

**NOTICE OF PUBLIC MEETING**  
of the  
**Board of Directors of**  
**SOMERSET ACADEMY OF LAS VEGAS**

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Notice is hereby given that the Board of Directors of Somerset Academy of Las Vegas, a public charter school, will conduct a public meeting on June 20, 2020 beginning at 8:00 a.m. at 6630 Surrey St., Las Vegas, NV 89119. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Dena Thompson at (702) 431-6260 or [dena.thompson@academicnv.com](mailto:dena.thompson@academicnv.com) two business days in advance so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please visit the school's website at [somersetacademyoflasvegas.com](http://somersetacademyoflasvegas.com). For copies of meeting audio, please email [dena.thompson@academicnv.com](mailto:dena.thompson@academicnv.com)

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

# AGENDA

## June 20, 2020 Strategic Planning Meeting of the Board of Directors of Somerset Academy of Las Vegas

### A College Prep School

Cultivating Effective Leaders, Good Character and a Desire to Render Service

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*We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.*

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Approval of Minutes from the June 2, 2020 Board Meeting (For Possible Action)
4. Report on Goals (For Possible Action)
  - a. All Schools to be 4 or 5 Stars by September 2022 (10 minutes)
  - b. Utilize Character and Leadership Programs in the Schools by 2021-2022 (10 minutes)
  - c. Become Financially Sound to Facilitate Increasing Teacher Pay and Facility Maintenance (15 minutes)
5. Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws (For Possible Action)
  - a. Moving of Annual Meeting
  - b. Adjustment and Clarification of Board Member Terms
6. Discussion and Possible Action Regarding Somerset Academy Administrative Leadership Structure (For Possible Action)
  - a. Review of Current Principal Cohort System
  - b. If Principal Cohort to Continue, Process for Designation of Lead Principal
  - c. Compensation Structure
7. Discussion and Possible Action Regarding Structure of School Improvement with District Support (For Possible Action)
8. Discussion and Possible Action Regarding Graduation Requirements (For Possible Action)
9. Principal Evaluation Update and Presentation on Proposed Evaluation System (For Possible Action)

10. Discussion Regarding Governor's Declaration of Emergency Directive 022 Regarding School Reopening (For Discussion)

11. Member Comment (Information/Discussion)

12. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

13. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) 385 W. Centennial Parkway, North Las Vegas, Nevada 89084
- (2) 7038 Sky Pointe Drive, Las Vegas, Nevada 89131
- (3) 50 N. Stephanie St., Henderson, Nevada 89074
- (4) 4650 Losee Road, North Las Vegas, Nevada 89081
- (5) 4491 N. Rainbow Blvd., Las Vegas, Nevada 89108
- (6) 6475 Valley Dr., North Las Vegas, Nevada 89084
- (7) 8151 N. Shaumber Road, Las Vegas, Nevada 89166
- (8) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, Nevada.
- (9) Henderson City Hall, 240 South Water Street, Henderson, Nevada.
- (10) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada.
- (11) [notices.nv.gov](http://notices.nv.gov)

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020  
Agenda Item: 3 – Approval of Minutes from the June 2, 2020 Board Meeting  
Number of Enclosures: 1

### **SUBJECT: Approval of Minutes**

- Action
- Appointments
- Approval
- Consent Agenda
- Information
- Public Hearing
- Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

**Move to approve the minutes of the June 2, 2020 board meeting.**

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 2 Minutes

Background: A board meeting was held on June 20, 2020. As such, the minutes will need to be approved for this meeting.

Submitted By: Staff

**MINUTES**  
**of the meeting of the**  
**BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS**  
**June 2, 2020**

Board of Directors of Somerset Academy of Las Vegas held a public meeting on June 2, 2020 at 6:00 p.m. via Zoom meeting.

**1. Call to Order and Roll Call**

Board Chair John Bentham called the meeting to order at 6:02 p.m. In attendance were Board members John Bentham, Sarah McClellan, Cody Noble, Will Harty, Gary McClain (left at 7:09 p.m.), Travis Mizer, and LeNora Bredsguard.

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Christina Threeton, Principal Jessica Scobell, Principal Elaine Kelley, Principal Kate Lackey, Assistant Principal Jill Dayne, Assistant Principal Ebony Gaubault, and Executive Assistant Sandy Smith; as well as Somerset Inc. representative Suzette Ruiz and Academica representatives Crystal Thirirot, Ryan Reeves, Marla Devitt, Marc Clayton, Trevor Goodsell, Kendra Thornton, Gayle Jefferson, and Todd Arellano.

**2. Public Comment**

Susana Harty addressed the Board and spoke about the great teachers at Somerset, especially during the pandemic. She noted that, due to the pandemic, the teacher bonuses had been removed from the budget and called on Somerset families, the Somerset Board, and Academica to find a way to provide bonuses for the teachers.

**3. Student/School Achievement Recognition**

Principal Lee Esplin addressed the Board and stated that Sky Pointe had 100% of the seniors graduate. For graduation each student had a 15-minute time slot to walk across the stage, receive their diploma, and turn their tassel. Mr. Sinquefield, a teacher, was preparing a video of the complete ceremony which would be distributed to the families. Principal Esplin stated that the kindergarten and 8<sup>th</sup> grade classes had held promotion celebrations. He added that many families had expressed appreciation for the effort of the Somerset system to support the students, provide opportunities to learn, and recognize the student achievements.

Principal Jessica Scobell addressed the Board and stated that the Losee graduation had been held at The Speedway, with 91 of the 92 students graduating on time; adding the the remaining student was working through summer school toward graduation. She thanked Member McClellan for joining her at the graduation ceremony. The valedictorian, Blake Trushel, had received a full

music scholarship to SUU. Principal Scobell stated that the 8<sup>th</sup> grade promotion had been held virtually, with 180 of the 205 students attending and receiving recognition. The kindergarten and 5<sup>th</sup> grades had car loop promotion celebrations. Principal Scobell stated that the pandemic had brought the Somerset community closer together and the families were very appreciative of the support received.

Principal Elaine Kelley addressed the Board and stated that Aliante held car loop promotion ceremonies for Kindergarten and 8<sup>th</sup> grade, with students receiving their certificates and gifts from their teachers. The 8<sup>th</sup> grade students also received a t-shirt. The pickup of all belongings went smoothly.

Principal Kate Lackey addressed the Board and stated that a drive through celebration had been held at Skye Canyon and most of the belongings had been returned to students. Principal Lackey stated that the teachers had decided to hold award ceremonies in the fall so that they could personally hand the students their awards.

Principal Cesar Tiu addressed the Board and stated that Lone Mountain held drive through promotions for kindergarten, 5<sup>th</sup> grade, and 8<sup>th</sup> grade. He thanked the instructional aides and PTO for decorating the school with posters for the celebration. Principal Tiu recognized Jackson Bentham for placing 18<sup>th</sup> out of 244 students nationwide in the Ron Clark Academy Global Amazing Shake. The Global Amazing Shake was a competition that placed emphasis on teaching students manners, discipline, respect, and professional conduct. Principal Tiu also recognized Jackson Bentham and Dyson Twitchell for being selected as the 2020 Nation Junior Honor Society Outstanding Achievement Award recipients. Principal Tiu further stated that Lone Mountain had held a successful blood drive to help combat the severe blood shortages during the coronavirus outbreak. He thanked Academica for guiding him through the process and noted that they had maintained social distancing during the drive. Member Bentham encouraged the other campuses to consider holding a blood drive in the fall, noting that at the time of the Lone Mountain blood drive there had only been a one day supply in the valley.

Principal Threton addressed the Board and stated that North Las Vegas held a drive through celebrations for kindergarten, 5<sup>th</sup> grade and 8<sup>th</sup> grade; adding that the families had a great time at the celebrations. Assistant Principal Ebony Gaubault addressed the Board and noted that, during the 8<sup>th</sup> grade celebration, the high school that each student would be attending was announced. Principal Threton stated that the families had expressed appreciation for the hard work and quick turnaround to provide a quality education during the school closure.

Member Bredsguard stated that she had attended the Stephanie campus Zoom advancement for the 8<sup>th</sup> grade. She had been impressed with the student's eloquence while sharing stories about their Somerset journeys. The celebration had also included Mr. Farmer as a special guest. Principal Kelley stated that she had also attended the Zoom celebration which included a great tribute to Mr. Farmer; adding that Mr. Farmer had been really touched by the tribute.

#### **4. Consent Agenda**

- a. Minutes from the April 14, 2020 and May 7, 2020 Board Meetings**
- b. Approval of Recommendations from the Finance Committee:**
  - 1. School Financial Performance (Not for Action)**
  - 2. Approval of Final Budget for the 2020/2021 School Year**
  - 3. Approval of Stipend for Lead Principal**

Member Harty asked to have item 4.b.3 removed for further discussion during the upcoming strategic planning meeting.

**Member McClellan moved to approve the consent agenda as presented with agenda item 4.b.3 removed. Member Noble seconded the motion, and the Board voted unanimously to approve.**

#### **5. Academica Progress Reports and Updates on School Initiatives**

Principal Kelley stated that without official WIDA data she did not have an update. Principal Scobell stated that she had not had the opportunity to prepare the WIDA data for an update. Principal Esplin stated that he had received the WIDA data and noted that, although they did good, there was room for improvement. He stated that he had not received the ACT results but they were expected soon.

Assistant Principal Jill Dayne addressed the Board and stated that Aliante had 24% of the WIDA elementary students exit; adding that growth in middle school had only 1 student out of the three returning show growth. Principal Tiu stated that 67% of the Lone Mountain EL students either met or exceeded the growth on the annual WIDA test. They were able to exit 17% of the EL population from the EL program. Principal Tiu stated that Lone Mountain had enough EL students to count toward the Star rating and they would be using the WIDA data to target the needs of the EL students in the coming school year.

Assistant Principal Gaubault stated that they had twice as many students exit the EL program as any other school in the system with a 15% increase over the 2018/2019 school year. She stated that 86.6% of the students met or exceeded their goals from the prior year. Principal Threton stated that they were excited to see the hard work of the staff payoff.

#### **6. Review and Approval of Vendor for Resurfacing at the North Las Vegas and Sky Pointe Campuses**

Mr. Todd Arellano addressed the Board and reviewed the bids received for the resealing and restriping of the parking lot and playground areas, noting that all three bidding companies had been used by Academica on previous projects. Member McClain stated that Stripe-A-Lot and Affordable did not specify the product that they would be using. He expressed concern with the difference in price between projects for Stripe-A-Lot and stated that if they were selected he would

want better information on the product. Member Mizer asked if the project could be postponed for a year due to budget concerns. Discussion ensued regarding the age of the existing parking lots and the timing of the projects. Mr. Ryan Reeves addressed the Board and acknowledged the desire of the Board to postpone the projects for one year, along with the subsequently scheduled resurfacing projects at other campuses. He stated that Academica would work with Member McClain to inspect the asphalt to ensure that postponing would not cause additional expenses in the future.

**This item was tabled.**

**7. Discussion and Possible Action to Approve a National School Lunch Vendor for Somerset Academy of Las Vegas for the 2020/2021 School Year from the Following: 1) Better 4 You Meals and 2) Fresh Start Meals**

Ms. Kendra Thornton addressed the Board and explained that, with several new campuses joining the program and with Three Square eliminating the vended meal option, a Request for Proposal (RFP) had been issued. She reviewed the RFP process and the recommended vendor as contained in the support materials. Member Bentham asked if breakfast would be served at all campuses, to which Ms. Thornton replied that it would only be served at the North Las Vegas and Losee campuses.

Member McClellan noted that the company was from out of state and asked for clarification on the process of delivering food. Ms. Thornton explained that the company was actively trying to secure a location; however, if they could not secure a location they would secure fridge and freezer space and distribute via a delivery driver. Member Bentham expressed concern, based on a prior experience, that the company might decide against operating in the area. Ms. Thornton replied that the new Nevada Department of Agriculture requirement that the vendor be registered with correct documentation was implemented to prevent such a situation. Member McClellan asked if CCSD had declined to bid, to which Ms. Thornton replied in the affirmative. Member Noble noted that if the highest scored vendor was not selected that the school would not qualify for reimbursement.

Member McClellan asked if the price was the same as previously charged. Ms. Thornton stated that the prices listed were what the vendor would charge Somerset Academy; adding that the school typically charged the students a higher price, which had been \$3.50 for the 2019/2020 school year. Discussion ensued regarding the price that the schools would be charging the students for lunch, with Board members expressing concerns about raising the prices. Mr. Reeves stated that the Board could approve the vendor and request a report on the pricing from each campus.

**Member Noble moved to approve Better 4 You Meals as National School Lunch vendor for Somerset Academy of Las Vegas for the 2020/2021 school year. Member Harty seconded the motion, and the Board voted unanimously to approve.**



**8. Discussion and Approval of Outside Legal Counsel from the Following: 1) Wiley Petersen – Jon Blum; 2) Howard and Howard – Mark Gardberg**

Mr. Reeves explained that, with the firm of Kolsar Leatham recently closing, the Board would need to retain new legal counsel. He reviewed the information on the two firms as contained in the support materials. The rates would be \$300 per hour for Wiley Petersen, Howard and Howard's rates would start at \$310 per hour and would escalate yearly until they reached \$395 per hour. Mr. Reeves stated he would be confident and comfortable working with either firm.

Member Mizer asked if Somerset typically spent a large amount on legal counsel. Mr. Reeves stated that Academica was able to take care of most legal issues which helped keep the cost low; however, outside counsel could step in with, among other things, contract review and SPED issues. Member Noble noted that hourly rate should not be the deciding factor in selecting a firm; adding that if the need to use outside counsel was low the cost difference would be negligible. Member Harty asked if the agreement had a term, to which Mr. Reeves replied in the negative. Member Noble stated that it was important to have a formal engagement letter; however, if the need arose for more experience, a different firm could be engaged.

**Member Noble moved to engage Wiley Petersen to be legal counsel for Somerset Academy and that the engagement terms be adopted. Member Mizer seconded the motion, and the Board voted unanimously to approve.**

**9. Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws.**

**This item was tabled.**

**10. Academica Announcements and Notifications**

Ms. Thiriot stated that the strategic planning meeting would most likely be held June 20<sup>th</sup> when the Board members would all be available. Mr. Reeves stated that Academica was monitoring the upcoming special session of the legislature.

**11. Member Comment**

Member McClellan stated that she hoped that plans were being developed for if and when school resumed. Mr. Reeves stated that Academica had assembled a team to prepare information for all of the Academica family of schools, with Principal Scobell and Principal Kelley included in that team. They were looking at many different scenarios for the upcoming school year to ensure that they would be ready when the NDE provided direction. Member McClellan thanked Academica for the support during the transition to distance learning.

Member Mizer stated that the Board should make a better effort to provide representation at the school celebrations. Member Harty stated that Somerset had a \$3.4 million surplus with not too much longer to go in the fiscal year; adding that paying the teachers and administrators should be a top priority.

Member Noble stated he was impressed with how the schools had handled an unusual situation; adding that it was attributable to the great individuals and leaders in the system. Member Bredsguard stated that she also was impressed with how prepared the principals were for transition to distance learning while putting students in the forefront; adding that she appreciated the effort to provide closure to the school year for the students.

Member Bentham stated that he hoped that, once more financial information was received, teacher bonuses could be revisited.

## **12. Public Comment**

Ms. Suzette Ruiz addressed the Board and congratulated the principals for their hard work and for making the celebrations great. Ms. Marla Devitt thanked everyone for the work at the end of the school year. She also thanked the principals for including the Somerset Florida team in their principal meetings.

Principal Tiu thanked Principal Kelley for all of her hard work as the veteran principal and for supporting him in his first year. Principal Threeton stated that, with the postponement of the resurfacing of the asphalt, she would welcome any information on scouts who might be willing to help repaint the basketball court as a service project. Member Bentham stated he could provide contact information for the Boy Scout Council Office.

## **13. Adjournment**

**The meeting was adjourned at 7:35 p.m.**

**Approved on:** \_\_\_\_\_

\_\_\_\_\_  
**Secretary of the Board of Directors  
Doral Academy of Nevada**

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 4 – Report on Goals Number of Enclosures: 0
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<b>SUBJECT: Report on Goals</b>
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<input checked="" type="checkbox"/> Action <input type="checkbox"/> Appointments <input type="checkbox"/> Approval <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Information <input type="checkbox"/> Public Hearing <input type="checkbox"/> Regular Adoption
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Presenter (s): Board
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 2 Minutes
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Background:
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Submitted By: Staff
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# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 4a – All Schools to be 4 or 5 Stars by September 2022 Number of Enclosures: 1
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<b>SUBJECT: All Schools to be 4 or 5 Stars by September 2022</b>
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- |   |
|---|
| <input checked="" type="checkbox"/> Action<br><input type="checkbox"/> Appointments<br><input type="checkbox"/> Approval<br><input type="checkbox"/> Consent Agenda<br><input type="checkbox"/> Information<br><input type="checkbox"/> Public Hearing<br><input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 10 Minutes
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Background: A review of the school Star rating goal.
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Submitted By: Staff
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# Road to 5 Stars

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SOMERSET SKY POINTE



**Prepared by**

LEE ESPLIN, PRINCIPAL  
& SKY POINTE ADMINISTRATION

# GOALS

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1. To maintain 5 star status in the elementary school
2. To maintain 5 star status in the middle school
3. To achieve 5 star status in the high school

# ROAD TO 5 STARS

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The destination: 5 star status at Somerset Sky Pointe at every school level. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

# Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

## Elementary

## Middle School

**Somerset Academy Sky Pointe** School Year 2018-2019 Nevada School Rating

School Level: Elementary School  
Grade: 0K-12  
Levels: Authority  
District: State Public Charter School  
School Address: 7038 Sky Pointe Drive Las Vegas, NV 89131

School Type: *Charter SPCSA*  
School Designation: *No Designation*  
95% Assessment Participation: *Met*

**98.8**  
Total Index Score

**Student Race/Ethnicity**

66.4%	White
4%	Blk/Afr Am
17.3%	Hisp/Latino
1.7%	Asian
0%	Am Ind/AK
0.6%	Nat
9.5%	Pac Isl
	Two or More

**School Performance History**

School Year	Index Score/Star Rating
2017-2018	70.8 ★★★★★
2016-2017	N/A N/A

**Alternative Student Groups**

Eng Lnrs	0%
Stud w/Disab	0%
Econ Disadv	0%

**Somerset Academy Sky Pointe** School Year 2018-2019 Nevada School Rating

School Level: Middle School  
Grade: 0K-12  
Levels: Authority  
District: State Public Charter School  
School Address: 7038 Sky Pointe Drive Las Vegas, NV 89131

School Type: *Charter SPCSA*  
School Designation: *No Designation*  
95% Assessment Participation: *Met*

**88.8**  
Total Index Score

**Student Race/Ethnicity**

64.2%	White
8.8%	Blk/Afr Am
17.1%	Hisp/Latino
1.3%	Asian
0.1%	Am Ind/AK
0.9%	Nat
7%	Pac Isl
	Two or More

**School Performance History**

School Year	Index Score/Star Rating
2017-2018	59.2 ★★★★★
2016-2017	N/A N/A

**Alternative Student Groups**

Eng Lnrs	0%
Stud w/Disab	0%
Econ Disadv	0%

**What does my school rating mean?**

**Five-Star school:** Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

**How are school star ratings determined?**

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

**How are star ratings determined based on total index score?**

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

**What does my school rating mean?**

**Five-Star school:** Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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**How are star ratings determined based on total index score?**

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

**2018-2019 School Performance**

<b>25/25</b> <b>Academic Achievement Indicator</b>	<b>34/35</b> <b>Growth Indicator</b>																																					
<table border="1"> <tr><th>Measure</th><th>School Rate</th><th>District Rate</th></tr> <tr><td>Pooled Proficiency</td><td>67.7</td><td>54</td></tr> <tr><td>Math Proficiency</td><td>70</td><td>54.5</td></tr> <tr><td>ELA Proficiency</td><td>72</td><td>60.1</td></tr> <tr><td>Science Proficiency</td><td>48.7</td><td>34.7</td></tr> <tr><td>Read-by-Grade-3 Proficiency</td><td>68</td><td>56.7</td></tr> </table>	Measure	School Rate	District Rate	Pooled Proficiency	67.7	54	Math Proficiency	70	54.5	ELA Proficiency	72	60.1	Science Proficiency	48.7	34.7	Read-by-Grade-3 Proficiency	68	56.7	<table border="1"> <tr><th>Measure</th><th>School Median</th><th>District Median</th></tr> <tr><td>Math MGP</td><td>68</td><td>55</td></tr> <tr><td>ELA MGP</td><td>64</td><td>52</td></tr> <tr><th colspan="3">School Rate</th><th>District Rate</th></tr> <tr><td>Met Math AGP Target</td><td>71.7</td><td>49.7</td></tr> <tr><td>Met ELA AGP Target</td><td>75.5</td><td>59.7</td></tr> </table>	Measure	School Median	District Median	Math MGP	68	55	ELA MGP	64	52	School Rate			District Rate	Met Math AGP Target	71.7	49.7	Met ELA AGP Target	75.5	59.7
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<b>N/A</b> <b>English Language Proficiency Indicator</b>	<b>20/20</b> <b>Closing Opportunity Gaps Indicator</b>																																					
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<b>10/10</b> <b>Student Engagement Indicator</b>																																						
<table border="1"> <tr><th>Measure</th><th>School Rate</th><th>District Rate</th></tr> <tr><td>Chronic Absenteeism</td><td>5.7</td><td>8</td></tr> <tr><td>Climate Survey Participation</td><td>96</td><td>N/A</td></tr> </table>	Measure	School Rate	District Rate	Chronic Absenteeism	5.7	8	Climate Survey Participation	96	N/A																													
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Chronic Absenteeism	5.7	8																																				
Climate Survey Participation	96	N/A																																				

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year. Climate Survey Participation is not a point-earning measure.

**2018-2019 School Performance**

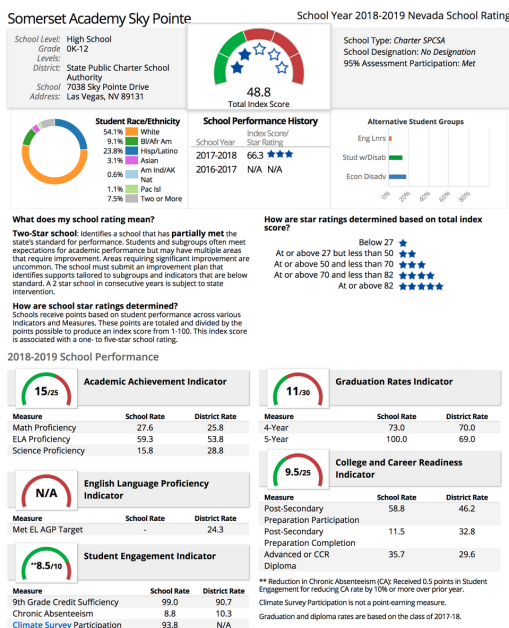
<b>24/25</b> <b>Academic Achievement Indicator</b>	<b>23/30</b> <b>Student Growth Indicator</b>																																		
<table border="1"> <tr><th>Measure</th><th>School Rate</th><th>District Rate</th></tr> <tr><td>Pooled Proficiency</td><td>55.7</td><td>50.2</td></tr> <tr><td>Math Proficiency</td><td>46.7</td><td>42.6</td></tr> <tr><td>ELA Proficiency</td><td>68.2</td><td>59.6</td></tr> <tr><td>Science Proficiency</td><td>45.3</td><td>44.7</td></tr> </table>	Measure	School Rate	District Rate	Pooled Proficiency	55.7	50.2	Math Proficiency	46.7	42.6	ELA Proficiency	68.2	59.6	Science Proficiency	45.3	44.7	<table border="1"> <tr><th>Measure</th><th>School Median</th><th>District Median</th></tr> <tr><td>Math MGP</td><td>52</td><td>58</td></tr> <tr><td>ELA MGP</td><td>55</td><td>56</td></tr> <tr><th colspan="3">School Rate</th><th>District Rate</th></tr> <tr><td>Met Math AGP Target</td><td>44</td><td>44.3</td></tr> <tr><td>Met ELA AGP Target</td><td>66.4</td><td>61.3</td></tr> </table>	Measure	School Median	District Median	Math MGP	52	58	ELA MGP	55	56	School Rate			District Rate	Met Math AGP Target	44	44.3	Met ELA AGP Target	66.4	61.3
Measure	School Rate	District Rate																																	
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<b>N/A</b> <b>English Language Proficiency Indicator</b>	<b>19/20</b> <b>Closing Opportunity Gaps Indicator</b>																																		
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<b>14/15</b> <b>Student Engagement Indicator</b>																																			
<table border="1"> <tr><th>Measure</th><th>School Rate</th><th>District Rate</th></tr> <tr><td>Chronic Absenteeism</td><td>2.9</td><td>7.9</td></tr> <tr><td>Academic Learning Plans</td><td>100</td><td>99.5</td></tr> <tr><td>8<sup>th</sup> Grade Credit Requirements</td><td>88</td><td>92.7</td></tr> <tr><td>Climate Survey Participation</td><td>92.9</td><td>N/A</td></tr> </table>	Measure	School Rate	District Rate	Chronic Absenteeism	2.9	7.9	Academic Learning Plans	100	99.5	8 <sup>th</sup> Grade Credit Requirements	88	92.7	Climate Survey Participation	92.9	N/A																				
Measure	School Rate	District Rate																																	
Chronic Absenteeism	2.9	7.9																																	
Academic Learning Plans	100	99.5																																	
8 <sup>th</sup> Grade Credit Requirements	88	92.7																																	
Climate Survey Participation	92.9	N/A																																	

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year. Climate Survey Participation is not a point-earning measure.

# Current Status

Most recent star rating and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our 2020 ACT and Fall 2020 Interim assessment data.

## High School



Sky Pointe High School's reporting issue led to an inaccurate rating. Below are the valid data points that would have resulted in a **4 star high school**. Goals proposed will be based on these numbers.

