



**Churchill County School District**  
*Everyone Always Learning...*

# Reopening Plan 2020-2021





# Churchill County School District

## Reopening Plan 2020-2021

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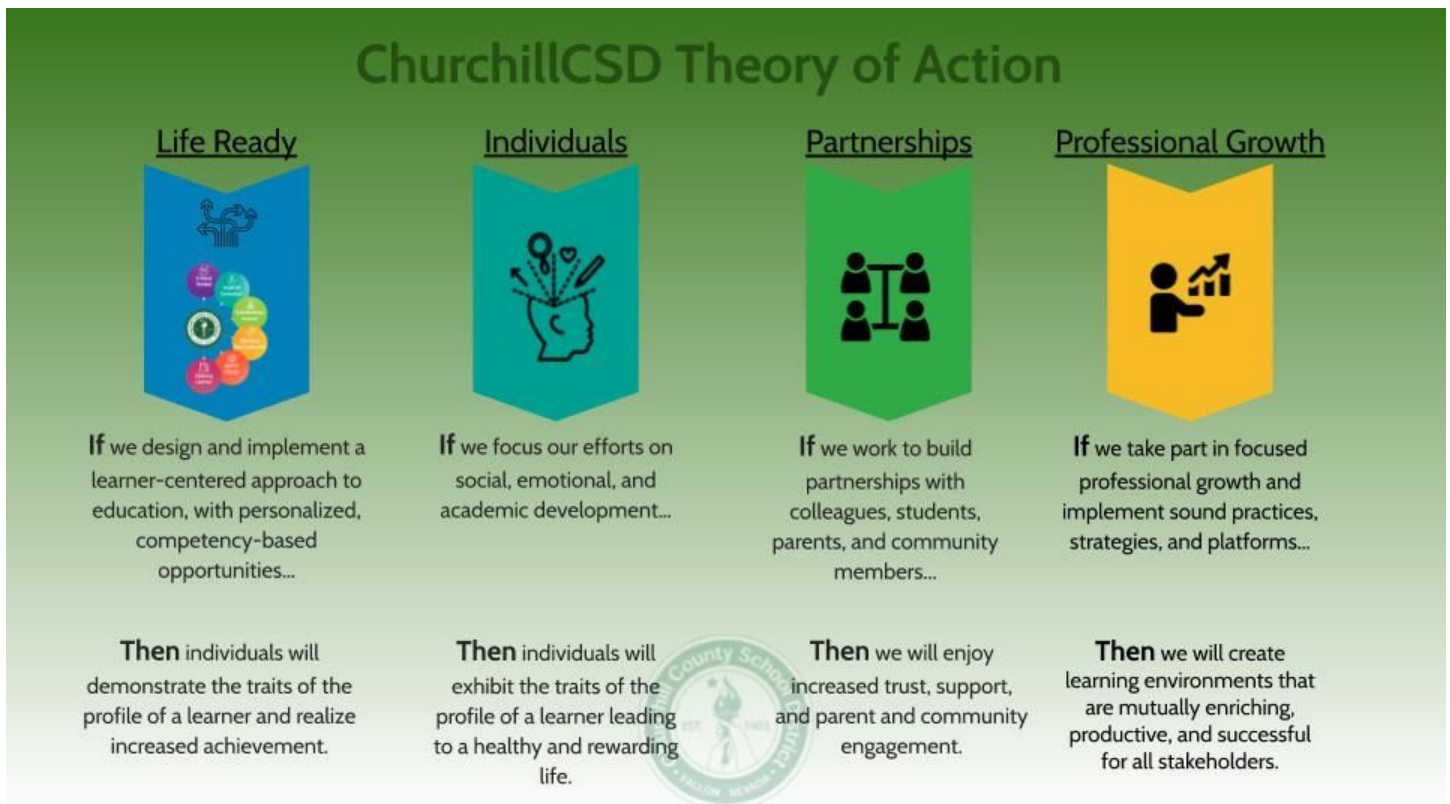


# Churchill County School District Reopening Plan 2020-2021

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July 24, 2020

## Guiding Principles



### Reopening Plan efforts will be made around:

- Health and safety for students and staff, including current state and federal guidelines and directives
- Academic achievement and whole child development outcomes
- Needs of our staff, families, and community

### Overview of the Plan

Early in March, district staff began to understand the complexity and uncertainty of the Coronavirus Outbreak overtaking the country and the world. In the late afternoon on March 15, 2020, city and county leaders, along with district leadership and other key staff, including representatives of all three associations, gathered to organize around Governor Sisolak's directive to close schools in light of the outbreak. Throughout the spring, staff members completed new learning and shifted practices to support learners from a distance. Community partners provided internet connectivity for our staff and students and thousands of Chromebooks were in use in homes across the district. During the closure, many staff members supported over 100,000 meals being



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served throughout the county with the support of our Instructional Assistants, food service staff, transportation department, and Chartwells. Team members from Oasis Online provided great assistance across the district to staff and students who needed technology support. Our maintenance and custodial staff worked diligently to maintain grounds and prepare facilities for what was to come next. Our teachers and principals at all levels engaged students and families in a number of ways. Our district staff kept operations in check and ensured that information flowed to the families and the community.

