Presented by the Leadership Team

July 7, 2020
Presentation to the Board of Trustees

A Recommendations
COVID-19 Response Update

Attachment A - Updated
Follow as practicable all federal, state, and local health-related guidelines

- Maintain high academic expectations for all students
- Ensure equitable access for all students
- Ensure student, family, and staff basic needs are being met
- All decisions based on a foundation of "Do No Harm"

Guiding Principles

Reopening Schools
Reopening Schools—State Guidance

• Phase 2 Guidance – Directive 022
  o Less than 50% occupancy and Social Distancing
  o 20-day notice to families

• Face Coverings – Directive 024
  o Governor requires use of face coverings in all community settings
  o Governor indicates an exception for children ages 2-9

• Districts must submit multiple learning plans to Board of Trustees and to Nevada Department of Education
  o Distance Learning
  o In-Person Learning
  o Hybrid Learning
Reopening Schools—Academic Goals

- Improve critical to build capacity within and among educators and to continuously
  Professional Learning Communities and other learning opportunities are
  and distance learning models.
- Standards-based Grade Level Instruction must occur within in-school instruction
  Learning loss must be evaluated and addressed.
  Standards-based Grade Level Learning:
  All students must have equitable access to effective instruction and
  to optimize student learning.

Basic and social emotional needs of students and staff must be met in order.
There will not be a vaccine developed in time to impact the 2020-21 school year.

Opening and throughout the 2020-21 school year:

There will still be active cases of COVID-19 in Washoe County at the time of school costs to provide services will be atypical and may potentially be higher than prior years.

eliminated.

Certain non-core functions of the District may be temporarily curtailed, postponed or transmitted.

There will be a cost in dollars, time, supplies and human resources to reduce the risk of

The District will be operating in an environment of significantly reduced state revenues.

Benefit of clear information regarding our 2020-2021 budget.

Models have been developed and recommendations have been formed, without the

Reopening Schools—Assumptions
and work with employee associations.
As decisions are made and models are considered, administration will continue to update
Schools will need to quickly pivot between delivery models as conditions change.

Health officials which will necessitate flexibility.
There may be multiple “waves” of virus outbreaks and changing guidance from county
school closure for one or more schools.
There may be an outbreak of COVID-19 in Washoe County that could require a temporary

No single decision will satisfy all students, families, and staff.
There will be parents and staff who want a return to “normal”
There will be parents and staff who will want an alternative to on-campus instruction for

Reopening Schools—Assumptions
Students eligible for Free/Reduced Priced Lunch must have access to food.

Requirements of Specialized Learning (ELP compliance) must be met.

Teachers must receive ongoing professional learning support.

Students must have access to devices and the Internet.

Instruction must be supported daily by qualified certified teachers.

Planning Guides meet this requirement.

Examples such as our Northstar Academy, Edgenuity, and On-Line Curriculum standards-based instruction without coming into schools. Platforms District must have an option for families to receive high-quality Distance Learning.
June 23, 2020 meeting.

- This option was presented and approved by the Board of Trustees at the
  June 23, 2020 meeting.

  - In the event the school district is temporarily shut down due to outbreak,
    o In the event a school is temporarily shut down due to outbreak.
  - To suspect or confirm COVID-19 exposure.
  - In the event of a student or group of students being excluded from school due
    o In the event of a student or group of students being excluded from school due
  - 6-12 schedule.
  - Families choose to enroll at Northstar or request a full-time Edgenuity (Grades
    6-12) schedule.

  - This option would be available to all families under several scenarios:

Full Distance Learning
In-Person Learning Model

- Screenings protocols in place
- Enhanced cleaning & hygiene protocols
- Restrictions to close contact activities
- Use of Personal Protective Equipment (PPE)
- Social Distancing

Requirements:

District must have in place an In-Person Learning Model in which enrolled students attend school throughout the week receiving all instruction within the building.
- Students new to the country with English learner requirements.
- Students living in transition or in foster care.
- Students being served in self-contained special education programs.
  - Including but not necessarily limited to:
  - First priority to families with known medical, social, and academic vulnerabilities.
  - Space and staffing permits.

This option would be available to families under several scenarios:

In-Person Learning Model
Hybrid Learning Model

- A Hybrid Learning Model is one that combines elements of both In-Person Learning and Distance Learning. In the Washoe context, we are referring to a learning model in which students are receiving In-Person instruction for part of the school week and are receiving Distance Learning instruction for part of the school week.

- While on school, all provisions of In-Person Learning (e.g., social distancing, use of PPE, etc.) remain the same.

- While on distance, all provisions of Distance Learning (e.g., certified teachers, access to food, etc.) remain the same.
event the school district is temporarily shut down due to outbreak.

- Students new to the country with English learner requirements.
- Students living in foster care.
- Students living in transition or in foster care.
- Students being served in self-contained special education programs.

includé but not necessarily limited to:

and academic vulnerabilities may receive ful while in-person learning. This may

Even when hybrid learning is employed, families with known medical, social,

starting limitations, hybrid learning must be available to families.

If in-person learning is not available to all because of space and

Hybrid Learning Model
Athletics would be challenging for off-track students.
Master scheduling would be impacted greatly.
Different building types would be prohibitive as well as above obstacles.

- An MTyr Model does not seem feasible at the secondary level.

- Schools
  - This would require additional administrative, certified and support staff at all
  - Students must still come from non-certified personnel
  - A "track" model does not by itself reduce class sizes and so supervision of
  - A 3-track model is very difficult to fit into the 165-day or required instruction
  - Different building types would necessitate a 3-track model

- A 3-track MTyr Model could be considered at the elementary level.
  - A Subcommittee of the Reopening Task Force did look at this model.

Multi-Track Year (MTyr) Round Schedule
Once at school, if a child presents with symptoms, follow typical protocols for intervention.

- It is not practical to reliably check for fever of every student and staff member as they enter a school. Once fever is present, exposure has already occurred.
- Fever is a symptom of many illnesses including COVID-19. Once fever is present, effective health & safety measures in isolation will effectively mitigate the spread of COVID-19.

