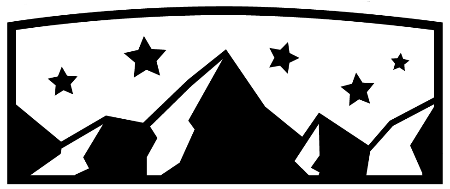
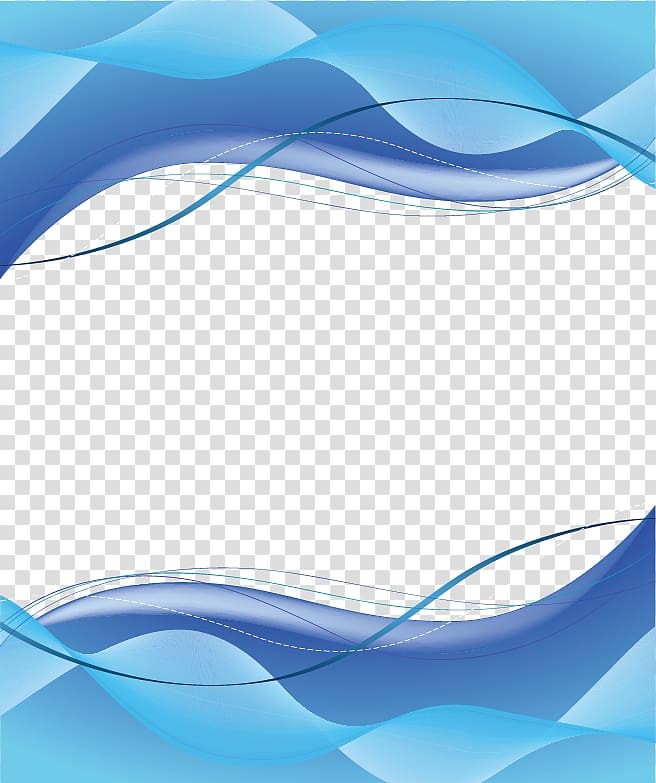
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| SNACS PATH FORWARD SCHOOL REOPENING PLAN 2020-2021  ELEMENTARY, MIDDLE, AND HIGHSCHOOL PLANS | Abstract  In response to the COVID-19 pandemic, Sierra Nevada Academy Charter School has developed a reopening plan for its campus for the 2020-2021 school year. The SNACS Reopening Team created a Path Forward plan based on the guidelines from the Governor’s Directives and the Nevada Department of Education Reopening Nevada Path Forward Framework.  Dr. Kimberly Regan and Mr. Victor Schoenfeldt on Behalf of SNACS Governing Board  July 24, 2020 and revised August 14, 2020 |



**SNACS**

**Reopening**

# Sierra Nevada Academy Charter School

# Reopening Plan 2020-2021

In response to the COVID-19 pandemic, Sierra Nevada Academy Charter School developed the reopening plan for the 2020-2021 school year. The SNACS Reopening Team created a Path Forward Reopening Plan based on the guidelines we were given from the Governor’s Directive and the Nevada Department of Education Nevada Path Forward Reopening Framework.

The Emergency Directive Sec.1.022 outlines the requirements for school districts and charter schools to “develop plans for reopening school buildings, providing instruction, and related activities for the 2020-2021 school year based on Nevada’s Path Forward, a Framework for a Safe, Efficient, and Equitable Return to School Buildings and pursuant to any requirements prescribed...and any additional guidance issued by the Nevada Department of Education.”

The SNACS Board of Governance met on June 25, 2020 and discussed reopening options including a tiered approach to providing for instruction involving face-to-face, distance learning, and a hybrid model based on national research. The SNACS administration committed to forming the SNACS Reopening Team as the COVID-19 pandemic evolved and Governor, State, and District mandates arose.

As a result of the Washoe County School District board meeting and plan for reopening was presented at the public meeting on July 7th and 28th. The SNACS Reopening Team convened to develop the plan in alignment with WCSD.

During the time between the two WCSD Board meetings, SNACS Principal spoke with Nevada Department of Education staff who portrayed SNACS reopening efforts were under the umbrella of the WCSD and a separate plan submission was not necessary. The SNACS Reopening Team prepared the plan and presented it to all staff on July 29 and August 4th. On August 13th, SNACS administration was notified a separate plan submission was required.

The plan will be sent to WCSD and NDE for final review and approvals.

**Plan Members**

The SNACS reopening team (SNACS-RT) included administration, regular and special education team leaders, registrar and attendance coordinators, human resources and finance specialists, facilities coordinator, and parents worked diligently to develop a plan that aligned with the Washoe County School District, SNACS Sponsor.

**Planning Considerations**

The SNACS-RT sent information and surveys to staff and families of our families in a multi-tiered approach via phone, email, and posted on the website beginning July 29th, one day after the WCSD Board Meeting. The plan and summary of the survey results is provided in the plan.

