Reconnecting with Our Students

STUDENT SUCCESS IS THE CENTER OF OUR WORK

Dr. Brenda Larsen-Mitchell, Deputy Superintendent
REQUIREDMENTS AND GUIDANCE

Reference 3.01
Reconnecting with Our Students

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.
NEVADA’S PHASE 2 SOCIAL DISTANCING REQUIREMENTS

“County school districts…must ensure that occupancy shall not exceed the lesser of 50% of the listed fire code capacity of a single space within a school site or fifty persons in an appropriately sized space that enables all social distancing requirements to be satisfied.”

Six feet of social distancing per person

—Declaration of Emergency Directive 021 - Phase 2 Reopening Plan
Reconnecting with Our Students

CCSD SOCIAL DISTANCING PROTOCOLS

- Approximately 50% of students may attend school on any day due to space limitations
- 50% general education bus capacity*
- Assemblies, performances, large performing arts classes, and athletic events restricted

* Based on guidance from the Southern Nevada Health District
“…districts/schools should create reopening plans to address multiple potential reopening scenarios, including full-time distance education for all students, in-person instruction following social distancing protocols, and hybrid learning…”

—Nevada Department of Education Guidance Memorandum 20-05
PATH FORWARD
PROGRAMS OF DISTANCE EDUCATION REQUIREMENTS

Reconnecting with Our Students

- Daily student-teacher contact
- Appropriate education for all students with access to distance education and access to a teacher during the instructional day
- Professional learning
- Nutrition services
- Weekly parent updates

—Nevada Department of Education Guidance Memorandum 20-05
DISTANCE EDUCATION PLANS REQUIREMENTS

- Contingency plans and ability to transition between in-person instruction, full-time distance education, and hybrid learning model to accommodate social distancing
- Access to technology and Internet connectivity
- Academic needs and support
- Student/staff social and emotional needs and support
- Student attendance
- Professional learning
- Assistance and advice for parents and families

—Nevada Department of Education Guidance Memorandum 20-05
CONSIDERING ALL OPTIONS
EVALUATION CRITERIA

- Health and Safety of Students and Staff
- Student Learning
  - Instruction
  - Social and Emotional Wellness
- Financial Impact
- Feasibility
- Community Impact
- Choice
- Risk

Reconnecting with Our Students
Reconnecting with Our Students

Considered Options as Recommended by the Reopening Our Schools Working Group and Subject Matter Experts

- Half-Day Sessions
- Certain Days
- Certain Weeks
- Delayed Start
- Adjusted Start for Students
- Year-Round Schools
- Quarter-Based Courses
- Semester-Based Courses
- Blended Learning
- Secondary Online
CONSIDERED OPTION: HALF-DAY SESSIONS

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 50% occupancy allows for social distancing</td>
<td>● Cohort A dismissal and Cohort B arrival relatively close together increases the risk of overlap between cohorts</td>
</tr>
<tr>
<td>● Nutrition would be provided every day on campus</td>
<td>● Concerns about quality of instruction with only three hours per cohort, which would be shortened by arrival/dismissal procedures</td>
</tr>
<tr>
<td>● Face-to-face instruction and connection with school adults and peers every day</td>
<td>● PM cohort at a learning disadvantage</td>
</tr>
<tr>
<td>● Smaller class sizes to enrich and accelerate learning</td>
<td>● Funding for technology/access, professional learning, transportation, PPE, cleaning supplies, and food services</td>
</tr>
<tr>
<td>● Parents would identify a preference of AM or PM</td>
<td>● Enhanced cleaning requires a full eight-hour shift with existing custodial staffing levels (This is a no-go challenge)</td>
</tr>
</tbody>
</table>

Cost to staff at this level is $14.8 Million for 530 additional custodial positions. Additional transportation costs could exceed $13 Million, and additional food services costs could exceed $1.9 Million.

Half of the students attend face-to-face instruction in the morning; half of the students attend face-to-face instruction in the afternoon.
CONSIDERED OPTION: CERTAIN DAYS

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 50% occupancy allows for social distancing</td>
<td>● Access concerns need to be addressed</td>
</tr>
<tr>
<td>● Separate attendance days lessens the risk of overlap between cohorts</td>
<td>● Comprehensive teacher, student, and parent training/preparation required</td>
</tr>
<tr>
<td>● Face-to-face instruction and connection with school adults and peers multiple days each week</td>
<td>● Transportation routing</td>
</tr>
<tr>
<td>● Smaller class sizes to enrich and accelerate learning</td>
<td>● Funding for technology/access, professional learning, transportation, PPE, cleaning supplies, and food services</td>
</tr>
<tr>
<td>● Enhanced cleaning requires a full eight-hour shift with existing custodial staffing levels; this can be completed between cohorts</td>
<td>● Three days for childcare/supervision</td>
</tr>
<tr>
<td>● Parents could identify a preference of cohort</td>
<td></td>
</tr>
</tbody>
</table>

