

Reconnecting with Our **Students**

Reopening Our Schools Implementation Guide

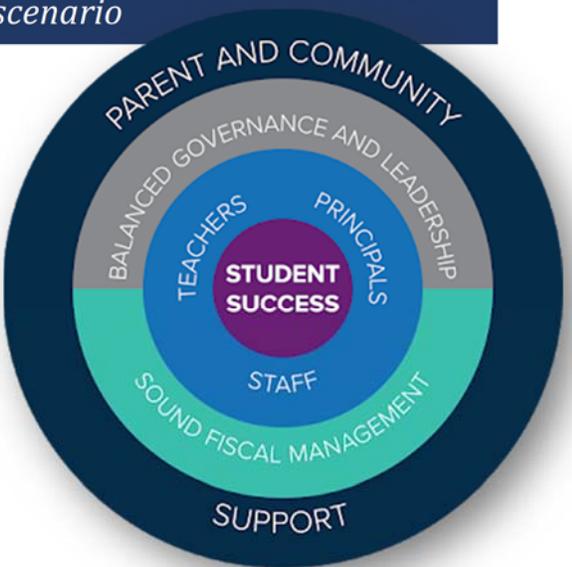
Reopening schools in a full-time distance education scenario

School-Based Administrators,

Thank you in advance for your commitment to reconnecting with our students and your willingness to adapt and innovate as we face more unknowns in the upcoming school year. While student success is at the core of everything we do, the safety and health of our employees and students is our foremost priority as we work to reopen our schools.

This implementation guide has been developed to provide timely, thorough guidance on how to consistently implement the Clark County School District (CCSD) Reopening Our Schools Plan. This guide will be updated on a regular basis to provide the most up-to-date information as soon as possible.

Principals are encouraged to review this document in its entirety, with a focus on the distance education information and expectations in Section II and the comprehensive checklists in Section III, which are intended to ease the planning for individual schools. The checklists refer to related guidance in Section IV. Please contact Region Leadership with any questions, concerns, or recommendations for improvements.



— Superintendent Dr. Jesus F. Jara

Reconnecting with Our Students

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Content Being Prepared for Future Releases

As previously stated, this guide will be updated on a regular basis to provide the most up-to-date information as soon as possible. Additional implementation checklists, timelines, and guidance is being prepared in the following categories:

- Attendance
- Parent Communication
- Communication

Section I

Introduction to the Approved Reopening Our Schools Plan

The *Clark County School District Reopening Our Schools Plan* was provisionally approved by the Board of School Trustees on Thursday, July 9, 2020. The accompanying school calendar changes were also approved by the Board of School Trustees on Thursday, July 9, 2020, and were subsequently approved by the Nevada Superintendent of Public Instruction.

Four principles have continuously guided the development of the reopening plan.

**REOPENING
OUR SCHOOLS
GUIDING
PRINCIPLES**

- Ensure the safety and well-being of all students and employees.
- Promote equity and accessibility to learning for all students.
- Provide instructional delivery systems to meet the needs of all students.
- Foster positive relationships and interactions.

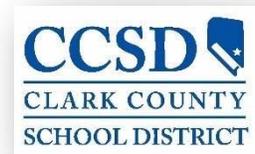
Governor Sisolak issued the *Declaration of Emergency Directive 022*, requiring school districts to develop plans for reopening schools. These requirements were shared with districts in a guidance memo released by the Nevada Department of Education on June 24, 2020.

The guidance memo reiterated the requirement that school districts follow **Nevada's Phase 2 restrictions:**

- 50 percent fire code occupancy
- Groups no larger than 50
- All social distancing requirements, that is, a separation of at least six feet between people, are satisfied.

These social distancing requirements translated into specific protocols as the plan was developed.

- With the extremely large class sizes in the District and the space available in our schools, approximately 50 percent of students may attend school at any one time for us to meet social distancing requirements.
- In collaboration with the Southern Nevada Health District (SNHD), it was determined that a bus capacity of 50 percent could be maintained to still meet social distancing requirements.
- Assemblies, performances, large performing arts classes, and athletic events must be restricted.



The Superintendent of Public Instruction’s memo described the requirement that reopening plans must address **multiple potential reopening scenarios**, including:



- Full-time distance education for all students
- In-person instruction following social distancing protocols
- Hybrid learning

The memo also clearly outlined requirements for distance education and for the plans being submitted by school districts. Specific requirements prescribed by the Nevada Department of Education’s Guidance Memo 20-05 included:

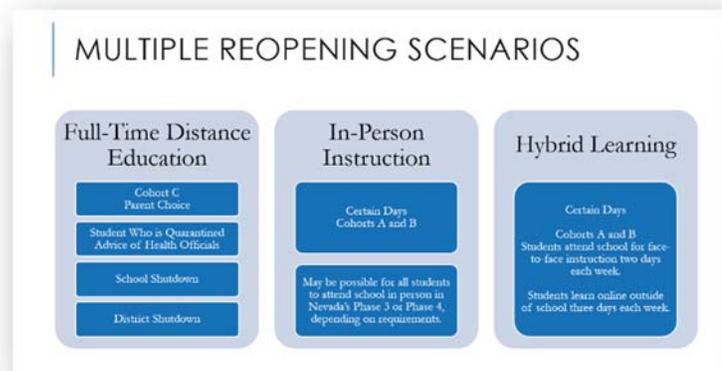
| <p>Minimum Requirements for Distance Education Plans Plans for Path Forward Programs of Distance Education must include but are not limited to how the school district or charter school will:</p> | <p>Minimum Requirements for Implementation In implementing Path Forward Programs of Distance Education, school districts and charter schools must ensure that:</p> |
|--|--|
| <p>(1) Implement contingency plans to provide distance education as public health protocols require, including but not limited to:</p> <ul style="list-style-type: none"> 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. <p>(2) Transition between in-person instruction, full-time distance education, and hybrid learning models as necessitated by public health conditions;</p> <p>(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;</p> <p>(4) Determine students’ academic needs as a result of the COVID-19 pandemic and provide support as necessary;</p> <p>(5) Determine students’ and staff members’ social emotional needs as a result of the COVID-19 pandemic and provide support as necessary;</p> <p>(6) Track student attendance and engage parents/families regarding the importance of attendance in a distance education setting;</p> <p>(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</p> <p>(8) Provide assistance and advice to parents/families so they can support students participating in distance education.</p> | <p>(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;</p> <p>(2) The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;</p> <p>(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;</p> <p>(4) Any student who is quarantined on the advice of local public health officials receives access to distance education;</p> <p>(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;</p> <p>(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;</p> <p>(7) Students will receive access to the nutrition services to which they are entitled; and</p> <p>(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.</p> |

The **Clark County School District Reopening Our Schools Plan** meets all of the guidelines prescribed by the Nevada Department of Education and all of the required scenarios, including full-time distance education for all students, in-person instruction following social distancing protocols, and hybrid learning.

Transitioning Between Multiple Potential Reopening Scenarios

With the requirement that reopening plans must address multiple potential reopening scenarios, including full-time distance education, in-person instruction, and hybrid learning and with the understanding that public health conditions may change at any time, it is critical that the District is prepared to transition from one scenario to another.

The decision to transition to another scenario within the Reopening Our Schools Plan will continue to be guided by public health conditions, school staffing scenarios, and additional relevant information. The Superintendent and Board of School Trustees will determine the scenario that the District will support at any given time.



About This Guide

Based on the action of the Board of School Trustees on July 21, 2020, to reopen schools in a full-time distance education model, this guide is focused on the implementation of this instructional model. Should the decision be made to transition to hybrid learning or face-to-face instruction for all students, additional guidance will be provided.

Specific Requirements of the Reopening Our Schools Plan Approved by the Board of School Trustees

On Tuesday, July 21, 2020, the Board of School Trustees approved the following specific aspects of the Reopening Our Schools Plan:

- Schools will open for the 2020-2021 school year in a full-time distance education instructional model.
 - Updates related to health and wellness will be provided to the Board of School Trustees at regular intervals to inform an eventual transition to hybrid learning or face-to-face instruction.
- Staff may report to work or telecommute, at the employee's discretion, during the school year (for instruction) and before students return (professional learning and work time between August 5 and August 22).
- Middle school schedules will operate on a semester-based instructional model, offering students four year-long courses in one semester.
- High school schedules will operate on a traditional year-long course instructional model, with principals having the discretion to determine the number of six to eight courses.

Section II

Distance Education Information and Expectations

Components of Distance Education

Reopening our schools in a full-time distance education model supports students, families, and educators through several delineated initiatives and structures. Full-time distance education for the 2020-2021 school year includes the following components:

Asynchronous Instruction

- Learning does not occur at the same time for students. This includes recorded video content and other digital media and content for students to work through independently.

Audio Conferencing

- While online meeting platforms may be used during distance education, telephonic conference calls with multiple students may occur to optimize access and instruction. Online meeting platform attendance without the video function is audio conferencing.

Learning Line

- CCSD created the Learning Line, a service in which CCSD personnel provide support for all students via telephone to maximize learning through distance education. This service may be reached at 702-799-6644. Educators are available Monday through Friday from 8:00 a.m. until 4:00 p.m. to assist students in both English and Spanish during scheduled school days.

Learning Management System (LMS)

- The key component of an LMS, an online platform enabling instructional delivery, resource housing, and containing other tools to assist with distance education, is that students can access it at anytime and anywhere. The District's LMS is Canvas. Teachers can access content and other tools such as Google Classroom from within Canvas.

Synchronous Instruction

- Learning is happening in real time for all students. This includes video conferencing lessons, live webinars, interactive live chat discussions, virtual, and face-to-face instruction.

Video Conferencing

- Creating live audio and video connections between multiple students. Google Hangouts Meet is used to conduct student-based, video conferencing experiences.

Virtual Office Hours

- Dedicated blocks of times when educators provide one-to-one interactions with students to support individualized instruction and clarification seeking efforts from students and families regarding course content and asynchronous assignments. Virtual office hours may occur through video or audio conferencing methods.

Weekly Instructional Guide

- This is a guide to structure student learning and communicate weekly schedules and distance education requirements for students. Synchronous and asynchronous learning times are provided in the plans along with other supports for educators, students, and families.

Wellness Checks

- A process in which licensed professionals, coordinated and calendared by the Multidisciplinary Leadership Team (MLT), establish times for student and family check-in protocols. The wellness check-in process may occur virtually or in-person to determine student academic, social emotional, or health needs. This process is intended to optimize the general well-being of students involved in distance education. The process also ascertains connectivity and technology access deficits, if exhibited.

Roles in Full-Time Distance Education

Defining roles and supports during full-time distance education is essential. While details related to distance education supports are listed for each stakeholder involved, this listing may not be all inclusive and involve some modification based on each school and community context.

The administrator supports the following for full-time distance education:

- Provides initial and ongoing parent/guardian communication, support, and guidance.
- Leads master scheduling and content migration to support instructors, while considering the instructional needs of all students.
- Includes schedules for real-time, synchronous sessions and virtual office hours by grade-level and/or content area subject.
- Facilitates the development and implementation of weekly instructional guides for every student.
- Monitors Individualized Education Programs (IEP)/Section 504 Accommodation Plans/English Language Learner (ELL) supports to ensure compliance and differentiated learning.
- Monitors two-way communication efforts between educators and students through Infinite Campus and the LMS.
- Manages wellness checks and assigns students to wellness teams based on tiered indicators.
- Identifies teachers and staff who serve as a team of expert users to increase the “bandwidth” of support for teachers.
- Observes instruction and provides feedback to licensed educators.

The licensed educator supports the following for full-time distance education:

- Instructs students and provides virtual office hours.
- Participates in collaborative lesson planning and professional learning prior to and during active distance education.
- Conducts a minimum amount of daily and weekly real-time, synchronous session(s) minutes with all students and records the session(s) in Canvas.
- Arranges for daily communication and follows attendance processes.
- Works with support professionals assigned to students with disabilities and accommodations.
- Facilitates resources for students with IEPs or Section 504 Accommodation Plans and ELLs.
- Contacts parents/guardians, as needed.
- Attends and participates in all required parent/guardian meetings (i.e., IEP/504, ELL, etc.).
- Provides emergency substitute plans and instructions as traditionally required.

The student supports the following for full-time distance education:

- Maintains positive attendance and course progress.
- Completes assignments and tasks as assigned.
- Exhibits good study habits.
- Reaches out to teachers when requiring assistance.
- Attends daily and weekly required real-time, synchronous sessions or recorded sessions.
- Participates in any proctored assessments, if applicable.
- Utilizes the virtual office hours as posted by teachers to obtain additional support and guidance.