In partnership with the health department and local pediatrics, a self-screening model will be most effective:

- Restrictions to close contact activities
- Social distancing
- Use of Personal Protective Equipment (PPE)
- Self-screening and remaining home if any illness symptoms are present

Therefore, a multi-layered approach, including the following, will be used:

**Safety & Health—Multi-Layered Approach**
Safety & Health—Multi-Layered Approach

- Staff may be asked to engage in duties not typically associated with their professional position.
- The enhanced cleaning measures support the health and safety of students and staff.
- These cleaning measures do not change protocols for nightly cleaning activities.
- Throughout the day, Washington County Health District approved disinfectant will be used within classrooms.
- The frequent cleaning of high touch surfaces and learning spaces will help mitigate the spread of the COVID-19 virus and other diseases.

Multi-Layered Approach
Transportation - Safety, Cleaning, Disinfecting

- Load Back to Front and Unload Front to Back to limit contacts.
- Keep Bus Air Vents open and strategic windows open for airflow.
- Use Hand Sanitizer available on bus.
- Face Coverings.

Cleaning/Disinfecting Buses Daily

- Clean and Disinfect at beginning and end of the route.
- Quick Disinfecting between runs on the Route.
• Reduced landscape and grounds maintenance assistance at elementary schools
• Utilize middle and high school staff to provide additional staff
• Possible reallocation and/or work shift changes for custodial staff
• Process cleaning procedures will be prioritized. Carpets will be prioritized.

Custodial Procedures and Protocols
Nutrition Services Re-Opening Plan

Meal service options are being developed to allow for safe and efficient distribution processes. Depending on school needs, meal services will include one or a combination of the following service models.
Service Model Details

Nutrition Services Re-Opening Plan

- Meals To-Go Service
- Classroom Delivery Service
- Mobile Dining Cart Service
- Modified Cafe Service

In the event of a full closure or if blended model this option will allow students or parents to pick up utilized multi-day pack meals for consumption at home. Meal service will have meals delivered to classrooms for classroom dining. To be utilized mostly at our 40 Community Eligibility Provision (CEP) sites. The classroom or other designated area in the cafeteria area or other designated area for consumption. At secondary sites, this option would strategically place mobile service carts designated area for consumption. Traditional serving lines, staggered times, and take meals back to a traditional cafeteria.
WCSD Reopening

Outbreak Plan

Needs: Food Security
On-Going

WCS Food Bank

Lunch To-Go
Breakfasts and
Community

Nutrition Services Re-Opening Plan

Assigning Service Models

Phase 2 & Phase 3 Options By School Level

Secondary Schools

- Meals To-Go Service
- Classroom Delivery Service (CEP Sites)
- Mobile Car Service
- Modified Cafe Service

Elementary Schools

- Meals To-Go Service
- Classroom Delivery Service (CEP Sites)
- Modified Cafe Service
Recommended Action
Pros and Cons
Important Facts and Considerations
Proposed Action

Action Items
Shutdowm.

make up for any lost instruction caused by a COVID-19 shutdown. And one of the two weeks of break during spring break, and one of the two weeks of break during Spring

Additionally, administration requests flexible use of the fall kindergarten instruction beginning on August 24th.

Kindergarten assessment August 17th-21st, and the first day of kindergarten assessment August 17th, first attending school on August 17th, students in Grades 1-12, first attending school on August 17th, will be used for state authorized professional development with this time, August 10th through August 14th, 2020, is proposed. Although no formal calendar changes are being sought at

Calendar
The fall break is not written into the bargaining agreements.

- One week of break during spring.

- Bargaining agreements require two weeks of break during winter and

- Week fall break, two-week winter break, and a two-week spring break.

- Begins on August 10, 2020 and ends on June 4, 2021. It includes a one-

- The currently approved balanced calendar for 2020-21 school year

- The school calendar is required by statute to be approved by the Board

Calendar Considerations
Pros & Cons of Calendar Reopening:

- Flexible use of the breaks could impact vacation planning (-).
- Flexible use of breaks would limit meaningful vacation opportunities for families and staff (-).
- Need to extend the school year (+).
- Should instructional time be required for makeup, the flexible use of time may offset the need to extend the school year (+).
- Should instructional time be required for makeup, flexible use of breaks allows for that to occur closer in proximity to the break in instruction (+).
- The proposed change allows critical preparation time for principals, teachers, and staff (+).
- The proposed change does not impact the end of school schedule (+).
- The proposed change results in fewer instructional days for students (-).
- In the current calendar, the first semester concludes before winter break (+).
make up instructional time. Experience a COVID-19 related shutdown resulting in a need to extend the school district.

Beginning August 24th, and the flexible use of the fall break and beginning August 24th, and the flexible use of the fall break and kindergarten assessment with kindergarten instruction to school on August 17th, including the week of August 17th-21st. Through August 14th, 2020, with students in Grades 1-2 returning through August 14th, 2020, with students in Grades 1-2 returning.

That the Board of Trustees approves the recommendation to have

Recommended Motion
Recognizing that at times use of face coverings may not be practical, recommend the use of face coverings among all students and staff. Should the Directives’ restrictions be lifted, administration would strongly encourage the use of face coverings for student 9 years of age and younger.

Given these exceptions, administration is recommending the use of face coverings for children 9 years of age and younger to this requirement.

Exceptions for children 9 years of age and younger to this requirement.

Buildings and properties, where required. There are medical exemptions and staff members, visitors, and students age 10 and above, while on WCSU consistent with the Governor’s Directive 024, the use of face coverings for Use of Face Coverings.
Use of Face Coverings Considerations

- The Governor issued Directive 024, which includes mandates regarding the use of face coverings, on June 24, 2020.

- According to the CDC, the use of face coverings mitigates the potential spread of the COVID-19 virus and other diseases.

Students and staff are able to bring their own face coverings.

The District will provide one reusable face covering for every child and staff member.
Face Coverings Pros & Cons

- Health risk or propel exposure to the COVID-19 virus (-).
- Frequent touching of one's face covering could create its own face coverings (-).
- Especially for younger children, which could be impacted by learning is an interactive process and facial cues are critical.
- COVID-19 virus (+).
- The use of face coverings protects others from exposure to the COVID-19 virus (+).
- The use of face coverings provides protection for one's self.
practical.

recommend the use of face coverings among all students and staff when

should the Directive's restrictions be lifted, administration would strongly

Younger

recommend the use of face coverings for student age 9 years or age and

recommend on WCSD buildings and properties. Additionally, administration is

Directive 024, including noted exceptions, the required use of face

That the Board of Trustees approves, consistent with the Governor's

Recommended Motion
face coverings. Additionally, all occupants on the bus would be required to wear face coverings.