Half of the students attend face-to-face instruction two days; half of the students attend face-to-face instruction on two different days.
## CONSIDERED OPTION: CERTAIN WEEKS

### Benefits
- 50% occupancy allows for social distancing
- Separate attendance days lessens the risk of overlap between cohorts
- Enhanced cleaning requires a full eight-hour shift with existing custodial staffing levels; this can be completed between cohorts
- Smaller class sizes to enrich and accelerate learning
- Parents could identify a preference of cohort

### Challenges
- Face-to-face instruction and connection with school adults and peers only occurs every other week
- Comprehensive teacher, student, and parent training/preparation required
- Transportation routing
- Funding for technology/access, professional learning, transportation, PPE, cleaning supplies, and food services
- Opposed by 54% of survey respondents
- Daily childcare/supervision every other week

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Half of the students attend face-to-face instruction one week; half of the students attend face-to-face instruction the other week.

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Instructional and social and emotional concerns
**CONSIDERED OPTION: DELAYED REGULAR START**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Return to normalcy</td>
<td>● Contracts/pay would need to be adjusted/considered</td>
</tr>
<tr>
<td>● Normal engagement in school</td>
<td>● Calendar would need revision</td>
</tr>
<tr>
<td></td>
<td>● Risk of Nevada’s Phase 4 not happening</td>
</tr>
<tr>
<td></td>
<td>● Risk of reoccurrence and incredible difficulty switching to another model if reverting to Nevada’s Phases 3, 2, or 1</td>
</tr>
</tbody>
</table>

*Delay the start of the school year to allow for regular reopening.
Assumes a return to Nevada’s Phase 4 by the delayed start date.*

Fails to meet Nevada Department of Education Guidance to plan for reopening in Phase 2
CONSIDERED OPTION: ADJUSTED START FOR STUDENTS

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allows for intensive professional learning and preparation for teachers, students, and families</td>
<td>• Calendar would need revision</td>
</tr>
<tr>
<td>• Ability to increase the quality of teaching and learning for teachers, parents, and students</td>
<td></td>
</tr>
<tr>
<td>• No change to teacher contract/pay</td>
<td></td>
</tr>
<tr>
<td>• Nevada Department of Education has allowed a total of ten staff development days for 2020-2021</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted start day for students only and the implementation of ten staff development days at the beginning of the school year. Appropriate for Nevada’s Phase 2 reopening.
## Considered Option: Year-Round Schools

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Next-to-normal instructional experience for students, teachers, and families</td>
<td>• Reduction of population by approximately ( \frac{1}{5} ) does not allow for the social distancing guidelines to be met (This is a no-go challenge)</td>
</tr>
<tr>
<td>• Parents could identify a preference of track</td>
<td>• Additional costs all around</td>
</tr>
<tr>
<td></td>
<td>• Does not allow for enhanced cleaning between groups of students</td>
</tr>
<tr>
<td></td>
<td>• Opposed by 60% of survey respondents</td>
</tr>
<tr>
<td></td>
<td>• Childcare/supervision during track breaks</td>
</tr>
</tbody>
</table>

Implement a year-round school schedule, which typically reduces the number of students on campus at any time by approximately \( \frac{1}{5} \).

Does not meet social distancing requirements

Estimated additional cost of at least $80 Million
CONSIDERED OPTION: QUARTER-BASED COURSES

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lessens the burden of managing six separate classes online at once</td>
<td>• Significant shift for teachers</td>
</tr>
<tr>
<td></td>
<td>• Stakeholders determined that moving to quarter-based courses would be too difficult to implement for this fall</td>
</tr>
<tr>
<td></td>
<td>• Likely to be difficult for families to understand</td>
</tr>
</tbody>
</table>

Implement quarter-based courses rather than year-based courses. Intended to be considered along with distance education or blended learning.
**CONSIDERED OPTION: SEMESTER-BASED COURSES**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>● One staggered passing period at the secondary level promotes social distancing and groups no larger than 50</td>
<td>● Significant shift for teachers</td>
</tr>
<tr>
<td>● Lessens the burden of managing six to eight separate courses online at once; students would only take four courses</td>
<td>● Might be difficult to implement but semester-based course scheduling is similar to block scheduling</td>
</tr>
<tr>
<td>● Students would have access to eight classes each year; allows for repeat within the same year, if necessary</td>
<td>● Likely to be difficult for families to understand</td>
</tr>
<tr>
<td></td>
<td>● Secondary schools would have to remain in semester-based courses for the year</td>
</tr>
</tbody>
</table>
CONSIDERED OPTION: BLENDED LEARNING