The parents/guardians supports the following for full-time distance education:

- Communicates with child’s instructor(s) through virtual office hours.
- Actively assists child with their learning and directly participates with students, specifically in early elementary grade levels.
- Provides support, guidance, and assistance.
- Fosters a conducive area for learning in the home.
- Encourages and recognizes positive gains and achievements.
- Actively monitors child’s progress in assigned courses.

Distance Education Expectations

CONTENT

Canvas Learning Management is the main system for all teachers (Pre-K-12/ungraded self-contained programs) for communication and recommended for content deployment for Grades 6-12.

- Instruction and digital content needs to be **aligned to the Nevada Academic Content Standards** to ensure students are instructed on all standards.
- Teachers can use core content created for Grades 6-12 by the Online and Blended Learning Department (OBL) or content created by Nevada Learning Academy (NVLA).



PROFESSIONAL LEARNING

All teachers and instructional support professionals will attend all professional learning in the “10+3” day professional development plan before the first day of student attendance, August 24, 2020.

During full-time distance education, Wednesdays are no longer designated as professional learning days. This was a component only for the hybrid model.

VIRTUAL OFFICE HOURS

- Virtual office hours must be offered consistently and communicated to families throughout the school week to support student and family needs. Virtual office hours may be a shared responsibility within the department or grade level.

COMMUNICATION

- Teachers are monitoring weekly progress in the course and communicating weekly with all parents/guardians.
- Parents/guardians contact should follow policies and procedures communicated by the site leadership and only through approved systems.
- Weekly communication methods should vary for students and parents/guardians who are difficult to reach.
- Teachers should record daily synchronous sessions for students who cannot attend live.

COLLABORATION

- Student collaboration will be conducted via shared drives, including Google Hangouts, and other digital platforms.
- Teacher collaboration will be conducted via shared drives and Google Hangouts when more than the recommended number of teachers are participating in the collaboration. If social distancing can be maintained among the participating teachers (i.e., 6 feet apart, <50), teacher collaboration may be organized and facilitated within a classroom setting. Teachers will maintain lesson plans between general education and special education via the Curriculum Engine. All teachers will have access to long-range plans/course plans to maintain consistency among grade-level and department teams.

LEARNING MANAGEMENT SYSTEM ACCESS

All students and educators will utilize the LMS as a communication and instructional tool to connect with students and families. Professional learning will be provided to all educators and instructional support professionals prior to the start of the school year and during distance education implementation. Schools may use Canvas and Google Classroom seamlessly together. Parents/guardians will also be provided with online learning modules to assist with accessing the Canvas LMS and Google Classroom.

Distance Education Instruction

As full-time distance education is implemented, the goal is to provide continuous high-quality, standards-based instruction to accelerate students' learning. Routines and structures are provided to promote students' engagement, and educators must attend to students' social-emotional well being. As educators, we must fully understand the circumstances of students and families to promote a successful learning experience for all students. As some students and families may be encountering challenging situations, opportunities, such as engaging in pre-recorded synchronous lessons and providing paper correspondence, may serve as solutions for students and families.

Throughout the implementation of distance education, the essential components of an effective lesson and the standards and indicators within the Nevada Educator Performance Framework (NEPF) are implemented:

- New learning is connected to prior learning and experience.
- Learning tasks have high cognitive demand for diverse learners.
- Students engage in meaning-making through discourse and other strategies.
- Students engage in metacognitive activity to increase understanding of and responsibility for their own learning.
- Assessment is integrated into instruction.

As synchronous sessions may be incorporated throughout the week in shorter time frames, not all components of an effective lesson and NEPF standards and indicators may be evident in every synchronous session.

Instructional schedules for students with IEPs must meet the instructional requirements and structures established in each student's IEP, including co-taught classroom instruction. Instruction for students with Section 504 Accommodation Plans must include required accommodations. In addition, instruction for ELLs must promote concept and skill development and language acquisition. Additional guidance related to distance education for students with IEPs/504 Accommodation Plans and ELLs is available in Section IV of this guide.



Distance education involves a full-day time commitment for students to meet the learning standards. The components of distance education, such as synchronous and asynchronous instruction, audio conferencing, Canvas, video conferencing, virtual office hours, weekly instructional guides, and wellness checks serve as structures to provide and promote students’ learning within whole-group instruction, small-group instruction, and one-on-one instruction. The following details will assist as student schedules are completed adhering to the minimum, synchronous (real-time learning) learning sessions. All synchronous sessions must be recorded* to assist students and families with potential schedule challenges and promote mastery of skills and concepts. The other components of the instructional day for students is thoughtfully planned to include asynchronous instruction (independent learning), including independent work, paper correspondence, use of online tools and resources for instruction, and group work.

| Level | Synchronous (real-time learning) Learning Requirements |
|-------------------------------------|---|
| Primary (Grades PreK-2) | 60 - 90 minutes per DAY |
| Intermediate (Grades 3-5) | 90 - 120 minutes per DAY |
| Middle (Grades 6-8) | 120 minutes per WEEK per COURSE, for each of the four courses |
| High (Grades 9-12) | 60 - 90 minutes per WEEK per COURSE, for each of the six to eight courses |

The other components of the instructional day for students are thoughtfully planned to include asynchronous instruction (independent learning), including independent work, paper correspondence, use of online tools and resources for instruction, and group work.

* In order to share recorded synchronous sessions with students, teachers must first disable the ability for viewers to download the session and set the view permissions to only allow viewers with CCSD Google accounts. Students must be informed that they are not permitted to take screenshots or share video from the sessions.

Section III

Implementation Checklists and Timelines

Technology Access

Goal: Ensure all students and families expressing a need for devices are immediately provided with appropriate resources.

Action Dates - July 22-23, 2020

- Work with Site-Based Technicians (SBT) reporting on July 22, 2020, to identify existing Chromebook/device inventory ready for immediate deployment.
- Begin communication with parents/guardians regarding details related to the device deployment schedule. Site-based inventory should be deployed to students beginning the week of August 3, 2020.
- Ensure due dates in Destiny are extended for students keeping devices from Spring 2020 who are still enrolled at the school.
- Issue iPads for Pre-K students and students served in self-contained programs.
- Identify an alternate plan for students without connectivity.

Action Date - July 27, 2020

- Use District survey data or other means to identify students lacking connectivity and/or devices.

Action Date - July 31, 2020 *(Date Revised)*

- Complete the Google form link for all students who did not complete the District survey. <https://forms.gle/AuEJcSeaAxeUStTN9>

This is critical information to determine the expressed need for individual schools. For any family not reached, it should be assumed and in each school's data that the expressed need for technology (connectivity and/or Chromebook) exists.

Action Date - July 31, 2020, and Ongoing *(Date Revised)*

- Work with the Technology and Information Systems Services Division (TISS) for deployment in the event other devices are needed from other schools (i.e., feeder schools) or from central inventory.

Date - Week of August 3, 2020 *(Date Revised)*

- Deploy site-based devices to families and students **to ensure access for all students by August 24, 2020**. Along with device deployment, distribute paper materials to assist with student and parent/guardian access to GoGuardian, Canvas, and other related resources.

Learning Management System Access

Goal: Ensure all students, families, and educators consistently access and use the common LMS for distance education, while also accessing other tools to assist with synchronous (real-time) instruction and asynchronous (independent learning) experiences.

Action Date - July 27, 2020

- ❑ Identify a staff member to serve as the Canvas controller by July 31, 2020, and register the identified staff member for centrally-provided professional learning.
- ❑ Communicate the synchronous meeting tool, Google Meet, to be consistently used during scheduled live or recorded learning sessions. Additionally, identify instructional tools that may be used to record content.
 - Clearly communicate synchronous session recording expectations.

Action Date - August 3-7, 2020

- ❑ Migrate available LMS courses to Infinite Campus. Access to Nevada Learning Academy courses and other CCSD content (Grades 6-12) has been made available districtwide.
- ❑ Verify login information to Canvas for all students and educators.
- ❑ Ensure all school-based instructional platforms have been uploaded to LMS.

Action Date - August 10, 2020

- ❑ Publicize parent/guardian resources related to Canvas (<https://bit.ly/facesuflonline>). This may require repeated communication to ensure parent/guardian awareness is optimized, encouraging the use of the common LMS.

Action Date - August 10, 2020

- ❑ Begin to schedule and complete individual online sessions with educators to confirm platform access for instruction and introduce associated tools in the LMS (i.e., calendar notifications, assignment submission features, etc.).
- ❑ Identify assessment practices for distance education.



Professional Learning for Educators and Training for Parents/Guardians

Goal: Ensure all educators and parents/guardians are provided with initial and ongoing professional learning to assist with optimizing the effectiveness of distance education and positively impacting student learning.

Note: During full-time distance education, Wednesdays are no longer designated as professional learning days. This was a component only for the hybrid model.

Action Dates – July 27, 2020, - August 4, 2020 (Dates Revised)

- Review the Final Reopening Professional Learning Overview linked in the Professional Learning guidance in Section IV.
- Communicate with site-based educators professional learning necessary for completion prior to the start of distance education implementation. The full District offerings are provided.
- Develop a calendar of site-level, differentiated professional learning options that are required for the duration of distance education. Share with Region Leadership (in the manner determined by Region Leadership) the completed professional learning calendar, using the template in the Professional Learning guidance in Section IV.
- Identify internal and external professional learning structures (virtually) that may be needed to support all educators with varying degrees of technology proficiency, including educators new to the District, veteran educators, and specialty subject educators.
- Provide time for teachers to collaboratively plan and realign curriculum to account for lost learning time.

Health and Wellness

- Review Health and Wellness guidelines provided in Section IV of this document.
- Communicate, review, and enforce the COVID-19 Related Work Rules with all District Employees.
- Develop a communication plan to notify staff, parents/guardians, and the community in the event that a student or staff member tests positive for COVID-19.
- Provide cleaning and disinfecting supplies and train staff as appropriate (office, restrooms).
- Provide Personal Protective Equipment (PPE) for staff reporting to work.

Front Office and Registration

- Develop office and registration procedures, processes, and schedules.
- Organize front office staff/secretaries for social distancing; develop procedures and discuss expectations for customer service when interacting with students, parents/guardians, and visitors.
- Establish alternate ways for students and staff to communicate with the front office (i.e., radio call, phone call, emails).
- Ensure Visitor Appointment Expectations, Staff Daily Check-Ins, and Forms are prepared and communicated (including staff who are telecommuting).
- Establish and communicate a system for obtaining necessary documents from parents/guardians to complete registration.

Facilities

- Create floor markings to direct foot-traffic flow in compliance with social distancing requirements for staff reporting to work.
- Display COVID-19 informational signs in key areas of the building.
- Reconfigure shared spaces to ensure and encourage social distancing practices.
- Establish procedures and a monitoring system to ensure workspaces and tools are cleaned after use.
- Establish custodial/maintenance request procedures.
- Review and revise the site-based map as needed.

Instruction**Master Scheduling**

Action Dates – July 24, 2020, - August 6, 2020

- Create Master Calendar (See Master Schedules guidance in Section IV of this document)
 - o Prep Schedule
 - o Lunch Schedule
 - o Meetings Schedules (SOT, committees, PLCs/STPTs, Grade-Level and Department Meetings)
 - o Professional Development Calendar/Schedule
 - o Testing Calendars
- Ensure all IB and/or Magnet Master Schedules are vetted through the Magnet Schools and Career and Technical Academies Department.
 - o Additional consultation may be requested as needed for building master schedules that include AP, and CTE courses.

Student Class Schedules/Weekly Instructional Guides

Goal: Ensure all students and families have a clear weekly schedule for distance education, including synchronous (real-time learning) and asynchronous (independent learning) experiences while adhering to the District-established minimum synchronous requirements.

Action Date – July 28, 2020, - August 7, 2020

- Coordinate dates and times for virtual orientation sessions for student schedules to be provided to families and students prior to distance education.
 - o Virtual orientation sessions should be held between August 10, 2020, and August 19, 2020.
- Coordinate with staff any student items that may be necessary for distance education.
- Develop processes for distribution of texts and instructional materials/supplies.