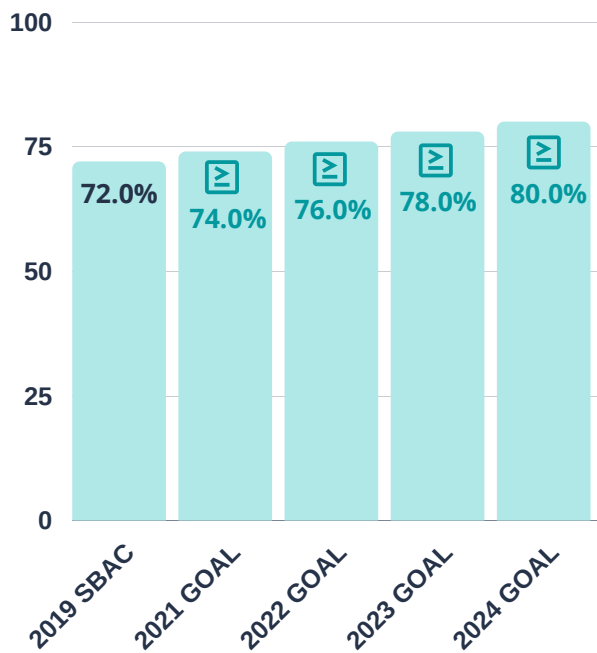
NSPF Component	Reported Components for Scoring	Points Allotted
Academic Achievement	Math % Proficient = 27.6% ELA % Proficient = 59.4% Science % Proficient = 15.8%	4.5/10 10/10 0.5/5 <b>Total Pts. = 15/25</b>
Graduation	Reported 4 yr cohort = 73.1% Actual 4 yr cohort = 97.0%	<b>Pts Received = 6/25</b> <b>Pts Should Have Received = 25/25</b>
English Language Proficiency	Reported 5 year cohort = 100% N/A (N Size too small)	<b>Pts Received = 5/5</b> N/A
College & Career Readiness	CCRPT = CCR COMP = CCR Adv. Dip. =	4.5/10 2/10 3/5 <b>Total Pts = 9.5/25</b>
Student Engagement	9th Grade Credit Suff. = 99.0% Chron. Absenteeism = 8.8%	4/5 pts 4/5 pts <b>Total Pts. = 8/10</b>
TOTAL		<b>Received Index = 48.89 (2 Star)</b> <b>Index w/Actual Grad Rates = 70.0 (4 Star)</b>



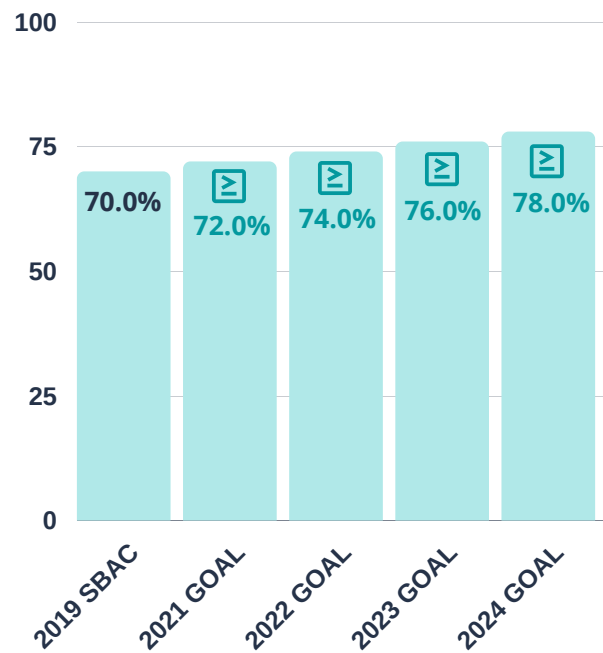
# Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

## Elementary ELA

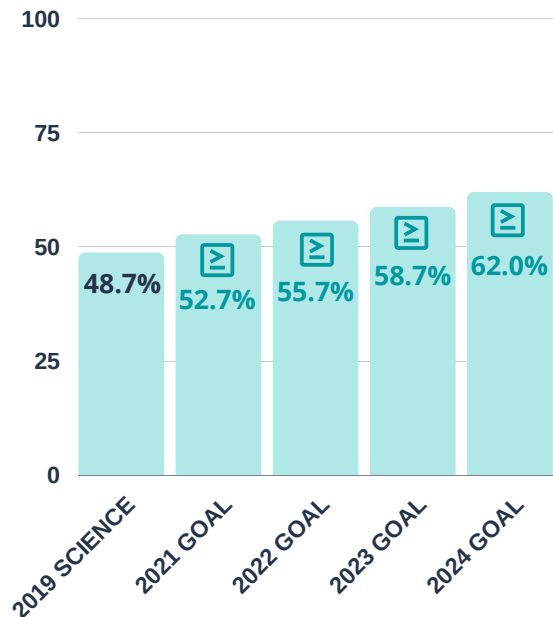


## Elementary Math



\* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

## Elementary Science



# Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

## Elementary ELA

**64** = 2019 ELA MGP

**≥ 65** = 2021-2024 ELA MGP Goal

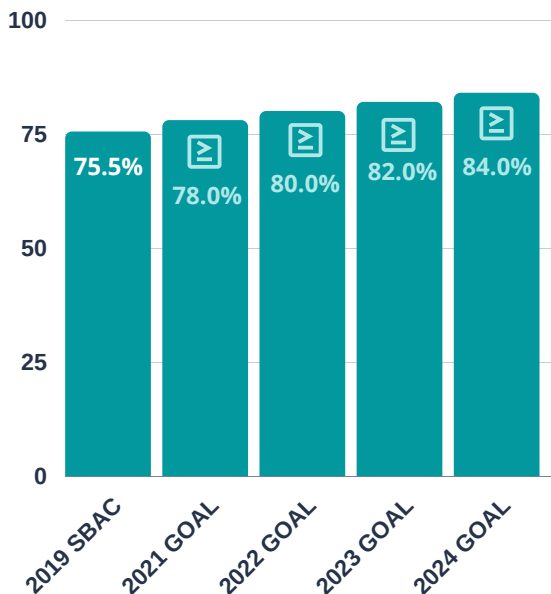
## Elementary Math

**68** = 2019 Math MGP

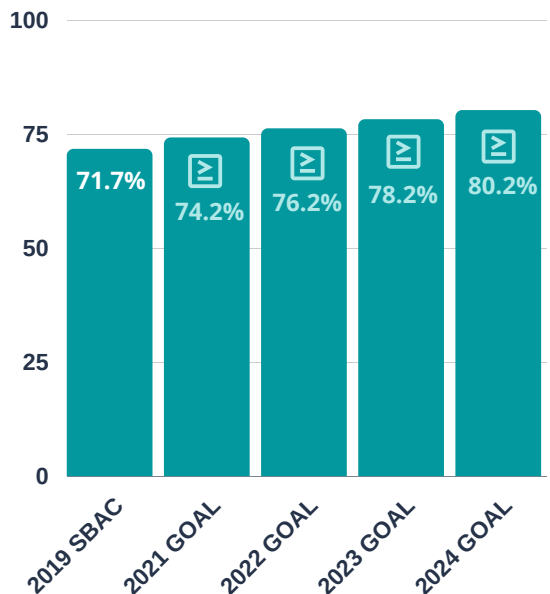
**≥ 65** = 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

## Elementary ELA



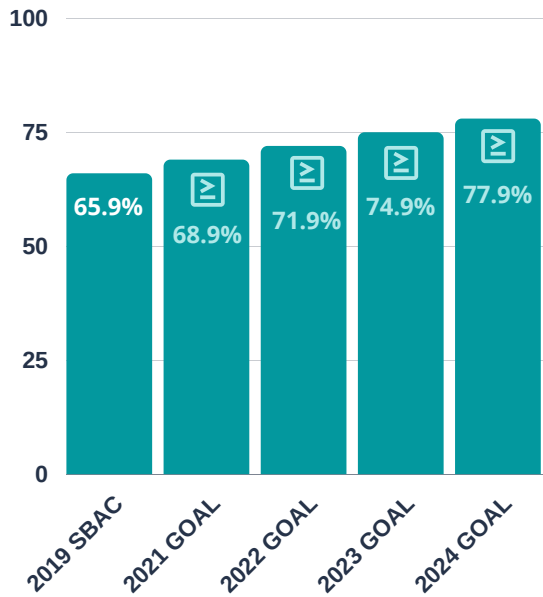
## Elementary Math



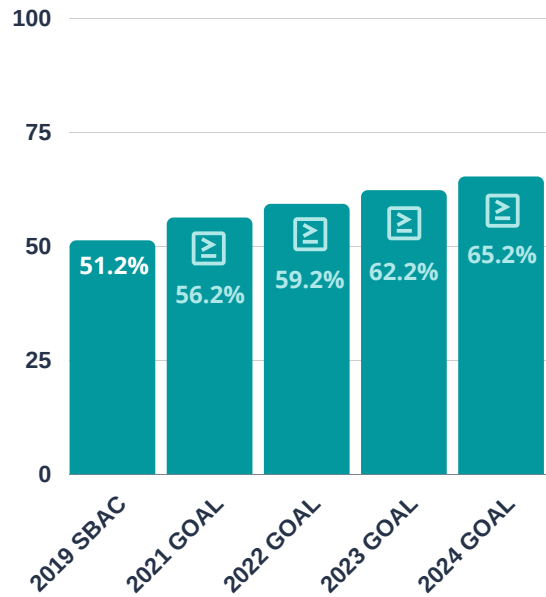
# Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

## Elementary ELA



## Elementary Math



# Student Engagement

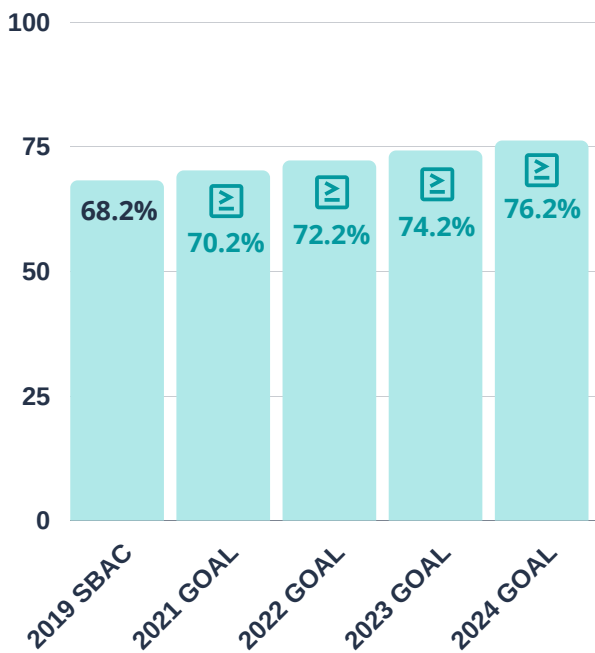
**5.7%** = 2019 Chronic Absenteeism %  
*Full pts were earned because the absenteeism rate was decreased by >10% of the prior year's rate*

**< 5%** = 2021-2024 Goal

# Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

## Middle School ELA

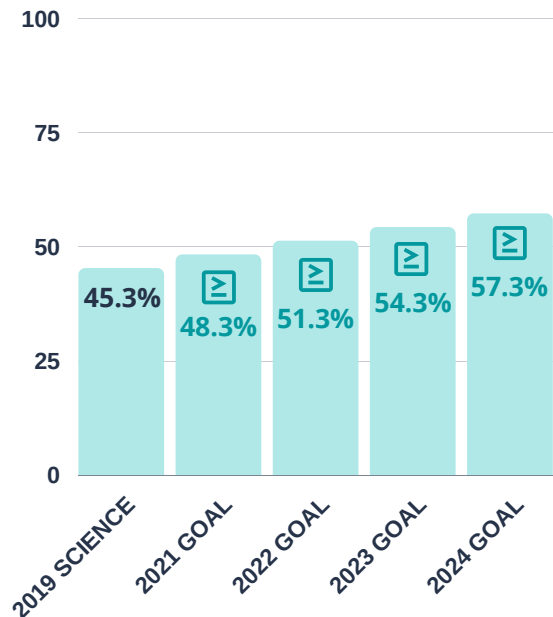


## Middle School Math



\* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

## Middle School Science



# Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

## Middle School ELA

**55**

= 2019 ELA MGP

**≥ 65**

= 2021-2024 ELA MGP Goal

## Middle School Math

**52**

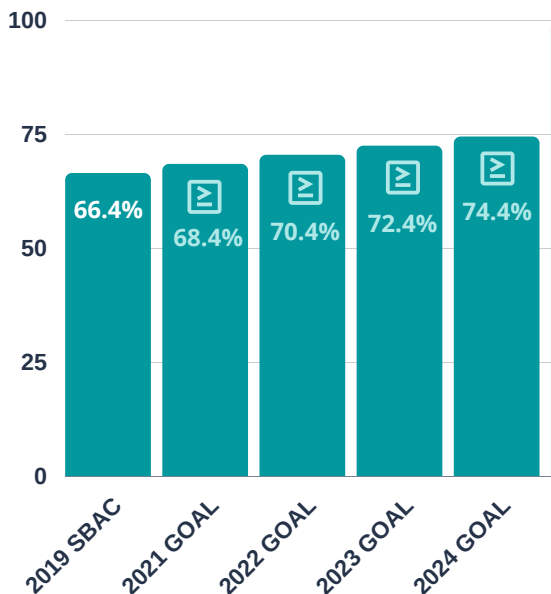
= 2019 Math MGP

**≥ 65**

= 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

## Middle School ELA



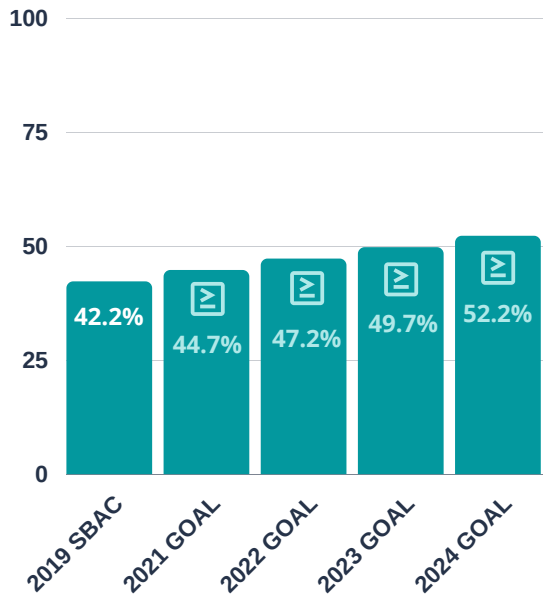
## Middle School Math



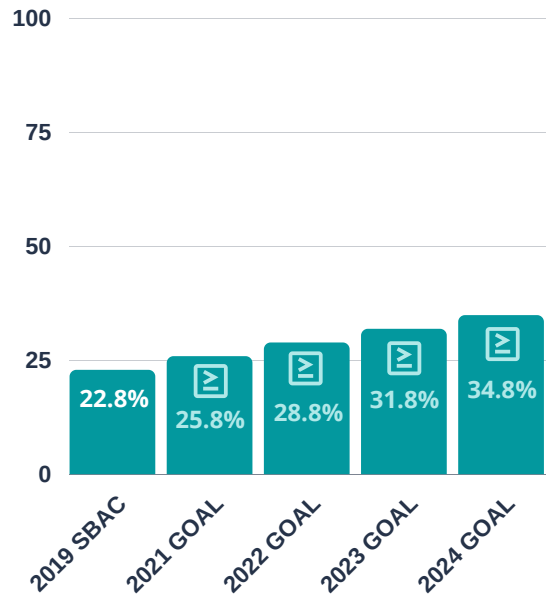
# Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

## Middle School ELA



## Middle School Math



# Student Engagement

**2.9%** = 2019 Chronic Absenteeism %

**< 5%** = 2021-2024 Goal

# Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

## 1. Academic Achievement/Growth Medians:

### ELA

In Person:

- Wonders Core Reading Program K-5
- Foundations Tier one phonics instructional supplement to the core for grades K-2
- Heggery Phonological and phonemic awareness instructional supplement to the core for grades K and 1

Online:

- Amplify Reading grades K-5
- NewsELA grades 2-5
- Digital Readworks.org grades K-5
- MyOn (including Accelerated Reader) Grades K-5

### MATH

In Person:

- Go Math!
- Go Math! K-5

Online:

- Reflex Math K-5
- IXL Math- 5th grade

### SCIENCE

In Person:

- Science A-Z
- Picture Perfect Science
- Mystery Science
- TCI Science- 5th grade only

Online:

- Mystery Science
- NewsELA science resources
- Digital Readworks.org science resources
- BrainPop

# Elementary Implementation Strategies for 2020-21



## 2. Growth (AGP) Differentiated Instruction:

In Person:

- Wonders Differentiated small group lessons
- MCLASS Differentiated small group lessons
- Reading A-Z small group lessons
- Florida Center for Reading Research Student Center Activities

Online:

- Reflex independent practice for math
- Amplify Reading online practice component for reading

## 3. Closing Opportunity Gaps (Instruction for non-proficient students):

In Person:

- IReady small group instruction for math RTI
- MCLASS Intervention- small group targeted research-based reading intervention for students below the 40th percentile on MAP and in the at-risk category on DIBELS-8
- Wonders Differentiated small group lessons
- Foundations Tier II intervention lessons
- MCLASS Differentiated small group lessons
- West Virginia Explicit Phonics Lessons
- Reading A-Z small group lessons
- Florida Center for Reading Research Student Center Activities

Online

- IReady online practice component for math grades K-4
- ALEX online intervention for math grade 5
- Reflex independent practice for math
- Amplify Reading online practice component for reading

## 4. Chronic Absenteeism:

- Continued monitoring of absenteeism
- Teacher contact with parents when students have an extended absence
- Full time attendance clerk to make phone calls and send emails regarding student absences
- Meetings held by Administration with students and parents with excessive absences



## MS Implementation Strategies for 2020-21

Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

### 1. Academic Achievement/Growth Medians:

#### ELA

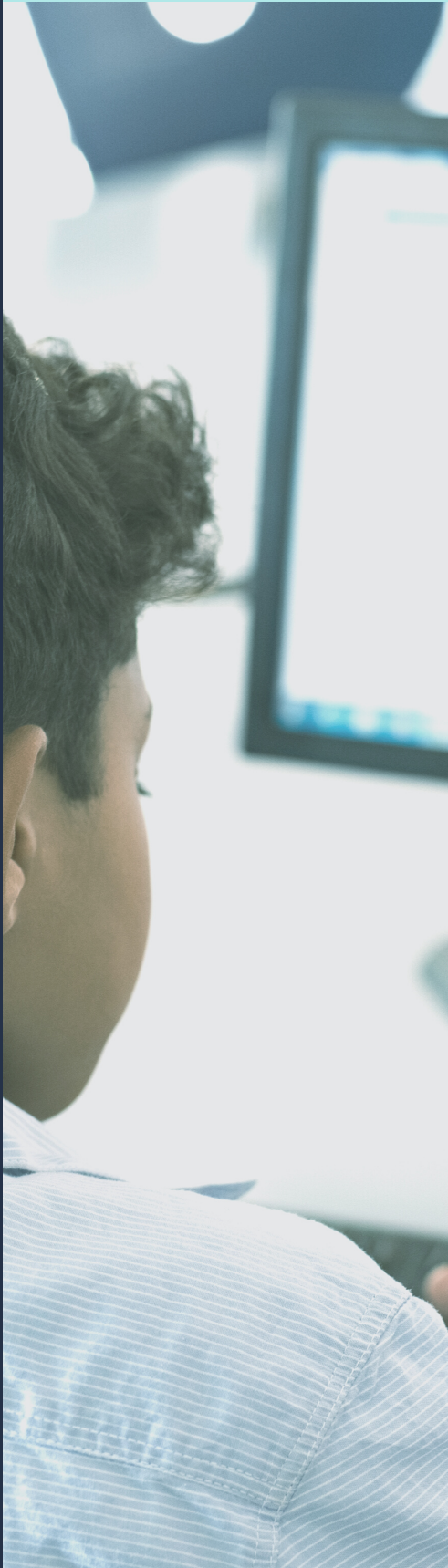
In Person/Online:

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- Use of Springboard College Ready curriculum
- Content area MS collaboration and horizontal alignment
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies

#### MATH

In Person/Online:

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- iReady Math curriculum
- Content area MS collaboration and horizontal alignment
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies



# MS Implementation Strategies for 2020-21



## SCIENCE

In Person/Online:

- Collaborative planning of MS science teachers with the standards
- Implement hands on science activities to teach and enforce science concepts
- Use of interactive notebooks for student engagement, note taking, tracking, and responsibility
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Spiral review of curriculum

### 2. Growth (AGP) Differentiated Instruction:

In Person/Online:

- Differentiate instruction and increase effective instruction supported in all areas through content level collaboration and planning, coaching support for teachers, and mentor program for new teachers.
- Advisory period used to place identified students in SBAC Bootcamp
- Collaborative discussion and grade level planning for students' needs
- Integrated instruction between content areas
- Increase student engagement strategies such as Kagan and Marzano

### 3. Closing Opportunity Gaps (Instruction for non-proficient students):

In Person/Online:

- ELA: Continue to assist low achieving students fill gaps with ELA Foundations class as an elective. Classes to remain at 15-20 students. Individual, small group, and whole group instruction.
- MATH: Continue to assist low achieving students fill gaps with the Math Boost class as an elective. Classes to remain at 13-16 students.
- BOTH: Student weakness/gaps identified and worked with to strengthen; Foundational skills strengthened; Concepts reinforced and spiraled

## MS Implementation Strategies for 2020-21



### **ONLINE**

- Teachers will continue to teach, monitor growth, and support students through use of Zoom, online programs, and teacher guided activities. Teacher support of each other, planning, and collaboration to continue.

### **4. Chronic Absenteeism:**

- Continued monitoring of absenteeism
- Teacher contact with parents when students have an extended absence
- Full time attendance clerk to make phone calls and send emails regarding student absences
- Meetings held by Administration with students and parents with excessive absences

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 4b – Utilize Character and Leadership Programs in the School by 2021-2022 Number of Enclosures: 0
--

<b>SUBJECT: Utilize Character and Leadership Programs by 2021-2022</b>
--

- |   |
|---|
| <input checked="" type="checkbox"/> Action<br><input type="checkbox"/> Appointments<br><input type="checkbox"/> Approval<br><input type="checkbox"/> Consent Agenda<br><input type="checkbox"/> Information<br><input type="checkbox"/> Public Hearing<br><input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 10 Minutes
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Background: A review of the goal to utilize character and leadership programs by 2021-2022.
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Submitted By: Staff
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# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 4c – Become Financially Sound to Facilitate Increasing Teacher Pay and Facility Maintenance Number of Enclosures: 2
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<b>SUBJECT: Become Financially Sound</b>
--

- |   |
|---|
| <input checked="" type="checkbox"/> Action<br><input type="checkbox"/> Appointments<br><input type="checkbox"/> Approval<br><input type="checkbox"/> Consent Agenda<br><input type="checkbox"/> Information<br><input type="checkbox"/> Public Hearing<br><input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board/Ryan Reeves
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 15 Minutes
---

Background: A review of the goal to become financially sound.
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Submitted By: Staff
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## Somerset Academy of Las Vegas

### Facility Cost Analysis

19-20 Final Revised Budget - Board Approved 11/29/19							
Campus	Sq. Footage	Enrollment	Bond Lease Payment	Lease Payment	cost per sq. ft.	cost per-pupil	Lease Payments as a % of Expenses on Budget
NLV	62,540	1,160	784,715	524,822	\$ 20.94	\$ 1,128.91	15%
NLV <sup>I</sup>	38,540	750	784,715	-	\$ 20.36	\$ 1,046.29	9%
NLV <sup>II</sup>	24,000	410	-	524,822	\$ 21.87	\$ 1,280.05	6%
Sky Pointe	140,336	1,992	2,029,797	-	\$ 14.46	\$ 1,018.97	14%
Losee	158,170	2,053	2,341,573	-	\$ 14.80	\$ 1,140.56	16%
Stephanie	54,821	965	814,229	-	\$ 14.85	\$ 843.76	11%
Lone Mountain	56,215	947	850,000	-	\$ 15.12	\$ 897.57	13%
Aliante	70,142	975	-	1,023,000	\$ 14.58	\$ 1,049.23	15%
Skye Canyon	54,191	947	-	809,400	\$ 14.94	\$ 854.70	12%
20-21 Tentative Budget - Board Approved 04/14/20							
Campus	Sq. Footage	Enrollment	Bond Lease Payment	Lease Payment	cost per sq. ft.	cost per-pupil	Lease Payments as a % of Expenses on Budget
NLV	62,540	1,200	838,500	540,567	\$ 22.05	\$ 1,149.22	15%
NLV <sup>I</sup>	38,540	750	838,500	-	\$ 21.76	\$ 1,118.00	9%
NLV <sup>II</sup>	24,000	450	-	540,567	\$ 22.52	\$ 1,201.26	6%
Sky Pointe	140,336	2,060	1,976,500	-	\$ 14.08	\$ 959.47	13%
Losee	158,170	2,100	2,353,500	-	\$ 14.88	\$ 1,120.71	15%
Stephanie	54,821	960	804,500	-	\$ 14.68	\$ 838.02	11%
Lone Mountain	56,215	960	855,000	-	\$ 15.21	\$ 890.63	12%
Aliante	70,142	1,080	-	1,233,750	\$ 17.59	\$ 1,142.36	15%
Skye Canyon	54,191	960	-	904,500	\$ 16.69	\$ 942.19	13%



## Somerset Academy of Las Vegas

### 3 Year Annual Expenditure Report

	Q4 ADE	Q4 ADE	Q3 ADE
<b>Enrollment</b>	6,643.80	8,567.14	9,097.97
	<b>17-18 Actual as of <u>June 2018</u></b>	<b>18-19 Actual as of <u>June 2019</u></b>	<b>19-20 Actual as of <u>April</u> <u>2020</u></b>
<b>Revenues</b>			
<b>TOTAL INCOME</b>	<b>48,722,372.77</b>	<b>62,749,207.73</b>	<b>57,826,546.10</b>
<b>Expenses</b>			
TOTAL SALARIES	20,652,317.89	27,124,448.62	25,138,713.84
TOTAL BENEFITS	6,947,292.74	10,177,533.04	9,364,778.42
TOTAL OPERATIONS	10,027,433.21	12,088,892.55	10,709,137.11
TOTAL BOND/FACILITY LEASE PAYMEN	6,423,959.47	8,369,146.18	7,685,127.82
<b>TOTAL EXPENSES</b>	<b>44,051,003.31</b>	<b>57,760,020.39</b>	<b>52,897,757.19</b>
<b>NET INCOME</b>	<b>4,671,369.46</b>	<b>4,989,187.34</b>	<b>4,928,788.91</b>
<b>Percentage of Expenditures</b>			
	<b>17-18 Actual as of <u>June 2018</u></b>	<b>18-19 Actual as of <u>June 2019</u></b>	<b>19-20 Actual as of <u>April</u> <u>2020</u></b>
<b>Expenses</b>			
<b>TOTAL SALARIES</b>	<b>46.88%</b>	<b>46.96%</b>	<b>47.52%</b>
<b>TOTAL BENEFITS</b>	<b>15.77%</b>	<b>17.62%</b>	<b>17.70%</b>
<b>TOTAL OPERATIONS</b>	<b>22.76%</b>	<b>20.93%</b>	<b>20.24%</b>
<b>TOTAL BOND/FACILITY LEASE PAYMI</b>	<b>14.58%</b>	<b>14.49%</b>	<b>14.53%</b>
<b>TOTAL EXPENSES</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020

Agenda Item: 5 – Review and Approval of a Revision to the Somerset Academy of Las Vegas Board of Directors Bylaws

a. Moving of Annual Meeting

b. Adjustment and Clarification of Board Member Terms

Number of Enclosures: 2

### **SUBJECT: Approval Revision of Board of Director Bylaws**

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

**Move to approve the revision to the Board of Director Bylaws.**

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 15-20 Minutes

Background: The bylaws have been revised to clarify the term start dates for Board members and define the month for the annual meeting to be held in January or February.

