

Reconnecting with Our Students

Reopening Our Schools Implementation Guide

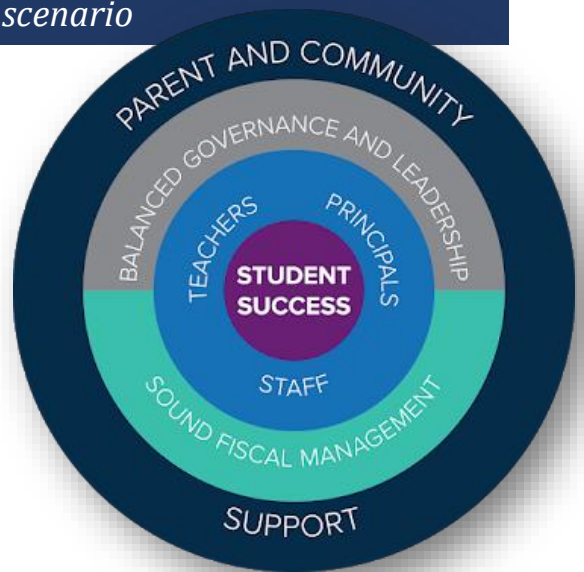
Reopening schools in a full-time distance education scenario

School-Based Administrators,

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

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

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



— Superintendent Dr. Jesus F. Jara

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Section I

Introduction to the Approved Reopening Our Schools Plan

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

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

REOPENING OUR SCHOOLS GUIDING PRINCIPLES

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

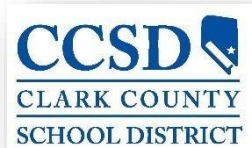
Governor Sisolak issued the *Declaration of Emergency Directive 022*, requiring school districts to develop plans for reopening schools. These requirements were shared with districts in a guidance memo released by the Nevada Department of Education on June 24, 2020.

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

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

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

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



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

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



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

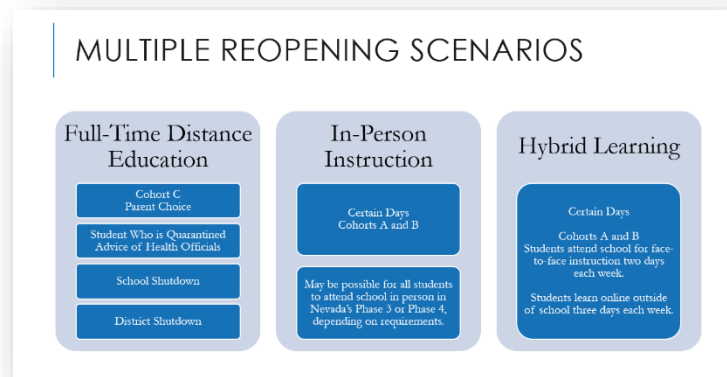
<p>Minimum Requirements for Distance Education Plans Plans for Path Forward Programs of Distance Education must include but are not limited to how the school district or charter school will:</p> <ol style="list-style-type: none"> (1) Implement contingency plans to provide distance education as public health protocols require, including but not limited to: <ol style="list-style-type: none"> a) Full-time distance education for all students as a result of a school building closure; and b) A hybrid learning model to accommodate social distancing requirements while providing instruction to all students. (2) Transition between in-person instruction, full-time distance education, and hybrid learning models as necessitated by public health conditions; (3) Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence; (4) Determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary; (5) Determine students' and staff members' social emotional needs as a result of the COVID-19 pandemic and provide support as necessary; (6) Track student attendance and engage parents/families regarding the importance of attendance in a distance education setting; (7) Provide and ensure participation in professional learning for educators and staff regarding high quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses; and (8) Provide assistance and advice to parents/families so they can support students participating in distance education. 	<p>Minimum Requirements for Implementation In implementing Path Forward Programs of Distance Education, school districts and charter schools must ensure that:</p> <ol style="list-style-type: none"> (1) A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week; (2) The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans; (3) All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology; (4) Any student who is quarantined on the advice of local public health officials receives access to distance education; (5) Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours; (6) All licensed educators have access to and participate in professional learning regarding high quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses; (7) Students will receive access to the nutrition services to which they are entitled; and (8) Parents receive general updates regarding the district/school's implementation of distance education at least weekly and, in districts or charter schools where English Learners comprise at least 10 percent of the student population, such updates are made available in any language that is the native language of at least 50 percent of English Learners enrolled in the school district or charter school to the extent practicable.
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The **Clark County School District Reopening Our Schools Plan** meets all of the guidelines prescribed by the Nevada Department of Education and all of the required scenarios, including full-time distance education for all students, in-person instruction following social distancing protocols, and hybrid learning.

Transitioning Between Multiple Potential Reopening Scenarios

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

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



About This Guide

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

Section II

Distance Education Information and Expectations

Components of Distance Education

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

Asynchronous Instruction

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

Audio Conferencing

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

Learning Line

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

Learning Management System (LMS)

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

Synchronous Instruction

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

Video Conferencing

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

Virtual Office Hours

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

Weekly Instructional Guide

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

Wellness Checks

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

Roles in Full-Time Distance Education

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

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

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

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

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

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

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

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

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

Distance Education Expectations

CONTENT

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

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



PROFESSIONAL LEARNING

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

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

VIRTUAL OFFICE HOURS

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

COMMUNICATION

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

COLLABORATION

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

LEARNING MANAGEMENT SYSTEM ACCESS

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

Recording Synchronous Sessions

Though student engagement in synchronous learning opportunities is highly valued, there are times when circumstances outside of a student's control may prevent him or her from participating in synchronous sessions. Educators are encouraged to record synchronous sessions, especially if students are absent during the synchronous sessions. The following guidance is provided to help educators facilitate the recording of synchronous sessions while protecting student information privacy in alignment with the Federal Education Rights and Privacy Act (FERPA).

All educators must attempt to obtain an *Authorization for Release of Education Records* for every student. Parents/Guardians may submit the authorization via Infinite Campus or through the paper authorization (<https://drive.google.com/file/d/1oCW-dxaSL6TlkjU7BzCfHPS2ar8V4RZE/view?usp=sharing>). A ParentLink message will be deployed centrally guiding parents/guardians to the Campus Parent in Infinite Campus. Principals will be provided with the guidance when released.

FERPA prohibits showing or releasing personally identifiable information of students publicly, unless the parent/guardian has authorized such release of information. *"Personally Identifiable Information" means student faces, student likenesses, student names, or any other information about the student that would allow the student to be identified, including, without limitation, school, grade, IEP, health information, student discipline, or anything else that would tend to identify the student or lead to identification of the student.*

- Educators may record and share synchronous sessions with students in the class who attended or missed the sessions.
- Educators must explain to students that the sessions will be recorded for students who missed the sessions. Students cannot share or post the recordings and may not independently record the sessions.
- Educators must take precautions to protect the privacy of student information, whether or not authorization is obtained from the parent/guardian.
- Access to the recorded sessions should be granted only to students who are enrolled in the class and should be password protected. Access through Google Classroom or another secured, shared folder that requires the student to log in is appropriate.
- Precautions must be taken to avoid recording personally identifiable information if the parent/guardian has not authorized release. Strategies include:
 - Record a video without students that recaptures the main ideas of the lesson.
 - Create a single mini-lesson without students on the instructional concept. Work with the grade-level/department teams to record the mini-lessons. Consider adding mini-lessons to Canvas Commons for other educators to use.
 - Utilize two Google Meet sessions simultaneously during a single class session. In this scenario, the teacher attends both sessions simultaneously, students attend one session, and the teacher records the other.
 - Utilize a second device, such as a phone, tablet, or other recording device, aimed solely at the instructor during the direct instruction, allowing the content of the synchronous sessions to be recorded without showing the Google Meet screen.
 - Shift the focus of synchronous sessions from lecture/direct instruction to a collaborative learning opportunity, such as problem solving, case studies, debates, student presentations, model making, and concept mapping. Provide the direct instruction in videos for use during the asynchronous learning for students.

Alternatives to Recording Synchronous Sessions

Alternative strategies to ensure instruction for students who cannot attend the synchronous sessions include:

- Provide instructional videos that were previously created and can help students understand the concepts taught during the synchronous sessions.
- Create an instructional video (five to ten minutes using Google Meet with no audience) alone or with grade-level/department teams.
- Assign students to work collaboratively with other students who missed the synchronous sessions to complete the instructional task(s) that were done collaboratively during the sessions.
- Utilize small-group synchronous sessions and support students during virtual office hours.
- Share the PowerPoint, slide show, or other instructional materials utilized during the synchronous sessions.

New Google Meet Features

Additional Google Meet features to enhance security are now available from Google. These features are used to manage who can chat and who can share their screen.

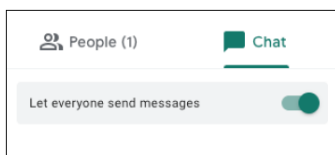
Manage Who Can Send Meeting Chat Messages

To control who can send chat messages in a meeting, hosts can turn "Send chat messages" on or off. By default, this setting will be on.

When "Send chat messages" is off:

- Only the host can send chat messages, but participants will be able to see the messages sent by the host.
- Messages sent when "Send chat messages" is on continue to show in the chat history.

Hosts can turn "Send chat messages" on or off from within meetings in a browser. Please note that hosts will not see the option to change this setting on mobile devices.



To access this tool, from the meeting window, click the Chat icon in the upper right of the Meet window, the panel will expand in the chat window.



The "Let everyone send messages" toggle will appear at the top of the chat window.

Manage Who Can Share Their Screen:

To control who can share their screen in a meeting, hosts can turn "Share their screen" on or off. By default, this setting will be on.

When "Share their screen" is off:

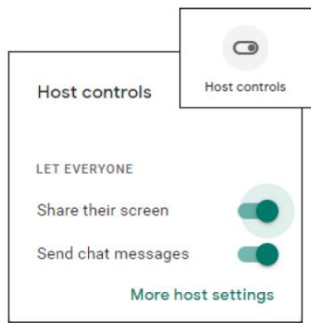
- Only the host can share their screen.

- The option to "Present now" won't show for participants.

Hosts can turn "Share their screen" on or off from within meetings in a browser. Please note that hosts will not see the option to change this setting on mobile devices.



To access this tool, from the meeting window, click the People icon in the upper right of the Meet window, the panel will expand and display all participants in the current meeting.



After accessing the Meeting details, click: **Host controls**. The "Share their screen" toggle can be turned on or off.

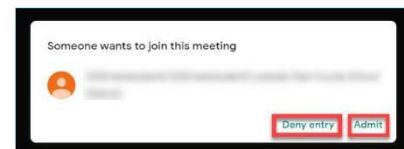
Detailed information on how to create, manage, and present in a Google Meet can be found in the *Google Meet and Distance Education* manual on training.ccsd.net under Google > Resources.

Quick Access

An additional Host Control to enhance security in Google Meet is now available. This feature is called **Quick Access** and can be used to keep uninvited guests from automatically entering a meeting.

When Quick Access is disabled (toggled off):

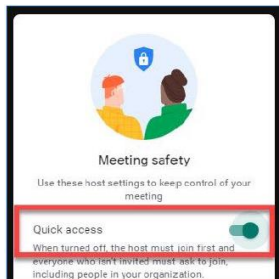
- Google requires all uninvited users (even those within the **nv.ccsd.net** domain) to "knock" before being admitted to a Google Meet.
- When a user knocks at a Meet that you are hosting, you will be notified via a dialog box with the name and email address of the user that is trying to join. From this screen, you can either **Admit** the user (allowing them to join the Meet) or **Deny entry**. Once entry is denied, the user will receive a notification that they **cannot** join the Meet.
- After two denials, an uninvited participant will no longer be able to knock and request access to that particular Google Meet.
 - However, this functionality does *not* currently apply to users who are knocking via dial-in (phone), so their knocks will still need to be denied.
- Users **cannot** join the Meet until you (the Organizer) have entered.
- The requirement to knock does **not** apply to:
 - Participants who have been invited via **calendar invite** ; *OR*
 - Participants who have been invited in-meeting by you, the Organizer.
 - Detailed instruction on how to use an **Ad Hoc Meet** is available on the training.ccsd.net website under Resources > Google.
- The knocking rule also applies to **dial-in users** who are attempting to join the Meet via phone. During the Meet, only you (the Organizer) will be able to dial out.



To toggle this option on or off while in a meeting:



1. Click the **Host Controls** icon in the lower left corner.



2. A **Quick Access** toggle appears and is automatically set to **ON** . To toggle it off, click the “switch” that appears next to **Quick Access** .

Best Practices

When starting a Meet via an **Ad Hoc Meeting (with Nickname)** or via **Google Classroom** , there are a few options for using Quick Access to ensure the security of the Meet.

A) The first option is to turn off Quick Access ***immediately*** after entering the Meet and then manually invite each student by clicking the **People** icon (in the upper right corner) and then selecting **Add people** to send invites to each student.

B) The second option is to wait until all invited students have joined the Meet and ***then*** turn off Quick Access in order to “lock” the meeting and prevent any uninvited users from entering.

The option can also be toggled off in a **scheduled Meet** (one that has been created as an event on **Google Calendar**). The Organizer should immediately enter the Meet after creating the event, turn off Quick Access, and then close the Meet. After this, students will **not** be able to access the Meet without you first being present. (Please note: When creating a Google Meet via the Calendar and inviting students, be sure that the **Invite others** and **Modify event** checkboxes remain ***unchecked*** so that students cannot invite others to the Meet or change any of the event details.)

Distance Education Instruction

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

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

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

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

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



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

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

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

Section III

Implementation Checklists and Timelines

Technology Access

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

Action Dates - July 22-23, 2020

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

Completion Date - August 7, 2020 (Date Revised)

- ☐ Use District survey data or contact individual parents/guardians to identify students lacking connectivity and/or devices.
 - Use the data to sort out students who have expressed a need for devices.
- ☐ Reach out directly to parents who have not responded or new parents enrolling their children and use the survey to record their responses on the CCSD Parent Reopening Survey at <https://aarsiapps.ccsd.net/survey/>.
 - If there is more than one student in the home, please submit a separate survey for each student.
- ☐ Send the CCSD Parent Reopening Survey link out as a text/email via ParentLink to only those parents who have not responded.

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

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

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

- ☐ Begin deployment of site-based devices to families and students and families expressing a need for a device **by August 24, 2020**. Along with device deployment, distribute paper materials to assist with student and parent/guardian access to GoGuardian, Canvas, and other related resources.

Learning Management System Access

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

Action Date - July 27, 2020

- ❑ Identify a staff member to serve as the Canvas controller by July 31, 2020, and register the identified staff member for centrally-provided professional learning.
- ❑ Communicate the synchronous meeting tool, Google Meet, to be consistently used during scheduled live or recorded learning sessions. Additionally, identify instructional tools that may be used to record content.
 - Clearly communicate synchronous session recording expectations with all teachers. (See *Recording Synchronous Sessions* section of this guide.)

