Attachment A - updated

COVID-19 Response Update & Recommendations

Presentation to the Board of Trustees

July 7, 2020

Presented by the Leadership Team

Reopening Schools

- Guiding Principles
  - All decisions based on a foundation of "Do No Harm"
  - Ensure student, family, and staff basic needs are being met
  - Ensure equitable access for all students
  - Maintain high academic expectations for all students
  - Follow as practical all federal, state and local health related guidelines

Reopening Schools—State Guidance

- Phase 2 Guidance – Directive 022
  - Less than 50% occupancy and Social Distancing
  - 20-day notice to families
- Face Coverings – Directive 024
  - Governor requires use of face coverings in all community settings
  - 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
  - Distance Learning
  - In-Person Learning
  - Hybrid Learning

Reopening Schools—Academic Goals

- Basic and social emotional needs of students and staff must be met in order to optimize student learning.
- All students must have equitable access to effective instruction and standards-based grade level learning.
- Learning loss must be evaluated and addressed.
- Standards based grade level instruction must occur with in-school instruction and distance learning models.
- Professional Learning Communities and other learning opportunities are critical to build capacity within and among educators and to continuously improve.

Reopening Schools—Assumptions

- Models have been developed and recommendations have been formed, without the benefit of clear information regarding our 2020-2021 budget.
- The District will be operating in an environment of significantly reduced State revenues.
- There will be a cost in dollars, time, supplies and human resources to reduce the risk of transmission.
- Certain non-core functions of the District may be temporarily curtailed, postponed or eliminated.
- Costs to provide services will be atypical and may potentially be higher than prior years.
- There will still be active cases of COVID-19 in Washoe County at the time of school opening and throughout the 2020-21 school year.
- There will not be a vaccine developed in time to impact the 2020-21 school year.

Reopening Schools—Assumptions

- There will be parents and staff who will want an alternative to on-campus instruction for part, or the entirety, of the pandemic.
- There will be parents and staff who want a return to "normal".
- No single decision will satisfy all students, families, and staff.
- There may be an outbreak of COVID-19 in Washoe County that could require a temporary school closure for one or more schools.
- There may be multiple "waves" of virus outbreak and changing guidance from county health officials which will necessitate flexibility.
- Schools will need to quickly pivot between delivery models as conditions change.
- As decisions are made and models are considered, administration will continue to update and work with employee associations.

Full Distance Learning

- District must have an option for families to receive high quality standards-based instruction without coming into schools. Platforms such as our NorthStar Academy, Edgenuity, and On-line Curriculum Planning Guides meet this requirement.
  - Instruction must be supported daily by qualified certified teachers.
  - Students must have access to devices and the internet.
  - Teachers must receive ongoing professional learning support.
  - Requirements of specialized learning (e.g. IEP compliance) must be met.
  - Students eligible for Free/Reduced Priced Lunch must have access to food.

Full Distance Learning

- This option would be available to all families under several scenarios:
  - Families choose to enroll at NorthStar or request a full-time Edgenuity (grades 6-12) schedule.
  - In the event of a student, or group of students, being excluded from school due to suspected or confirmed COVID-19 exposure.
  - In the event a school is temporarily shutdown due to outbreak.
  - In the event the school district is temporarily shutdown due to outbreak.
- This option was presented and approved by the Board of Trustees at the June 23, 2020 meeting.

In-Person Learning Model

- 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.
  - Requires adherence to State Phase 2 reopening requirements:
    - Social Distancing
    - Use of Personal Protective Equipment (PPE)
    - Restrictions to close contact activities
    - Enhanced cleaning & hygiene protocols
    - Screening protocols in place

In-Person Learning Model

- This option would be available to families under several scenarios:
  - Space and staffing permits.
  - First priority to families with known medical, social, and academic vulnerabilities including but not necessarily limited to:
    - Students being served in self-contained special education programs.
    - Students living in transition or in foster care.
    - Students new to the country with English Learner requirements.

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 in 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.

Hybrid Learning Model

- If In-Person Learning is not available to all because of space and staffing limitations, Hybrid Learning must be available to families.
  - Even when Hybrid Learning is employed, families with known medical, social, and academic vulnerabilities may receive full-time In-Person learning. This may include but not necessarily limited to:
    - Students being served in self-contained special education programs.
    - Students living in transition or in foster care.
    - Students new to the country with English Learner requirements. In the event the school district is temporarily shutdown due to outbreak.

Multi-Track Year (MTYR) Round Schedule

- A subcommittee of the Reopening Task Force did look at this model.
  - A 3-track MTYR Model could be considered at the elementary level.
    - Different building types would necessitate a 3-track model.
    - A 3-track model is very difficult to fit into the 165-days of required instruction.
    - A "track" model does not by itself reduce class sizes and so supervision of students must still come from non-certified personnel.
    - This would require additional administrative, certified and support staff at all schools.
  - An MTYR Model does not seem feasible at the secondary level.
    - Different building types would be prohibitive as well as above obstacles.
    - Master scheduling would be impacted greatly.
    - Athletics would be challenging for off-track students.

Safety & Health—Multi-Layered Approach

- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
  - Self-screening and remaining home if any illness symptoms are present
  - Use of Personal Protective Equipment (PPE)
  - Enhanced cleaning & hygiene protocols
  - Social Distancing
  - Restrictions to close contact activities
- In partnership with the Health Department and local pediatricians, a self-screening model will be most effective.
  - Fever is a symptom of many illnesses including COVID-19. Once fever is present, exposure has already occurred.
  - It is not practical to reliably check for fever of every student and staff member as they enter a school.
  - Once at school, if a child presents with symptoms, follow typical protocols for intervention.

Safety & Health—Multi-Layered Approach

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

Transportation - Safety, Cleaning, Disinfecting

Safety

- Load Back to Front and Unload Front to Back to limit contacts.
- Keep Roof Hatches open and strategic windows open for airflow
- Keep Bus Air Vents open and on for additional airflow
- 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.

Custodial Procedures and Protocols

- Process cleaning procedures will be prioritized. Carpets will be the last prioritized cleaning at sites
- Possible reallocation and/or work shift changes for custodial staff
  - Utilize middle and highs school staff to provide added assistance at elementary schools
  - Reduced landscape and grounds maintenance

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.

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

Nutrition Services Re-Opening Plan
Service Model Details

Modified Café Service	• This meal service option would have students come through our traditional serving lines, at staggered times, and take meals back to a designated area for consumption
Mobile Dining Cart Service	• At Secondary sites, this option would strategically place mobile service carts throughout campus and serve prepacked unitized options for consumption the classroom or other designated area
Classroom Delivery Service	• To be utilized mostly at our 40 Community Eligibility Provision (CEP) sites which already have the service model and equipment needed to execute, this meal service will have meals delivered to classrooms for classroom dining
Meals To-Go Service	• In the event of a full closure or blended model this option will allow students or parents to pick up unitized multi-day pack meals for consumption at home while participating in distance learning

Nutrition Services Re-Opening Plan
Assigning Service Models

Phase 2 & Phase 3 Options By School Level

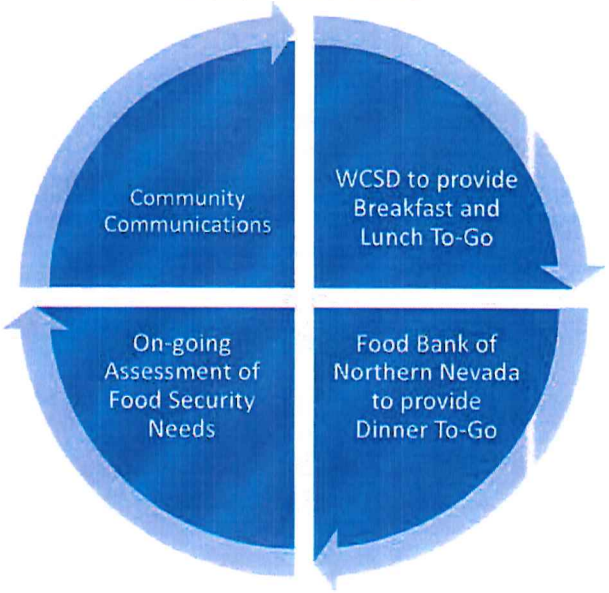
Elementary Schools

- Modified Café Service
- Classroom Delivery Service (CEP sites)
- Meals To-Go Service

Secondary Schools

- Modified Café Service
- Mobile Cart Service
- Classroom Delivery Service (CEP sites)
- Meals To-Go Service

Outbreak Plan



Action Items

- Proposed Action
- Important facts and considerations
- Pros and Cons
- Recommended Action

Calendar

Although no formal calendar date changes are being sought at this time, August 10th through August 14th, 2020, is proposed to be used for state authorized professional development, with students in grades 1-12, first attending school on August 17th, kindergarten assessment August 17th-21st, and the first day of kindergarten instruction being on August 24th.

Additionally, administration requests flexible use of the fall break, and one of the two weeks of break during spring to make up for any lost instruction caused by a COVID-19 shutdown.

Calendar Considerations

- The school calendar is required by statute to be approved by the Board of Trustees.
- The currently approved balanced calendar for 2020-21 school year begins on August 10, 2020 and ends on June 4, 2021. It includes a one-week fall break, two-week winter break, and a two-week spring break.
- Bargaining agreements require two weeks of break during winter and one week of break during spring.
  - The fall break is not written into the bargaining agreements.

Calendar Pros & Cons

- In the current calendar, the first semester concludes before winter break (+).
- The proposed change results in 5 fewer instructional days for students (-).
- The proposed change does not impact the end of school schedule (+).
- The proposed change allows critical preparation time for principals, teachers and staff (+).
- Should instructional time be required for makeup, flexible use of breaks allows that to occur closer in proximity to the break in instruction (+).
- Should instructional time be required for makeup, the flexible use of time may offset the need to extend the school year (+).
- Flexible use of breaks would limit meaningful vacation opportunities for families and staff alike (-).
- Flexible use of the breaks could impact vacation planning(-).

Recommended Motion

That the Board of Trustees approves the recommendation to have State authorized professional development on August 10th through August 14th, 2020, with students in grades 1-12 returning to school on August 17th, including the week of August 17th-21st for kindergarten assessment, with kindergarten instruction beginning August 24th, and the flexible use of the fall break and one of the two spring break weeks should the school district experience a COVID-19 related shutdown resulting in a need to make up instructional time.