For capacity over 50%, greater than 50% capacity contingent on receiving State approval. Transportation should be provided by school buses at equal to or student learning models. To support Phase 2 student learning models.
Transportation Considerations

50% (42 students riding) - Limited Social Distancing - one student to a seat

- Per current state protocols face coverings required to be worn when Social Distancing not possible
- Could transport Elementary, Middle and High School with current resources
- Staggered delivery times would be needed in 20% of schools at all levels
- Hybrid schedule for Middle and High School
- In-Person schedule for Elementary and Middle school
Transportation Considerations

65% or greater (55+) – Pre-COVID Transport – no social distancing

55 of 84 seats – 65%
will help mitigate spreads of COVID-19(+) •
The use of face coverings on the bus, given limitations to social distancing,
delivery time up to three hours (-) •
 staggered times to Elementary and Middle school would require extended
General education transportation (-) •
Any greater social distancing restriction would result in no high school
General education students without modifying walk zones (+) •
Relaxed social distancing requirements enables transportation for all
Transportation for all Federal and State mandated programs stays intact (+) •
face coverings. Additionally, all occupants on the bus would be required to wear

approval for capacity over 50% for the Phase 2 Learning Models contingent on receiving State
provided by school buses at equal to or greater than 50% capacity

That the Board of Trustees approve student transportation being

Recommended Motion
Elementary School Learning Model

Shutdown due to an outbreak of students is excluded, or if a school or the district is temporarily the temporary use of Distance Learning in the event a student or group Monday through Friday receiving all instruction within the school; and An In-Person Learning Model in which enrolled students attend school
Screening protocols
Enhanced cleaning & hygiene protocols
Restrictions to close contact activities
Use of Personal Protective Equipment (PPE)
Social distancing

Adherence to State Phases 1-3 Reopening Requirements

The In-Person Learning Model Requires:

Starting In-Person Learning at the Elementary Level is Possible based on current assumptions and analyses of space and available

Elementary Learning Model Considerations
Learning is available (+).

In the event of an exclusion or shutdown, quality standards-based distance learning is available (+).

Supervised by non-certified staff (+/-).

The school setting, for substantial periods of time, will result in students working independently within the school setting for substantial periods of time and potentially being supervised by non-certified staff (+/-).

Phase 2 Requirements will result in students working independently within the school setting for substantial periods of time and potentially being supervised by non-certified staff (+/-).

The in-person learning model is the least disruptive to social emotional and academic learning (+).

Account our working families needs (+).

The in-person learning model is the least disruptive to families taking into account our working families needs (+).

Elementary Learning Model Pros & Cons
due to outbreak. 
excluded, or it a school or the district is temporarily shutdown 
Distance learning in the event a student or group of students is 
all instruction within the school; and the temporary use of 
enrolled students attend school Monday through Friday receiving 
the recommendation for an in-person learning Model in which 
That for elementary education the Board of Trustees approves 

Recommended Action
school or the district is temporarily shutdown due to outbreak.

utilized in the event a student or group of students is excluded, or if a
the week. Additionally, temporary use of Distance Learning will be
vulnerable student groups will receive In-Person Instruction throughout
Instruction to be In-Person and half with Distance Learning. Certain
A/B Rotation Schedule" format with approximately half of their
A Hybrid Learning Model in which enrolled students attend school in a

Middle School Hybrid Model
Students new to the country with English Learner Requirements

- Students living in transition or in foster care
- Students being served in self-contained special education programs

Necessary limited to: receive full-time In-Person Learning. This would include but is not families with known medical, social, and academic vulnerabilities may consideration of a Hybrid Learning model.

State Phase 2 Reopening Social distancing requirements, prompting the indicate available space in most schools, but a lack of staffing to adhere to analyses of space and available staffing at the middle school level does
Students eligible for Free/Reduced Price meals must have access to food.

- Requirements of Specialized Learning (E.G. IEP compliance) must be met.
- Students will have access to devices and the internet.
- Instruction will be supported daily by qualified certified teachers.

For Distance Learning Instruction, the following will be in place:

- Enhanced cleaning and hygiene protocols.
- Restrictions to close contact activities.
- Use of Personal Protective Equipment (PPE).
- Social distancing.

Adherence to State Phase 2 Requirements:

During In-Person Instruction, the Hybrid Learning Model still requires:

Middle School Hybrid Model Considerations
### Middle School Hybrid Model Considerations

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#### August/September

- 26th 27th 28th 29th 30th 1st 2nd
Within the school setting and being supervised by non-certified staff (+). The combination of in-person and distance learning may challenge continuity of family (-). During the distance learning portion athletes may require transportation from the in-school portion of the hybrid model is the least disruptive to families (-). The distance learning portion may be more disruptive to families (+).
temporarily shutdown due to outbreak.

or group of student is excluded, or if a school or the district is

the temporary use of distance learning in the event a student

through Friday receiving all instruction within the building, and

Model in which enrolled students attend school Monday

A second option is consideration of an In-Person Learning

Middle School In-Person Model
Middle School In-Person Model Considerations

- The In-Person Learning Model requires adherence to State Phase 2 social distancing and safety related measures.
- The day coming from non-certified staff.
- Significantly greater reliance on supervision of students throughout.
- Greater difference between typical teacher-student ratios (29:1) and social distancing space limitations (n=20). Requires a
- Greater difference between typical teacher-student ratios (29:1) and a smaller or non-existent physical space for
- Larger school sizes, and a
- Based on current assumptions, and analysis of space and available.
Based on relaxed social distancing requirements, we have a maximum of no more than 20 students per classroom on average.

Additional Salaries

High School  Middle School

Cost

25,000,000
20,000,000
15,000,000
10,000,000
5,000,000
0

Additional Allocations

High School  Middle School

Allocations

226
228
230
232
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The alternative model is not estimated to be cost neutral (-).

- Supervision challenges (-).
- Large population sizes will present significant management and supervision by non-certified staff for substantial periods of time (-).