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Makes many other options possible</td>
<td>● Access concerns need to be addressed</td>
</tr>
<tr>
<td>● Allows for social distancing</td>
<td>● Comprehensive teacher, student, and parent</td>
</tr>
<tr>
<td>● Allows for separate attendance days, which lessen the risk of</td>
<td>training/preparation required</td>
</tr>
<tr>
<td>overlap between cohorts</td>
<td>● Funding for technology/access and professional</td>
</tr>
<tr>
<td>● Allows for regular face-to-face instruction and</td>
<td></td>
</tr>
<tr>
<td>connection with school adults and peers</td>
<td></td>
</tr>
<tr>
<td>● Allows for enhanced cleaning, which requires a full eight-hour shift</td>
<td></td>
</tr>
<tr>
<td>with existing custodial staffing levels</td>
<td></td>
</tr>
<tr>
<td>● Allows for the possibility of transportation routing with</td>
<td></td>
</tr>
<tr>
<td>some changes</td>
<td></td>
</tr>
<tr>
<td>● Allows for parents to identify a preference of cohort</td>
<td></td>
</tr>
</tbody>
</table>

Some instruction in person, some instruction via distance education. Must be considered along with other options.
CONSIDERED OPTION: SECONDARY ONLINE ONLY

Benefits

- Supports social distancing requirements
- Frees up space to possibly expand elementary (and/or middle) schools

Challenges

- No face-to-face instruction or connection with school adults and peers
- Access concerns need to be addressed
- Comprehensive teacher, student, and parent training/preparation required
- Funding for technology/access and professional learning
- Student access
- No choice for secondary (or high school) families

Secondary (or just high school) students participate in full-time distance education.

Instructional and social and emotional concerns
## Considered Options

As recommended by the Reopening Our Schools Working Group and Subject Matter Experts.

<table>
<thead>
<tr>
<th>Option</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-Day Sessions</td>
<td>Not Able to Clean between Cohorts/Cost</td>
</tr>
<tr>
<td>Certain Days</td>
<td></td>
</tr>
<tr>
<td>Certain Weeks</td>
<td>Instructional and Social and Emotional Concerns</td>
</tr>
<tr>
<td>Delayed Start</td>
<td>Fails to Meet Requirements</td>
</tr>
<tr>
<td>Adjusted Start for Students</td>
<td></td>
</tr>
<tr>
<td>Year-Round Schools</td>
<td>Fails to Meet Requirements/Cost</td>
</tr>
<tr>
<td>Quarter-Based Courses</td>
<td>Overly Complex</td>
</tr>
<tr>
<td>Semester-Based Courses</td>
<td></td>
</tr>
<tr>
<td>Blended Learning</td>
<td></td>
</tr>
<tr>
<td>Secondary Online</td>
<td>Instructional and Social and Emotional Concerns</td>
</tr>
</tbody>
</table>
CCSD RECOMMENDATION

Adjusted Start Date for Students

• Students, families, and educators will engage in resources provided to help them prepare for teaching and learning and health and safety requirements.
• Licensed staff and instructional support professionals will engage in intensive professional learning.

Blended Learning: Certain Days

• Students attend school for face-to-face instruction two days each week.
• Students learn online outside of school three days each week.

Semester-Based Courses for Secondary Students

• Year-long courses will be condensed to one semester.
• Students will take only four courses in one semester.
ANALYZING OUR RECOMMENDATION
Reconnecting with Our Students

ANALYZING OUR RECOMMENDATION

- Adjusted Start Date for Students
- Blended Learning: Certain Days
- Semester-Based Courses for Secondary Students

EVALUATION CRITERIA

- Health and Safety of Students and Staff
- Student Learning
  - Instruction
  - Social and Emotional Wellness
- Financial Impact
- Feasibility
- Community Impact
- Choice
- Risk
### Nevada’s Phase 2 Requirements

- 50% fire code capacity
- Groups of 50 people or less
- Six feet of social distancing per person
ANALYZING OUR RECOMMENDATION

HEALTH AND SAFETY OF STUDENTS AND STAFF

CDC Recommendations

- Promoting Behaviors that Reduce Spread
  - Face Coverings
  - Hand Washing
  - Hand Sanitizing
- Maintaining Healthy Environments
  - Cleaning
  - Avoiding Shared Objects (Student Desks)
  - Food Service
- Maintaining Healthy Operations
  - Cohorts of Students
- Preparing for When Someone Gets Sick
  - Established Processes
  - Contact Tracing
    - Limiting Teacher Caseload
    - Limiting Passing Periods

Adjusted Start Date for Students
Blended Learning: Certain Days
Semester-Based Courses for Secondary Students
ANALYZING OUR RECOMMENDATION

Adjusted Start Date

- Time for schools to develop safety processes and protocols
- Professional learning for educators
- Increase the quality of teaching and learning
- Teacher contract and pay timelines remain the same
- Nevada Department of Education allows a total of ten professional learning days for the 2020-2021 school year
- Calendar would need revision
ANALYZING OUR RECOMMENDATION