Submitted By: Staff



**BYLAWS**  
**OF**  
**SOMERSET ACADEMY OF LAS VEGAS**

**ARTICLE I**  
**INTRODUCTION AND**  
**LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Somerset Academy of Las Vegas (hereinafter referred to as the “School”) also known as Somerset Academy of Las Vegas, Inc., a non-profit corporation. The School, is located in Clark County. The address is \_\_\_\_\_.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

**ARTICLE II**  
**PURPOSE AND**  
**MISSION**

Section 1. Purpose and Mission. The purpose and mission of the School is to provide a high quality education to children from Kindergarten (K) to Twelfth (12<sup>th</sup>) grade and shall be operated exclusively for educational objectives and purposes.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

**ARTICLE III  
GOVERNING  
BODY**

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

- (a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
- (1) Accounting;
  - (2) Financial services;
  - (3) Law; or
  - (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms whether standard or otherwise.
1. Founding Directors: Seats of the Board will be numbered according to the total number of Directors. Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled. Directors will draw straws to determine to which seat they are assigned at the first official board meeting upon receipt of the charter. Seats 1 and 2 shall each serve a three-year initial term. Seats 3 and 4 shall each serve a four-year initial term. The remaining seats shall each serve a five-year initial term. Should Directors serving in seats 1-4 desire to serve a second term, the second term shall be a standard term of five (5) years. This means that the maximum amount of years that a Director in seats 1 and 2 may serve is eight (8) years, seats 3 and 4 is nine (9) years, and the remaining seats ten (10) years. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4. Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three year terms, two Directors will serve four year terms, and the remaining three Directors will serve the usual five year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
  2. New Directors: New Directors will inherit the current term of the Director that they replace. This inherited term shall be considered the new Director's first term. In the event that the new Director is inheriting a term where the previous

~~Director termed out that Director's initial term shall be five (5) years. New Directors will begin serving on the Board immediately following their election to the Board. New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.~~

- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws.
- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in

January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted

to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall

provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

#### **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.



Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

#### **ARTICLE V STAFF**

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

#### **ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

**ARTICLE VII  
PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

**ARTICLE VIII  
INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**ARTICLE IX  
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

**ARTICLE X  
DISSOLUTION**

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

**ARTICLE XI**

**PURPOSE OF THE  
BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

**CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary.

## Somerset Academy of Las Vegas' Board of Directors Roster Re-election Information

Original Board Member to hold seat	Name	Board Position	NRS 386.549 Membership Category	Date Elected to the Board	Term Number	Elected in Place of	Term of Appointment	Date eligible to be re-elected or end of term-2012 Bylaws (if initial term is fixed by prior board seat and bylaws interpreted to allow 2 additional terms) Longest Possible Term: 14 Yrs.	Date eligible to be re-elected or end of term-2012 Bylaws (if initial term is 5 Years from election and Bylaws interpreted as All Terms capped at 10 Years)	Date eligible to be re-elected or end of term under Proposed 2020 Bylaws (Possible Range of Terms: 6 to 10 Years) Special Elections necessary for some re-elections missed*	2020 Bylaws Analysis, With modified re-elections for Board members who are currently off-schedule
Elison 3 yr. term June 2012	John Bentham	Chairperson	Parent	January 13, 2016	1	Replaced Eric Elison (5 Term began June 2015)	5 years	Re-election June 2020 Re-election June 2025 End of Term June 2030 Time of Service 14.5 yrs.	Re-election June 2021 End of Term June 2026 Time of Service 10 yrs.	Re-election June 2020 (moved to Jan. 2021) Term Limit Jan 2026 Time of Service 10 Years	
Malone 5 yr. term June 2012	Sarah McClellan	Vice-Chairperson	Educator	January 13, 2016	1	Replaced Amy Malone (5 year term expired June 2017)	5 years	Re-election June 2017* Re-election June 2022 End of Term June 2027 Time of Service 11.5 yrs.	Re-election June 2021 End of Term June 2026 Time of Service 10 yrs.	Re-election June 2017* Term Limit June 2022 (moved to Jan. 2023) Time of Service 7 Years	Re-election June 2020* (moved to Jan. 2021) Term Limit Jan. 2026 Time of Service 10 Years
Orton 4 yr. term June 2012	Gary McClain	Secretary	Parent	January 18, 2018	1	Replaced Eric Brady (5 yr. term began 2016)	5 years	Re-election June 2021 Re-election June 2026 End of Term June 2031 Time of Service 13.5 yrs.	Re-election June 2023 End of Term June 2028 Time of Service 10 yrs.	Re-Election June 2021 (moved to Jan. 2022) Term Limit Jan. 2027 Time of Service 9 Years	
Hammond 5 yr. term June 2012	Travis Mizer	Treasurer	Parent	January 28, 2015	1	Replaced Scott Hammond (5 yr. term expired June 2017)	5 years	Re-election June 2017* Re-election June 2022 End of Term June 2027 Time of Service 12.5 yrs.	Re-election June 2020 End of Term June 2025 Time of Service 10 yrs.	Re-election June 2017* Term Limit June 2022 (moved to Jan. 2023) Time of Service 8 Years	Re-election June 2020 (moved to Jan. 2021) Term Limit Jan. 2026 Time of Service 11 Years
Noble 4 yr. term June 2012	Cody Noble		Professional	October 5, 2011 Re-elected May 31, 2016	2	5 yr. term began June 2016	5 years	Re-election June 2016 Re-election June 2021 End of Term June 2026 Time of Service 14 yrs.	Re-election June 2021 End of Term June 2022 Time of Service 10 yrs.	Term Limit June 2021 (moved to Jan 2022) Time of Service 9.5 Years	
Dingee 3 yr. term June 2012	Will Harty		Professional	January 14, 2014 Re-elected June 4, 2019	2	Replaced Dana Dingee (3 yr. term expired June 2015) *Should have been re-elected June 2015 and June 2020	5 years	Re-election June 2015* Re-election June 2020 End of Term June 2025 Time of Service 11.5 yrs.	Re-election June 2019 End of Term June 2024 Time of Service 10 yrs.	Re-election June 2015* Term Limit June 2020 (moved to Jan 2021) Time of Service 7 Years	Based on 2019 election Term Limit June 2024 (moved to Jan 2025) Time of Service 10 Years
Thiriot 5 yr. term June 2012	LeNora Bredsguard		Educator	September 23, 2019	1	Replaced Carrie Boehlecke 5 yr. term will expire June 2023	5 years	Re-election June 2023 Re-election June 2028 End of Term June 2031 Time of Service 12 yrs.	Re-election June 2024 End of Term June 2029 Time of Service 10 yrs.	Re-Election June 2023 (moved to January 2024) Term Limit Jan. 2029 Time of Service 10 Years	

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020

Agenda Item: 6 – Discussion and Possible Action Regarding Somerset Academy Administrative Leadership Structure

- a. Review of Current Principal Cohort System
- b. If Principal Cohort to Continue, Process for Designation of Lead Principal
- c. Compensation Structure

Number of Enclosures: 1

### **SUBJECT: Administrative Leadership Structure**

- Action
- Appointments
- Approval
- Consent Agenda
- Information
- Public Hearing
- Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 15-20 Minutes

Background: The Board will discuss the current principal cohort system, possible appointment of a lead principal with compensation structure.

Submitted By: Staff

### **Lead Principal tasks for 2019-20 school year:**

- Arc reports – state reporting May-June – ASSISTED AND REVIEWED
- Point of Contact for communication with/for:
  - Board of Directors
  - Somerset Inc.
  - State Public Charter School Authority
  - Board agenda
  - School calendar
  - School-wide system initiatives/matters
- SCHEDULE / COORDINATE PRINCIPAL CO-HORT MEETINGS EVERY MONTH (after Academica meeting and on our own) DURING THE FIRST 3 QUARTERS OF THE SCHOOL YEAR, DURING COVID, TWICE A WEEK via Zoom
- /Grants to Meet the Needs of the System in Meeting the School’s Mission and Board’s Goals REVIEWED AND SIGNED OFF ON GRANTS
- Send Campus Communications to the Board IN CONJUNCTION WITH LIAISON (CT) – EMAIL UPDATES PROVIDED, AND FACE TO FACE REPORTS DURING BOARD MEETINGS
  - Met regularly with Manuela regarding budget needs for the system – signing POs, approving purchases in MRI, signing checks
  - Reviewed and approved payroll for system employees (Lauren)
  - Consulted with Lauren regularly on LETRs, PD, RBG3 items related to the system
  - Listed as lead principal for system wide grants, purchases, etc. – signed contracts or agreements for such
  - Coordinated principal council for expulsion hearings when applicable
  - Assisted with Florida support – coordinated communication and participation at meetings and face to face visits
  - Served as mentor to new principals

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 7 – Discussion and Possible Action Regarding Structure of School Improvement with District Support Number of Enclosures: 1
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<b>SUBJECT: Structure of School Improvement with District Support</b>
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| <input checked="" type="checkbox"/> Action<br><input type="checkbox"/> Appointments<br><input type="checkbox"/> Approval<br><input type="checkbox"/> Consent Agenda<br><input type="checkbox"/> Information<br><input type="checkbox"/> Public Hearing<br><input type="checkbox"/> Regular Adoption |
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Presenter (s): Board
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 15-20 Minutes
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Background:
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Submitted By: Staff
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**SOMERSET ACADEMY, INC.**  
**SCHOOL IMPROVEMENT SUPPORT STRUCTURE AND PROGRAM**

**Intended Results and Outcomes**

- Fidelity to iReady
- Teacher comprehension of student data and how to differentiate instruction
- Leadership clarifying chain of command with regard to curriculum coaches, support, APs, interventionists
- Focus on the target group of students identified within data predictive models as being the most critical to school ratings change
- Teaching positively impacted
- Teachers implementing evidence-based lessons
- Cohesiveness among the teachers in their respective grade levels
- Daily instruction becoming purposeful, structured and meaningful
- Improve Student academic growth and attendance to achieve significant growth in Star-Rating measures.



## Summer

- Dr. Bernie Montero will be the point of contact for overall recommendations implemented by the team. Alex Prieto will be the Liaison to the North Las Vegas Campus.
- Somerset will have a Strategic Planning Meeting with all schools in June
- Weekly chats on progress with identified team members
- Team members with School's Administration will develop the Master Schedule embedded with interventions and appropriate instructional minutes
- Review teacher certifications and strengths when assigning subjects for the Master Schedule
- Develop a staffing plan for all personnel with job descriptions and duties
- Appropriate sectioning of students in classrooms
- Review evidence-based core curriculum and supplementary materials and purchase as recommended by the team
- Provide professional development for curriculum and supplementary materials– use of it with fidelity and training for teachers
- Develop a Professional Development Plan/Calendar for teachers throughout the school year to ensure instructional practices are improving (EX: Differentiating instruction, Classroom management, etc.)
- Analyze factors influencing school climate and culture and identify priorities for its growth
- Create a Testing Calendar including protocols/testing administration
- Develop a Pacing Guide with the test items specifications that will be targeted throughout the school year
- Create a tutoring program (before/after school, Saturday school)

## Fall

- Administer iReady Baseline assessments and MAP for Reading and Math in order to accurately capture all of the data points (student needs to drive instruction)
- Action Plan will be created with overall goal of increasing academic progress and improving the instructional practices (this is a living document)
- Data chats on a consistent basis with special emphasis on subgroups
- Identify students that would benefit from tutoring program/interventions and ensure full participation
- Bi-weekly to monthly visits (in person and virtual) for instructional support and monitoring from team
- Lesson plan reviews to ensure instruction is matching the standards and student needs
- Monthly assessments to track progress towards the state assessment by reporting all results with support team
- Monthly reports from team to the Somerset Board of Nevada detailing progress of the Action Plan
- Continued implementation of Professional Development Calendar with adjustments based on student progress
- Implementation of tutoring program (before/after school, Saturday school)
- Conduct walkthroughs and provide instructional feedback to administration
- Team will work closely with Jessica Barr and Nevada team to review iReady, MAP, & WIDA results
- Review school climate and culture progress on identified priorities (PBIS, Athletic and Enrichment Programs, Stakeholders engagement)
- Best practices, strategies, and outcomes need to be shared amongst all of the Somerset Nevada schools to create cohesiveness amongst all school leaders

## Winter/Spring

- Administer iReady Mid-Year assessments and MAP for Reading and Math
- Continue developing and adapting Action Plan (this is a living document)
- Data chats on a consistent basis with special emphasis on subgroups
- Identify students that would benefit from tutoring program/interventions and ensure full participation
- Continue bi-weekly to monthly visits (in person and virtual) for instructional support and monitoring from team
- Continue lesson plan reviews to ensure instruction is matching the standards and student needs
- Continue Monthly assessments to track progress towards the state assessment by reporting all results with support team
- Monthly reports from team to the Somerset Board of Nevada detailing progress of the Action Plan
- Continued implementation of Professional Development Calendar with adjustments based on student progress
- Continued implementation of tutoring program (before/after school, Saturday school)
- Conduct walkthroughs and provide instructional feedback to administration
- Team will work closely with Jessica Barr and Nevada team to review iReady, MAP, & WIDA results
- Review school climate and culture progress on identified priorities (PBIS, Athletic and Enrichment Programs, Stakeholders engagement)
- Best practices, strategies, and outcomes need to be shared amongst all of the Somerset Nevada schools to create cohesiveness amongst all school leaders
- Administer iReady End of Year assessments and MAP for Reading and Math

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 8 – Discussion and Possible Action Regarding Graduation Requirements Number of Enclosures: 3
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<b>SUBJECT: Graduation Requirements</b>
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| <input checked="" type="checkbox"/> Action<br><input type="checkbox"/> Appointments<br><input type="checkbox"/> Approval<br><input type="checkbox"/> Consent Agenda<br><input type="checkbox"/> Information<br><input type="checkbox"/> Public Hearing<br><input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 15-20 Minutes
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Background:
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Submitted By: Staff
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## High School Graduation Requirements

Somerset Requirements	Nevada State Requirements
4 Credits ELA	4 Credits ELA
4 Credits Mathematics	3 Credits Mathematics
4 Credits Social Studies	3 Credits Social Studies American Government American History World History or Geography
4 Credits Science	2 Credits Science
1 Credit Art/Humanities	
2 Credits Physical Education	2 Credits Physical Education
0.5 Credit Health Education	0.5 Credit Health Education
0.5 Credit 21st Century Learning/ Computer Literacy	0.5 Credit 21st Century Learning/ Computer Literacy
2.5 Credits Electives	7.5 Credits Electives
100 Service Hours	
<b>22.5 Credit Hours</b>	<b>22.5 Credit Hours</b>

# Class of 2020 Graduation Guidance

Nevada Department of Education

April 2, 2020



Jhone M. Ebert – State Superintendent of Public Instruction

Jonathan Moore, Ed.D. – Deputy Superintendent

Felicia Gonzales – Deputy Superintendent

## Introduction

The primary goal of this guidance is to meet the immediate needs of our educators and students around the State as we navigate this challenging time caused by the outbreak of COVID-19. This guidance is also intended to bring clarity around the available options that exist for Local Education Agencies (LEAs) as they work to ensure all students within the Class of 2020 are able to complete a pathway toward graduation. It is not the Nevada Department of Education's (NDE) position that seniors are automatically finished with schooling during the closure of school buildings, since there are other considerations, such as concurrent credit courses, CTE industry certifications, and other determinations as to whether a senior is on the path toward graduation. Whether a senior is on the path toward graduation is a local education agency decision. This determination should be made based on a review of student data including, but not limited to, grades and credits earned. LEAs may have additional requirements for specific designations upon graduation or opportunities for seniors to continue engagement for the remainder of the school year and beyond. LEAs must also continue to provide the services and supports included in a student's Individualized Education Plan (IEP) or 504 plan necessary to provide a Free Appropriate Public Education (FAPE) as part of any continued academic engagement or other opportunities. This resource will offer support in four essential areas<sup>1</sup>:

- Attendance Requirements
- Course Completion Requirements
- GPA Requirements for Class Rank and Other Factors
- Assessment Requirements

## Attendance Requirements

On March 15, 2020, Governor Sisolak issued *Declaration of Emergency Directive 005*. This directive ordered all schools in grades Kindergarten through 12 to close to students pending the approval of the Chief Medical Officer of the State of Nevada. The Directive also provided for the continuation of educational services to Nevada's students, while also accelerating and expanding access to programs of distance education. On March 20, 2020, the NDE released the Request for Emergency Program of Distance Education for LEAs. As part of this request each LEA certified that,

*"...each pupil will be contacted by a licensed teacher or licensed substitute teacher at least once per week for attendance purposes as well as put in place a method for documenting contact with pupils, which may be done through Infinite Campus, paper*

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<sup>1</sup> For information related to credit requirements for graduation, please see Appendix.

*document, or other means. 'Other Means' may include pupils demonstrating progress in their classwork that can be verified through a learning management system".*

## Course Completion Requirements

If LEAs have graduating seniors who are unable to complete their classes due to issues related to COVID-19, the NDE suggests the LEAs use local discretion to determine whether the students have completed sufficient course content to consider the units complete.

- An example could be the classification of students as “meeting the graduation requirements” if they were on the path toward graduation prior to the emergency closure of school buildings.

It is important to note, instructional minute requirements for course credit have been waived with the approval of an LEA’s Request for Emergency Distance Education Program. NDE recommends that districts provide as much latitude and support for students to graduate on time as possible. Furthermore, seniors who were not on the pathway toward graduation must be given the opportunity for credit recovery through the methods available by an LEA.

As LEAs consider how to create academic experiences for students to earn credit and achieve eligibility for graduation, the options below may be worthy of consideration:

- A. Credit via a locally designed series of assignments or work completion:
  - a. Examples include online coursework, written work packets, project-based learning, portfolios, or applied work experiences (where current high school course standards align with a student’s employment).
- B. Credit via competency-based assessment(s):
  - a. Examples include a locally designed test, formative and summative assessments, online ACT/PSAT/SAT prep, leveraging a determined cut score from a college entrance exam, spring dual credit, world language competency, industry recognized credential or certificate, or college admissions/placement.

It is important to note that students may demonstrate competency in a variety of ways as determined by LEAs. Examples of demonstrations of competency may include, but are not limited to:

- Portfolios
- Project-based learning
- Capstone projects
- Oral presentations



## Dual Credit Courses

Students, including graduating seniors, must meet the objectives of dual credit courses to receive college credit. LEAs should contact their liaisons from higher education institutions to determine the most feasible means to arrange completion of dual credit courses for current seniors during the closure of school buildings.

## Advanced Placement Credit

The [AP College Board](#) will be supporting students to provide access to AP content and AP exams. As of this guidance, the AP College Board is providing live and on-demand AP courses for free and implementing a new at-home testing option. For additional information on AP exams, LEAs should contact their College Board liaison or Roxane Pirayesh, College Board's Director of State and District Partnerships for Nevada at [rpirayesh@collegeboard.org](mailto:rpirayesh@collegeboard.org).

## CTE Courses

As it relates to the completion of CTE Work-Based Learning Course requirements during the emergency closure of school buildings, the Department is currently researching solutions to this matter to ensure that continuity of learning exists in a manner that minimalizes the burden on LEAs and also provides opportunity to students. The Department will provide an update on the status of its findings by Thursday, April 9, 2020.

As it relates to regular CTE courses, please refer to the guidance provided around the College and Career Ready (CCR) Diploma located in the Appendix.

## GPA Requirements for Class Rank and Other Factors

The process by which LEAs assign grades to students continues to be a local decision, including the weighting of grades for honors or advanced placement courses. Among the options that LEAs could consider are the following:

- A. Processing grades in an identical manner as to the previous semester of the current school year
- B. Any other method determined by the LEA that reflects the work of the student

The only exception to student grades as a local decision pertains to End Of Course Exams (EOC). LEAs are required to factor EOC scores into a student's final grade (NRS 390.700). This requirement for the 2019-2020 school year has been waived due to Governor Sisolak's Declaration of Emergency Directive 005 (2020).

## Assessment Requirements

This section provides information regarding the most common assessments administered to seniors outside of Nevada’s assessment and accountability system. For reference, on March 27, 2020, the Department provided a memorandum to LEAs entitled, *“ESEA Assessment and Accountability Waiver for the 2019-2020 School Year: Nevada School Performance Framework and the Identification of Schools for Support and Improvement”*. This memorandum details the various components of Nevada’s assessment and accountability infrastructure that have been waived by the United States Department of Education for the 2019-2020 school year. The items below are outside of the scope of the waiver, thus compelling the need for additional guidance.

### Civics Assessment

NRS 389.009 outlines the requirements for the administration of the civics assessment within a public high school. The current NRS provides public high schools the authority to determine which course the exam will be administered in as well as the number of questions included on the exam, to be no less than 50. NRS 389.009 further provides provisions for waivers for students with disabilities, English Language Learners, or up to 10% of each graduating class.<sup>2</sup>

The Department is currently researching available options to have the civics assessment waived. The Department will provide more information as it becomes available.

### CTE Assessments

The CTE Assessment vendor, CTECS, is currently working on an online solution. They anticipate that online testing could begin as early as April 20, 2020. In addition, the online testing will continue as long as necessary. However, we encourage school districts to complete all online testing by early August 2020 so that students have time to complete their application for CTE college credit and for them to enroll in the appropriate college level courses.

### ACT Assessment for Seniors

Students enrolled in Grade 11 during the statewide census administration of the College and Career Readiness Assessment (The ACT) must "participate" in the statewide census administration of ACT in order to be eligible for a standard diploma. Students enrolled in a Nevada school after the statewide census administration of ACT for all students in Grade 11 are exempted per NRS 390.610<sup>3</sup>. As a result, students in Grade 12 are not required, by the State, to participate in the ACT Assessment as a condition for graduation.

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<sup>2</sup> For a more detailed view of NRS 389.009 that provides specifics around the implementation of the civics assessment and the available waivers please click this [link](#).

<sup>3</sup> For a full review of NRS 390.610, please [click here](#).

## Conclusion

High school graduation is an important milestone in the lives of our Nevada students. As LEAs consider graduation for the class of 2020 in these exceptional times, the Nevada Department of Education provides this resource to support the local decision-making process for graduation. Furthermore, the NDE encourages LEAs to consider alternatives to in-person graduation ceremonies in the event the COVID-19 crisis has not ended by the conclusion of the school year.

The Nevada Department of Education would like to extend its gratitude to WestEd, Churchill County School District, Lyon County School District, Washoe County School District, White Pine School District, and the Nevada Association of School Superintendents for their collaboration and contribution to this guidance.

# Appendix

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## Credit Requirements for Graduation

Students in the Class of 2020 are eligible to earn five diploma types as recognized by the NDE. For purposes of this resource, this document will focus on the following three diploma types<sup>4</sup>.

- The Standard Diploma- *NAC 390.440*<sup>5</sup>
- The Advanced Diploma- *NAC 390.430*
- The College and Career Ready (CCR) Diploma- *NAC 390.605*

**It is important to note that LEAs may have requirements for graduation that extend beyond the minimum requirements outlined by the State. In this instance, LEAs should work with their local governing board to adjust any requirements beyond the state requirements as necessary.**

### The Standard Diploma

The Standard Diploma requires a minimum of 22.5 credits for attainment. The table below outlines the minimum requirements necessary for attainment.

Required Courses for Standard Diploma	Minimum Number of Credits Required for Standard Diploma
American Government	1
American History	1
Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV), or Career and Technical Education	1
English, including reading, composition, and writing	4
Health Education	0.5
Mathematics	3
Physical Education	2
Computer Education and Technology	0.5
Science	2
Elective Courses	7.5

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<sup>4</sup> The Nevada Alternative Diploma is the fourth diploma type and carries special considerations. For guidance on the implementation of the Nevada Alternative Diploma, please use this [link](#). The Adult Diploma is the fifth diploma type recognized by NDE. This diploma type is not applicable to graduating seniors within the four-year graduation cohort for the Class of 2020.

<sup>5</sup> NAC refers to the Nevada Administrative Code. The NAC represents regulations that stem from state statutes and govern the work for the NDE.