- Phase 2 requirements will result in students working independently and being academically learning (+). The In-Person Learning Model is the least disruptive to social emotional and academic learning (+).

- The In-Person Learning Model is the least disruptive to families, taking into account our working families needs (+).

Middle School In-Person Model Pros & Cons
district is temporarily shutdown due to outbreak. Student or group of students is excluded, or if a school or the temporary use of distance learning will be utilized in the event a receive in-person school instruction throughout the week. Certain vulnerable student groups will work with distance learning. Approximately half of their instruction to be in-person and half students attend school in a A/B Rotation Schedule format with recommendation for a Hybrid Learning Model in which enrolled school education, the Board of Trustees approves the in order to adhere to State Phase 2 requirements, that for middle

Recommended Action
Temporarily shut down due to outbreak, a student or group of students is excluded, or if a school or the district is the week. Temporary use of Distance Learning will be utilized in the event vulnerable student groups will receive in-person instruction throughout instruction to be in-person and half with Distance Learning. Certain A/B Rotation Schedule “form at with approximately half of their A Hybrid Learning Model in which enrolled students attend school in a High School Hybrid Learning Model
High School Learning Model Considerations

- Students new to the country with English Learner Requirements
- Students living in foster care
- Students living in transition or in foster care
- Students being served in self-contained special education programs

Necessarilly limited to:

- Receive full-time In-Person Learning. This may include but is not
- Families with known medical, social, and academic vulnerabilities may

Recommendation for a Hybrid Learning model:

- To state Phase 2 Reopening Requirements, prompting the
- Indicate available space in most schools, but a lack of staffing to
- Analysis of space and available staffing at the high school level does
High School Learning Model Considerations

- Students eligible for Free/Reduced Price lunch must have access to food
- Requirements of specialized learning (e.g., IEP compliance) must be met
- Students will have access to devices and the Internet
- Instruction will be supported daily by qualified certified teachers

For Distance Learning instruction the following will be in place:
- Enhanced cleaning and hygiene protocols
- Restrictions to close contact activities
- Use of Personal Protective Equipment (PPE)
- Social Distancing

During In-Person instruction, the Hybrid Learning Model still requires adherence to State Phase 2 Requirements.
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High School Hybrid Model Considerations
Phase 2 requirements may at times result in students working independently within the school setting (+/-).

The combination of In-Person and Distance Learning may challenge continuity of learning (-).

During the Distance Learning portion, athletes may require transportation from family (-).

The Distance Learning portion of the model may be more disruptive to families (+).

The In-Person portion of the model is the least disruptive to families (+).

High School Learning Model Pros & Cons
Temporarily shutdown due to outbreak.

Student or Group of students is excluded, or if a school or the district is

Temporarily use of Distance Learning will be utilized in the event a

the week.

vulnerable student groups will receive In-Person Instruction throughout

Instruction to be In-Person and half with Distance Learning. Certain

A/B Rotation Schedule „format with approximately half of their

Hybrid Learning Model in which enrolled students attend school in a

education, the Board of Trustees approves the recommendation for a

in order to adhere to State Phase 2 Requirements, that for high school

Recommended Action
Questions?

Thank You 😊
assistance. Although those seeking service are not required to be a BCTM
delivering an appropriate amount of meals to each vehicle seeking
delivery of meals will be through drive-by service only with BCTM staff members
325 Permanente Drive (Carmen Valley Youth Center)
3900 Red Road (Red Road Youth Center)
1090 Edgewood Avenue (Carson Youth Center)
1900 Foster Street (Weninger N. Recreation)
2680 E. Ninth Street (Downey Recreation)
To 11 a.m. at our main site located in Reno.
Reno's Rescue food provides free meals and emergency

Boys & Girls Clubs of Truckee Meadows (BGCM):
http://www.bgcm.org/news/b哥m-nv-to-rapid-schedule

Food supplies. For more information, please visit:
Catholic Charities of Northern Nevada provides free meals and emergency
Free Meals All Summer
COVID-19 Response / Food Resources
Food Bank of Northern Nevada and Partner Agencies:

and non-perishable food items. Please call (877) 955-2445 for more information.
Resources to individual families and seniors. These food boxes include perishable
Access to Healthcare: (http://www.accesshealthcare.org) also offers free food

Kear Smith Elementary School 1925 F St., Sparks
Emmett Elementary School 650 McDonaal Dr., Reno
Donner Springs Elementary School 512 S. Eucalyptus Way, Reno
Anderson Elementary School 1055 Bernini Ln., Reno
Maxwell Elementary School 2200 Rock Blvd., Sparks

Serve as meal distribution sites:

On Tuesdays and Fridays from 12:30 pm to 1:30 pm, the following schools will

Desert Hills Elementary School 13948 ML Bismark St., Reno
Robert Millard Elementary School 12.16 Packer Way, Sparks
Smithfield Elementary School 480 Nell Rd., Reno
Lincoln Park Elementary School 201 Lincoln Way, Sparks
Dodson Elementary School 4355 Houston, Reno

meal distribution sites:

On Wednesdays and Fridays from 12:30 pm to 1:30 pm, the following schools will serve as

Agnes Reidy Elementary 1900 Sullivan Lane, Sparks
Double Diamond Elementary School 1200 South Meadows Pkwy, Reno

multi-day meals:

On Tuesdays and Fridays from 8 am to 12 noon, the following site will serve

COVID-19 Response / Food Resources
Nevada Comets Elementary 3870 Liman St., Reno

Day meals:
On Wednesdays and Fridays from 9am to 9am, the following schools will serve meals:

Steed Elementary 10960 Steed Blvd., Reno
Sun Valley Elementary 5490 Leon Drive, Sun Valley
Echo Lake Elementary 660 Apple St., Reno
Duncan STEM Academy 1200 Montello St., Reno
Riel Canyon Elementary 2450 Canyon St., Reno

Will serve as meal distribution sites:
On Mondays and Thursdays from 12:30pm to 1:30pm, the following schools will:

Evolve Mount Community Center 1301 Valley Road, Reno
Libby Booth Elementary 1450 Stewart St., Reno
Alice Smith Elementary 1700 Mackworth Dr., Reno
Los Alamos Elementary School 1550 Mackay Road, Sun Valley

Serve as meal distribution centers:
On Mondays and Thursdays from 11am to 12 noon, the following sites will:

Greentree Elementary 1840 Glenn St., Sparks

Serve multi-day meals:
On Mondays and Thursdays from 10:30am to 12 noon, the following schools will:

Virginia F. Malloy Elementary 5500 Kelvin Drive, Sun Valley
Bertha Brown Elementary School 2750 Elementary Drive, Reno

Multi-day meals:
On Mondays and Thursdays from 9am to 10am, the following sites will serve:
Cold Springs Middle School
18235 Cody Ct.
Reno

multi-day meals: On Mondays and Thursdays from 8am to 9am, the following will serve

LOCATIONS, DATES, & TIMES

The schedule is below:

Meals are served in a "grab and go" style, either in a drive-through or walk-up method.