Blended Learning: Certain Days

- Allows for regular face-to-face instruction and connection with school adults and peers
- Smaller class sizes to promote acceleration
- Access concerns need to be addressed
- Comprehensive teacher, student, and parent training/preparation required
ANALYZING OUR RECOMMENDATION

Semester-Based Courses for Secondary Students

- Students only have to manage four courses at one time in a blended learning structure (versus six to eight courses)
- Students throughout the District would have equal access to eight courses
- Promotes equity and access with services and supports for all students
  - English language learners and students with disabilities would be able to enroll in all required courses and receive additional support
- Promotes acceleration of student learning
- Might be difficult for families to understand

Adjusted Start Date for Students

Blended Learning: Certain Days

Semester-Based Courses for Secondary Students
Semester-Based Courses for Secondary Students

- Teacher caseload of approximately 108 to 144 students
- Two hours of instructional time each face-to-face meeting allows for both review from online and in-depth instruction
- Promotes the use of labs and equipment, as equipment may only need to be cleaned one time
- Significant shift for teachers
- Secondary schools would have to remain in semester-based courses for the year
- Challenges with AP/IB/dual credit courses
Reconnecting with Our Students

ANALYZING OUR RECOMMENDATION

Adjusted Start Date for Students
Blended Learning: Certain Days
Semester-Based Courses for Secondary Students

STUDENT LEARNING
INSTRUCTION AND
SOCIAL AND
EMOTIONAL WELLNESS

Semester-Based Courses for Secondary Students

- Regular peer and adult connections
- Equity in access to electives and tier I instruction for English language learners and students with an IEP or 504 plan
- Access to school counselors and social workers
- Guidance for student engagement in distance education
- Supporting counselors and social workers to participate in regular professional learning
- Reduced course load for teachers and students
- Deeper student-teacher interaction due to reduced teacher caseload

Reference 3.01
ANALYZING OUR RECOMMENDATION

- Achievable if sufficient additional recovery funding is available
- Unknown FY21 budget
- Funding for technology/access, professional learning, transportation, PPE, cleaning supplies, and food services

FINANCIAL IMPACT
ANTICIPATED COSTS (REVISED ESTIMATE)

<table>
<thead>
<tr>
<th>Item</th>
<th>Approximate Anticipated Cost*</th>
<th>Potential Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Chromebooks to Achieve 1:1</td>
<td>$28 Million</td>
<td>ESSER†</td>
</tr>
<tr>
<td>School Infrastructure to Support 1:1 WiFi</td>
<td>$30 Million</td>
<td>Bond Funds</td>
</tr>
<tr>
<td>GoGuardian Software for Chromebooks</td>
<td>$1.7 Million</td>
<td>ESSER</td>
</tr>
<tr>
<td>Learning Management Support Licenses</td>
<td>$1.4 Million</td>
<td>ESSER</td>
</tr>
<tr>
<td>Professional Learning for Licensed, Substitute, and Support Professional Employees</td>
<td>$3 Million</td>
<td>ESSER</td>
</tr>
<tr>
<td>Instructional Materials and Resources</td>
<td>$10 Million</td>
<td>ESSER</td>
</tr>
<tr>
<td>Nevada Learning Academy Elementary School</td>
<td>$1 Million</td>
<td>ESSER</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1.5 Million</td>
<td>FEMA/General Fund</td>
</tr>
<tr>
<td>Personal Protective Equipment (PPE)</td>
<td>$15 Million</td>
<td>ESSER/FEMA</td>
</tr>
<tr>
<td>Additional Cleaning and Custodial Supplies</td>
<td>$225,000</td>
<td>FEMA/General Fund</td>
</tr>
<tr>
<td>Food Services</td>
<td>$2.2 Million</td>
<td>Enterprise Fund</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$91.8 Million</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Initial cost only. Additional recurring operational costs may be required.  
† Elementary and Secondary School Emergency Relief Fund
ANALYZING OUR RECOMMENDATION

- Meets requirements
- Avenues are available to request waivers from legal requirements where needed
- Achievable with existing support structures
- Achievable within the time requirements
Reconnecting with Our Students

ANALYZING OUR RECOMMENDATION

- Adjusted Start Date for Students
- Blended Learning: Certain Days
- Semester-Based Courses for Secondary Students

○ Three Days for Child Care/Supervision

COMMUNITY IMPACT
Parents/guardians can indicate a cohort preference

Parents/guardians can choose a full-time distance education option
ANALYZING OUR RECOMMENDATION

- Risks of increase in Covid-19 cases, changing conditions, and changing guidance are mitigated by the ability to transition between face-to-face, distance education, and hybrid models.