**Guiding Principles**

The plan outlines the safest route to reopening our school for all members of the school community. The SNACS-RT considered guidelines provided and facility space. Safety for all students and staff members is highest priority.

The SNACS mission is to provide for an innovative education through personalized learning via choice, exploration, and play. The SNACS-RT plan aligns with the school mission and vision amid the COVID-19 pandemic in the safest manner available.

Guiding Principles

* All decisions based on a foundation of *Providing for students’ educational needs in a safe learning environment across platforms based on national, state, and local guidance and directives in light of the COVID-19 pandemic*.
* Support student, family, and staff basic needs.
* Ensure equitable access for ALL students.
* Consideration for the learning needs of diverse learners, including those with disabilities, students who are learning English, and academically advanced or gifted students.
* Maintain high academic expectations for ALL students.
* Follow as practical all federal, state, and local health related guidelines.
* Providing families with choices to make the best educational decisions for their children.

**Approach and Summary**

The Nevada Department of Education, Nevada Path forward Plan Framework calls for school districts to plan for three learning platforms to implement for the 2020-2021 school year. On July 28, the Washoe County School District outlined their plan for a combination of face-to-face instruction, distance learning, and a hybrid of both options.

The SNACS board and admin team developed a similar plan that aligns with the WCSD to prepare for current and potential mandates. This includes an instructional plan with choice options for families regarding student learning. This allows parents to determine which options meet the needs of their family circumstances and beliefs surrounding COVID-19. The following options are available to families:

* Full Face-to-Face (F2F) for grade K-5
* Hybrid = Distance Learning & Face-to-face (DL & F2F) for grades K-9
* Full Distance Learning – (FDL) for grades K-9
* Emergency Distance Learning (EDL) as mandated by President, Governor, Washoe County Health District, Washoe County School District
* Exclusion Distance Learning (EDL) as mandated by Governor, Washoe County Health District, Washoe County School District

Schools may need to switch at any time during the year between the learning plans as warranted by the COVID-19 fluid situation. Please note the Governor and/or Health Department could mandate emergency or exclusionary distance learning at any time during the pandemic based on the increasing prevalence of COVID-19 cases.

The 2020-2021 school year is planned to start with a combination of all three models (face-to-face, hybrid, and full distance learning), staff and families are asked to be flexible and understand the models could change based on the fluid COVID-19 situation.

**Family Choice**

Charter schools represent choice in education. The SNACS-RT wanted to ensure families were provided opportunity for choosing which options were appropriate to meet the needs of their beliefs and family circumstances. The SNACS-RT informed staff and families of all mandates from the Governor and guidelines from the Nevada Department of Education, Washoe County Health Department, the Center for Disease Control, and Washoe County School District. The SNACS-RT informed all staff and families of the plan and choices therein including face-to-face instruction (providing for social distancing requirements), distance learning, and hybrid.

**SNACS Timeline and School Calendar**

SNACS intends to adhere to the school calendar approved by Jhone Ebert, Superintendent of Public Instruction whereas school safely reopens beginning August 17, 2020.

SNACS Board met with administrators to discuss the reopening plan during the June 25, 2020 board meeting.

SNACS admin worked preparing the reopening plan, grants, professional development, procedures, etc. beginning July 1, 2020.

SNACS admin support staff onsite preparing for reopening beginning July 27, 2020.

SNACS instructional staff participate in professional development on reopening plans on July 30, 2020.

SNACS instructional staff participate in professional development and classroom worktime between August 3-14th.

SNACS families contacted to choose learning model: f2f, hybrid, or distance option.

SNACS students begin August 17, 2020.

**Communication**

Communication is key to ensure all school community members are informed and can participate in making decisions as the situation arises. We note the COVID-19 pandemic is a fluid situation and can change rapidly to ensure the health and safety of all students, staff, and families.

Communication was/is provided via the website, emails, calls, text messages, letters, video calls, webinars, signage throughout campuses, and in person. Ongoing and consistent communication is vital to ensure the safety of all school community members.

Families and staff were informed of emergency distance learning plans in the event the Governor, state, district or local health department declared an emergency warranting distance learning.

Families and staff were informed of exclusionary distance learning plans in the event staff or students were excluded from physical attendance due to COVID-19 exposure or positive results in according with health guidelines.

Families were personally contacted by SNACS employees to choose which option works for their family circumstance and child’s educational needs.