Use of Face Coverings

Consistent with the Governor's Directive 024, the use of face coverings for staff members, visitors and students age 10 and above, while on WCSD buildings and properties, is required. There are medical exceptions and exceptions for children 9 years of age and younger to this requirement.

Given these exceptions, administration is recommending the use of face coverings for student 9 years of age and younger.

Should the Directive's restrictions be lifted, administration would strongly recommend the use of face coverings among all students and staff recognizing that at times use of face coverings may not be practical.

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.
- The District will provide one reusable face covering for every child and staff member.
- Students and staff are able to bring their own face coverings.

Face Coverings Pros & Cons

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

Recommended Motion

That the Board of Trustees approves, consistent with the Governor's Directive 024, including noted exceptions, the required of use of face covering for staff members, visitors, and students age 10 and above while on WCSD buildings and properties. Additionally, administration is recommending the use of face coverings for student 9 years of age and younger.

Should the Directive's restrictions be lifted, administration would strongly recommend the use of face coverings among all students and staff when practical.

Transportation

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

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

Transportation Considerations

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

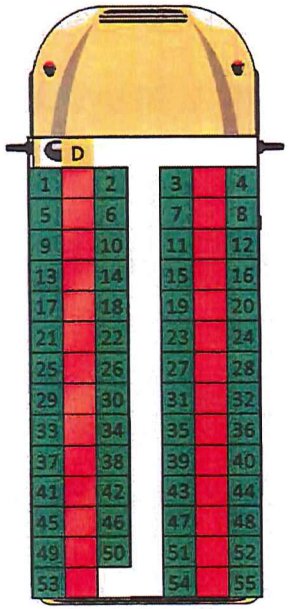
- Could transport Elementary, Middle and High School with current resources
- Staggered delivery times would be needed in 20% of schools at all levels with Hybrid schedule for Middle and High School
- Staggered delivery times would be needed in 30% of schools at all levels with In-Person schedule for Elementary and Middle school
- Per current state protocols face coverings required to be worn when Social Distancing not possible

Transportation Considerations

65% or greater (55+) – Pre-COVID Transport – no Social Distancing – two to three students per seat

- Could transport Elementary, Middle, and High School with current resources
- Staggered delivery times not needed
- Student count would be higher than the Governor's current maximum gathering capacity of 50
- Per current state protocols face coverings <u>required</u> to be worn when Social Distancing not possible

55 of 84 seats – 65%



Transportation Pros & Cons

- Transportation for all federal and state mandated programs stays intact (+).
- Relaxed social distancing requirements enables transportation for all general education students without modifying walk zones (+).
- Any greater social distancing restriction would result in no high school general education transportation (-).
- Staggered times to Elementary and Middle school would require extended delivery time up to three hours (-).
- The use of face coverings on the bus, given limitations to social distancing, will help mitigate spreads of COVID-19(+).

Recommended Motion

That the Board of Trustees approve student transportation being provided by school buses at equal to or greater than 50% capacity for the Phase 2 Learning Models contingent on receiving State approval for capacity over 50%

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

Elementary School Learning Model

An In-Person Learning Model in which enrolled students attend school Monday through Friday receiving all instruction within the school; and the temporary use of Distance Learning in the event a student or group of students is excluded, or if a school or the district is temporarily shutdown due to an outbreak.

Elementary Learning Model Considerations

- Based on current assumptions and analysis of space and available staffing, In-Person Learning at the elementary level is possible.
- The In-Person Learning Model requires:
  - Adherence to State Phase 2 reopening requirements
    - Social Distancing
    - Use of Personal Protective Equipment (PPE)
    - Restrictions to close contact activities
    - Enhanced cleaning & hygiene protocols
    - Screening protocols

Elementary Learning Model Pros & Cons

- The In-Person Learning Model is the least disruptive to families taking into account our working families needs (+).
- The In-Person Learning Model is the least disruptive to social emotional and academic learning (+).
- 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 (+-).
- In the event of an exclusion or shutdown, quality standards-based distance learning is available (+).

Recommended Action

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

Middle School Hybrid Model

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

Middle School Hybrid Model Considerations

- Analysis of space and available staffing at the middle school level does indicate available space in most schools, but a lack of staffing to adhere to State Phase 2 reopening social distancing requirements, prompting the consideration of a Hybrid Learning model.
- Families with known medical, social, and academic vulnerabilities may receive full-time In-Person learning. This would include but is not necessarily limited to:
    - Students being served in self-contained special education programs
    - Students living in transition or in foster care
    - Students new to the country with English Learner requirements

Middle School Hybrid Model Considerations

- During In-Person instruction, the Hybrid Learning Model still requires adherence to State Phase 2 requirements:
  - Social Distancing
  - Use of Personal Protective Equipment (PPE)
  - Restrictions to close contact activities
  - Enhanced cleaning and hygiene protocols
- For Distance Learning instruction the following will be in place:
  - Instruction will be supported daily by qualified certified teachers
  - Students will have access to devices and the internet
  - Requirements of specialized learning (e.g. IEP compliance) must be met
  - Students eligible for Free/Reduced Priced Lunch must have access to food

Middle School Hybrid Model Considerations

A/B Rotation Schedule													
August/September													
M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
A	B	A	B	A			B	A	B	A	B		
31st	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
A	B	A	B	A			Labor Day	B	A	B	A		
14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th
B	A	B	A	B			A	B	A	B	A		

Middle School Hybrid Model Pros & Cons

- The In-School portion of the Hybrid Model is the least disruptive to families (+).
- The Distance Learning portion may be more disruptive to families (-).
- During the Distance Learning portion athletes may require transportation from family (-).
- The combination of In-Person and Distance Learning may challenge continuity of learning (-).
- Phase 2 requirements may at times result in students working independently within the school setting and being supervised by non-certified staff (+-).

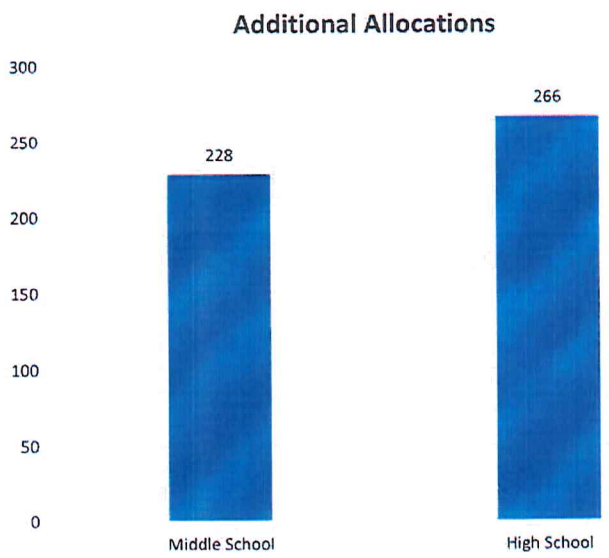
Middle School In-Person Model

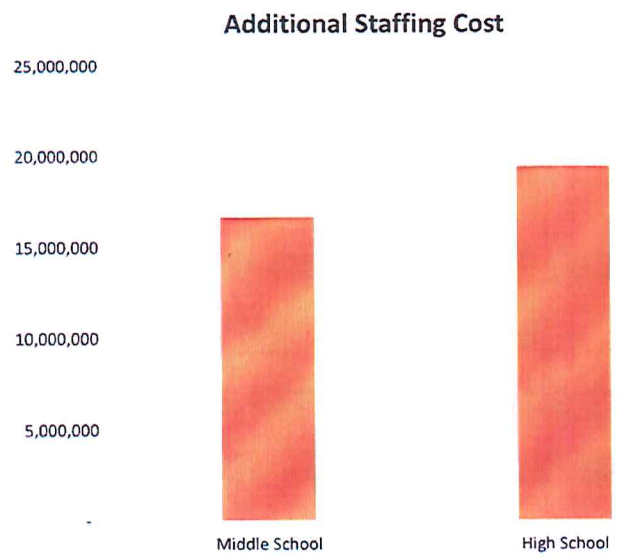
A second option is consideration of an In-Person Learning Model in which enrolled students attend school Monday through Friday receiving all instruction within the building; and the temporary use of Distance Learning in the event a student or group of students is excluded, or if a school or the district is temporarily shutdown due to outbreak.

Middle School In-Person Model Considerations

- Based on current assumptions, and analysis of space and available staffing, the In-Person Learning Model is a more tenuous consideration.
  - In comparison to elementary schools, larger school sizes, and a greater difference between typical teacher student ratios (29:1) and social distancing space limitations (n=20) requires a significantly greater reliance on supervision of students throughout the day coming from non-certified staff.
- The In-Person Learning Model requires adherence to State Phase 2 social distancing and safety related measures.

Additional Allocations & Costs for In-Person Learning Model





Based on relaxed social distancing requirements, of no more than 20 students per classroom on average

Middle School In-Person Model Pros & Cons

- The In-Person Learning Model is the least disruptive to families, taking into account our working families needs (+).
- The In-Person Learning Model is the least disruptive to social emotional and academic learning (+).
- Phase 2 requirements will result in students working independently and being supervised by non-certified staff for substantial periods of time (-).
- Large population sizes will present significant safety, management and supervision challenges (-).
- The alternative model is not estimated to be cost neutral (-).

Recommended Action

In order to adhere to State Phase 2 requirements, that for middle school education, the Board of Trustees approves the recommendation for a Hybrid Learning Model in which enrolled students attend school in a "A/B Rotation Schedule" format with approximately half of their instruction to be In-Person and half with Distance Learning. Certain vulnerable student groups will receive In-Person school instruction throughout the week.

Temporary use of Distance Learning will be utilized in the event a student or group of students is excluded, or if a school or the district is temporarily shutdown due to outbreak.