- Risks related to implementing dramatic changes in practice, without critical information, including the FY21 budget.
INSTRUCTIONAL MODEL

PROPOSED REOPENING SCHOOLS PLAN
### Proposed Reopening Schools Plan

#### ALL GRADE LEVELS
#### THREE STUDENT COHORTS

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Cohort A</strong></td>
<td>![House Icon]</td>
<td>![House Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
</tr>
<tr>
<td><strong>Student Cohort B</strong></td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![House Icon]</td>
<td>![House Icon]</td>
</tr>
<tr>
<td><strong>Student Cohort C</strong></td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
<td>![Laptop Icon]</td>
</tr>
</tbody>
</table>

- **Face-to-Face Instruction**
- **Distance Education**

Enhanced Cleaning Between Cohorts

Reference 3.01
ELEMENTARY SCHOOL INSTRUCTION

**Face-to-Face Instruction**

Daily Instruction in Grades K-5:
- Language Arts
- Reading
- Mathematics
- Social Studies/Science
- Specials

**Distance Education**

- Teacher Virtual Office Hours
- Prepared Lecture Materials
- Independent Work
- Acceleration

**Potential Elementary School Schedule**

- **8:00-8:50** Teacher Prep Periods
- **8:50-9:20** Teacher Work Time/AM Duty/ Breakfast in the Classroom
- **9:20-11:10** Reading
- **11:10-11:40** Specials
- **11:40-12:25** Mathematics
- **12:25-1:05** Brain Break & Lunch
- **1:05-1:30** Mathematics
- **1:30-2:20** Language Arts
- **2:20-3:00** Social Studies/Science
MIDDLE SCHOOL INSTRUCTION

**Face-to-Face Instruction**

Year-long courses will be condensed to one semester. Students will take only four courses in one semester:
- English/Reading
- Mathematics
- Social Studies/Science/Elective
- Health/PE/Computers/Elective

**Distance Education**

- Teacher Virtual Office Hours
- Prepared Lecture Materials
- Independent Work
- Acceleration

**Potential Middle School Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:39-8:00 a.m.</td>
<td>Teacher Work Time</td>
</tr>
<tr>
<td>8:00-10:30 a.m.</td>
<td>Course 1 or Course 3*</td>
</tr>
<tr>
<td>10:30-11:00 a.m.</td>
<td>Staggered Passing†</td>
</tr>
<tr>
<td>11:00-1:00 p.m.</td>
<td>Course 2 or Course 4</td>
</tr>
<tr>
<td>1:00-2:00 p.m.</td>
<td>Staggered Lunch</td>
</tr>
<tr>
<td>2:00-2:50 p.m.</td>
<td>Teacher Prep Periods</td>
</tr>
</tbody>
</table>

* Nutrition and restroom breaks with staggered times to ensure social distancing.

† Passing periods minimized with staggered times to ensure social distancing.
HIGH SCHOOL INSTRUCTION

Face-to-Face Instruction

Year-long courses will be condensed to one semester. Students will take only four courses in one semester:
• Course assignment/selection depends on individual student academic plans.

Distance Education

• Teacher Virtual Office Hours
• Prepared Lecture Materials
• Independent Work
•Acceleration

Potential High School Schedule

6:39-7:00 a.m.  Teacher Work Time
7:00-9:30 a.m.  Course 1 or Course 3*
9:30-10:00 a.m. Staggered Passing†
10:00-12:00 p.m. Course 2 or Course 4
12:00-1:00 p.m. Staggered Lunch
1:00-1:50 p.m.  Teacher Prep Periods

* Nutrition and restroom breaks with staggered times to ensure social distancing.
† Passing periods minimized with staggered times to ensure social distancing.
## Sample Students

### Jackie, Grade 10

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Course 1</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>Chemistry H</td>
</tr>
<tr>
<td>Course 2</td>
<td>Course 2</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Course 3</td>
<td>Course 3</td>
</tr>
<tr>
<td>English</td>
<td>English 10 H</td>
</tr>
<tr>
<td>Course 4</td>
<td>Course 4</td>
</tr>
<tr>
<td>Geography</td>
<td>AP Human Geo</td>
</tr>
</tbody>
</table>

### Noah, Grade 8

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Algebra I H</td>
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<td>Course 2</td>
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<td>Course 3</td>
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<tr>
<td>PE/Health</td>
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<td>Course 4</td>
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<td>Geography</td>
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<td>PE II</td>
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</table>
SAMPLE STUDENT: JACKIE

Monday

![Online Lessons]

Algebra II H
Elective
English 10 H
PE II

Tuesday

![School Visits]

Algebra II H
Elective

Wednesday

![Hands-on Activities]

Algebra II H
English 10 H
PE II

Thursday

![Virtual Support]

Teacher Virtual Office Hours
Prepared Lecture Materials
Independent Work
Acceleration
Well-Being Check-Ins

Friday

![Well-Being Check-Ins]

Differentiated Instruction
Interactive Discussions
One-on-One Instruction
Hands-on Lessons and Labs
Well-Being Check-Ins
SAMPLE STUDENT: NOAH

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Teacher Virtual Office Hours
Prepared Lecture Materials
Independent Work
Acceleration