**Family Survey Results**

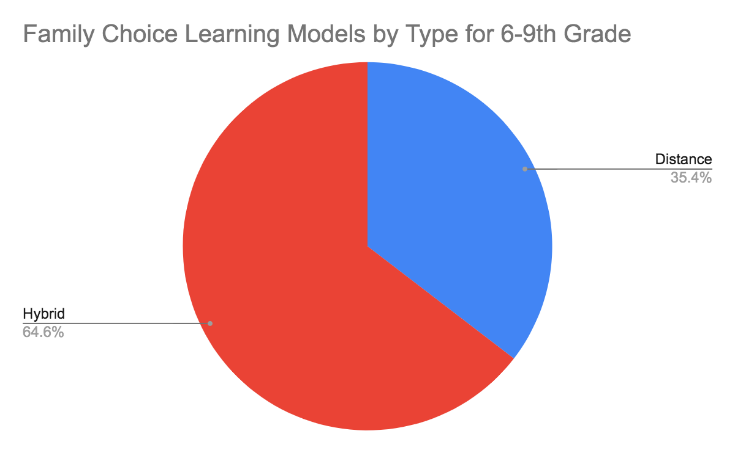
SNACS surveys were distributed to all families with a 71% response rate for 271 out of 380 students.

Elementary Results

A close up of a logo

Description automatically generatedThe survey indicated 43.54% (118 respondents) of the families who participated in the survey with students enrolled in grades K-5, 18.45% (50 respondents) preferred a face-to-face every day model, 26.20% (71 respondents) preferred a distance model; and 11.81% (32 respondents) preferred a hybrid model.

Middle School Results

The survey indicated 53.14% (144 respondents) of the families who participated in the survey with students enrolled in grades 6-9, 30.26% (82 respondents) preferred a hybrid model; and 16.61% (45 respondents) preferred a distance learning model.

**SNACS Whole School Results**

The survey indicated family choice in model type is important to accommodate the educational needs of all students based on individual family circumstances. All remaining families were personally contacted by SNACS staff to ensure each family had a voice and choice in what model their child participated in.

A picture containing umbrella

Description automatically generatedFinal results yielded results from all families for students enrolled at SNACS in grades K-9, 21% choose a face-to-face model; 33% choose distance learning model; 37% choose a hybrid model; and 8% of families are unknown at the time of generating the report.

**Learning Platform by Grade-level**

Families will be surveyed preferred option:

Grades K-5 Options

* F2F 5 days a week @ STEAD Campus
* Distance Learning 5 days a week – online only (must enroll at beginning semester, have internet access, devices may be available)
* Hybrid (depending on need) – AA/BB Schedules (space pending)

Grade 6-9 Options

* Hybrid AA/BB Schedules
* Distance Learning 5 days a week – online only (must enroll at semester, have internet access, devices may be available)
* F2F (option may be available for high-need students and special circumstances, pending space)

Please note: In the event there is a mandatory distance learning requirement from the Governor or Washoe County Health Department, ALL F2F and Hybrid students will revert to the emergency distance learning model. Paper copies of all work will be available for any student needing the information printed for them due to lack of Internet options. This is different than the full distance learning option selected at the beginning of the school year. Students already enrolled in a full distance learning option will continue without interruption to coursework.

**Reopening – Expectations**

All students will be provided with instruction from a highly qualified professional educator regardless of the instructional platform chosen: face-to-face, distance, or hybid.

All students enrolled in grades K-5, may attend school every day for daily face-to-face instruction; attend school through a hybrid model attending school half of the week and learning from home the other half of the week; or may choose full distance learning to learn at home every day.

All students enrolled in grades 6-9, may attend school through a hybrid model of instruction, attending school face-to-face half of the week and learning from home half of the week; or may choose full distance learning to learn at home online every day.

All classrooms are “capped” with a maximum capacity of students based on social distancing requirements. Classrooms are equipped with healthy and safety materials and supplies.

Staff and students are expected to self-screen daily to determine if they should physically attend school.

See the full plan for details on learning platforms, family choice, attendance, nutrition, technology, and the multi-tiered health and wellness procedures.

**Multi-tiered Health and Safety**

The health and safety of students, staff, and families is of utmost importance to WCSD. In order to best mitigate the spread of COVID-19 and to keep people safe in our buildings, the District will be utilizing a multi-layered approach that encompasses personal hygiene, physical distancing, and additional cleaning measures.

**Understanding COVID-19**

All staff were provided with professional development and resources in understanding COVID-19, how it is spread, and how to minimize exposure. Professional development and understanding will support the health and safety of all staff and students.

COVID-19 is reported to spread primarily from person to person, through close contact and respiratory droplets, which are inhaled. While it is possible to get COVID-19 by touching a surface and then touching your face, this is not reported as the primary means of contracting the illness.

**Self-Care Screening**

All SNACS employees and students must make sure to self-screen before entering a SNACS site facility using the WCSD self-screening tool. If an individual, or anyone in their household, is experiencing any COVID-19 symptoms, has tested positive for COVID-19, or is waiting for test results, then they should not enter a SNACS building. Students and staff must use WCSD’s self-screening tool every morning before coming into school, available at **https:** [**www.**](http://www/) **washoeschools.net/selfscreening**.

