are poised to potentially bring the classes back when we can do so safely, however in the meantime, we will need to provide components of those highly specialized courses within the regular school day for all our students.

In light of the amount of trauma that has resulted from the fall out from Covid-19, enCompass Academy has sent two of its staff members to a focused MTSS training. The school has a full time school counselor, full time social worker, full time data coach, and full time special education instructor to support its student body. Additionally, the school has partnered with a variety of supportive nonprofits to ensure students receive a

multitude of support both on the school site, and off site. These partner nonprofits include: Boys and Girls Club of Truckee Meadows, Paws for Love, Project 150, Family, and Sierra Arts. The Nevada Path Forward Plan has set forth a three-tiered vision of recovery. This plan outlines prevention strategies, mitigation strategies, and strategies for full support. This program corresponds to the school’s current model, which has deeply embedded strategies based on the CASEL model. In the past, the school was using advisory and interdisciplinary time to meet the social emotional needs of students.

The school has implemented restorative practices, including weekly circles for groups of students. While there is a core group of three staff members trained to lead these programs, the rest of the staff will benefit from strategies to include circles into their classes.

Recovery tiers as outlined by the Nevada Path Forward Plan:

	Prevention Tier 1	Mitigation Tier 2	Full Support Tier 3
Recovery	<ul style="list-style-type: none"> • Social-emotional learning • Trauma-Informed • Family Engagement • Building resiliency • Restorative practices • Reteach, remind, and acknowledge prosocial behaviors • Focus on the positive • Communication with staff, family, community, and students • Universal screening for staff and students • Maintain health and safety as a priority through the teaching of rules and routines • Normalize feelings and emotions 	<ul style="list-style-type: none"> • Targeted Screening Support Groups • Support groups for staff, parents, and students • Referrals to primary needs • Referrals to psychological and counseling services • An individual behavior intervention plan • Check-in/check out • Small groups • Peer support groups • Use data sources that will identify signs that students may require more assistance 	<ul style="list-style-type: none"> • One-to-One Support • Referrals to community-based mental health providers • School special education services • 504 Plans • Functional Behavioral Assessment and Behavior Intervention Plans

The school has consistently been working with students who have had trauma in their lives. As such, the school determined that the most consistent schedule was most appropriate. Examples of how we are supporting consistency and SEL programming include:

- *Keeping the meeting days the same each week.*
- *Limiting classes to four classes at a time, with two electives and two core classes.*
- *Ensuring that meals are provided.*
- *Incorporating times to stretch and times to move outside into the regular school day.*
- *Incorporating weekly circles in the classroom with registered restorative practitioner. This will occur as a part of one of the elective offerings.*
- *Provide opportunities to engage with outside organizations like Paws for Love as regulations allow.*

The school has always had a weekly whole school forum for celebrations. This has been a time for awards to be given, teams to compete, incentives to be provided and rewarded. The school will begin to have virtual forums that will be shared while students are at school. Other examples of ways that school spirit can be fostered include:

- *Teachers who are virtual for the day may join on-ground classes to see the other students.*
- *The principal may continue to provide a morning meeting message to students while they eat breakfast in the form of a video.*
- *In class competitions may occur to ensure that there is still fun throughout the building.*
- *Visual representations of awards and celebrations will be posted around the building, and virtually on the school wide Google class.*
- *Students will be given opportunities to discuss milestones and how best to celebrate throughout the year.*



The wellness and recovery plan will be modified and enhanced with the support of the entire school community. It will be a work in progress. It will include components of all three tiers outlined by the Nevada Path Forward Plan, and will be individualized and personalized to meet the needs of the students at enCompass Academy.

The school will continue to incorporate its social and emotional learning elements as described in the charter. These elements are based upon the CASEL framework.

Appendix

REOPENING TIMELINE

In accordance with the Governor’s recommendations, the determination of the Washoe County School District, and the Nevada Department of Education while also paying attention the the recommendations of the Centers for Disease Control, the following timeline has been determined to be appropriate.