High School Hybrid Learning Model

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

High School Learning Model Considerations

- Analysis of space and available staffing at the high school level does indicate available space in most schools, but a lack of staffing to adhere to State Phase 2 reopening requirements, prompting the recommendation for a Hybrid Learning model.
- Families with known medical, social, and academic vulnerabilities may receive full-time In-Person Learning. This may include but is not necessarily limited to:
    - Students being served in self-contained special education programs
    - Students living in transition or in foster care
    - Students new to the country with English Learner requirements

High School Learning Model Considerations

- During In-Person instruction, the Hybrid Learning Model still requires adherence to State Phase 2 requirements:
  - Social Distancing
  - Use of Personal Protective Equipment (PPE)
  - Restrictions to close contact activities
  - Enhanced cleaning and hygiene protocols
- For Distance Learning instruction the following will be in place:
  - Instruction will be supported daily by qualified certified teachers
  - Students will have access to devices and the internet
  - Requirements of specialized learning (e.g. IEP compliance) must be met
  - Students eligible for Free/Reduced Priced Lunch must have access to food

High School Hybrid Model Considerations

A/B Rotation Schedule													
August/September													
M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th	28th	29th	30th
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31st	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
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14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th
B	A	B	A	B			A	B	A	B	A		

High School Learning Model Pros & Cons

- The In-Person portion of the model is the least disruptive to families (+).
- The Distance Learning portion of the model may be more disruptive to families (-).
- During the Distance Learning portion athletes may require transportation from family (-).
- The combination of In-Person and Distance Learning may challenge continuity of learning (-).
- Phase 2 requirements may at times result in students working independently within the school setting (+-).

Recommended Action

In order to adhere to State Phase 2 requirements, that for high school education, the Board of Trustees approves the recommendation for a Hybrid Learning Model in which enrolled students attend school in a "A/B Rotation Schedule" format with approximately half of their instruction to be In-Person and half with Distance Learning. Certain vulnerable student groups will receive In-Person instruction throughout the week.

Temporary use of Distance Learning will be utilized in the event a student or group of students is excluded, or if a school or the district is temporarily shutdown due to outbreak.

Superintendent's Statement

Thank You ☺

Questions?

Reopening Survey

June 5 → June 26

18,523 Family Responses

4,833 Staff Responses

3,260 Student Responses

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member, in accordance with US Department of Agriculture policy, meals can only be provided to kids 18 years of age and younger (only solid food meals will be available).

There is no purchase price for the meals. Breakfast service at each site will begin at 8:30 a.m., with lunch service at 11:30 a.m. Service will be available Mondays through Fridays for as long as Washoe County Schools are closed.

U.S. Department of Agriculture:

Resources for families

As a reminder to all Americans, the USDA National Hunger Hotline remains a helpful resource for people seeking food assistance. The hotline, operated by Hunger Free America, can be reached Monday-Friday between 7 a.m. and 10 p.m. Eastern time at (866) 3-HUNGRY (1-866-348-6479) or (877) 8-HAMBRE (1-877-842-6273) in Spanish.

Updated June 29, 2020

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Washoe County School District
425 East Ninth Street
Reno, NV 89512
775-348-0200
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Food Resources in the Incline / Tahoe / Truckee Areas

TAHOE*TRUCKEE UNIFIED SCHOOL DISTRICT

FREE meals all summer long for our youth!

TTUSD is providing all children, ages 18 & under, five days of FREE "grab and go" meals on two days per week.

Every Monday and Wednesday

June 15 – August 31, 2020 11:00 a.m. – 1:00 p.m.

Each Monday, two days of meals will be offered
Each Wednesday, three days of meals will be offered

Our pickup locations are as follows:

Truckee:
Alder Creek Middle School
10931 Alder Drive, Truckee, CA 96161
Glenshire Elementary School
10990 Dorchester Drive, Truckee, CA 96161
Truckee Elementary School
11725 Donner Pass Road, Truckee, CA 96161

Lakeside:
North Tahoe High School & North Tahoe School
2945 Polaris Road, Tahoe City, CA 96145

Boys The Boys and Girls Club is offering free meals every weekday from 10:00 a.m. - 12:00 p.m.

We will continue to provide neighborhood deliveries throughout our community and the locations and times remain the same as during the school year. They are:

Truckee:
Village Green Mobile Home Park 9:00 – 9:15 a.m.
Sierra Village Apartments 9:20 – 9:35 a.m.
Hennes Flats Apartments 10:10 – 10:25 a.m.
Community Arts (Old Rec Center) 10:35 – 10:50 a.m.
Donner Creek Mobile Home 11:30 – 12:00 p.m.
Truckee Pines 11:00 – 11:15 a.m.

Lakeside:
Tahoe Vista Mobile Home Park 9:00 – 9:30 a.m.
Kidwell School 9:45 – 10:00 a.m.
Tahoma Post Office 10:15 – 10:30 a.m.
Grove St. Parking Lot 11:00 – 11:15 a.m.
200 Chipmunk St. 12:15 – 12:30 p.m.
365 Fox St. (Off Housing) 12:30 – 12:40 p.m.
365 Bear St. FRC 12:45 – 12:55 p.m.

Our pickup locations are at the front entrance of the school sites listed above. Please note that the meals are for pick up only; due to COVID-19 precautions, social distancing is required.

For more info:
email: food@ttusd.org
(530) 582-2528 (English)
(530) 582-2529 (Español)
www.ttusd.org/food

Free Meals All Summer For Our Youth!
Download More Information (English / Spanish)

Catholic Charities of Northern Nevada provides free meals and emergency food supplies. For more information, please visit:

https://ccsnn.org/blogs/news/current-operating-schedule

Boys & Girls Clubs of Truckee Meadows (BGCTM):

The Nevada Department of Agriculture has authorized The Boys & Girls Club of Truckee Meadows to provide "grab and go" breakfast and lunch meals from **9 a.m. to 11 a.m.** at our five main sites located in Reno:

- 2680 E. Ninth Street (Donald W. Reynolds)
- 1300 Foster Drive (William N. Pennington)
- 1090 Bresson Avenue (Carano Youth Center)
- 3905 Neil Road (Neil Road Youth Center)
- 325 Patrician Drive (Lemmon Valley Youth Center)

Delivery of meals will be through a drive-by service only, with BGCTM staff members delivering an appropriate amount of meals to each vehicle seeking assistance. Although those seeking service are not required to be a BGCTM

https://fbnn.org/gethelp/neighborhood-pantry

Download More Information (English / Spanish)

On Tuesdays and Fridays, from 9am to 10am, the following site will serve multi-day meals:

Double Diamond Elementary School 1200 South Meadows Pkwy. Reno

Agnes Risley Elementary 1900 Sullivan Lane, Sparks

On Tuesdays and Fridays, 11am to 12noon, the following schools will serve as meal distribution sites:

Dodson Elementary School 4355 Houston, Reno

Lincoln Park Elementary School 201 Lincoln Way, Sparks

Smithridge Elementary School 4801 Neil Rd., Reno

Robert Mitchell Elementary School 1216 Prater Way, Sparks

Desert Heights Elementary School 13948 Mt. Bismark St., Reno

On Tuesdays and Fridays, from 12:30pm to 1:30pm, the following schools will serve as meal distribution sites:

Maxwell Elementary School 2300 Rock Blvd, Sparks

Anderson Elementary School 1055 Berrum Ln., Reno

Donner Springs Elementary School 5125 Escuela Way, Reno

Elmcrest Elementary School 855 McDonald Dr., Reno

Kate Smith Elementary School 1925 F St., Sparks

Access to Healthcare:

Access to Healthcare (http://www.accesstohealthcare.org/) also offers free food resources to individuals, families, and seniors. These food boxes include perishable and non-perishable food tiems. Please call (877) 385-2345 for more information.

Food Bank of Northern Nevada and Partner Agencies:

On Mondays and Thursdays, from 9am to 10am, the following sites will serve multi-day meals:

Bernice Mathews Elementary School 2750 Elementary Drive Reno

Virginia Palmer Elementary 5890 Klondike Dr., Sun Valley

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

Greenbrae Elementary 1840 4th St., Sparks

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

Lois Allen Elementary School 5155 McGuffey Road, Sun Valley

Alice Smith Elementary 1070 Beckwourth Dr., Reno

Libby Booth Elementary 1450 Stewart St., Reno

Evelyn Mount Community Center 1301 Valley Road, Reno

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

Rita Cannan Elementary 2450 Cannan St., Reno

Duncan STEM Academy 1200 Montello St., Reno

Echo Loder Elementary 600 Apple St., Reno

Sun Valley Elementary 5490 Leon Drive, Sun Valley

Stead Elementary 10580 Stead Blvd., Reno

On Tuesdays and Fridays, from 8am to 9am, the following site will serve multi-day meals:

Nancy Gomes Elementary 3870 Limkin St. Reno

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Updated 6/29/2020

Food Resources for Families

en español

Working in partnership, the Washoe County School District and Food Bank of Northern Nevada are providing free meals for all children, aged 18 and under, at the following sites. You do not need to provide identification or information about your family to receive these free meals.

Given the dynamic nature of this situation, we will be updating sites and serving times as needs arise.

The Food Bank of Northern Nevada's Kids Cafe program offers breakfast and lunch to children 18 and under.

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

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

The schedule is below:

LOCATIONS, DATES, & TIMES

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

Cold Springs Middle School 18235 Cody Ct. Reno

Tom Stauss, Executive Director, Washoe Education Association

Veronica Thompson, WCSD Parent

Jason Trevino, Chief of School Police

Chris Turner, Chief Information Officer

Jim Verdi, Principal, Spanish Springs Elementary

Prim Walters, Principal, Diedrichsen Elementary

Maureen Wander, Teacher, Diedrichsen Elementary

Dr. David White DDS, Nevada Dental Association, American Dental Association

Tiffany Young, Equity and Diversity Director

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Washoe County School District
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Reno, NV 89512
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Scott Lee, Assistant Director of Transportation

Katherine Loudon, Counseling Coordinator, Counseling Department

Joseph Maez, WCSD Parent

Rick Martin, Director of Transportation

Mark Mathers, Chief Financial Officer

Sara Montalvo, General Counsel

Tracy Moore, Sergeant, School Police

Jill Murdock, Grant Fiscal Administrator

Grace Ndolo, Mail Clerk

Mathew Ochs, Teacher, Reno High School

Lauren Ohlin, Director of Grants

Troy Parks, Lead Area Superintendent

Denise Paxton, Teacher, Shaw Middle School

Irene Payne, Chief Communications & Community Engagement Officer

Christopher Pilat, WCSD School Psychologist

Serena Robb, Local Business Owner and Retired WCSD High School Administrator/Principal