#### **Face Coverings**

All SNACS employees and students of all ages, parents/guardians, vendors, or visitors must wear cloth face coverings when they are in SNACS buildings and on SNACS grounds. Face coverings can only be removed for eating and drinking. Students and staff may bring their own face coverings, ensuring school appropriate attire (no vulgar or offensive images or language; no gang attire; no distraction to the learning environment). SNACS will provide face coverings to each student and staff member as needed.

Face coverings must be worn over both the nose and mouth and should fit snuggly against the face. We know this is new to many of our students and staff and we urge everyone to practice wearing their face covering prior to the school year.

Students and staff will be required to keep their face coverings on throughout the day, unless eating or drinking.

The Governor’s directive 028 **(https://bit.ly/33ybhQC)**, permits students and staff to request a medical exemption from wearing a mask. To do so, they should talk to their doctor and their principal or supervisor. Other provisions will apply such as wearing a face shield, etc.

Staff are exempt only if they have a documented medical vulnerability that would be exacerbated by wearing a cloth face covering on file with their employer, or they can produce documentation from a medical professional and receive approval for the exemption from their supervisor. For more information about face coverings, see the WCSD Guidance on Face Coverings, available to download at **h**[**ttps://w**](http://www.washoeschools.net/Page/15094)**ww.w**[**ashoescho**](http://www.washoeschools.net/Page/15094)**ols**[**.net/Page/15094.**](http://www.washoeschools.net/Page/15094)

Students are also exempt only if they have a medical vulnerability that would be exacerbated by wearing a cloth face covering documented in an existing Individualized Education Program (IEP) or 504 plan, or they produce documentation from a medical professional and receive approval for the exemption from the principal.

Visitors to SNACS buildings are discouraged and not permitted at this time. Parents/guardians who enter the campus to drop-off or pick up their child will be remain outdoors in designated areas maintaining appropriate social distance, unless otherwise approved by the Principal. If a vendor needs to come onto campus or into a building, they are required to wear a face covering. Visitors, vendors, parents/guardians who refuse to wear a face covering will not be allowed into any SNACS building or grounds.

**Physical Distance**

Students will maintain physical distance while in classrooms, hallways, and outside.

Custodians will clean high touch areas and teachers and other staff will have access to cleaning/disinfecting products that keep spaces cleaned throughout the day.

The use of physical distancing can help stop the spread of COVID-19. Thus, students and staff in SNACS buildings and grounds will be expected to practice physical distancing. Students in kindergarten through eighth grade will be maintaining three feet of physical distance, per Governor’s Directive 028 **(**[**https://bit.ly/33ybhQC**](https://bit.ly/33ybhQC)**).**

Students at the high school level, as well as staff in all SNACS buildings, will be required to maintain six feet of physical distancing. There may be times when teachers and students need to interact closer than the recommended three or six feet (such as if a student needs help with hand washing or hand sanitizer). These interactions should be brief and kept at no more than 15 minutes to limit exposure.

Classrooms will be arranged so that student desks will be distanced per Governor’s Directive 028 **(https://bit.ly/33ybhQC).** While students walk through common areas and hallways, they will be directed to maintain physical distancing at all times. Traffic flow through busy areas, such as bathrooms and water fountains, will be monitored to ensure students are staying apart. Drinking from water fountains is prohibited.

**Physical Campus**

Limiting exposure to COVID-19 in the physical environment is a top priority. SNACS will maintain an a physically safe environment including:

* Limit the number of students (capacity) in the building at one time based on space to person ratios resulting from square foot analysis for each room
* Post proper signage to guide students, staff, and visitors in following safety and health guidelines
* Stagger arrival, dismissal, lunch, recess, and staff break times.
* Ensure hand sanitizers are available and hand washing stations are accessible and fully stocked with soap, running water, paper towels, and trash receptacles.
* Ensure face coverings are available and used by all staff.
* Provide tissues, trash receptacles, and hand sanitizer as appropriate
* Remain socially distant, especially in places where lines may form
* Identify clutter that can be removed to improve cleanability of workspaces
* Maintain routine housekeeping, including disinfecting of surfaces and equipment with approved cleaning supplies, with special attention to high traffic areas and surfaces (entryways, doors, light switches, bathrooms, etc)

**Staff in the Physical Campus**

Only SNACS Staff or SNACS Independent Contractors will be allowed into the physical building.