Breakfast and one lunch per day will be given multi-day "worth of meals at one time" and meals include one Thursday...or Tuesday AND Friday -- unless otherwise noted below. Families will be provided twice a week at each site--either Monday AND

The Food Bank of Northern Nevada's Kids Care Program offers breakfast and lunch

Times as needed above.

Given the dynamic nature of this situation, we will be updating sites and serving

Family to receive these free meals.

Food Resources for Families

Updated 6/29/2020

en español
Kellee Camery, Administrative Secretary, Billingshurst Middle School

Engagement

Jennifer Cadwell, Executive Assistant, Office of Communications & Community

Rudy Bunney, Teacher, Discovery Elementary

Department

Jarl Erisland, Registered Environmental Health Specialist, Wasco County Health

Kellie B. Trull, WSDP Parent

Debra Eberhardt, Deputy Superintendent

Lena Bell, Secretary, Desert Skies Middle School, President of WESP

Roy Anderson, Emergency Manager

Nate Anderson, President, Wasco Education Association

Leslie Allred, CReED Team Student Health Services

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**TASK FORCE MEMBERSHIP**

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The role of the Task Force is to coordinate the efforts of stakeholders at all levels of the school district and the community to respond to the COVID-19 pandemic. The Task Force is composed of representatives from various groups, including educational, health, and community organizations. The purpose of the Task Force is to ensure effective communication and coordinated response efforts to address the challenges posed by COVID-19. The Task Force meets regularly to discuss strategies and initiatives aimed at minimizing the impact of the pandemic on the school community. The members of the Task Force include representatives from various stakeholders, such as school administrators, teachers, parents, and health officials. The Task Force is committed to working collaboratively with all partners to ensure the well-being of students, staff, and the community.
El grupo de trabajo COVID-19, un grupo compuesto por el Consejo y el Comité de Protección, ha recomendado el uso de materiales protectoras de primeros auxilios, el uso de guantes desechables y la limpieza y desinfección de los espacios de trabajo.

Las recomendaciones incluyen:

- Uso de mascarillas y guantes desechables.
- Limpieza regular de las superficies de contacto.
- Desinfección de los espacios de trabajo.
- Uso de equipos de protección personal (EPP).
- La realización de actividades en espacios abiertos.

Esa gráfica de la Protección y los Equipos, así como la presente con recomendaciones de uso de equipo de protección personal, se deben seguir para garantizar la seguridad de todos los trabajadores y trabajadoras de la institución.
Superintendent's Recommendation: The Board of Trustees provides direction related to the use of survey results in operating decisions, recommendations, and implementation.

Alternatives: N/A

Community Involvement: N/A

Financial: N/A

Legal: N/A
Board Policy 1140 - Communications, Community Relations & Public Engagement

This document is from the WSD 2020 Board of Trustees.

Strategic Plan:
- Administrative - Survey Analysis
- Administrative - Survey Presentation

Attachments:

Previous Board Action: N/A

The Board of the boards of the School District and the Trustee Task Force in decision making.

The Washington County School District put this survey in the hands of all families, students, and staff to assist.

Background Information:
- Social distancing, student learning, and changes emerging from community programs on the survey.
- The Board will be able to review and discuss specific results, including data not linked to grades or health practices.
- Receive input on problems and outcomes from families, students, and teachers regarding re-opening schools in Fall 2020.

The purpose of the survey will be presented with information from the Re-opening Survey. The survey was administered to

Date Report Written: June 26, 2020

(20 minutes)

Ben Hayes, Chief Accountability Officer

Presentation Time:

Ben Hayes, Chief Accountability Officer

Action

Recommended

Type

Subject

Consistent with the Emergency Provisions Notice above, this document will be forwarded to the Board of Trustees for its consideration.

Public Comments received will be forwarded to the Chair. Comments via email to

wshschoolsofnet. Any Public Comments received from the Agenda.

Meeting

July 7, 2020 - Regular Meeting of the Board of Trustees
Focus Areas

- Learning Context/Priorities
- Health Safety
- Attitudes on Returning
- Social Distancing/Physical Environment
Response Demographics: Family Survey

Responses by Race/Ethnicity:

- My child will return if there is a vaccine available.
- My child will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged/enforced.
- My child will return based on whatever safeguards the school district has in place.
At this time, are you planning to have your child(ren) return to your school for the 2020-21 school year?

Response Demographics: Family Survey
<table>
<thead>
<tr>
<th>WCSD Reopening Guidelines</th>
<th>Staff Trained in CDC</th>
<th>Everyone</th>
<th>Face-Coverings for Everyone</th>
<th>36% Availability</th>
<th>43% Availability</th>
<th>46% Wash Hands</th>
<th>52% Temperature Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Availability of Masks / COVID-19 Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td>Temperature Checks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please select your top three priorities regarding health and safety practices if schools were to open for in-person classes in the fall.

Health Safety
<table>
<thead>
<tr>
<th>WCSD Reopening</th>
<th>Students</th>
<th>Staff</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of social distancing: limiting classroom seating to reduce crowding</td>
<td>26%</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>Staggering schedules to frequently used in each classroom and is provided</td>
<td>26%</td>
<td>52%</td>
<td>59%</td>
</tr>
<tr>
<td>Hand sanitizer is provided</td>
<td>66%</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td>Enhanced cleaning occurring in the schools</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please select your top three priorities for cleaning/distancing safety:

- Environment
- Social Distancing/Physical
<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>63%</td>
<td>49%</td>
<td>37%</td>
</tr>
<tr>
<td>35%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>29%</td>
<td>49%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Support or Strongly Support**

Strongly would you support each of the following options?