Neil Rombardo, Chief General Counsel

Josh Rosenbloom, Principal, Reed High School

Adam Searcy, Chief Facilities Management Officer

Trish Shaffer, MTSS-SEL Coordinator

Adam Shoda, Teacher, Galena High School

Ann Silver, Chief Executive Officer, Reno+Sparks Chamber of Commerce

Dr. Vanessa Slots, Chief General Pediatrics, Developmental Pediatrics & Adolescent Medicine, Renown Children's Hospital & UNR Med

Lianka Soliz, Director, Nutrition Services

Dina Ciaramella, Elementary Education Director, Curriculum & Instruction

Dr. Max Coppes, Chair of Pediatrics UNR Med & Physician-in-Chief Renown Children's Hospital

Virginia Doran, Director of Labor Relations

Nathan DuPree, Pastor, Living Stones Church

Norris DuPree, Clinical Psychologist

Emily Ellison, Chief Human Resources Officer

Pete Etchart, Chief Operating Officer

Kindra Fox, Secondary Education Director, Curriculum & Instruction

Samantha Fredrickson, Public Relations Specialist

Tami Goulden-Bosco, 504 Program Coordinator, Counseling Department

Rick Harris, Special Projects Administrator

Mari Hartmann, Clinical Services Director, Student Health Services

David Hartshorn, Principal, Mendive Middle School

Ben Hayes, Chief Accountability Officer

Dr. Sara Healy, Pediatric Infectious Diseases, Renown Children's Hospital & UNR Med

Raymond Hirschman, Assistant Principal, Spanish Springs High School

Laura Hutchinson, Crisis Counselor, Counseling and Social Work Department

Laurel Iinuma, IT Coordinator

Jackie James, Risk Manager

Susan Kettler, Speech Pathologist, Diedrichsen Elementary

Sharon Kennedy, Principal, Incline Middle School

Laurel Kerr, WCSD Parent

Wayne Kerr, WCSD Parent

Paul LaMarca, Chief Ombudsman & Strategies Officer

There is crossover in membership among the task forces and regular communication between the groups in order to ensure coordination. Specifically, the ReopeningTask Force and the Teaching and Learning group, which are both working on various aspects of what school will look like in the fall, are coordinating efforts.

personal del WCSD de casi todos los departamentos, incluyendo Académica, Operaciones, Recursos Humanos, Comunicaciones y Finanzas, se ha reunido regularmente desde marzo. Se han creado varios grupos de trabajo de este grupo, que incluyen Enseñanza y Aprendizaje, Aprendizaje de Verano, Reapertura, Tecnología de la Información, Estabilidad Alimentaria y Clima, para hablar en profundidad sobre la cantidad de formas en que la escuela está cambiando debido al COVID-19 y proporcionar recomendaciones y sugerencias al Equipo de respuesta encargado del COVID-19 y al Liderazgo del Distrito.

Hay intercambio constante entre los miembros de los grupos de trabajo y una comunicación regularmente entre los grupos para garantizar la coordinación. Específicamente, entre el Grupo encargado del trabajo de reapertura y el grupo de Enseñanza y Aprendizaje, que están trabajando en varios aspectos de cómo se verá la escuela en el otoño, están coordinando esfuerzos.

TASK FORCE MEMBERSHIP

Leslie Allfree, CPR/AED Trainer, Student Health Services

Natha Anderson, President, Washoe Education Association

Roy Anderson, Emergency Manager

Lana Ball, Secretary, Desert Skies Middle School, President of WESP

Debra Biersdorff, Deputy Superintendent

Kiemmy B. Thai, WCSD Parent

Jeff Brasel, Registered Environmental Health Specialist, Washoe County Health Department

Ruby Burnley, Teacher, Diedrichsen Elementary

Jennifer Caldwell, Executive Assistant, Office of Communications & Community Engagement

Kellie Carney, Administrative Secretary, Billinghurst Middle School

- Personal Protective Equipment (PPE) Committee: Making recommendations on the amount and types of PPE to purchase, including face coverings and cleaning supplies.
- Model Pros/Cons Committee: Making recommendations and weighing pros and cons of a variety of models for reopening schools in the fall. Adding Solutions to the problems as well.
- Contract Considerations Committee: Identifying current collective bargaining agreement language that may need to be modified, added, or deleted to support implementation of the District's COVID-19 response.
- Health and Safety Committee: Making recommendations about how to keep students and staff safe as they reenter buildings and navigate the school day.
- Vulnerable Populations Committee: Making recommendations to ensure an equitable approach to the needs and accessibility of our vulnerable populations as school reopens.

All plans proposed by the Reopening Task Force will be presented to the Board of Trustees in public meetings over the summer. The public is encouraged to view these meetings and participate by emailing their public comments to the Board.

The Reopening Task Force is just one of several groups that has been working on the District's COVID-19 response. The COVID-19 Response Team, a group comprised of WCSD staff from nearly all departments including Academics, Operations, Human Resources, Communications, and Finance, has been meeting regularly since March. Several task forces have been created from this group, including Teaching and Learning, Summer Learning, Reopening, Information Technology, Food Stability, and Climate in order to discuss in-depth the many ways in which school is changing because of COVID-19 and to provide recommendations and suggestions to the COVID-19 Response Team and District Leadership.

mentales, sociales y emocionales de estudiantes y el personal.

El Grupo de trabajo de reapertura consta de varios subcomités que analizan en profundidad los diferentes aspectos de la reapertura. Éstas incluyen:

- Comité de Equipo de Protección Personal (PPE): Hace recomendaciones sobre la cantidad y los tipos de PPE a comprar, incluidos las coberturas para la cara y los artículos de limpieza.
- Comité sobre los Pros / Contras de modelos de reapertura: Hace recomendaciones y ven los pros y los contras de una variedad de modelos para reabrir las escuelas en el otoño. También agregan soluciones a los problemas.
- Comité de Consideraciones de Contratos: Identifica el lenguaje actual del acuerdo de negociación colectiva que puede necesitar ser modificado, agregado o eliminado para apoyar la implementación de la reacción del Distrito al COVID-19.
- Comité de Salud y Seguridad: Hace recomendaciones sobre cómo mantener seguros a los estudiantes y al personal al ingresar a los edificios y quedarse allí durante el día escolar.
- Comité de Poblaciones Vulnerables: Hace recomendaciones para asegurar un enfoque equitativo de las necesidades y accesibilidad de nuestras poblaciones vulnerables a medida que se reabran las escuelas.

Todos los planes propuestos por el Grupo de Trabajo de Reapertura se presentarán al Consejo Directivo y Administrativo en reuniones públicas durante el verano. Se alienta al público a ver estas reuniones y participar enviando por correo electrónico sus comentarios públicos al Consejo.

El Equipo de respuesta encargado sobre el COVID-19, un grupo compuesto por

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REOPENING TASK FORCE

The Reopening Task Force (formerly the Recovery Task Force) is a group comprised of WCSD Administration, critical school operating departments, employee association representatives, educators, and parents, as well as stakeholders from the business and public health community.

The primary role of the Reopening Task Force is to provide guidance to staff, families, and the community as the Washoe County School District begins to plan how to safely reopen our buildings and come back to school in the fall. This plan will focus on prevention, response, and recovery strategies to meet the changing conditions created by the COVID-19 pandemic. The goal of the Task Force is to create a flexible plan that can be accessed by employees, families, and community members, using the guiding principles from the Centers for Disease Control, the State of Nevada, and national health officials while also addressing the physical, mental, social, and emotional needs of students and staff.

The Reopening Task Force consists of several subcommittees which are looking in-depth at the many different aspects of reopening. These include:

EL GRUPO DE TRABAJO DE REAPERTURA

El Grupo de Trabajo de Reapertura (anteriormente Grupo de trabajo de recuperación) es un grupo compuesto por la Administración del WCSD, departamentos operativos críticos de la escuela, representantes de asociaciones de empleados, educadores y padres, así como también partes interesadas de la comunidad empresarial y de salud pública.

La función principal del Grupo de trabajo de reapertura es proporcionar orientación al personal, las familias y la comunidad a medida que el Distrito Escolar del Condado de Washoe comienza a planificar cómo reabrir nuestros edificios de manera segura y regresar a la escuela en el otoño. Este plan se enfocará en estrategias de prevención, respuesta y recuperación para cumplir con las condiciones cambiantes creadas por la pandemia COVID-19. El objetivo del Grupo de trabajo es crear un plan flexible al que puedan acceder empleados, familias y miembros de la comunidad, utilizando las guías principales de los Centros para el Control de Enfermedades, el Estado de Nevada y los funcionarios nacionales de salud, al mismo tiempo que se aborda las necesidades físicas,

Board Policy 5200 – Family Engagement
Board Policy 5310 – Student Voice

LEGAL: N/A

FINANCIAL: N/A

COMMUNITY INVOLVEMENT:
The Offices of Communication and Accountability collaborated on providing ample outreach regarding the survey and many options/formats for survey completion. The Reopening Family Survey received more responses than generally any family survey the District has conducted before.

ALTERNATIVES: N/A

SUPERINTENDENT'S RECOMMENDATION: The Board of Trustees provides direction related to the use of survey results to inform re-opening decisions, recommendations, and implementation.

Attachment A – Survey Presentation.pdf (303 KB)

Attachment B - Survey Analysis.pdf (168 KB)

Public Comment 282 - Amanda Jones (Survey).pdf (366 KB)

Public Comment 283 - Ashley Beck (Survey).pdf (49 KB)

Public Comment 286 - Lauryn Gardner (Survey).pdf (91 KB)

Public Comment 287 - Wrangler (Survey).pdf (90 KB)

Public Comment 288 - Andy Guzman (Survey).pdf (93 KB)

Public Comment 290 - Tina Hailer-Monsewicz (Survey).pdf (50 KB)

Public Comment 293 - Aubrey Flores (Survey).pdf (98 KB)

Public Comment 307 - Shelley Read (Survey).pdf (48 KB)

Washoe County School District

Agenda Item Details

Meeting	Jul 07, 2020 - Regular Meeting of the Board of Trustees
Category	4. Items for Presentation, Discussion, Information and/or Action - • Public comment - DUE TO THE CURRENT STATE OF EMERGENCY DECLARED BY THE GOVERNOR, MEMBERS OF THE PUBLIC WISHING TO MAKE PUBLIC COMMENT ABOUT AN ITEM NOT SPECIFICALLY ADDRESSED ELSEWHERE IN THE AGENDA MUST SUBMIT THEIR COMMENTS VIA EMAIL TO PUBLICCOMMENTS@WASHOESCHOOLS.NET. ANY PUBLIC COMMENTS RECEIVED WILL BE FORWARDED TO THE BOARD OF TRUSTEES FOR ITS CONSIDERATION CONSISTENT WITH THE EMERGENCY PROVISIONS NOTICED ABOVE.
Subject	4.03 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO PROVIDE DIRECTION RELATED TO THE FINDINGS FROM THE RE-OPENING SCHOOLS SURVEY CONDUCTED JUNE 5 THROUGH JUNE 26, 2020 (FOR POSSIBLE ACTION)
Type	Action
Recommended Action	The Board of Trustees provides direction related to the use of survey results to inform re-opening decisions, recommendations, and implementation.