Action Date - August 3-7, 2020

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

Action Date - August 10, 2020

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

Action Date - August 10, 2020

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



Professional Learning for Educators and Training for Parents/Guardians

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

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

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

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

Health and Wellness

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

Front Office and Registration

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

Facilities

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

Instruction

Master Scheduling

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

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

Student Class Schedules/Weekly Instructional Guides

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

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

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

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

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

Action Date - August 3, 2020-Ongoing

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

Social and Emotional Learning

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

Family Engagement and Parent/Guardian Communication

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

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

Staffing

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

Section IV

Additional Guidance to Support Implementation Checklists and Timelines

Instruction

Master Schedules

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

COVID-19 Scheduling Guides

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

- **Elementary School** - <https://bit.ly/30tgile>
- **Middle School** - <https://bit.ly/2DHV1RW>
- **High School** - <https://bit.ly/3keckel>

Elementary School Considerations

- Ensure all students with IEPs are scheduled first into the master schedule to ensure IEP implementation and compliance. Consider the need for planning time for co-teachers to deliver instruction virtually. In addition, ensure support professionals allocated to classrooms are scheduled to assist teachers with instruction.
- Review student achievement data prior to scheduling students to determine students needing time to accelerate their learning by building in extra time for students into the master schedule.
- Based on access to online resources such as Khan Academy and other site-based resources, educators can add content directly to Canvas or link to it from Canvas or Google Classroom as needed. Guidance for adding additional resources in Canvas is available at: <http://help.canvas.yale.edu/m/55452/l/914676-how-do-i-create-a-custom-link-in-my-course-navigation-using-the-redirect-tool>

Middle School Considerations

As approved by the Board of School Trustees on Tuesday, July 21, 2020, middle school schedules will operate on a semester-based instructional model, offering students year-long courses in one semester.

Ensure all students with IEPs are scheduled first into the master schedule to ensure IEP implementation and compliance. Consider the need for planning time for co-teachers to deliver instruction virtually. In addition, ensure support professionals allocated to classrooms are scheduled to assist teachers with instruction.

- Review student achievement data prior to scheduling students to determine students needing time to accelerate their learning by building in extra time for students into the master schedule.
- Explore double blocking courses to promote students' engagement throughout the school year. For example, a student who may need additional support in mathematics may enroll in Pre-Algebra during first semester and Algebra I during second semester. A student who may need additional support in English language arts (ELA) may enroll in Fundamentals of Reading and Writing during first semester and English 7 during second semester.

- High school courses offered at middle schools may be scheduled as year-long courses or as semester-based courses during the second semester. Principals interested in offering a traditional, year-long high school course as a semester-based course during the second semester must contact their Region Superintendent.

High School Considerations

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

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

Distance Education Guidance for Students with Disabilities

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

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

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

For clear guidance on how to develop Specially Designed Instruction and calculate the percentage of time in general education for students with Individualized Education Programs (IEP), during distance education, refer to the guidance located at:

<https://docs.google.com/document/d/1ZvOPbpczoggqIyMbmgyMkBNp4qpQnlyBz9spQfmYPY/edit?usp=sharing>.

Services for Students with Disabilities during Distance Education

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

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

Delivery of Equitable Access to Educational Opportunities

- During distance education, school staff will consider alternative ways to provide equitable access and appropriate educational opportunities for students with disabilities, including exploring all available supplementary aids and services through online and/or virtual platforms, and/or other activities, such as paper correspondence.
- Documentation to provide equitable access to educational opportunities is required. Special education teachers must document the student is receiving his/her specially designed instruction through distance education within the status record (https://drive.google.com/file/d/1gVYPFft-OGZZLg_fXif0Hj3ZXOxhSS0v/view?usp=sharing).

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

Data Collection

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

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

Due to distance education requirements, schools must revise IEPs for all eligible students under the Individuals with Disabilities Education Act (IDEA). While schools are operating in distance education, the *IEP Revision Without a Meeting at the Request of the School District* must be conducted virtually through a digital platform, including Google Meet or telephone. All *IEP Revision Without a Meeting at the Request of the School District* meetings must proceed without unnecessary delay. All of these IEP revisions must be completed by Friday, October 2, 2020.

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

Case managers must:

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

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

- Section 2. District proposes the above action(s) because:
 - "Contact was made with the parent. The parent was provided with the opportunity to raise and discuss all their concerns and participate in the development of the IEP

revision.” IEP revision was created due to educational delivery methods during distance education.

- Section 3. The District refuses to take the following action(s):
- “No refused actions. Parent is in agreement with the IEP revision.”
 - Document the status record.

IEP Meetings

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

Prior to the IEP Meeting

- Prior Written Notices (PWN)
(<https://drive.google.com/file/d/12uOsy0wHo4wx5m3o06n2RHerF3yBNvZ0/view?usp=sharing>) (special education forms: <https://drive.google.com/drive/folders/1g8ztSVJY2aplx7HLFLLk-ZZZFaSjzF42?usp=sharing>) will be e-mailed to the parent within a reasonable time prior to the meeting. In addition to the general requirements, the PWN will state that:
 - The meeting will be conducted virtually with instructions on how to participate.
 - The meeting will be scheduled for a specific time sufficient to discuss the issues to be addressed.
- A draft of the IEP should be provided to the parent prior to the meeting.
 - Interpretation services will be provided in all cases when the parent has limited English skills. Follow standard procedures to access CCSD Translation Services. If utilizing the Language Line, provide the Google Meet phone number to the Language Line upon connection. Interpreters for special education meetings will continue to be accessible via TranslatePro, found at ccsdapps.net.
 - All interpretation services will be conducted virtually. When an interpreter has been scheduled for the meeting, provide a meeting link and a copy of the document under discussion.
 - If American Sign Language interpreters are needed, they must be requested at least twenty-four hours in advance. Requests can be completed using the following Interpreter Services/Transcription Request Form (<https://bit.ly/2XhoA4P>). For additional questions, please contact Interpreting Services at (702)799-8660.

During the IEP Meeting

- When possible, school personnel will make the IEP viewable to the parent as it is being written. If the IEP meeting is conducted via telephone, school personnel must read the IEP to the parent to make sure the parent hears and understands the IEP.
- If signatures from a parent are normally required but cannot be obtained, school personnel will read and ask all pertinent questions and record the responses in the status record and on special education forms, when applicable. School personnel will e-mail the applicable forms, the IEP, and procedural safeguards, if appropriate.
- Present levels of academic achievement and functional performance (PLAAFP):
 - In PLAAFPs, school personnel will review and discuss the effect that the Spring 2020 school closure had on the student; consider any additional data; and determine whether, and to what extent, the student’s skills were impacted.

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

- Standard procedures apply when writing justification statements.

After the IEP Meeting

- As soon as possible, the local educational agency/case manager must e-mail the notice of Intent to Implement (<https://drive.google.com/file/d/1mZ3ZPMDt-WYC0kpBEGQSjIPc-FCKrd7U/view?usp=sharing>) to the parent whether the parent agrees or disagrees with the IEP.

Multi-Disciplinary Team and Reports

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

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

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

Section 504 Accommodation Plans and Meetings

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

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

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

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

Homebound Information

All requests for homebound services will follow standard procedures.

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

Student Services Division Assessments

Guidance for Related Services, Child Find, and GATE assessments is located at the following links:

Related Services

https://docs.google.com/document/d/1jSnVocSHTdHopoBTSes766XZ_dduX4BoDOD5jeujOqA/edit?usp=sharing

Child Find

<https://docs.google.com/document/d/1-WRCz5FNDZEzgJLcc3g863qsEv6r8QKObXTh4NAGItc/edit?usp=sharing>

GATE

https://docs.google.com/document/d/13YZDun6FdKSc4c_QqkSpOI_aP3IiRaWoim9pEkZGmCw/edit?usp=sharing

Distance Education Guidance for English Language Learners

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

Schools must:

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

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

(<https://drive.google.com/drive/folders/1TeS1Vcw9c-twGhyfV6-b0bpLUI7YwYz?usp=sharing>).

Instructional considerations include:

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

Policy 6165 and the School Guidance for ELLs

(https://drive.google.com/file/d/1fLThHrCYFI9lawmZ-9wwPS2z4o_GmNba/view?usp=sharing)

documents provide practical guidance for school personnel regarding the obligations extended to ELLs during distance education.

Instruction for ELLs

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

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

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

(<https://drive.google.com/drive/folders/1TeS1Vcw9c-twGhyfV6-b0bpLUI7YwYz?usp=sharing>) and

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

Some general considerations for distance education instructional planning include:

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

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

Opportunities for Student Academic Discourse

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

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

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

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

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

Differentiated Supports for ELLs

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

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

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

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

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

Compliance

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

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

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

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

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

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

Assessment and Student Data

MAP Growth

As prescribed in the *minimum requirements for distance education plans* established by the Nevada Department of Education, school districts must determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary. Therefore, MAP Growth will be administered remotely for Grades K-10. At the high school level, students in Grades 9 and 10 will be assessed in Algebra I and Geometry courses and in Grades 9 and 10 English courses.

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

Elementary Schools:

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

Secondary Schools:

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

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

The MAP Growth fall testing window has been extended through September 30, 2020.

WIDA Screener

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

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

WIDA Screener Plan for Distance Education

https://docs.google.com/document/d/1Q5Z42HESNuh0ij5vAe_WyV6FRszYMrCYnlHYtU3_TYw/edit?usp=sharing

Civics Exam

All high schools must administer the civics exam as required by law. The District's guidelines can be found [at](#)

https://drive.google.com/file/d/1luqdQ5h1J2NUsOTWcYLYdPBrm_by6rFP/view?usp=sharing.

Formative Assessments

Formative assessment is a deliberate process used by teachers and students during instruction to gather actionable feedback to help along the learning journey. Formative data is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning. Formative assessments allow the opportunity for growth and development toward mastery of student learning goals as educators and students are acting upon the evidence the assessments yield. High-quality corrective instruction must follow assessments to ensure growth and attainment of curricular goals.

Formative Assessment Resources

[Formative Assessment Suggestions](#)

<https://www.plickers.com> (Free Site/Sign-In Required)

Summative Assessments

Educators need to make strategic decisions about what students need to know and be able to do in alignment with the Nevada Academic Content Standards (NVACS) by targeting specific outcomes for students' mastery. Educators work collaboratively in PLC structures to prioritize the NVACS to ensure summative assessments focus on the essential standards at the rigor and depth the standards demand.

Assessments and learning tasks that require students to demonstrate their knowledge, proficiency, and understanding are essential in a distance education environment. As any performance by a student may be considered a performance task if it elicits evidence of student learning, it is essential to distinguish a performance task of a discrete, single skill compared to a comprehensive performance task designed for a summative assessment for students to apply their knowledge of multiple learning targets to new, authentic, and novel situations.

Performance tasks create engaging multi-step opportunities for students to demonstrate what they know and what they can do in alignment with the NVACS. The following characteristics represent a performance task:

1. Performance tasks call for the application of knowledge and skills. *The learner must use their learning. The tangible product serves as evidence of understanding and proficiency.*
2. Performance tasks are open-ended and typically do not yield a single, correct answer. *Different responses meet the success criteria. There is no single way to accomplish the task.*
3. Performance tasks establish novel and authentic contexts for performance. *Realistic conditions and constraints that convey purpose and relevance are presented.*
4. Performance tasks provide evidence of understanding via transfer. *The learner reveals his/her understanding through purposeful application and the transfer of knowledge to new situations.*
5. Performance tasks are multi-faceted. *The learner is engaged in complex tasks requiring multiple steps. Several standards are assessed.*
6. Performance tasks integrate two or more subjects and 21st Century skills. *Meaningful learning is not isolated by subject. The student incorporates reading and writing skills.*
7. Performance tasks are evaluated with established criteria and rubrics. *Criteria are aligned to the goals being assessed and are used to profile varying levels of understanding and proficiency.*

McTighe, Jay. "What is a Performance Task." MAC McTighe and Associates Consulting. 15 April 2015. 11 April 2019.

In order to promote students' well-being, educators must be cognizant of students' social and emotional well-being during these uncertain, continually evolving circumstances. Educators need to collaborate with one another to develop and implement performance tasks that incorporate discipline areas to

reduce the need for students to complete multiple performance tasks in a single timeframe. Educators may also consider breaking down comprehensive performance tasks into shorter tasks or performance items to be completed over a longer period of time to monitor students' progress. Moreover, using conversations or presentations provide an effective opportunity for students to demonstrate their thinking and learning.

Performance Task Resources

Stanford University's Resource Bank of Performance Tasks (Free Site/Sign-In Required)

<https://edpolicy.stanford.edu/projects/parb>

<http://www.performanceassessmentresourcebank.org>

Grading

During distance education, methods of assessing students must meet the range of needs of our students. Educators must consider the unique experiences and challenges of our students and families, including but not limited to, academic support in the home, stress due to illness, economic conditions, food and housing insecurity, ability to adapt to a new model of instructional delivery, and social-emotional stress due to no face-to-face interactions with educators and peers.

Educators will follow the District's Regulation 5121 in regard to student grading. Grades will reflect student achievement on assignments and assessments aligned with the NVACS provided by the teacher. In alignment with District Regulation 5121, secondary schools will implement semester exams which may be worth up to, but not exceed, 20% of the student's final semester grade. As the District implements an instructional model of full-time distance education, educators need to implement semester exams that provide opportunities for students to apply their knowledge to new, authentic, and novel situations through performance tasks or project-based learning opportunities.

Middle School Grade Reporting Calendar

Term 1	Posting	Verification and Transcript Post
Quarter Grade A	09/09 12:00 a.m. – 09/11 11:59 p.m.	09/15/2020
Quarter Grade B Semester Exam Semester Grade Citizenship	10/07 12:00 a.m. - 10/09 11:59 p.m.	10/12/2020
Term 2	Posting	Verification and Transcript Post
Quarter Grade A	11/07 12:00 a.m. - 11/13 11:59 p.m.	11/16/2020
Quarter Grade B Semester Exam Semester Grade Citizenship	12/16 12:00 a.m. - 12/18 11:59 p.m.	12/21/2020 - 12/23/2020
Term 3	Posting	Verification and Transcript Post
Quarter Grade A	02/03 12:00 a.m. - 02/05 11:59 p.m.	02/08/2021
Quarter Grade B Semester Exam Semester Grade Citizenship	03/10 12:00 a.m. - 03/12 11:59 p.m.	03/15/2021
Term 4	Posting	Verification and Transcript Post
Quarter Grade A	04/21 12:00 a.m. - 04/23 11:59 p.m.	04/26/2021
Quarter Grade B Semester Exam Semester Grade Citizenship	05/24 12:00 a.m. - 05/26 11:59 p.m.	05/27/2021 - 05/29/2021

Opening the Grading Window

Please use the instructions available below to open/close the grading window at the school site for online courses such as Apex*, or if there are extenuating circumstances that require opening/closing the grading window.