Throughout the closure over the past several months, a number of directives, guidelines, and frameworks have been issued, and the district has used all of these in preparation for our required plans. The district was charged with creating three plans for our Board of Trustees to approve, including a Fully Remote option meant to deliver instruction at the highest levels of caution, a Hybrid option that would combine elements of remote learning and in-person learning, and a Fully Open model that may or may not have restrictions built in. In addition, the current directive in place by Governor Sisolak provides for no more than 50% capacity or 50 people in one space, whichever is lower as well as a current face covering mandate across the state through at least July 31, 2020. Additional adjustments being considered include possible variances that may be issued to districts who believe, based on their current status with active COVID-19 cases, that they wish to create more in-person attendance, need additional bus capacity to ensure the ability to have students transported to schools, or would like to consider other options per their circumstances. At the time of this document's publication, those adjustments are not in place. In addition, the state will be supporting the use of the following social distancing guidelines (3 ft. for students in PK-MS and 6 ft. for HS and adults--all to be wearing approved face coverings). The following document provides the background considered, the three phases that must be available at any given time based on the outbreak of our community, state, and nation. The nature of the plan is to ensure that all staff, students, and families ultimately have the required training to pivot on short notice and move fluidly between the plans as needed.

The district was also required to provide a full-time remote by choice option for families to consider and use throughout the 2020-2021. For our district, that meant adding the elementary component to our approved MS/HS virtual learning school. Planning has continued to support this option as well.

We are in this together as a community--one that has a history of banding together to accomplish its goals. This is also the time for all stakeholders to aid one another as we work to bring our schools back to in-person learning to support our children for the future.



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### Reopening Schools Survey Results

Surveys were administered over the week of June 28-July 3 to MS/HS students, staff members, and parents/families.

- The majority of survey responses (1513 responses) supported a full reopening, followed by the hybrid model and then the fully remote option. At the time of the writing of this document, fully reopening is not in line with the current Phase or the current directives and guidelines under which we operate. Thus, the fully reopen model cannot be considered for our August 25, 2020, start date.
- In addition, as of July 24, 2020, a survey of staff regarding their level of comfort and planning around the ability to return to in-person school district operations revealed that 88% of the respondents (328 of the currently 409 staff members have responded to date) of the staff felt they could return with some to no accommodations.

### Reopening Planning Participants

- 76 district and school level licensed and support staff, Chartwells and Oasis Online staff
- 38 parents, staff, and community members participating in vetting session
- External Partners including: Churchill County representatives, City of Fallon, Fallon Youth Club, NAS Fallon, Paiute-Shoshone Tribe, Dr. Tedd McDonald, and other community stakeholders
- 1,513 students, staff, parent survey responses

### Committee Processes

Work sessions were held throughout June and July with the District Leadership team, the District Staff team, parent and community input through surveys and a vetting session, and in several meetings of the Board of Trustees, working through various expectations of the staff, the students, the families, and the state. Throughout the process, staff members expressed their specific concerns with reopening options, working to focus on the most effective and safe options. The crux of the work was related to the hybrid reopening model as it posed the greatest challenge and was certain to be the most likely reopening model.

### ChurchillCSD Calendar 2020-2021

- First day of school for new licensed staff: August 11, 2020
- First day of school for returning licensed staff: August 12, 2020
- First day of school for school year support staff: August 17, 2020
- First day of school for PK-12 students: August 25, 2020
- The calendar was adjusted to secure five professional development days to prepare re-entry plans for students and staff, prepare to engage students remotely and in blended situations, prepare learning around the social-emotional and mental health needs of our staff and students, and ensure a rigorous and viable curriculum. These plans support new skills and strategies to tackle new schedules and a shift toward competency-based learning. The Board of Trustees approved the use of these additional days at their July 15, 2020, meeting.



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### Academic Options offered by ChurchillCSD

- Enroll in our **Full-Time Remote by Choice** option:
  - Visit the following site for an overview of the program, Frequently Asked Questions about the option, and an online application.  
<https://sites.google.com/churchillcsd.com/reopeningchurchillcsd/digital-learning-in-churchillcsd?authuser=0>
  - District staff will work with students who sign up for this option to ensure a full understanding of the expectations and to ensure the residence has high speed internet connectivity available. All students will be provided with a district-owned device for use.
  - Teachers will focus on guiding and supporting students through this model, from a distance.
  - Online resources and learning management systems (LMS) used may include Google Classroom, Canvas (same LMS that WNC uses), and Edgenuity as well as other technology-based tools and materials.
  - Communication is key with this model and will be of the highest priority to ensure that all learners' needs are met.
  - All grading and reporting will be competency-based rather than traditional A-F and percentages, ensuring that all stakeholders have a clear understanding of exactly which standards and competencies a student has mastered and those that need additional support.
  - Students are not time-bound using this method, so students can work at a pace that meets their individual needs.
  - This model is NOT the same as Fully Remote for All (Phase I Guidelines)
- Enroll in a ChurchillCSD school (or remain enrolled)
  - Instruction will be based on the approved phase plan as outlined in this document.
  - Please note, the district will be responsive to any adjustments that occur based on local health conditions, directives, or other mandates.