Action Dates – July 28, 2020, - August 10, 2020

- Work with administrative teams, counselors, and educators to develop detailed student schedules containing specific synchronous and asynchronous student learning times within each content area.
- Develop a weekly instructional guide template that minimally includes the following:
 - o Schedule: synchronous, asynchronous, virtual office hours, independent work, small group instruction, etc.
 - o **Samples** can be found at <https://bit.ly/2BA6EtN> (High School), <https://bit.ly/2Ejh69P> (Middle School), <https://bit.ly/3hFdLAj> (Elementary School)
- Ensure educator collaboration, lesson planning, and academic alignment occurs for distance education.
- Ensure that student schedules align with IEPs and 504 Accommodation Plans.
- Develop and confirm virtual office hours in all student schedules to ensure students can contact educators.
- Plan student access and support from school counselors, social workers, and other support services as appropriate by initiating the Multidisciplinary Leadership Team. Identify supports for students and schedule wellness team checks in individual student schedules, as appropriate.
- Ensure student athlete schedules include only authorized courses for NCAA requirements.

Action Date - August 3, 2020 - Ongoing

- Work with the clerk/registrar on student registration processes while ensuring all students have appropriate Acceptable Use Policy (AUP) documentation completed in Infinite Campus.

Social and Emotional Learning

- Initiate the Multidisciplinary Leadership Team Process.
- Continue to implement the MTSS Framework.
- Embed social and emotional (SEL) curriculum into core academic subjects, use culturally responsive teaching practices, and restorative practices.
- Conduct wellness check-ins with students.

Family Engagement and Parent/Guardian Communication

Action Dates - August 10, 2020 – August 19, 2020

- Conduct a virtual orientation that introduces parents/guardians to the structures and systems that will guide the school year.
- Foster a positive and supportive return to reopening school. It is crucial that all students, staff, and families feel connected and co-create a safe, supportive learning environment.
 - Consider establishing virtual activities, such as morning ceremonies, daily announcements, and home-spirit wear.
 - Specific activities that are not permissible include parades and face-to-face open houses and orientation sessions.
 - Establish a communication system that ensures at least weekly communication with parents/students.
- Contact the Communications Department if you need support with communication by sending an email to communications@nv.ccsd.net or by calling 702-799-5304.

Staffing

- Gather Data for Returning Staff
 - Contact staff via email and/or by phone to determine if they are working in the building or telecommuting (or a combination thereof).
- Develop substitute teacher procedures, processes, and schedules.
 - Establish substitute calls and absence reporting procedures.
 - Consider developing a structure for substitutes to safely obtain the necessary information and materials needed to cover the class, including Emergency Substitute Plans.

Section IV

Additional Guidance to Support Implementation Checklists and Timelines

Instruction

Master Schedules

Note: During full-time distance education, Wednesdays are no longer designated as professional learning days. This was a component only for the hybrid model.

COVID-19 Scheduling Guides

Revised COVID-19 Scheduling Guides from Student Information Systems Services are available at the following links:

- **Elementary School**
<https://docs.google.com/document/d/1Fp37QtNBqhiH2Tx-8pGnzQpppCrcoNe2AiocbDHvmtI/edit?usp=sharing>
- **Middle School**
<https://docs.google.com/document/d/14SIA8YHvshesBKQdUtNNPNLFzx6VVBE0b6lWy-bhMh4/edit?pli=1>
- **High School**
<https://docs.google.com/document/d/1FEtnLm93ODwYH9xkKUjPhz-ah4lNa5Oay9qsA44FJg8/edit?pli=1>

Elementary School

Elementary School Considerations

- Ensure all students with IEPs are scheduled first into the master schedule to ensure IEP implementation and compliance. Consider the need for planning time for co-teachers to deliver instruction virtually. In addition, ensure support professionals allocated to classrooms are scheduled to assist teachers with instruction.
- Review student achievement data prior to scheduling students to determine students needing time to accelerate their learning by building in extra time for students into the master schedule.

Middle School

As approved by the Board of School Trustees on Tuesday, July 21, 2020, middle school schedules will operate on a semester-based instructional model, offering students four year-long courses in one semester. Any high school courses offered at the middle school level, including but not limited to, Algebra I and Spanish I, will also operate on a semester-based instructional model.

Middle School Considerations

- Ensure all students with IEPs are scheduled first into the master schedule to ensure IEP implementation and compliance. Consider the need for planning time for co-teachers to deliver instruction virtually. In addition, ensure support professionals allocated to classrooms are scheduled to assist teachers with instruction.
- Review student achievement data prior to scheduling students to determine students needing time to accelerate their learning by building in extra time for students into the master schedule.

- Explore double blocking courses to promote students' engagement throughout the school year. For example, a student who may need additional support in mathematics may enroll in Pre-Algebra during first semester and Algebra I during second semester. A student who may need additional support in English language arts (ELA) may enroll in Fundamentals of Reading and Writing during first semester and English 7 during second semester.

High School

As approved by the Board of School Trustees on Tuesday, July 21, 2020, high school schedules will operate on a traditional year-long course instructional model, with principals having the discretion to determine the number of six to eight courses.

High School Considerations

- Ensure all students with IEPs are scheduled first into the master schedule to ensure IEP implementation and compliance. Consider the need for planning time for co-teachers to deliver instruction virtually. In addition, ensure support professionals allocated to classrooms are scheduled to assist teachers with instruction.
- Review student achievement data prior to scheduling students to determine students needing time to accelerate their learning by building in extra time for students into the master schedule.
- Seniors Graduating Early
 - Pursuant to Assembly Bill 7 (2017), in order for local education agencies (LEAs) to count a pupil enrolled in Grade 12 for apportionment purposes, the LEA has to demonstrate that the pupil is prepared for college and career success without the need for remediation. If the pupil is not, the pupil must be enrolled in a minimum of six courses or the equivalent of six periods per day. Schools should continue to adhere to these requirements.
 - Grade 12 students who may graduate in December 2020 have minimal risks associated with scholarships; however, if the student attends community college in January 2021, the student is at risk of being considered a "transfer student" and may lose eligibility for any first-time/new-student scholarships. It is essential for students and families to understand the college admissions process and scholarship award criteria at the desired college or university.
 - Unintended consequences exist with future funding in relation to average daily enrollment reporting for distributive school account funding for the District; the District does stop receiving distributive school account payments for individual students when they are no longer enrolled, including early graduates.

Distance Education Guidance for Students with Disabilities

The District is required to provide a Free Appropriate Public Education (FAPE) for students with disabilities. Special education and related services for students with disabilities in accordance with the student's IEP, and reasonable accommodations in Section 504 Accommodation Plans must be provided during distance education. The following guidance is intended to highlight special education procedures associated with the implementation of distance education. If specific procedures are not indicated in these documents, refer to standard special education procedures.

Additional support and guidance may be accessed through the special education personnel serving in Region Support Teams through Google instructional support hours and/or the contact information provided below:

- Region 1 Support Team at 702-799-0648 x5641
- Region 2 Support Team at 702-799-2939 x5635
- Region 3 Support Team at 702-799-0059 x5611

Services for Students with Disabilities during Distance Education

School teams and parents/guardians will work together to support the components of each student's IEP or Section 504 Accommodation Plan. Please refer to the Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary, and Secondary Schools While Serving Children with Disabilities

(<https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>).

Delivery of Equitable Access to Educational Opportunities

- During distance education, school staff will consider alternative ways to provide equitable access and appropriate educational opportunities for students with disabilities, including exploring all available supplementary aids and services through online and/or virtual platforms, and/or other activities, such as paper correspondence.
- Documentation to provide equitable access to educational opportunities is required. Special education teachers must document the student is receiving his/her specially designed instruction through distance education within the status record (https://drive.google.com/a/nv.ccsd.net/file/d/1ikm7XNzl-vTrKzzi6r_QpNO76WmRkxBe/view?usp=sharing).

Each student's current IEP will be implemented, until such a time as an agreed upon annual IEP, IEP Revision, or *IEP Revision Without a Meeting at the Request of the School District*, is completed. The IEP Revision cannot replace an annual IEP that was scheduled to be completed during the 2019-2020 school year. Annual IEPs must be completed when warranted (i.e., immediately due or overdue). All staff will follow standard procedures regarding IEPs, including sharing the procedural safeguards rights booklet with parents.

Data Collection

Staff must collect on-going progress monitoring data and document time spent instructing toward the student's goals and deficit areas during the 2020-2021 school year. Additionally, teachers must document progress reports as indicated in the student's IEP.

IEP Revision Without a Meeting at the Request of the School District

Due to distance education requirements, schools must revise IEPs for all eligible students under the Individuals with Disabilities Education Act (IDEA). While schools are operating in distance education, the *IEP Revision Without a Meeting at the Request of the School District* must be conducted virtually

through a digital platform, including Google Meet or telephone. All *IEP Revision Without a Meeting at the Request of the School District* meetings must proceed without unnecessary delay. All of these IEP revisions must be completed by Friday, October 2, 2020.

The following procedures apply specifically to IEP Revision Without a Meeting at the Request of the School District.

Case managers must:

- Contact the parent and discuss potential changes to the IEP revision.
 - Interpretation services must be provided in all cases when the parent has limited English skills. Follow standard procedures to access CCSD Translation Services. If utilizing the Language Line, provide the Google Meet phone number to the Language Line upon connection. Interpreters for special education meetings will continue to be accessible via TranslatePro, found at ccsdapps.net.
- Provide the previous IEP to the parent, if requested.
- Complete the IEP revision following this guidance as soon as possible.
 - Use best efforts to contact the student's teacher(s) responsible for the current annual goals and benchmarks/objectives from 2019-2020 and Extended School Year (ESY) and related service providers and transition personnel, if appropriate, to determine IEP components that will assist in creating the IEP revision.
 - Consult with the Transition Services Department when revising IEPs for students in community-based instruction post-secondary programs, such as Project SEARCH and Job Discovery I and II.
- Document parental concerns in the student's status record and the IEP.
- Discuss supplementary aids and services during distance education.
- Discuss how related services will be implemented with the parent and related services providers, as appropriate.
- Send to parent:
 - CCF-563 Prior Written Notice with the draft IEP revision indicating:
 - Proposed Action(s): Other: IEP Revision Without a Meeting and,
 - Additional description of proposed action, if necessary: "Parent participated in the development of the revised IEP without a meeting."
 - The factors relevant to the proposed action(s) are described below: Other: "IEP revision was created due to distance education."
 - The IEP revision draft.
- Follow up with the parent to determine if the parent is in agreement.
- Document the agreement or disagreement in the status record.
- If the parent disagrees, schedule a formal IEP meeting following normal procedures.

If the parent agrees, complete the Intent to Implement, effective the same day, indicating:

- Section 2. District proposes the above action(s) because:
 - "Contact was made with the parent. The parent was provided with the opportunity to raise and discuss all their concerns and participate in the development of the IEP revision." IEP revision was created due to educational delivery methods during distance education.
- Section 3. The District refuses to take the following action(s):
- "No refused actions. Parent is in agreement with the IEP revision."
 - Document the status record.

IEP Meetings

IEP meetings must be conducted virtually through a digital platform, including Google Meet or telephone. Utilize the information below to conduct formal IEP meetings.

Prior to the IEP meeting:

- Prior Written Notices (PWN) (<https://drive.google.com/a/nv.ccsd.net/file/d/1Xmk7PIORCMY1WFS7PY1cuoqTR-ugNDke/view?usp=sharing>) (special education forms: https://drive.google.com/drive/u/0/folders/1mrg5kfM_R3nu289uTboANf2A5QE_aZuk) will be e-mailed to the parent within a reasonable time prior to the meeting. In addition to the general requirements, the PWN will state that:
 - The meeting will be conducted virtually with instructions on how to participate.
 - The meeting will be scheduled for a specific time sufficient to discuss the issues to be addressed.
- A draft of the IEP should be provided to the parent prior to the meeting.
 - Interpretation services will be provided in all cases when the parent has limited English skills. Follow standard procedures to access CCSD Translation Services. If utilizing the Language Line, provide the Google Meet phone number to the Language Line upon connection. Interpreters for special education meetings will continue to be accessible via TranslatePro, found at ccsdapps.net.
 - All interpretation services will be conducted virtually. When an interpreter has been scheduled for the meeting, provide a meeting link and a copy of the document under discussion.
 - If American Sign Language interpreters are needed, they must be requested at least twenty-four hours in advance. Requests can be completed using the following Interpreter Services/Transcription Request Form (<https://bit.ly/2XhoA4P>). For additional questions, please contact Interpreting Services at (702)799-8660.