* Self-screening every morning, including evaluating overall health and taking temperature if possible
* If a staff member feels ill or has symptoms of illness (fever, acute cough, or shortness of breath), they are not permitted to come to school/work. They must notify their supervisor immediately.
* If they are well but have contact with (been close for more than 15 minutes) with someone who is suspected of or testing positive for COVID-19, notify your supervisor immediately and seek further guidance
* Designated door for staff entrance and exit
* Temperature checks as needed
* Enhanced personal hygiene with frequent hand washing
* Face masks must be worn inside unless you are working alone in your work space
* Staggered breaks and lunch times
* Groups of more than 10 people will be expected to disperse

# Staff Planning Your Space/Classroom

* Reduce the number of surfaces touched by multiple people
* Think of the things you touch – Do you need them? If no, put them out of reach. If yes, plan for frequent sanitizing.
* Think of the things your visitors/students touch - Do they need them? If no, put them out of reach. If yes, plan for procedures and frequent sanitizing.
* Use clear dividers (provided) on all tables/surfaces to provide barriers and ensure enhanced social distancing.
* Drinking fountains should not be used/ encourage personal water bottles
* Identify clutter that can be removed to improve cleanability of workspaces
* Clean and disinfect surfaces frequently throughout the day
* Open doors for additional ventilation when available, turn off air-conditioning/heater units while doors/windows open to avoid burning out the motors
* Develop a plan to clean and disinfect throughout the school day

EVERY SNACS STAFF MEMBER IS RESPONSIBLE FOR ACTIVELY PROTECTINGTHEMSELVES, FELLOW STAFF, STUDENTS, AND COMMUNITY MEMBERS.

**Students on Campus**

Students who are at increased risk need to remain vigilant including those with existing medical conditions such as heart disease, diabetes, and immunological issues.

* Stay home if you are sick – use self-screening tool prior to coming to school.
* Temperature checks as warranted
* Remain socially distant
* Wear face coverings as mandated by the Governor
* Ensure face coverings are available if needed and worn by students as mandated
* Face coverings can be removed when eating, drinking, and during a supervised/structured outdoor activity if social distancing guidelines are enforced (ex. Socially distant outdoor reading activity with students in designated areas; a socially distance yoga class or simple exercise activity)
* Students who are experiencing symptoms will be isolated in the designated “Clinic Area”
* Classroom teachers will conduct a first day “health and safety” meeting with all students to ensure all are aware of expectations
* Classroom teachers will have regular meetings with students to review status and potential changes to the health and safety plan
* Any student who is quarantined on the advice of local public health officials receives access to the distance education

EVERY SNACS STUDENT IS RESPONSIBLE FOR ACTIVELY PROTECTING THEMSELVES, FELLOW STUDENTS, STAFF, AND COMMUNITY MEMBERS.

# Parents/Guardians on Campus

* Parents/guardians entering campus for arrival/dismissal will adhere to all required face mask and social distancing requirements.
* They will remain outdoors in designated areas established at each building/site which is separate from where students and staff will be
* Parents will receive a newsletters which provides general updates
* SNACS will use Infinite Campus and Blackboard Connect as a way to communicate with parents and track student attendance
* SNACS will use online platforms such as Infinite Campus, Blackboard Connect for general information and personal communication via calls, voice messages, emails, and texts for personalized communication, Zoom, and/or Google Classroom to communicate with families

EVERY SNACS PARENT/GUARDIAN IS RESPONSIBLE FOR ACTIVELY PROTECTING THEMSELVES, FELLOW VISITORS, STUDENTS, STAFF, AND COMMUNITY MEMBERS.

**Handwashing**

Students and staff should wash their hands frequently, which soap and warm water for at least 20 seconds, throughout the day. Hand sanitizer will also be made available.

Hand sanitizer will be made available in every classroom for students and staff to use throughout the day. However, hand sanitizer should only be used when it is not possible to wash hands in warm, soapy water. If hand sanitizer is used, hands should still be washed in warm, soapy water when it is reasonable to do so.

**Mental Health/Social Emotional Needs**

SNACS administration understand this is a challenging time for many of students, families, and staff. Students experiencing difficulties should reach out to their school counselor for assistance. Staff are encouraged to talk with their supervisors and/or utilize the Mountain Employee Assistance Program, Guidance Resources, [**www.guidanceresources.com,**](http://www.guidanceresources.com/) through the District health insurance.

**Learning Platforms and Structure**

**Full Face-to-Face Instruction**

At the K-5 grade levels, all students have the option to attend school throughout the week receiving all instruction within the building.

* + Requires adherence to State re-opening requirements:
    - Social distancing – K-8 3 ft. apart, 9-12 6 ft. apart
    - Use of Personal Protective Equipment (PPE) (Face Masks)
    - Restrictions to close contact activities
    - Enhanced cleaning & hygiene protocols
    - Monitoring and tracking symptoms
    - Exclusions, quarantine, and reporting requirements
* Families will have the choice for Full Distance, and Emergency Distance would be used for temporary exclusions. The Hybrid model may be available depending on space and need.
* F2F instruction for K-5 students five days per week.
* Ensure social distancing and safety requirements.
* Flipped model implemented
* Students learn and practice the DL model while at school for easy transition to both EDL’s, if mandated.