## The Advanced Diploma

The Advanced Diploma requires a minimum of 24 credits for attainment. The table below outlines the minimum requirements necessary for attainment.

Required Courses for Advanced Diploma	Number of Credits Required for Advanced Diploma
American Government	1
American History	1
Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV), or Career and Technical Education	1
English, including reading, composition, and writing	4
Health Education	0.5
Mathematics	4
Physical Education	2
Computer Education and Technology	0.5
Science	3
Elective Courses	6
Social Studies	1

## The CCR Diploma

The CCR Diploma requires a minimum of 24 credits for attainment. The table below outlines the minimum requirements necessary for attainment. Unlike the Standard and Advanced diploma types, the CCR Diploma has two additional requirements that students must meet in order to fulfill the minimum requirements. The first requirement is that students must demonstrate proficiency in speaking not less than two languages **or** have earned not less than two units of credit used to complete the minimum requirements in the areas of;

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit (DC)
- Career and Technical Education (CTE)
- Work-Based Learning (WBL)
- World Languages (WL)

The second requirement, is that students must earn one or both of the associated endorsements listed below:

- College-ready endorsement

- ACT English score of 18 or higher
- ACT ELA score of 20 or higher
- ACT Math score of 22 or higher

AND/OR

- Career-ready endorsement<sup>6</sup>
  - ACT NCRC Silver+;
  - ASVAB 50+;
  - CTE Skills Attainment Certificate
  - Industry-recognized credential

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<sup>6</sup> In order to fulfill the requirement for the career-ready endorsement, students only need to complete one of the options listed above.

## 21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS

Somerset Academy Losee K-12 strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students who enter ninth-grade during or after the 2015-2016 school year will be enrolled in the 21st Century Course of Study Expectations.

In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. **Somerset Academy expects its students to satisfy the 21st Century Course of Study expectations so that they may be competitive in higher education and the workforce and be prepared to take full advantage of what the world has to offer beyond high school.**

Somerset Academy believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

<b>21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS</b>	
<b>AREAS OF STUDY</b>	<b>UNITS</b>
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
<b>TOTAL</b>	<b>22½</b>

The 21<sup>st</sup> Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Nevada System of Higher Education (NSHE) University Admissions Preparation
  - Grade Point Average (GPA) and Core Curriculum Requirements are:
    - **3.00 GPA** (weighted or weighted with Bonus Points) *in the core curriculum*
    - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra I or higher, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship
  - GPA and Core Curriculum Requirements are:
    - **3.25 cumulative GPA** (weighted or weighted with Bonus Points), **21 ACT Composite score, or 990 combined (reading and math) SAT score** *and the core curriculum*
    - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)
    - Students may not take coursework **after graduation** to meet Millennium Eligibility

## Diploma Types

### STANDARD DIPLOMA

To receive a Standard Diploma, a student must complete twenty-two and one-half (22 ½) units (credits) of approved coursework, the course requirements designated by their cohort year, and the testing requirements for their cohort year.

- Twenty (20) units in the required areas of study, and
- Two and one-half (2 ½) units of elective credit in approved course work.

Standard Diploma			
Required Areas of Study	Credit(s)	Required Areas of Study	Credit(s)
English	4	Physical Education	2
Mathematics*	4	Health Education	½
Science	4	21 <sup>st</sup> Century Learning/Comp Lit	½
Social Sciences	4	Electives	2 ½
Art/Humanities	1		
<b>Total</b>			<b>22 ½</b>

- Every student will take annually at least one class from each of the following content areas: English Language Arts, Mathematics, Science, and Social Studies.
- A maximum of one (1) credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a school’s drill team, marching band, high school dance group, or high school cheerleading squad.
- Mathematics course units must include at least Geometry\*, or above.
- Social Studies must include: (1) credit for US History & (1) credit for US Government
- Satisfactory completion of a semester computer literacy course offered in grades 6-12 will meet the requirement for the use of computers.
- Students must have also earned 100 hours of Community Service.

### College and Career Ready Diploma

To receive a College and Career Ready Diploma, a student must complete twenty-four (24) units (credits) of approved coursework, the course requirements designated by their cohort year, and the testing requirements for their cohort year. In addition, the student’s Weighted GPA must be 3.25 or higher.

- Eighteen (18) units in the required areas of study, and
- Six (6) units of elective credit in approved course work.



College and Career Ready Diploma			
Required Areas of Study	Credit(s)	Required Areas of Study	Credit(s)
English	4	Physical Education	2
Mathematics*	4	Health Education	½
Science	4	21 <sup>st</sup> Century Learning/Comp Lit	½
Social Sciences	4	Electives	4
Art/Humanities	1		
<b>Total</b>			<b>24</b>

- Every student will take annually at least one class from each of the following content areas: English Language Arts, Mathematics, Science, and Social Studies.
- A maximum of one (1) credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a school’s drill team, marching band, high school dance group, or high school cheerleading squad.
- Mathematics course units must include at least Geometry\*, or above.
- Social Studies must include: (1) credit for US History & (1) credit for US Government
- Satisfactory completion of a semester computer literacy course offered in grades 6-12 will meet the requirement for the use of computers.
- Students must have also earned 100 hours of Community Service.
- Must demonstrate proficiency in speaking not less than two languages, or have earned not less than two (2) units of credit used to complete the requirements listed above in the following:
  - Advanced Placement (AP) courses
  - Dual-credit/dual-enrollment (DC) courses
  - Career and technical education (CTE) courses
  - Work-based learning courses
- Must obtain one or both of the following endorsements:
  - College-Ready Endorsement
    - Successfully complete a college readiness assessment (ACT) with minimum scores for initial (non-remedial) placement into college-level English and mathematics courses
  - Career-Ready Endorsement
    - Successfully complete the ACT National Career Readiness Certificate (NCRC), level Silver or above; or
    - Successfully complete the Armed Services Vocational Aptitude Battery (ASVAB), Score 50 or above; or
    - Obtain a career and Technical Education Skills Attainment Certificate; or

- Obtain an industry-recognized credential (Work-Keys Assessment)

## ADVANCED DIPLOMA

To receive an Advanced Diploma, a student must complete twenty-four (24) units (credits) of approved coursework, the course requirements designated by their cohort year, and the testing requirements for their cohort year. In addition, the student's Weighted GPA must be 3.25 or higher.

- Twenty (20) units in the required areas of study, and
- Four (4) units of elective credit in approved course work.

Advanced Diploma			
Required Areas of Study	Credit(s)	Required Areas of Study	Credit(s)
English	4	Physical Education	2
Mathematics*	4	Health Education	½
Science	4	21 <sup>st</sup> Century Learning/Comp Lit	½
Social Sciences	4	Electives	4
Art/Humanities	1		
<b>Total</b>			<b>24</b>

- Every student will take annually at least one class from each of the following content areas: English Language Arts, Mathematics, Science, and Social Studies.
- A maximum of one (1) credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a school's drill team, marching band, high school dance group, or high school cheerleading squad.
- Mathematics course units must include at least Algebra II\*, or above.
- Social Studies must include: (1) credit for US History & (1) credit for US Government
- Satisfactory completion of a semester computer literacy course offered in grades 6-12 will meet the requirement for the use of computers.
- Students must have also earned 100 hours of Community Service.

## DIPLOMA OF DISTINCTION (Advanced Honors)

To receive an Advanced Diploma, a student must complete twenty-four (24) units (credits) of approved coursework, the course requirements designated by their cohort year, and the testing requirements for their cohort year. In addition, the student's Weighted GPA must be 3.50 or higher.

- Twenty (20) units in the required areas of study, and
- Four (4) units of elective credit in approved course work.
- Twelve (12) units in Honors or Advanced Placement in any subject.

Diploma of Distinction			
Required Areas of Study	Credit(s)	Required Areas of Study	Credit(s)
English	4	Physical Education	2
Mathematics*	4	Health Education	½
Science	4	21 <sup>st</sup> Century Learning/Comp Lit	½
Social Sciences	4	Electives	4
Art/Humanities	1		
<b>Total</b>			<b>24</b>

- Every student will take annually at least one class from each of the following content areas: English Language Arts, Mathematics, Science, and Social Studies.
- A maximum of one (1) credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a school’s drill team, marching band, high school dance group, or high school cheerleading squad.
- Mathematics course units must include at least Pre-Calculus Honors\*, or above.
- Social Studies must include: (1) credit for US History & (1) credit for US Government
- Satisfactory completion of a semester computer literacy course offered in grades 6-12 will meet the requirement for the use of computers.
- Students must have also earned 100 hours of Community Service.

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020  
Agenda Item: 9 – Principal Evaluation Update and Presentation on Proposed Evaluation System  
Number of Enclosures: 0

**SUBJECT: Principal Evaluation Update and Proposed Evaluation System**

Action  
 Appointments  
 Approval  
 Consent Agenda  
 Information  
 Public Hearing  
 Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 15-20 Minutes

Background: An update of the progress on determining a principal evaluation system.

Submitted By: Staff

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: June 20, 2020 Agenda Item: 10 – Discussion Regarding Governor’s Declaration of Emergency Directive 022 Regarding School Reopening Number of Enclosures: 4
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<b>SUBJECT: Governor’s Directive Regarding School Reopening</b>
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| <input type="checkbox"/> Action                 |
| <input type="checkbox"/> Appointments           |
| <input type="checkbox"/> Approval               |
| <input type="checkbox"/> Consent Agenda         |
| <input checked="" type="checkbox"/> Information |
| <input type="checkbox"/> Public Hearing         |
| <input type="checkbox"/> Regular Adoption       |

Presenter (s): Board
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Recommendation:
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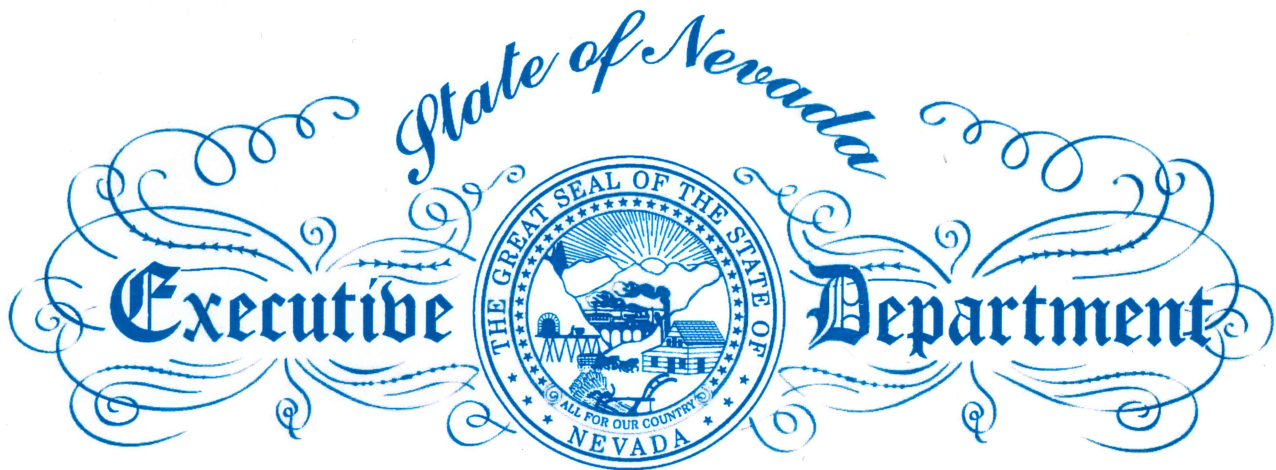
Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 15-20 Minutes
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Background: The Governor recently signed Emergency Directive 022 which requires charter schools to develop a re-opening plan.
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Submitted By: Staff
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## DECLARATION OF EMERGENCY

### DIRECTIVE 022

**WHEREAS**, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada, issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

**WHEREAS**, on March 15, 2020, I directed that "...[a]ll kindergarten through 12<sup>th</sup> grade schools will close to students effective March 16, 2020..." and "...may reopen no earlier than April 6, 2020, and only upon the approval of the Chief Medical Officer of the State of Nevada after a review of the risk of transmissions within the geographic areas defined by the Chief Medical Officer"; and

**WHEREAS**, on March 20, 2020, I issued Declaration of Emergency Directive 005 directing the closure of all County School District school buildings, Charter School buildings and Private School buildings until April 16, 2020, requiring all County Districts and Charter Schools to submit a Request for an Emergency Program of Distance Education to the Superintendent of Public Instruction, and enrolling each pupil then enrolled in the County School District or Charter School in the Emergency Programs upon approval of said Programs; and

**WHEREAS**, on March 31, 2020, I issued Declaration of Emergency Directive 014 directing that County School Districts, Charter Schools, and Private Schools may reopen no earlier than April 30, 2020; and

**WHEREAS**, on April 28, 2020, I issued Declaration of Emergency Directive 015, directing that all kindergarten through 12<sup>th</sup> grade school buildings would remain closed for onsite education for the duration of the 2019-2020 instructional year; and

**WHEREAS**, on April 30, 2020, I introduced the *Nevada United: Roadmap to Recovery* plan that outlined a phased approach to reopening Nevada businesses and industry; and

**WHEREAS**, the *Nevada United: Roadmap to Recovery* plan set forth a collaborative partnership between state and local governments that included the formation of the Local Empowerment Advisory Panel ("LEAP") to serve as a resource to local governments and local communities; and

**WHEREAS**, the Nevada Department of Education (NDE) released its *Path Forward Plan – Response to COVID-19* on April 29, 2020, and announced the creation of the Re-Opening of Schools Committee (Committee) whose members include State health officials, district superintendents and staff, charter school leaders, school safety experts, and social and emotional learning and school counseling experts who created the *Nevada's Framework for a Safe, Efficient, and*

*Equitable Return to School Buildings* (Framework) and presented the Framework to the State Board of Education on June 4, 2020; and

**WHEREAS**, Nevada Revised Statutes Chapter 385B authorizes the Nevada Interscholastic Activities Association, which is composed of all of the school districts of the State for the purposes of controlling, supervising, and regulating all interscholastic athletic events and other interscholastic events in the public schools; and

**WHEREAS**, Nevada's medical experts indicate that the rate at which COVID-19 is spreading in the State of Nevada has effectively slowed to a level that does not jeopardize the state's healthcare system at the present time due, in part, to Nevadans following strict social distancing measure individually and pursuant to Directives I issued pursuant to the March 12, 2020, Declaration of Emergency; and

**WHEREAS**, our state has experienced a consistent and sustainable downward trajectory in the percentage of positive COVID-19 cases, a decrease in confirmed COVID hospitalizations over the last month, and a decline in our cumulative test positivity rate from a maximum rate of 12.2% on April 24, 2020, to 5.4% on June 7, 2020; and

**WHEREAS**, the State Medical Officer has reviewed the risk of transmission in Nevada and determined that schools may reopen subject to the conditions set forth in this Directive and any subsequent directives that may be issued based on any change in the risk of transmission in Nevada; and

**WHEREAS**, social distancing and behavioral change measures were effective in reducing individual and community risk for spreading and contracting COVID-19, the disease has not been eliminated and measures that protect safety, wellbeing, and public health of Nevadans must remain in effect; and

**NOW, THEREFORE**, by the authority vested in me as Governor by the Constitution and the laws of the State of Nevada and the United States, pursuant to the March 12, 2020, Emergency Declaration,

IT IS HEREBY ORDERED THAT:

SECTION 1: In consultation with the State Superintendent of Public Instruction, county school districts, charter schools, and private schools shall 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 pursuant to Section 6 of this directive and any additional guidance issued by the Nevada Department of Education. County school districts, charter schools and private schools shall communicate their plans to their school communities, including parents and staff, and present their plans for the 2020-2021 school year to their governing body as follows:

- (1) County school districts shall present their plans to the trustees for the county school district for approval in a public meeting at least 20 days before the first day of the 2020-2021 school year;
- (2) Charter schools shall present their plans for approval in a manner prescribed by their sponsor at least 20 days before the first day of the 2020-2021 school year; and
- (3) Private schools shall present their plans for approval in the manner prescribed by their governing body at least 20 days before the first day of the 2020-2021 school year.

SECTION 2: Effective 12:01 am on June 10, 2020, all Pre-kindergarten through 12<sup>th</sup> grade school facilities may reopen to students, staff, and parents/guardians subject to the conditions set forth in this directive, Directive 021, and guidelines issued by the Nevada Department of Education in consultation with

school districts related to the reopening of schools and social distancing guidelines for the following purposes:

- (1) In-person instruction involving students and staff, including summer school, high school credit recovery, career and technical education, and extended school year programming;
- (2) Other instructional activities such as special education evaluations and individualized tutoring;
- (3) Administrative activities by educators, staff, or students such as locker/classroom clean out and returning/retrieving devices and instruments;
- (4) Planning activities by educators and staff such as professional development and instructional planning; and
- (5) Family and community engagement activities such as school registration, Individualized Education Plan (IEP) meetings, volunteer and partnership planning.

SECTION 3: County school districts, charter schools, and private schools that reopen school buildings or facilities must ensure that occupancy shall not exceed the lesser of 50% of the listed fire code capacity of a single space within a school site or fifty persons in an appropriately sized space that enables all social distancing requirements to be satisfied.

SECTION 4: Sections 2 through 10 of Emergency Directive 005 and shall remain in effect through the conclusion of each county school district or charter school's summer learning and 2019-20 extended school year programming. Emergency Programs of Distance Education approved by the Superintendent of Public Instruction may continue through the conclusion of each county school district or charter school's summer learning and 2019-2020 extended school year programming.

SECTION 5: County school districts and charter schools may offer summer instruction and 2019-2020 extended school year programming through:

- (1) Distance education under an approved Emergency Program of Distance Education;
- (2) In-person instruction following strict social distancing protocols; or
- (3) A combination of distance education and in-person instruction.

Any summer learning opportunities offered in-person must be optional for students; if the learning opportunity is credit-bearing, a distance education option must be provided.

SECTION 6: The Superintendent of Public Instruction shall prescribe minimum requirements and a timeline for each county school district and charter school to develop, receive governing board approval for, and submit to the Department of Education a plan for a Path Forward Program of Distance Education. Such plans will contemplate 2020-2021 school year instruction offered through:

- (1) Distance education under an approved Path Forward Program of Distance Education;
- (2) In-person instruction following strict social distancing protocols; or
- (3) A combination of distance education and in-person instruction.

SECTION 7: County school districts, charter schools, and private schools may reopen school athletic fields and facilities for student athletics training, practices, and competition in accordance with guidance promulgated by the Nevada Interscholastic Activities Association (NIAA) and any applicable conditions set forth by directive regarding athletic events. In promulgating guidance, the NIAA shall consider relevant medical guidance and expertise, including but not limited to guidance issued by the Centers for Disease Control and Prevention (CDC) and the National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC).



SECTION 8: County school districts, charter schools, and private schools may reopen school athletic fields and facilities, including tennis courts, golf courses, swimming pools, and gyms to the public in accordance with all applicable reopening guidelines and protocols for such facilities promulgated by the Nevada State Occupational Safety and Health Association (NV OSHA), the Local Empowerment Advisory Panel (LEAP), and the CDC.

SECTION 9: County school districts, charter schools, and private schools should adhere to all applicable re-opening guidelines and protocols promulgated by NV OSHA, LEAP, and the CDC regarding cleaning practices, quarantine protocols, and social distancing to the maximum extent practicable.


SECTION 10: County school districts, charter schools, and private schools, may keep any school buildings, facilities, or athletic fields closed to students, staff, parents, guardians, or the public at their discretion in the interest of the health and safety of their school community.

SECTION 11: This Directive may be renewed by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 9th day of June, in the year two thousand twenty.



  
Governor of the State of Nevada

  
Secretary of State

  
Deputy Secretary of State



Nevada Department of Education

# Nevada's Path Forward:

A Framework for a Safe, Efficient, and Equitable Return to School Buildings

The Nevada Department of Education does not discriminate based on sex, race, color, religion, <sup>74</sup>gender, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

# Nevada State Board of Education

**Elaine Wynn**, President, Governor Appointment

**Mark Newburn**, Vice President, Elected District 4

**Robert Blakely**, Member, Elected District 1

**Katherine Dockweiler**, Member, Senate Appointment

**Tamara Hudson**, Member, Assembly Appointment

**Cathy McAdoo**, Member, Board of Regents Appointment

**Kevin Melcher**, Member, Appointed District 2

**Dawn Etcheverry Miller**, Member, Nevada Association of School Boards Appointment

**Felicia Ortiz**, Member, Elected District 3

**Rui Ya Wang**, Member, Student Representative Appointment

**Teri White**, Member, Nevada Association of School Superintendents Appointment

# Nevada Department of Education

**Jhone M. Ebert**, State Superintendent of Public Instruction

**Felicia Gonzales**, Deputy Superintendent for Educator Effectiveness and Family Engagement

**Heidi Haartz**, Deputy Superintendent for Business and Support Services

**Jonathan Moore, Ed.D.**, Deputy Superintendent for Student Achievement

**Sarah Nick**, Management Analyst to the Superintendent

**Jessica Todtman**, Chief Strategy Officer

**Dave Brancamp**, Director, Office of Standards and Instructional Support

**Jason Dietrich**, Director, Office of Educator Development, Licensure, and Family Engagement

**Bill Farrar**, Administrative Services Officer, Office of Department Support

**Lynn Hoffman**, Administrative Services Officer, Office of District Support Services

**Will Jensen**, Director, Office of Inclusive Education

**Dr. Seng-Dao Keo**, Director, Office of Student & School Supports

**Christy McGill, Director**, Office for a Safe and Respectful Learning Environment

**Patti Oya**, Director Office of Early Learning and Development

**Megan Peterson**, Management Analyst, Business & Support Services Division Compliance

**Craig Statucki**, Director Office of Career Readiness, Adult Learning & Education Options

**Peter Zutz**, Administrator, Office of Assessment, Data & Accountability Management

# Re-Opening of Schools Committee

Name	Role
<b>Alberto Quintero</b>	Education Programs Professional, Office of Educator Development, Licensure, and Family Engagement, Nevada Department of Education
<b>Bart Thompson</b>	Executive Director, Nevada Interscholastic Athletic Association
<b>Bobbi Shanks</b>	Chief School Nurse, Elko County School District
<b>Brian Scroggins</b>	Deputy Director, State Public Charter School Authority
<b>Charles Russo</b>	Coordinator School Safety, Office for a Safe and Respectful Learning Environment, Nevada Department of Education
<b>Christy McGill</b>	Director, Office for a Safe and Respectful Learning Environment, Nevada Department of Education
<b>Dante Merriweather</b>	Senior Environmental Health Inspector, Southern Nevada Health District
<b>Felicia Gonzales</b>	Deputy Superintendent for Educator Effectiveness and Family Engagement, Nevada Department of Education
<b>Jeff Wagner</b>	Interim Chief of Facilities, Clark County School District
<b>Joe Roberts</b>	Coordinator, Clark County School District Crisis Response Team
<b>Katherine Loudon</b>	Administrator/School Counseling & Social Work, Washoe County School District
<b>Kristen McNeill</b>	Superintendent, Washoe County School District
<b>Leslie Allfree</b>	Student Health Services Department, Washoe County School District
<b>Maria Azzarelli</b>	Southern Nevada Health District
<b>Marie DuFresne</b>	Social and Emotional Learning and School Counseling, Nevada Department of Education
<b>Mark Bergtholdt</b>	Supervisor, Environmental Health Division, Southern Nevada Health District
<b>Megan Freeman</b>	Clinical and Policy Advisor on Children's Behavioral Health, Nevada Department of Health and Human Services
<b>Melissa Peek-Bullock</b>	State Epidemiologist, Nevada Department of Health and Human Services
<b>Michael Wilson</b>	Emergency Management, Clark County School District
<b>Pete Etchart</b>	Chief Operating Officer, Washoe County School District
<b>Rebecca Feiden</b>	Executive Director, State Public Charter School Authority
<b>Roy Anderson</b>	Emergency Manager, Washoe County School District
<b>Summer Stephens</b>	Superintendent, Churchill County School District
<b>Susan Keema</b>	Executive Director, Nevada Association of School Superintendents
<b>Tate Else</b>	Superintendent, Eureka County School District
<b>Tony York</b>	Director of School Safety, Academica Nevada

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# Letter from Nevada State Superintendent of Public Instruction

June 2020

Dear Nevada Educators, Families, and Community Members,

Last month, the Nevada Department of Education (NDE) released our *Path Forward Plan – Response to COVID-19* and announced the creation of the Re-Opening of Schools Committee (Committee). I want to recognize the members of the Committee – State health officials, district superintendents and staff, charter school leaders, school safety experts, and others – who dedicated their time and lent their expertise to the creation of this document: *Nevada’s Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework)*.

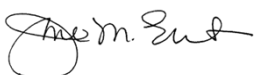
As I write this, there are still a lot of unknowns about COVID-19 and the long-term impact it will have on our communities. In recognition of this dynamic environment, the *Framework* does not provide specific guidelines or mandates, but rather is designed to support local efforts to adapt and prepare for the 2020-21 school year as well as potential future emergencies.

When the Committee began its work, they clearly identified areas of focus related to organizational preparedness: re-opening facilities, human resources, logistics, and staff and student wellness. These are of course not the only areas of concern for our education system. Throughout the school building closures, NDE has been working closely with district and school leaders to develop and disseminate guidance related to assessments, graduation, attendance, special education services, and supports for English Learners. In addition, we have relied on the stewardship of local governing boards and leaders to continue to make decisions regarding curriculum and instruction, grading, student promotion and retention, and other academic considerations that are traditionally under local control.

In the coming weeks and months, NDE will continue to partner with stakeholders and educators across the State to respond to emerging concerns and to provide resources and support. At the same time, we recognize that each district and charter school is distinct and local leaders are best positioned to address their students’ needs. On behalf of NDE and our State agency partners, I assure you that we will continue do everything within our authority to provide the flexibility necessary so that every student has an equitable opportunity to access the learning opportunities and supports they deserve.

Thank you to the administrators, educators, staff, students, and families who have shown unending patience, dedication, and creativity in continuing teaching and learning and finding ways to maintain a sense of community, even when we are apart. We have a lot of work ahead of us, but our Battle Born spirit will persevere, and together we will create a more equitable, accessible, and innovative future for Nevada’s education system.