During the IEP meeting:

- When possible, school personnel will make the IEP viewable to the parent as it is being written. If the IEP meeting is conducted via telephone, school personnel must read the IEP to the parent to make sure the parent hears and understands the IEP.
- If signatures from a parent are normally required but cannot be obtained, school personnel will read and ask all pertinent questions and record the responses in the status record and on special education forms, when applicable. School personnel will e-mail the applicable forms, the IEP, and procedural safeguards, if appropriate.
- Present levels of academic achievement and functional performance (PLAAFP):
 - In PLAAFPs, school personnel will review and discuss the effect that the Spring 2020 school closure had on the student; consider any additional data; and determine whether, and to what extent, the student's skills were impacted.
 - The PLAAFPs will include a summary of data collected, as well as parent input during the period when schools were closed, to inform the team of what was effective and ineffective for the student during distance education.
- Goals and benchmarks/objectives:
 - Based upon distance education, the IEP team will consider the student's anticipated progress when writing goals and benchmarks/objectives for the remainder of the annual IEP.

- Where appropriate, annual goals may include developing and/or maintaining skills needed to access instruction through distance education platforms.
- Where appropriate, the IEP team may develop goals and benchmarks/objectives to address:
 - Wearing face coverings;
 - Maintaining social distances;
 - Accessing and participating in distance education.
- Specially Designed Instruction reflects direct instruction for distance education per area of need by a special education teacher and/or a support professional. A teacher must also provide scaffolded instruction or background knowledge needed for the student to complete the assignments aligned to the Nevada Pre-Kindergarten Standards or the Nevada Academic Content Standards/Connectors and goals and benchmarks/objectives. A teacher must also review and address student work and finished assignments, checking for understanding and accuracy, adapting content, methodology, and/or instruction to the needs of the student.
 - The virtual classroom is considered a general education, resource, or self-contained class for purposes of location of services on the SDI page of the IEP.
- General education classes must accommodate services as designated in the student's IEP.
 - Specially Designed Instruction: Student's deficit areas (i.e., reading, math, language, etc.)
 - Beginning and Ending Dates: Follow standard procedures.
 - Frequency of Services: Team decision.
 - Location: Distance Education.
- Consider, in collaboration with parents, an amount of time that can be practically provided each week, based on the distance education opportunities and the student's ability to access. It is also recommended that case managers collaborate with teachers.
- Supplementary aids and services:
 - Consultation can be included in Supplementary Aids and Services to assist students' families with assignments in manageable blocks, quiet areas away from noise, or direct assistance (with instruction to the parent, etc.).
 - Teams need to identify supplementary aids, accommodations, and accessibility features of online programs that are utilized in distance education.
 - Where appropriate, teams should consider if supplementary aids/accommodations are needed to access and participate in distance education.
- Related Service: If related services are included in the student's IEP, the school team must collaborate with the related services providers to determine what type of direct or consultative services will be provided.
- Placement: Follow standard procedures.
 - The percentage of time spent in the regular education environment can be adjusted based upon special and regular education programs and classes offered by each school personnel's best estimate of the time the student spends with regular education peers during distance education.
 - Standard procedures apply when writing justification statements.

After the IEP

- As soon as possible, the local educational agency/case manager must e-mail the notice of Intent to Implement (https://drive.google.com/file/d/1bUoAzCH_UwY8s1_PRKFTXCFX03PgY051/view) to the parent whether the parent agrees or disagrees with the IEP.

Multi-Disciplinary Team and Reports

All evaluations, re-evaluations, and assessments must proceed without unnecessary delay during distance education. Evaluation preparation work and indirect assessments will be maximized wherever possible via telecommuting (i.e., reliance on existing evaluation data; notices and scheduling; completion of parent/staff interviews and rating scales; reliance on student observations by school staff).

Consequently, other options need to be explored and utilized (e.g., observations during online classroom activities, etc.).

While IDEA permits a short extension of time for completing evaluations, it is understandable that more time may be required. If an evaluation cannot be completed with the standard 45-day timeline, the parent must be notified and advised of an expected date the evaluation will be completed.

Transitioning from the eligibility meeting, school personnel will review the CCF-556, Initial Provision of Services, with the parents and ask for permission to implement the services. School personnel will document in the status record, "Parent has provided verbal permission for initial provision of services." Staff must also obtain a signed copy for initial provision of services, when possible.

Section 504 Accommodation Plans and Meetings

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by school districts. Requests for disability-related accommodations should be addressed as soon as practicable to ensure Section 504 eligible students are provided equitable access to all student programs, activities, and services provided by the District. As stated above, staff should be aware of the accessibility features of online platforms being used by the school. Section 504 teams should make appropriate determinations of eligibility based upon the information presented by parents and the existing knowledge of school personnel. When appropriate, Section 504 liaisons will obtain consent to contact student health care providers to include additional accommodations to meet student needs.

Teams should determine the appropriate accommodations available, including the Learning Line, as well as a review of distance education resources. All Section 504 meetings must be held virtually or via telephone.

The Section 504 liaison must review every Section 504 plan and do the following:

- Ensure that all Section 504 plans are entered into the Infinite Campus system.
- Contact the parent of each student with a 504 plan to discuss additional accommodations for the student during distance education.
- When appropriate, provide the parent with a draft Section 504 plan. If the parent agrees to the plan, the school will implement the 504.
- If the parent does not agree with the draft Section 504 plan, schedule a Section 504 meeting with the parent to discuss the additional accommodations.

Homebound Information

All requests for homebound services will follow standard procedures.

- If a parent requests homebound services, consider the following options as a team: a Section 504 plan; supplemental health services for a student currently on an IEP or 504 plan; or follow the homebound application process.
- All homebound instruction will be conducted through distance education.
- All homebound IEPs must also be revised for distance education.
- All students in homebound should be included in the teacher contact and virtual classes to promote inclusivity.

Distance Education Guidance for English Language Learners

As prescribed by federal and state law, schools have a responsibility and accountability to address the academic needs of ELLs.

Schools must:

- Provide services for ELLs.
- Consider and deliver services for ELLs to meet their English language development and academic achievement needs.
- Communicate proactively with the parents/guardians of ELLs.

Language development can be supported through face-to-face and distance education by integrating learning activities connected to the four language domains and incorporating the established WIDA language development standards K-12 ELD Standards

(https://drive.google.com/drive/folders/1_TeS1Vcw9c-twGhyfV6-b0bpLUI7YwYz?usp=sharing).

Instructional considerations include:

- Integrating the four language domains (reading, writing, listening, and speaking) in all content lessons.
- Targeting specific language domain skills in developing students' language proficiency.
- Purposefully planning activities that allow students to engage in small groups to discuss responses on content-related questions or prompts.
- Using a communication platform that allows for different student interaction configurations.

Policy 6165 and the School Guidance for English Language Learners

(https://drive.google.com/file/d/1fLThHrCYF19lawmZ-9wwPS2z4o_GmNba/view?usp=sharing)

documents provide practical guidance for school personnel regarding the obligations extended to ELLs

Instruction for ELLs

When planning instruction for students, educators should purposefully plan opportunities for ELLs to:

- Use language to interpret or make meaning of content.
- Collaborate with peers to process and produce academic language.
- Demonstrate learning by using language to communicate ideas.

The Nevada English Language Development (ELD) Standards framework is available to assist educators with planning instructional support for teaching and developing academic language in specific content areas. The framework illustrates connections between the K-12 ELD Standards

(https://drive.google.com/drive/folders/1_TeS1Vcw9c-twGhyfV6-b0bpLUI7YwYz?usp=sharing) and

the Nevada Academic Content Standards to support best practices for developing academic language through content. The framework provides examples in four content areas: English language arts, mathematics, science, and social studies. For each disciplinary practice, the ELD framework provides examples of instructional scaffolds and supports, content-specific academic language at each proficiency level, and differentiated assessment.

Some general considerations for distance education instructional planning include:

- Start lessons with familiar routines.
- Structure visual and oral instruction in chunks, with deliberate pauses between chunks, providing students time to stop, process, reflect, and respond to what is being heard or seen during instruction.
- Share rubrics that students can use to measure their own and peers' success in applying particular aspects of content and language during collaborative oral and written interactions.
- Provide students assignments that incorporate the daily use of oral and written language, whether in English or their home language.

- For elementary-grade students, send parents/guardians a list of ideas for language-related routines to put in place at home, such as a storytelling time (oral or written stories in English or their home language), song time, or a silent reading time, followed by a discussion of what the student found interesting or questions they have that emerged from the text.

Opportunities for Student Academic Discourse

When planning for instruction, educators should purposefully plan opportunities for ELLs to engage in academic discourse. Educators can leverage technology during distance education to promote student collaboration.

Some general considerations for ensuring opportunities for student discourse during distance education include:

- Use videoconferencing applications to engage students in online group discussions.
- Provide students access to shared online documents, such as Google Docs or Word Online, to complete assignments where they contribute to group writing and problem-solving activities by adding to or commenting on the text.
- Design tasks and activities that have students in small groups, discussing responses to content-related questions or prompts, using the breakout room function of the communications platform.
- Create tasks where students use virtual tools (e.g., Flipgrid, WhatsApp) to record themselves for group presentations, individually summarize a lesson, or demonstrate a process.
- Design collaborative tasks in which students work together online to write stories, story/book reviews, or dialogues for characters from stories they have read.

As an extension to daily instruction, ELLD will partner with schools to facilitate virtual language camps that focus on building students' social and academic language in the four language domains of listening, speaking, reading, and writing. Enrichment opportunities in each language domain are offered for ELLs to:

- Hear, process, and interpret spoken text (listening domain).
- Communicate ideas verbally (speaking domain).
- Interpret and understand written text (reading domain).
- Express thoughts and opinions through written communication for a variety of reasons and audiences (writing domain).

Differentiated Supports for ELLs

When planning for distance education instruction for students, educators should purposefully design lessons and activities considering the specific social and emotional, language, and academic needs of ELLs to avoid deepening education inequities and gaps in learning.

Some general considerations for distance education, ensuring differentiated supports, include:

- Provide targeted support for ELLs by extending learning in small group sessions or individual student conferences occurring over telephone discussions or online.
- Provide visual supports, such as adding captions or providing posters that call out keywords or phrases.
- Consider recording face-to-face or online learning sessions for ELLs to repeat the sessions for additional processing time. Ensure teachers follow synchronous lesson recording expectations.
- Create opportunities for students to process, discuss, and problem solve new content in whole group and small group settings.
- Add ClassroomCast feature to videos to allow subtitles and the option to select a language other than English.

ELLD is facilitating interactive ELL Google Classrooms: Instruction for Educators (https://drive.google.com/open?id=1L9m5yVxJZSfQwLs6tlsg_B45Uf7M-UbGbKc8aRsQb8) to provide the following:

- Ideas for daily activities to engage in reading, writing, speaking, and listening.
- Interactive coaching opportunities for educators for supporting ELLs.
- Resources and instructional recommendations to promote language development and differentiating support.

Compliance

Title III provides funding for supplemental services and instructional supports for ELLs. The English Language Learners Division will continue to work collaboratively with schools to guide how Title III funding can be leveraged to support distance education. Supports include:

- Language enrichment and acceleration programs for students.
- Professional learning and coaching.
- Instructional rounds.

Senate Bill 467 requires Zoom schools to provide Pre-Kindergarten programs, reading skills centers, professional learning, parent engagement, and extended instructional day for students.

During distance education, schools must continue to meet the requirements of Senate Bill 467.

Assembly Bill 219 requires the principals of public schools that demonstrate low achievement of ELLs to establish corrective action plans. Specifically, the law states that based on the most recent annual report of the statewide system of accountability for public schools, schools rated in the lowest 30 percent of achievement for ELs are to fulfill the corrective action plan requirement.

During distance education, schools must continue to meet the requirements of Assembly Bill 219.

Assessment and Student Data

MAP Growth

As prescribed in the *minimum requirements for distance education plans* established by the Nevada Department of Education, school districts must determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary. Therefore, MAP Growth will be administered remotely for Grades K-10.

Guidance on test administration protocols and resources can be found at <https://bit.ly/MAPremote>, a subset of the MAP Growth Implementation Manual (<http://bit.ly/CCSDMIM>).

Elementary Schools:

- Students in Grades K-5 will participate in the reading and mathematics assessments.
- Students will participate in the fall, winter, and spring test administrations.

Secondary Schools:

- Students in Grades 6-10 will participate in the reading and mathematics assessments.
- Students will participate in the corresponding assessment if they are actively enrolled in the course.

MAP Growth will be administered remotely for all students in Grades K-10 with proctoring support from parents/guardians in collaboration with the classroom teacher. Additional assistance will need to be provided for primary students. Guidance on test administration protocols can be found at <https://bit.ly/MAPremote>.