Instructions are located at [training.ccsd.net > Grade Book > Grade Book Guide Administrators](http://training.ccsd.net/gradebook/) (<http://training.ccsd.net/gradebook/>).

** Ensure student athlete schedules include only authorized courses for NCAA requirements.*

High School Grade Reporting Calendar

Term 1	Posting	Verification
Progress	09/16 12:00 a.m. – 09/18 11:59 p.m.	09/21/2020
Quarter Grade Quarter Final* Citizenship	10/07 12:00 a.m. - 10/09 11:59 p.m.	10/12/2020
Term 2	Posting	Verification and Transcript Post
Progress	11/04 12:00 a.m. - 11/06 11:59 p.m.	11/09/2020
Quarter Grade Quarter Final* Semester Exam Semester Grade Citizenship MYP Grade**	12/16 12:00 a.m. - 12/18 11:59 p.m.	12/21/2020 - 12/23/2020
Term 3	Posting	Verification
Progress	02/03 12:00 a.m. - 02/05 11:59 p.m.	02/08/2021
Quarter Grade Quarter Final* Citizenship	03/10 12:00 a.m. - 03/12 11:59 p.m.	03/15/2021
Term 4	Posting	Verification and Transcript Post
Progress	04/14 12:00 a.m. - 04/16 11:59 p.m.	04/19/2021
Quarter Grade Quarter Final* Semester Exam Semester Grade Citizenship MYP Grade**	05/24 12:00 a.m. - 05/26 11:59 p.m.	05/27/2021 – 05/29/2021
<p>*Quarter Final is the grading task for quarter-based courses.</p> <p>**MYP Grade is the grading task for International Baccalaureate Schools (IB).</p>		

Opening the Grading Window

Please use the instructions available below to open/close the grading window at the school site for online courses such as Apex*, or if there are extenuating circumstances that require opening/closing the grading window.

Instructions are located at training.ccsd.net > Grade Book > Grade Book Guide Administrators (<http://training.ccsd.net/gradebook/>).

* Ensure student athlete schedules include only authorized courses for NCAA requirements.

Progress Reports and Report Cards

In alignment with full-time distance education, parents/guardians will access student progress reports and report cards through *Campus Parent* by clicking on the *Documents Tab* on the *Index Menu*. This method allows immediate access for parents/guardians to review students' progress and grades. As parents/guardians have immediate access to grades through *Campus Parent*, schools will no longer print and distribute progress reports and the District will no longer print and mail report cards home. Parents/Guardians who require a printed report may contact their student's school to request a copy. The District will communicate centrally through *ParentLink* with parents/guardians regarding progress reports and grade postings in alignment with the reporting calendar.

- If a parent/guardian does not have *Campus Parent*, please refer to the instructions at <https://sites.google.com/nv.ccsd.net/student-record-services/resources/parent-portal>.
- Instructions to access *Campus Parent* can be found at <https://www.ccsd.net/parents/resources/pdf/infinite-campus/CampusParentHowtoAccess2020v2.pdf>.

College and Career Readiness

College Recruitment

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

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

Advanced Placement Testing Plan

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

ASVAB Testing

ASVAB requires each high school to identify students needing ASVAB testing in Fall 2020. ASVAB requests to limit testing groups to only “essential testers” (seniors on track for the College and Career Readiness diploma or students actively considering military enlistment). The point of contact for ASVAB testing scheduling is Traci Judd, traci.d.judd.civ@mail.mil.

Career and Technical Education Assessments

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

Family Support for FAFSA Application

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

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

Truancy Letters

As student attendance is mandated for distance education, truancy letters will be reinstated in Infinite Campus for use during the 2020-2021 school year.

As attendance is an essential component related to academic success, truancy letters will provide absence totals and encourage parents/guardians to communicate with school personnel to identify causes and remove barriers to ensure optimized participation in distance education.

Beginning Monday, August 24, 2020, truancy letters can be accessed in Infinite Campus through the following pathway: Index> Attendance> Attendance Letters> ADD-Attendance> Truancy Letter (3, 6, or 9)> Preview and Print Letters.

Additionally, *No Show* procedures are available on the Student Record Services website at: <https://sites.google.com/nv.ccsd.net/student-record-services/resources/opening-of-school-procedures>. Specific action for truancy letter creation is in the *No Show Calendar* section.

Education Services Division - Academic Centers

Academic Centers will continue to provide distance education services for enrolled students. Scheduled student releases will not occur. The Education Services Division will provide guidance on the release of students in the future. For any questions or concerns, please contact Robert Tarter, Assistant Superintendent, Education Services Division at 702-855-9765.

SAT Scheduled School Sites

At this time, schools will not host test administrations for the SAT through October 2020. Participating schools must notify the College Board that they are unable to host the SAT for all testing dates through October. Information for later testing dates will be provided in the future.

Magnet Schools Virtual Recruiting

Traditional recruiting engagements hosted by the Magnet Schools and Career and Technical Academies Department will be held virtually. Alternative engagements will be organized to ensure equitable access to programs. Additionally, toolkits and workshops will be provided for school counselors to assist in the dissemination of application information for students. More information will be forthcoming prior to the start of recruiting season.

Career and Technical Education Classes/Certification

The CTE Department will continue to work with each school site to assist teachers with access to instructional resources aligning to each program's standards that may be utilized during distance education. The CTE Department will provide support to schools including assistance with Canvas, facilitating collaborative opportunities to share resources, and support for professional learning. Additionally, contingency planning is in process to assist students who are in programs requiring in-person hours for completion of programs of study. More specific information is forthcoming. Please contact the CTE Department at 702-799-8462 for further assistance.

Bullying/Cyberbullying

All laws and procedures that administrators, educators, and staff are mandated to follow under Nevada Revised Statutes (NRS) 388.1351 and Clark County School District Policy 5137, will remain in place during distance education.

Requirements for Investigation of Bullying/Cyberbullying:

1. The principal or designee will immediately take action to ensure the safety and well-being of the victim(s). During distance education, this process will still occur via telephone. **Please note email correspondence is not a sufficient form of immediate communication for the safety of the victim(s).** Additionally, the principal or designee will begin the investigation regarding the concerns.
2. Notification must be made to the parents/guardians of all pupils involved. If the report is made during school hours on a school day, the notification must be provided prior to the close of the administrative office on that same day. If the report is received after school hours, the notification must be provided the next school day. **During distance education, it is imperative**

that the *Notice of Investigation* be delivered via telephone, email, and by regular mail. The three forms of communication will serve to inform parents/guardians in a more efficient manner when access to the student(s) may be limited.

3. **During distance education, all previously established timelines must be followed.** The investigation must be completed no later than two school days after the principal or designee receives a report. If extenuating circumstances prevent the principal or designee from completing the investigation within two school days after making a good faith effort, one additional school day may be used to complete the investigation. The time limit for completing an investigation of a *Report of Cyberbullying* may also be extended to a maximum of five school days with the consent of each reported victim. There is no time limit for an investigation concerning an alleged act that constitutes sexual assault.
4. The *Written Report* must be provided to the family of the alleged bully no later than 24 hours after the completion of the investigation and made available to the victim no later than 24 hours after the completion of the investigation. **During distance education, it will be imperative to communicate with the family to make arrangements to receive the written report.**
5. A *Safety Plan*, for both the victim and the aggressor, regardless of the outcome of the investigation must be established. **During distance education, the *Safety Plan* must include procedures that each student will need to follow while in a home setting.**
6. No later than ten school days after the investigation the principal or designee must meet with the reported victim and the aggressor regardless of the outcome of the investigation. **During distance education, this will need to be done via telephone. Please note an email communication is not sufficient for the follow up.**

The principal or designee shall provide a list of resources to each family who was noticed as part of an investigation. **During distance education, please make arrangements with each family so that resources are provided.**

Distance Education Guidance for Sex Education Unit of Instruction

Teachers for Health 8 and High School Health must obtain permission from parents/guardians prior to teaching the sex education unit of instruction. The parent/guardian permission form is made available to the parents/guardians of students enrolled in these courses utilizing the school's established method of communication. The permission form for the sex education unit of instruction is embedded in the Health 8 and High School Health courses developed by the Online and Blended Learning Department. Instructions for the submission of the permission form is included in the module.

Distribution of Manipulatives

If schools are going to be sending manipulatives home, they should include a written notification to parents that the manipulatives may pose a choking hazard, which the parents should acknowledge and assume liability for in writing. The Office of the General Council can help; principals may reach out with a summary of the request via email to 0015-OGC@nv.ccsd.net for an attorney to be assigned to assist.

Social and Emotional Learning Support for Students

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

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

Action #1

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

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

Action #2

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

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

Action #3

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

- Schools will identify a Wellness Check Team consisting of an administrator, licensed educator, and registrar/clerk. Other members of the team may consist of an administrative assistant, office manager, school-based counselor(s), school social worker(s), and/or safe school professional.
- Licensed educators will make student contact on a daily basis, but a wellness team intervention may be required when gaps in attendance occur.
- Educators can offer families community resources and assist families with problem-solving why students have not been attending or progressing in school. The educator can use the information gathered to identify students who might need additional assistance from an administrator, school counselor(s), school social worker(s), or safe school professional and communicate this information to their supervisor or by submitting a referral using the Specialized Instructional Support Personnel Referral in Infinite Campus.
- *Wellness Check Guidelines*
<https://docs.google.com/document/d/1MFKQ85tWBm1dKXQMoAlK69N8VKDxXiXcdxjSox41II8>

Circulation of Print Library Books

Recommendations have been created for the circulation of print library books during full-time distance education. Refer to the recommendations at <http://bit.ly/3aawSjv>. In each school's facilitation of the circulation of library materials, it is recommended that the site administration collaborate closely with the Library Media Specialists in leading the processes.

Health and Wellness

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

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

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

Requirements Related to Health and Wellness

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

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

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

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

Social Distancing: Keep a Safe Distance to Slow the Spread

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



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

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

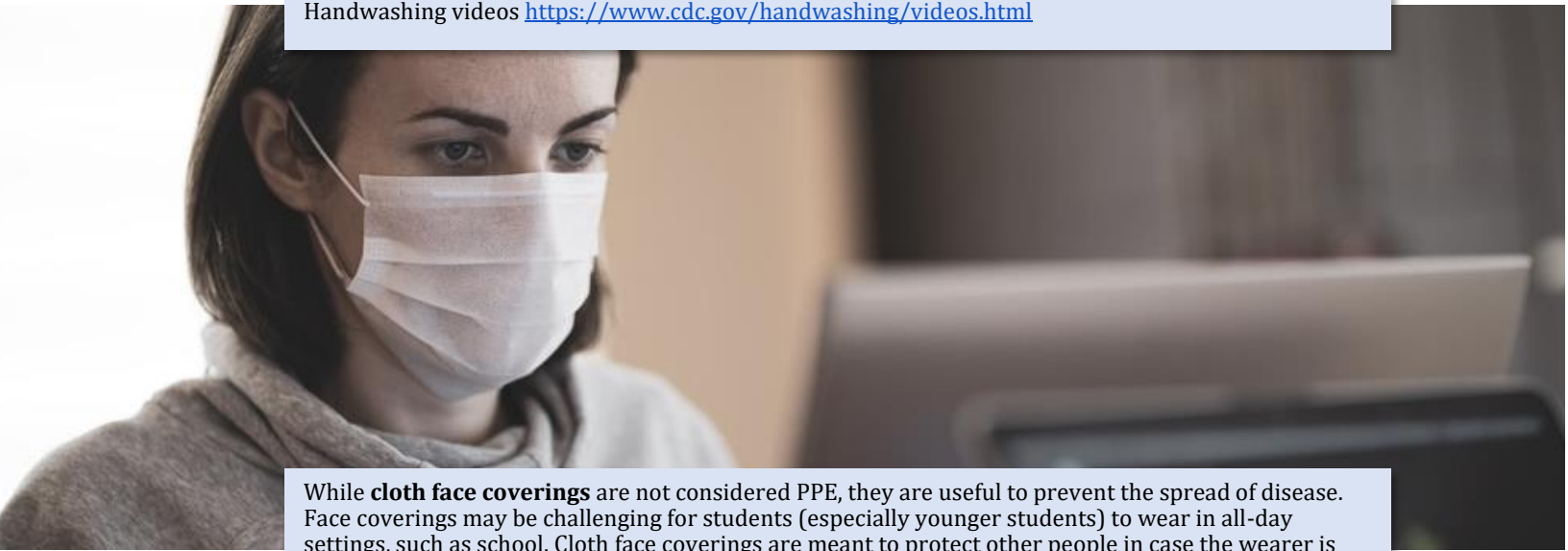
Hand hygiene is performed by washing hands with soap and water for at least 20 seconds or using hand sanitizer with 60-95 percent alcohol content until the product dries. If hands are visibly soiled, use soap and water.

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

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

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

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



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

- Face coverings must be worn by staff and visitors.
- Individuals should be frequently reminded not to touch the face (eyes, nose, or mouth) at any time, including while wearing a cloth face covering and to wash their hands frequently.
- Information should be provided to staff on proper use, removal, and washing of cloth face coverings. Note: Cloth face coverings should not be placed on:
 - Children younger than 2 years old.
 - Anyone who has trouble breathing, is unconscious, is incapacitated, or has a disability that prevents them from wearing a cloth face covering or otherwise unable to remove the cloth face covering without assistance.
 - Students unable to wear a face mask due to medical concerns not addressed in the exemption portion of the Nevada Medical Advisory Guidance, will require a note from the Licensed Health Care Provider.
- A face shield must not be worn in place of a cloth face mas at CCSD buildings.
- Masks with one-way exhalation valves and vents are not to be worn unless worn with an additional cloth face covering over it. Masks with one-way exhalation valves and vents expel exhaled air out and allow respiratory droplets to reach others, potentially spreading the COVID-19 virus.

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

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

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

For Visitors:

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

Visitor Questionnaire and Acknowledgement document (English)

<https://drive.google.com/file/d/1jrn8XlgeRpMC8QCKQM9oaUby0u31jCcI/view?usp=sharing>

Spanish Version

https://drive.google.com/file/d/1lytN4QW8ljp0qTZ6Rf_LL5-SEVhYMt5k/view?usp=sharing

For Employees:

As part of the District's Covid-19 response, a Health Check form has been developed and required for all employees working onsite in District buildings to complete at the start of their work shift. The form will start the week of August 17, 2020.

The daily health check form will display in a web browser window when the staff member logs onto their District Windows or Mac computer. If the form does not display, a shortcut with the title *Health Check* will be displayed on the desktop. Employees can also visit <https://health-check.ccsd.net/>. Employees need to log in with their AD credentials and answer symptom-related questions to complete the form. If an employee experiences log-in issues, they should visit <http://myaccount.ccsd.net> to reset their password.