Sincerely,



Jhone M. Ebert  
State Superintendent of Public Instruction

# Nevada's Path Forward Framework

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## Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings

The Nevada Department of Education's (NDE) *Path Forward Plan* includes the establishment of a Re-Opening of Schools Committee (Committee). This Committee supported NDE in developing this *Framework* for districts and charter schools to plan for and implement a safe, efficient, and equitable return to school buildings.

The Committee is comprised of State health officials, district superintendents and staff, charter school leaders, school safety experts, and others. The Committee's work is *not* a substitute for local planning but rather intended to be a foundational resource from which district and school leaders can create local plans for the 2020-21 school year that can also be adaptable for future emergency planning and response.

Nevada's *Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework)* is based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members. This document is designed to help districts and schools make community-based decisions regarding the re-opening of school buildings and builds on their unique strengths to address local challenges. We hope the *Framework* will serve as a starting point for conversations. It is *not* formal guidance or a directive. While we hope that the *Framework* will be a valuable resource, districts and schools may apply the concepts and guidelines of the *Framework* at their discretion and as relevant to local circumstances.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following [guidance](#) for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools **must determine**, in collaboration with state and local health officials and to the extent possible, **whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community**.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- [CDC guidance documents](#) are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

## Equity Statement

NDE advocates for equitable access for all students to the highest quality public education, while developing and supporting school educators and staff at all levels. Equity means the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.





# Nevada's Path Forward Framework

## How to Use the Framework and Its Layout

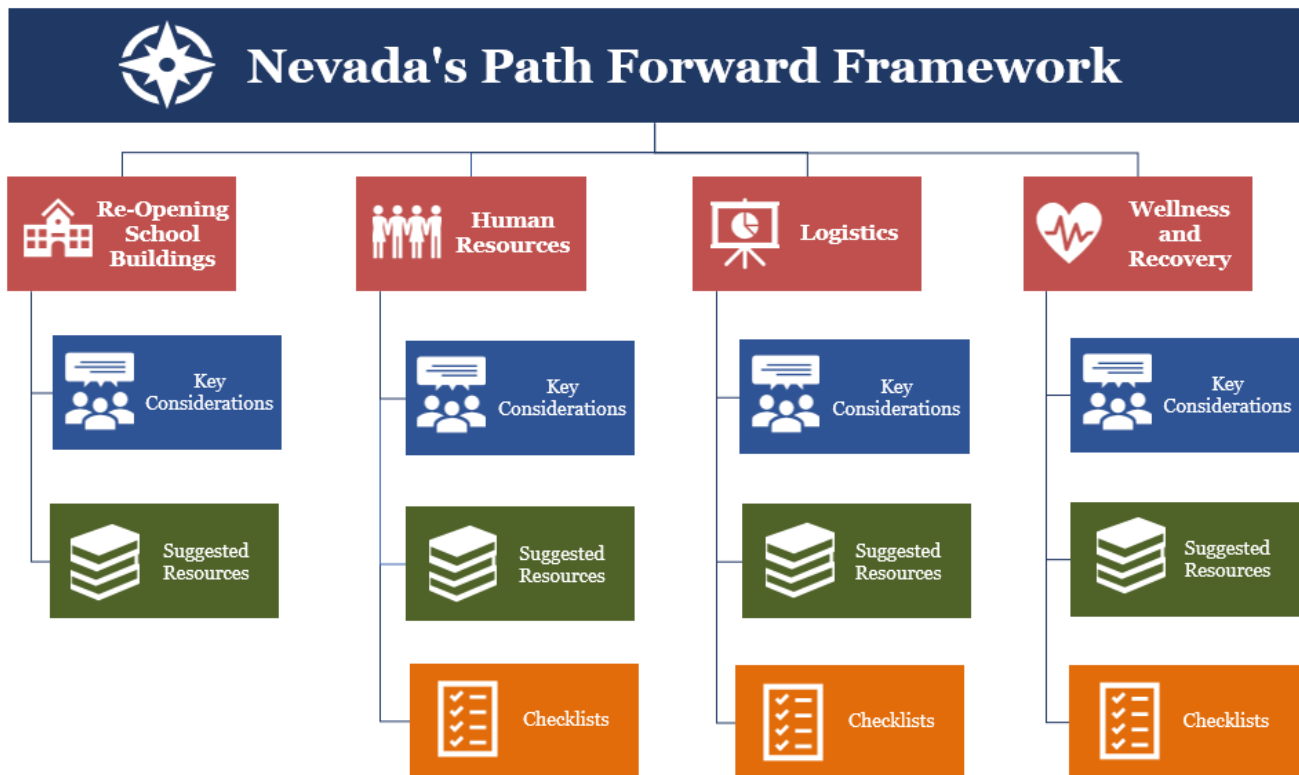
The *Framework* is intended to be a resource that districts and schools can use to support multi-purpose emergency planning and response. The Committee recognizes that specific circumstances surrounding the Coronavirus Disease 2019 (COVID-19) pandemic are unique and therefore certain sections of the *Framework* have information and resources delineated as specific to Nevada's COVID-19 response and recovery.

The document begins with background information regarding the importance of family engagement, communications, and emergency management and how to establish Continuity of Operations and Emergency Operations Plans. It is then followed by the *Framework*, which is divided into four key components:

- 1) Re-opening school buildings;
- 2) Logistics;
- 3) Human resources; and
- 4) Wellness and recovery.

Each component may include:

- **Key Considerations** – a list of questions that district and school leaders should ask themselves as they approach planning
- **Suggested Resources** – links and excerpts from resources that may include a deeper level of detail to support local efforts
- **Checklists** – steps that may be taken to develop and implement local plans



*Although the academic components of re-opening schools (e.g., evaluating students, curriculum, professional development, etc.) are outside the Committee's purview, the Committee has come across several resources that may be valuable to districts and schools. Those resources have been included in the Appendix.*

## Family and Community Engagement

Re-opening plans created after a complex public health crisis require a collective approach. Districts and schools should engage, educate, and empower all families and communities at every level of the decision-making process to ensure that re-opening plans are responsive to their concerns and expressed needs and address specific challenges in each community. For families and communities to fully invest in a re-opening plan, they need to have a seat at the table and be empowered to implement the plan in their community. Engaging and collaborating with families and community members throughout the planning and implementation process will help support re-opening efforts and result in a stronger and more sustainable re-opening plan. An upfront investment in engagement can help mitigate the disproportionate harm a public health crisis has caused to vulnerable communities and help address the inequities that existed before the pandemic.<sup>1</sup>

## Communication

Communication throughout the planning and implementation process needs to be transparent in regards to the decision-making process, the factors used to make decisions, and the nature of the decision-making process itself. Most importantly, communication needs to be clear about the actions people can and must take to protect themselves and others. Without effective communication, there is a potential for distrust, the spread of misinformation, and a lack of compliance with re-opening plans that can ultimately put health and safety at risk.<sup>2</sup>

A comprehensive communication plan leverages local media outlets through press releases, updating district and school websites, text messaging, email, and United States Postal Service communications to educators, families, students, community members, and other key stakeholders. Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe:

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).
- Broadcast regular announcements on reducing the spread of illness on public address systems.
- Include messages (e.g., videos) about behaviors that prevent the spread of illness when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Disseminate free CDC print and digital resources from the [CDC's communications resources main page](#).
- Ensure student- and family-facing materials are reader-friendly and available in languages all community members can understand.
- Create opportunities for staff training, both overall for pandemic response and tailored to different roles (e.g., teacher, nutrition services, custodian).

### CHECKLIST FOR COMMUNICATIONS

#### Messaging

- Provide information and updates to educators, families, students, community members, and other key stakeholders on:

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<sup>1</sup> [American Federation of Teachers. \(2020\). A plan to safely reopen America's schools and communities, p. 16-18.](#)

<sup>2</sup> Ibid.

# Nevada's Path Forward Framework

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- The current state of public health
- District and school efforts to keep students safe
- Preventive measures stakeholders can take
- Current effects on district and school operations
- Anticipated timeline(s) for the district and school reopening
- Key changes in district and school policies and practices
- Where to find services and supports in the community to meet basic needs
- Send reminders to stay at home, especially if ill
- Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing)
- Respond to questions and other inquiries in a timely manner

## Communication Methods

- Ensure contact information is up to date and provide clear directions to stakeholders who may need to update their contact information
- Include key information and resources on district and school webpages in a consistent, easily accessible location
- Translate all communications and provide translation services, as needed
- Survey stakeholders—especially families and staff—to learn communication preferences
- Post at:
  - School buildings
  - Houses of worship
  - Government buildings
- Leverage multiple communication methods:
  - Mail
  - Email
  - Phone calls
  - Text messages
  - Traditional media (e.g., television, radio, newspapers)
  - Social media (e.g., Facebook, Twitter, Instagram)
  - Infinite Campus, ParentLink, and other communication platforms

## Emergency Management

Emergency management is a critical component of organizational leadership. Whether an emergency emerges at the school-, district-, county-, or state-wide level, district and school leaders need to respond by implementing a plan and communicating with stakeholders. In some cases, the Governor will issue a state of emergency declaration that is accompanied by guidance or directives regarding the anticipated response of districts and schools. Based on such direction, each district and school must operationalize that guidance according to expected standards and adapt it to the local context. District and school leaders must also be prepared to enact stricter standards based on local issues if needed.

The key to all re-opening of schools' plans are:

# Nevada's Path Forward Framework

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1. Maintaining a communications system;
2. Establishing a decision-making model based on emergency plans and based on community and industry standards; and
3. Initiating a Continuation of Operations system.

## Continuation of Operations Planning

In the event of a pandemic or similar public health emergency, there are special considerations for school operations. Each school's emergency operations plan should include a Continuity of Operations Plan (COOP). The extent to which schools remain operational during a pandemic will largely depend on the severity of the pandemic and the school's plan for continuity of education.<sup>3</sup>

Even if school buildings are closed to students for learning, schools may remain operational in part. To determine the appropriate level of operations and to ensure functionality, a COOP planning team should be established to develop a standard operating procedure for essential functions and processes, such as communications with families, nutrition services, and payroll.<sup>4</sup>

The Federal Emergency Management Agency (FEMA) has instructions on planning for continued operations. All parties involved in the safety and security of schools are strongly encouraged to do the following:

- Use the State's COOP plan, developed by the experts at the Nevada Department of Emergency Management or in consultation with a district emergency manager Plan for business functions and facilities usage, not just education
- Work with the local health authority to develop an outbreak plan

There is an essential need to stress that the "All-Hazards Approach" to the continuity of operations planning is taken, along with the need to work with the local health authority to develop an outbreak plan. According to FEMA, the "[All-Hazards approach](#)" is an integrated approach to emergency preparedness planning that focuses on capacities and capabilities that are critical to preparedness for a full spectrum of emergencies or disasters, including internal emergencies, man-made emergencies, natural disasters, or any combination.

A pandemic can threaten operations by impacting human resources and removing essential personnel for extended periods. Human resource policies need to be reviewed to determine if a school must, may, or cannot compensate, continue benefits, and extend leave to employees during a pandemic.<sup>5</sup> It is also important to include the labor unions and professional associations in decision-making and inform employees of decisions.

In addition to the Prevention and Mitigation strategies previously stated, **it is recommended that COOPs for any pandemic include:**

- The identification and continuation of essential business functions. Schools should identify positions, skills, and personnel needed to continue essential functions and services that need to continue with little or no disruption. This process should include the identification of:
  - Essential functions by position and lines of authority and succession for making policy determinations and decisions;
  - Functions and services that can be conducted through the use of alternative work arrangements;
  - Protocols for adjusting staffing to maintain essential functions;

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<sup>3</sup> Arizona Department of Education. (2020). *Pandemic preparedness*. Retrieved from [https://www.azed.gov/communications/files/2020/03/ADE-Pandemic-Preparedness\\_RVSD3.2020.pdf](https://www.azed.gov/communications/files/2020/03/ADE-Pandemic-Preparedness_RVSD3.2020.pdf).

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

# Nevada's Path Forward Framework

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- Vital files, records, and databases that must be maintained and/or available for staff use:
  - Essential contracts, support services, and other interdependencies that must, may, or cannot be continued; and
  - Critical supplies and the impact of limited access to those supplies.

## Emergency Operations Planning

Emergency Operations Plans (EOPs) are developed by a collaborative planning team with clearly defined roles and responsibilities to help responders understand the situation at hand, as well as identify and prioritize threats (hazards and risks). The EOP will outline who and how to determine goals and objectives in response to and recovery from an event. Furthermore, the EOP will identify the necessary annexes to be included in the plan as well as develop the plan to identify the best courses of action and providing for the access and functional needs of the whole community.

The EOP should be inclusive of the critical elements within Emergency Management Standards:

- Communications
- Resources and assets
- Safety and security
- Staff responsibilities
- Utilities

The extent to which schools can recover from a pandemic is strongly influenced by the overall societal impact of the pandemic. Effective business operation plans will assist in keeping schools operational and being better prepared to resume full operations when appropriate.<sup>6</sup>

## Nevada Requirements for Crisis and Emergency Response for Schools

[Nevada public, private and charter schools are required to have school EOPs](#) that meet the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements.

- [NRS 388.229 - .261 Public Schools](#)
- [NRS 394.168 - .1699 Private Schools](#)

According to NRS (388.229 - .261 and 394.168 - .1699) and presented in the [Nevada Model Plan Requirements for Crisis and Emergency Response guidance Checklist](#), all Nevada school districts, charter, and private schools are required to have an EOP. The EOP must meet all the requirements listed in this Model Plan Guidance Checklist. Districts and schools can use their current EOP as long as all of the requirements listed in this checklist are included in the school's plan. Districts and schools may also use [the Readiness and Emergency Management for Schools Technical Assistance Center \(REMS TA\) Interactive Workbook](#) when developing their school EOP. Furthermore, each district and charter school's governing body must designate a committee to develop an EOP, then if needed, a school may submit a request for any deviation.

In the absence of a dedicated health district officer, outside the Northern, Southern, and Churchill compact, each district should work to establish protocols to be found in COOP/EOPs.

## Suggested Resources

[School Emergency Response Plans from NV Division of Emergency Management](#)  
[REMS - Readiness and Emergency Management for Schools from US Department of Ed](#)  
[School Emergency Planning & Safety Presentation](#)

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<sup>6</sup> Ibid.

# Nevada's Path Forward Framework

## RE-OPENING SCHOOL BUILDINGS

This section provides general considerations regarding the re-opening of school buildings and facilities to staff, students, and the public.

As local planning efforts get underway, NDE is committed to providing districts and schools with the latest available information from reputable resources. Nationally and internationally, the following approaches to re-opening have been considered/implemented:

- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

***Note:** The above scenarios found throughout the Framework are suggestions and are open to interpretation and application.*

Effective school re-opening will require diligent efforts to communicate with families, guardians, educators, and community members. The top priority is the health and safety of students and school personnel. Schools need to provide clear guidance on steps the school is taking, including protocols for self-isolation for individuals who are sick or who have come in contact with someone who is sick.<sup>7</sup>

### KEY CONSIDERATIONS: Re-opening Approach

Thoughtfully designed re-opening plans cannot be implemented if students, parents and guardians, educators, and staff are not confident about the protocols and practices in place. If districts/schools put in place significant modifications to schedules, classroom organization, or logistics, clear and consistent communication is necessary to ensure effectiveness and the promotion of health and safety as intended.

- How do you want to bring students, educators, and staff back to physical school buildings, particularly with social distancing in place? Will your district or school need to adapt to evolving guidance from health officials based on a better understanding of pandemic risks and the related mitigation strategies?
  - Total statewide re-opening for all students and staff.
  - Partial re-opening based on local decision-making and approval from local health agencies.
  - Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.
- How will you decide which reopening is best for your local communities?
- How will you communicate about your re-opening?
- Once you reopen, what will the decision-making process look like regarding the potential need to close again?

### COVID-19 CIRCUMSTANCES

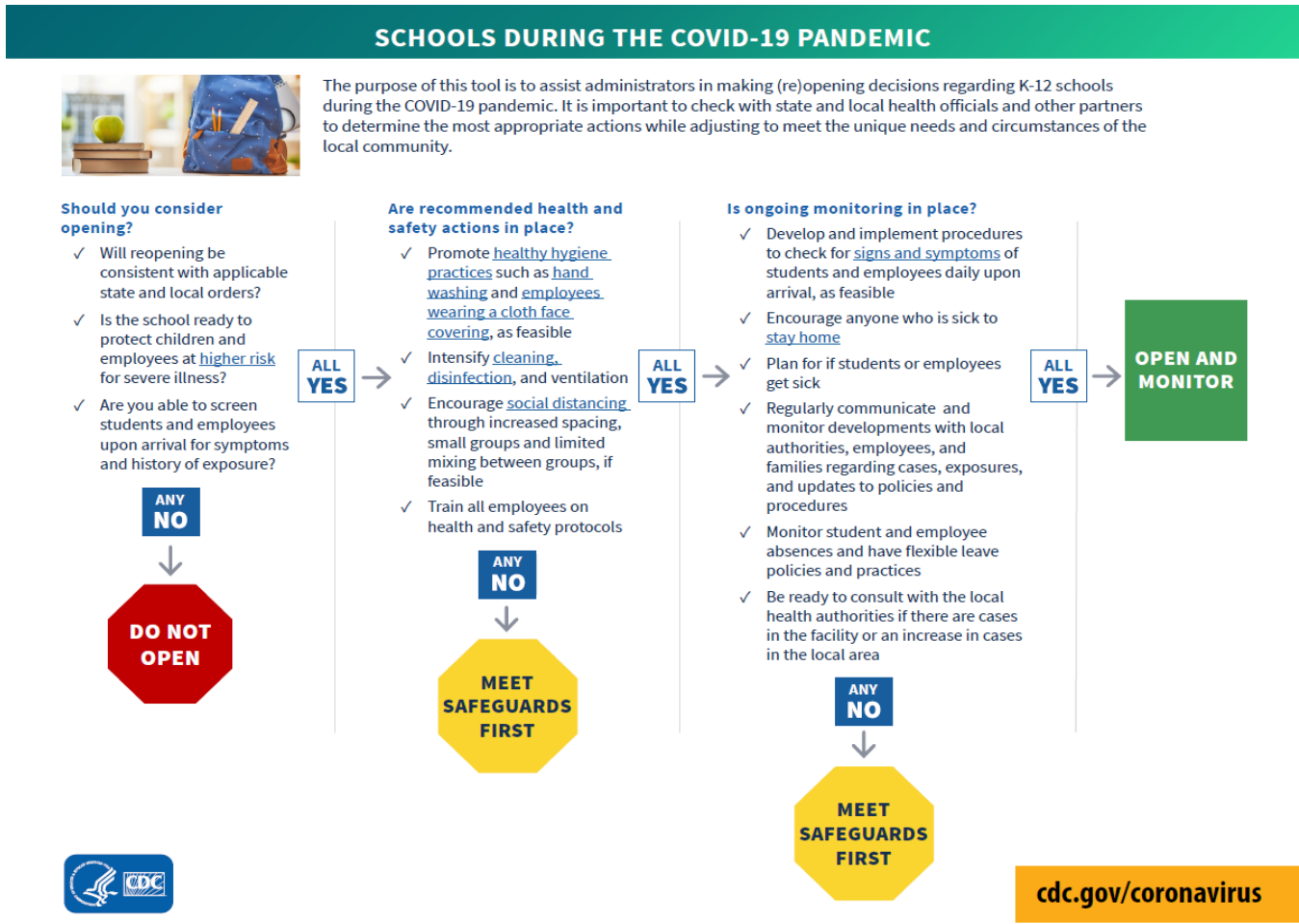
Nevada's school building closures were mandated by the Governor's Declaration of Emergency Directives and, as of the publishing of this document, the Governor has released a new Emergency Directive providing districts and schools local discretion to re-open buildings for instructional, administrative, extracurricular, and planning activities under social distancing protocols. County school districts, charter schools, and private

<sup>7</sup> Bailey and Hess, *A Blueprint for Back to School*, 8.

# Nevada's Path Forward Framework

schools, may keep any school buildings, facilities, or athletic fields closed to students, staff, parents, guardians, or the public at their discretion in the interest of the health and safety of their school community.

Below is the [CDC's Guidance for Schools](#) decision tree for any kind of opening. Nevada districts and schools may consider this guidance when closure authority is returned to local control.



## SUGGESTED RESOURCES

- [The Return: How Should Education Leaders Prepare for Reentry and Beyond?](#)
- [Ensuring Equitable Pathways for the Class of 2020 Amid the Coronavirus](#)
- [Return to School Roadmap](#)
- [EdTrust's P-12 Education Agenda in Response to COVID-19](#)
- [CCSSO's Phase 2 Restart & Recovery](#)

## KEY CONSIDERATIONS: Physical Health Screening

As communicated in the [Nevada United Roadmap to Recovery](#), community-based testing is critical to Nevada's effort to reopen the economy and keep it open. Testing for the virus in communities throughout the state will allow local, state, and tribal leaders to assess the effectiveness of preventive measures and to identify and facilitate interventions into future outbreaks.

As Nevada progresses through each phase of the re-opening plan, local and state health authorities are collaborating to increase testing capacity, resources, and information sharing.

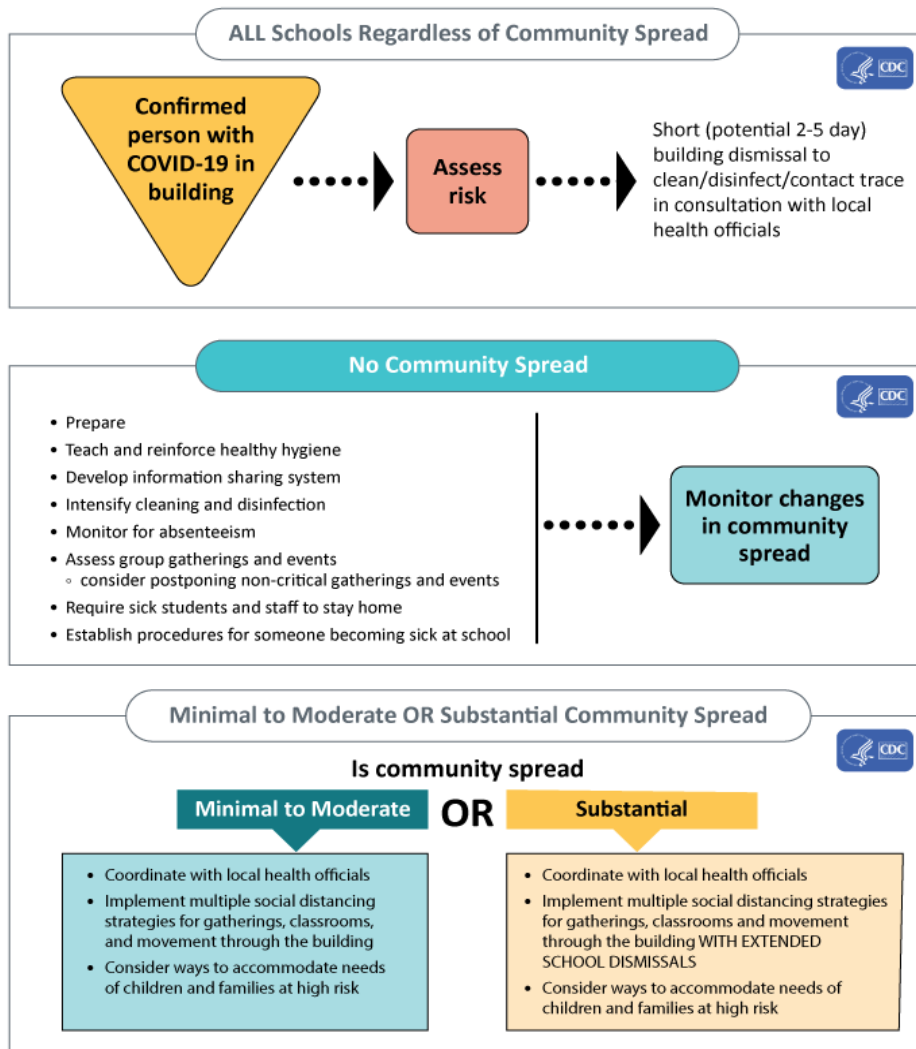
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It is recommended that each district and school, in collaboration with local, county, and/or state health officials, discuss and consider a health screening plan. The CDC gives three examples of screening methods [linked here](#) that districts could use to assist in a screening plan. The following is a list of additional considerations for screening.

- What resources (e.g., funding, facility, technology, human) will you need to effectively and efficiently conduct pre-screen testing for all employees?
- How will you screen students, staff, and other individuals who may visit school campuses to ensure they are healthy and not exhibiting signs of illness?
- How often will screening take place?
  - If feasible, consider conducting daily health checks (e.g. temperature screening and/or [symptom checking](#)) of staff and students safely, respectfully, and in accordance with any applicable privacy laws or regulations.
- Where will the screening take place?

Screenings should be conducted safely and respectfully, and with measures in place to ensure confidentiality and in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.

If there is a confirmed case:





# Nevada's Path Forward Framework

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## Immunizations

Districts and schools should communicate to staff, parents or guardians, and students that it is critical to be up to date on all required immunizations. Adding a measles outbreak to an already stressed school and community system would be extremely challenging. Districts and schools should connect with local and state health authorities to determine the impact of clinic closures and health insurance loss on regularly scheduled student vaccinations to determine if additional community and school immunization strategies are needed before school starts. For additional information on school requirements, visit Immunize Nevada at <https://immunizenevada.org/NVSchoolRequirements>.

## COVID-19 CIRCUMSTANCES

According to the CDC, it is recommended that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve, as COVID-19 symptoms can be similar to flu-like symptoms. [Recovered COVID-19](#) patients can return 10 days after recovery or 72 hours after symptoms resolve – whichever is longer.

If the school suspects a case(s) of COVID-19:

1. Place a face mask on the staff member (or student) immediately regardless if she/he has symptoms or not.
2. Isolate the case in a separate room.
3. Contact your local/state health department as soon as possible.
4. Create a list of all (students and staff) who could have been exposed (contacts).
5. Consider hospitalization for those with severe symptoms.