WIDA Screener

Administration of the WIDA Screener ensures the provision of language supports for ELLs. Schools are required to assess the English proficiency of students within 30 calendar days of initial enrollment, or 14 calendar days if enrolled during the school year, when parents/guardians identify another language, other than English, in the home on the Home Language Survey that is completed during initial registration. The Nevada Department of Education is supporting flexibility with this timeline, recognizing distance education provides unique challenges with meeting the established deadline.

Due to the nature of these assessments, remote administration is not an option. Students must come to the school for a face-to-face administration of the WIDA Screener or W-APT, while following social distancing protocols. Guidance on test administration protocols can be found in the WIDA Screener Implementation Manual (<http://bit.ly/CCSDSIM>). The Nevada Department of Education has approved a provisional screening process in the event students are unable to participate in an in-person screening assessment.

Civics Exam

All high schools must administer the civics exam as required by law. The District's guidelines can be found [at https://drive.google.com/file/d/1luqdQ5h1J2NUOTWcYLYdPBrm_by6rFP/view?usp=sharing](https://drive.google.com/file/d/1luqdQ5h1J2NUOTWcYLYdPBrm_by6rFP/view?usp=sharing).

College and Career Readiness

College Recruitment

The college recruitment process may be different for each college or university; however, Nevada's Phase 2 recruitment events for the University of Nevada, Las Vegas; the University of Nevada-Reno; Nevada State College; and the College of Southern Nevada will continue virtually by appointment with admissions representatives and some small-group guided tours. Students may contact the college or university admissions department to schedule individual virtual meetings with representatives.

UNLV is offering in-person campus tours in Las Vegas in small groups to maintain social distancing guidelines. UNLV maintains a calendar of digital events at <http://unlv.today/events>.

Advanced Placement Testing Plan

Advanced Placement testing is scheduled for May 2021. At this time, College Board is scheduled to offer traditional, face-to-face AP exam administration for the 2020–2021 school year. Please visit the 2021 AP Exam Schedule (<https://apcentral.collegeboard.org/courses/exam-dates-and-fees/2021-exam-dates>) to view the full exam schedule. Digital resources and online support will continue through AP Classroom throughout the school year.

ASVAB Testing

ASVAB requires each high school to identify students needing ASVAB testing in Fall 2020. ASVAB requests to limit testing groups to only “essential testers” (seniors on track for the College and Career Readiness diploma or students actively considering military enlistment). The point of contact for ASVAB

Career and Technical Education Assessments

Pilot testing is conducted for new or revised Career and Technical Education programs of study beginning December 2020, through January 2021. Selected schools with enrollments in selected programs will participate. All completer-level students must test in accordance with NAC 389 during an identified February-March testing window. Any student who tests and meets the minimum requirements for the Certificate of Skill Attainment (3.0 GPA) in their program may retest. The Nevada Department of Education developed contingency, online testing plans for participating students during the previous school closures and are ready to implement again, if needed.

Family Support for FAFSA Application

In collaboration with all Nevada System of Higher Education (NSHE) institutions, the District will provide virtual FAFSA nights in October 2020. These will be live, virtual meetings to cover *Financial Aid Essentials*. Each NSHE school will discuss scholarship and admission information, and students will be connected with experts available for one-on-one assistance. There are four events scheduled for October 2020. Confirmed details will be provided in the upcoming months.

Each high school may conduct their own virtual FAFSA workshops and events with families. Schools interested in hosting a virtual FAFSA event should contact a school counselor and directly work with the Guidance and Counseling Department.

Social and Emotional Learning Support for Students

As schools plan for distance education, behavioral health concerns are equally as important as academics and physical health. Schools are in a unique position to create a safe and supportive learning environment for all students. Students have had inconsistent academic and behavioral expectations for several months. It is important to remind staff during professional learning that a constant focus on relationship building with students must occur.

This framework requires that all schools utilize site-based teams and mental health professionals (i.e., school counselors, school social workers, safe school professionals, school psychologists, and school nurses) in the planning, development, and implementation of support during distance education.

Action #1

All schools will continue or develop a Multidisciplinary Leadership Team to infuse and implement social and emotional learning structures. This action may involve using an existing team, modifying an existing team(s), or the creation of a newly-formed team.

- Teams should include administration, school-based counselor(s), school social worker(s), licensed educator(s), and other staff members as standing members. Additionally, include the special education instructional facilitator, school psychologist, and school nurse as ancillary members and consultants to the team.
- Administration should facilitate, support, and monitor the following activities and responsibilities:
 - Identify members;
 - Determine resources needed to support SEL;
 - Develop daily and weekly plans;
 - Create a communication plan;
 - Identify available resources; and
 - Continue to monitor student and staff needs and adjust accordingly.

Action #2

The following recommendations may assist with relationship building and recognizing trauma with students during distance education:

- Focus on positive and effective interactions within MTSS.
- Follow the MTSS framework when assessing students' social-emotional well-being and identify needs for additional support.
 - Implement Tier I – Evidence-based, high-quality SEL teaching and prevention.
 - Implement Tier II – Interventions to provide supports for students who show signs of mental health concerns, including trauma.
 - Implement Tier III – supports and interventions to provide targeted intervention for identified students.
- View behaviors through a trauma-informed lens and as potential signs of deficits in regulatory skills potentially emerge; provide a prolonged adjustment period.
- Implement culturally responsive practices using an asset-based lens.
- Adults working with students should develop ways to empower students and provide unconditional positive support to build trust. Take the extra time necessary for building relationships during distance education.
- Continue, develop, and/or expand restorative practices.
- Recognize the potential for higher rates of *adverse childhood experiences (ACES)* (<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>) and/or stressors during school closures, and underreporting of those stressors, that may put students at higher risk of trauma.

Action #3

Many families and students may remain overwhelmed with the intense emotions they have experienced. Some may be unable to manage these emotions effectively, and students' attendance and course progression may potentially be affected. Schools will provide the necessary supports for families and students with the implementation of wellness checks.

- Schools will identify a Wellness Check Team consisting of an administrator, licensed educator, and registrar/clerk. Other members of the team may consist of an administrative assistant, office manager, school-based counselor(s), school social worker(s), and/or safe school professional.
- Licensed educators will make student contact on a daily basis, but a wellness team intervention may be required when gaps in attendance occur.
- Educators can offer families community resources and assist families with problem-solving why students have not been attending or progressing in school. The educator can use the information gathered to identify students who might need additional assistance from an administrator, school counselor(s), school social worker(s), or safe school professional and communicate this information to their supervisor or by submitting a referral using the Specialized Instructional Support Personnel Referral in Infinite Campus.
- *Wellness Check Guidelines*
<https://docs.google.com/document/d/1MFKQ85tWBm1dKXQMoAlK69N8VKDxXiXcdxjSox41l18/edit?usp=sharing>

Health and Wellness

Medical Impact of COVID-19 on Student and Employee Health and Wellness

The risk of spreading COVID-19 increases as students and staff members have close contact or prolonged interactions with increasing numbers of people. COVID-19 is mostly spread person-to-person by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread when inhaled or spread to hands from a contaminated surface and then making hand contact with the eyes; nose; or mouth, causing infection.



When interacting with students who are not suspected or confirmed to have COVID-19, the Centers for Disease Control (CDC) recommends following everyday prevention actions. Therefore, personal prevention practices such as social distancing; handwashing; hand sanitizing; not touching eyes, nose, or mouth; wearing cloth face coverings; staying home when sick; and environmental practices, such as frequent cleaning and disinfection of frequently touched surfaces, are important principles that are covered in this guide.

Requirements Related to Health and Wellness

To lower the risk of infection transmission, schools must promote healthy behaviors that reduce the spread of illness. More details on many of these requirements follow this list.

1. **Educate students, staff, and visitors** about health promotion and illness prevention practices.
2. Provide a **clean, safe, and healthy educational environment** for students, staff, and visitors.
3. Exhibit and enforce **social distancing** measures.
4. Inform and enforce **handwashing** and **hand sanitizing** protocols.
5. Wear and require **cloth face coverings**.
6. Implement **Procedure for Visitor or Employee Entry on a School Campus or District Facility Property**.
7. Collaborate with district administration and health officials as needed for contact tracing a **COVID-19 Exposure or Case Positive Student or Employee**.

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (about 2 arms’ length) from other people.
- Do not gather in large groups and avoid close contact with other people (close contact is being within 6 feet of another person for 15 minutes or longer).
- Stay out of crowded places and avoid mass gatherings.
- Use distance learning methods for general assemblies, special events, and other activities that would avoid large gatherings of 50 or more students.

Social Distancing: Keep a Safe Distance to Slow the Spread

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

Handwashing and the use of alcohol-based hand sanitizers helps to prevent infections and reduce the number of viable pathogens on the hands. Access to handwashing supplies is essential. These supplies include soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.

Handwashing is the single most effective infection control intervention (CDC).

Hand hygiene is performed by washing hands with soap and water for at least 20 seconds or using hand sanitizer with 60-95 percent alcohol content until the product dries. If hands are visibly soiled, use soap and water.

Staff members should perform hand hygiene frequently including, but not limited to:

- Before and after site check-in procedures.
- Before and after contact with any student.
- Contact with potentially infectious material.
- Before putting on and after removing Personal Protective Equipment (PPE), including gloves, to remove any pathogens that might have been transferred to bare hands during the removal process.

When and How to Wash Hands <https://www.cdc.gov/handwashing/when-how-handwashing.html>

Handwashing videos <https://www.cdc.gov/handwashing/videos.html>



While **cloth face coverings** are not considered PPE, they are useful to prevent the spread of disease. Face coverings may be challenging for students (especially younger students) to wear in all-day settings, such as school. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical PPE. Cloth face coverings should be washed daily in a washing machine.

- Face coverings must be worn by staff and visitors.
- Individuals should be frequently reminded not to touch the face (eyes, nose, or mouth) at any time, including while wearing a cloth face covering and to wash their hands frequently.
- Information should be provided to staff on proper use, removal, and washing of cloth face coverings. Note: Cloth face coverings should not be placed on:
 - Children younger than 2 years old.
 - Anyone who has trouble breathing, is unconscious, is incapacitated, or has a disability that prevents them from wearing a cloth face covering or otherwise unable to remove the cloth face covering without assistance.
 - Students unable to wear a face mask due to medical concerns not addressed in the exemption portion of the Nevada Medical Advisory Guidance, will require a note from the Licensed Health Care Provider.

Procedure for Visitor or Employee Entry on a School Campus or District Facility Property

As part of Phase 2 Guidance, visitors are required to complete the Visitor Questionnaire and Acknowledgement (linked below).

- Visitors and employees must wear cloth face coverings upon entry to school buildings unless they have been granted an accommodation.
- Social distancing of 6 feet or more should be observed.
- Encourage routine handwashing or hand sanitizing. For example, before and after check-in procedures, between classes or activities, or when visitors are able to work with children or supplies.

For Visitors:

- Limit visitors to individuals who are essential to school or District activities.
- Visitors must be screened using a symptom self-check form.
- Provide a visible visitor badge or sticker to indicate proof of screening.
- Visitors must sign a form attesting to being symptom-free for the past 14 days and not have recently been exposed to anyone known to have tested positive for COVID-19.

Visitor Questionnaire and Acknowledgement document (English)

<https://drive.google.com/file/d/1jrn8XlgeRpMC8QCKQM9oaUby0u31jCcJ/view?usp=sharing>

Spanish Version

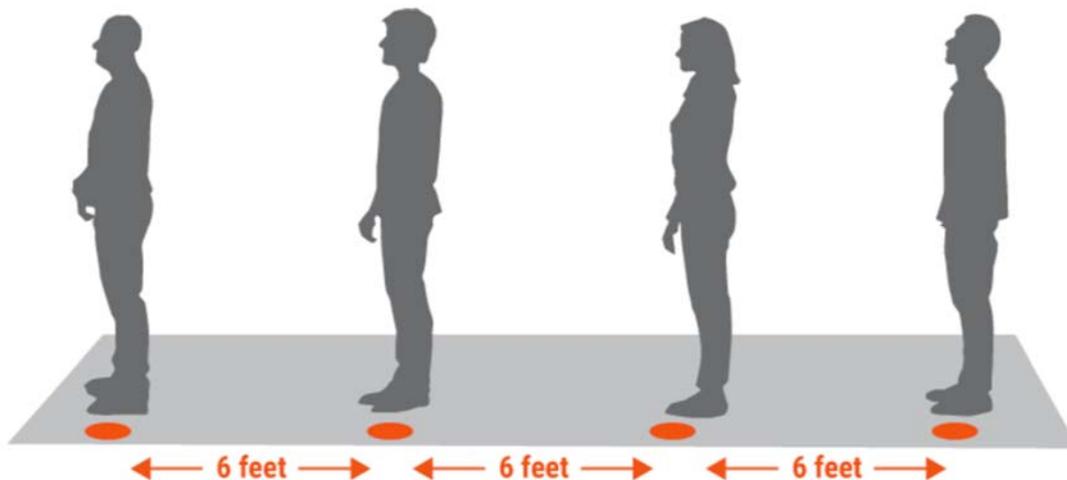
https://drive.google.com/file/d/1IytN4QW8Ijp0qTZ6Rf_LL5-SEVhYMt5k/view?usp=sharing

For Employees:

- Employees should complete the Risk Management Sign-in Log upon entry.
- An electronic version of this form may be utilized when it becomes available.
- Encourage routine handwashing or hand sanitizing; for example, before and after check-in procedures, and between classes or activities.