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### **Communication Strategies**

The district will continue to utilize a variety of strategies to engage in two-way communication with stakeholders in English and Spanish including the use of the following tools:

- Our district website at [churchillcsd.com](http://churchillcsd.com) or our Reopening Schools page at [bit.ly/reopeningccsd](http://bit.ly/reopeningccsd)
- Infinite Campus Messenger (voice, text, and email)
- Infinite Campus Parent and Student portals
- District and Site Facebook Pages
- Peachjar
- The LVN and Fallon Post
- Local radio stations, as appropriate
- Other tools, such as Remind, Class Dojo, Classtag and others based in the schools
- Weekly district/site updates during Fully Remote for All

**\* Please note, it is imperative that staff and parents update Infinite Campus contact information any time it changes to ensure contact with students and families**

### **Site Specific Plans**

All school sites will publish site-specific plans by no later than August 7, 2020, giving families a few additional weeks for any preparations that need to be considered and to answer questions that students may have about their return to school.

### **Family Engagement and Commitments**

As we know, we have all experienced things that no one was prepared to encounter. As such, we have all learned a great deal. This experience has strengthened our district commitment to gain family engagement and commitments to the work needed to reopen schools. The district will be developing very specific expectations regarding health and safety as well as academic achievement and whole child development (including mental health supports and trauma-informed decision-making). We ask that you as families commit to supporting these expectations as without that support, we may be unable to ensure safety and our ability to remain open. This is going to take a great deal of effort on all of our parts, from the staff member to the student and the parent to the business owner in town. We are excited to be able to offer web-based trainings at this time (mid-August start date) to parents/families to support your learners during this year!



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### **Phases and Model Fluidity**

In the event that any classroom, building, or the district needs to transition from one phase to another, the following procedure will be followed:

- Staff and families will be notified by the Superintendent that a transition of phases will occur and will provide specific details regarding the anticipated length of the new phase.
- The new phase will take effect the next school day after the notification occurs.
- All site plans will provide additional details of what is necessary related to each transition should it occur.

### **Short Term Closure**

In the event that a significant outbreak is confirmed within the ChurchillCSD district, the follow procedures will be effective immediately:

- The superintendent or her designee will contact the Churchill County Chief Medical Officer and County Manager and will follow the guidelines established.
- If it is determined that a short term closure is necessary due to a potential or confirmed COVID-19 exposure, the district will cancel all co-curricular and after school activities as well as any large events scheduled.
- Students will return to the fully remote for all phase
- School facilities will be properly disinfected and sanitized per the CDC and local public health officials' guidance.





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### Phase I: Fully Remote for All

\*Depending on the situation, district and school staff may be required to work at their sites or may be required to isolate at home. This decision will be determined by the current local need, directives, or other mandates and will be communicated to all stakeholders.

#### Safety and Logistics Expectations

##### PPE Requirements

- Face coverings required as follows:
  - All staff required to wear face covering in any public space as well as outside if social distancing expectations cannot be met as required by current directives and OSHA guidelines
- Medical exceptions, in accordance with state guidance, will be granted through the Human Resources department. For those that cannot wear a face covering, face shields will be required. Medical exceptions as well as job based exceptions will apply.

##### Health and Wellness

- The district will follow any current directives or mandates regarding health and wellness for any staff member who is working in person during this time, including, but not limited to:
  - Virtual Health Screening before coming to work
  - Exposure and Isolation Protocols (currently being developed by the state for use by schools in developing their plans)
  - Social Distancing expectations of the current CDC guidelines will apply

##### School Environment

- Students will receive instruction and support remotely to their residence through the use of Internet-based support and at times, through offline resources
- School sites will be closed to the general public during this Phase.
- Staff members may be required to work in the district facilities depending on current restrictions.

##### Nutrition

- During Phase I closures, the district will follow all Chartwells guidelines for meal prep, meal service, and meal environments based on the current USDA guidelines.
- Sack breakfast and lunches will be provided, similar to the spring and summer food programs.
- The district will work to ensure that students who meet the income eligibility requirements have access to meals through various means (TBD).



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### Learning and Curriculum Expectations

#### Learning Model

- All staff will provide daily interactions with students in a variety of formats with clear expectations for the learning targets and through activities that engage the learner.
- Tasks may include asynchronous tasks (those that don't have a specific time a learner must be engaged) such as assignment of virtual reading, videos, tasks to complete in Google Classroom or Canvas as well as the use of synchronous methods, such as Google Meet meetings for collaboration, one-on-one support, group direct instruction, and other virtual face-to-face interactions.
- The district will work to staff a homework support line (by telephone or computer) in the evenings in order to encourage all students to connect and complete their assigned tasks. Other times, students may need additional tutoring/support for content reinforcement.

#### Curriculum

- Students will use the first week of school to address various elements of developing learner agency, building skills to take ownership of their learning, learn skills to communicate when working remotely, work on relationship development with teachers, and ensure that all of the students are supported through social-emotional and mental health support.
- ChurchillCSD required Learner-Centered Framework curriculum continuums will be used for all subjects in grades K-12 and Teaching Strategies Gold for PreK.
- Course summary documents will be available for all stakeholders to access and review the overarching standards and competencies of the course(s).
- Learning guides for each unit/module will be shared and used, identifying the learning targets/outcomes.
- Playlists of tasks to complete will be shared with learners along with expectations for mastery and deadlines to meet.
- Assessments will be completed virtually to measure learning and create accountability for learning.