**Flipped Model**

* A flipped classroom is an instructional strategy and a type of blended learning focused on student engagement and active learning, giving the instructor a better opportunity to work with differentiated instruction (mixed levels), individualized instruction (student difficulties/advancements), and accelerate learning preferences during in-class time.
* Instead of traditional homework, students watch videos and read content to be prepared to work onsite (when full f2f or hybrid f2f) to apply their knowledge so teachers are the resources to facilitate higher-level Depths of Knowledge (DOKs).
* Direct instruction will be flipped for students to complete from home and onsite will be dedicated to applied instruction (centers at seats, discussions, etc.) that advances learning.
* All teachers (especially ECE) will teach this model from day 1 and will train students how to navigate flipped instruction and distance learning so in the event of Emergency or Exclusion Distance Learning, all students are prepared to smoothly transition accordingly to changing mandates under COVID-19.

**Distance Learning**

There are one regular types of distance learning:

* Full Distance Learning – online everyday

There are two emergency types of distance learning:

* Emergency – where class, school site(s), district, state are mandated to close – Emergency DL utilizes Google Classroom and Paper Copies for identified students
* Exclusion – identified individuals (per health department exclusion requirements) – Exclusion DL utilizes Google Classroom and Paper Copies for identified students

**Full Distance Learning**

SNACS has multiple options for families to receive high-quality standards-based instruction without coming to campus. Platforms such as the SNACS Stars using Brigham Young University (BYU) and On-line Curriculum Planning Guides meet this requirement.

* Multiple course options available.
* Instruction supported daily by highly-qualified certified teachers.
* Students must have access to devices and the internet.
* Requirements of specialized learning (e.g. IEP compliance) must be met.
* Students eligible for Free/Reduced Priced Lunch must have access to food.
* Staff teaching in the Full Distance Learning Model will provide instruction onsite, unless otherwise provided for with a doctor’s note and administrator approvals.
* What does Distance Learning look like?
* Instruction supported by qualified certified teachers.
* Daily schedules built for students based on 5-6 hours daily.
* Structured and independent learning scheduled throughout the day.
* State approved curriculum tied to content standards utilized daily.
* Students have access to devices and the Internet.
* Requirements of specialized learning (IEPs, EL, GT) are met.
* Common standards-based assessments used to monitor student progress.
* Feedback provided to students and work graded.
* Students will have Personal Learning Plans.
* Students must have devices and Internet connectivity.
* Program supports the content area teacher.
* Teachers will contact students virtually or by phone to discuss progress or concerns.
* SNACS will determine which classes are offered through the program.
* Professional Learning is available for all teachers.
* Enrollment at the semester start ONLY (Two times per year).
* Students cannot enroll mid-semester.
* This DL program is different than Emergency or Exclusion Distance Learning, which are based on emergency and exclusion mandates.

**Emergency Distance Learning**

* Emergency Distance Learning occurs when a full classroom or site is temporarily closed under the direction of the Washoe County Health Department or Governor’s Office. This may occur when health officials determine the increased number of cases in Washoe County, school site, or classroom exceed a safe threshold during the pandemic.
* ALL effected students and staff will resume learning under the Emergency Distance Learning Model.
* Students with no access to internet will be provided with paper copies of distance learning materials.
* Staff teaching in the Full Distance Learning Model will provide instruction onsite, unless otherwise provided for with a doctor’s note and administrator approvals.

**Exclusion Distance Learning**

* Exclusion Distance Learning occurs when a student/staff is excluded from school due to a confirmed COVID-19 exposure or is tested positive for COVID-19. Doctor’s notes will be required.
* Protocols for exclusions will be determined in collaboration with health officials at WCHD, WCSD, NDE, Governor’s Office, and the CDC.
* SNACS monitors and tracks symptoms and reports to the WCHD, and WCSD according to requirements.
* ALL effected students and staff will resume learning and teaching under the Exclusion Distance Learning Model.
* Students with no access to internet will be provided with paper copies of distance learning materials.
* Staff teaching in the Full Distance Learning Model will provide instruction onsite, unless otherwise provided for with a doctor’s note and administrator approvals.

**Equitable Access ALL SNACS Learning Model Platforms**

* F2F, Hybrid (DL & F2F), FDL, EDL, EDL
* All students must have equitable access to effective instruction and standards-based grade level and mastery learning opportunities.
* Standards-based instruction introducing new learning content daily will occur in a Distance Learning model.
* Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
* Teachers and students will be ensured equitable/effective teaching and learning.

**Supporting Distance Learning**

* List of Resources:
  + Google Classroom Tools
  + Flipped Classrooms (Hybrid - DL & F2F)
  + Online Curriculum Resources
  + SEL Lessons
  + Other Digital Learning Tools
  + Synchronous and asynchronous learning throughout the day.
  + Brigham Young University (grades 7-12)
  + Students will receive daily instruction in English/Language Arts and Math.
  + Students will receive instruction in Science and Social Studies.
  + Options for small group, 1:1, intervention, re-teaching, and office hours will be built into schedules.
  + Schedules will vary based on grade level.
  + Curriculum Maps are available for all content areas.
  + Special Education services will be provided as defined through the IEP process using the Distance Learning platform, including the use of online (video) and phone for related services.