FROM:
Ben Hayes, Chief Accountability Officer

PRESENTER(S)/PRESENTATION TIME:
Ben Hayes, Chief Accountability Officer
(20 minutes)

DATE REPORT WRITTEN: June 26, 2020

PURPOSE/SUMMARY:
The Board of Trustees will be presented with information from the Reopening Survey. The survey was administered to receive input on priorities and outlooks from families, students, and staff regarding reopening schools in Fall 2020.

The Board will be able to review and discuss specific results, including but not limited to priorities for health practices, social distancing, student learning and themes emerging from comments provided on the survey.

BACKGROUND INFORMATION:
The Washoe County School District put this survey in the field to glean input from families, students, and staff to assist the Board of Trustees and the Reopening Task Force in decision making.

PREVIOUS BOARD ACTION: N/A

ATTACHMENTS:
Attachment A – Survey Presentation
Attachment B - Survey Analysis

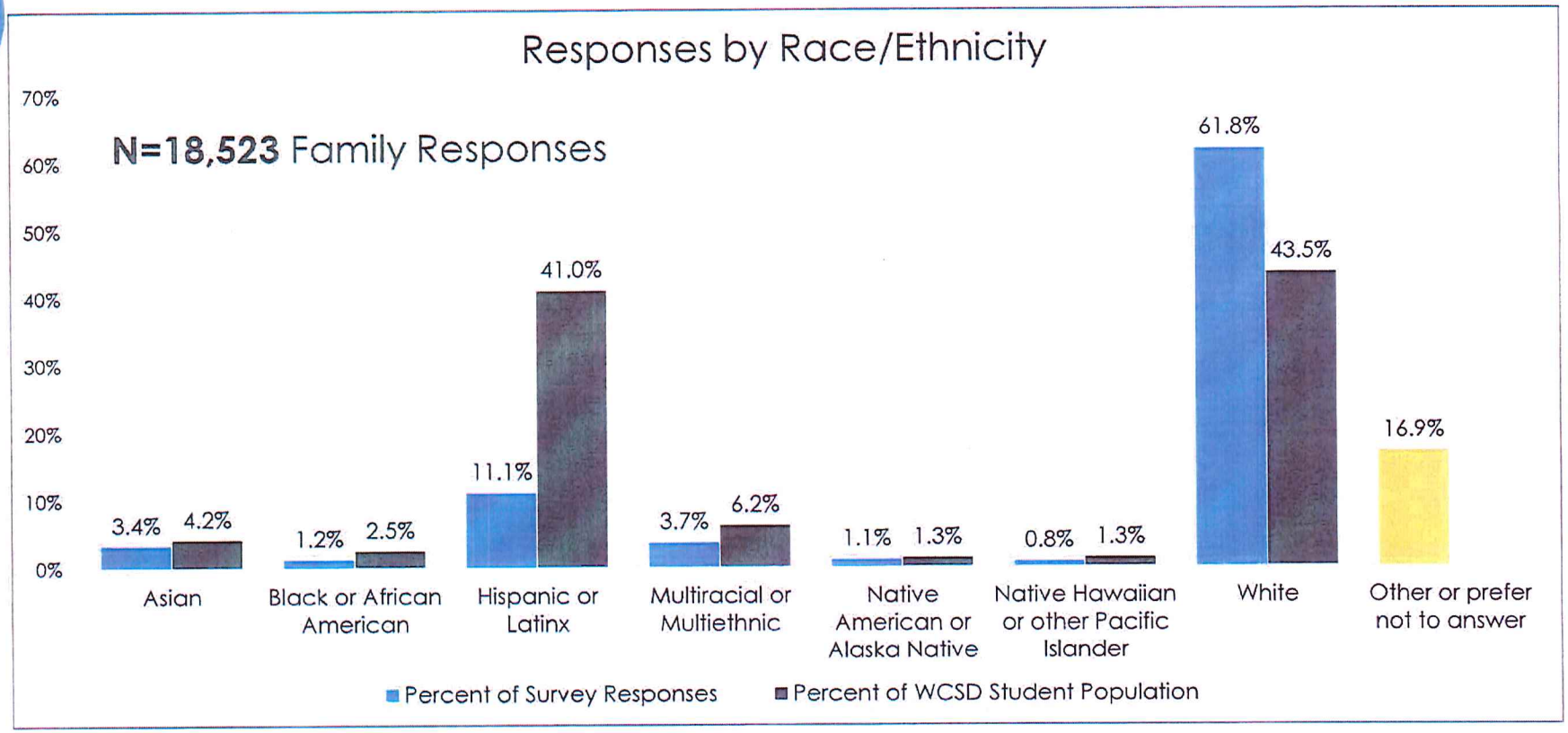
STRATEGIC PLAN:
This agenda item supports all goals of Envision WCSD 2020.

BOARD POLICY:
Board Policy 1160 – Communications, Community Relations and Public Engagement

Focus Areas

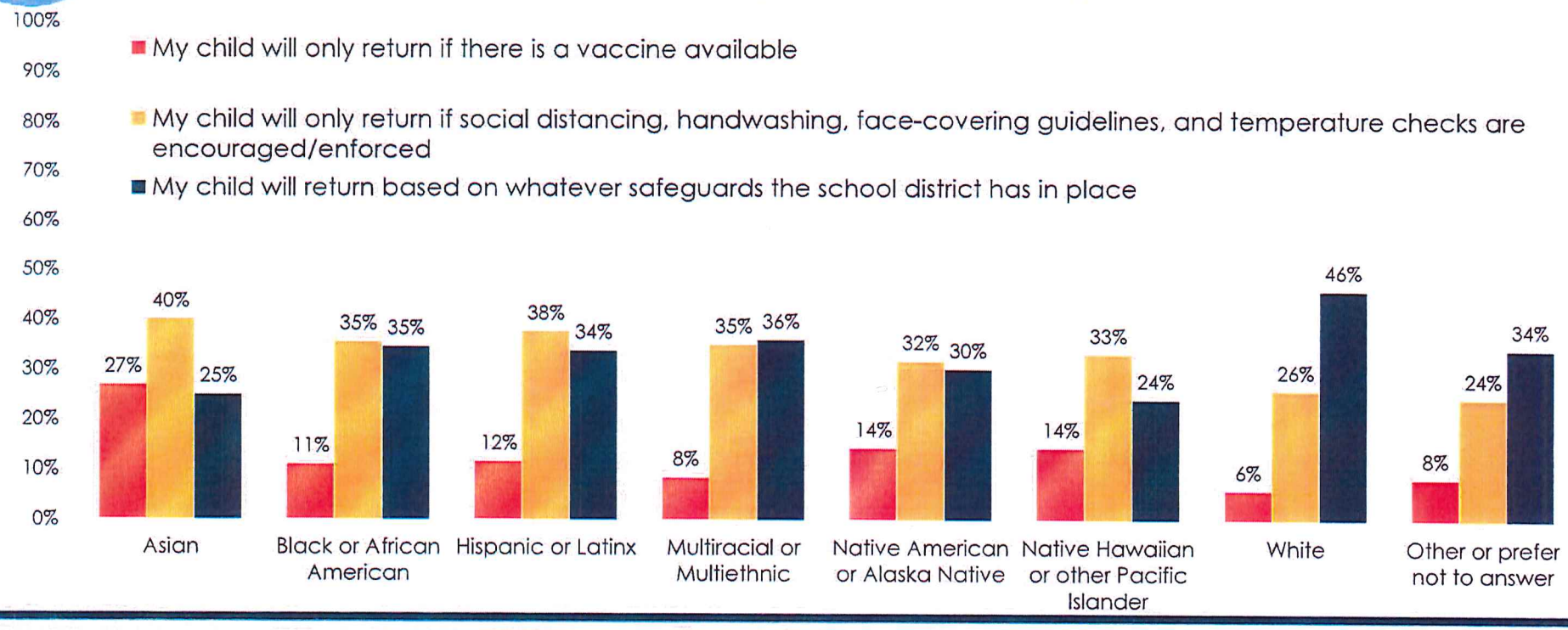
- Health Safety
- Social Distancing/ Physical Environment
- Learning Context/Priorities
- Attitudes on Returning