The Risk Management Log is recommended for visitors and staff accessing CCSD school campuses or district facilities during Phase 2:

<https://drive.google.com/file/d/1obts9dp8STEpQMizT4UrXRi4q7eZPtnq/view?usp=sharing>

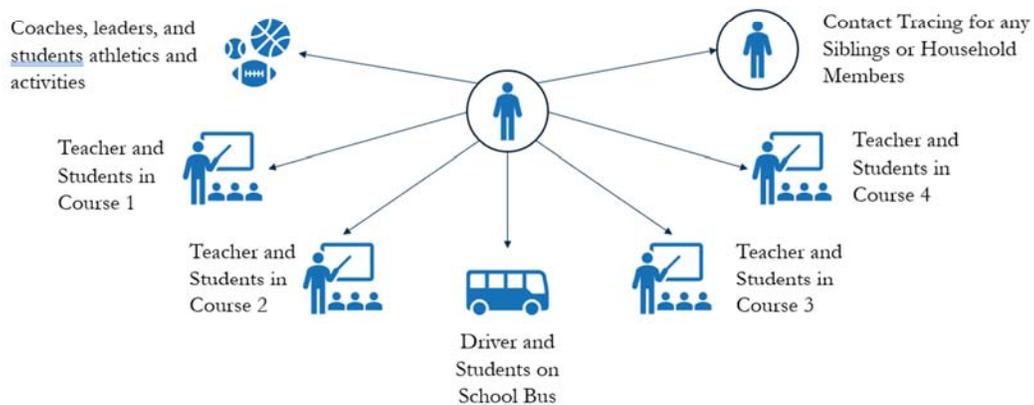


Contact Tracing of a COVID-19 Exposure or Case Positive Student or Employee

Schools play a critical role in contact tracing. Contact tracing, a core disease control measure employed by local and state health department personnel for decades, is a key strategy for preventing further spread of COVID-19 (CDC, 2020). SNHD works closely with CCSD Health Services to prevent the spread of disease in schools and monitor any outbreaks or community spread.

- Contact tracing is part of the process of supporting patients with suspected or confirmed infection. <https://www.cdc.gov/coronavirus/2019-ncov/php/principles-contact-tracing.html>
- In contact tracing, SNHD staff work with families or staff members to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious. Site administrators may be asked to assist with providing this information as well.
- SNHD staff will notify exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible.
- Contacts are only informed that they may have been exposed to a patient with the infection, they are not told the identity of the patient who may have exposed them (due to privacy laws).
- Contacts are provided with education, information, and support to understand their risk, what they should do to separate themselves from others who are not exposed, monitor themselves for illness, and the possibility that they could spread the infection to others even if they themselves do not feel ill.

CONTACT TRACING



Employee COVID-19 Exposure Guidelines

This guidance is provided to communicate consistent processes and procedures for employees diagnosed or exposed to COVID-19, as well as determine when an employee is eligible to return to work.

Determining When Employees Need to Remain at Home

Employees must remain home and contact their immediate supervisor if **any** of the following are true:

- The employee has been in **close contact** (*within 6 feet for 15 minutes or longer*) with a person known to have COVID-19.
- The employee has been **caring for a household member** with COVID-19.
- The employee has a **fever of 100.4 F or higher**.
- The employee has COVID-19 **symptoms or has received a positive COVID-19 lab test result**. Common symptoms include: fever, chills, shortness of breath/difficulty breathing, muscle pain, headache, sore throat, new cough, or new loss of taste or smell.

Employees who do not meet any of the above criteria are to remain at work and monitor health or utilize leave. Employees who are concerned are encouraged to contact their licensed health care provider.

Supervisors may not require that an employee miss work and take leave for any criteria related to COVID-19 other than the criteria listed above.

Gathering Information and Tracking Exposure

If an employee remains home due to the criteria above, the following CONFIDENTIAL information must be provided to the supervisor.

| | | | |
|---|--|---|--------------------------------------|
| Full name of employee (including middle name) | Date of suspected or confirmed COVID-19 exposure | List of illness signs and symptoms, if applicable | Date of COVID-19 test, if applicable |
| Date of birth | Date signs and symptoms started, if applicable | Name of licensed healthcare provider (optional) | Location of COVID-19 test (optional) |

The supervisor will enter the information into the CCSD Employee COVID-19 Illness Tracking database at <https://bit.ly/39eRhTM> and may not disclose this information to any other person. This information is submitted electronically to the Risk Management Department and shared with the Health Services Department.

Additionally, the supervisor will notify the Region Superintendent via email and the Communications Department via communications@nv.ccsd.net or 702-799-5304 of a possible COVID-19 Exposure or case positive. The supervisor will collaborate with the Region Superintendent and the CCSD Communications Department to disseminate information to the school community.

Note: Employers shall not require a COVID-19 test result or a healthcare provider's note for employees who are sick to validate their illness, qualify for sick leave, or to return to work. However, if an employee wishes to provide a document or email from the SNHD approving the employee to return to work, that is acceptable.

Verification and Contact Tracing

The Health Services Department will work with the SNHD to verify exposure. If exposure to other employees is possible, the supervisor will provide a list of prolonged contacts (*persons within 6 feet for 15 minutes or longer*).

Teleworking or Leave

If the employee has been in **close contact** (*within 6 feet for 15 minutes or longer*) with a person known to have COVID-19

- Employee will **remain at home in self-quarantine** or **seek medical attention**, if necessary.
 - Supervisor will encourage the employee to **contact their licensed health care provider** for guidance.

- **Supervisor may authorize the employee to work from home** if the employee is asymptomatic (no symptoms) or symptomatic but able to work from home.

- If symptomatic, and unable to work from home, the **employee may request COVID-19 Emergency Paid Sick Leave at 100 percent rate of pay.**
 - The administrator may enter this leave type on the employee’s behalf using the COVID-19 Time/Attendance Guide at <https://bit.ly/3jscGxC>.
 - If the employee needs additional time, the employee may request sick leave in HCM.
 - If the employee does not have sick leave or exhausts available sick leave, the employee may contact the Family Medical Leave Act (FMLA) Office at 702-799-5418.

If the employee has been **caring for a household member** with COVID-19

- Employee will **remain at home in self-quarantine.**

- **Supervisor may authorize the employee to work from home**, depending upon job duties.

- If unable to work from home, the **employee may request COVID-19 Emergency Paid Sick Leave at two-thirds rate of pay** for a COVID-19 qualifying event involving caring for a family member/individual.
 - The employee may supplement their pay with available leave.
 - The administrator may enter this leave type on the employee’s behalf using the COVID-19 Time/Attendance Guide at <https://bit.ly/3jscGxC>.
 - If the employee needs additional time, the employee may request sick leave in HCM.
 - If the employee does not have sick leave or exhausts available sick leave, the employee may contact the FMLA Office.

If the employee has COVID-19 **symptoms or has received a positive COVID-19 lab test result**

- Employee will **remain at home in self-quarantine** or **seek medical attention**, if necessary.
 - Supervisor will encourage the employee to **contact their licensed health care provider** for guidance.

- **Supervisor may authorize the employee to work from home** if the employee is asymptomatic (no symptoms) or symptomatic but able to work from home.

- If symptomatic and unable to work from home, the **employee may request COVID-19 Emergency Paid Sick Leave at 100 percent rate of pay.**
 - The administrator may enter this leave type on the employee’s behalf using the COVID-19 Time/Attendance Guide at <https://bit.ly/3jscGxC>.
 - If the employee needs additional time, the employee may request sick leave in HCM.
 - If the employee does not have sick leave or exhausts available sick leave, the employee may contact the FMLA Office.

Determining When an Employee May Return to Work

A questionnaire to assist supervisors in determining when an employee can return to work is available at <https://bit.ly/39eaQf8>. The supervising administrator is responsible for completing the form and submitting this questionnaire electronically to Risk Management.

Symptomatic employees may return to work after:

- No fever over 100.4 degrees for 24 hours
- AND
- Improvement in symptoms AND
- Is beyond ten (10) full calendar days since onset of symptoms

Employees caring for household member with a positive test or close contact exposure to someone with COVID-19 may return to work after:

- Fourteen days since last close contact AND
- If the employee does not develop symptoms

Employees with positive COVID-19 lab results may return to work after:

- No fever over 100.4 degrees and symptom free at least 24 hours AND
- Is beyond ten full calendar days since onset of symptoms AND
- No respiratory symptoms (cough, shortness of breath) OR
- Two Negative COVID-19 lab tests at least 24 hours apart (if voluntarily provided by employee)



Facilities

As issues arise in school buildings, work with the school's assigned Operations Manager to evaluate the situation and take action to resolve the issue. While the Operations Manager is the first point of contact, please contact the Facilities Services Unit (FSU) with any issues that are not resolved in a timely manner.

Sanitation and Cleaning for Staff Equipment Sharing

The Head Custodian/Building Manager will disinfect all staff equipment, including but not limited to, front office phones, front office computers, copy machines, refrigerators, microwaves, coffee makers, all staff workroom equipment, twice daily. The Head Custodian/Building Manager will assign the tasks for the custodial night crew, using the daily service record (DSR), with disinfecting procedures for all, including but not limited to, classroom computer keyboards and mice, phones, printers, copy machines, door handles, light switches, tables, countertops, handles, sinks, and drinking fountains inside the classrooms. Custodial staff will have all supplies necessary for these cleaning efforts.

Daily Custodial Facilities Cleaning

In an effort to maintain a safe and clean learning environment, under the direction of Head Custodians/Building Managers, custodial personnel shall perform the following disinfectant light duty activities in common areas throughout the facility daily.

All custodial procedural documents can be found on the **Operations Custodial Drive** in the Google Shared Drive. <https://sites.google.com/nv.ccsd.net/operationscustodial>

Confirmed positive COVID-19 Custodial Facilities Cleaning:

In the case of a SNHD-confirmed a positive COVID-19 event directly affecting a school, Risk Management will be notified by SNHD, and the FSU will initiate a disinfectant cleaning protocol for that campus in compliance with CDC recommendations as enumerated on the following website:

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

School Lobbies

- School lobbies should remove all guest seating and should have guests wait in a single file line with 6'-0" between each individual.
- Guests who cannot fit within the space should wait outside of the building following the same 6'-0" separation between individuals.
- Schools should apply tape to the floor approximately 3'-0" - 4'-0" in front of the reception counter in order to identify a safe distance for the public to stand when approaching the front office staff.

School Offices

- School offices should be adjusted to allow for 6'-0" of separation between desks in all areas.
- Individual offices should remove guest seating unless large enough to allow for social distancing.

Restrooms

- The number of occupants in a restroom should be limited to the number of stalls in any given restroom. For restrooms with multiple urinals, every other urinal should be used to allow for proper social distancing.
- Signs should be hung in each restroom showing the proper method for washing hands.

Facility Use Agreements

Third parties will not be allowed to use school facilities. This will be reevaluated in subsequent reopening phases.

Purchasing

Purchasing will process shopping carts; however, there may be delays in purchase order fulfillment due to disrupted supply chains for several commodities and high demand in general nationwide as school districts reopen.

Personal protective equipment, including cloth face masks and hand sanitizer, has been centrally purchased. Purchasing will continue to make bulk purchases as available and distribute to schools. Schools may also purchase PPE as needed within formal bid and Board approval limits; however, schools should first check with the Purchasing Department for current and impending availability of centrally purchased items.