If schools are allowed to reopen in the Fall of 2020, how

Learning Context Priorities
<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>63% Full-time return to distance learning based on grade level.</td>
<td>48% Education the other weeks activities via distance complete assignments and weekly sessions: Students blended learning with standards based on grade level.</td>
<td>63% Education the other weeks activities via distance complete assignments and weekly sessions: Students blended learning with</td>
</tr>
<tr>
<td>64% Full-time return to distance learning each month and attend in person certain weeks each month and attend in person certain weekly sessions: Students blended learning with standards based on grade level.</td>
<td>51% Education the other weeks activities via distance complete assignments and weekly sessions: Students blended learning with standards based on grade level.</td>
<td>66% Education the other weeks activities via distance complete assignments and weekly sessions: Students blended learning with standards based on grade level.</td>
</tr>
</tbody>
</table>

**Oppose or Strongly Oppose**

Strongly would you support each of the following options? If schools are allowed to reopen in the Fall of 2020, how learning context priorities?
Universal Distance Learning Priorities

- Assignment that can be accessed and completed at the student's own pace
- Live meetings or lessons with the teacher and the whole class
- Live meetings or lessons with teachers with smaller groups of students
- Learning time spent on learning how to succeed in distance/online
- Learning time spent on learning new things
- Time for distance education

Three priorities for distance education:

- Improved during Spring 2020, please indicate your top experience with Emergency Distance Education

Context

Learning Priorities
<table>
<thead>
<tr>
<th>Percentages</th>
<th>Students</th>
<th>Staff</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>1%</td>
<td>2%</td>
<td>23%</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>1%</td>
<td></td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Will only return if there is a vaccine available.
- Guidelines and temperature checks are encouraged.
- Will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced.
- Will return based on whatever safeguards the school district has in place.

**Attitudes on Returning**
Which of the following statements best describes your overall feeling about returning to school?
At this time, are you planning to return to school for the 2020-21 school year? If depends on what plans the school district makes for the school year.

- Students: 65% No, 29% Yes, 6% Depends on Plan
- Staff: 74% No, 23% Yes, 2% Depends on Plan
- Families: 62% No, 32% Yes, 5% Depends on Plan
Further Considerations

Carrying out distance learning from home will place an extremely difficult burden on my family.

In the 2020-21 school year, which of the following statements are true when thinking of distance learning at school?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child will rely on the school district for meals and receiving enough food</td>
<td>7%</td>
</tr>
<tr>
<td>My child will require supervision at school after the school day begins</td>
<td>19%</td>
</tr>
<tr>
<td>My child will require supervision at school before the school day begins</td>
<td>22%</td>
</tr>
<tr>
<td>My child will rely on school district transportation (school bus)</td>
<td>27%</td>
</tr>
<tr>
<td>My child cannot carry out distance learning from home due to lack of childcare</td>
<td>31%</td>
</tr>
<tr>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>
Key Considerations

1. Safety is the primary consideration among most. The safety of students, family members, and staff is the key consideration of most when choosing protocols for the in-lieu. Some report having siblings and other family members whose health is compromised.

2. Calls for choice of formats and hybrid approaches. Many would like to choose between in-person instruction or distance learning. Some also point to the need for a hybrid model or go completely online anyway. "Parent of two high school students inevitability that a teacher or child will get sick and then you will be forced to implement a hybrid model," he added. "Unfortunately, I think it will be inevitable that a teacher or child will get sick and then you will be forced to implement a hybrid model."

3. Consideration for the learning needs of diverse learners, including those with disabilities. Many students who are learning English and academically advanced or gifted students. Many

4. Many are against enforcement of measures, especially face masks. Some are against the use of masks for a variety of reasons, such as belief they cause illness, impede social development, and exacerbate behavioral problems.

5. Consistent use of measures that are grounded in evidence. Several people ask for the WCSD to choose policies and practices that are grounded in evidence. To be rational.

Open Ended Responses
Thank You & Questions
| Percentage | 21% | 22% | 23% | 24% | 25% | 26% | 27% | 28% | 29% | 30% | 31% | 32% | 33% | 34% | 35% | 36% | 37% | 38% | 39% |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Attendance Year Calendar | **Full-time Return to the Regular School Day and Schedule** | **Support or Strongly Support** | **Attend Virtual Classes or Other Virtual Engagement** | **Black or African American** | **Hispanic or Latino** | **Multiracial or Other Race or Ethnicity** | **Native Hawaiian or Other Pacific Islander** | **Asian** | **American Indian or Alaska Native** | **Multiracial** | **Asian** | **Black or African American** | **Hispanic or Latino** | **Multiracial or Other Race or Ethnicity** | **Native Hawaiian or Other Pacific Islander** | **Asian** | **American Indian or Alaska Native** | **Multiracial** |
| Fulfillment of Grade Level Standards | 31% | 32% | 33% | 35% | 36% | 37% | 38% | 40% | 41% | 42% | 44% | 46% | 48% | 50% | 52% | 55% | 57% | 60% | 62% |
| Fulfillment of Learning with New Learning | 21% | 22% | 23% | 24% | 25% | 26% | 27% | 28% | 29% | 30% | 31% | 32% | 33% | 34% | 35% | 36% | 37% | 38% | 39% |
| Other Days of the Week | 31% | 32% | 33% | 35% | 36% | 37% | 38% | 40% | 41% | 42% | 44% | 46% | 48% | 50% | 52% | 55% | 57% | 60% | 62% |
| Fulfillment of Learning with Daily Sessions: Students Ablen in | 21% | 22% | 23% | 24% | 25% | 26% | 27% | 28% | 29% | 30% | 31% | 32% | 33% | 34% | 35% | 36% | 37% | 38% | 39% |
| Other Days of the Week | 31% | 32% | 33% | 35% | 36% | 37% | 38% | 40% | 41% | 42% | 44% | 46% | 48% | 50% | 52% | 55% | 57% | 60% | 62% |
| Fulfillment of Learning with Daily Sessions: Students Ablen in | 21% | 22% | 23% | 24% | 25% | 26% | 27% | 28% | 29% | 30% | 31% | 32% | 33% | 34% | 35% | 36% | 37% | 38% | 39% |
| Full-time Return to the Regular School Day but Start Later in | 31% | 32% | 33% | 35% | 36% | 37% | 38% | 40% | 41% | 42% | 44% | 46% | 48% | 50% | 52% | 55% | 57% | 60% | 62% |
|                | 27% | 36% | 40% | 39% | 36% | 4%  | 59% | 56% | 65% | 53% | 69% | 69% | 69% | 69% | 65% | 65% | 56% | 60% | 55% | 50% | 50% | 57% | 47% | 43% | 45% | 42% | 42% | 44% | 41% | 39% | 27% | 36% | 40% | 39% | 36% | 4%  | 59% | 56% | 65% | 53% | 69% | 69% | 69% | 65% | 65% | 56% | 60% | 55% | 50% | 50% | 57% | 47% | 43% | 45% | 42% | 42% | 44% | 41% | 39% | 27% |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
5. Consistent use of measures that are grounded in evidence, to be regional (as opposed to local or school-specific) and are validated through research.