Differentiated Instruction
Interactive Discussions
One-on-One Instruction
Well-Being Check-Ins
### SAMPLE STUDENT: MAX

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**Differentiated Instruction**
- Interactive Discussions
- One-on-One Instruction
- Hands-on Lessons and Labs
- Well-Being Check-Ins

**Teacher Virtual Office Hours**
- Prepared Lecture Materials
- Independent Work
- Acceleration
- Well-Being Check-Ins
SUPPORTING OUR ENGLISH LANGUAGE LEARNERS

Teachers
Guidance on responsibility and accountability for English language learners during distance education
Professional learning
ELL Google classrooms

Students
Virtual reading centers
Language camps
Tutoring
Lesson extension
Tiered support

Families
Outreach efforts with schools
Translation support
Assistance for families in languages other than English and Spanish
Parent/guardian information and resources
SAMPLE STUDENT: JESSICA

- Grade 6
- Receives English Language Learner Services and Supports

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Course 1</strong></td>
<td><strong>Course 1</strong></td>
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<tr>
<td>Fundamentals of</td>
<td>Math 6</td>
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<tr>
<td>Mathematics</td>
<td>English Language</td>
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<tr>
<td><strong>Course 2</strong></td>
<td><strong>Course 2</strong></td>
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<tr>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td><strong>Course 3</strong></td>
<td><strong>Course 3</strong></td>
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<tr>
<td>English Language</td>
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<tr>
<td><strong>Course 4</strong></td>
<td><strong>Course 4</strong></td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>PE/Computers</td>
</tr>
</tbody>
</table>
SAMPLE STUDENT: JESSICA
MEETING THE NEEDS OF OUR STUDENTS WITH DISABILITIES

Providing Free and Appropriate Public Education

Navigating Distance Education

Providing Related Services

Providing Special Programs

Pre-Kindergarten
SUPPORT FOR MEETING THE NEEDS OF OUR STUDENTS WITH DISABILITIES

**Teachers**
- Professional Learning
- Specially Designed Instruction

**Families**
- Family Support and Engagement
- Direct Communication with Families

Reference 3.01
SAMPLE STUDENT: EMILY

Monday
- Mathematics
- Reading
- Language Arts
- Science
- Social Studies
- Specials

Tuesday
- Mathematics
- Reading
- Language Arts
- Science
- Social Studies
- Specials

Wednesday
- Teacher Virtual Office Hours
- Prepared Lecture Materials
- Independent Work
- Acceleration
- Well-Being Check-Ins

Thursday
- Mathematics
- Reading
- Language Arts
- Science
- Social Studies

Friday
- Speech Pathology
- Teletherapy
- Specially Designed Instruction in Mathematics

Differentiated Instruction
Interactive Discussions
One-on-One Instruction
Hands-on Lessons and Labs
Well-Being Check-Ins
Specially Designed Instruction in Mathematics

Reference 3.01
Reconnecting with Our Students

KEY GOALS FOR COLLEGE AND CAREER READINESS

- Maintain equitable access
- Implement programs with fidelity
- Provide options for students
- Remain creative and flexible
- Align plans with requirements of program
CAREER AND TECHNICAL EDUCATION

Curriculum Implementation

- Level 1 courses online
- Level 2 and 3 courses through a hybrid model
- Flipped classroom
- Creative schedules

Licensing and Certification

- Prioritize in-person instruction for programs that require clinical and lab hours
- Ongoing conversations to ensure compliance with training

School Support

- Ongoing professional learning
- Resources for schools to ensure completion of programs
- Enrichment and career exploration activities through a hybrid model
MAGNET SCHOOLS

Curriculum Implementation
Creative schedules to offer magnet programs for the year
Leverage NVLA and blended learning

Recruiting
Reimagined traditional recruiting strategies
Virtual workshops
School counselor professional learning
Focus schools
Expanded targeted recruiting plans
Marketing strategies

Application Process
Expanded application window
Weekly data monitoring to ensure diversity of applicants
ADVANCED PLACEMENT

Curriculum Implementation

Free access to AP Classroom

Curriculum can easily be converted to online platform

Student Preparation

School-driven creative solutions
INTERNATIONAL BACCALAUREATE

Curriculum Implementation

MyIB website Programme Resource Center

Online instructional resources for IB Diploma Programme courses available for purchase

Student Preparation

IB Diploma Programme requirements

School-driven creative solutions
DUAL CREDIT

**Implementation**

Potential to begin courses prior to start of school
May have use of tech centers at specific campuses
Partnering institutions are working to align their approaches

**Partnerships**

Nevada System of Higher Education
College of Southern Nevada
University of Nevada, Las Vegas
Nevada State College
## SAMPLE STUDENT: ALEX