#### Daily Schedule

- Students will be asked to follow some specific schedules to promote more engagement and learning throughout the fully remote Phase.
- Staff will calendar specific times to be available for online conversations, group work through Google Classroom or other platforms, or to receive specific direct instruction (much more prescribed than the Spring 2019 semester)

#### Grading and Reporting

- All elementary students will be using standards-based grading and reporting this school year.
  - Standards/competencies have been identified by staff and will be used to report each student's level of performance on the standards being measured.
  - Clear definitions of these levels of performance will also be part of the Learner-Centered Framework (LCF) information shared with families at the beginning of the year.



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- This focus allows deeper understanding of learning throughout the course/grade instead of the less clear and less precise methods used in previous grading methods.
- All middle and high school students will use traditional grading and reporting practices this school year with a focus on providing information to students and families that focus around mastery of the standards and competencies of that grade/course.
  - Standards/competencies have been identified and staff will be trained on and will use those best practices to provide accurate information to students and parents regarding mastery of those standards/competencies.
  - At this time, performance on tasks based on the success criteria designated by the teacher will be wrapped into a traditional grade structure. Unless the course is already designated with a standards-based grading system or a pass/no pass option, our traditional grading scales will be used. The system used during the end of the 2019-2020 school year (hold harmless) will NOT be used in 2020-2021.

### **Attendance**

- Attendance requirements for virtual learning will be determined by the Nevada Department of Education, and ChurchillCSD will follow all attendance requirements by tracking daily contact (electronic or by telephone) and weekly attendance in Infinite Campus using contact log and attendance tools.
- Variations to the procedures may occur after consultation with the teacher, principal, and Director of Learning and Innovation.

### **Technology**

- Internet access for families
  - Based on available revenues, ChurchillCSD is working on scenarios to assist families that do not have internet access.
  - Similar to the spring semester of 2019-2020, the district will provide on our Reopening Schools website the internet options that families can pursue.
- Chromebook Distribution/Accountability/Repair
  - Chromebooks will be distributed along with the Technology Tools manual and Acceptable Use Policy at a predetermined time for each family and location.
  - Families will be provided with options for insurance/device protection at that time (good for the school year)
  - Any damage to or loss of Chromebooks, other devices, and ancillary supplies (such as cords) will all be charged out the same across the district, and fees will be added to students' Infinite Campus accounts.
  - Options for technology support will be provided using the following email address:  
[support@oasisol.com](mailto:support@oasisol.com)



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### **Co-Curricular Events and Activities and External Use of Facilities**

- The district will follow and district and NIAA guidelines in connection to activities and athletics at all levels
- If the district's facilities are closed to the general public, the district may end the use of the facilities by external organizations.



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### Phase II: Hybrid for All--Semester I of 2020-2021 school year

\*Further use of this model will be dependent upon current directives and guidelines and local situation related to current COVID-19 conditions

#### Safety and Logistics Expectations

\*The district will operate at 50% Fire Code Capacity as able and will pursue needed variances, once available, to meet the needs of students in this model.

#### PPE Requirements

- Face coverings required as follows:
  - All staff required to wear face coverings in any public space as well as outside if social distancing expectations cannot be met as required by current directives and OSHA guidelines.
  - Medical exceptions, in accordance with state guidance, will be granted through the Human Resources department. For those that cannot wear a face covering, face shields will be required. Medical exceptions as well as job based exceptions will apply.
  - All students in grades K-12 will be required to wear face coverings in any public space as well as outside if social distancing expectations cannot be met as required by current directives.

#### Health and Wellness

- The district will follow any current directives or mandates regarding health and wellness for any student or staff member including, but not limited to:
  - Virtual Health Screening before coming to work/school (web app to be selected) CDC recommendations for inclusive ideas found [here](#). This improves the opportunity for children with various illnesses to remain
  - Surveillance Screenings (plan to be determined in consultation with Churchill County Board of Health and Chief Medical Officer as well as state officials). This plan may include voluntary screening of a sample of students in order to monitor for actively present asymptomatic positive cases in our system.
  - Exposure and Isolation Protocols (currently being developed by the state for use by schools in developing their plans)
  - Social Distancing expectations of the current CDC guidelines will apply

#### School Environment

- Students will receive instruction and support both in person and remotely to their residence through the use of Internet-based support and at times, through offline resources
- Students will not share regular school supplies throughout the year, but will potentially use shared manipulatives/calculators/rulers. At the end of each use, the classroom teacher or other staff member will properly sanitize those tools before they are used again.
- Library and classroom books will be allowed to remain untouched for a period of time prior to the next student use.