Please follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.

## SUGGESTED RESOURCES

[CDC Guidance for Schools—Screening](#)

[Nevada COVID-19 Dashboard from Department of Health and Human Services](#)

## KEY CONSIDERATIONS: Physical Hygiene

According to the CDC, handwashing is especially important and is one of the best ways to protect and prevent staff and students from getting sick as well as spreading germs. Learning when and how you should wash your hands to stay healthy is essential.

- How will you communicate and teach [personal hygiene](#), especially to younger students?
- How can you work with families to reinforce personal hygiene at home?

## Hand Hygiene and Respiratory Etiquette

Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase appropriate monitoring to ensure adherence among students and staff.

- Plan for additional time and logistical consideration to allow for proper hand hygiene.

# Nevada's Path Forward Framework



- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover [coughs and sneezes](#) with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

## Cloth Face Coverings

Teach and reinforce the use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#)<sup>8</sup>.

Note: [Cloth face coverings](#) should not be placed on:

- Children younger than two years old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face-covering without assistance

[Cloth face-coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face-coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.

## Supplies

Support [healthy hygiene](#) behaviors by providing supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

<sup>8</sup> Centers for Disease Control and Prevention. (n.d.). Use of cloth face coverings to help slow the spread of COVID-19. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/div-cloth-face-coverings.html>

# Nevada's Path Forward Framework

## COVID-19 CIRCUMSTANCES

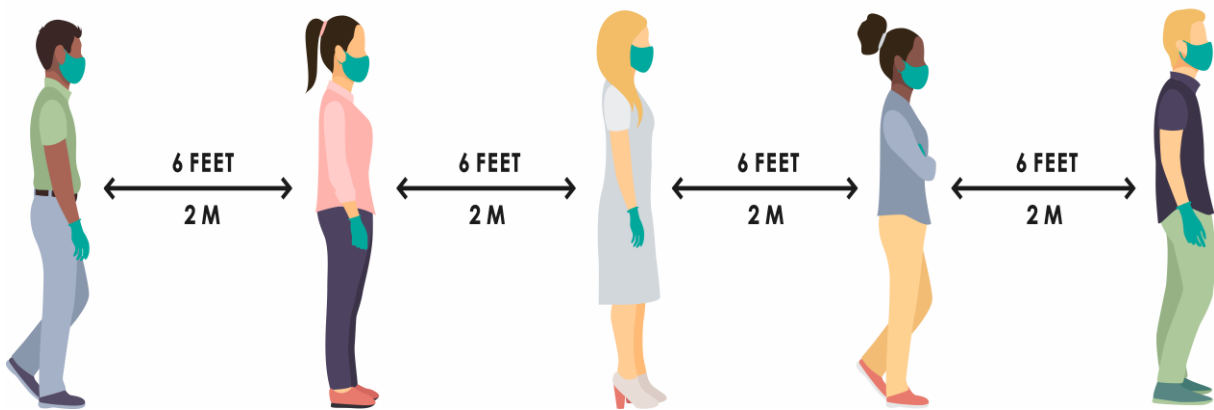
According to the CDC, COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing and [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles. Schools may consider implementing several strategies to encourage hygiene behaviors that reduce the spread of COVID-19.

## KEY CONSIDERATIONS: Social Distancing

[Social distancing, also called “physical distancing,”](#) means keeping space between yourself and other people, which is one of the best tools we have to avoid being exposed to viruses and slowing the spread. [Schools may consider implementing several strategies](#) to encourage behaviors that reduce exposure by practicing the following:

- Stay at least 6 feet (about 2 adult arms' length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

# S o c i a l   D i s t a n c e



Additional considerations include, but not limited to:

- How will you ensure social distancing, handwashing, and other safety protocols within a school facility to mitigate spread?
- How will you provide appropriate social distancing for educators and staff who are in a high-risk category for infection?
- How will you group (maximum number) of students with staff?
- How will you adjust student transportation to meet social distancing requirements? *More considerations related to transportation can be found in the Logistics section of this document.*
- How will you use inside and outdoor space to help address social distancing protocols?

## SUGGESTED RESOURCES

[CDC Guidelines for Social Distancing](#)

# Nevada's Path Forward Framework

## HUMAN RESOURCES

District and school staff in all roles and at all levels are integral to emergency planning and response. Districts and schools must consider their roles as employers, policymakers, and trainers when addressing the human resources aspects of response and recovery.

### KEY CONSIDERATIONS: Staff Return to Work

- How will you determine which staff are willing/able to return or gather data on who will be able to return?
- How will you address staff who are unable to or are uncomfortable with returning?
- How will you identify and address administrators, teachers, and other staff who are identified as “vulnerable populations”?
- How will you ensure you have the capacity to respond to staff attrition or extended and extensive staff absences with substitute teachers and other professionals?
- How will you make accommodations that are appropriate for various employee groups if the Emergency Family and Medical Leave Act is no longer in effect?
- What plans are needed for employees who may have to stay home to care for children or elders when schools, childcare, and eldercare programs close due to a pandemic?
  - Encourage employees to make plans for childcare. Families may be able to develop support systems when childcare is needed (e.g., two-to-three families work together to supervise and provide care for a small group, five or less, of infants and young children while their parents are at work).
- What plans are needed to support employees in staying home when sick or when caring for a sick family member?
- What provisions or guidance will be provided regarding extended sick leave to staff for those that are ill or are caring for a sick family member? The sick-leave policy should take into consideration the recommendation that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve. Sick-leave policies should take into consideration that individuals may not be able to produce doctors' notes if the healthcare system is stressed.
- Incorporate flexible work hours and schedules while also utilizing employee spacing techniques to reduce crowding and proximity (e.g., staggered shifts, telecommuting, teleconference meetings, separate office spaces).

### SUGGESTED RESOURCES

[CDC Guidance People at Higher Risk](#)

### KEY CONSIDERATIONS: Governing Body Role

- Does the superintendent/school leader send regular updates to the governing body to keep them informed on district/school operations?
- Is there a structure or process in place to accurately and consistently respond to questions from governing body members?

### KEY CONSIDERATIONS: District and School Leadership Role

- Do you have your Leadership Team sharing the same information to ensure clear and consistent messages at all levels?

# Nevada's Path Forward Framework

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- Is there an FAQ site established to answer common questions for staff, families, and the public?
- How are families getting regular communication on planning?
- Is there a process in place to debunk inaccurate information so that it does not create panic or a misinformation vacuum?

## KEY CONSIDERATIONS: Communication

- What information is critical for stakeholders to be aware of?
- What are the most effective ways to communicate with stakeholders?
- How will the district manage incoming questions and requests for information?

## CHECKLISTS

### Human Resource Checklist<sup>9</sup>

Identify which district and school staff will not return for the 2020-2021 school year

- Determine hiring needs:
  - For existing positions*
  - For new and/or additional positions*
- Establish recruitment and hiring processes:
  - Develop remote recruitment and hiring practices as needed*
- Explore reassignment of existing staff
- Explore reallocation of duties among existing staff
- Determine which staff qualify as medically vulnerable (e.g., due to age, compromised immune system, pregnancy, etc.)
- Develop contingency plans in the event of:
  - Additional school building closures*
  - Staff quarantine, illness, and/or leave*
- Determine which staff will report and which, if any, will work remotely (e.g., based on role, exposure risk):
  - When schools reopen*
  - If additional school closures occur*
- Set expectations for remote work
- Offer professional learning opportunities to staff
- Consult with the state education agency regarding adjustments to principal and teacher evaluation processes
- Collaborate with labor unions or professional associations on issues related to collective bargaining agreements

### Legal Considerations Checklist

- Adopt a resolution suspending policies that conflict with statutory waivers or extensions granted by the Governor
- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for compliance or accountability purposes

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<sup>9</sup> Washington Association of School Administrators. (May 2020). Coronavirus disease 2019 (COVID-19) Hanover Research K-12 District Reopening Checklist. Retrieved from <https://cdn2.hubspot.net/hubfs/3409306/Covid-19-K-12-District-Reopening-Checklist.pdf>

# Nevada's Path Forward Framework

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- Ensure civil rights dispute resolution activities continue, even if on an altered schedule
- Consult regularly with labor unions
- Address potential pandemic-related liability issues pertaining to students, families, staff, and/or vendors
- Ensure the district and schools collect and report data and information in a FERPA- and HPA-compliant manner

## Governing Body Role Checklist

- Adopt emergency resolutions as needed (e.g., fund emergency expenditures, adjust or suspend policies)
- Make recordings of public meetings available
- Consider developing a way in which public comment can be submitted that is easy for the public; such as a special email address
- Review agendas to prioritize items that need immediate attention and action; lower priority presentations may be pushed to a future meeting
- Review and provide input on the district or charter school technology plan
- Review and provide input on the district or charter school professional development plans based on recommendations from the district superintendent or charter school leadership
- Review and approve a re-opening plan developed by a district or charter school re-opening committee

## District Leadership Role Checklist

- Monitor the latest information
- Set up a team to filter information to avoid multiple documents that may overwhelm task forces and committee; use only from reliable sources
- Establish regular communication with relevant agencies at the federal, state, and local levels-be sure there is a two-way communication process established
- Confirm guidelines for reopening and be sure they are presented far in advance of school re-opening
- Schedule media interviews to get the word out; use social media to communicate where the plans can be found
- Form a district or charter school committee to plan for and oversee the reopening process, including but not limited to:
  - Classroom teachers*
  - Building administrators*
  - Other licenses personnel*
  - Support staff*
  - Parents*
  - Union representatives*
  - District/school personnel with expertise in social-emotional health*
  - District/school personnel with expertise in emergency planning*
  - School nurses*
  - As relevant, local public health officials and emergency managers*
  - Representatives from key stakeholder groups*
  - External partners to provide necessary technical assistance*
  - Athletics and activities representatives*
  - School board trustee/Governing body representative*

# Nevada's Path Forward Framework

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- Consider the need for similar school committees to oversee reopening at the building level:
  - In the absence of school committees, ensure regular communication with schools regarding reopening plans*
- Set objectives and establish a timeline for completion; consider back mapping from the anticipated first day of school
- Define roles and allocate responsibilities so there is no duplication and waste of valuable time
- Determine what variances will be permitted within site-based decision-making.
- Review and revise district and school emergency plans based on lessons learned during recent school closures; look at Continuity of Operation Plans
- Always keep vulnerable populations front of mind
- Create contingency plans for reopening scenarios:
  - Schools open on the scheduled date and remain open
  - Schools open on the scheduled date but subsequently close due to renewed concerns about any virus or disease
  - Schools open, but on a delayed date
- Hold regular meetings with:
  - Committee members
  - Key stakeholder groups (e.g., to assess needs, understand concerns, solicit input, and share information)
- Issue regular updates to the community

## SUGGESTED RESOURCES

Council of Chief State School Officers (CCSSO), [Restart and Recovery Plan: Addressing Building Safety, Cleaning and Monitoring](#) (May 5, 2020).

Washington Association of School Administrators (May 2020) Coronavirus Disease 2019 (COVID-19) Hanover Research K-12 [District Reopening Checklist](#).

Missouri School Board Association (2020). Center for Educational Safety [Pandemic Recovery Considerations Re-Entry and Reopening of Schools](#).

## COVID-19 CIRCUMSTANCES

Per the [Governor's Declaration of Emergency Directive 005 Section 2](#): "County School District and Charter School administrators, licensed educators, and other staff shall continue to provide vital services and distance education to Nevada's students as directed by the State Superintendent of Public Instruction and provide such services under the direction of their superintendents and charter school leaders throughout the period of the school building and district office site closure; and

- Shall be paid in accordance with local collective bargaining agreements;
- May be reassigned as necessary to support students, including support with distance learning and the instructional needs of children, food distribution, and other emerging needs; and
- May perform duties while away from school buildings and district office sites, including from their homes."

The Emergency Directives allow the flexibility for school and district employees to go to school and district building sites as needed to support their essential work, including for educators to pick up materials from their classrooms. Any gatherings must adhere to current social distancing and public health orders.

# Nevada’s Path Forward Framework

## LOGISTICS

The approaches in this section are a collection of processes and actions for consideration when bringing students, educators, and staff back to physical school buildings. Both processes and actions for returning to school campuses should be considered in each one of the below scenarios.

- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

Planning should be approached in a methodical context for the safety and security of students, educators, and staff. In this section, the components are:

- Facilities Management
- Nutrition Services
- Transportation
- Athletics
- Information Technology

### KEY CONSIDERATIONS: Facilities Management

Facilities are all-inclusive of any structures on campus. Therefore, addressing safety and security is essential, which includes the cleaning and disinfecting as well as monitoring of access to any room or space within a facility.

Will the district/school need to request an alternative calendar to accommodate social distancing and provide support to all learners (i.e., the District’s regular school calendar; a year-round type model where different grade levels track in and out on a schedule for a few days or weeks at a time; a Multi-Track Year-Round calendar; a Double Session calendar, etc.)?

The following sections of Nevada Administrative Code may be referenced regarding calendars:

“Except as otherwise provided in subsection 5 (alternative programs) and except for a school calendar that accompanies an alternative schedule approved pursuant to NAC 387.125, a school calendar must contain at least 180 school days in session. This period must be divided into 10 school months which contain not more than 20 potential school days per month. The first day of the first school month is the first day of attendance by pupils.” – NAC 387.120

“Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and time between activities, but not including the time allowed for lunch:

<b>Grade</b>	<b>Period</b>
○ Kindergarten	120 minutes
○ 1 and 2	240 minutes
○ 3 through 6	300 minutes
○ 7 through 12	330 minutes” – <a href="#">NAC 387.131</a>



# Nevada's Path Forward Framework

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- Who will be responsible for overall maintenance during daily operations?
- How will you determine if external entities will be allowed to use outdoor facilities, fields, playgrounds, etc. (e.g., teams, clubs, and other groups within the school community)?
- Will all students and staff be brought back at one time or gradually starting with a small group before expanding?
- What data will be used and who will be involved/consulted in the decision-making?
- How do you ensure buildings and facilities are cleaned and ready to welcome students?
- Who is responsible for adjustments to HVAC systems to maximize indoor air quality, and at what intervals will verifications be needed?
- What [steps](#) will be taken to ensure that all water systems and features are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water?
- Are there any parts of your campus that you need to close to students in the interest of health and safety (e.g., playgrounds)?
- How will the following considerations be examined and resolved?
  - Not enough classroom space for social distancing (i.e. desks to be 6-feet apart)
  - Closing or limited use of cafeterias and playgrounds
  - Extended time for the use of facilities
  - Teachers rotate rather than students to reduce corridor/hallway traffic
  - Playgrounds and field usage – cleaning standards
  - Building systems and equipment cleaning standards

## Classroom and School Usage

Determine if class changes will be 'Static' when practical (students remain in the room, teachers change classrooms) or 'Fluid' (Students change classrooms)

- If 'Fluid' period/topic changes occur, determine:
  - If locker use is allowed; if not, secure the lockers from use
  - Who is responsible for ensuring distance and flow paths through the facility and for providing appropriately marked floors and walls?
  - Who is responsible for ensuring communication and outreach methods to students and parents for notification of above?
  - Who is responsible for ensuring a "Use of Restroom" policy that maintains social/physical distancing?
- Who is responsible for ensuring if pre-designated entry and exit plans will be used?
- Who is responsible for ensuring pre-designated drop-off points for buses, parents?
- Who is responsible for ensuring "spacing and flow" through hallways, cafeteria, and open seating areas and for providing markings to keep social/physical distancing?
  - Install necessary markings
  - Who is responsible for ensuring signage on proper hygiene practices is posted within restrooms?
- How will the school-based procedures for staff, students, and parents or guardians be communicated?

## CHECKLIST

- Determine the following:
  - Extended time for the use of facilities
  - Playgrounds and field usage – cleaning standards

# Nevada's Path Forward Framework

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- Building systems and equipment cleaning standards
- Teacher rotation rather than students to reduce corridor/hallway traffic, maintain consistent groups to facilitate contact tracing if necessary
- Based on local Health Department guidelines, determine social/physical distancing requirements, if any, to determine allowable seating within each classroom. If feasible, install necessary markings.
- Determine, based on local health department guidelines, the gradual relaxation of the initial guidelines including social/physical distancing measures
- Determine Cleaning & Sanitation Standards:
  - Determine definition, frequency, and need of 'deep cleaning' and develop a restroom rotation schedule
  - Frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc.
  - Keep libraries and gyms off-limits unless they can be sanitized between groups.
  - Require hand washing at regular intervals and plan for time, space, and supplies needed
  - Provide hand sanitizer in every classroom and common areas, but ensure proper supervision especially with elementary students
- Ensure the safe and correct application of disinfectants and keep products away from children. Supplies needed include:
  - Hand soap
  - Sanitizer that contains 60% alcohol
  - Paper towels
  - Disinfectant wipes
  - No-touch trash cans
  - [EPA-approved disinfectants against COVID-19](#)
- Keep each child's belongings separated from others' and (if possible) in individually labeled containers, cubbies, or areas.
- Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.<sup>10</sup>
  - Do not spray disinfectant on outdoor playgrounds - it is not an efficient use of supplies and is not proven to reduce the risk of COVID-19 to the public.
  - High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
  - Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

## KEY CONSIDERATIONS: Nutrition Services

Districts and schools have been and should continue to maintain nutritional services throughout all partial and full closing of facilities.

- Based on state and local health department guidelines, consider social/physical distancing requirements, including appropriate seating within the cafeteria and other areas where students and staff gather for meals.

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<sup>10</sup> Centers for Disease Control and Prevention. (n.d.). Cleaning and disinfecting your facility. Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

# Nevada's Path Forward Framework

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- Consider a short- and long-term plan of action to distribute meals to students.
- Communicate with vendors the anticipated changes to menus and the necessary new food items, sanitation supplies, packaging supplies, etc.
- What coordination is to be done with school administrators to standardize the established meal service model to the greatest extent possible throughout the district/school community?
- What equipment/supply needs (i.e. carts, temperature control bags, etc.) for modified meal distribution models are there?
- Is there an ability to serve meals in alternate locations? (gymnasium, library, and open classrooms)

## CHECKLIST

- If the cafeteria is to be used, install necessary markings to encourage appropriate social/physical distancing; schedule meals in shifts to reduce the number of students in the cafeteria at one time
  - Consider whether breakfast and lunch meals should be served and consumed in classrooms to limit student contact
  - Consider children with [food allergies](#)
  - If food is offered at any event, consider pre-packaged boxes or bags for each attendee instead of a buffet or family-style meals.
  - Communicate the importance to students of avoiding the sharing of food and utensils
  - Limit unnecessary staff and visitors in food service areas.
  - If feasible, grid off sections for common spaces and lunch areas to help separate students.
  - Remove self-service, including salad bars, buffet lines, and family-style service.
- Food safety protocols, including time and temperature controls, should be adhered to for meals delivered to spaces outside of cafeterias
- Consider limiting “offer versus serve” service models to 9-12 grades only
- Consider operating a special provision (i.e. Provision 2 or Community Eligibility Provision (CEP)) to streamline meal counting and claiming as well as maximize the number of students receiving free meals
- What Personal protective equipment (PPE) will be used by Nutrition Services staff?
- Do updates need to be made to cleaning and sanitation protocols?
  - Determine the frequency of deep cleaning
  - Frequency of disinfecting of high-touch areas throughout the day

## COVID-19 CIRCUMSTANCES: Nutrition Services

Student nutritional services is led by the Nevada Department of Agriculture (NDA) which has received approval for waivers from the United States Department of Agriculture (USDA) to support schools and communities in providing meals to children in areas experiencing school or district closure in response to COVID-19. Nevada has implemented the following USDA COVID-19 waivers through direct communication and guidance with National School Lunch (NSLP) Summer Seamless Option (SSO) and Summer Food Service Program (SFSP) sponsors, Child and Adult Care Food Program (CACFP)

- Congregate feeding requirements waived
- Meal service time requirements waived
- Meal pattern requirement waived
- Distributing meals to parent/guardian w/out presence of children

# Nevada's Path Forward Framework

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- Educational or enrichment activity requirements applicable to NSLP Afterschool Snacks and Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals and Snacks waived
- Deadlines relating to Community Eligibility Provision reporting and election
- Onsite monitoring requirements for state agencies waived
- Non-area eligibility waived for underserved area

On May 15, 2020, The USDA extended the above nationwide waivers through August 31, 2020.

## SUGGESTED RESOURCES

[CDC Guidance for Schools-Food Service](#)

[Southern Nevada Health District Food Establishment Guidance](#)

## KEY CONSIDERATIONS: Transportation

For students who get to school on a bus or through other district or school-provided transportation, [processes and protocols](#) need to be established to ensure the health and safety of employees and students.

- How will you determine the usage of bus transportation based on the district/school facility usage plan, school schedules, school calendar, and the number of buses and/or drivers that a school district has available? Items to consider include:
  - Frequency of transportation of students to school facilities.
  - Transportation to field trips, activities, athletic events, etc.
  - Determine potential staggering of drop-off and pick-up times
    - Reassess all general education stops to determine if they allow for proper distancing for the number of students that get on and off at the stops.
    - [Districts and schools may need to decrease stops and add longer walk distances](#) to stops to use stop areas that are safe and large enough to allow proper social distancing (i.e. parks or large lot areas).
    - Promote social distancing at bus stops.
    - Consider developing parent volunteers or district staff (i.e. Nutrition Workers, Teacher Aides, etc.) to be at the general education stops.
- What process will you use to review the capacity of the bus fleet as capacity may be severely decreased with physical/social distancing?
  - Consider minimized load counts (6 to 15 students depending on the size and seat counts on the bus). Criteria is still being developed as to what Social Distancing would look like on a bus that is only 8 feet wide. The most consistent model is having students sit in every other seat and at diagonal intervals (i.e. a student sits in the first seat on the left side of the bus. The first seat on the right side of the bus is left empty. The next student sits in the second seat on the right side of the bus and the second seat on the left side is left empty).
  - If the seatback is to be considered a barrier between elementary school students and are allowed to sit 1/seat, average seating per general education bus is 24-26 (versus 77-84).
  - There will be consistent pinch points that cannot be mitigated as there will always be less than six feet between the driver and the students (unless a moveable and temporary barrier is installed on the bus) with loading and unloading from the front of the bus. There may be a need for consistent policing of students as they load and unload to maintain the distancing. Consider

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using tools such as pool noodles to provide physical/visual examples of what 6 feet of distancing is for students.

- What type of training will school bus drivers need before transporting students? How will drivers be informed about new policies and procedures, including [how to effectively and efficiently clean their buses](#)?
  - District and schools should review the length of time it takes to recruit and train drivers. New drivers often do not have CDLs and rely on the district to train them and guide them through the testing process. DMV in Sparks also only schedules one CDL skills test per day.
- Who has the responsibility to ensure that buses have the markings and signage necessary to ensure physical distancing?
- How will you ensure the safety of school bus drivers who cannot be 6 feet away from passengers as they board and disembark the bus? If funding is available, consider installing plastic barriers to provide extra protection for the driver from the students.
- How will you determine and implement guidelines for the transportation of students who are at higher risk of exposure and/or transmission of an illness?
- How will the district or school communicate screening concerns (i.e. a student was screened at school and exhibited [symptoms](#)) to drivers and transportation aides?
- Consider providing PPE to be used by the drivers and transportation aides and promote student use of [cloth face coverings](#).
- Will you require students and staff to use hand sanitizer upon boarding the bus?

## CHECKLIST

- Review school bus sites for social distancing.
- Create new stops or routes, if available, to ensure students are not crowded on buses.
- Determine how to best institute social distancing on buses for your district, including signage and markings.
- Determine if you can install retractable plastic sheeting barriers for your drivers that will not disrupt their driving, view of students, or ability to respond to an emergency.
- Create guidelines for loading and unloading of certain students who require assistance.
- Create guidelines and procedures for loading and unloading students who are at high risk for exposure or transmission of illness.
- Adjust any bus routes to accommodate changes in school schedules.
- Consider providing PPE for drivers and transportation aides.
- Train all drivers and transportation aides on new procedures.
- Determine how to best train students on the new bus riding procedures and rules.
- Develop a policy regarding the frequency of both superficial and deep cleaning of buses.
- Anticipate that driver and transportation aide numbers may be diminished due to health and safety concerns.
- Review the district or school's ability to provide "after hours" transportation for athletics/activities.
- Encourage families to drop students off or walk with their student to school to reduce possible virus exposure on buses. Carpools that would mix members from different households should be avoided; or
- Consider increasing walk zones or not providing transportation.

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- There may not be enough buses or drivers to add significant routes to compensate for reduced bus capacity due to physical/social distancing
- Keep in mind that current Federal Law ([McKinney-Vento Act](#)) requires providing transportation if school facilities are open (i.e. Youth with Special Needs, Children in Transition, English Language Learners, etc.)
- Review the length of time it takes to recruit and train drivers. New drivers often do not have a Commercial Driver's License (CDL) and rely on the district to train them and guide them through the testing process. DMV in Sparks also only schedules one CDL skills test per day.
- Review current contracts with vendors.
  - Certain vendor contracts would still need to be maintained but could be temporarily renegotiated to better define use (i.e. GPS systems would still be maintained as a locator of assets but would not necessarily need to be used for mapping requirements).
  - Contracts that Districts would probably need to keep, but most like not result in a cost if items are not purchased (i.e. Two-Way radio system, GPS programs, Transportation Software programs, uniforms/rags for a shop).

## KEY CONSIDERATIONS: Athletics

The [Nevada United Roadmap to Recovery](#) is reflective of CDC guidelines. It is important to note that the Nevada United Roadmap to Recovery Phase One guidance did not address schools nor the athletic programs they sponsor. Per Declaration of Emergency Directive 015, "all kindergarten through 12th-grade school buildings are closed for onsite education for the remainder of the 2019-2020 school year." One of the stated purposes in the directive is to prevent proximity to other persons as "...currently contraindicated by public health and medical best practices to combat COVID-19." School buildings remained closed to onsite education in Phase One. School organized, in-person workouts regardless of the location are not to take place in Phase One.