Please note:

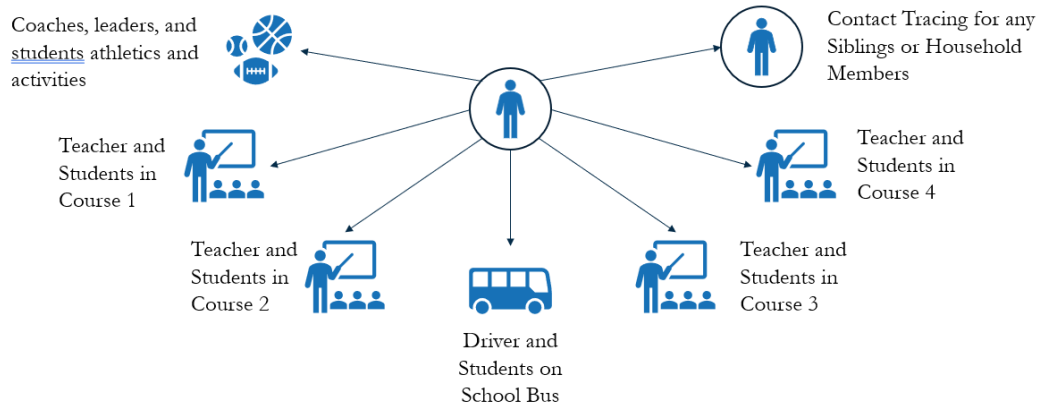
- Employees should be reminded that if they are feeling sick they should stay home and advise their supervisor. They should not come into work and then indicate symptoms or exposure on the form.
- Employees who are working at their work location must complete the *Health Check* form once per day.
- The form does not need to be completed for those who are working from home.
- The question results are stored centrally. Once completed, only staff involved in contact tracing have access to this data.

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

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

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

CONTACT TRACING



Employee COVID-19 Exposure Guidelines

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

Determining When Employees Need to Remain at Home

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

- The employee has been in **close contact** (*within 6 feet for 15 minutes or longer*) with a person known to have COVID-19.
- The employee has been **caring for a household member** with COVID-19.
- The employee has a **fever of 100.4 F or higher**.
- The employee has COVID-19 **symptoms or has received a positive COVID-19 lab test result**.

Common symptoms include fever (100.40 F or higher), chills, repeated shaking with chills, fatigue, muscle pain, headache, sore throat, vomiting, nausea, diarrhea, increasing congestion, runny nose, new cough, new shortness of breath, or new loss of taste or smell.

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

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

Gathering Information and Tracking Exposure

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

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

The supervisor will enter the information into the Employee COVID-19 Illness Tracking database at <https://bit.ly/39eRhTM> and may not disclose this information to any other person. This information is submitted electronically to the Risk Management Department and shared with the Health Services Department. Additional guidance for how to enter the information can be found at <http://ccsd.net/departments/risk-management/covid-19-information>.

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

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

Verification and Contact Tracing

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

If someone has close contact with someone known to have COVID-19 but developed COVID-19 within previous three months (result on file) and has recovered and remains without COVID-19 symptoms, they do not need to stay at home.

Teleworking or Leave

If the employee has been in close contact (<i>within 6 feet for 15 minutes or longer</i>) with a person known to have COVID-19	If the employee has been caring for a household member with COVID-19	If the employee has COVID-19 symptoms or has received a positive COVID-19 lab test result
<ul style="list-style-type: none"> Employee will remain at home in self-quarantine or seek medical attention, if necessary. <ul style="list-style-type: none"> Supervisor will encourage the employee to contact their licensed health care provider for guidance. Supervisor may authorize the employee to work from home if the employee is asymptomatic (no symptoms) or symptomatic but able to work from home. If symptomatic, and unable to work from home, the employee may request COVID-19 Emergency Paid Sick Leave at 100 percent rate of pay. <ul style="list-style-type: none"> The administrator may enter this leave type on the employee's behalf using the COVID-19 Time/Attendance Guide at https://bit.ly/3jscGxC. If the employee needs additional time, the employee may request sick leave in HCM. If the employee does not have sick leave or exhausts available sick leave, the employee may contact the Family Medical Leave Act (FMLA) Office at 702-799-5418. 	<ul style="list-style-type: none"> Employee will remain at home in self-quarantine. Supervisor may authorize the employee to work from home, depending upon job duties. If unable to work from home, the employee may request COVID-19 Emergency Paid Sick Leave at two-thirds rate of pay for a COVID-19 qualifying event involving caring for a family member/individual. <ul style="list-style-type: none"> The employee may supplement their pay with available leave. The administrator may enter this leave type on the employee's behalf using the COVID-19 Time/Attendance Guide at https://bit.ly/3jscGxC. If the employee needs additional time, the employee may request sick leave in HCM. If the employee does not have sick leave or exhausts available sick leave, the employee may contact the FMLA Office. 	<ul style="list-style-type: none"> Employee will remain at home in isolation or seek medical attention, if necessary. <ul style="list-style-type: none"> Supervisor will encourage the employee to contact their licensed health care provider for guidance. Supervisor may authorize the employee to work from home if the employee is asymptomatic (no symptoms) or symptomatic but able to work from home. If symptomatic and unable to work from home, the employee may request COVID-19 Emergency Paid Sick Leave at 100 percent rate of pay. <ul style="list-style-type: none"> The administrator may enter this leave type on the employee's behalf using the COVID-19 Time/Attendance Guide at https://bit.ly/3jscGxC. If the employee needs additional time, the employee may request sick leave in HCM. If the employee does not have sick leave or exhausts available sick leave, the employee may contact the FMLA Office.

Determining When an Employee May Return to Work

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

Symptomatic employees may return to work:

- If tested and is negative for COVID-19, once symptoms improve and negative test results provided
- OR
- If not tested but has symptom(s), after at least ten days have passed since symptoms first appeared, fever-free for 24 hours, and improvement of symptoms

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

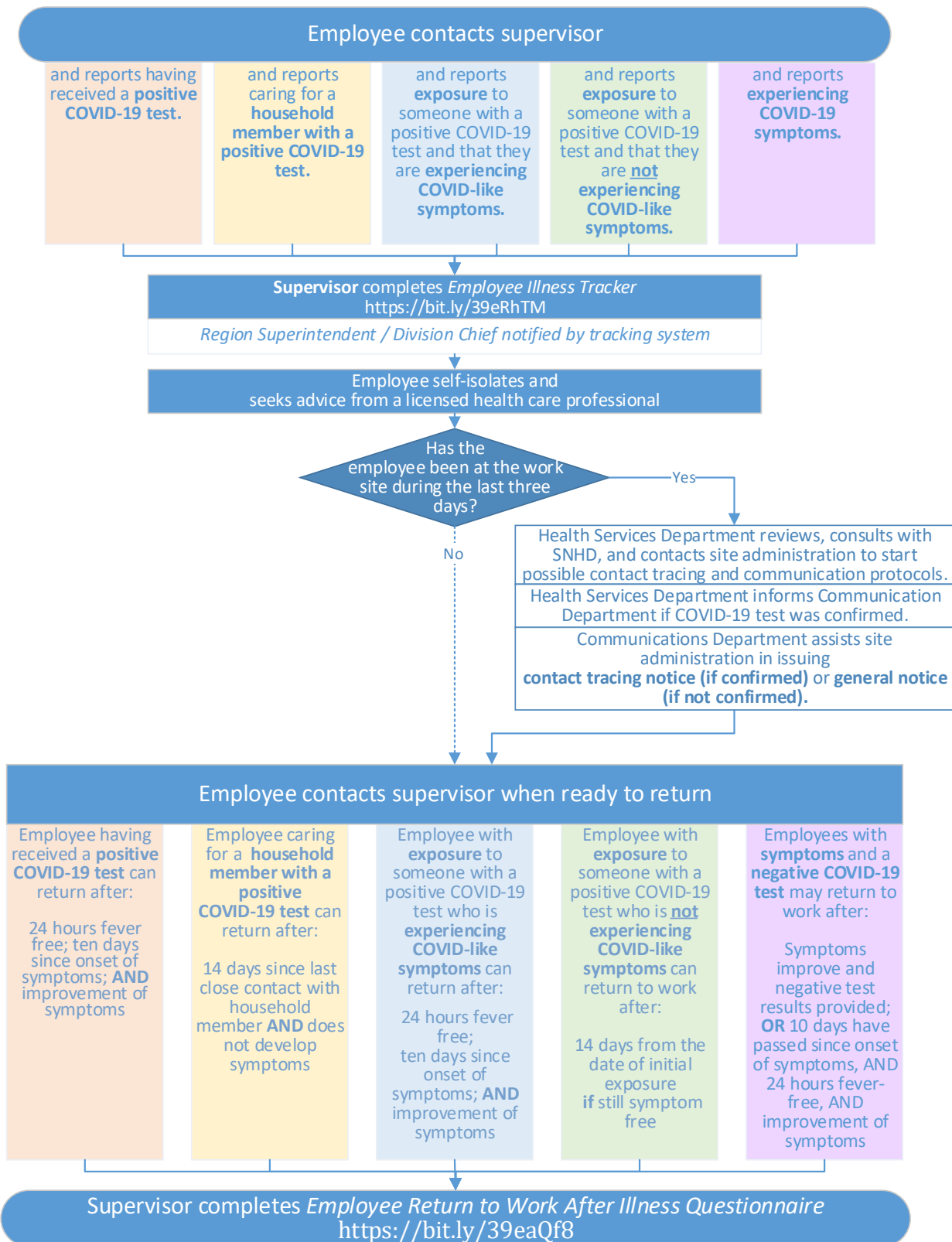
- Fourteen days since last close contact (a negative test does not allow an earlier return)
- AND
- If the employee does not develop symptoms

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

- No fever over 100.4 degrees for at least 24 hours
- AND
- Is beyond ten full calendar days since onset of symptoms
- AND
- No respiratory symptoms (cough, shortness of breath)



Employee COVID-19 Exposure Notification Workflow



Facilities

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

Sanitation and Cleaning for Staff Equipment Sharing

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

Daily Custodial Facilities Cleaning

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

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

Confirmed positive COVID-19 Custodial Facilities Cleaning:

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

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

School Lobbies

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

School Offices

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

Restrooms

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

Facility Use Agreements

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

Purchasing

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

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

Attendance

Teachers will begin taking attendance in Infinite Campus, starting **August 24, 2020**.

Exceptions:

- Sandy Valley schools on the four-day alternative calendar – attendance will start on August 10, 2020.
- Nevada Learning Academy will use the procedures for attendance that is approved in the District Distance Education Plan prior to March 2020.

Overall Procedures and Definitions

The Nevada Department of Education (NDE) provided guidance regarding student attendance in Guidance Memo 20-05 and Guidance Memo 20-07. Using the information contained in the guidance, the procedures on the following pages have been established.

Teachers are expected to take attendance daily.

- Traditional attendance coding of *P: Present, A: Absent, or T: Tardy* will be utilized and enabled for face-to-face instruction at the school site (some rural schools).
- During distance education, teachers will utilize the new Virtual Attendance, indicating student participation.

This tool resides in the same area of Infinite Campus, within the Teacher Instruction Tools (*PATH: Campus Instruction > Control Center*).

A student is considered present/participating for an attendance day and course based on the following definitions:

1. The student makes progress in their classwork leading toward mastery of the Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; **and/or**
2. The student participates in a real-time class session (e.g., attends a live Google Meet); **and/or**
3. The student meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the student's progress in the particular course.

Important Notes about Virtual Attendance Configuration

The Virtual Attendance settings allow for additional flexibility, not offered when implementing traditional attendance. These changes are outlined below.

Configuration Item	Traditional Attendance	Virtual Attendance
Number of previous days for a teacher to adjust student attendance.	Zero days - Teachers cannot make changes to attendance beyond the active day.	Seven days - Teachers can edit up to seven previous days of virtual attendance. This allows a teacher to correct student attendance when an assignment may be completed later in the evening.
Attendance code auto-populated nightly when a student is marked as absent or not checked for participation. (Full Code List)	UNV - Unverified absence, reason unknown. This code is later updated following routine attendance procedures, collecting absence excuse notes.	DNP - Distance education non-participation. This code can be removed when a teacher verifies and indicates student participation. The code can also be updated later following routine attendance procedures, and collecting absence excuse notes.

Taking Attendance

PATH: Campus Instruction > Control Center

On a designated attendance day, teachers will navigate to the Control Center (*Campus Instruction > Control Center*) in Infinite Campus. The teacher will review the sections scheduled to meet on the date and indicate the student attendance. Elementary teachers will continue taking attendance in AM and PM sections. Secondary teachers will take attendance in the sections scheduled to meet on that date.

Depending on blended learning groups, students in a section are divided into Physical and Virtual sections, as shown in the sample picture to the right.

1. The area labeled “Physical” would be used for face-to-face instruction at the school site.
2. The area labeled “Virtual” would be used for distance education attendance. Teachers will check the “Participation” box if a student meets any one of the present/participating criteria as defined by NDE.

Teachers may continue to utilize the comment fields when taking attendance and may wish to do so to indicate “Contact Attempted” for students not marked as participants for the date and course.

By utilizing the new functionality, teachers can return to using the Teacher Contact Log as designed, prior to school closures in March 2020.

REMINDER: A student is considered present/participating for an attendance day and course if:

1. The student makes progress in their classwork leading toward mastery of the Nevada Academic Content Standards and/or a course’s completion that can be verified through a learning management system or other means; [and/or](#)
2. The student participates in a real-time class session (e.g., attends a live Google Meet); [and/or](#)
3. The student meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the student’s progress in the particular course.

No-Show Procedures

The student enrollment date for the 2020-2021 school year is August 10, 2020 (exception for certain Pre-K programs that start later).

Since the school calendar starts with professional learning days, no student should be “no showed” from August 10, 2020, to August 21, 2020, unless they meet the following criteria:

- ✓ Parent/Guardian requests a withdrawal or notifies the school their child is not returning to the school for the 2020-2021 school year. Check the *No Show* box on the 2020-2021 enrollment line.

American Literature (A) - 4		1	Physical
Period 05			
STUDENT	4	4	0 0
Student, Benjamin B	<input checked="" type="checkbox"/> P	<input type="checkbox"/> A	<input type="checkbox"/> T
Student, Isabel P	<input checked="" type="checkbox"/> P	<input type="checkbox"/> A	<input type="checkbox"/> T
Student, Ryan R	<input checked="" type="checkbox"/> P	<input type="checkbox"/> A	<input type="checkbox"/> T
Student, Samantha	<input checked="" type="checkbox"/> P	<input type="checkbox"/> A	<input type="checkbox"/> T

American Literature (A) - 4		2	Virtual
Period 05			
STUDENT	4	PARTICIPATED	2
Student, Lindsey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Student, Natalie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Student, Olivia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Student, Roger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Enter the end date as the date of parent/guardian contact. Enter the appropriate withdrawal code/reason. Add any additional end comments that may be necessary.

- ✓ The school is contacted by another educational institution requesting a withdrawal and the student records. Ask the out-of-district school for the date the student will physically attend their school. Check the *No Show* box on the 2020-2021 enrollment line. Withdraw the student the day before the student's physical attendance in the new school. Enter the appropriate withdrawal code/reason. Add any additional end comments that may be necessary.