4. Any meaningful enforcement of precautionary measures, especially face masks. People disagree with the use of face masks.

3. Students possess unique characteristics and opportunities. Every student, teacher, and parent has different needs of these measures.

2. Safety is the primary consideration among most. The safety of students, family members, and staff is the key consideration of most when choosing positions for the future. Some parents have struggled and other families

1. Key Considerations

<table>
<thead>
<tr>
<th>Staff</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>13%</td>
</tr>
<tr>
<td>Student</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Head of School/Teacher
  - Infection in-person transmission is less risk during staff-student interaction.
  - Waiting to be notified of COVID-19 is extremely exhausting.
  - Parents are giving up.

- Family
  - Need to be able for my mom and grandma. I would prefer to return after a

- Student
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Staff
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Family
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Student
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- The average of COVID-19 is almost eliminated, can't trust that everyone

- Family
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Student
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Teaching
  - 12 – Vaccine

- Control of COVID-19

- Hand washing, thermometer checks, social distancing measures

- Prevailing Priorities for School Reopening in the 2020-21 School Year

- Approximately % of respondents who commented about each topic

- Prevalence of Infection
- Schedule with in-school day and return to regular

- Staff
  - The average of COVID-19 is almost eliminated, can't trust that everyone

- Family
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Student
  - Need to develop a sense of normalcy.
  - Need to have a good grade.

- Head of School/Teacher
  - Infection in-person transmission is less risk during staff-student interaction.
  - Waiting to be notified of COVID-19 is extremely exhausting.
  - Parents are giving up.
### About the School Reopening Survey (SRS)

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Staff</th>
<th>Family</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the main difference in student needs this year compared to last year?</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your greatest concern about your mental health?</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel really sad to be stuck in the house all day and not seeing friends or...</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What challenges do you face in the same time home learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for young children is difficult to balance all the time</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main takeaway from the pandemic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A large number of my kids are decent about the distance learning but one of my...</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lack of people I can count on to help teach their kids, like my parents.</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Challenges to Learning at Home

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Staff</th>
<th>Family</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular school staff and additional educational materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are having another burden of distance learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am very concerned about the equity of distance learning for our students in...</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular school scheduleardintheaters, deserts, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have to work and don't have access to child care because it's impossible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning because I didn't have anyone to help when I had questions.</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I struggle in school and spend way too much time on my work during distance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Distance Learning

- **Staff**: 33%
- **Family**: 39%
- **Student**: 26%

(Percentage of respondents who experienced each type of learning in the 2020-21 school year)

---

**Prevailing Challenges for School Reopening in the 2020-21 School Year**

- **Well-Being and Learning: Loss**
- **Home Learning at School**: Challenges to learning at home
- **Technology**: Limited access to technology
- **Distance Learning**: Challenges to learning at home
Return to School Buildings: Districts/schools should create a comprehensive plan to address any multiplicity of potential COVID-19 issues.

Chief Medical Officer, therefore, as described in the Framework for a Safe, Efficient, and Equitable Reopening, are subject to change based on the advice of public health officials. Implementing the state’s recommendations implies that both health and safety

Cirumstances Regarding COVID-19 are fluid and social distancing protocols and other health and safety

Directive 022 indicates that such plans will commence the 2020-2021 school year instruction offered.

To: The Nevada Department of Education

From: Superintendent of Public Instruction

Subject: Guidance for Path Forward Program of Distance Education

Date: June 24, 2020

This guidance supersedes all previous guidance issued by NDE related to emergency programs of

DEPARTMENT OF EDUCATION
STATE OF NEVADA

Superintendent of Public Instruction
Schools

July M. Epert
School District Superintendents

Guidance Memorandum 20-05

Department of Education
State of Nevada

P.O. Box 20480, Carson City, NV 89721-0480
700 E. Fifth Street, Carson City, NV

775-323-2000 Mascots
775-684-6200 Hound
FAX: (775) 684-6196

Fax: (775) 684-6950

Phone: (775) 687-7900

700 E. Fifth Street, Carson City, NV 89701-5756

Director, Information Systems

Steve Soder

Governor

Sue Walen
Minimum Requirements for Implementation

In implementing the Plan for Forward Program of Distance Education, school districts and charter schools must:

1. Ensure that:
   - In-person instruction is included in the hybrid learning program for all students.
   - School facilities and classrooms are equipped to support in-person instruction.
   - In-person instruction is provided to all students, whether in-person or remote learning.

2. Teacher and substitute teachers are prepared to deliver in-person instruction.

3. Administrative and instructional programs and systems are in place to support in-person instruction.

4. Any student who is entered in the school’s special education, gifted education, or English Learner program is included in the hybrid learning program.

5. Any student who is entered in the school’s special education program is included in the hybrid learning program.

6. Teacher and substitute teachers are prepared to deliver in-person instruction.

In-Person Instruction

All school districts and charter schools must develop a plan for in-person instruction that aligns with their community’s guidance.