The National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC) has issued [guidance](#) which is also reflective of CDC guidelines. It provides guidance for planning and carrying out conditioning, workouts, practices, and competitions as re-opening occurs throughout three phases. Nevada schools should follow the [Nevada Interscholastic Activities Association \(NIAA\)](#) and Sports Medicine Advisory Committee (SMAC) guidance and all related Directives communicated by the State of Nevada.

These considerations and the NIAA SMAC guidance are rooted in the belief that "...it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition." It is recognized that due to the pandemic, all students may not be able to return to athletic activity in all schools and areas of the state at the same time. It is also recognized that athletic activity may be suspended for an individual, a team, a school, or for an area of the state or the entire state, in a particular sport or several sports as may be dictated by the need for safety resulting from the pandemic. While reservations concerning such disparities would typically be raised, the guidance here is based on the idea that students ought to have the opportunity to return to participation in school-based athletics and activities in all situations where it is safe to do so.

- The guidance provided by the NIAA SMAC involves screening of participants before in-person gatherings for athletic activity including but not limited to meetings, workouts, practices, competitions,

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etc. Screening is addressed on page 11 of this document. Consideration of how the screening is to be accomplished for athletics is critical as these types of athletic program gatherings commence before the start of classes for the school year.

- Athletics present challenges in many of the same areas addressed elsewhere in this document. Issues regarding transportation, facilities, physical health, recovery, human resources, etc. all apply to athletics and activities. Decisions on how to meet those challenges will be needed. The guidance and resources provided in the sections specifically addressing those topics will be valuable in meeting the challenges presented in re-opening athletic programs.
- It is strongly recommended that school districts, schools, and the leagues that administer the competitions engage with state and local health departments to develop policy promoting coordinated approaches for return to activity for high school, club, and youth sports.
- The guidance provided by the NIAA SMAC should be thoroughly reviewed before any re-opening of an athletic program. The NIAA SMAC guidance is to be applied in conjunction with, and not in preference to, the guidance and directives of state and local health officials and/or government officials.
- Provisions for monitoring and holding accountable those educators who conduct athletic programs to remain within the guidance are essential.
- Budgeting considerations should be made in the event of reduced revenue from gate receipts.
- Alternate scheduling of contests may be required due to transportation and/or game official availability.
- Training of coaches regarding the phased re-opening, limits on allowable activities in the different phases, and requirements such as social distancing is essential.
  - Training is to be done in a timely manner to allow for adjustments in workout/practice plans.
- Requiring the submission of an overall plan before allowing activity within a phase will help in assuring compliance.
  - The plan should include, minimally, how adherence to limits on activity and requirements of social distancing appropriate to the phase will be accomplished.
- Families and students must be notified regarding those issues in the guidance such as the wearing of face coverings, screening procedures, the need to provide one's own drinking water container, requirements for social distancing at all times including before and after the gathering, etc. Specific training on how appropriate social distancing is to be accomplished in all the various aspects of the gathering. This would include, but is not limited to, the distance between individuals when not participating directly in an activity, cleaning and disinfection of equipment used, explanation and understanding of grouping, protocols during conditioning, drills, weightlifting, etc.

## SUGGESTED RESOURCES

The National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC), [\*Guidance for Opening up High School Athletics and Activities\*](#)

Guidance for State Associations to Consider in [\*Re-opening High School Athletics and Other Activities\*](#)

The phases of re-opening in the NFHS SMAC guidance are reflective of the phases in the

guidelines issued by the White House and CDC <https://www.whitehouse.gov/openingamerica/>

## KEY CONSIDERATIONS: Information Technology

Information Technology within logistics takes planning in all three of the scenarios outlined below and consideration of an approach for each to be successful is highly encouraged. IT here in its meaning relates to network, bandwidth, hardware, and software (special needs, etc.).

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- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

As you plan for IT infrastructure, districts will want to discuss with their IT leadership how to best approach each element and component related to IT designated roles and responsibilities.

Approaching each scenario listed above with IT infrastructure in mind is highly encouraged.

- How will you provide devices to students and staff in accordance with the District or School's Distance Learning Plan?
- How will you work with the community to assist in students having access to high-speed Internet?
- Consider populations for special focus such as low-income families, Children in Transition, Tribal Communities, etc. Options may also include:
  - Low-cost home Internet private service provider programs
  - Internal School access connectivity – keeping school facilities open into the evening with proper supervision
  - External School drive-up/walk-up connectivity
  - Portable mobile WiFi options “SmartBus”
  - High-speed Hotspot Internet Access for families
  - Community Access Points – Senior Centers, Community Centers, coffee shops, libraries, etc.
- Consider processes and procedures for cleaning of electronics:
  - Consider putting a wipeable cover on electronics
  - Follow manufacturer's instruction for cleaning and disinfecting
- Provide devices to students and staff, depending on device availability

As introduced in the [Path Forward Plan](#), the Nevada Digital Learning Collaborative (NvDLC) includes staff from various offices across NDE, an expert consultant in distance education, and multiple external stakeholders. The primary objective of the NvDLC is to build an infrastructure that supports distance education across Nevada. This infrastructure is inclusive of support to increase access to technological capacity, high-quality professional development, and high-quality instructional materials.

## SUGGESTED RESOURCES

[Quick Reference Guide of Key Questions for Planning Technology Infrastructure](#)  
[Office of Science, Innovation & Technology Broadband and Connectivity Support to School Districts](#)



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## WELLNESS AND RECOVERY

After the immediate effects of disasters are over, behavioral health concerns are just as important to consider as physical health concerns. As our state works together to slow the spread of COVID-19, social connections are more important than ever. We know it is crucial for students and staff to feel connected and schools are in the unique position to be able to bring together educators, staff, students, families, and community partners to co-create safe, supportive learning environments and an intervention framework where all students and adults can work through the process of coping and healing. With this in mind, we have brought together key considerations, checklists, and selected resources for districts and schools to consider.

When students, educators, and staff return to school campuses, the approaches to wellness and recovery will be similar in each one of the below scenarios.

- Total district and school re-open for all students and staff.
- Partial district and school re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

Districts and schools will want to organize needs and supports by aligning and building on existing strengths within a multi-tiered system of supports framework. Data collection and evaluation should be used to drive decisions like screening for elevated risk, monitoring fidelity and outcomes, and reviewing action plans regularly to modify and adjust as needed. Data collection may include universal screeners, formal or informal surveys and/or needs assessments from families, school staff and students. It is essential for educators to be aware of [student data privacy](#) and ensure efforts to reduce [stigma](#) around any virus. The chart below is to help organize the key considerations checklists and resources regarding the many aspects of wellness and recovery.

	Prevention Tier 1	Mitigation Tier 2	Full Support Tier 3
Recovery	<ul style="list-style-type: none"> <li>• Social-emotional learning</li> <li>• Trauma-Informed</li> <li>• Family Engagement</li> <li>• Building resiliency</li> <li>• Restorative practices</li> <li>• Reteach, remind, and acknowledge prosocial behaviors</li> <li>• Focus on the positive</li> <li>• Communication with staff, family, community, and students</li> <li>• Universal screening for staff and students</li> <li>• Maintain health and safety as a priority through the teaching of rules and routines</li> <li>• Normalize feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Screening Support Groups</li> <li>• Support groups for staff, parents, and students</li> <li>• Referrals to primary needs</li> <li>• Referrals to psychological and counseling services</li> <li>• An individual behavior intervention plan</li> <li>• Check-in/check out</li> <li>• Small groups</li> <li>• Peer support groups</li> <li>• Use data sources that will identify signs that students may require more assistance</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-One Support</li> <li>• Referrals to community-based mental health providers</li> <li>• School special education services</li> <li>• 504 Plans</li> <li>• Functional Behavioral Assessment and Behavior Intervention Plans</li> </ul>

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## KEY CONSIDERATIONS: Social-Emotional Learning – Tier 1

As we work together to reduce the spread of COVID-19 with physical distancing and many school and social milestones moving to online, social and emotional connectedness become critical. Schools can help embed these social elements in all phases of facility closing and opening. One key strategy is to integrate social and emotional learning (SEL) into all academic subjects onsite or via remote learning. The Collaboration for Academic, Social, and Emotional Learning (CASEL) defines SEL as how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. The following are key considerations, a checklist, and resources to help your district or charter school start the conversation.

- Emphasize social and emotional learning. Effective teaching and learning are highly connected to relationships, and thus, administrators can model support and encourage teachers and school staff to find ways of building connections and relationships with each other and their students and families in all scenarios or phases of campus opening.
- Encourage schools to create innovative ways to build school community, safety, and respect during this time of school disruption. Communicate these innovations with neighboring schools and community.
- Model empathy by scheduling time to listen, reflect, and learn from staff, students, and families and caregivers about what is working and for whom, and what is not working and for whom.
- Encourage hope by considering and discussing lessons learned during this crisis and how to apply that to ongoing school improvement.

## CHECKLISTS

- Emphasize social and emotional Learning
  - Ask school staff what their needs are in implementing SEL for online and face to face teaching including ([CASEL resources can assist](#)):
    - Amount of time needed to attend to students' social and emotional learning?
    - What high quality/evidence-based SEL materials/programs do they need?
    - What PD is needed? Examples of online training:  
[NDE: Online Social-emotional Training for Educators](#)  
[American Institute for Research Online Module: Creating a Well-Rounded Educational Experience](#)  
[Washington State's Social Emotional Learning Modules](#)
    - What additional coaching or support is needed
    - NDE's [Office of Safe and Respectful Learning Environments](#) can assist with SEL resources and specific training needs
  - Create next steps and budget to meet those needs.
  - In a remote environment, be sure to add SEL. The Collaborative for Academic, Social, and Emotional Learning (CASEL) recommends that educators incorporate SEL by doing the following:
    - Provide consistency in daily routines to reduce stress and promote positive learning conditions.
    - Use SEL programs, groups, and individualized supports developed in the “brick and mortar” setting to engage students and connect them to tools and resources for remote learning.
    - Offer opportunities for students to share and process their emotions.

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- Focus on the sequence and flow of the remote learning content, incorporating pauses, and allowing time for students to gather their thoughts and share out.
  - For more specific SEL resources for COVID see [CASEL Cares](#)
  - ☐ Innovate to build community
    - ☐ Ask school staff, families, caregivers, and students for input about how to celebrate missed and upcoming milestones and create next steps.
    - ☐ If all-school meetings, rallies, or assemblies are not yet possible, create and publish different ways to express school values and continue to build that sense of school community.
    - ☐ Add ways for school staff, students, families, and caregivers to respectfully communicate their thoughts about safety during COVID-19.
    - ☐ Create strategies to ensure students and school staff who cannot come to school physically still have meaningful ways to connect with the school community.
  - ☐ Model empathy and encourage hope
    - ☐ Consider conducting listening sessions with families, caregivers, students, and community partners to hear their perspectives consider some of the following topics:
      - What has our school done well during the past months, and what could we have done better?
      - How might you like to contribute as we prepare to transition to a new school year?
      - What will help you learn this upcoming year?
      - What can we do to make school feel even more like a community that cares about you?
- Note: Ensure your questions are trauma sensitive and do not ask participants to reveal traumatic events in public settings.*
- ☐ Create next steps based on listening sessions and consider publishing the common themes for improvement.
  - ☐ Communicate how lessons learned will be incorporated into school improvement processes.
  - ☐ Provide educational information to families and students so that they have a baseline understanding of social and emotional learning, Multi-Tiered System of Supports (MTSS), and Positive Behavioral Interventions and Supports (PBIS) to ensure families are included as partners in understanding these programs and how they impact learning for students.

## SUGGESTED RESOURCES

[An Initial Guide to Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community](#)

[SEL Sanford Harmony Curriculum](#) (Free)

[Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness](#) (Free)

## KEY CONSIDERATIONS: Trauma-Informed, Tier 1-3

Students and staff all experienced COVID-19 differently and will arrive back at schools with a range of emotions and behaviors. One of the key principles of PBIS is to focus on building prosocial skills, not simply attempting to eliminate challenging or problem behavior, and to ensure that as soon as someone shows signs of struggling there is support ready. Below are some key considerations, a checklist, and resources to help begin your district or charter school's conversation around support.

- Emphasize the district/school's commitment to supporting all students' and staff members' social-emotional well-being by ensuring the continuum of support through MTSS

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- Monitor students, staff, and families by developing a process for those who are struggling by incorporating an integrated MTSS framework for how to assess students' social-emotional well-being and identify needs for supports.
  - Use Tier I evidence-based prevention and high-quality teaching
  - Use Tier II interventions to further assess students who show signs of mental health concerns, including trauma
  - Use Tier III to provide targeted intervention

## CHECKLISTS

- Emphasize the district or school's commitment to supporting social-emotional well-being
  - Identify community partners and how they could assist district/school in providing emotional well-being support for students and staff
  - Leverage existing MTSS or PBIS Systems with cultural responsiveness at the core
    - Re-teach, remind, and acknowledge school-wide expectations and classroom routines/procedures (e.g., embedding prevention measures such as washing hands, coughing in the crook of an arm, and keeping hands away from face) as a way to restore school climate.
    - Provide a sense of reconnection
    - Predictability following traumatic events allows students and staff to reclaim a sense of safety within the school environment.
    - Ensure all policies and practices have been and will be equitably represented of the schools' demographics and any underserved populations.
  - Use data to drive decisions and address equity
    - Universal screeners
    - Fidelity Measures
    - Monitor outcomes
    - Regularly review data for needed adjustments and support
    - Assess and monitor for potential inequities across systems and behavior data
  - Support students and staff either at home or onsite. Consider providing guidance on how to:
    - Talk about crises in a trauma-sensitive manner with students and families
    - Recognize normal physical, emotional, and behavioral responses to crises
    - Foster resilience and other healthy coping strategies
    - Consider [The Educator Context and Stress Spectrum](#) to support staff
  - Train all school staff with the online [Psychological First Aid \(free\) from the National Child Traumatic Stress Network](#) (6 hours) or another nationally recognized online trauma training before coming back to work and offer resources to students and families as appropriate.
- Teach Coping and Resilience Skills
  - Model support by practicing and encouraging staff to take time for self-care. [Self-Assessment and Planning Tool for Educator Resilience and Trauma-Informed Self-Care](#)
  - Consider teaching activities such as mindfulness, yoga, or other physical and emotional health practices to build healthy coping mechanisms. [Pure Edge Success Through Focus free curriculum](#)
  - Use national and community experts to ensure support strategies are culturally inclusive and sensitive, such as [CASEL Cares](#)

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- Include and recognize the role of families and caregivers in supporting students, and provide appropriate tools
- Monitor Staff and Students
  - Fold in trauma informed practices and mental health level of care into your MTSS or PBIS framework [PBIS and Trauma Informed Schools](#) and [When School Mental Health is Integrated in MTSS \(Mental Health Technology Transfer Center Network\)](#)
  - Need local support for MTSS? Contact [The Nevada Positive Behavior Support Technical Assistance Center](#).
  - Consider if your district should use any trauma screening tools for either universal or targeted application. Examples of free screening tools include, [Child Trauma Screening Questionnaire](#) or [Child Post Traumatic Symptom Scale](#). Ensure school staff is properly trained before administering screening tools.
  - Establish or review the process for responding to a student or staff member in crisis?
    - Work with community and state agencies and establish referral pathways from basic needs to mental health services.
    - Do you have at least one staff member per school (e.g., psychologist, school counselor, social worker) as a point person for mental health concerns?
    - Do you need to establish and train a crisis management team?
    - How will you provide individualized targeted interventions and supports?
    - What materials/programs will you use?
    - How will you support students and staff who are experiencing grief related to loss or are separated from caregivers who have been hospitalized?
    - Ensure all support staff who will be working with staff, students, and families around mental health issues work within their training and licensure.
  - Consider increasing training for signs of suicide risk. [ASQ Suicide-Screening Questions Toolkit](#) and [Columbia Suicide Severity Rating Scale \(screening\)](#)
  - Are postvention plans in place for school communities affected by the death of a student or staff member?

## SUGGESTED RESOURCES

[Mental Health Technology Transfer Center Network PD Resources](#)  
[Teacher Training Module: Supporting Grieving Students in Schools](#)  
[Implementation of Universal Screening](#)

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## Other Resources

### SEL Resources

[An Initial Guide to Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community](#)  
[The CASEL Guide to Schoolwide SEL](#)  
[SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)  
[CASEL CARES: Strategies for Being Your Best Possible 'SEL'f with Dr. Marc Brackett](#)

### Free PreK-12 Curricula

[Free SEL Sanford Harmony Curriculum](#)  
[Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness](#)

### Trauma Resources

[Trauma-Informed Resilient Schools On Demand](#)  
[Building Trauma-Sensitive Schools](#)  
[Trauma-Informed SEL Toolkit](#)  
[Resiliency Resources](#)  
[CHILD TRAUMA TOOLKIT FOR EDUCATORS](#)  
[Child Trauma Academy](#)  
[6 Ways to Become a Trauma-Informed School](#)  
[Creating Trauma Sensitive Schools](#)  
[Addressing Grief: Tips for Teachers and Administrators](#)  
[Helping Students Grieve](#)  
[Tips for Teachers: Helping a Grieving Student at School](#)  
[Video: What Every Teacher Needs to Know About Childhood Trauma](#)  
[Childhood Trauma: Expert Answers to Tough Questions From Real Teachers](#)  
[Teacher Training Module: Supporting Grieving Students in Schools](#)  
[Trauma Training for Educators](#)  
[27 Resilience Activities and Worksheets for Students and Adults \(+PDFs\)](#)  
[Perspective | Walking the resilience road: From overwhelmed to compassion-in-action](#)

### Mental Health Resources

[Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)  
[4 Resources to Support Students During the Pandemic](#)  
[Mental Health Technology Transfer Center Network Training and Events](#)  
[Mental Health Technology Transfer Center Network PD Resources](#)  
[Teacher Training Module: Supporting Grieving Students in Schools](#)  
[Trauma Training for Educators](#)  
[Video: What Every Teacher Needs to Know About Childhood Trauma](#)  
[Childhood Trauma: Expert Answers to Tough Questions From Real Teachers](#)  
[Anxiety and Coping with the Coronavirus](#)  
[Supporting Grieving Children and Teens During the COVID-19 Global Health Crisis](#)  
[Suicide Prevention Workshop: Postvention After Suicide](#)  
[After a Suicide: A Toolkit for Schools](#)  
[Supporting Grieving Students During a Pandemic](#)  
[Children and Bereavement: How Teachers and Schools Can Help](#)  
[School Social Work Association of America](#)  
[National Association of School Nurses](#)  
[National Association of School Principals](#)  
[American School Counselor Association](#)  
[NEA School Crisis Guide](#)

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## Reporting

- Report Suspected Child Abuse or Neglect in Nevada: 1-833-803-1183  
<http://dcfs.nv.gov/Tips/CA/ChildAbuse/> Clark County: 1-702-399-0081 Washoe County: 1-833-900-7233
- Suicide Prevention: 1-800-273-TALK (8255) <https://suicidepreventionlifeline.org/>
- Trevor Project Support Hotline for LGBTQ Youth: 1-866-488-7386 [thetrevorproject.org](http://thetrevorproject.org)
- Sexual Abuse: 1-800-656-HOPE (4673) [rainn.org](http://rainn.org)
- Child Sex Trafficking Text: BEFREE to 888-383-7888 <https://humantraffickinghotline.org/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: [samhsa.gov/find-help/national-helpline](http://samhsa.gov/find-help/national-helpline)
- SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting <http://safevoicenv.org/>
- Mobile Crisis Response Team: 702-486-7865 or 775-688-1670 <http://www.knowcrisis.com/>

## Appendix A

*Though academics are outside of the purview of the Re-Opening Committee, in its work it has come across several resources that may be valuable to schools and districts, which have been provided in an appendix to this document.*

### **Survey on Reopening Schools**

*ExcelinEd* created a national survey for key state officials (governors' offices, state education chiefs, and high-level department staff) from across the country to get a snapshot of how leaders are thinking about the next steps to bring students back to school. The Committee believes some of the questions presented in the survey would be helpful to school and district leaders as considerations/approaches to academics for the 2020-2021 school year and has included the relevant aspects of the survey below.

It is important to note for districts and schools to take advantage of some of the options/approaches below would require changes to statute, regulation, or guidance. Others are based on local decisions.

### Reopening Schools: Timelines, Schedules, and Student Assignments

With school campuses shuttered due to COVID-19, the rate and level of quality of student instruction varies across the nation, states, regions, and even from neighborhood to neighborhood. As the 2019-20 school year comes to a close, state leaders must dedicate time to consider important questions:

- When and how should schools reopen (once it's safe from a health perspective to do so)?
- What could school schedule, student placement, and educator staffing options "look like" when we reopen?
- How should we provide supports to students, particularly those who are most in-need, once schools reopen?

Are you considering requiring or promoting a substantive change to school days/calendars?

- Extended School Days – Considering longer school days, especially over the next 1-2 years to help mitigate interrupted learning
- Extended School Year – Extending the 2020-21 school year into the following summer
- Year-round schedule – Considering year-round schools for a limited 1-2 year period

Which of the following options are you considering requiring or promoting for assigning students and teachers to classrooms?

- Hybrid model (asynchronous learning) - Some Students In-Person/Some Students Remote Some students learn in-person while others learn remotely. Some students (especially those with underlying health conditions, undergoing disease treatment, or those with at-risk family members) may continue to receive online instruction full-time. Other students may attend school on alternating days or using a staggered schedule, and experience both in-person and remote learning.
- Flex Grades in Elementary School – All elementary grades are designed as flex-grades for 2020-21. The expectation would be that every grade/class starts with a review of 1-2 months of instruction in the prior grade content.
- Teacher Looping in Elementary/Middle School - Teachers move to the next grade with their students from the 2019-20 school year, allowing teachers to pick up from where they left off in terms of



## Nevada's Path Forward Framework

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instruction and content. This also allows teachers to use established relationships to pick up on student trauma and other issues more quickly.

- Staggered Attendance Schedules - Students learning on-campus are scheduled to attend at different times/on different days to reduce student density. Some students could attend in the morning vs. others in the afternoon, or students could attend on alternate days. This model could be implemented in conjunction with the Hybrid Model.
- Cohort-Based Schedules (Middle/High School) - Students (and teachers) are assigned to cohorts, which are scheduled to classes that are all located within the same hallway/wing/floor. This model could also include a cohort of students remaining in the same classroom all day, with teachers (rather than students) rotating to different classes.
- Proficiency-Based Groupings (Reading/Math Courses) – Students from multiple grade levels are grouped/assigned to classes based upon content taught- mainly for reading and math. This would allow students to be placed in different groups/grade levels depending on the content they need.
- Optional Repeat of Grades and/or Courses - Students (and their families) have the option to repeat the grade that was interrupted by campus closures.

How are you thinking about assessing students' academic needs and learning loss? [For example, using the spring assessment (or other assessments) as a fall diagnostic assessment to provide students, teachers, parents, and schools with an understanding of where students are starting.]

Every child will have different social-emotional, mental health, and academic needs due to the campus closures and impact of the pandemic. How are you thinking about assessing students' needs from a "whole child" perspective? [For example, requiring districts and schools to have an "intake/care" plan in place, which might include a "checklist" to help educators "triage" student needs.]

How are you planning for potential future disruptions to in-person learning? [For example, requiring districts and schools to build distance learning days into the annual calendar.]

How are you thinking about supporting students' families and communities? [For example, encouraging the transformation of school buildings into formal community hubs that consolidate services to support students and families. These services could include education (K- 12 and postsecondary), physical health, mental health, food/nutrition, social services, workforce development, etc. during non-instructional hours.]

## Appendix B

*Though academics are outside of the purview of the Re-Opening Committee, in its work it has come across several resources that may be valuable to schools and districts. The Re-Opening of Schools Education workgroup developed additional considerations below for districts and schools.*

### COVID-19 K-12 District Reopening Checklist

#### ACADEMIC CONSIDERATIONS

##### Guiding Questions:

1. Have we identified the most critical standards and competencies to address at the beginning of the year and throughout the year?
2. Does our instructional model have options for different methods of delivery and paths for student choice?
3. Does our instructional model address individual learning needs?
4. Do our assessment practices provide robust information about individual learners to allow us to personalize?

#### CURRICULUM AND INSTRUCTION

- Review and revise curriculum maps, instructional calendars, and lesson plans to reflect the impact of COVID-19-related school closures
- Develop contingency plans to address:
  - Additional COVID-19-related school closures*
  - Individual students affected by illness, quarantine and/or family decisions not to resend to school*
- Consult with labor unions and professional associations regarding which content staff will be expected to teach
- Communicate expectations for curriculum and instruction to students, families, and staff
- Collaborate with postsecondary institutions regarding the delivery of dual-credit courses
- Consult with post-secondary institutions and/or local partners regarding delivery of career and technical education (e.g., mentoring)
- Explore extended learning opportunities (e.g., summer school, after-school programs) to mitigate learning loss, resolve incompletes, and support credit recovery
- Inventory and identify any gaps in the district's academic interventions
- Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during the analysis of academic data collected once schools reopen
- Measure learning loss among special populations (e.g., students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically- disadvantaged students, students directly affected by COVID-19)
- Identify any other students affected by significant learning loss
- Provide targeted interventions:
  - Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports*
  - Use efficacy data and stakeholder feedback to adjust and improve interventions more generally*

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- Review and revise Individualized Education Plans for students with disabilities to reflect any changes due to COVID-19-related school closures
- Provide students with disabilities with compensatory services as needed
- Facilitate teachers' efforts to share best practices for mitigating learning loss
- Encourage teachers to communicate with families about their child's academic progress
- Help families support student learning at home by sharing instructional strategies and resources; and consider providing a clear syllabus and expectations; and providing specific support strategies or requirements

## GRADING AND ASSESSMENT

- Consult with state and federal education agencies regarding adjustments to:
  - End-of-grade, end-of-course, English language proficiency, and/or other key assessments*
  - Grading policies and practices*
  - Promotion and retention criteria*
- Confirm the status of AP, IB, ACT, SAT, and similar assessments
- Communicate any adjustments to students, families, and staff and provide updated academic and assessment calendars
- Determine how to assess students' learning when schools reopen
- Conduct initial evaluations or re-evaluations of students with disabilities and English learners as required
- Develop plans to share assessment data with families and indicate how their child's achievement compares with grade-level expectations

## RESOURCES AND SUPPORTS

- Facilitate teachers' efforts to share effective strategies and resources for online and offline forms of distance learning
- Survey students, families, and staff to identify strengths and development areas related to the district's distance learning efforts:
  - Adjust the district's distance learning plan in response to stakeholder feedback*
- Survey staff about instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning):
  - Identify options to create additional instructional resources internally and/or acquire materials from publishers, vendors, etc.*
  - Offer professional learning opportunities aligned with staff needs*
- Help teachers build relationships with families and encourage families to become involved in their child's learning
  - Offer tools and training that match parent needs and requests
- Plan for opportunities to develop adult and student agency to be able to succeed in more independent learning opportunities

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## ACCOUNTABILITY

### Guiding Questions:

1. What needs to be considered when developing the district calendar or individual school calendars?
2. How will you group students with staff?
3. What supports need to be in place to transition students equitably to the next grade level or for graduation?
4. How do district stakeholders contribute to the review and revision of the district budget?