- Grade 11

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Course 1</strong>&lt;br&gt;AP English Language and Composition</td>
<td><strong>Course 1</strong>&lt;br&gt;French III H</td>
</tr>
<tr>
<td><strong>Course 2</strong>&lt;br&gt;Elective</td>
<td><strong>Course 2</strong>&lt;br&gt;Elective</td>
</tr>
<tr>
<td><strong>Course 3</strong>&lt;br&gt;Precalculus</td>
<td><strong>Course 3</strong>&lt;br&gt;Physics H</td>
</tr>
<tr>
<td><strong>Course 4</strong>&lt;br&gt;AP US History</td>
<td><strong>Course 4</strong>&lt;br&gt;AP Extended Social Studies Lab</td>
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SAMPLE STUDENT: ALEX

<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>AP English Lang/Comp</td>
<td>Precalculus</td>
<td>AP English Lang/Comp</td>
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<td>Elective</td>
<td>AP US History</td>
<td>Precalculus</td>
<td>Precalculus</td>
<td>AP US History</td>
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</tbody>
</table>

Differentiated Instruction
Interactive Discussions
One-on-One Instruction
Hands-on Lessons and Labs
Well-Being Check-Ins

Teacher Virtual Office Hours
Prepared Lecture Materials
Independent Work
Acceleration
Well-Being Check-Ins
Device Deployment Plan

Expressed Need → One-to-One

School-Based Inventory – 126,068 as of July 1, 2020

August Deployment of Existing School-Based Inventory

ESSER Devices and Supply Chain Timeline

True one-to-one potentially realized by Fall 2020

Elements of "expressed need" may still be required to ensure no student is left without a device
## 2020-2021 School Year Begins (August 2020)

<table>
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<tbody>
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<td></td>
<td><strong>Aug. 1</strong></td>
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<tr>
<td><strong>July 1</strong></td>
<td>12-month employees begin</td>
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<tr>
<td><strong>July 22</strong></td>
<td>11-month employees begin</td>
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<tr>
<td><strong>July 29</strong></td>
<td>10-month employees and new licensed employees begin</td>
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**August 5**  Returning licensed employees and 9-month support professionals begin

**August 10**  2020-2021 School Year Begins

**August 10-21**  Staff Development Days (No School for Students)

**August 24**  Classes Begin

Reference 3.01
The following four staff development days would be removed from the calendar:
- Monday, September 14, 2020
- Monday, October 5, 2020
- Tuesday, November 3, 2020
- Monday, April 26, 2021

Ten staff development days would be added to the calendar:
- Monday, August 10, 2020, through Friday, August 24, 2020

Classes would begin for students on Monday, August 24, 2020.
The following unassigned days would be moved:
- Monday, November 2, 2020, moved to Tuesday, November 3, 2020 (Election Day - previously a staff development day)
- Monday, January 4, 2021, moved to Wednesday, January 6, 2021
- Tuesday, January 5, 2021, moved to Wednesday, January 13, 2021
- Monday, February 8, 2021, moved to Wednesday, February 10, 2021

The winter break would now end on Friday, January 1, 2021. Classes would resume on Monday, January 4, 2021.
# 2020-2021 Cohort A and B Face-to-Face Instructional Days

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Total</th>
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<tbody>
<tr>
<td>Cohort A</td>
<td>32 Days</td>
<td>37 Days</td>
<td>69 Days</td>
</tr>
<tr>
<td>Cohort B</td>
<td>31 Days</td>
<td>38 Days</td>
<td>69 Days</td>
</tr>
</tbody>
</table>
The needs of our vulnerable population will continue to be managed utilizing leave options or ADA accommodations.

Leave and ADA checklists/processes will be included in the implementation guide for schools and divisions/department heads.

Possible Leave Options Include:
- FFCRA (Families First Coronavirus Response Act)
- Various leave balances in alignment with Negotiated Agreements
- FML
- Unpaid leave
- Sick leave donation (support professionals)
- Sick leave pool
- ADA
PROFESSIONAL LEARNING PLAN

Dr. Karla Loria,
Chief Academic Officer

Reference 3.01
## Professional Learning Plan Calendar

<table>
<thead>
<tr>
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<td>July 1</td>
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<tr>
<td>July 22</td>
<td>12-month employees begin</td>
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<tr>
<td>July 29</td>
<td>11-month employees begin</td>
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<td>Aug. 7</td>
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### Beginning
- **July 22**: Administrator professional learning
- **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

Reference 3.01
PROFESSIONAL LEARNING PLAN

OVERVIEW

Administrators

- Preview instructional professional learning materials

Site-Specific Opening Plan

- Safety and wellness focus
- Classroom setup guidelines
  - Passing periods
  - Student arrival/dismissal
- Other site-specific processes and procedures
PROFESSIONAL LEARNING PLAN OVERVIEW

Distance Education
- Foundations
- Practices for teachers and students
- Curriculum pacing
- Student engagement
- Content design
- Use of tools

Data Analysis and Planning
- Instructional organization and planning for students
- Data analysis
- Long-range planning
- Formative assessment
- WIDA-based planning for ELL support

Student Focus
- Digital safety/citizenship
- Instructional organization and planning for students
- Differentiation of digital instruction
HEALTH AND SAFETY OF STUDENTS AND STAFF

Yvette Wintermute, Chief Nurse
PROC EDURES FOR STUDENT ARRIVAL

Prior to Departure from Home
Parents/guardians will check students at home to rule out fever and/or signs or symptoms of illness prior to departure from home.