**Hybrid Learning Model**

* For middle school and high school, the model combines elements of both F2F learning and DL in which students are receiving F2F instruction for part of the school week and are receiving DL instruction for remainder of the school week.
  + AA/BB Schedules (families may request preference, will accommodate as space and need permits)
  + Certain vulnerable populations may be F2F everyday
  + All provisions of F2F (e.g. social distancing, use of PPE, etc.) remain the same.
  + While on distance, all provisions of Distance Learning (e.g. certified teachers, access to food, support services, etc.) remain the same.
  + Available for all middle and high school students, will offer for K-5, pending space and parent choice
  + Students attend school in a “A/B Rotation Schedule” (will survey)
  + Schedules for half of their instruction to be F2F with DL
  + Certain vulnerable MS/HS student groups may receive F2F instruction throughout the week, space permitting.
  + Emergency or Exclusion Distance Learning will be utilized in the event a student or group of students is excluded, or if a school or the District is temporarily shut down due to outbreak.

**Instructional Administrator(s) Responsibilities**

* + Follow self-check guidelines, monitor self, staff, and students for signs of illness symptoms, report according to procedures.
  + Provide initial and ongoing parent/guardian communication, support, and guidance.
  + Lead master scheduling while considering the instructional needs of all students.
  + Include schedules for real-time, synchronous sessions and virtual office hours by grade- level and/or content area subject.
  + Support the development and implementation of Team Leader recommendations for decision making processes.
  + Provide structure for mental health and wellness supports
  + Monitor MTSS processes, Individualized Education Programs (IEP)/Section 504 Accommodation Plans/English Learner (EL) supports to ensure compliance and differentiated learning.
  + Identify Team Leaders and/or staff who support teachers toward increasing student engagement and achievement.
  + Observe instruction and provide formative and summative feedback to licensed educators.

**Teacher Responsibilities**

* + Follow self-check guidelines, monitor self and students for signs of illness symptoms, report according to procedures.
  + Instruct students daily based on PLPs providing for differentiated and individualized instruction in 1:1, small groups, and whole groups with standards-based instruction.
  + Provide for a Flipped Model (F2F & Hybrid) of Instruction, using Google Classroom daily to streamline for processes when transitioning to mandated distance learning.
  + Participate in collaborative lesson planning, professional learning prior to and during active distance education through the PLC process.
  + Arrange for daily communication and follow attendance processes.
  + Facilitate resources for students with IEPs or Section 504 Accommodation Plans and ELs.
  + Maintain contact with parents/guardians.
  + Attend and participate in all required parent/guardian meetings (i.e. IEP/504, EL, PTC, etc.).
  + Provide emergency substitute plans and instructions as required.
  + Facilitate BYU learning (based on grade levels used).

**Student Responsibilities**

* + Follow School Rules and Mandates
  + Follow self-check guidelines.
  + Report any illness symptoms to parent/guardian or staff member at onset
  + Maintain positive attendance, engagement, and achievement toward growth.
  + Complete assignments and tasks as assigned.
  + Ask for help when needed.
  + Attend ALL daily and weekly real-time, synchronous sessions or recorded sessions. **These are not optional.**
  + Participate in ALL assessments as expected.
  + Please note: Emergency and Exclusion DL will accommodate students with paper copies as needed. Students will be expected to complete these.

**Parent/Guardian Responsibilities**

* + Follow self-check guidelines.
  + Report any illness symptoms to parent/guardian or staff member at onset
  + Follow School Rules and Mandates
  + Communicate with your child’s teacher(s) via appointments for video and/or phone calls, emails, etc.
  + Actively engage in your child’s learning.
  + Provide support, guidance, and assistance.
  + Provide a physical space for learning in the home (desk, table, etc).
  + Provide an environment for learning in the home (limit interruptions, video games, television, cell phones, etc.)
  + Encourage and recognize positive gains and achievements.
  + Actively monitor child’s progress in assigned courses.

**Special Education Services and Supports**

* All Special Education staff will participate in training on providing SDI during Distance/Hybrid Learning to ensure alignment with recommended Distance Learning guidance for all students.
* Related Services:
  + Special Education staff are reviewing all guidance documents from WCSD, AOTA, ASHA, APTA, and BACB to help drive decisions regarding how services will be provided.
  + Based upon this guidance, all related service providers will receive training on how to provide telehealth therapy and/or through hybrid learning opportunities.

**SNACS Ongoing Support**

* Ongoing collaboration with Leadership Teams and weekly meetings.
* Ongoing collaboration with teachers including virtual meetings
* Instructional Leaders, Team Leaders, Special Education Facilitators, grade level PLCs.
* Consistent review of learning platforms.
* Consistent review of site safety and health plans.
* Family School Partnerships outreach and supports.
* Equity and Diversity, MTSS, SEL, etc. outreach/support.