In-Person Reopening

In the event of a school district closure due to COVID-19 or other exigency, school districts and charter schools must:

1. Develop and implement staff and student health protocols to support in-person instruction.
2. Develop and implement in-person instructional guidelines.
3. Develop and implement in-person instructional schedules.
4. Develop and implement in-person instructional monitoring systems.

In-Person Instruction

All school districts and charter schools must develop a plan for in-person instruction that aligns with their community’s guidance.
Minimum Requirements for Distance Education Plans

Plans for full FRL programs of Distance Education must include but are not limited to how the plans are implemented and how the education is conducted in school districts or charter schools. All plans must detail how students will receive the minimum requirements of a Path Forward.

1. In the event of unforeseen non-compliance, which may result in loss of instructional time and related funding, school district or charter school authority to implement Path Forward Programs of Distance Education in the following manner:
   a. School district or charter school will notify the minimum requirements of a Path Forward.
   b. School district or charter school will notify the community and students of the plan.
   c. School district or charter school will submit a plan to the Nevada Department of Education for approval.
   d. School district or charter school will implement the plan.

2. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support access to home or school-based broadband or high-speed internet.
   e. A plan to support participation in distance education.
   f. A plan to support access to home or school-based broadband or high-speed internet.

3. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

4. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

5. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

6. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

7. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

8. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

9. School districts or charter schools must include:
   a. A plan to ensure that all students have access to technology and internet access at home.
   b. A plan to ensure that all students have access to devices and support to access online learning.
   c. A plan to support access to home or school-based broadband or high-speed internet.
   d. A plan to support participation in distance education.
   e. A plan to support access to home or school-based broadband or high-speed internet.
   f. A plan to support access to home or school-based broadband or high-speed internet.

10. School districts or charter schools must include:
    a. A plan to ensure that all students have access to technology and internet access at home.
    b. A plan to ensure that all students have access to devices and support to access online learning.
    c. A plan to support access to home or school-based broadband or high-speed internet.
    d. A plan to support participation in distance education.
    e. A plan to support access to home or school-based broadband or high-speed internet.
    f. A plan to support access to home or school-based broadband or high-speed internet.

The reports described in (1) and (2) above will enable the Nevada Department of Education in its efforts to participate in distance education, support students who are participating in distance education, and the service in which multiple students are sharing the same Internet connection and the service with a subscription to home or school-based broadband or high-speed Internet.
Hybrid Learning

Implementing Hybrid Programs of Distance Education

Nevada Department of Education

Hybrid Learning is defined as any arrangement under which a school district or charter school is providing in-person instruction concurrently with distance education. The purpose of this guidance, "Hybrid Learning" is defined as any arrangement under which a school district or charter school is providing in-person instruction concurrently with distance education.

Upon approval by the Governing Board, school districts, charter school districts, or charter schools shall develop plans for Hybrid Programs of Distance Education.

Dear District or Charter School Governing Board Members:

The Nevada Department of Education (NDE) is committed to providing school districts and charter schools with the guidance and support needed to effectively implement and manage distance learning programs. As we continue to navigate through the COVID-19 pandemic, NDE recognizes the importance of providing high-quality, accessible, and student-centered education. The following guidance is intended to support your efforts to ensure all students have equitable access to learning opportunities.

1. Develop and articulate a clear vision for your district's or charter school's Hybrid Learning Program.
2. Establish clear expectations for in-person instruction, distance education, and the hybrid model overall.
3. Ensure that all students, regardless of their learning environment, have access to the necessary resources and support services.
4. Implement strategies to support student well-being and mental health.
5. Communicate regularly with stakeholders, including students, parents, and staff, to keep them informed of progress and changes.
6. Evaluate and adjust the Hybrid Learning Program based on feedback and data-driven analysis.

NDE recognizes the challenges of the current situation and is committed to providing ongoing support and updates to assist your district or charter school in effectively managing Hybrid Learning.

Sincerely,

[Signatures]

Nevada Department of Education
the calendar revision by the governing body, whichever is sooner.

Amended biennially to reflect budgetary changes no later than July 1, 2020 or immediately upon approval of
Public Instruction, budgets must be submitted to the governing board of Public Instruction via email to
well as schools or districts, moving forward. The governing board is to submit its report to the Superintendent of

with the guidance and direction of the state and local boards of education in the community, including parents and other

Public Instruction, school districts and charter schools requesting continued enrollment in accordance

school districts and charter schools that wish to delay the start of school in accordance with a longer period

Dear Governor:

Calendar Revisions

Any changes in the minimum requirements of a Path Forward Program of Distance Education

students are required to be notified of the change by the principal and at least once per instructional

Weekly attendance records do not include a school district or charter school’s responsibilities to ensure

If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the whole

If the pupil demonstrates any one of the three criteria, the pupil is considered present for the whole week.

(3) The pupil participates in a real-time class session and/or

(2) The pupil participates in a real-time class session; and/or

uninterrupted system of other means, such as

Academic Community Standards and a course’s completion can be verified through a learning

There are three ways a pupil may demonstrate attendance in distance education:

Learning models.

and school leaders to determine an approved and promulgated attendance and distance education framework in

district/school is offered full-time distance education to all students, NDE will be working with district

The attendance requirements for Path Forward Programs of Distance Education are adapted from distance

Attendance

mean of determination of district or school personnel that are not based on evidence.

Districts and charter schools may not determine whether students receive in-person instruction or distance

Distance education or

Determining the minimum grade levels of courses are better suited to in-person instruction or

Planning for remote instruction for students based on English Language studies;

Provision of remote learning in-person instruction or instruction;

Evaluating instructional instruction, including distance learning programs or 504 plans to determine whether the

Impact of hybrid learning.

Districts and charter schools may, but are not required to consider the following approaches to

under which all students are eligible for between in-person instruction and distance education on a regular
Requests for Additional Professional Development Days:

Approval(S): Certification for Paid Leave Program of Distance Education

No later than November 10, 2020, School districts and charter schools may submit a Request for Additional Professional Development Days.

Requests for Additional Professional Development days offered in accordance with this guidance to comply with

- Social emotional support for students and staff
- Health and safety requirements related to the spread of COVID-19 and other
- 2020-21 school year
- Developing methods to evaluate and support students' progress during the
- Delivering distance education

To support equitable instructional time for students as well as professional learning time for educators and