First, enCompass requested a week later start date (August 17, 2020) in March of 2020 to accommodate its unique programs, and to enable for benchmark testing and small group orientations. These activities will still need to occur, and will need to occur in an even smaller group fashion. Additionally, the Nevada Department of Education has allotted an additional five days of Professional Development to schools and districts to accommodate the rapidly changing landscape of education. As such, enCompass will complete and Alternate Calendar Request to push the school’s start date back to August 24, 2020.

Week	Activities
8/10-8/14/20	<p>Instructors return for professional development with AUSL (8/12-8/13) and individual orientation meetings with small groups of students.</p> <p>Meetings will be set with student cohorts, and will host no more than 12 students at a time in classroom spaces with social distancing enforced. The average meeting, including benchmarks, will take about 2 hours.</p> <p>These meetings will include the following:</p> <ul style="list-style-type: none">• <i>Benchmark assessments for reading and mathematics for all students (90 minutes per student). It is possible these will be conducted off-site with the use of the new iPads.</i>• <i>Distribution of materials and agreements (iPads, 1:1 Device Agreements, uniform shirts, school supplies, immunization agreements)</i>• <i>Information/communication with new students and parents (FRL form completion, Title I Annual Meeting, schedules for students, community guidelines for the school, accessing information about the school, current practices regarding Covid-19, practices for social/emotional well-being, resources for families, technology support, enrolling students in Edmentum and Google Classroom).</i>

<p>8/17-8/21/20</p>	<p>Staff and faculty meetings and preparation will occur to focus on the following items:</p> <ul style="list-style-type: none"> • <i>Reviewing goals for the school year</i> • <i>Developing curriculum and pacing guides to be semester long instead of year long in terms of course expectations.</i> • <i>Enabling staff/faculty to create engaging materials (personalized video clips, activities, etc.) for students</i> • <i>Determining best practices for the development of flipped classrooms</i> • <i>Determining how to assess student engagement and learning, specifically on virtual days</i> • <i>Developing protocols for: bathroom use, entrance and exit procedures, duty schedules, use of outdoor spaces, illness, etc.</i> • <i>Ensuring that all curriculum and protocols are available virtually, and that all instructors have access to Google Classroom and have developed a full 9-week pacing guide with activities that is posted to the Classroom in the event of a shutdown or illness</i> • <i>Assigning students to instructors to ensure that all students are communicated with on a weekly basis</i> • <i>Developing a protocol/responsible person list for students who do not wish to return</i> • <i>Discussing special populations and supports</i> • <i>Discussing staff/faculty expectations</i> • <i>Completing basic annual trainings including: SafeVoice, Child Abuse, Assessment, etc.</i>
<p>8/24-8/28/20</p>	<p>Students return to school in a hybrid fashion, or completely virtual, in accordance with their Cohort and Cohort Grade Level Group, with all classes officially beginning.</p>

Please note that weeks one and two may be switched to account for ordering processes (such as ensuring that iPads can be distributed). Additionally, it is possible that the student orientation meetings may occur throughout weeks one and two due to scheduling conflicts.

Breaks will be the following:

- *Fall Break: October 5-9, 2020*
- *End of 1st Quarter: October 23, 2020*
- *End of 2nd Quarter: December 18, 2020*
- *Winter Break: December 21, 2020 – January 1, 2021*
- *End of 3rd Quarter: March 12, 2021*
- *Spring Break: March 15-26, 2021*
- *End of 4th Quarter: June 4, 2021*

Professional Development:

- August 17-21, 2020
- November 3, 2020
- December 18, 2020
- March 29-31, 2020

SCHEDULE

The following outlines the suggested schedule for students upon their return. First, all students will be enrolled in four classes each quarter: two core classes and two elective classes.