## ATTENDANCE AND ENROLLMENT

- Consider adjusting student and staff attendance policies (e.g., excused and unexcused absences):
  - Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns*
  - Follow NRS 392 or work with NDE for waivers on attendance and reporting requirements ex.; audits, class size reduction*
- Monitor and address student and staff attendance issues
  - Consider whether changes need to be made to procedures for following up with absent students*
- Analyze current and expected enrollments at the district, school, grade, and subgroup levels:
  - Estimate the impact of any significant changes on curriculum and instruction, student supports, staffing, and other resource needs*
- Consider adjusting intra- and inter-district enrollment policies if permitted
- Decide how to handle applications to specific schools and/or programs for the 2020-2021 school year
- Provide communications outlining any changes in attendance and/or enrollment policies
- Confirm with federal and state education agencies any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes; reference the appropriate NRS/NAC
- Consider elimination of perfect attendance award and incentives

## CALENDARS AND SCHEDULES

“Except as otherwise provided in subsection 5 (alternative programs) and except for a school calendar that accompanies an alternative schedule approved pursuant to NAC 387.125, a school calendar must contain at least 180 school days in session. This period must be divided into 10 school months which contain not more than 20 potential school days per month. The first day of the first school month is the first day of attendance by pupils.” – NAC 387.120

“Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and time between activities, but not including the time allowed for lunch:

<b>Grade</b>	<b>Period</b>
○ Kindergarten	120 minutes
○ 1 and 2	240 minutes
○ 3 through 6	300 minutes
○ 7 through 12	330 minutes” – NAC 387.131

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- Consult with the state education agency regarding waiver flexibility and NAC 387.120, NAC 387.125 and NAC 387.131 to adjust:
  - Academic year (e.g., start and end dates, timing, and length of breaks)*
  - School schedules (e.g., drop-off and pick-up times, bus schedules, school start and end times, class, lunch, and recess periods)*
- Based on student needs and building capacity, the district has prioritized which students and which schools will return/reopen and in what order.
  - Examples:*
    - 1) *Work with labor unions or professional associations to set up a year-round schedule or alternative schedule.*
    - 2) *Half of the student body report Monday/Wednesday each week; online learning Tuesday, Thursday, and Friday.*
      - Other half of student body reports Tuesday /Thursday each week; online learning Monday, Wednesday, Friday.*
      - Teacher prep or professional learning on Fridays; No other professional learning days are scheduled.*
    - 3) *Start school year early August, end the first semester at Thanksgiving; December/January use for teacher training and deep clean facilities; start school late January, end 2<sup>nd</sup> semester June.*
    - 4) *Teacher lecture/content online; schedule in-person labs and/or CTE courses on-site utilizing social distancing.*
    - 5) *The school year starts at the same time utilizing online learning. Next stagger start dates for physically bringing back grade levels; ex. bring back elementary first month, middle school second month and then high school.*
- Consider the need to expand or adjust course offerings to enable students to resolve incompletes, recover credits, etc. (e.g., how to address courses not offered every term and/or school year)
- Consider the best needs of special populations such as English Language Learners (ELL), Special needs, medically fragile, high poverty, Gifted and Talented (GATE), etc.
- The district has identified additional ways to use local space near schools to increase the number of students who can attend school/out-of-school programs safely.
- Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations.
- The district has developed a plan for communicating schedules and schedule changes with families and staff.
- Consider the impact of schedule changes on multi-student families

## GRADUATING STUDENTS

- Consult with the state education agency to confirm graduation requirements for seniors; follow NRS [390.600](#).
- Determine the classes/credits needed for each senior to meet graduation requirements.
- Prioritize providing seniors with the content needed to meet graduation requirements
- Offer extended learning opportunities.
- Explore alternate methods for seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency).

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- Consider credit requirement waivers for seniors (e.g., non-core credits, emergency waivers for "on-track" students).
- Survey seniors regarding postsecondary plans.
- Determine which aspects of the postsecondary transition seniors need assistance with (e.g., taking the SAT/ACT, submitting school applications, scholarship submissions, filing for financial aid).
- Connect with postsecondary institutions the district's students commonly attend to discuss potential supports.
- Communicate graduation status and procedures with parents of seniors via email, newsletters, website, virtual counseling (See Communication section).

## CONSIDERATIONS FOR TRANSITIONING STUDENTS

- Transition
  - Consider support that must be in place to transition special populations from grade level to grade level or from elementary to middle school; middle school to high school.
  - Engage teachers, administration, Safe School Professionals, school counselors, school psychologists, school nurses when creating transition plans for students.
  - Research options for providing services to students through telehealth or other virtual options
  - Individual considerations must be given for McKinney Vento students, students with behavior issues, Gifted and Talented Education students (GATE).
  - Special education services (public school districts):
    - Have IEP teams review and update Individualized Education Plans for special education students and address educational and health services if a) a doctor determines it is not safe for the student to attend school, b) the School Building Closure/Distance Learning Plan/Emergency Management Operations plan.
    - Plan to deliver the required compensatory services.
- Retention
  - Modify district retention policy based on NRS/NAC and current research on the topic.
  - Determine if changes need to be made regarding promotion/retention criteria and communicate any changes with students, families, and teachers.
  - Determine supports for retained students to help ensure a successful school year.
  - Determine how schools will systematically work to understand and address learning loss among promoted students.
- Special Education Services (public school districts)
  - Students with disabilities that have a 504 plan (public school districts): Have 504 teams review and update 504 plans and address educational and health services if the School Building Closure/Distance Learning Plan/ Emergency Management Operations Plan is implemented.
- English Language Learners (ELL)
  - Have academic teams consider language level, grades, test scores, family support to determine teacher selection, ELL classroom support, etc.
- Dual Credit and Jump Start
  - Collaborate with local colleges providing college or university credit for high school students to develop an alternative plan so that students can continue to earn credit.

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## FINANCE

- Examine revenues:
  - Research changes in federal, state, and/or local funding.*
  - Investigate and apply for federal, state, and/or local emergency funds.*
  - Consider the impact of anticipated enrollment changes.*
  - Confirm types of activities permitted or required by different funding sources.*
  - Explore new funding opportunities (e.g., grants).*
  - The district has a clear process for monitoring and adjusting to revenue changes for the next year.*
- Examine expenditures:
  - Estimate and document COVID-19-related costs.*
  - Contact vendors to confirm the ability to supply needed items and, if so, timetables for future deliveries.*
  - Create procedures to prioritize the processing of purchase orders for essential supplies.*
  - The district has identified planned expenses that can be delayed.*
- Review and revise district and school budgets as needed
  - The district has created financial scenarios to understand the cost implications of various plans for re-entry. Scenarios show how resources will support students with the greatest needs. Scenarios are updated as new information becomes available.*
  - The district has identified and implemented additional cost-saving strategies, monitoring operations for efficiencies.*
  - The district provides regular budget briefings to families and other community stakeholders to promote transparency and buy-in.*
- Examine Vendor Contracts
  - Restructure current contracts if possible, and make sure new contracts address contingencies of the School Building.*
  - Closure/Distance Learning Plan.*
- Require proof of emergency plan from crucial vendors to prevent or minimize disruption in services to students.
  - Ensure contracts require proper hygiene protocols for service providers or products entering the building.*
  - Districts with active construction projects, expect an impact on the project from disruption of the economy or labor issues.*

## Resources

[US Dept of Education Providing Services to English Language Learners](#)

[US Dept of Education Addressing the Risk of COVID-19 While Serving Migratory Children](#)

[Equity Considerations During and After COVID-19 School Closures](#)

[Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)

[Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#)

## Appendix C

The goal of [community mitigation](#) in areas with local COVID-19 transmission is to slow its spread and to protect all individuals, especially those at [increased risk for severe illness](#). Guidance for child care programs and schools is organized into three categories based on the level of community transmission: 1) when there is none to minimal community transmission (preparedness phase), 2) when there is minimal to moderate community transmission, and 3) when there is substantial community transmission.

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<b>Schools/childcare</b> "What childcare facilities, K-12 schools, and colleges and universities can do to prepare for COVID-19, if the school or facility has cases of COVID-19, or if the community is experiencing spread of COVID-19)"	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19 and local trends of COVID-19 cases.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if students or staff become symptomatic at school/childcare site.</li> <li>• Review and update emergency operations plan (including implementation of social distancing measures, distance learning if feasible) or develop plan if one is not available.</li> <li>• Evaluate whether there are students or staff who are at increased risk of severe illness and develop plans for them to continue to work or receive educational services if there is moderate levels of COVID-19 transmission or impact.                             <ul style="list-style-type: none"> <li>» Parents of children at increased risk for severe illness should discuss with their health care provider whether those students should stay home in case of school or community spread.</li> <li>» Staff at increased risk for severe illness should have a plan to stay home if there are school-based cases or community spread.</li> </ul> </li> <li>• Encourage staff and students to stay home when sick and notify school administrators of illness (schools should provide non-punitive sick leave options to allow staff to stay home when ill).</li> <li>• Encourage personal protective measures among staff/students (e.g., stay home when sick, handwashing, respiratory etiquette).</li> <li>• Clean and disinfect frequently touched surfaces daily.</li> <li>• Ensure hand hygiene supplies are readily available in buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement social distancing measures:                             <ul style="list-style-type: none"> <li>» Reduce the frequency of large gatherings (e.g., assemblies), and limit the number of attendees per gathering.</li> <li>» Alter schedules to reduce mixing (e.g., stagger recess, entry/dismissal times)</li> <li>» Limit inter-school interactions</li> <li>» Consider distance or e-learning in some settings</li> </ul> </li> <li>• Consider regular health checks (e.g., temperature and respiratory symptom screening) of students, staff, and visitors (if feasible).</li> <li>• Short-term dismissals for school and extracurricular activities as needed (e.g., if cases in staff/students) for cleaning and contact tracing.</li> <li>• Students at increased risk of severe illness should consider implementing individual plans for distance learning, e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Broader and/or longer-term school dismissals, either as a preventive measure or because of staff and/or student absenteeism.</li> <li>• Cancellation of school-associated congregations, particularly those with participation of high-risk individuals.</li> <li>• Implement distance learning if feasible.</li> </ul>



# Nevada's Path Forward Framework

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## Nevada Interscholastic Activities Association

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June 9, 2020

To: NIAA Member Schools and Districts

From: Bart Thompson, Executive Director, NIAA

Re: Update 8, Phase 2

On June 9, 2020, Governor Steve Sisolak issued Declaration of Emergency Directive 022. Section 7 of this directive orders that, “County school districts, charter schools, and private schools may reopen school athletic fields and facilities for student athletics training, practices, and competition in accordance with guidance promulgated by the Nevada Interscholastic Activities Association (NIAA) and any applicable conditions set forth by directive regarding athletic events.” The guidance to which the directive refers is enclosed at the end of this memo. It is noted that Declaration of Emergency Directive 021 is still in effect and will apply to competitions held at school athletic fields and facilities. Section 22 of that Directive states in pertinent part, “...musical performances, live entertainment, concerts, **competitions, sporting events**, and any events with live performances **may resume, but shall remain closed for public attendance**. Events held pursuant to this section may be recorded, filmed, streamed or broadcast to the public...” [emphasis added] Until this restriction on public attendance is lifted by Directive of the Governor, no spectators are to be allowed at competitions that are held at or in conjunction with NIAA member schools.

While the re-opening, a part of Phase 2, is cautious, not a return to the way things were when school buildings and facilities were initially closed, and subject to the guidance indicated, there is no longer a statewide closure of school buildings and facilities. Therefore, the temporary protocols listed in the memoranda issued by this office on April 30, 2020 and May 12, 2020 with subject lines respectively, “Update 5, Spring and Summer 2020 Protocols” and “Update 6, Phase One Re-opening” are lifted effective immediately. NIAA out of season regulations are now in effect. (see NAC [385B.370](#) and [385B.372](#))

Per the directive, school athletic fields and facilities may re-open. Those fields and facilities are controlled by school districts and governing entities of charter and private schools. Those districts and governing entities ultimately control when their own athletic fields and facilities will open subject to gubernatorial directive. Directive 022, issued by Governor Sisolak, allows but does not mandate the opening of school athletic fields and facilities. The actual

opening of those fields and facilities is the responsibility of the school district or other governing entity which controls the fields and facilities.

While the most stringent restrictions have been lifted, COVID-19 remains active in our communities and extremely contagious. The phased re-opening of school athletic fields and facilities is exactly that, a phased re-opening. If as a transition to a new, less restrictive phase occurs, the data shows continued positive progress in the control of the spread of the disease, transition to the next even less restrictive phase may take place. Each of the phases, however, do contain restrictions and requirements. Compliance with those restrictions and requirements is critical to progress. As schools open their athletic fields and facilities, it is incumbent upon those who supervise and control the activities at those fields and facilities, to assure compliance with the restrictions and requirements in place.

School and district administrators as well as athletic directors, coaches and athletic trainers should be completely familiar with and able to implement and monitor compliance with all restrictions and requirements associated with the current phase. Questions and concerns are to be directed to local public health authorities and guidance received is to be implemented. Protocols may be implemented which would be more restrictive than those included in the guidance enclosed in this document but are not to be less restrictive.

The full text of Declaration of Emergency Directive 022 is available at:  
[\*Link when available\*](#)

Enclosure: Guidance on Phased Re-Opening of High School Sports in Nevada

## Phased Re-Opening of High School Sports in Nevada

This guidance is based heavily on guidance issued by the National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC), [Guidance for Opening up High School Athletics and Activities](#) issued May 19, 2020. This document and the NFHS SMAC guidance are rooted in the belief that “...it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition.” It is recognized that due to the pandemic, all students may not be able to return to athletic activity in all schools and areas of the state at the same time. It is also recognized that athletic activity may be suspended for an individual, a team, a school, or for an area of the state or the entire state, in a particular sport or several sports as may be dictated by the need for safety resulting from the pandemic. While reservations concerning such disparities would typically be raised, the guidance here is based in the idea that students ought to have the opportunity to return to participation in school-based athletics and activities in any and all situations where it is safe to do so.

It is recommended:

- With the transition to Nevada Phase 2, school facilities be opened in accordance with Phase 2 of the White House/CDC guidance. With schools open under restrictions for individuals, Phase 2 of the NFHS SMAC guidance is to be used for school facilities that are open.
- Similarly, Phase 3 of the NFHS SMAC guidelines would apply in Nevada Phase 3.

### Points of Emphasis:

1. Decreasing potential exposure to respiratory droplets is the guiding principle behind social distancing and the use of face coverings. It is also the basis of the stratification of risk by sport presented later on in this document. The use of cloth face coverings is meant to decrease the spread of respiratory droplets. As state and local COVID-19 prevalence decreases, the need for strict social distancing and the use of face coverings will lessen. Look to guidance from your state and local health departments.
  - a. The Centers for Disease Control and Prevention (CDC) is additionally “advising the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.” (“Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community-Based Transmission”)
  - b. Recognizing the benefits and potential drawbacks of the use of cloth face coverings during conditioning and physical activity, the NFHS SMAC recommends the following:
    - i. State, local or school district guidelines for cloth face coverings should be strictly followed.
    - ii. Cloth face coverings should be considered acceptable. There is no need to require or recommend “medical grade” masks for athletic activity.
    - iii. Any student who prefers to wear a cloth face covering during a contest should be allowed to do so.

- iv. In the absence of guidelines to the contrary, we recommend that cloth face coverings be worn by students during Phases 1 and 2 as outlined below. Exceptions are swimming, distance running or other high intensity aerobic activity. Cloth face coverings may continue to be used during Phase 3 when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room and in the athletic training room.
  - v. Plastic shields covering the entire face (or attached to a helmet) shall **not** be allowed during contests. Their use during practices increases the risk of unintended injury to the person wearing the shield or teammates.
  - vi. Coaches, officials, and other contest personnel may wear cloth face coverings at all times during Phases 1 through 3. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.)
2. Testing regimens, specific guidelines regarding mass gatherings, and response to a student or team member testing positive for COVID-19 (including contact tracing) are all currently under review, and guidance will come from CDC and state and local health departments. Limited testing availability, lack of resources for contact tracing, and expanding knowledge of the characteristics of COVID-19 transmission could all result in significant changes to the recommendations below.
3. Due to the near certainty of recurrent outbreaks this coming fall and winter in some locales, state associations must be prepared for periodic school closures and the possibility of some teams having to isolate for two to three weeks while in-season. Development of policies is recommended regarding practice and/or competition during temporary school closures, the cancellation of contests during the regular season, and parameters for the cancellation or premature ending to post-season events/competitions.
4. With the uncertainty of which phase of recovery will be active at the beginning of a sports season or maintained during a season, scheduling contests that require less travel when possible should be considered. Such scheduling will reduce time spent in buses or vans. It will also potentially decrease the need for rescheduling contests as “opening up” may occur regionally. If opponents at the time of a contest are subject to different restrictions, re-scheduling that contest for a later date may be problematic.
5. Until a cure, vaccine or very effective treatment is readily available, or so-called “herd immunity” is confidently reached, social distancing and other preventive measures such as face covering will be a “new normal” if workouts, practices, and contests are to continue.

## Areas to Address:

### Preparticipation Physical Evaluation

Due to concerns regarding access to primary care providers during the late spring and early summer, the NFHS SMAC released a position statement giving guidance to state associations concerning timing of the Preparticipation Physical Evaluation. Options vary from a one-year extension to keeping current requirements. State associations and their SMACs can also consider interim history updates by having students complete a form or having a telemedicine visit with their primary care provider.

## Mandatory Education

It is recommended that online education courses take the place of hands-on or in-person training, including accepting online training courses for AED/CPR and First Aid for the 2020-21 academic year.

## Equipment Reconditioning

The National Athletic Equipment Reconditioners Association (NAERA) has advised the NFHS that significant equipment reconditioning capacity is currently operational. If schools have not sent out equipment for reconditioning, they should be directed to do so immediately. If schools currently have equipment being reconditioned, a school official should contact the reconditioning company to make specific delivery arrangements if their school is currently closed.

## Conduct of Conditioning and Practice Sessions

Should be determined in accordance with guidance from state and local public health officials.

### Phase 2

#### Pre-Workout/Contest Screening:

- All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check.
- Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 (see Appendix II for sample Monitoring Form).
- Any person with positive symptoms reported should **not** be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals (over 65, pre-existing health conditions) should **not** oversee or participate in any workouts during Phase 2.

#### Limitations on Gatherings:

- No gathering of more than 10 people in a single indoor space. Up to 50 individuals may gather outdoors for workouts.
- If locker rooms or meeting rooms are used, there must be a minimum distance of 6 feet between individuals at all times. Efforts should be made to encourage students and coaches to limit the use of locker rooms when at all possible by arriving ready for workouts and showering at private residences.
- Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures limited exposure if an individual develops an infection.
- There must be a minimum distance of 6 feet between individuals at all times, whether indoors or outdoors. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Appropriate social distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.

#### Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.

- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- Weight equipment should be wiped down thoroughly before and after each individual's use of equipment.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

#### **Personal & Clothes/Equipment Hygiene:**

- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.
- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning to home.
- There should be no shared athletic towels, clothing, or shoes between students.
- Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.
- Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.

#### **Physical Activity:**

- Lower risk sports practices and competitions may resume (see Potential Infection Risk by Sport below).
- Modified practices may begin for Moderate risk sports.
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

#### **Hydration:**

- All students shall bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) should **not** be utilized.

### **Phase 3**

#### **Pre-Workout/Contest Screening:**

- Any person who has had a fever or cold symptoms in the previous 24 hours should **not** be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
- A record should be kept of all individuals present.
- Vulnerable individuals can resume public interactions, but should practice physical distancing, minimizing exposure to social settings where distancing may not be practical, unless precautionary measures are observed.

**Limitations on Gatherings:**

- Gathering sizes of up to 50 individuals, indoors or outdoors.
- When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 3 to 6 feet between each individual. Consider using tape or paint as a guide for students and coaches.

**Facilities Cleaning:**

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- Weight equipment should be wiped down thoroughly before and after an individual's use of equipment.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

**Personal & Clothes/Equipment Hygiene:**

- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.
- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning to home.
- There should be no shared athletic towels, clothing, or shoes between students.
- Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.
- Athletic equipment such as bats, batting helmets, and catchers gear should be cleaned between each use.
- Other equipment, such as hockey helmets/pads, wrestling ear guards, football helmets/other pads, lacrosse helmets/pads/gloves/eyewear should be worn by only one individual and not shared.

**Physical Activity:**

- Moderate risk sports practices and competitions may begin.
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.
- Modified\* practices may begin for Higher risk sports:
  - \*Continue pre-practice screening as in Phase 2. Shower immediately after practices/contests.
  - Re-assess epidemiology data and experiences in other states and other levels of competition to determine when Higher risk sports competition may resume.



### Hydration:

- All students shall bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) may be utilized but must be cleaned after every practice/contest.

### Contests

1. Potential Infection Risk by Sport (modified from United States Olympic and Paralympic Committee – Sports Medicine recommendations)

**Higher Risk:** Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

*Examples: Wrestling, football, boys' lacrosse, competitive cheer, dance*

**Moderate Risk:** Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

*Examples: Basketball, soccer, water polo, ice hockey, field hockey, girls' lacrosse, crew with two or more rowers in shell, 7 on 7 football, swimming relays, volleyball\*, baseball\*, softball\*, gymnastics\* (if equipment can't be sufficiently cleaned between competitors), tennis\*, pole vault\*, high jump\*, long jump\**

\*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

**Lower Risk:** Sports that can be conducted with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

*Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, single sculling, cross country running (with staggered starts)*

In all phases, teams should suspend pre-game and post-game handshakes/high-fives/fist bumps.

2. Transportation to events - Schools must consider social distancing requirements when scheduling contests and events for the fall. Social distancing (as required by state or local health department) will need to be maintained on buses/vans. Thus, multiple buses/vans and/or parental/guardian transportation will likely be needed.
3. Social distancing during Contests/Events/Activities
  - a. Sidelines/benches - Appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.
  - b. Who should be allowed at events? Group people into essential and non-essential groups. Those allowed to attend would first be those in the essential group. If gathering limits and/or direction from local health authorities won't allow all essential personnel to be in attendance, holding the contest may not be

practical. Allowing non-essential personnel should only be done in compliance with gathering limits, capacity of facility to allow for proper social distancing and in consultation with local health authorities.

- i. Essential: Athletes, coaches, officials, event staff, medical staff, security
- ii. Non-essential: Media, spectators, vendors. These may be prioritized in accordance with limits on the size of gatherings, ability to properly social distance in the facility, and in consultation with local health authorities.

### Athletic Training Services

Athletic trainers in high schools are positioned to play a vital role as sports return following this pandemic. As healthcare professionals, they can take lead roles in developing and implementing infection control policy throughout the school. Whenever needed, state associations and their SMACs should promote the importance of athletic trainers in high schools and their role in injury evaluation, treatment and risk minimization as well as being a vital component of any return-to-school and athletics plan.

### Illness Reporting

Create notification process for all event athletes, coaches, event staff, media, spectators, and vendors if the organizers/medical personnel learn of suspected or confirmed cases of COVID-19 at the event. This process should be cautious of stigmatizing infection and should protect personally identifiable information in accordance with federal and state law and local policies.

### References

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# 2020-2021 School Return Surveys



Data Collected from Parent and Staff surveys

# Synopsis

As of 6/17 - 381 staff members (survey results include teachers and support staff feedback) completed a survey regarding their feelings about school reopening options for the upcoming school year.

As of 6/17 - 4,738 parent surveys were completed, however these are not all unique as parents were asked to complete surveys for each child they had in the system.

The surveys taken showed an equal representation between Elementary (K-5) and Secondary (6-12) grades.

# Summary of Data

## Parents want kids in school

91.9% of parent respondents stated that they plan on sending their student to school in August.

8.1% of parent respondents do not plan to send their students to school in August.

## Teachers want to return

87.8% of teacher/staff respondents stated they feel comfortable returning to school in August.

12.2% of teacher/staff respondents do not feel safe returning to school.

## Favored Safety Measures

Enhanced Cleaning and Individual Student Supplies were the most important safety protocols for parents and staff.

Face Coverings were the least supported safety protocol.

# Feedback Regarding Attendance Models

## In Person, Full Time

- 65% of families prefer this model
- 63% of staff Strongly favor this option

## Virtual Learning, Full Time

- Least favored model
- 20% of staff and 9% of parents favored this plan.

## Hybrid, ½ virtual, ½ in person

- 25% of parents favor this model
- 40% of staff favored this model

# Frequently Heard Concerns Regarding Hybrid

Parents are concerned with: students in the family being on the same schedule, child care on days they are not in school, the quality of virtual instruction.

Teachers are concerned with: switching from virtual to in person instruction, how to move effectively through curriculum. ***27% of teacher respondents stated that hybrid would pose child care issues for them on the days their children are assigned to virtual learning.***