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- School sites will be open to students, staff members, and extremely limited to other individuals, including family members. All other individuals are held to the same guidelines and should only plan to be present in cases of emergency or as part of a scheduled meeting.
- No morning recess will be provided, so students should arrive just before the start of their session. Individual classrooms may take students into an outdoor space for activities following all of the proper social distancing and face covering expectations.
- The district will institute very specific cleaning protocols to be used by school staff throughout the campuses (including restrooms) as well as classrooms. These protocols will include:
  - On-going cleaning of high-touch surfaces including desks, chairs, doorknobs, restroom facilities, and other surfaces
  - Classroom sanitization with appropriate and approved solutions will be used in classrooms, on any manipulatives used, and on hard-surfaces. Alcohol wipes will be used to wipe down all electronics after use.
- School sites will use signage to indicate travel patterns throughout the building(s) and will provide specific training for staff and students on the use of proper respiratory hygiene, procedures required throughout the day, and social distancing.
- Gyms/cafeterias/large indoor spaces can only be used at a 50 person limit based on the current directives and guidelines.

### **Nutrition**

- During Phase II, the district will follow all Chartwells guidelines for meal prep, meal service, and meal environments based on the current USDA guidelines.
- The cafeterias at school sites will not be used to serve breakfasts and lunch--rather may be used as a pick up point for sack breakfasts and lunches or for potential classrooms as the space cannot exceed 50 individuals at one time in the space based on the current directives and guidelines.
- The district will work to ensure that students who meet the income eligibility requirements have access to meals through various means (TBD)

### **Transportation Services**

- The district is currently developing transportation capacity with the hybrid model. At this time, the following are being considered:
  - Bus routes must also follow very strict guidelines based on state directives, including capacity and behaviors on the bus (face coverings/seating arrangements) that must be in place for riders.
  - The district may revise Regulation 5144.1 to extend the available bussing option to only those students in K-12 who live at established locations on the outskirts of Fallon as well as out of town residents only. If feasible, the district will extend options to more locations in the city limits.
  - The bus transfer system will not be used during the hybrid reopen plan.
  - The district asks families to work together and attempt to provide transportation to/from school for their children or a limited set of non-family members. An application for transportation is being developed and will be distributed prior to July 31 to families.



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- The bus routes as established will require that students sit in a predetermined seating arrangement, wear face coverings, and adhere to strict guidelines.
- Drivers will sanitize their buses between routes.
- Routes will be split between the two cohorts of students in order to create cohorts of bus riders. This helps the district with contact tracing capacity.
- Over 50% of the respondents who completed the survey and have children ride the bus stated that they could transport their children to/from school if needed.

### Learning and Curriculum Expectations

#### Learning Model

- All staff will provide daily interactions with students in a variety of formats with clear expectations for the learning targets and through activities that engage the learner.
- While in-person tasks will be used heavily in this hybrid model, some online tasks will also be required of students in PK-12. In class opportunities will provide for different modalities and structures within the class period to engage various learning needs. Remote tasks may include asynchronous tasks (those that don't have a specific time a learner must be engaged) such as assignment of virtual reading, videos, tasks to complete in Google Classroom or Canvas as well as the use of synchronous methods, such as Google Meet meetings for collaboration, one-on-one support, group direct instruction, and other virtual face-to-face interactions.
- The district will work to staff a homework support line (by telephone or computer) in the evenings in order to encourage all students to connect and complete their assigned tasks. Other times, students may need additional tutoring/support for content reinforcement.

#### Curriculum

- Students will use the first week of school to address various elements of developing learner agency, building skills to take ownership of their learning, learn skills to communicate when working remotely, work on relationship development with teachers, and ensure that all of the students are supported through social-emotional and mental health support.
- ChurchillCSD required Learner-Centered Framework curriculum continuums will be used for all subjects in grades K-12 and Teaching Strategies Gold for PreK.
- Course summary documents will be available for all stakeholders to access and review the overarching standards and competencies of the course(s).
- Learning guides for each unit/module will be shared and used, identifying the learning targets/outcomes.
- Playlists of tasks to complete will be shared with learners along with expectations for mastery and deadlines to meet.
- Assessments will be completed virtually to measure learning and create accountability for learning.

#### Grading and Reporting

- All elementary students will be using standards-based grading and reporting this school year.



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- Standards/competencies have been identified by staff and will be used to report each student's level of performance on the standards being measured.
- Clear definitions of these levels of performance will also be part of the Learner-Centered Framework (LCF) information shared with families at the beginning of the year.
- This focus allows deeper understanding of learning throughout the course/grade instead of the less clear and less precise methods used in previous grading methods.
- All middle and high school students will be using traditional grading and reporting practices this school year with a focus on providing information to students and families that focus around mastery of the standards and competencies of that grade/course.
  - Standards/competencies have been identified, and staff will be trained on and will use those best practices to provide accurate information to students and parents regarding mastery of those standards/competencies.
  - At this time, performance on tasks based on the success criteria designated by the teacher will be wrapped into a traditional grade structure. Unless the course is already designated with a standards-based grading system or a pass/no pass option, our traditional grading scales will be used. The system used during the end of the 2019-2020 school year WILL NOT BE USED

### **Attendance**

- Consideration will be given to various situations as they may occur after consultation with the teacher, principal, and Director of Learning and Innovation.
- Any student who is required to be in at-home isolation based on possible COVID-19 exposure will engage with his/her teacher(s) through remote options to continue learning while away from school.