Response Demographics: Family Survey

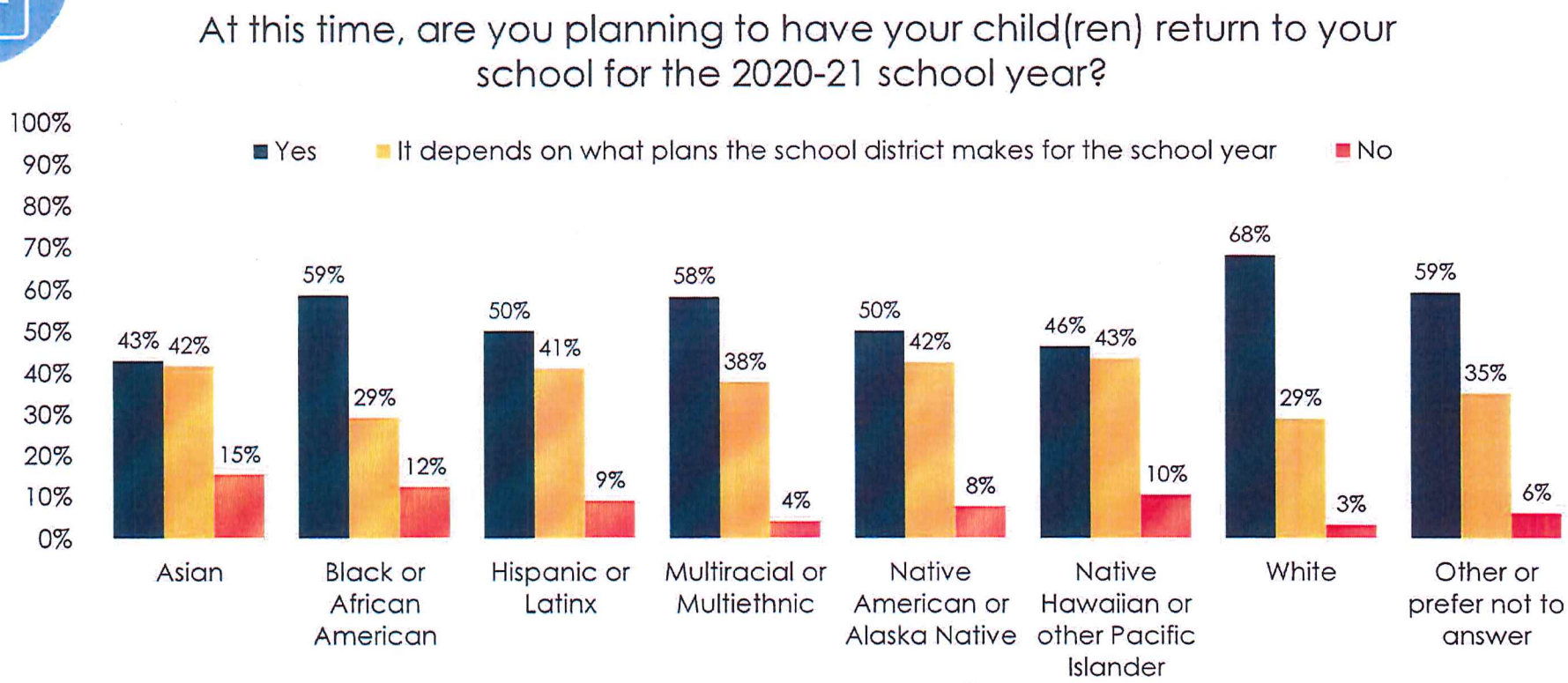


Response Demographics: Family Survey

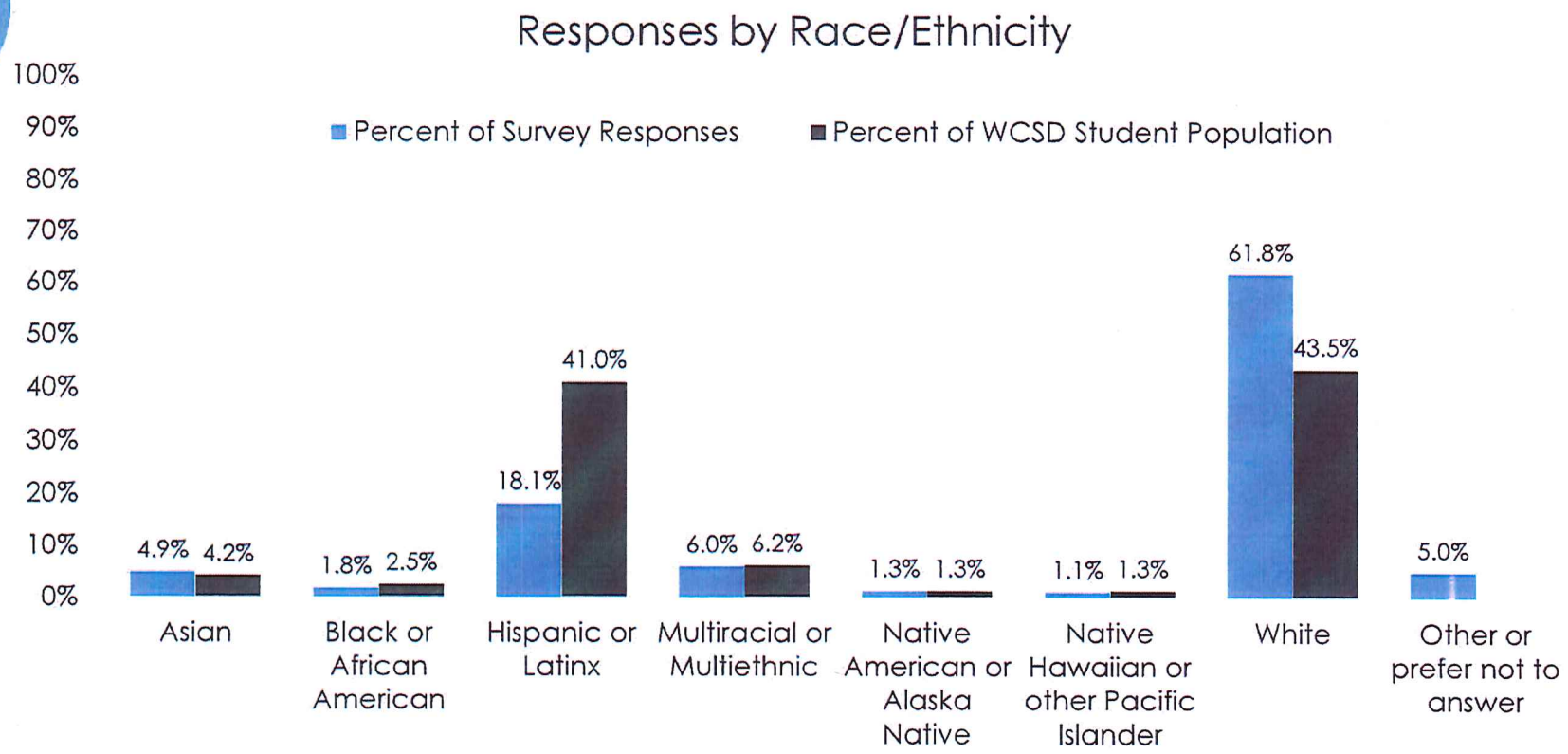
Responses by Race/Ethnicity



Response Demographics: Family Survey



Response Demographics: Student Survey



Health Safety

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

Families		Staff		Students	
52%	Temperature Checks	54%	Temperature Checks	41%	Temperature Checks
46%	Regularly Scheduled Handwashing	43%	COVID-19 testing/ antibody testing availability	35%	Availability of masks/ face-coverings for everyone
46%	Staff trained in CDC Guidelines	36%	Availability of masks/ face-coverings for everyone	33%	Staff trained in CDC Guidelines

Social Distancing/Physical Environment

Please select your top three **priorities** for cleaning/distancing safety practices if schools were to open for in-person classes in the fall.

Families		Staff		Students	
71%	Enhanced cleaning occurring in the schools	66%	Enhanced cleaning occurring in the schools	70%	Enhanced cleaning occurring in the schools
59%	Hand sanitizer is provided in each classroom and is frequently used	52%	Hand sanitizer is provided in each classroom and is frequently used	66%	Hand sanitizer is provided in each classroom and is frequently used
34%	Limiting classroom seating to maintain social distancing	50%	Limiting classroom seating to maintain social distancing	26%	Staggering schedules to reduce crowding
				26%	Limiting classroom seating to maintain social distancing

Learning Context Priorities

If schools are allowed to reopen in the Fall of 2020, how strongly would you support each of the following options?

% Support or Strongly Support

Families		Staff		Students	
65%	Full-time return to the regular school day and schedule	55%	Blended learning daily sessions: Students attend in person certain days each week and complete assignments and activities via distance education the other days of the week	63%	Full-time return to the regular school day and schedule
37%	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	49%	Full-time return to the regular school day and schedule	35%	Full-time return to the regular school day but start later in the fall
32%	Blended learning half-day sessions: Students attend in person in either the morning or the afternoon and complete... via distance education	49%	Blended learning half-day sessions: Students attend in person in either the morning or the afternoon and complete... via distance education	29%	Blended learning daily sessions: Students attend in person certain days each week and complete assignments and activities via distance education the other days of the week

Learning Context Priorities

If schools are allowed to reopen in the Fall of 2020, how strongly would you support each of the following options?

% Oppose or Strongly Oppose

Families		Staff		Students	
66%	Full-time return to distance education with new learning based on grade level standards	51%	Full-time return to distance education with new learning based on grade level standards	64%	Blended learning with weekly sessions: Students attend in person certain weeks each month and complete assignments and activities via distance education the other weeks of the month
63%	Blended learning with weekly sessions: Students attend in person certain weeks each month and complete assignments and activities via distance education the other weeks of the month	48%	Blended learning with weekly sessions: Students attend in person certain weeks each month and complete assignments and activities via distance education the other weeks of the month	63%	Full-time return to distance education with new learning based on grade level standards