1st Semester Cohort A (9th and 11th grade students):

In-person Monday/Wednesday, Virtual Tuesday/Thursday, Small group meetings Friday

Time	11 A	11 B	9 A	9 B
Arrival 7:45-8:00 a.m.	Staggered arrival to enable health screenings of all students, breakfast distributed to classrooms			
Period 1 8:00-9:30 a.m.	English Curtis	Science Dunmore	Biology Svoboda	PE Lagrone
Period 2 9:30-10:55 a.m.	Science Dunmore	English Curtis	PE Lagrone	Biology Svoboda
Period 3 10:55-12:20 p.m.	Sierra Arts*	PE Lagrone	Health Svoboda	English Curtis
Lunch 12:20-12:50 p.m.	Mobile lunch distributed to classrooms, boxed lunch provided for following school day.			
Period 4 12:50-2:15 p.m.	PE Lagrone	Art* Guth	English Curtis	Health Svoboda
Departure 2:15 p.m.	Staggered departure and cleaning of classrooms and spaces.			

1st Semester Cohort B (10th and 12th grade students):

In-person Tuesday/Thursday, Virtual Monday/Wednesday, Small group meetings Friday

Time	12 A	12 B	10 A	10 B
Arrival 7:45-8:00 a.m.	Staggered arrival to enable health screenings of all students, breakfast distributed to classrooms			
Period 1 8:00-9:30 a.m.	HomeArts Gilbert	Sierra Arts*	Geometry Khan	World History Meza
Period 2 9:30-10:55 a.m.	Music Stephenson	HomeArts Gilbert	World History Meza	Geometry Khan
Period 3 10:55-12:20 p.m.	Calculus Khan	Government Meza	HomeArts Gilbert	Music Stephenson
Lunch 12:20-12:50 p.m.	Mobile lunch distributed to classrooms, boxed lunch provided for following school day.			
Period 4 12:50-2:15 p.m.	Government Meza	Calculus Khan	Art* Guth	HomeArts Gilbert

Departure 2:15 p.m.	Staggered departure and cleaning of classrooms and space.
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2nd Semester Cohort A (9th and 11th grade students):

In-person Monday/Wednesday, Virtual Tuesday/Thursday, Small group meetings Friday

Time	11 A	11 B	9 A	9 B
Arrival 7:45-8:00 a.m.	Staggered arrival to enable health screenings of all students, breakfast distributed to classrooms			
Period 1 8:00-9:30 a.m.	Sierra Arts*	HomeArts Gilbert	Algebra I Khan	Comp. Lit Meza
Period 2 9:30-10:55 a.m.	Algebra II Khan	US History Meza	Home Arts Gilbert	Algebra 1 Velazquez
Period 3 10:55-12:20 p.m.	US History Meza	Algebra II Khan	Music Stephenson	HomeArts Gilbert
Lunch 12:20-12:50 p.m.	Mobile lunch distributed to classrooms, boxed lunch provided for following school day.			
Period 4 12:50-2:15 p.m.	HomeArts Gilbert	Music Stephenson	Comp. Lit Meza	Art* Guth
Departure 2:15 p.m.	Staggered departure and cleaning of classrooms and spaces.			

2nd Semester Cohort B (10th and 12th grade students):

In-person Tuesday/Thursday, Virtual Monday/Wednesday, Small group meetings Friday

Time	12 A	12 B	10 A	10 B
Arrival 7:45-8:00 a.m.	Staggered arrival to enable health screenings of all students, breakfast distributed to classrooms			
Period 1 8:00-9:30 a.m.	Science Dunmore	PE Lagrone	English Curtis	Physical Sci. Svoboda
Period 2 9:30-10:55 a.m.	English Curtis	Science Dunmore	Physical Sci. Svoboda	PE Lagrone
Period 3 10:55-12:20 p.m.	Credit Recovery Svoboda	English Curtis	PE Lagrone	Farm Dunmore
Lunch 12:20-12:50 p.m.	Mobile lunch distributed to classrooms, boxed lunch provided for following school day.			
Period 4 12:50-2:15 p.m.	PE Lagrone	Credit Recovery Svoboda	Art* Guth	English Curtis
Departure 2:15 p.m.	Staggered departure and cleaning of classrooms and spaces.			

