Eureka County School District Distance Learning Program 20-21

Goal:

Eureka County School District is committed to providing all students with an equitable and high-quality education throughout the Covid 19 Pandemic. Ensuring that the academic and social emotional needs of our students are met is our top priority. The Eureka County School District Distance Learning Plan and the District Re-Opening Plan will comply with the most recent guidance from the state's Emergency Declaration.

Overview:

Eureka County School District has not had any formal distance learning plan or platform in the past. We will be implementing the Canvas LMS platform provided by the state. As this is a new process for us in Eureka, staff will undergo professional development in order to ensure effective use of the system. Due to the small nature of our school district, maintaining less than 50% of each room's capacity can be met by utilizing additional spaces we have available throughout the district. We anticipate that we will be able to bring all students on campus each day. Alternative days or am/pm sessions would only be necessary if the state guidelines move to below 50% capacity for room occupancy. Therefore, our plan will be created to accommodate students on campus and provide distance learning for students that must be quarantined and are unable to attend in person. If the Pandemic worsens and it is determined to be unsafe to bring students on campus, while maintaining strict social distancing guidelines, then all students will participate in distance learning through Canvas. Students without access to technology will be provided a technology device for use while at home. Students without access to WiFi will be provided paper packets.

Educators will ensure the appropriate modifications and accommodations for students with Individual Education Plans, 504s, and English learners will be provided. Team meetings will be conducted as needed to ensure the instructional needs are met for all students. Students will receive access to the nutrition services to which they are entitled in both the hybrid and distance learning models. Parents will receive weekly correspondence from their students' schools pertaining to the distance learning. Eureka County School District will be assessing technology needs across the district no later than October 1st. A plan and cost estimate to provide devices and internet access to all students will be submitted to Nevada Department of Education no later than December 31st.

Distance Education:

The Distance Education Path Forward for Eureka County School District, which includes both the hybrid and the total distance education options, is intended to be used if:

- a student cannot return to the school setting because of health reasons,
- a student or group of students are quarantined on the advice of local public health officials,
- a hybrid learning model is necessary to accommodate social distancing requirements while providing instruction to all students,
- a school-wide or district-wide closure is ordered,
- we are required to transition between in-person instruction, full-time distance education, and hybrid learning models, as necessitated by public health conditions and/or student health needs

EUREKA CSD PATH TO RECOVERY FOR K-12 SCHOOLS

Level of Community Spread (as determined by state and local health officials)	SUBSTANTIAL SPREAD RECOMMENDATIONS Full Closure	MINIMAL/MODERATE SPREAD RECOMMENDATIONS Hybrid	LOW/NO SPREAD RECOMMENDATIONS Strict Social Distancing
Practicing Prevention	**District/School Considerations:** • Use social media and other communication to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Encourage COVID-19 testing when appropriate CDC Guidance • How to Protect Yourself and Others • COVID-19 Symptoms • COVID-19 and Children • Communication Tools Crisis Contacts • Support for people in distress, prevention and crisis resources Return to School • Launching a Return to School Committee • Roadmap for Wellness	**District/School Considerations:** • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Provide masks and other appropriate PPE to staff • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Take steps to ensure all water systems and features are safe • Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown	**District/School Considerations:** • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Allow staff to wear face masks/covering, and other appropriate PPE as desired • Take steps to ensure all water systems and features are safe • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff • Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable) CDC Guidance • Reopening Guidance for Cleaning and Disinfecting Schools • Guidance for Reopening Buildings After Prolonged Shutdown Return to School • Roadmap for Facilities

Transporting Students	**School buildings are closed**; No transportation	**District/School Considerations:**
		• Provide face masks for bus drivers; require students to wear face masks/coverings
		• Eliminate field trips
		• Clean and disinfect frequently touched surfaces on the bus at least daily
		• Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households
		
		CDC Guidance
		• What Bus Operators Need to Know
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Allowing bus drivers and students to wear face masks/coverings
			  o Limiting field trips (to areas of limited/low transmission)
			  o Inspecting buses prior to students returning and as part of a regular rotation
			  o Cleaning and disinfecting frequently touched surfaces on the bus at least daily
			  o Airing out buses when not in use

Entering School Buildings
 	
[3]School Calendars: The Nevada State Superintendent of Public Instruction has authority to grant variances to school district calendars.
	School buildings are closed; districts should require only that *essential staff* report in-person to carry out functions that are *absolutely necessary*.
	
	District/School Considerations:
	• District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff. District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures
		District/School Considerations:
		• Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.
		• Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School)
		• Mark spaced lines to enter the building and designate entrance and exit flow paths
		• Screen students and staff (to the extent practicable):
		  o Take temperatures ideally before entering buildings
		  o Isolate and send to secondary screening site if internal temperature over 100.4°F (38°C)
		  o Consider safety and privacy concerns (confidentiality should be maintained)
		• Establish a protocol for visitors/volunteers: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers.
		• Establish a protocol for student pick/drop up: staggered entry and release (by grade, etc)
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Provide hand sanitizer for students and staff
			  o Limit unnecessary congregations of students and staff
			  o Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
			  o Isolate and send to secondary screening site if internal temperature over 100.4°F (38°C)
			  o Establish a protocol for visitors: calling front office before entering, screening visitors, requesting use of face coverings/masks, etc.
			
			American Health Care Association
			• COVID-19 Screening Checklist for Visitors
			Society for Human Resources Management (SHRM)
			• Coronavirus Warning Poster for Entrances

Serving Meals	School buildings are closed.
	