Learning Context & Priorities

Universal Distance Learning Priorities

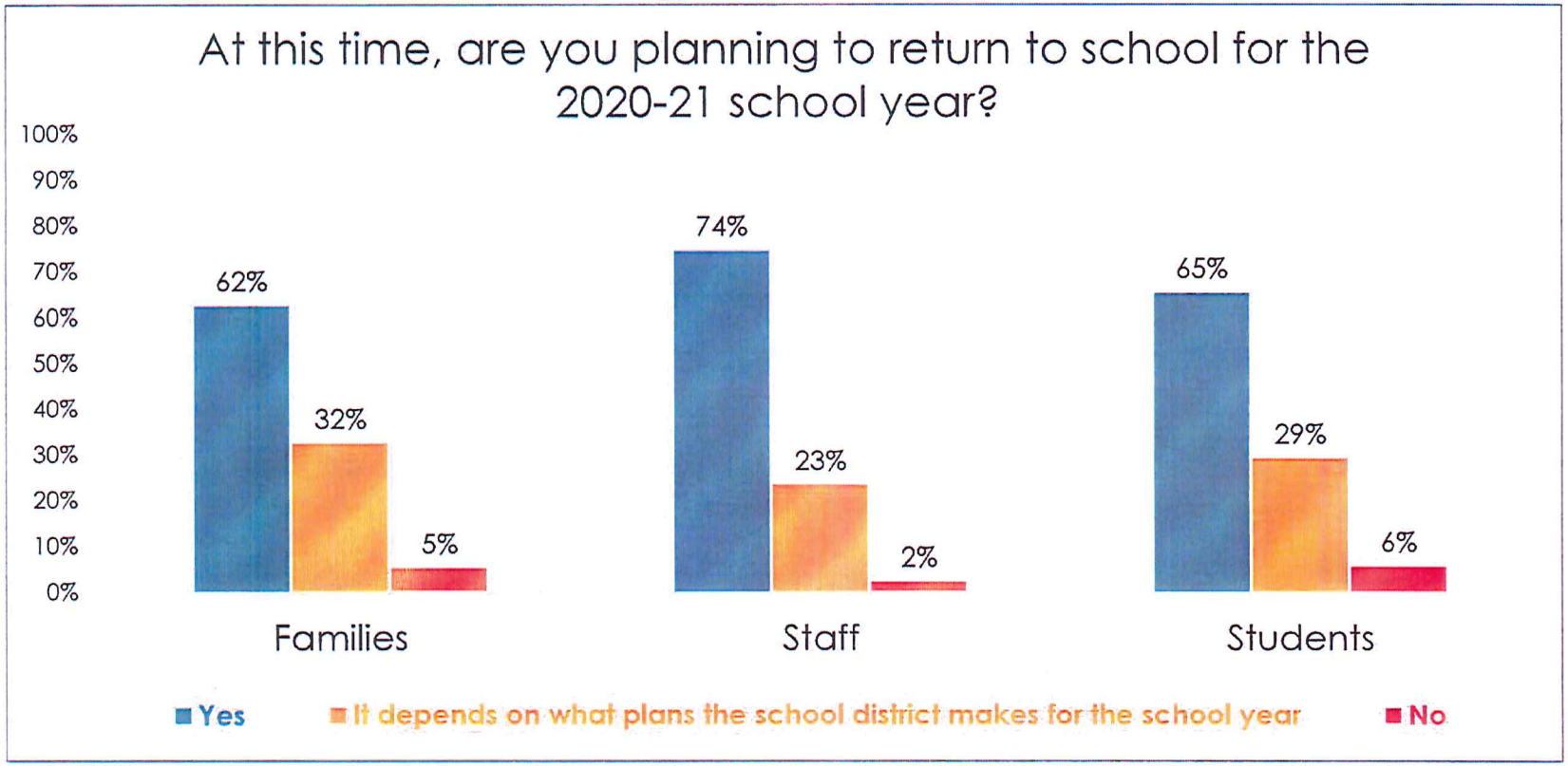
Considering your experience with emergency distance education implemented during Spring 2020, please indicate your top three priorities for distance education

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

Attitudes on Returning

Which of the following statements best describes your overall feeling about returning to school?	Family	Staff	Students
Will return based on whatever safeguards the school district has in place	41%	45%	50%
Will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced	20%	27%	20%
Will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are encouraged	8%	6%	12%
Will only return if there is a vaccine available	8%	9%	-
Other	23%	12%	18%

Attitudes on Returning



Further Considerations

Which of the following statements are true when thinking of the 2020-21 school year

Carrying out distance learning from home will place an extremely difficult burden on my family	73%
My child cannot carry out distance learning from home due to lack of childcare	31%
My child will rely on school district transportation (school bus)	27%
My child will require supervision at school after the school day lets out	22%
My child will require supervision at school before the school day begins	19%
My child will rely on the school/district for meals and receiving enough food	7%

Open Ended Responses

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 priorities for the future. 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 approach to transition more smoothly between each: "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 or go completely online anyway..." – *Parent of two high school students*
3. **Consideration for the learning needs of diverse learners, including those with disabilities, students who are learning English, and academically advanced or gifted students.** Many ask that careful planning be given to these groups.
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, and implement strategies consistently across schools.

Thank You & Questions

Support or Strongly Support	Asian	Black or African American	Hispanic or Latinx	Multiracial or Multiethnic	Native American or Alaska Native	Native Hawaiian or other Pacific Islander	White	Other race or ethnicity
Full-time return to the regular school day and schedule	39%	52%	54%	55%	51%	51%	70%	68%
Full-time return to the regular school day but start later in the fall	29%	31%	34%	26%	33%	29%	30%	26%
Blended learning with half-day sessions: Students attend in person in either the morning or the afternoon and complete assignments and activities via distance education the other portion of each day	36%	30%	37%	38%	40%	40%	31%	26%
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	46%	39%	43%	46%	44%	43%	35%	31%
Blended learning with weekly sessions: Students attend in person certain weeks each month and complete assignments and activities via distance education the other weeks of the month	29%	27%	29%	29%	28%	30%	21%	17%
Full-time return to distance education with new learning based on grade level standards	35%	26%	30%	27%	26%	30%	19%	21%
Adjusting the 2020-2021 school year calendar in order to decrease the number of students in school	39%	30%	34%	34%	37%	32%	25%	21%

Oppose or Strongly Oppose	Asian	Black or African American	Hispanic or Latino	Multiracial or Multiethnic	Native American or Alaska Native	Native Hawaiian or other Pacific Islander	White	Other race or ethnicity
Full-time return to the regular school day and schedule	43%	33%	31%	29%	35%	34%	20%	23%
Full-time return to the regular school day but start later in the fall	46%	42%	40%	43%	47%	46%	46%	52%
Blended learning with half-day sessions: Students attend in person in either the morning or the afternoon and complete assignments and activities via distance education the other portion of each day	43%	48%	45%	47%	45%	43%	55%	60%
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	33%	41%	40%	39%	39%	38%	50%	56%
Blended learning with weekly sessions: Students attend in person certain weeks each month and complete assignments and activities via distance education the other weeks of the month	45%	53%	52%	55%	46%	53%	65%	69%
Full-time return to distance education with new learning based on grade level standards	44%	55%	52%	59%	56%	54%	71%	69%
Adjusting the 2020-2021 school year calendar in order to decrease the number of students in school	27%	39%	36%	40%	34%	37%	50%	56%

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

(Approximate % of respondents who commented about each topic)

Return to regular school day and schedule with in-person instruction	Student	~39%	Please I want to go back to school! I miss my friends, teachers, and learning! *– 5th grade student*
	Family	~37%	Children need to learn and be in school, so we believe it is best for them to return as normal as possible and full time. *– Parent of a 1st Grader*
	Staff	~29%	We must open our schools. Parents and students need us to educate their children. *– High school teacher*
Precautionary measures – cleaning, masks, hand washing, temperature checks, social distancing	Student	~31%	Hand sanitizer every where, ensure that schools are cleaned frequently, having access to washing our hands without being in a crowded bathroom. *– 7th grade student*
	Family	~35%	Common sense health practices including hand washing and providing hand sanitizer and Clorox wipes in every classroom for cleaning desks in between students. *– Parent of a 10th grader*
	Staff	~30%	Effort to maintain small class sizes and social distancing, best practices for cleaning and hand washing, temperature checks. *– Elementary school teacher*
Control of COVID-19 – vaccine, testing	Student	~5%	I need to be safe for my Mom and Grandma, I would prefer to return after a vaccine is developed. *- 10th grade student*
	Family	~13%	Vaccine available or Covid-19 is almost eliminated. Can't trust that everyone will follow distancing and cleaning rules, even if enforced. *– Parent of a 4th grader*
	Staff	~14%	Cases in Nevada need to drop significantly and consistently before allowing students in the building at all. I also need to see visible, consistent data that indicates in-person transmission is low risk during staff-student interaction. *- Elementary school teacher*

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 priorities for the future. Some report having siblings and other family members whose health is compromised are fearful of getting them sick.
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 approach to transition more smoothly between each: "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 or go completely online anyway. Why not just implement a hybrid model from the start? I think doing this proactively will be less chaotic and more preventive..." *– Parent of two high school students*
3. **Consideration is essential for the learning needs of diverse learners, including those with disabilities, students who are learning English, and academically advanced students.** The learning and instructional needs of these students pose unique challenges and opportunities. Many ask that careful planning be given to ensure instruction is rigorous for these students.
4. **Many are against enforcement of precautionary measures, especially face masks.** People disagree with the use of face masks for a variety of reasons, including the belief that they cause illness, impede social development, and exacerbate behavioral problems. Some believe the WCSD is overreacting to COVID-19 and say additional measures are altogether unnecessary.
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 (as opposed to reactionary), and implement chosen strategies consistently across schools.

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

(Approximate % of respondents who commented about each topic)

Distance Learning – limited access to technology, dissatisfaction with approach	Student	~26%	I struggle in school and spent way to much time on my work during distance learning because I didn't have anyone to help me when I had a question. *– 8th grade student*
	Family	~39%	As a parent of three children will be almost impossible to do home school, because I don't have access to buy three computers, also I'm a single parent who has to work and don't have access to child care because it's to expensive. *– Parent of 3 elementary school students*
	Staff	~35%	I am very concerned about the equity of distance learning for our students in Title 1 schools. Many do not have access to a means for participating in learning electronically (internet, device, etc.). I absolutely believe these students will fall even further behind if we continue with distance learning regardless of our efforts. *- Elementary school administrator*
Challenges to Learning at Home	Student	~23%	A lot of people throughout the area have parents who are working full tile jobs and can't take days out of the week to help teach their kids, like my parents. *– 8th grade student*
	Family	~38%	A couple of my kids are decent about the distance learning, but one of my kids is awful about it. He learns from a teacher way better that from me. His behavior at home is so much worse. I have to ignore my other children to be able to get him through distance learning. *– Parent of elementary and middle school students*
	Staff	~43%	It is important for the district to remember that some teachers have their own children at home. If a split schedule happens it will be difficult to find part time care for own children... It will be difficult to balance all of this if it is all happening at the same time. *– Elementary school teacher*
Well-Being and Learning Loss	Student	~15%	I feel really sad to be stuck in the house everyday and not seeing friends or having any variety in my day. I'm also sad that there is no freshman football this year. I will probably never be able to make the team with try-outs so this was my only hope and I was really excited. *– 9th grade student*
	Family	~20%	My biggest concern is my son's mental health... I am afraid that suicides and self harm will be on the rise of we don't at least try to return to some sort of normal. *– Parent of a 6th grader*
	Staff	~21%	Keeping students at home is causing them to fall behind emotionally and academically, struggle with their families with long lasting negative effects/behaviors, isolating struggling populations in home environments that do not know how to adequately address their needs is not good. *- Middle school teacher*

About The School Reopening Survey (SRS)

SRS gauged student, parent, and staff needs on COVID-19 safety criteria for returning to school in SY 2020-21.