Arrival to school
Students will follow all instructions related to personal preventive measures, including wearing a cloth face covering.
Social distancing will be observed at all times as students enter and move throughout the building.
Students will utilize hand sanitizer when entering the school.

Arrival or Any Time of Day
Staff will refer any student with obvious signs or symptoms of illness to the Health Office.
CONTACT TRACING

Coaches, leaders, and students athletics and activities

Teacher and Students in Course 1

Teacher and Students in Course 2

Driver and Students on School Bus

Teacher and Students in Course 3

Teacher and Students in Course 4

Contact Tracing for any Siblings or Household Members
MEETING SOCIAL DISTANCING REQUIREMENTS

900 square foot classroom
18 Students
50 square feet per person
MEETING SOCIAL DISTANCING REQUIREMENTS

800 square foot classroom
16 Students
50 square feet per person
MEETING SOCIAL DISTANCING REQUIREMENTS

700 square foot classroom
14 Students
50 square feet per person
ALTERNATIVE LAYOUT

900 square foot classroom
24 Students
1 Teacher
36 square feet per person, in consultation with the Southern Nevada Health District Certified Industrial Hygienist
Does not meet Nevada’s Phase 2 Social Distancing Requirements
ALTERNATIVE LAYOUT

800 square foot classroom
22 Students
1 Teacher

36 square feet per person, in consultation with the Southern Nevada Health District Certified Industrial Hygienist

Does not meet Nevada’s Phase 2 Social Distancing Requirements
ALTERNATIVE LAYOUT

700 square foot classroom
18 Students
1 Teacher
36 square feet per person, in consultation with the Southern Nevada Health District Certified Industrial Hygienist

Does not meet Nevada’s Phase 2 Social Distancing Requirements
INDOOR AIR QUALITY STRATEGIES

- Air filters will be replaced before students return for classes
- Outside air intake will be increased
- Additional possible strategies include:
  - Indoor ventilation
  - Potential Year 1 cost $6.4 M
  - Plexiglass barriers
  - Potential cost $7.5 M
  - Respirators
  - Potential cost $660,000
CLEANING PROTOCOL

Operations managers will directly assist school administration in their responsibility to evaluate school-based custodial personnel and inspect their work performance.

Daily Cleaning - Custodial staff will work during each school day to support the learning environment.

Enhanced Cleaning - Custodial staff will work between student cohorts to clean and disinfect all high-touch surfaces throughout the school.

Disinfectant Cleaning - In the event of a COVID-19 confirmed positive, Operational Services will initiate an electrostatic spray cleaning of a school.
OPERATIONS

Mike Casey,
Chief Operations Officer
FOOD SERVICES

Potential Challenges

- Newly released USDA framework will move away from “Area Eligible” service option
- Required to verify student eligibility
- USDA’s framework aligns with proposed on-site service, but limits the ability to service students for distant education days
- Food Services Department has developed a preliminary “distribution plan” and is evaluating its operational feasibility
BUS CAPACITY PLAN

With Masks
1 student per seat, alternating left and right positions

Hand Sanitizer Dispenser

Capacity
(With Masks)
28

IMPLEMENTATION TIMELINE

Dr. Brenda Larsen-Mitchell,
Deputy Superintendent
IMPLEMENTATION TIMELINE

Plan Approval
Thu Jul 9

Implementation Guide
Finalized
Fri Jul 10 - Fri Jul 17

Principal Workgroups
Wed Jul 22 - Fri Jul 31

Device and Materials Deployment
Mon Aug 3 - Fri Aug 7

Legislative Special Session
Wed Jul 8 - Sat Jul 11

Parent/Guardian Survey
Fri Jul 10 - Fri Jul 17

2020-2021 School Year Begins (Staff Only)
Mon Aug 10

Classes Begin
Mon Aug 24

Mon Aug 10

Mon Aug 17

Mon Aug 24

Mon Aug 31

Mon Sep 7

Mon Sep 14

Mon Sep 21

Mon Sep 28

Mon Oct 5

Mon Oct 12

Mon Oct 19

Mon Oct 26

Mon Nov 2

Mon Nov 9

Mon Nov 16

Mon Nov 23

Mon Nov 30

Mon Dec 7
CCSD
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Lola Brooks, President
Linda P. Cavazos, Vice President
Danielle Ford, Clerk
Irene A. Cepeda, Member
Chris Garvey, Member
Deanna L. Wright, Member
Dr. Linda E. Young, Member

Jesus F. Jara, Ed.D., Superintendent