Please note, these are tentative classes. Core classes will remain for the entire semester with .5 credit awarded at the quarter. Elective classes/cohorts may change at the quarter (i.e. the PE class instructor may move from group 12 A to 10 A). An updated quarterly schedule will also be devised. This is a tentative schedule, and may be modified prior to school start date based upon individual student need, and the ability to schedule outside elective instructors.

Several considerations will be given with regard to the formation of grade-based cohort groups.

- *Academic skills*
- *Schedule requirements/gaps in academic transcript*
- *Elective courses required*

The school counselor at enCompass Academy will review and form each cohort group with feedback from individual instructors and the data coach. Students may switch into alternative cohorts at the conclusion of the quarter, but schedule changes will be discouraged.

ACADEMIC CONSIDERATIONS

It is clear that the school must be flexible throughout the upcoming school year, especially as some students and staff/faculty may not feel comfortable returning. As such, the following is being proposed:

Hybrid Students (Cohorts A and B)

Students who attend enCompass in the fall will automatically be considered hybrid students, and will be assigned a specific grade-level cohort group. These students will attend classes for both on-ground classes and virtual classes.

Virtual Students (Cohort C)

Students may elect to take coursework virtually. They will still be enrolled into a grade-level cohort group, and will have the same courses assigned, however depending on the student they will be enrolled into Edmentum coursework or participate in live-streamed classes from the on-ground class. The exception to this model would be for a student who had to leave the on-ground classes due to illness. In this instance, the school will be poised to work with the student to complete assignments and receive lessons. The methods for this scenario include, but are not limited to: filming classes and live-streaming the classes in the Google Classroom, allowing students to follow along in the Google Classroom to complete all assignments.

For staff/faculty who are not comfortable returning full time, the school will work to find individual solutions. For example, enCompass has a high-risk instructor, and the schedule has been created to allow this instructor to work from home for the first semester, and to be prepared to return for the second semester. The instructor will continue to support her special education case load remotely, and will have the flexibility to set up appointments with students on virtual days.

Additionally, staff/faculty who are not returning full time will have the ability to support both hybrid students as they are working from home, and full time virtual students.

The school recognizes that while surveys have been shared, it will not be clear how the students will respond until the full plan has been shared. Once the plan is shared, it is possible that adjustments will need to be made to accommodate.

Students requiring specially designed instruction will have the instruction provided through a case manager, and will have options for small group/individualized meetings with instructors.

GRADING AND ASSESSMENT

Students will receive grades at the halfway mark for the quarter, about 4-5 weeks in, and again at the quarter. Grade reports at the quarter will reflect credit accrual. Grading will reflect content mastery, and instructors will take their semester-long course structure and create a more condense version of the course for on-ground learning. Elective courses will be more portfolio-based, with a demonstration of knowledge based upon the completion of specific tasks and projects.

If a student has missed classwork due to an extended illness, the school will provide the student with an incomplete (INC) mark. This mark will extend through the following quarter to enable the student to complete required activities for mastery. Given the current Covid-19 requirements, a student may be out for several weeks. As such, this student will immediately be moved to 100% virtual (Cohort C) while he/she is out. However, it is realized that extended time may be necessary to complete mastery requirements.

Assessments, such as the ACT and the End of Course Examinations, will follow the recommendations of the state department of education and the Washoe County School District.

ATTENDANCE POLICIES

Attendance policies will follow the recommendations of the state and school district. Specifically, all students will be contacted either using technology (through a virtual class, email, or through a phone call) each day they are off site. At a bare minimum, students will be contacted on a weekly basis.

Students will be expected to attend on their specific cohort days, if they are attending the Hybrid model. In the case of illness, students will need to meet with specific instructors on virtual days to reclaim lost information. All coursework will be available online, so students will have the option to complete assignments within that framework. Additionally, teachers will reach out directly to students to format classwork plans for extended missed instruction.