- ✓ *SRS* was developed by Accountability and was fielded June 5-June 26. The survey yielded responses from students in grades 5-12 (n=3,260), parents and guardians (n=18,523), and district staff (n=4,833).
- ✓ A descriptive coding process with multiple cycles of coding was used to uncover prevailing themes within open responses. The first cycle drew from a sample of responses to develop initial codes. Subsequent cycles included all responses to generate and refine categories.
- ✓ In the interest of focusing on a small set of key findings, some potentially valuable results are omitted. Descriptions of the full range of findings, including subgroup differences, will be presented in future reports.

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public Instruction

Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
(702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

GUIDANCE MEMORANDUM 20-05

TO: School District Superintendents
State Public Charter School Authority

FROM: Jhone M. Ebert
Superintendent of Public Instruction

DATE: June 24, 2020

SUBJECT: Guidance for Path Forward Programs of Distance Education

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This guidance supersedes all previous guidance issued by NDE related to Emergency Programs of Distance Education, approval for which expires at the end of the 2019-20 extended school year.

Background

On June 9, 2020, Governor Sisolak issued Declaration of Emergency Directive 022 requiring that school districts and charter schools develop plans for reopening school buildings, providing instruction, and related activities, based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and any subsequent guidance issued by the Nevada Department of Education (NDE). In addition, Directive 022 directed the Superintendent of Public Instruction to prescribe minimum requirements and a timeline for each county school district and charter school to develop, share with their community, receive governing board approval for, and submit to NDE a plan for a Path Forward Program of Distance Education.

Directive 022 indicated that such plans will contemplate 2020-2021 school year instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction, referred to in this guidance as hybrid learning.

Each of these scenarios is addressed in this guidance.

Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer. Therefore, as described in the *Framework for a Safe, Efficient, and Equitable Return to School Buildings*, districts/schools should create reopening plans to address multiple potential

reopening scenarios, including full-time distance education for all students, in-person instruction following social distancing protocols, and hybrid learning as described in the guidance below.

In-Person Instruction

Districts and charter schools will be required to adhere to emergency directives, public health protocols, and NDE guidance throughout the 2020-21 school year. While directives, protocols, and guidance may evolve to reflect changes in public health conditions, at any point in time the prevailing guidance will need to be upheld. Therefore, districts/schools should plan to reopen in the fall under Phase 2 social distancing and public health protocols, which are reflected in the *Framework for a Safe, Efficient, and Equitable Return to School Buildings*.

All school districts and charter schools must develop, share with their community, receive governing body approval for, and submit to NDE a plan for a Path Forward Program of Distance Education, even if a district/school has sufficient space to open for full-time in-person instruction under Phase 2 social distancing and public health protocols. Path Forward Programs of Distance Education will serve as contingency plans in the case of future school building closures due to COVID-19 or other extraordinary circumstances.

Path Forward Programs of Distance Education

As school districts and charter schools develop reopening plans, this guidance is intended to promote flexibility and ensure transparency and accountability in the continued implementation of distance education. The top priority is to continue to provide high-quality and accessible learning opportunities to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities. School districts and charter schools operating under programs of distance education approved by the Nevada Department of Education in accordance with Nevada Administrative Code (NAC) 388.830 only need to create plans for Path Forward Programs of Distance Education if their approved distance education plans do not contemplate providing distance education to 100 percent of enrolled students as would be required if school facilities close for a period of time in response to extraordinary circumstances.

Minimum Requirements for Path Forward Programs of Distance Education

Minimum Requirements for Implementation

In implementing Path Forward Programs of Distance Education, school districts and charter schools must ensure that:

(1) A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;

(2) The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;

(3) All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology;

(4) Any student who is quarantined on the advice of local public health officials receives access to distance education;

(5) Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours;

(6) All licensed educators have access to and participate in professional learning regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses;
(7) Students will receive access to the nutrition services to which they are entitled; and
(8) Parents receive general updates regarding the district/school's implementation of distance education at least weekly and, in districts or charter schools where English Learners comprise at least 10 percent of the student population, such updates are made available in any language that is the native language of at least 50 percent of English Learners enrolled in the school district or charter school to the extent practicable.

Districts and charters schools must use a consistent method in Infinite Campus for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

In addition, school districts and charter schools must:

(1) No later than October 1, 2020, identify all students who do not have a device and/or internet access at home with which to participate in distance education and report to the Nevada Department of Education the number of:
    a) Students lacking a device with which to participate in distance education; if multiple students in one home are sharing devices, then the total number of students without devices should be reported as the difference between the number of enrolled students in the home and the number of devices in the home that can be used to participate in distance education;
    b) Students without a subscription to home or residential broadband or high-speed internet service;
    c) Households with a subscription to home or residential broadband or high-speed internet service in which multiple students are sharing the same internet connection and the number of students in those households; and
    d) Students who fit the descriptions in both (a) and (b).
(2) No later than December 31, 2020, create a plan that includes a cost estimate to make devices and internet access available to all students who do not have a device and/or internet access at home with which to participate in distance education and submit such plan to the Nevada Department of Education.

The reports described in (1) and (2) above will enable the Nevada Department of Education, in partnership with the Governor's Office of Science, Innovation & Technology, to maintain accurate and complete information regarding access to technology across the State of Nevada that can be used to support ongoing efforts to attract grant and philanthropic funding to our communities and schools.

Failure by a school district or charter school to meet the minimum requirements of a Path Forward Program of Distance Education described above may result in intervention by the Nevada Department of Education to ensure that students and families are receiving the services to which they are entitled. If the intervention is not successful, the Superintendent of Public Instruction retains the authority to revoke a school district or charter school's authority to implement Path Forward Programs of Distance Education in cases of significant non-compliance, which may result in loss of instructional time and related funding.

Minimum Requirements for Distance Education Plans

Plans for Path Forward Programs of Distance Education must include but are not limited to how the school district or charter school will:

(1) Implement contingency plans to provide distance education as public health protocols require, including but not limited to:
    a) Full-time distance education for all students as a result of a school building closure; and
    b) A hybrid learning model to accommodate social distancing requirements while providing instruction to all students.
(2) Transition between in-person instruction, full-time distance education, and hybrid learning models as necessitated by public health conditions;
(3) Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence;
(4) Determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary;
(5) Determine students' and staff members' social emotional needs as a result of the COVID-19 pandemic and provide support as necessary;
(6) Track student attendance and engage parents/families regarding the importance of attendance in a distance education setting;
(7) Provide and ensure participation in professional learning for educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses; and
(8) Provide assistance and advice to parents/families so they can support students participating in distance education.

Review and Approval of Distance Education Plans

School districts and charter schools shall develop plans for Path Forward Programs of Distance Education pursuant to the requirements prescribed in this guidance and any additional guidance issued by the Nevada Department of Education. School districts and charter schools shall communicate their plans to their school communities, including parents and staff, and present their plans for the 2020-2021 school year to their governing body as follows:

- School districts shall present their plans to the trustees for the county school district for approval in a public meeting at least 20 days before the first day of the 2020-2021 school year; and
- Charter schools shall present their plans for approval in a manner prescribed by their sponsor at least 20 days before the first day of the 2020-2021 school year.

Plans for Path Forward Programs of Distance Education may be included in and approved by the school district or charter school governing board simultaneously with the reopening plans required by Section 1 of Directive 022.

Upon approval by the governing body, school district plans for Path Forward Programs of Distance Education must be submitted to the Nevada Department of Education along with the signed certification form attached and a copy of the agenda of the governing board meeting at which it was approved via email to Amelia Thibault at acthibault@doe.nv.gov. Upon approval by the governing body, charter school plans must be submitted to their sponsor; sponsoring authorities will compile and transmit the plans to the Nevada Department of Education.

Implementing Path Forward Programs of Distance Education

Hybrid Learning

For the purposes 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 either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios

under which all students are alternating between in-person instruction and distance education on a regular schedule.

Districts and charter schools may, but are not required to consider the following approaches to implementing hybrid learning:

- Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction;
- Prioritizing in-person instruction for students based on English Learner status;
- Determining that certain grade levels or courses are better suited to in-person instruction or distance education; or
- Considering documented student and family medical circumstances.

Districts and charter schools may *not* determine whether students receive in-person instruction or distance education based on perceived access to technology, at-home support, or any other considerations of means or determinations of district or school personnel that are not based on evidence.

Attendance

The attendance requirements for Path Forward Programs of Distance Education are adapted from distance education course attendance requirements in NAC 387.193. These requirements apply when a district/school is offering full-time distance education to all students; NDE will be working with district and school leaders to determine an approach and promulgate guidance regarding attendance in hybrid learning models.

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

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

If the pupil demonstrates any one of the three criteria, the pupil is considered present for the whole week. If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the whole week.

Weekly attendance tracking does *not* abridge a school district or charter school's responsibility to ensure students are contacted by a licensed teacher or licensed substitute teacher at least once per instructional day as prescribed in the minimum requirements of a Path Forward Program of Distance Education.

Calendar Revisions

Delayed Start of School

School districts and charter schools that wish to delay the start of school to accommodate a longer period to plan for reopening may submit a *Request for Calendar Adjustment* form to the Superintendent of Public Instruction. School districts and charter schools requesting calendar adjustments in accordance with this guidance must communicate such changes to their community, including parents and staff, as well as seek approval from their governing body prior to submitting the request to the Superintendent of Public Instruction. Requests must be submitted to the Superintendent of Public Instruction via email to Amelia Thibault at acthibault@doe.nv.gov no later than July 31, 2020 or immediately upon approval of the calendar revision by the governing body, whichever is sooner.

Additional Professional Development Days

To support adequate instructional time for students as well as professional learning time for educators and staff, all school districts and charter schools may use up to an additional five (5) scheduled instructional days during the 2020-21 school year for professional development directly related to the school district/charter school's response to COVID-19 (beyond the allowance per Nevada Administrative Code 387.120). Content of such professional development may include but is not limited to:

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

For additional professional development days offered in accordance with this guidance to count toward the required minimum instructional time, the professional development must be mandatory for all licensed educational personnel. Additional district or school employees may be included in the professional development at the school district/charter school leader's discretion.

School districts and charter schools may submit a *Request for Additional Professional Development Days* form to the Superintendent of Public Instruction via email to Amelia Thibault at acthibault@doe.nv.gov no later than November 30, 2020.

Nutritional services should be made available to students and families on any days that are converted from instructional days to professional development days.

Attachment(s): Certification for Path Forward Programs of Distance Education
Request for Calendar Adjustment
Request for Additional Professional Development Days