### **Technology**

- Internet access for families
  - Based on available revenues, ChurchillCSD is working on scenarios to assist families that do not have internet access.
  - Similar to the spring semester of 2019-2020, the district will provide on our Reopening Schools website the internet options that families can pursue.
- Chromebook Distribution/Accountability/Repair
  - Chromebooks will be distributed along with the Technology Tools manual and Acceptable Use Policy at a predetermined time and location.
  - Families will be provided with options for insurance/device protection at that time (good for the school year)
  - Any damage to or loss of Chromebooks, other devices, and ancillary supplies (such as cords) will all be charged out the same across the district, and fees will be added to students' Infinite Campus accounts.
  - Options for technology support will be provided using the following email address: [support@oasisol.com](mailto:support@oasisol.com).





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### Learning Schedules for August 25-January 15--Semester I

#### All Schools

- After many sessions and numerous comments/feedback, the district has selected the **AM/PM Hybrid Model**
- Students in **two cohorts (A & B)** will attend **three hour sessions** in-person at their site, with focuses as described in the individual school sections below as well as complete an additional set of work as determined by the school sites.
- Teacher daily schedule--Elementary: 7:45-3:15 Monday through Friday with additional collaboration time on the 1st and 3rd Wednesdays of the month and Secondary--8:00-3:30 Monday through Friday with additional collaboration time on the 1st and 3rd Wednesdays of the month. Teachers will have a period of time between sessions for room cleaning, duty-free lunch, and planning and preparation.
- All learners with Individualized Education Plans (IEPs), students with 504s, and our English Language Learners will be met with specific solutions to support their learning based on their plans and team decisions.
- Based on the plan, learners can work on their remote activities in their remote period (see below) or in the evenings. These times will be asynchronous (not connected live to school via technology) at those times. This provides flexibility to all involved.
- Teachers will have a period of cleaning, duty-free lunch, and planning between the AM and PM cohorts.

**Tentative Time Schedule (slight adjustments may be made to times based on transportation)**

NELC-PreK 3 and 4 year old program	Cohort A (AM in-person)	Cohort B (PM in-person)
AM Session 7:45-10:45	<ul style="list-style-type: none"> <li>• Social Emotional Development</li> <li>• Language Development &amp; Communication</li> <li>• Cognitive Development (Math &amp; Science)</li> <li>• Creative Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Academic task support (letter, numbers, shapes, etc.)</li> <li>• Family activities</li> <li>• Health &amp; Physical Development</li> </ul>
PM Session 12:15-3:15	<ul style="list-style-type: none"> <li>• Academic task support (letter, numbers, shapes, etc.)</li> <li>• Family activities</li> <li>• Health &amp; Physical Development</li> </ul>	<ul style="list-style-type: none"> <li>• Social Emotional Development</li> <li>• Language Development &amp; Communication</li> <li>• Cognitive Development (Math &amp; Science)</li> <li>• Creative Expression</li> </ul>



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<b>Lahontan Elementary School Grades K, 1</b>	Cohort A (AM in-person)	Cohort B (PM in-person)
AM Session 7:45-10:45	<ul style="list-style-type: none"> <li>• Focus on ELA and Math</li> <li>• Science and Social Studies will be incorporated in the focus subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Nightly reading and math practice</li> <li>• Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>
PM Session 12:15-3:15	<ul style="list-style-type: none"> <li>• Nightly reading and math practice</li> <li>• Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on ELA and Math</li> <li>• Science and Social Studies will be incorporated in the focus subjects</li> </ul>

<b>E.C. Best Elementary School Grades 2, 3</b>	Cohort A (AM in-person)	Cohort B (PM in-person)
AM Session 7:45-10:45	<ul style="list-style-type: none"> <li>• Focus on ELA and Math</li> <li>• Science and Social Studies will be incorporated in the focus subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Nightly reading and math practice</li> <li>• Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>
PM Session 12:15-3:15	<ul style="list-style-type: none"> <li>• Nightly reading and math practice</li> <li>• Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on ELA and Math</li> <li>• Science and Social Studies will be incorporated in the focus subjects</li> </ul>



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Numa Elementary School Grades 4, 5	Cohort A (AM in-person)	Cohort B (PM in-person)
AM Session 7:45-10:45	<ul style="list-style-type: none"> <li>Focus on ELA and Math</li> <li>Science and Social Studies will be incorporated in the focus subjects</li> </ul>	<ul style="list-style-type: none"> <li>Nightly reading and math practice</li> <li>Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>
PM Session 12:15-3:15	<ul style="list-style-type: none"> <li>Nightly reading and math practice</li> <li>Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD) to be completed at home in off-school hours</li> </ul>	<ul style="list-style-type: none"> <li>Focus on ELA and Math</li> <li>Science and Social Studies will be incorporated in the focus subjects</li> </ul>

### Secondary Schools

- Secondary schools (CCMS & CCHS) will use the following model: 1 week re-entry for students as described earlier in the document, followed by 3 6-week models of instruction focusing on two courses during each 6-week model. Students will take English, Math, Science, and Social Studies along with two electives. Students at CCHS will also be required to take a 7th period online class and complete in the first semester. Exceptions may apply and will be described to students and families in the individual site plans.
- This structure allows for more in-depth learning of a subject and reduces the number of courses students are required to tackle in this shortened in-person schedule
- This structure allows for staff members to connect deeply with students and families as the focus is only on two things at a time.
- All students will be able to maintain the same credit attainment that is possible during previous semesters.
- This structure allows for the district to pivot quickly at the semester break and adapt to a fully open model if possible without being tied to this hybrid model for the year.