Detailed procedures and resources for school staff are available on the Student Record Services website at <https://sites.google.com/nv.ccsd.net/student-record-services/resources/opening-of-school-procedures>.

Additional Attendance Resources:

CCSD Staff Resources:

- Attendance Procedures 2020-21 - https://sites.google.com/nv.ccsd.net/student-record-services/attendance#h.p_MbO60M1CHNYp
- Supplemental Materials - https://sites.google.com/nv.ccsd.net/student-record-services/attendance#h.p_KwLH0hqRY85r
 - Supplemental PDF - Secondary - https://drive.google.com/file/d/10dEx_oaZ-uA70IJ9gPK8zU86cOySt3Zw/view
 - Video - Secondary Teacher
 - <https://drive.google.com/file/d/113MCdZ0HRnNP2r2JLzKdxJQL1MVQhIRS/view>
 - Supplemental PDF - Elementary
 - <https://drive.google.com/file/d/10dSv6Ge6kdebuMIH3Vu1cGVw9BQZ7-Hj/view>
 - Video - Elementary Teacher
 - <https://drive.google.com/file/d/112SCjjVq0kf46CKEtA0szR93pLFavpyq/view>
- CCSD Staff FAQ
 - https://drive.google.com/file/d/118b5RLPnvwHAB_pb2A0CdQrZsfZ3aw8g/view
- Virtual Attendance Monitoring - <https://sites.google.com/nv.ccsd.net/student-record-services/attendance/virtual-attendance-monitoring>
- Students Missing Blended Learning Groups or Virtual Attendance
 - <https://sites.google.com/nv.ccsd.net/student-record-services/attendance/blended-learning-group>

Attendance Resources for Parents/Guardians:

- Attendance Expectations - Reconnect Website - <https://ccsd.net/schools/back-to-school/attendance.php>
- Parent/Guardian FAQ -Included in Reopening Our Schools FAQ
 - <https://drive.google.com/file/d/1bNZEuAfgtq1AjwfFcz0zg-qZtsGE00cT/view>

Access to Technology

Device and Hotspot Information

Destiny

Destiny is the official source for device inventory and distribution. Schools are required to ensure devices are enrolled in the Google domain, labeled with a Destiny asset tag, and catalogued in Destiny for student checkout. Device checkout statistics are pulled daily from Destiny and provided for District leadership.

More information on Destiny asset management is located at:

<https://drive.google.com/drive/folders/1AsyO70435rMb0xQwS8UJh-P6ud00WNJR?usp=sharing>

Transferring Devices from School to School

As the central inventory is depleted, the User Support Services Department is working with Region Leadership to pull excess devices from school inventory to provide them to schools that need additional devices for students expressing a need.

- **Requesting Additional Devices for Expressed Need**
Schools that do not have sufficient inventory to distribute devices to students with an expressed need will submit a *Device Request Form* at:
https://docs.google.com/forms/d/e/1FAIpQLScuUW31B3o1MQmzRLBNnZWpWdosHbkQwF56N1_52wIT4EVmBw/viewform?usp=sf_link. The requests will be fulfilled as soon as inventory becomes available.
- **Transferring Devices**
Guidance for transferring devices between schools can be found in the *Inter-School Excess Device Transfer Process Guide* located at:
https://docs.google.com/document/d/1p0A_XjCr8iYpwi0Zbg5dupM-l50b9Jg4tPBZp2b-gHg/edit?usp=sharing.

Family Support Center (FSC) Tab in Infinite Campus

The FSC tab has three imported data sources. Data is imported twice a day, seven days a week at 9:30 AM and 4:30 PM. Ad hoc numbers will fluctuate as the ad hocs do not pull null values; therefore, the following counts may change as data is imported:

- Destiny file indicating if a student has a checked-out device. (Field: DO NOT CHANGE: Destiny)
- Survey data collected through the Assessment, Accountability, and School Improvement Division. (Fields: DO NOT CHANGE: Student has Internet? and DO NOT CHANGE: Student has device?)
- FSC calls to the call center. (All other fields)

Four Ad hoc queries have been prepared for use in Infinite Campus based on this data to provide important information related to students and their devices and connectivity.

- **FSC-Students Needing Device.** These students expressed a need for a device through the survey, but have not yet received a device. These students should be contacted to receive a device from the school.
- **FSC-Students Needing Connectivity.** These students expressed a need for connectivity through the survey, but have not yet been connected. These students should be referred to the FSC at 888-616-2476.

- **FSC-Students Assigned A Hotspot.** These students contacted the FSC and qualified to receive a hotspot. Hotspots will be delivered to the school, and students will be scheduled to pick up the hotspot from the school. See below in the *Hotspots* section for procedures for identifying students to receive a hotspot, and expected delivery dates.
- **FSC-Students Needing Device** (FSC Referred). These students contacted the FSC and indicated a need for a device. These students were informed to contact the school to schedule a check-out time for a device.

It is an expectation for schools to pull the available FSC Ad Hoc reports on a daily basis, and use the information to make contact with students to ensure they receive the necessary technology.

<https://docs.google.com/document/d/1iqxOFox0kES8jc58gW84b8RYOiXyTHSSBflbBm86-fk/edit?usp=sharing>

Hotspots

The FSC provides assistance to identify families who qualify to receive Clark County School District (CCSD) subsidized Internet connectivity. The connectivity may come in the form of a hotspot, depending on the circumstances. The following procedures are provided for schools to know which students will receive a hotspot, and the management of the delivery and check out of the hotspots.

- Hotspot Assignment Procedure
- The FSC determines if a student qualifies to receive a hotspot.
- The Technology and Information Systems Services Division (TISS) will determine if the student belongs to a household of multiple CCSD students, and will bundle the hotspot into the household. If multiple households are involved, multiple hotspots may be assigned.
- TISS will determine the type of hotspot the student/household may receive. Depending on the location of the student/household, the hotspot may be provided by T-Mobile or Kajeet.
- An ad hoc query entitled *FSC-Hotspots* has been provided in Infinite Campus for schools to view which students have been assigned a hotspot by the FSC.

Assignment of Hotspots to School Inventory

- In the *FamilySupportCenter-Hotspots* Google shared drive, *Hotspot Assignment* spreadsheets for each Region detail the students assigned a hotspot, the ID of the hotspot, and the service provider, as well as the committed delivery date to schools.

Shipment of Hotspots to Schools

- Hotspots will be delivered to the schools by the service provider identified for students.

Hotspot Checkout to Students

- The hotspots must be added to Destiny Textbook Manager and checked out to the identified students. Service provider specific instructions may be located in the shared drive at *FamilySupportCenter-Hotspots*.

Family Readiness – School Survey Data

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

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

Options to access the survey data:

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

Family Support Center

The Nevada COVID-19 Response, Relief, and Recovery Task Force, in coordination with community partners, has launched a statewide initiative to connect our students with Internet service and devices.

The Connecting Kids Nevada campaign invites parents/guardians to participate in the district survey to assess the need. It also promotes a newly created Family Support Center (FSC), that has live operators, Monday through Saturday, from 7 a.m. to 6 p.m. to connect families with devices and connectivity. This center is programmed to be active for sixty to ninety days.

A website, ConnectingKidsNV.org, is now live and will be updated on an ongoing basis.

The District will subsidize in-home Internet connections for families without in-home Internet connectivity who meet certain eligibility requirements through the 2020-2021 school year. The District subsidy will cover 100% of the family’s costs of the in-home Internet service during the school year. A variety of connection options are available; the FSC will help determine the appropriate options to meet the needs of the families requesting service.

The District is working closely with these community partners. We will keep you informed of developments.

More information can be found at:

<https://docs.google.com/document/d/1UavGHI43K03f0h2q88ecVbEb0348U7bpFvOkRyho6JM/edit?usp=sharing>

School Technology Readiness

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

(https://docs.google.com/document/d/1noPc_0veU0vV9iDnngrO2t7E6zISU14Sq2Rc27YoUz0/edit?usp=sharing) to prioritize the activities required to ensure the school’s technology is ready for the beginning of the school year.

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

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

<https://drive.google.com/drive/folders/1BJ7VfwogQnRc48THkGavhCYsOpOEExwlG?usp=sharing>.

Documents in this folder include:

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

School Technology Inventory

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

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

Collection

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

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

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

- Schools can request a courier pickup through the *Device Request Transport Request form* at https://docs.google.com/document/d/1QgloBN-CEZnNCb2cGUDo6CstbPDSG_3ye6ff18M8T9I/edit?usp=sharing to transport large quantities of devices from one location to another.
- 1:1 schools should ask students to return devices to the school from which they were received, particularly in the circumstance that the students are moving from Grades 5 to 6 or Grades 8 to 9.

Deployment

Schools will follow the *Checklist for Deployment* (<https://docs.google.com/document/d/1ovijhfUJbgcF2k-vhsUl-gtHt7sXUOAjcriEXCocsGs/edit>), to assign devices to students who do not have a device.

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

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

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

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

- Schools can continue to distribute Chromebooks to these students if they do not have iPads. If any Pre-K students or students served in self-contained LIF, FLS, or Autism programs were issued Chromebooks, these should be exchanged for iPads once iPads are available.
- Procedures for configuring iPads for Pre-K and self-contained program students will be distributed to SBTs and can be accessed at https://docs.google.com/document/d/1C9-DWN2LrN_KZhpHwc7MU2Q059dk8UUESxMjf0sIDlc/edit?usp=sharing. SBTs should contact the User Support Services Department for any questions related to iPad configuration.
- There is no current GoGuardian filtering solution for these devices. Schools should ensure that Parental Controls are set on the device and parents/guardians are made aware that they need to monitor their child(ren)'s activity.
- To request additional iPads for your Pre-K and Self-contained students, please complete the *Device Request Form* at: https://docs.google.com/forms/d/e/1FAIpQLScuUW31B3o1MQmzRLBNnZWpWdosHbkQwF56N1_52wlT4EVmBw/viewform?usp=sf_link. The requests will be fulfilled as soon as inventory becomes available. Schools with excess iPads may be asked to provide devices to schools in need.

Logistics

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

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

Lost/Stolen Devices

TISS and Police Services have developed protocols for the identification and tracking of CCSD mobile devices. Schools determine whether devices are lost or stolen, and identify the serial numbers associated with the assigned student numbers. A police report should be filed by the school. Depending on the situation, a device can be placed into theft/recovery mode or disabled for use.

Fees/Fines

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

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

Device Cost Table

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

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

GoGuardian

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

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

For more information on GoGuardian, including how to monitor and help resources, visit the *GoGuardian Filtering Application Guide* (<https://docs.google.com/document/d/16OGtqeD7M-q5kcBGdaWGURmTw6lig9LT854Jdstyrc8/edit?usp=sharing>).



Acceptable Use Policy (AUP) and Account Access

Students will receive access to the District's network resources unless a parent/guardian explicitly indicates the student should not have access to the District network resources.

Students are not eligible to receive access to systems or a device if a parent/guardian selects "No" during the Online Registration (OLR) process when prompted for agreement with Acceptable Use Policy (AUP), or if they have filled out a CCF-588 form indicating they do not give permission for their student to access District network resources.

Student accounts for access to District network resources are automatically enabled and disabled based upon the following logic:

- Students with an AUP marked as "Yes" are enabled.
- Students with an AUP marked as "No" are not enabled, and if found to be enabled, will be disabled.
- Students without an AUP indication in Infinite Campus are enabled and are required to abide by the AUP based on Regulation 3990.

An Ad Hoc report in Infinite Campus titled "DEMO-AUP No" has been created to assist schools in identifying students that have AUP marked as "No".



AUP Error Check Report

(Section removed)

Student Usernames and Email Addresses

Student usernames and email addresses can be found in Infinite Campus. Instructions on how to obtain this information and run the ad hoc *DEMO-Student Email Address* can be located at:

<https://drive.google.com/file/d/113VzhKURa1szyKGoQI5RHmrxeWKGwwpk/view>.

The ad hoc can be used to generate a mail merge into a letter or schools can print labels for devices or handouts. Printing the password is not recommended.

Teachers can also utilize the ad hoc or access the CCSD Standard Accounts Tab in Infinite Campus for their students and communicate the information when talking to their families.

As a reminder, the Networking Services Department did not mass-reset student passwords this year. Schools may request a password reset for all students at their school by submitting a Service Desk Ticket to the User Support Services Help Desk.

Student Password Reset

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

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

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

Athletics and Activities

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

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

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

Clubs and Activities

All clubs and activities must be conducted virtually.

Student Engagement Activities

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

Professional Learning for Educators and Training for Parents/Guardians

PROFESSIONAL LEARNING PLAN CALENDAR

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

Beginning	Administrator professional learning
July 22	
August 5	Site-specific opening plan
August 6	Teacher classroom preparation day
August 7	Site-specific professional learning
August 10-20	Professional learning modules and breakout sessions by department/grade level/PLC
August 21	Site-specific professional learning
August 24	Classes begin

Reopening Our Schools Professional Learning Overview

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

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

Parent/Guardian Training for Distance Education

- FACES and the ELL Division, in collaboration with other District and community partners, will provide academic, technical, and social-emotional parent/guardian modules through the University of Family Learning (UFL) Online. The following links provide resources for school staff. Please do not share the staff links directly with parents/guardians. The individual resources can serve as information to embed within other school communication.
 - Parent/guardian modules/videos currently available and in production (<https://bit.ly/ParentVideosInfoForPrincipals>). ** For School Staff ONLY.*
 - Additional information for schools on distance education support for families, including resources for supporting families with ELLs (<https://bit.ly/ParentTrainingInfoForSchools>) ** For School Staff ONLY.*
- Parent/guardian modules are available directly for parents/guardians and families through scheduled live/interactive virtual sessions and pre-recorded content/videos accessible at any time on the FACES Website. (<https://bit.ly/facesuflonline>). **Appropriate to share directly with parents/guardians.*
- Community centers, daycares, and other caregivers helping students engage in distance education can access the *Distance Education Support for Caregivers Guide* at <http://faces.ccsd.net/family-toolbox/distance-education-support-for-families/>.
- The Staying Active at Home Guide provides a list of resources to assist families in promoting physical activities for all students and is available at <http://faces.ccsd.net/wp-content/uploads/2020/09/Staying-Active-at-Home-English-and-Spanish-1.pdf>.
- If you have any suggestions for future modules, please email faces@nv.ccsd.net.

School Organizational Teams

All requirements related to School Organizational Teams (SOTs) are still in effect while schools operate under full-time distance education:

- Elections must take place in time for new members to be selected by October 1, 2020. Principals are responsible for student elections (secondary schools only) and parent/guardian elections at schools without a PTA/PTO.
- Specific requirements of SOT meetings still apply, although meetings must take place virtually.