**Transportation: Distance & Hybrid Model**

SNACS does not provide transportation to and from school. Parents choosing to attend SNACS face-to-face or hybrid instruction must arrange for their own transportation (including students who walk to and from school). SNACS has provided shuttle service for multiple groups of students between the two campuses, however this service is no longer an option due to COVID-19 social distancing restriction mandates by the governor.

SNACS is working to determine appropriate transportation for the following reasons:

* Food distribution as needed – working with WCSD
* Curriculum & materials distribution as needed.
* Site Hot-Spots
* Van WIFI Hot-Spots drivers,
* Potential collaborations w/WCSD for Hot-Spots.

**Student Devices**

* Middle and High School Hybrid Students use 1:1 devices for daily coursework regardless of platform. This is not new to COVID-19 related plans.
* Full Distance Learning options require a device. SNACS will provide devices as needed.
* In Emergency/Exclusion Distance Learning, SNACS will work with families to provide devices as needed (pending availability) to ensure equity access to curriculum and instruction.
* Students with no access to internet will be provided with paper copies of distance learning materials.
* Student devices have been ordered.
* Priority to distribute to students who do not have any device in their residence.
* Some families may need a device for students that have a laptop or desktop at their residence however are not able to consistently utilize it. (Significant challenges such as multiple students in residence or parents’ need computer for their work).

**Technology Connectivity Update**

The WCSD has 25 portable Kajeet Smart Bus units:

* + 60 Person capacity
  + 300 ft Radius of the bus
  + Potential collaboration
  + Approx. 6,0000 additional Hot-Spots
  + SNACS was denied access for families

SNACS purchasing multiple Hot-Spots:

* + Fox and Stead Hot-Spots
  + Vendor – Obtaining bids
  + Survey families to determine
  + Goal for each will provide internet to all students in single family households

**Technology Devices Update**

SNACS has approximately 275 devices and needs approximately 100 more devices. Orders for devices were placed prior to June 30, 2020, but the vendor anticipates delivery mid-October due to the increased need for devices.

**Distribution of Paper Materials**

* Paper materials will be available for identified students enrolled in MS/HS Hybrid, Emergency Distance Learning, and Exclusion Distance Learning.
* Following current guidance: physical distancing, face coverings, and hygiene practices.
* Similar redistribution model used during Spring 2020, students will receive necessary materials for the 2020-21 School Year.
* Coordinated distribution of textbooks and devices for students.
* Coordinated distribution and return of materials by school sites.

**Nutrition Services**

When onsite for face-to-face instruction, students participating in the breakfast/lunch program will receive a grab-n-go breakfast/lunch as provided by nutrition services. Students will eat in their own classroom, at their own designated area using social distancing practices. Students will remain in their seats during breakfast/lunch time and ensure masks are in place as soon as they are finished eating and drinking.

**Nutrition Services: Distance & Hybrid Models**

SNACS Nutrition Coordinator is working with WCSD for all DL and Hybrid Models to provide breakfast/lunch as needed to:

* Ensure Safety #1 for distribution
* Provide Grab and Go Menus
  + Breakfast
  + Lunch
  + Multi-day packs may be available (Hybrid & DL\*)
* Accessible Site Selections – working with WCSD Nutrition Services
* Convenient Pick-Up Times
* Expedient Distribution Models

SNACS collaborates with multiple agencies to ensure students have access to food during emergency and exclusion distance learning. Collaborative partners include:

* Washoe County School District
* NDA (Nevada Department of Agriculture)
* FBNN (Food Bank of Northern Nevada)
* Communication with the WCSD
* Local Agencies/Churches

**Recess**

Recess is an important part of student days. Recess provides for social-emotional and physical health. Students will be provided opportunities for recess and structured activities Students will be required to wear face coverings and practice social distancing. Shared playground structure and equipment will not be available to students.

# Collaborative Effort

# The Board of Governance, SNACS-RT, and SNACS Community recognize the COVID-19 pandemic is a fluid situation and changes to learning models may change according to circumstantial changes at the local, state, and national levels. SNACS is willing and able to pivot accordingly by planning for multiple scenarios and being flexible for the health and safety of all students, staff, and community while ensuring a high-quality instructional program for all students.

# Supporting Resources

* *Washoe County School District: Path Forward Reopening Plan*
* *Nevada Department of Education: Guidance for Path Forward Programs*
* *Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings*
* *Center for Disease Control: Considerations for K-12 Schools: Readiness and Planning Tool*
* *Nevada Department of Education Certification for Path Forward Programs of Distance Education*
* *Nevada Department of Education Request for Calendar Adjustment Document*
* *Nevada Department of Education Request for Additional Professional Development Days Document*
* *SNACS Path Forward COVID-19 Survey Response Data*