Access to Technology

Family Readiness – School Survey Data

The CCSD Parent Reopening Our Schools survey data for schools has been validated and compiled. All currently enrolled students are represented in the data, including those who did not complete a survey. Schools can sort by Student ID to identify students without responses (“NA” in response columns).

This data will assist principals in the work to identify access to devices and access to the Internet for every student at the school.

Options to access the survey data:

1. “Drive folder” from the menu on the left side of the FocusED dashboard
2. Google Drive (Go to *Shared with Me*, then in the search bar type “AARSI share” to find a folder named using the “[school number]-[school name]-AARSI share” naming convention.)

School Technology Readiness

SBTs will follow the SBT *Start of School Readiness Checklist*

(https://docs.google.com/document/d/1noPc_0veU0vV9iDnngR02t7E6zISU14Sq2Rc27YoUz0/edit?usp=sharing) to prioritize the activities required to ensure the school’s technology is ready for the beginning of the school year.

The User Support Services Department has developed a *Distance Education Classroom Equipment Guide* (<https://docs.google.com/document/d/1SWWTZBIEfZvPBC0WP4rVLmFCyCjPDu-0q7VaV6o56ns/edit?usp=sharing>), which defines examples of possible classroom equipment configurations in order to allow teachers to conduct distance education.

Detailed information regarding collection and deployment may be located in the 1:1 Device Deployment/Collection folder

(<https://drive.google.com/drive/folders/1BJ7VFwogQnRc48THkGavhCYsOpOExwIG?usp=sharing>).

Documents in this folder include:

- Parent/Student Packet
- Deployment and Collection Information
- Destiny Instructions

Device Inventory and Distribution to Schools

Please review the information and the current inventory of devices, and complete the Device Inventory Confirmation Form at <https://forms.gle/zMbckCBj9hbi4rGm6>. This will provide us with invaluable information to assist with reaching the goal of providing every student with the equipment needed to thrive in the distance education environment. Schools will not be able to receive devices unless a form is completed by the principal.

School Technology Inventory

Schools will determine how to offset gaps in device inventories due to damage/loss, growth of student population, students transferring to other schools, or students matriculating from Grades 5 to 6 or Grades 8 to 9. This will be accomplished in several ways:

- Devices are returned to the original location from which they were deployed.
- Devices are moved/transferred from the inventory of school A to school B, as long as the funding source matches the destination (e.g., Title I devices can only move to Title I schools, Zoom devices can only move to Zoom schools, etc.).

- Replacement parts are purchased for out-of-warranty devices.
- Additional devices are purchased.

Schools will prepare devices for distribution, including ensuring that devices are enrolled in the Google domain, labeled with a Destiny asset tag, catalogued in Destiny for student checkout, and inventoried in SAP.

If schools do not have licenses for Destiny, contact the User Support Services Department for assistance to determine the best method for tracking devices.

Collection

Devices will not be collected from students who received a device from the Spring 2020 deployment and are remaining at the same school for the upcoming school year. Schools will extend the due date of the devices in the Destiny system for these students.

- Transferring students:
 - Students should return the devices to the schools from which they were received. Schools may choose to coordinate centralized collections for neighborhood schools.
 - In cases where it is not convenient or possible for a student to return the device to the previous school, schools can collect devices that were issued by other schools and issue replacement devices from the school inventory.

NOTE: Schools should ensure devices are returned to other schools as quickly as possible to reduce delays in the deployment processes.

- Schools can request a courier pickup through the User Support Services Department Help Desk to transport large quantities of devices from one location to another.
- 1:1 schools should ask students to return devices to the school from which they were received, particularly in the circumstance that the students are moving from Grades 5 to 6 or Grades 8 to 9.

Deployment

Schools will follow the *Checklist for Deployment* (<https://docs.google.com/document/d/1ovijhfUJbgcF2k-vhsUl-gtHt7sXUOAJcriEXCocsGs/edit>), to assign devices to students who do not have a device.

- Schools can obtain guidance on using Destiny Textbook Manager to upload, check out, and track Chromebooks, as well as information on ordering school asset tags from Follett using the *Chromebook Deployment with Destiny Guidance Document* (<https://drive.google.com/file/d/1nvYrVr-tZjDSg1as9P-ZdOTv9ZkLFujf/view?usp=sharing>)
 - **Schools will deploy their current inventory to all students who express a need by August 24, 2020.**

Devices should not be distributed to students who do not have an approved Acceptable Use Policy on file in Infinite Campus.

Sharing of Devices Between Schools

As part of the districtwide device distribution, the User Support Services Department will email school principals with the number of devices currently enrolled at their school in the G Suite domain to confirm devices needed in a *Device Inventory Confirmation Form* (<https://forms.gle/zMbckCBj9hbi4rGm6>).

- Schools should report any excess devices in the form in order to distribute devices to schools that do not have sufficient inventory.
- Schools that have limited on-site inventory, and will not receive sufficient devices from the central allotment in time for the start of school as outlined in the *Rollout Priority For New Chromebook Purchases* section in this plan, should complete the form to request additional devices.

The User Support Services Department will coordinate with schools to move devices. This includes:

- Confirming funding sources.
- Transferring the devices in GSuite and in SAP inventory to the appropriate school.
- Transporting large quantities of devices from one school to another.

Questions regarding new Chromebook deployment can be directed to Jennifer Andricopulos, Director, User Support Services Department at andrijn@nv.ccsd.net or by calling 702-799-6330 x 6201.

iPads for Pre-K and Students Served in Self-Contained Programs

Pre-K students and students in Life Skills (LIF), Functional Life Skills (FLS), and Autism self-contained programs will be issued iPads for distance education. Schools will utilize their current iPad inventory, ensuring devices are placed in a ruggedized cover.

- If any Pre-K students or students served in self-contained LIF, FLS, or Autism programs were issued Chromebooks, these should be exchanged for iPads.
- Procedures for configuring iPads for students will be distributed to SBTs and will be forthcoming. SBTs should contact the User Support Services Department for any questions related to iPad configuration.
- There is no current GoGuardian filtering solution for iPads. Schools should ensure that Parental Controls are set on the device and parents/guardians are made aware that they need to monitor their child(ren)'s activity.
- Schools with excess iPads may be asked to provide devices to schools in need.

Logistics

Schools should only swap non-functioning/critically damaged devices at the beginning of the year to ensure there are adequate devices in the inventory for start-of-school deployment. After all critical needs have been met, schools can begin swapping devices for less critical repairs.

- For damaged devices, schools can submit a ticket, either through the User Support Services Department Help Desk or directly into the CA Service Desk ticket tracking system with the make, model, serial number, location, and description of the issue. Once submitted, the devices will be evaluated for warranty coverage. Schools should not "stockpile" broken devices to ensure they can be fixed and returned to school inventory as soon as possible.
- For devices that are out of warranty, parts will be procured by the school and the device will be repaired by the User Support Services Department, as economically feasible and as resources permit.

Lost/Stolen Devices

TISS and Police Services have developed protocols for the identification and tracking of CCSD mobile devices. Schools determine whether devices are lost or stolen, and identify the serial numbers

associated with the assigned student numbers. A police report should be filed by the school and a claim submitted to Risk Management for stolen devices. Depending on the situation, a device can be placed into theft/recovery mode or disabled for use.

Fees/Fines

Fees or fines may be assessed for a lost, stolen, or damaged device, and assigned in the student's Destiny record in accordance with the *Mobile Device Agreement*

(https://drive.google.com/file/d/1qSB_uLhsbqvJhZdZRU-ifdxtufj-dhm1/view?usp=sharing) and *Mobile Device Cost Table*

(https://docs.google.com/document/d/1ymOcnySguZx6gCgx72WbIYy5oJkYvsOsUx_qjmGljCE/edit?usp=sharing).

- Fees/fines will be consistent across the District.
- Schools should not be collecting a technology fee per student to cover incidental expenses/loss, as this was not communicated to parents/guardians during the Spring 2020 deployment and current distance education requires a device.
- Schools may charge a replacement fee for stolen devices as per the *Mobile Device Cost Table*. This fee is equivalent to what the cost would be for parents/guardians to acquire an insurance policy and pay a deductible. A police report is required in the case of a stolen device. These procedures help to discourage fraudulent claims. Schools may choose to waive the charge for extenuating circumstances.

GoGuardian

In order to support distance education needs, CCSD requires a content filtering, management, theft recovery, and remote teaching/proctoring solution to manage the distance education environment. The District will continue the usage of GoGuardian districtwide for the 2020-2021 school year, and this will be provided centrally.

The GoGuardian Suite provides a Children's Internet Protection Act (CIPA) compliant content filtering application, which will block students from accessing dangerous or inappropriate websites when they are logged into a Chromebook or Chrome browser on Windows or Mac operating systems. In addition, GoGuardian provides theft recovery and monitoring to help to track and prevent the loss of devices.

For more information on GoGuardian, including how to monitor and help resources, visit the *GoGuardian Filtering Application Guide* (<https://docs.google.com/document/d/16OGtqeD7M-q5kcBGdaWGURmTw6liq9LT854Jdstyrc8/edit?usp=sharing>).

Acceptable Use Policy (AUP) and Account Access

Students are not eligible to receive a device without an approved Acceptable Use Policy (AUP) on file in Infinite Campus.

Student Active Directory (AD) and Google G-Suite for Education (Google) accounts are automatically enabled and disabled based on the status of their AUP in Infinite Campus. Students are required to have parent/guardian permission each school year to access District network resources.

Starting one week before school starts, students may log in using their AD and Google accounts. A daily process will enable and disable student accounts as follows:

- Students with an AUP marked as "Yes" are enabled.
- Students with an AUP marked as "No" are not enabled, and if found to be enabled, will be disabled.

- Before Monday, October 12, 2020, students lacking an AUP for the current school year, but having an AUP recorded for the previous school year, and that AUP was marked as “Yes”, are enabled.

On Monday, October 12, 2020, any student without an AUP marked as “Yes” for the current school year may be disabled.

AUP Error Check Report

Beginning, Monday, August 17, 2020, an AUP Error Check report will be sent to each school site Registrar, Elementary School Clerk, or anyone in the Online Registration (OLR) Backup user group (requested by the Principal). This report will identify students at each school who do not have an AUP status in Infinite Campus. If the AUP error has not been cleared by the Registrar after 14 days, the Principal will receive the error on their Error Check report.

Student Password Reset

TISS will not perform the annual student password reset process. Student passwords will also not expire in August 2020. SBTs may request a password reset for all students at their schools by submitting a Service Desk ticket.

Students may still utilize the self-service password reset tool on <https://myaccount.ccsd.net>. Additional validation questions have been implemented to increase security. Students can continue to have passwords reset at the school by the SBT.

Additional student resources are available at <https://stutech.ccsd.net>.

Athletics and Activities

The Clark County School District is suspending NIAA sanctioned sports for all of its member schools effective Wednesday, July 22, 2020, until further notice. Enacting a distance education model for the start of the 2020-2021 school year suspends face-to-face instruction and effectively suspends activities at schools, including NIAA sanctioned sports.

During the suspension, CCSD schools are not to compete in games or contests. Schools are not to conduct practices in NIAA sanctioned sports at any location. Schools are not to allow students or coaches to use the school's athletic facilities for practices, intramurals, games, or contests in any NIAA sanctioned sport regardless of the affiliation (club or otherwise) of the group seeking to use the facilities.

Additional information will be sent to schools, as it becomes available.

Clubs and Activities

All clubs and activities must be conducted virtually.

Student Engagement Activities

Specific activities that are not permissible include parades and face-to-face student engagement activities.

Professional Learning for Educators and Training for Parents/Guardians

| S | M | T | W | TH | F | S |
|---------|----|----|-------|----|----|----|
| July 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| July 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| July 29 | 30 | 31 | Aug 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

PROFESSIONAL LEARNING PLAN CALENDAR

July 1 12-month employees begin
July 22 11-month employees begin
July 29 10-month employees and new licensed employees begin

Beginning July 22 Administrators professional learning

August 5 Site-specific opening plan
August 6 Teacher classroom preparation day
August 7 Site-specific professional learning

August 10-20 Professional learning modules and breakout sessions by department/grade level/PLC

August 21 Site-specific professional learning

August 24 Classes begin

Reopening Our Schools Professional Learning Overview

The calendar for staff and students for the 2020-2021 school year was revised to allow for intensive professional learning before students engage in distance education.

Guidance for professional learning for administrators and school employees is available at <https://bit.ly/2WMCIBS>.