Guidance related to SOTs is available at <http://reorg.ccsd.net>, including:

- How to Form SOTs
 - SOT Responsibilities
 - SOT Size and Membership
 - SOT Elections
- How SOTs Function
 - The First Meeting of the SOT
 - Developing Norms and Procedures
 - Monthly Meetings of the SOT
 - Approval of the Plan of Operation
- Consensus Building

Please remember to post agendas and minutes on the school's Web site and also to the District Web site via the form available at: <https://forms.gle/GQeyNUQzMFMDSSbi8>.

Human Resources

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

COVID-19 Work Rules and Procedures for All CCSD Employees

Pursuant to guidance and directives from Governor Sisolak, the Nevada Medical Advisory Team, and the Centers for Disease Control and Prevention, all employees are required to adhere to the following rules and procedures:

Face coverings must be worn while at work:

- When interacting in person with members of the public.
- When in any space visited by the general public, even if no one else is present. (Example: Employees who work in the lobby or entrance area of all District buildings, schools, etc., must wear a face covering at all times.)
- When in any space where food is prepared or packaged for sale or generally distributed to others. (Example: Employees must wear a face covering while in break rooms, lunchrooms, etc.)
- When walking through common areas, such as hallways, stairways, elevators, and parking facilities.
- In any room or enclosed area where other people are present. (Example: Employees must wear a face covering when using an elevator, restroom, etc.)

Social/Physical distancing must be practiced at work:

Social/Physical distancing means avoiding “close contact” with people. Close contact is being within six feet of another person for 15 minutes or longer. All employees must practice social/physical distancing while at work by:

- Maintaining at least six feet of distance between yourself and other people.
- Not gathering in groups of 50 people or more (must always practice social/physical distancing regardless of how many other people are around).

Due to the nature of the work, some positions may be unable to practice social distancing at all times. In those situations employees are required to use appropriate PPE and practice appropriate health and safety protocols (e.g., hand sanitizing) to protect themselves.

Employees may not work if infected with or exposed to COVID-19.

Employees are not allowed to work if they:

- Have been diagnosed with COVID-19;
- Have a temperature 100.4°F or higher;
- Exhibit any sign or symptom of COVID-19;
- Have been exposed* to COVID-19; or
- Are caring for a household member who is isolated at home with COVID-19.

Employees are required to report any of the above conditions to their administrative supervisor as soon as possible.

*Exposure is defined as being in close contact with a person who has confirmed positive for COVID-19 for 15 minutes or longer with less than six feet of distance.

Employees with any of these conditions should also contact their Licensed Health Care Provider concerning their health and possible COVID-19 testing.

Handwashing:

Handwashing and the use of alcohol-based hand sanitizers help to reduce the spread of COVID-19.

- Hand hygiene is performed by washing hands with soap and water for at least 20 seconds, ensuring that you have washed the front and back of your hands, between fingers and around and under fingernails. An easy way to remember the 20-second washing rule is to sing the Happy Birthday song twice while washing your hands.
- When handwashing stations are not readily available, hand sanitizer with 60-95 percent alcohol content should be used by rubbing it thoroughly over and around hands until the product dries.
- If hands are visibly soiled, use soap and water.
- You should avoid touching your face, especially your eyes, mouth, and nose, when you have not recently washed your hands or used sanitizer.

Information on COVID-19 is continually evolving and best practices are continually changing. This information is provided not only to protect you but also to protect the people you work with, students and their families, and the community.

Once again, all CCSD employees must adhere to and follow the rules and procedures set forth above. All supervisors are required to enforce these rules and procedures. If you have any questions regarding the above, contact your immediate supervisor.

Equal Employment Opportunity Commission Technical Assistance Questions and Answers

What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws

https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Staff and Student Calendars

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

Substitute Procedures

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

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

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

- All jobs require access to a telephone to make contact with students throughout the day. Block the phone number when calling the students and follow the below expectations.
 - Be welcoming, upbeat, friendly, and encouraging.
 - Review and adhere to Regulation 4100: Relationships, Interactions, and Communications Between District Employees or Representatives/Volunteers and Students: https://www.ccsd.net/district/policies-regulations/pdf/4100_P.pdf

- If the student asks about assignments from their teacher, try to assist the student. If you are unable to provide assistance, refer them to their teacher for support.
- If the student wants to discuss topics other than educational related topics, gently remind them that the purpose of the call is for assistance with school work.
- If the student exhibits or expresses any personal mental health concern, e.g., suicidal ideation, you must:
 - Take the concern seriously;
 - Ask to speak to the parent/guardian to pass on the concern;
 - Contact School Police at 702-799-5411; and
 - Document all communication regarding the concern.
- Options available for mobilizing support to support the student and family include:
 - SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting
 - CCSD Police: 702-799-5411
 - Mobile Crisis Response Team: 702-486-7865

Substitute Requests

As we transition to full-time distance education, be advised that substitute requests for vacancy, long-term, and day-to-day assignments are permitted. Additionally, substitute support professionals for qualifying positions may also be requested, as needed (i.e. SPTA, PE Aide).

All vacancy requests should be submitted to the Substitute Services Help Desk by completing and forwarding the *Substitute Services Vacancy Request Form*, emailed to principals on July 31, 2020, to 0031-substitutehelpdesk@nv.ccsd.net. Vacancy requests should be submitted no later than **August 3, 2020. This is a reminder that any changes made to vacancy requests after they have been submitted must be updated by the Substitute Help Desk.**

Vacancy and long-term substitutes who are scheduled to start on the first day of school are permitted to report on August 5, 2020 (enter time following the standard timekeeping procedures).

Long-term and day-to-day requests will continue to be submitted through SmartFind Express. Please remind staff that they are to request an absence in PeopleSoft for approval at the school site, as well as enter substitute requests in SmartFind Express.

Vacancy and long-term substitutes will continue to receive the appropriate provisions to Infinite Campus when applicable.

School sites are responsible for providing lesson plans. Substitutes have been directed to contact school sites to receive information regarding job requirements, student rosters, and any other information needed to complete their job assignment virtually.

Once the expectations for substitutes accepting day-to-day assignments has been finalized, school sites will be notified.

SmartFind Records

If the start and end times for your location have been changed, please notify the Substitute Help Desk.

Please review your employee list and notify us of any changes from the previous school year. The Substitute Help Desk will need to manually update locations and teacher schedules in SmartFind to ensure that employees are assigned to the proper location with the appropriate job description. This is crucial to ensuring that substitutes that accept positions are reporting to the correct sites. If you need assistance with this process, please contact the Personnel Assistant assigned to your school.

You may reach the Substitute Help Desk at 702-799-5420. Please see list below for email contact information.

Help Desk Staff	Email Address	Role
Christine Lourenco	lourec11@nv.ccsd.net	Secretary
Denni Forehand	forehd@nv.ccsd.net	Substitute Help Desk Analyst
Debra Alber	alberdj@nv.ccsd.net	Personnel Assistant (assigned schools A-D)
Tiffany Hughes	smithtn@nv.ccsd.net	Personnel Assistant (assigned schools E-K)
Shirley Gales	galeessa@nv.ccsd.net	Personnel Assistant (assigned schools L-R)
Sandra Camarena	camars@nv.ccsd.net	Personnel Assistant (assigned schools S-Z)

Substitute Compensation

Effective January 2020, substitute pay is being processed through the Paydata Services Department. Any inquiries regarding pay for substitutes, substitute support professionals, and/or coaches should be directed to Substitute Compensation at 702-799-2812 option #3, or may be emailed to paydata@nv.ccsd.net.

Substitute Badge Renewals

The Edward A. Greer Education Center building is currently closed to the public. A substitute, substitute support professional, or coach may request a badge renewal by appointment only. Please direct employees to call 702-799-5490 to schedule an appointment or email substitutenewhire@nv.ccsd.net. Please note that individuals with the most recent badge expiration dates will receive priority.

Expectations and Guidelines Provided to Substitutes

The following guidance has been provided to all substitute teachers:

Please be advised that all substitutes are expected to complete the virtual modules available at learn.ccsd.net. These modules are designed to assist you with navigating Canvas and the virtual classroom. You are required to complete these courses prior to accepting your first assignment. Substitutes will be compensated to complete the modules. The modules also include safety measures related to COVID19 distance learning and information about engaging students with the use of technology. You may complete these modules at your own pace.

To access the modules, go to learn.ccsd.net. Using your AD credentials, log-in and select the "Learner Dashboard" button from your home screen. There you will find the following five modules already assigned to you:

1. Plotting A Course: Quality Teaching from A Distance
2. Navigating the Seas of Digital Content: Identifying and Designing Quality Content
3. Setting Sail with Canvas LMS
4. Setting Sail with Google Classroom
5. Throw Your Live Sessions a Lifeline

Compensation will be processed within 30 days of completing all five digital learning modules.

If you have completed the training at your school site as a vacancy or long-term substitute, you are not required to complete the training again.

Upon completion of the modules, you may accept your first assignment.

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

All jobs require that you have access to a phone (to connect with students during teacher's virtual office hours, a computer, and internet connectivity where you can make contact with students throughout the day. Your CCSD Google account must also be activated as it will be the primary means of communication utilized by school sites. At all times,

- Be welcoming, upbeat, friendly, and encouraging.
- Review and adhere to Regulation 4100, Relationships, Interactions, and Communications between District Employees or Representatives/Volunteers and Students: https://www.ccsd.net/district/policies-regulations/pdf/4100_P.pdf

Lessons will be provided as synchronous opportunities (live sessions held virtually with students) and asynchronous (student independent online work without the teacher present) opportunities.

Before the start of each school day:

Call or email the office manager for daily substitute plans. Substitutes will be provided a working space with a computer at the school site during the normal school schedule. If the substitute teacher chooses to work from home using his or her own computer, the substitute teacher must communicate with the school to confirm with the school the schedule and gather pertinent information to provide instruction. If the substitute teacher chooses to stay home, he/she may also need a phone number to connect with the school as needed during the instructional day.

Follow the lesson plans provided to you. You will need to have your login information available to provide lessons virtually.

Again, it is imperative that you contact the school clerk or secretary to receive the information specific to the school site and to receive student contact information.

During the workday:

- Follow the schedule provided by the school.

If a student asks about assignments from their teacher, assist as best you can. If you are unable to provide assistance, write down the question and send an email to the teacher directly or the office manager with the question(s). They will send the question to the teacher.

- If the student in a virtual meeting exhibits or expresses any personal mental health concern, e.g., suicidal ideation, you must:
 - take the concern seriously;
 - ask the student if he or she is alone at home
 - if the student is home alone, contact School Police at 702-799-5411; and
 - document all communication regarding the concern, contact the school principal to inform him/her of the situation. School administrators may have access to additional supports for the student.
- Options available for mobilizing support to support the student and family include:
 - SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting
 - CCSD Police: 702-799-5411
 - Mobile Crisis Response Team: 702-486-7865

At the end of the school day:

- Email or call the office manager to check out.
- Provide the list, via phone or email, of students reached and any questions that arose when virtually connecting with them calling the home.

When substituting from home:

- The substitute teacher will call in the morning to check-in
- The substitute teacher will call in the afternoon to check-out

Nevada Educator Performance Framework (NEPF) Teacher and Administrator Evaluation

Teacher and administrator NEPF evaluation expectations and timelines are anticipated to remain the same for the 2020-2021 school year per NRS 391.685 and 391.705. The end dates for the three observation cycles are: Observation Cycle 1 ends on October 19, 2020; Observation Cycle 2 ends on January 5, 2021; and Observation Cycle 3 ends on March 9, 2021.

The due date of the final evaluation and the procedures for submitting final evaluations will be communicated in January 2021.

Student Teacher, Practicum Student, Observation Student, and Intern Placements

Student teachers, practicum students, observation students, and interns are not permitted to be on any school site to conduct any portion of their program while the district is providing distance education to all students. This applies regardless of a choice by a mentor teacher to report to the school campus and may not be mandated by school administration or university supervisor.

Exceptions are permitted in the following circumstances:

1. The student teacher, practicum student, observation student, or intern must pick up curriculum materials, documents, or other resources necessary to develop lessons or to provide instruction,
2. The student teacher, practicum student, observation student, or intern is required to work with confidential materials, such as a student's IEP, that are not permitted to leave the school campus ,
3. The student teacher, practicum student, observation student, or intern must physically interact with students to complete their program, such as a physical therapy intern.

Use of district computers or resources or lack of access to technology is not considered a valid exception. In all instances where an exception must be made to allow a student teacher, practicum student, observation student, or intern on campus, the time must be limited to what is needed to complete the required task and all social distancing and safety protocols must be followed.

Student Teachers

Student teachers will need to have access to Canvas and/or Google Classroom as an instructor to be able to create content, grade assignments, participate in discussions, and manage the learning environment as the instructor of the course. They will also need to provide instruction in live sessions, conduct office hours, and conduct small groups. As student teachers need as much access as the regular classroom teacher, Human Resources will be hiring student teachers as contingent workers. This will provide them access to the District email system and Google Suite, as well as Canvas.

The Pre-service Department is continuing to clear student teachers for their assignments as their background checks are returned, and we anticipate that all remaining student teachers will be cleared and provisioned with a District AD account by within the next ten days. Once student teachers have been provisioned, they will also be added to the District's distance education professional learning courses in Canvas to prepare them for their experience.

Practicum and Observation Students

Practicum and observation students need to be able to observe classes and possibly take part in leading small group instruction, whole class instruction, or answering questions and providing assistance during teacher virtual office hours.

Cooperating teachers will need to provide access to their live class sessions or virtual office hours by inviting the practicum or observation student to the Google Meet session. Teachers should invite students via their email address. Teachers should not send students the URL.

Because practicum and observation students do not typically create content, providing access to Canvas is not currently practical; however, it means that these students will not be able to participate in or respond to the message boards utilized in Canvas.

Interns (Counselors, Social Workers, Related Services, etc.)

University students completing their internships within the District will not need access to a teacher's Canvas or Google Classroom classes directly. They will need to access small group classes, and other sessions within Google Meets. Where the intern is already an employee of the District, they will have access to Google suite to create meetings in Google Meet, as necessary. Those who are outside of the District will need the assistance of their assigned mentor to assist in creating these meetings and inviting the intern just as practicum and observation students will be.

Interns that require physical access to students such as physical therapists, will need to work in collaboration with their assigned mentor and follow all safety guidelines established for these interactions.

Best Practices

Ensure that the cooperating teacher and university students have shared contact information, including email addresses. The cooperating teacher or employee will need this information to add student teachers to Canvas or Google Classroom or to invite the university student to the live session being conducted in Google Meet.

Cooperating teachers should be aware of the level of student they are hosting. Practicum and observation students and interns will not have access to Canvas; however, student teachers will have access. Cooperating teachers may need to share resources and lesson plans with practicum teachers to assist them in preparing to teach lessons in the live session. Knowing what their assigned student has access to within our system will reduce opportunities for miscommunication and confusion.