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Churchill County Middle School Grades 6, 7, 8	Cohort A (AM in-person)	Cohort B (PM remote)
AM Session 8:00-11:00	<ul style="list-style-type: none"> <li>● 2 courses (i.e. 1 hr 20-25 minutes each)</li> </ul>	<ul style="list-style-type: none"> <li>● Extension of the two in person courses on the other half of the day</li> <li>● Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD)</li> <li>● 20 minutes of ALEXS and independent reading each--plan for this will be determined.</li> </ul>
PM Session 12:30-3:30	<ul style="list-style-type: none"> <li>● Extension of the two in person courses on the other half of the day</li> <li>● Weekly Social Emotional Academic Development Activity (SEAD) to include Positive Behavior Intervention Support (PBIS) and Too Good for Drugs (TGFD)</li> <li>● 20 minutes of ALEXS and independent reading each--plan for this will be determined.</li> </ul>	<ul style="list-style-type: none"> <li>● 2 courses (i.e. 1 hr 20-25 minutes each)</li> <li>●</li> </ul>



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Churchill County High School Grades 9, 10, 11, 12	Cohort A (AM in-person)	Cohort B (PM remote)
AM Session 8:00-11:00	<ul style="list-style-type: none"> <li>• 2 courses (i.e. 1 hr 20-25 minutes each)</li> <li>• Some areas such as Yearbook, Music, weight-training courses will be discussed to determine best plan to move forward</li> <li>• Seniors taking only 6 or fewer classes or those attending WNC are exempted from this requirement.</li> <li>• Students will need to adapt current scheduled class load to reflect the above requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Extensions and Homework in the courses from the student's in-person learning time, career development, and other ideas TBD</li> </ul>
PM Session 12:30-3:30	<ul style="list-style-type: none"> <li>• Learning Extensions and Homework in the courses from the student's in-person learning time, career development, and other ideas TBD</li> </ul>	<ul style="list-style-type: none"> <li>• 2 courses (i.e. 1 hr 20-25 minutes each)</li> <li>• Some areas such as Yearbook, Music, weight-training courses will be discussed to determine best plan to move forward</li> <li>• Seniors taking only 6 or fewer classes or those attending WNC are exempted from this requirement.</li> <li>• Students will need to adapt current scheduled class load to reflect the above requirements.</li> </ul>

### Co-Curricular Events and Activities and External Use of Facilities

- The district will follow district and NIAA guidelines in connection to activities and athletics at all levels.
- NIAA activities are now scheduled to begin in January 2021 dependent upon the Phase of reopening the state is experiencing.



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## Phase III: Fully Reopen for All

### Safety and Logistics Expectations

#### PPE Requirements

- Face coverings may be required with guidelines pertinent to Phase III or beyond.

#### Health and Wellness

- The district will follow any current directives or mandates regarding health and wellness for any student or staff member including, but not limited to:
  - Virtual Health Screening before coming to work/school (web app to be selected) CDC recommendations for inclusive ideas found [here](#).
  - Surveillance Testing may be used in this model depending on current status in county and state.
  - Exposure and Isolation Protocols (currently being developed by the state for use by schools in developing their plans)
  - Social Distancing expectations of the current CDC guidelines will apply

#### School Environment

- Students will receive instruction and support in person
- Students will not share regular school supplies throughout the year, but will potentially use shared manipulatives/calculators/rulers. At the end of each use, the classroom teacher or other staff member will properly sanitize those tools before they are used again.
- Library and classroom books will be allowed to remain untouched for a period of time prior to the next student use.
- School sites will be open to students, staff members, and limited to other individuals, including family members. All other individuals are held to the same guidelines and should only plan to be present in cases of emergency or as part of a scheduled meeting.
- The district will institute very specific cleaning protocols to be used by school staff throughout the campuses (including restrooms) as well as classrooms. These protocols will include:
  - On-going cleaning of high-touch surfaces including desks, chairs, doorknobs, restroom facilities, and other surfaces
  - Classroom sanitization with appropriate and approved solutions will be used in classrooms, on any manipulatives used, and on hard-surfaces. Alcohol wipes will be used to wipe down all electronics after use.
- School sites will use signage to indicate travel patterns throughout the building(s) and will provide specific training for staff and students on the use of proper respiratory hygiene, procedures required throughout the day, and social distancing.
- Gyms/cafeterias/large indoor spaces will be used as appropriate to the current guidelines.

#### Nutrition

- During Phase III and beyond, the district will follow all Chartwells guidelines for meal prep, meal service, and meal environments based on the current USDA guidelines.