Parent/Guardian Training for Distance Education

- FACES, in collaboration with District and community partners, will provide academic and social-emotional parent/guardian modules through the University of Family Learning (UFL) Online. Additional resources include:
 - Parent videos on FACES website (<https://bit.ly/facesuflonline>)
 - Timelines for upcoming videos (<https://docs.google.com/spreadsheets/d/1mgPVeA1Q0KTe4XE8TY8cbjKXT8EYaWmZlMgjLlk55Bw/edit?usp=sharing>)
 - Distance education support for families (<https://drive.google.com/file/d/1nnp2RHt3B3yGihZxy9fFkSmp2g3UHfn/view?usp=sharing>)
 - English Language Learners Division parent engagement resources (https://drive.google.com/file/d/1wM0z_coeFMehA8IGAdXal2jPFcNdC0y/view?usp=sharing)
- The *Distance Education Support for Families* series will be made available through scheduled live/interactive sessions and pre-recorded content/videos available any time on the FACES Website (<https://bit.ly/facesuflonline>).
- If you have any suggestions for future modules, please email faces@nv.ccsd.net.

Navigating Learning from Home Parent/Guardian Workshop

Parent/Guardian workshops and online videos are available to assist families with navigating support and services available.

- Videos are available in both English and Spanish on CCSD Learns: English Language Learner Division (<http://ccsdlearns.ccsd.net/english-language-learners/>) and on FACES website. (<https://bit.ly/facesuflonline>).
- The English Language Learner Division will continue to offer virtual sessions in the fall.
- Professional learning aligned to these documents will occur on July 28 and 29, 2020. Teacher professional learning will take place during the reopening professional learning. More information about professional learning can be found at https://docs.google.com/document/d/13PMQ5Lb6WT9AOTz36cPM6vJWlpPUSUNNJ_ZPBfzwUTk/edit?usp=sharing.

Human Resources

The Human Resources Unit supports staffing, compensation, compliance, and working conditions processes. Ultimately, the first priority is to support the safety, health, and well-being of our students and staff.

Equal Employment Opportunity Commission Technical Assistance Questions and Answers

What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws
https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Staff and Student Calendars

School calendars for staff and students have been updated to reflect the changes to professional development days and the adjusted student start date. Staff and student calendars for 2020-2021 are located at <https://www.ccsd.net/district/calendar/>.

Substitute Procedures

School sites are responsible for providing lesson plans for substitutes. Please ensure that any procedures and expectations, required as part of the school's distance education plan, are clearly articulated. Substitutes are expected to contact sites directly for any additional details regarding assigned jobs.

Long-term and vacancy substitutes will continue to receive the appropriate provisions to Infinite Campus of all assignments (virtual or face-to-face).

When accepting distance education assignments, substitutes will adhere to the following guidelines:

- All jobs require access to a telephone to make contact with students throughout the day. Block the phone number when calling the students and follow the below expectations.
 - Be welcoming, upbeat, friendly, and encouraging.
 - Review and adhere to Regulation 4100: Relationships, Interactions, and Communications Between District Employees or Representatives/Volunteers and Students: https://www.ccsd.net/district/policies-regulations/pdf/4100_P.pdf
- If the student asks about assignments from their teacher, try to assist the student. If you are unable to provide assistance, refer them to their teacher for support.
- If the student wants to discuss topics other than educational related topics, gently remind them that the purpose of the call is for assistance with school work.
- If the student exhibits or expresses any personal mental health concern, e.g., suicidal ideation, you must:
 - Take the concern seriously;
 - Ask to speak to the parent/guardian to pass on the concern;
 - Contact School Police at 702-799-5411; and
 - Document all communication regarding the concern.
- Options available for mobilizing support to support the student and family include:
 - SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting
 - CCSD Police: 702-799-5411
 - Mobile Crisis Response Team: 702-486-7865

Nevada Educator Performance Framework (NEPF) Teacher and Administrator Evaluation

Teacher and administrator NEPF evaluation expectations and timelines are anticipated to remain the same for the 2020-2021 school year per NRS 391.685 and 391.705. The anticipated end dates for the three observation cycles will be communicated to principals by August 10, 2020. The due date of the

final evaluation and the procedures for submitting final evaluations will be communicated in January 2021.

Student Teacher, Practicum Student, and Observation Student Placements

Principals should continue to work with colleges and universities in the placement of student teachers, practicum students, and observation students.

These students are able to work in distance education, and university supervisors will be collaborating with mentor teachers to ensure these students are successful.

If you have questions or need assistance, please contact the HR ALTA and Preservice Placements Office at 702-799-6120.

Not Permitted to Ask Employees for Medical Information or Medical History

The following sections are applicable to employees whose positions cannot be completed from home.

Supervisors are **NOT** permitted to ask employees for medical information or medical history. In the event an employee whose position cannot be completed from home indicates that they may be unable to report to work or are requesting to work from home, make the following statement:

"If you are requesting to work from home or feel you are unable to report to work because you are pregnant or because you may have a medical condition or disability, you need to contact the Diversity and Affirmative Action Office at 702-799-5087. You do not need to disclose to me what your medical condition/disability is, but you may have to provide more detailed information about the reason for your request to that office."

If the employee discloses that they are unable to return to work for another reason, the checklist below will assist you in providing information to the employee on their available options and points of contact for further assistance.

COVID-19 Accommodations and Leave Options: Administrator Checklist

Has the employee disclosed that they have or a family member has been exposed to COVID-19, that they are showing symptoms of COVID-19, or have received a positive test result for COVID-19?

- See page 18 of the implementation guide for administrator workflow regarding self-quarantine and return to work requirements.
- Employee leave options are as follows in this order:
 - Utilize Emergency Paid Sick Leave (up to 10 days)
 - **This option expires on December 31, 2020**
 - Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District Regulation.
 - For support professionals, utilize leave donated under the ESEA COVID MOA.
 - Utilize leave from Association Sick Leave Pools with appropriate Association Approvals.
 - Be granted short-term necessity leave per Regulation 4355.
 - Apply for and be granted a Leave of Absence (LOA).

Did the employee disclose that they are pregnant or that they have a medical condition that makes them vulnerable to COVID-19?

- Refer the employee to the Diversity and Affirmative Action Office.
- If accommodations are unacceptable or denied, provide the following leave options in this order:
 - Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District Regulation.
 - Be granted short-term necessity leave per Regulation 4355.

- Apply for a Leave of Absence (LOA).
- Work.

Did the employee disclose that they are 65 years old or older without a medical condition?

- Do NOT refer the employee to the Diversity and Affirmative Action Office.
- Administrator may call Diversity and Affirmative Action Office for assistance and guidance.
- Can you provide for effective social distancing at your work site?
 - If yes, no additional accommodations are necessary, but may be provided.
 - If no, provide PPE (mask, gloves, face shield, air purifiers, sanitizing products).
- If accommodations are not accepted by the employee, then provide the following leave options in this order:
 - Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District Regulation.
 - Be granted short-term necessity leave per Regulation 4355.
 - Apply for a Leave of Absence (LOA).
 - Work.

Did the employee express a concern or fear of returning to work for reasons not listed above, including because a family member is part of a CDC identified vulnerable group?

- Can you provide for effective social distancing?
 - If yes, no additional accommodations are necessary, but may be provided.
 - If no, provide PPE (mask, gloves, face shield, air purifiers, sanitizing products).
- If accommodations are not accepted by the employee, then provide the following leave options in this order:
 - Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District Regulation.
 - Be granted short-term necessity leave per Regulation 4355.
 - Apply for and be granted an LOA.
 - Work.

Did the employee indicate that they or a family member are ill (not related to COVID-19)?

- Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
- Utilize applicable available leave per negotiated guidelines and District Regulation.
- If the illness is catastrophic, utilize leave from Association Sick Leave Pools with appropriate Association Approvals.
- Be granted short-term necessity leave per Regulation 4355.
- If the illness is severe, apply for and be granted an LOA.
- Work.

Did the employee indicate that they do not have childcare available for their school-age child(ren) and the child(ren) is/are not ill?

- School age children of staff are not permitted to go to work with the parent.
- Apply for and be granted Emergency Family and Medical Leave Expansion Act (EFMLEA) through the FMLA Office. The employee may take up to 12 weeks (60 days) for child care at two-thirds of the employee’s salary under the CARES Act.
 - **This option expires on December 31, 2020.**
 - Days may be used non-consecutively (for example 2 days per week).
 - First two weeks of EFMLEA may be supplemented with sick leave only. The remaining ten weeks must be supplemented with compensatory time, vacation, and/or personal leave to receive full pay.
- Utilize applicable available leave per negotiated guidelines and District Regulation.
- Be granted short-term necessity leave per Regulation 4355.
- There are no Leave of Absence (LOA) options available to provide child care.
- Work.

Telecommuting Considerations and Criteria

For employees who are telecommuting, please utilize the below information to assist you in effectively managing the expectations for completion of the work product.

What is Telecommuting?

Telecommuting is the use of computers and telephones to enable an employee to work off-site and outside the traditional workplace. This could include working partially (one to three days per week from home), or working entirely at home while corresponding when necessary with the employer.

When to use Telecommuting?

Telecommuting is not an ideal strategy for every employee. There are many employees who could not perform their duties effectively without being onsite. However, there are many employees who with the right technology (computer, internet access, VPN, etc.) could effectively perform their work in a telecommuting setting.

Factors to Consider - Position

- Tasks can be performed off-site.
- Information can be sent to and from employee with ease (primarily via email).
- Tasks/position does not require immediate access to equipment, materials, and files that are only located at the site.
- Tasks can be performed without extensive face-to-face contact with managers, colleagues, clients or subordinates.
- Tasks can be performed while meeting organizational security/confidentiality requirements.

Factors to Consider – Employee

- Employee is already familiar with their work, the organization and its culture as well as their colleagues.
- Employee is a “self-starter” with a proven track record of completing work independently.
- Employee is self-motivated, self-disciplined, able to ignore distractions and can focus on the work to be completed.
- Employee is adept at communicating quickly and effectively with colleagues.
- Employee has the necessary equipment in order to be mobile (computer, internet access, VPN, etc.).

Factors to Consider – Supervisor

- Supervisor is skilled at supervision and communication.
- Supervisor manages by objectives, agreed-upon performance standards and deadlines.
- Supervisor evaluates performance by results.

Telecommuting Checklist

- Be very specific about the days and hours the employee is expected to be on-site vs. the days and hours the employee is authorized to be working off-site.
- For your hourly employees, have the discussion that overtime should only be worked with the express consent and advance approval of their supervisor.
- Be very specific about the duties the employee will be expected to complete when working off-site.
- Effective communication is the key to a successful telecommuting arrangement. Specify the method and times of communication. E.g. ensure the employee has contact information for their supervisors (including any backups), any emergency contacts they may need, and understands the expectations of how often and during what time frames check-ins should occur.
- The employee must remain accessible during designated work hours and has been advised that management retains the right to modify the telecommuting arrangement at any time.
- Specify the equipment that will be used and the availability of access to required software programs.

Please document the above checklist and maintain on file if an employee is assigned to telecommute.

Volunteers

For the safety of students and staff, volunteers are not permitted on school campuses until further notice. Renewal of badges for volunteers will follow procedures established in previous years when volunteers are approved to return to campuses.

For questions regarding volunteers, please contact the Talent Acquisition Director.

Employee Badge Renewal Process and Lost ID Badges

Per the guidance email that will be sent to all employees on July 23, 2020, employees will receive a renewal sticker to renew a badge expiring in the 2020-2021 school year. Site administrators and/or office managers must email badges@nv.ccsd.net with the number of stickers required by August 21, 2020. Stickers will be sent to the work location site through District mail to be issued to the employee.

Additionally, employees that have lost their ID badge must notify their site administrator or office manager. The office manager must send the employee's name and employee number to badges@nv.ccsd.net. If the employee has a photo on file, a replacement badge will be sent to the work location site through District mail. If there is no image on file, the Photo ID Badge Office will contact the employee to schedule an appointment to replace the lost ID badge.

Human Resources is not accepting walk-in traffic for employee ID badge renewals or replacements.

Coaches who need to renew or replace their ID Badge must contact Substitute Services to schedule an appointment.

Meal Distribution Plan

Ongoing discussions are continuing daily with the Nevada Department of Agriculture (NDA) requesting the continuation of the Summer Food Service Program along with the nationwide waivers. In the event the District receives NDA waivers, a plan may result in the ability to provide meals to all students at area-eligible locations outside the cafeteria setting. Updates on potential waivers and NDA decisions impacting food distribution for students will be shared as received.