	District/School Considerations:
	• Practice established social distancing protocols to the greatest extent practicable
	• Provide PPE to participating staff
	• Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)[2]
	• Distribute printed instructional packets/ materials and district/school communications along with meals
	
	[2]Subject to future USDA meal waiver approval
		District/School Considerations:
		• Require student hand washing before and after meal service
		• Provide hand sanitizer for students and staff
		• Use disposable plates, utensils, etc.
		• Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use
		• Conduct cleaning of cafeterias and high-touch surfaces throughout the school day
		Alternative Serving Models:
		• Serving meals in classrooms
		• Serving meals in cafeterias with:
		  o Spaced serving lines (marked on floors)
		  o Spaced seating (utilize outdoor space as practicable and appropriate)
		  o Extended meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
		  o Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Providing hand sanitizer for students and staff
			  o Allowing students and staff to wear face masks/coverings while in large group gatherings
			  o Conducting cleaning of cafeterias and high-touch surfaces throughout the school day

Transitioning	School buildings are closed.	**District/School Considerations:**
		• Limit mixing between groups (to the extent practicable)
		• For class changes and other transitions throughout the school day:
		  o Provide additional time for transitions
		  o Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students
		    o Plan staggered class (ex: by hall, odd/even room numbers, grade/period
		    o Have the same group of students stay with the same staff (all day for young children and as much as feasible for older children)
		    o Students will use backpacks instead of lockers
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  o Allowing students and staff to wear face masks/coverings while in large group gatherings
			  o Conducting cleaning of hallways and high-touch surfaces throughout the school day
			  o Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)
			  o Using backpacks instead of lockers

Conducting Large Group Gatherings	**School building are closed.** Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order	**District/School Considerations:**
		• Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order
		• Discourage the congregation of students in parking lots and common areas
		• Stagger the schedule for large group gatherings (i.e. recess and school meals)
		• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			   o Providing hand sanitizer for students and staff
			   o Allowing students and staff to wear face masks/coverings
			   o Limiting unnecessary congregations of students and staff
			   o Following Nevada Interscholastic Activities Association guidelines for sporting events and practices

Supporting Teaching and Learning	**School buildings are closed. District/School Considerations:**
	• Implement a Distance Learning Plan/Canvas LMS
	• Distribute printed instructional packets/ materials and district/school communications to students without electronic resources along with meals; designate and communicate collection/drop off points
	• Survey families to gauge which students have access to technology, Wi-Fi, and high-speed internet
		District/School Considerations:
		Traditional Instructional Model
		• Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance.
		• Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
		• Limit physical interaction through partner or group work
		• Establish distance between the teacher's desk/board and students' desks
		• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
		• Establish an academic baseline: Administer formative assessments toward the start of the school year
		   ▪ NWEA MAPS
		   o Conduct meetings with teachers to identify where students are academically
		• Discuss the shared experience:
		   • When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
		   o Helping Children Cope with Changes
		   o Talking to Children about COVID-19
		• Teaching Through a Pandemic
		
		Hybrid Instructional Models
		• Hybrid models should only be implemented if absolutely necessary and after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			   o Providing hand sanitizer for students and staff
			   o Conducting cleaning of classrooms and high-touch surfaces each day
			   o Limiting physical interaction through partner or group work
			• Establish an academic baseline: Administer formative assessments toward the start of the school year
			   o NWEA MAPS
			   o Conduct meetings with teachers to identify where students are academically
			• Discuss the shared experience:
			   • When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
			   o Helping Children Cope with Changes
			   o Talking to Children about COVID-19
			   o Teaching Through a Pandemic

		interactions to address their individual learning needs. • Employ a hybrid model when students need to be home due to illness or COVID testing. • Maximize existing staff and space to comply with social distancing requirements	

Supporting Teaching and Learning	Professional Learning for Teachers
	• NNRPDP
			• Target interventions and supports:
			  o Provide additional instructional supports to:
			    ▪ students at-risk of not graduating on time
			    ▪ students with disabilities (compensatory services)
			    ▪ students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
			    ▪ other students identified as being behind academically by teachers and parents.
			  o Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
			• Address learning loss:
			  o Provide extended learning opportunities through before/after school programs, intervention/remediation periods, etc.
			• Prepare for potential future distance/remote learning by increasing current hybrid learning:
			  o Integrate virtual learning practices:
			    ▪ digitizing lessons
			    ▪ requiring a certain number of online assignments for each grading period
			  o Provide virtual learning-specific professional learning for educators:
			    • Making the Shift to Online Teaching and Learning
			    • Supporting Students with Disabilities Online
			  o Schedule specific planned district-/school-wide digital learning days as part of the traditional

			school calendar

Protecting Vulnerable Populations[1]
 	
*1 **Vulnerable Populations** -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.*
	School buildings are closed.	**District/School Considerations:**
		• Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
		• Survey families with vulnerable populations to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
		• Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
		• Adhere to FERPA and HIPPA requirements
		• Adhere to state and federal employment law and extended leave allowances
			District/School Considerations:
			• Implement standard operating procedures while taking preventative measures such as:
			  ◦ Establish a point-of-contact with the local health department
			  ◦ Identify local COVID-19 testing sites
			  ◦ Provide hand sanitizer for students and staff
			  ◦ Provide PPE to vulnerable students and staff as appropriate
			  ◦ Allow vulnerable students to complete their coursework virtually
			  ◦ Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
			  ◦ Establish a process for regular check-ins with vulnerable students and staff
			  ◦ Allow an early transition for vulnerable students to go to classes
			  ◦ Limit large group gatherings/Interactions for vulnerable students and staff