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- The cafeterias at school sites may not be able to be used to serve breakfasts and lunch--rather may be used as a pick up point for sack breakfasts and lunches or for potential classrooms
- The district will work to ensure that students who meet the income eligibility requirements have access to meals through various means (TBD)

### **Transportation Services**

- The district will revisit options for transportations in this phase and use the following expectations:
  - Bus routes must also follow very strict guidelines based on state directives, including capacity and behaviors on the bus (face coverings/seating arrangements) that must be in place for riders.
  - Drivers will sanitize their buses according to CDC and other guidelines

## **Learning and Curriculum Expectations**

### **Learning Model**

- All staff will provide daily interactions with students in a variety of formats with clear expectations for the learning targets and through activities that engage the learner.
- Students will experience teacher direct instruction, collaboration, independent tasks and online tasks using Google Classroom or Canvas and other tools.

### **Curriculum**

- ChurchillCSD required Learner-Centered Framework curriculum continuums will be used for all subjects in grades K-12 and Teaching Strategies Gold for PreK.
- Course summary documents will be available for all stakeholders to access and review the overarching standards and competencies of the course(s).
- Learning guides for each unit/module will be shared and used, identifying the learning targets/outcomes.
- Playlists of tasks to complete will be shared with learners along with expectations for mastery and deadlines to meet.
- Assessments will be completed to measure learning and create accountability for learning.

### **Grading and Reporting**

- All elementary students will be using standards-based grading and reporting this school year.
  - Standards/competencies have been identified by staff and will be used to report each student's level of performance on the standards being measured.
  - Clear definitions of these levels of performance will also be part of the Learner-Centered Framework (LCF) information shared with families at the beginning of the year.
  - This focus allows deeper understanding of learning throughout the course/grade instead of the less clear and less precise methods used in previous grading methods.
- All middle and high school students will be using traditional grading and reporting practices this school year with a focus on providing information to students and families that focus around mastery of the standards and competencies of that grade/course.



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- Standards/competencies have been identified and staff will be trained on and will use those best practices to provide accurate information to students and parents regarding mastery of those standards/competencies.
- At this time, performance on tasks based on the success criteria designated by the teacher will be wrapped into a traditional grade structure. Unless the course is already designated with a standards-based grading system or a pass/no pass option, our traditional grading scales will be used. The system used during the end of the 2019-2020 school year.

### Attendance

- Students will use the first week of school to address various elements of developing learner agency, building skills to take ownership of their learning, learn skills to communicate when working remotely, work on relationship development with teachers, and ensure that all of the students are supported through social-emotional and mental health support.
- Consideration will be given to various situations as they may occur after consultation with the teacher, principal, and Director of Learning and Innovation.
- Any student who is required to be in at-home isolation based on possible COVID-19 exposure will engage with his/her teacher(s) through remote options to continue learning while away from school.

### Technology

- Internet access for families
  - Based on available revenues, ChurchillCSD is working on scenarios to assist families that do not have internet access.
  - Similar to the spring semester of 2019-2020, the district will provide on our Reopening Schools website the internet options that families can pursue.
- Chromebook Distribution/Accountability/Repair
  - Chromebooks will be distributed along with the Technology Tools manual and Acceptable Use Policy at a predetermined time for each family and location.
  - Families will be provided with options for insurance/device protection at that time (good for the school year)
  - Any damage to or loss of Chromebooks, other devices, and ancillary supplies (such as cords) will all be charged out the same across the district, and fees will be added to students' Infinite Campus accounts.
  - Options for technology support will be provided using the following email address: [support@oasisol.com](mailto:support@oasisol.com).

### Learning Schedules

- The district will remain in the hybrid model for Semester I of the 2020-2021 school year.
- District staff will determine the best model to use for schedules for the fully open for all model when it is available to use.





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- All learners with Individualized Education Plans (IEPs), students with 504s, and our English Language Learners will be met with specific solutions to support their learning based on their plans and team decisions.

### **Co-Curricular Events and Activities and External Use of Facilities**

- The district will follow district and NIAA guidelines in connection to activities and athletics at all levels.
- NIAA activities are now scheduled to begin in January 2021 dependent upon the Phase of reopening the state is experiencing.

### **Next Steps:**

School supply lists are available at various retailers around town as well as online at [churchillcsd.com](http://churchillcsd.com). The district will provide all students with two cloth masks if needed.

The district is finalizing all of the following with the intended release date to the families and community by August 7, 2020:

- Transportation plans (trying to work routes with family attendance and timeframes while balancing costs)
- Cleaning protocols and travel patterns, along with other protocols to reopen
- Health screening protocols, isolation strategies, processes used based on any exposure, and mitigation strategies, including surveillance testing of students and staff
- Food service plans to meet the expectations of USDA and needs of families
- Specific academic and site-specific plan for each building, including site-based communications that will be shared with families.
- Return to school professional development plans for staff
- **Childcare Options across the county (external partners):** Please visit [bit.ly/churchillcountychildcareoptions](http://bit.ly/churchillcountychildcareoptions) for more information and available seats at various childcare facilities. More will be added every day. We appreciate the external partners who are working with the district to support families based on the hybrid for all as the intended reopening model and for the fully remote for all option should that Phase be reinstated.

Questions about the plan? Please email [stephenss@churchillcsd.com](mailto:stephenss@churchillcsd.com) or call 775-423-5184 and we will get you to the right person to talk with about your question. We appreciate everyone's patience in the coming month as we work to ensure we are ready to open for our children!