Not Permitted to Ask Employees for Medical Information or Medical History

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

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

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

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

COVID-19 Accommodations and Leave Options: Administrator Checklist

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

- See Employee COVID-19 Exposure Guidelines within this implementation guide for administrator workflow regarding self-quarantine and return to work requirements.
- Employee leave options are as follows in this order:
 - Utilize Emergency Paid Sick Leave (up to 10 days)
 - **This option expires on December 31, 2020**
 - Apply for and be granted Family Medical Leave (FML) – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District Regulation.
 - For support professionals, utilize leave donated under the ESEA COVID MOA.
 - Utilize leave from Association Sick Leave Pools with appropriate Association Approvals.
 - Be granted short-term necessity leave per Regulation 4355.
 - Apply for and be granted a Leave of Absence (LOA).

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

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

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

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

- Utilize applicable available leave per negotiated guidelines and District Regulation.
- Be granted short-term necessity leave per Regulation 4355.
- Apply for a Leave of Absence (LOA).
- Work.

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

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

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

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

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

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

Tutoring During Distance Education

During full-time distance education, District licensed educators may receive requests to tutor students. The below excerpt from District Regulation 4250, Outside Activities: All Employees, is distributed as a reminder that District policy prohibits the ability to receive compensation for tutoring students registered to the licensed educator's class. Additionally, licensed educators are not permitted to receive compensation for tutoring during regular duty hours.

III. A licensed employee shall not receive compensation to tutor a student whom the employee instructs during regular duty hours.

A. Appointments for tutoring shall be arranged so that they will not interfere with curricular or extracurricular assignments.

B. Use of public school buildings, supplies, or equipment in conducting private tutoring assignments is prohibited.

Telecommuting Considerations and Criteria

The safety of our staff and students is our top priority. The Human Resources Division established the following guidelines for discussions between supervisors and employees, including administrators, licensed educators, and support professionals wishing to exercise their preference to telecommute.

Employee preference to telecommute may be possible based on the following criteria:

- The employee's duties and responsibilities can be completed without face-to-face contact with other people at the work location.
- The employee is able to complete all of the essential functions of their job from home or a satellite location.
- Effective communication and a method for exchanging information and documents can be established and easily maintained primarily via email.
- The employee's duties and responsibilities do not require immediate access to equipment, materials, or hard copy files only available at the work location.
- The employee's duties and responsibilities can be fulfilled while meeting organizational security and confidentiality requirements. (Note: Employees are prohibited from removing confidential information from the work location.)
- Telecommuting is in alignment with school and/or department operational needs. (i.e., Administrators may determine that a minimum number of employees are necessary to adequately maintain the operations, service, and work productivity levels at the physical work location.)

Note that all classroom teachers and classroom support professionals explicitly have discretion to manage their classrooms from home, from their classrooms, or a combination of both.

Employees who have been allowed to telecommute during full-time distance education must be prepared to return to work, in person, at their physical work location when necessary and as determined by the District. All employees must be available during scheduled work hours and meet their contractual obligations.

There are certain positions in which employee discretion to telecommute is not possible because they do not meet the criteria previously listed. Additionally, there are certain positions and job functions where telecommuting is simply not feasible and the employee must physically report to their work location in order to perform the tasks associated with their position.

Employees who have not been allowed to telecommute and who are pregnant or have a medical condition (disability) that may warrant reasonable accommodations, may be directed to the Office of Diversity and Affirmative Action/ADA and Title IX Programs, who will work with them and their immediate supervisor in exploring additional/other possible accommodation options. If additional reasonable accommodations cannot be identified and/or if the employee refuses to accept any of the reasonable accommodations offered which would allow them to return to work, then that employee will need to contact the Human Resources FMLA Office to explore any available leave options they might

have inclusive of FMLA (where applicable). Additionally, employees who have other reasons for not reporting to the work location may contact their supervisor and/or the FMLA Office to explore available leave options.

Employees with more specific questions or concerns that have not been addressed in these communications, should discuss them with their immediate supervisor.

What is Telecommuting?

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

When to use Telecommuting?

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

Telecommuting Checklist

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

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

Appearance and Conduct Expectations for Employees Who Telecommunicate

Please review to ensure that all employees are aware and adhere to the professional dress/grooming standards and expectations while utilizing video and/or voice teleconference with colleagues, parents/guardians, and students while telecommuting.

It is expected that while employees are performing their professional duties through video and/or voice teleconference with colleagues, parents/guardians, and students that they adhere to District Regulation 4280:

Dress and Grooming: All Employees, which reads in part:

I. Community Standards

The Clark County School District reserves the right to insist that the dress and grooming of employees are within the limits of generally accepted community and professional standards.

II. Educational Environment

Employee dress and appearance play a vital part in the projection of a professional image. This professional image contributes to the establishment of a positive learning environment; enhances administrator, teacher, and support professional effectiveness in working with students; allows the employee to model for students appropriate dress and appearance in the workplace; and enhances the professional image of school personnel within the community at large.

III. Responsibility

The site or department administrator will ensure that employees who are supervised by that administrator meet the standards.

IV. Attire and Grooming Standards

A. The following are not considered to be appropriate attire:

1. For men: Jeans with tears or ragged edges, shorts, tank tops, muscle shirts, sweat suits, or warm-ups, collarless t-shirts, spandex/lycra as an outer garment or similar tight outfits;
2. For women: Jeans with tears or ragged edges, shorts or skirts more than four inches above the knee, provocative shirts, tank or crop tops, muscle shirts, sweat suits, warm-ups, spandex/lycra as an outer garment or similar tight outfits; and
3. Slippers, house shoes, work boots, thongs, and other similar foot apparel.

B. All employees are expected to exemplify grooming standards in a manner that projects an appropriate image for the employee, the school, and the District.

1. Employees shall keep the hair neatly groomed. Beards and mustaches shall be neatly groomed;
2. Employees shall not wear facial jewelry, excluding earrings; and
3. Employees shall not wear on the outside of their clothing jewelry or similar artifacts that may be considered obscene or distracting, may cause disruptions, or which may present a safety hazard to the employee and those with whom they work. Hats are not to be worn inside the work site building.

All employees while performing their professional duties are also expected to adhere to District Regulation 4231: Alcohol and Controlled Substances (Drug) Testing, which reads in part:

- IV. C. An employee will be subject to dismissal for possession, use or being under the influence of illicit drugs, use of or being under the influence of medically prescribed drugs which may negatively affect the employee's ability to perform assigned duties; or for drinking, consumption, or being under the influence of alcohol during working hours.

For purposes of this subsection, the term “illicit drugs” shall not include marijuana/THC, if the possession, use, or state of being under the influence of marijuana is:

1. Done by a non-safety-sensitive employee;
2. Done in a manner that is lawful pursuant to Nevada law;
3. Is not done during working hours; and
4. Is not done on any District property, at any District-related activity or event, or while performing any District work.

Police officers and safety-sensitive employees are not allowed to possess, use, or be under the influence of marijuana/THC at any time.

Volunteers

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

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

Employee Badge Renewal Process and Lost ID Badges

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

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

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

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

ESEA Site Visits

ESEA Article 8-4 provides:

"Three (3) non-district employee representatives of the Association may communicate with individual Employees or group of Employees during the individual employee's work breaks or lunch period. The conduct of such business shall be such as not to interfere with the individual employee's duties. **The Association Representatives must check in with the Appropriate Administrator upon entering the building, office area, or work site in order to identify themselves, to facilitate the purpose of visit, and to make arrangements to communicate with a particular Employee or group of Employees.**"

Specifically, ESEA Association representatives must follow the same protocols currently in place for visitors to CCSD buildings. (Refer to the Reopening our Schools Implementation Guide, section entitled, "Procedure for Visitor or Employee Entry on a School Campus or District Facility Property".)

- ESEA representatives must email the site administrator to make an appointment.
- They must wear cloth face coverings upon entry to school buildings.
- Social distancing of six feet or more should be observed.

- Encourage routine handwashing or hand sanitizing. For example, before and after check-in procedures.
- They must be screened using a symptom self-check form.
- They must be provided with a visible visitor badge or sticker to indicate proof of screening.
- They must sign a form attesting to being symptom-free for the past 14 days and not have recently been exposed to anyone known to have tested positive for COVID-19. (Visitor questionnaire and acknowledgement document.)

Additionally, ESEA representatives may indicate their preferred meeting location. Administrators will provide them with a location with which to conduct business and meet with employees in a safe and confidential manner.

Meal Distribution Plan

September 9, 2020 – December 31, 2020

The District received a waiver from the USDA and will be able to provide free school meals to all children 2 - 18 years of age. Meals will be distributed under the Summer Food Service Program (SFSP) guidelines outlined by the United States Department of Agriculture (USDA).

Onsite Meal Distribution

Meal Pickup Times/Sites

In an effort to expand the coverage area, meal services will be offered at designated school sites from Monday through Friday, excluding any school holidays identified in the school calendar.

Sites

To verify a school site is serving meals or to find the nearest location along with service times, click on the link: <https://ccsdfs.info/mealdistribution>

Note: Locations that have multiple schools in close proximity to each other have been combined into one designated site and the operational hours have been expanded to ensure proper coverage. Please see the list at the bottom of the page for those locations and times.

Non-combined Sites Service Times:

- Elementary Schools: 7:00a.m. – 10:00a.m.
- Middle Schools: 10:00a.m. – 1:00p.m.
- High Schools: 11:00a.m. – 2:00p.m.

How to Pick up Meals

NOTE: Students do not need to be with their parent/guardian to pick up meals and parents/guardians do not need their children with them to pick up meals.

Students and Parents/Guardians are able to arrive at any designated school site to pick up their bagged breakfast and lunch meals.

Parents/guardians with students attending multiple schools have the flexibility of picking up meals at one location of their choice.

Drive thru lines and walk-up lines will be identified and utilized in the parking lot of the designated sites.

Upon arriving on campus (walking or driving) students and parents/guardians must wear a face covering while receiving meals.

Students and Parents/Guardians picking up meals will be asked:

- If possible, have the student ID card present when picking up meals
- OR
- If a student ID card is not present, then please verbally provide the following information:
 - Name(s) of students
 - Student Identification Number(s)
 - School Location(s)

- Grade level(s) of students

No food consumption will be allowed in the cafeteria or on school campus.

Meals

The grab and go bags will consist of a breakfast and lunch meal with instructions on proper storage and heating.

Special Diets

Parents/guardians of students with approved special diets may request to pick up their meals at their enrolled site or contact the Food Service Department at 702-799-8123 x5122 to make arrangements to pick up at an alternate location. Up to five days' worth of meals will be distributed for special diet meals only.

Frequently Asked Questions

Q: When and where can meals be picked up?

A: For a complete list of locations and service times please visit <https://ccsd.nutrislice.com>

Q: How many meals can be picked up at a time?

A: One breakfast meal and one lunch meal per child per day.

Q: Can both breakfast and lunch be picked up at the same time?

A: Yes, both breakfast and lunch can be picked up at the same time.

Q: Are menus available?

A: Yes, menus are available online at <https://ccsd.nutrislice.com>

Q: What is needed for meal pick up?

A: If possible, have the student ID card present when picking up meals

OR

If a student ID card is not present then please be able to verbally provide the following information:

- Name(s) of students
- Student Identification Number(s)
- School Location(s)
- Grade level(s) of students

Q: Where at the school will the meals be distributed from?

A: Meals will be distributed from the parking lot at each school.

Q: How long will these meals be provided?

A: Meals will be provided following USDA guidelines under this model through December 31, 2020.

Q: Will COVID-19 safety procedures be in place?

A: Yes, upon arriving on campus (walking or driving) students and parents/guardians must wear a face covering while receiving meals.

Students and Parents/Guardians will also be required to stand on designated floor markings to maintain proper distancing.

Frequently Asked Questions – Special Diets

Q: How do I order my children's medically approved special diet meals?

A: Please refer to the following Website for instructions:

<https://www.ccsd.net/departments/food-service/special-diets>

Q: Where do I pick up my child's medically approved special diet meals?

A: Special diets may be picked up at the school of attendance or with advanced notice of at least four working days at an alternate school location. Please contact the Food Service Department at 702-799-8123 x5122 for assistance.

Q: Can I receive more than one day of special diet meals at one time?

A.: Yes, the plan is to provide a week (five days) of meals at one time only for students on special diets.

Combined Sites & Service Times

Service has been moved/combined with a nearby location for the following sites with adjusted service times.

School Site	Meal Distribution Location	Service Times
Sunrise Mtn HS	Bailey MS	10:00am - 2:00pm
Hickey ES	Herr ES	7:00am - 10:00am
Sandy Miller ES	Monaco MS	7:00am - 1:00pm
Lynch ES	Monaco MS	7:00am - 1:00pm
Diaz ES	Heard ES	7:00am - 10:00am
Cortez ES	Heard ES	7:00am - 10:00am
Rundle ES	Keller ES	7:00am - 10:00am
Global Community HS	Desert Pines HS	11:00am - 2:00pm
Cambeiro ES	Lunt ES	7:00am - 10:00am
Squires ES	JD Smith MS	7:00am - 1:00pm
Von Tobel MS	Jeffers ES	7:00am - 1:00pm
Mccall ES	Bridger MS	7:00am - 1:00pm
Clyde Cox ES	Wooley ES	7:00am - 10:00am
Lowman ES	Manch ES	7:00am - 10:00am
Scott ES	Johnston MS	7:00am - 1:00pm
Watson ES	Findlay MS	7:00am - 1:00pm
Hayden ES	Duncan ES	7:00am - 2:00pm
Legacy HS	Duncan ES	7:00am - 2:00pm
Guy ES	Wolfe ES	7:00am - 10:00am
Scherkenbach ES	Bilbray ES	7:00am - 10:00am
Peterson Behavioral	Centennial HS	11:00am - 2:00pm
Eisenberg ES	Kahre ES	7:00am - 10:00am
Mcmillan ES	Katz ES	7:00am - 10:00am
Lummis ES	Becker MS	7:00am - 1:00pm
Palo Verde	Rogich MS	10:00am - 2:00pm
Wilhelm ES	Sedway MS	7:00am - 1:00pm
Claude Perkins ES	Sedway MS	7:00am - 1:00pm
Desert Rose	Jo Mackey MS	7:00am - 1:00pm
ATA HS	Veterans HS	11:00am - 2:00pm
Adcock ES	Garside MS	7:00am - 1:00pm
Ries ES	Tarkanian MS	7:00am - 1:00pm
Cartwright ES	Gehring ES	7:00am - 10:00am
Berkley ES	Fais MS	7:00am - 1:00pm
Hill ES	Wiener ES	7:00am - 10:00am
Roberts ES	David Cox ES	7:00am - 10:00am
Vanderburg ES	Twitchell ES	7:00am - 10:00am
Treem ES	White MS	7:00am - 1:00pm
Thorpe ES	White MS	7:00am - 1:00pm
Cowan	White MS	7:00am - 1:00pm
Garrett MS	Boulder City HS	10:00am - 2:00pm
Chaparral High School	Woodbury, C.W. MS	10:00am - 2:00pm
King, Martha P. ES	Mitchell, Andrew ES	7:00am - 10:00am

Section V Frequently Asked Questions

Responses to frequently asked questions are available at: <https://bit.ly/30x4a9e>.

CCSD- CCEA Frequently Asked Questions Full Time Distance Education

(September 3, 2020)

Please refer to frequently asked questions and answers focusing on the implementation of full-time distance education in the Clark County School District (CCSD).

Nevada Educator Performance Framework (NEPF)

1. How will the NEPF be implemented this year?

Teacher and administrator NEPF evaluation expectations and timelines are anticipated to remain the same for the 2020-2021 school year per NRS 391.685 and 391.705. The end dates for the three observation cycles are:

- *The first observation cycle ends on October 19, 2020;*
- *The second observation cycle ends on January 5, 2021; and*
- *The third observation cycle ends on March 9, 2021.*

The due date of the final evaluation and the procedures for submitting final evaluations will be communicated in January 2021.

2. How will administrators be trained in evaluating distance education through the NEPF? How can we ensure that there is consistency and validity in evaluations?

The Nevada Department of Education's (NDE) NEPF In-Person, Hybrid and Distance Learning Guidance document was released in August 2020. Professional learning sessions for administrators are currently being developed by NDE and will be shared with Nevada's Regional Professional Development Programs by the first week of September 2020. The first professional learning sessions will be offered as either virtual or on-demand sessions. An additional layer of professional learning will be developed to share best practices for supervising through distance education. CCSD's Academic Unit is also developing professional learning for administrators focusing on the implementation of the NEPF evaluation cycle within full-time distance education. Professional learning will include the creation and implementation of Student Learning Goals and observation cycles.

Technology, Devices, and Connectivity

3. Educators are expected to use personal equipment, WiFi, and cell phones. What can be done to offset the increased expenses to educators?

The following information is provided by the Human Resources Division for guidance to educators for distance education:

Employee preference to telecommute may be possible based on the following criteria:

- *The employee's duties and responsibilities can be completed without face-to-face contact with other people at the work location.*
- *The employee is able to complete all of the essential functions of their job from home or a satellite location.*
- *Effective communication and a method for exchanging information and documents can be established and easily maintained primarily via email.*
- *The employee's duties and responsibilities do not require immediate access to equipment, materials, or hard copy files only available at the work location.*

- *The employee's duties and responsibilities can be fulfilled while meeting organizational security and confidentiality requirements. (Note: Employees are prohibited from removing confidential information from the work location.)*
- *Telecommuting is in alignment with school and/or department operational needs.*

Note that all classroom teachers and classroom support professionals explicitly have discretion to manage their classrooms from home, from their classrooms, or a combination of both. In summary, if an educator is unable to meet the criteria for the telecommute preference, including providing the connectivity and technology resources they need to fulfill their job responsibilities, they have the explicit discretion to manage their classroom responsibilities from their classrooms.

4. What are the procedures if there is an Internet outage?

CCSD's connection to the Internet is provided through Cox Communications. If there is an outage affecting the CCSD network, the Technology and Information Systems Services Division will work with Cox Communications to determine the source of the outage and an estimated time for the service to be restored. That information will be communicated districtwide.

Households should contact their provider for information on outages and when services should be restored. If there is a Cox Communications outage affecting a large geographical area, CCSD and Cox Communications will jointly develop communications for distribution through appropriate channels. Affected students will work on assignments independently as provided by their teachers.

Canvas Implementation

5. Canvas is cumbersome for young students. Will professional learning continue throughout the school year? *Yes, Canvas professional learning will continue throughout the school year. Short videos are being developed and opportunities are being created for live webinars for later playbacks.*

6. How often do educators need to be on Canvas?

Teachers' instruction includes synchronous, asynchronous, audio conferencing, Canvas, video conferencing, virtual office hours, etc. Synchronous (real-time learning) as a minimum should be as follows:

- *Primary (Grades Pre-K-2): 60-90 minutes per DAY*
- *Intermediate (Grades 3-5): 90-120 minutes per DAY*
- *Middle (Grades 6-8): 120 minutes per WEEK per COURSE, for each of the four courses*
- *High (Grades 9-12): 60-90 minutes per WEEK per COURSE, for each of the six to eight courses*

Synchronous time includes live sessions for co-teaching, small group instruction, large group instruction, and one-on-one instruction.

7. What are the requirements of Google Classroom or Canvas?

Teachers can access content and other tools, such as Google Classroom from within Canvas. In other words, the two can be used together. Google Meet can be used to conduct student-based, video conferencing experiences.

8. Did CCSD buy all the components of Canvas? If not, what was not purchased?

CCSD purchased the following components of Canvas for Grades Kindergarten-5 (NDE purchased Canvas for Grades 6-12):

- *Canvas subscription for all CCSD staff and students.*
- *Canvas subscription to the training portal where teachers may access training videos to better navigate Canvas; accessible in the Help Tab.*

- *Canvas Studio video application subscription that is an add-on to Canvas where teachers can create video lessons.*
- *Course Templates: Schedule/calendar templates for teacher use. These are found in Commons and can be used by any teacher.*

9. Why was the Canvas conference feature removed?

The Canvas conference feature is a third-party application that only has the capability to host ten teachers at a time.

10. Are students allowed in separate breakout rooms?

If the teacher is able to navigate between the rooms on a frequent basis and monitor, this can be accomplished by maintaining a list of the Google Meet links used as small group breakout rooms.

11. Many educators do not feel that they are skilled enough in Canvas to create an engaging and effective learning space. Why didn't CCSD create a template to be given to educators?

Canvas content was provided to core content class teachers in Grades 6-12. These resources and content are being built for elementary schools, middle schools, and Special Ed self-contained programs, and CCSD is releasing resources and content to these educators as it becomes available. CCSD recognizes that the elementary needs are greater in relationship to Canvas content. As a result of this need to create content for elementary teachers in Canvas, other resources have been purchased to assist elementary teachers specifically (i.e., SmartyAnts, Nearpod). Additionally, Discovery Education and Nevada Distance Learning have created content that can be accessed by educators throughout the state.

Health and Safety Concern

12. CCSD buildings have temperature checks. Why aren't they being implemented at the school building level?

The District is following the guidelines from the Centers for Disease Control and Prevention and the Southern Nevada Health District. Based on these guidelines, the limited effectiveness of temperature checks may be outweighed by the potential harms at school sites. Specifically, since congregating in small spaces increases the spread of infection, the volume of staff and students arriving at a school building would pose a greater risk.

13. Please explain the requirements for wellness checks. Why has this fallen on teachers rather than social workers, counselors, etc.?

Student wellness remains a priority. Each school's Multidisciplinary Leadership Team (MLT) should focus on the frequency of wellness checks and the appropriate intervention strategies for students. The District establishes basic guidelines and procedures regarding the purpose and function of the MLT and wellness checks; however, the frequency of wellness checks may be determined by what is required and necessary for individual schools and classrooms aligned with the varying needs of individual students. In most circumstances, the MLT will identify students in need of frequent or daily wellness checks.

A tiered approach to wellness checks may require more frequent and daily wellness checks with students who are not participating regularly in distance education or exhibiting other signs that require ongoing, regular assistance. Students who are requiring more frequent wellness checks should be communicated through a phone call or Google Meet. Students demonstrating a lesser need or showing active participation during distance education may not require daily wellness checks and email correspondence may occur for these students and the interactions between the teacher and student may be less frequent.

Instructional Day

14. How are office hours being implemented daily?

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

15. High school educators have the ability to schedule a full day of virtual office hours. In elementary school, educators are trying to force office hours into some blocks during the day. If you are meeting with small groups in a day, when are those virtual office hours?

Each school has a weekly schedule for distance education of which virtual office hours are a required component. Each school varies on how virtual office hours are implemented and is dependent upon course load, schedules, and personnel.

Student Accountability

16. How will student attendance be determined?

Teachers are expected to take attendance daily. A student is considered present/participating for an attendance day and course based on the following definitions:

- *The student makes progress in their classwork leading toward mastery of the Nevada Academic Content Standards (NVACS) and/or a course's completion that can be verified through a learning management system; and/or*
- *The student participates in a real-time class session (e.g., attends a live Google Meet); and/or*
- *The student meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the student's progress in a particular course.*

17. Distance education will compromise student testing integrity (e.g., MAPS and other assessments). How will CCSD ensure that assessments are valid?

As MAP Growth is implemented through distance education, educators and students will implement the assessment to the best of their ability to gain academic information on students focusing on the NVACS in reading and mathematics. MAP Growth will be administered remotely for all students in Grades Kindergarten-10 with proctoring support from parents/guardians in collaboration with the classroom teacher. It is important to note that additional assistance may be provided for primary students. Guidance on test administration protocols can be found at <https://bit.ly/MAPremote>, and digital resources are available to educators and parents/guardians to support remote proctoring. The MAP Growth fall testing window has been extended through September 30, 2020

18. The procedures for WIDA screener testing are problematic and will put our most susceptible students at risk. What alternative does CCSD have instead of bringing the students in to the school site for testing?

The WIDA screener testing is currently being conducted at schools while following strict safety protocols and social distancing to ensure the safety of all students and personnel. In the event students are unable to be screened, the Nevada Department of Education has granted the Clark County School District a waiver that allows the face-to-face screening of students to commence when face-to-face learning begins in schools. Under this waiver, students must be screened within 30 days of returning to any form of in-person instruction. In the event that the waiver is applied to a given school, schools will provide provisional English

Substitutes

19. What type of training is provided to substitutes?

Substitute guest teachers are required to take five courses in the Enterprise Learning Management System before they are able to accept an assignment while in full-time distance education. The courses are:

- *Plotting A Course: Quality Teaching From A Distance*

- *Navigating the Seas of Digital Content: Identifying and Designing Quality Content*
- *Setting Sail with Canvas LMS*
- *Setting Sail with Google Classroom*
- *Throw Your Live Sessions a Lifeline*

20. Will substitutes have similar access to Canvas?

Yes, substitute guest teachers will have similar access to Canvas. The school site is responsible for adding substitute guest teachers to the Canvas classes of the teacher for which they are covering, and educators will provide a link with limited access in order to carry out the instruction for the specified day(s). It is imperative that substitute guest teachers are provided a lesson plan by the school site.

21. From an elementary standpoint, there seems to be a huge shortage in substitutes. Traditionally, educators are asked to take on more students to cover the class of a colleague who is out. If educators are doing that, how will they be compensated by stepping in and teaching the other classes?

During full-time distance education, CCSD does not anticipate a shortage of substitutes being the same as they were during in-person instruction. As a result, CCSD does not anticipate this being a consistent issue. There is currently no contractual provision that provides for additional compensation for teaching additional students in this circumstance.

Privacy Issues

22. What are the requirements for recording synchronous learning? Instructions for recording synchronous learning have been different from school to school. Most educators are being told that they need to record their lessons, but they are not comfortable doing so. They also feel awkward not doing what their administrator is telling them to do. What options does an educator have since, ultimately, it is their responsibility?

Though student engagement in synchronous (real-time) learning sessions is highly valued, there are times when circumstances outside of a student's control may prevent the student from participating in the synchronous sessions. Educators are encouraged to record synchronous sessions while not publicly disclosing the personally identifiable information of students. "Personally Identifiable Information" means student faces, student likenesses, student names, or any other information about the student that would allow the student to be identified, including, without limitation, school, grade, IEP, health information, student discipline, or anything else that would tend to identify the student or lead to identification of the student.

The following guidance is provided to help educators facilitate the recording of synchronous sessions while protecting student information privacy in alignment with the Federal Education Rights and Privacy Act (FERPA). Additional recommendations will be released to better clarify the practice of recording synchronous sessions for special education self-contained classrooms.

All educators must attempt to obtain an Authorization for Release of Education Records (<https://drive.google.com/file/d/1oCW-dxaSL6TlkjU7BzCfHPS2ar8V4RZE/view>) for every student. If authorization is not provided for every student, it is permissible to record synchronous sessions while not publicly disclosing the personally identifiable information of students by using the following strategies:

- *Utilize two Google Meet sessions simultaneously during a single class session. In this scenario, the teacher attends both sessions simultaneously, students attend one session, and the teacher records the other session. (<https://esccsd.instructuremedia.com/embed/e620e334-cc31-4675-89bc-acd931a80549>).*
- *Consider using headphones and a microphone and refrain from using student names.*
- *Create and record a single mini-lesson without students on the instructional concept.*

- Record a video without students that recaptures the main ideas of the lesson (<http://training.ccsd.net/wp-content/uploads/2020/08/google-meet-and-distance-education.pdf>).

Educators must explain to students that the sessions will be recorded for students who missed the sessions and are not for distribution or use by others. Students cannot share or post the recordings and may not independently record the sessions.

The educator must determine how to deliver the content of the lesson to the absent student(s). The educator should access one of the options listed above or identified in the CCSD Reopening Implementation Guide to ensure lessons are captured and student learning continues.

23. Third-party apps are being blocked from CCSD that will make materials more accessible to students. Will CCSD begin allowing the use of those apps that will make learning easier for students (e.g., KAMI)?

CCSD has the ability to whitelist, or make accessible, Web sites determined to be educational appropriate. If a site is blocked, it can be recommended for review by the Content Permission Committee and added to the whitelist.

Middle School Concerns

24. The first grading period occurs after the first two weeks students are back. How will the first grading period be addressed?

The middle school grading window for Quarter Grade A has been extended to September 11, 2020, to balance the number of school days between grade postings during the first term.

General Concerns

25. Since enrollment numbers are low, how will surplus work this year?

Surplus will follow the same process as it did this past fall. Essentially, principals will submit their budgets and if positions are reduced, a virtual surplus meeting will be held versus an in-person surplus meeting.

26. What is to stop NDE and CCSD using this as a pretense for massive layoffs?

This is a challenging situation that has impacted funding. Additionally, if enrollment is not as anticipated, staffing adjustments may need to be made. The surplus process will be an indication of the school-based staffing needs. As of August 24, 2020, CCSD has 409 classroom teaching vacancies.

27. If you change your mind and decide to work from school instead of home, or vice versa, what are the procedures for communicating with administrators? Can you teach the first half of the day from work and the second from home?

The procedure is to notify your administrator of your preference, including dates and specific schedule details. The administrators are in charge of ensuring proper scheduling in the buildings to ensure the appropriate arrangements for proper social distancing, etc. are made. Advance notice of the educator's choice may be required for purposes of planning and coordinating, as needed. If teaching from home half the day and teaching from school half the day is communicated in advance and does not pose a scheduling or instructional problem, this is acceptable. Travel time would need to occur during the lunch break.

28. What are the protocols and procedures for student teachers? Are they allowed in the building or are they only working remotely?

Student teachers are contingent workers so they may be provisioned to have access to be invited to their cooperating teacher's sessions. Student teachers are not allowed in the building and are only working remotely. It is possible that there may be times that the student teacher needs to pick up curriculum documents or other items from the school that are necessary to develop a lesson or provide instruction. If that is the case, the student teacher and cooperating teacher should inform the building administrator and the student teacher should only stay on campus long enough to collect the needed items.