



Clark County School District

Hybrid Instructional Model Implementation Guide

RELEASE 5
March 5, 2021



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This symbol indicates a revision or addition to the document.

INTRODUCTION

Clark County School District Reopening Our Schools Plan – Hybrid Instructional Model

The *Clark County School District Reopening Our Schools Plan* was developed to meet all the guidelines provided by the Nevada Department of Education.

The primary structure of the hybrid scenario within the plan requires that students be divided into three student cohorts.

Students in Cohort A attend school face-to-face on Mondays and Tuesdays and engage in distance education on Wednesdays, Thursdays, and Fridays.

Students in Cohort B engage in distance education on Mondays, Tuesdays, and Wednesdays and attend school face-to-face on Thursdays and Fridays.

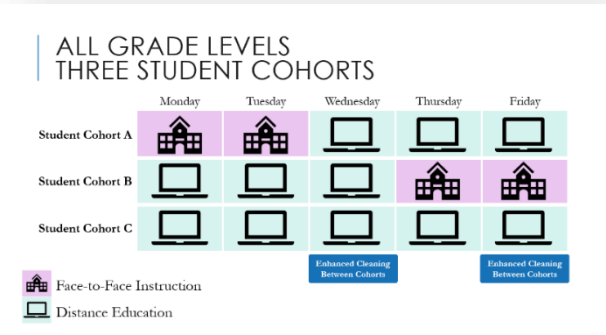
Students in Cohort C engage in full-time distance education all days. This cohort is for those students who may be part of a vulnerable population or whose families are uncomfortable with the child attending school face-to-face.

Students whose parents/guardians choose for their children to participate in Cohort C may be required to remain in full-time distance education for the remainder of the school year, depending on available space in classrooms and schools.

Wednesdays are designated for distance education for students and time for licensed professionals to engage in instructional planning, collaboration, and professional learning.

Custodial teams will conduct disinfectant duty activities in each classroom and common areas throughout the day, but this schedule was also developed to allow for complete enhanced cleaning of the entire school between cohorts of students.

Additional details regarding the implementation of this scenario are provided throughout this document.



Release 4

New Information

The [Hybrid Instructional Model Pre-Kindergarten through Grade 3 Frequently Asked Questions](#) provides additional clarification.

Clark County School District Reopening Our Schools Plan – Face-to-Face Instructional Model

Schools currently operating in the full-time face-to-face scenario may operate according to their traditional schedules, recognizing that, for these schools, social distancing requirements and other required health and safety guidelines are able to be met with students on campus and in the classroom every day.

Summary of Preparedness and Mitigation Protocols and Strategies

Detailed protocols and strategies have been developed and will be in place for the transition to the hybrid instructional model. The following pages summarize and point out key details in each of the major topic areas:

- Transition Timeline
- Implementation Checklists
- Health and Safety
- Facility Preparation and Maintenance
- School Operations
- Food Service
- Transportation
- Technology
- Athletics
- Human Resources
- Communications

Our Commitment to Continual Improvement

The protocols and strategies detailed in this guide are a result of the information and guidance available at the time of this document's publication. Should additional information or revised guidance become available, protocols and strategies will be revised as needed. For this reason, this document will be considered a working document throughout the implementation of the hybrid instructional model.

1. TRANSITION TIMELINE

**Through
January 29, 2021**

Parent/Guardian cohort selection.

- Parents/Guardians may select the cohort within the hybrid instructional model their children will participate in.
- Students participating in two days of face-to-face instruction and three days of distance education each week will be equally distributed into Cohorts A and B in order to ensure facility and transportation capacity requirements can be met. Individual adjustments may be possible at the school level.

February 22, 2021

Pre-Kindergarten through Grade 3 employees are subject to return.

The physical return of licensed educators and other designated staff to support the hybrid instructional model is mandatory and subject to guidelines referenced in the [Memorandum of Agreement between the Clark County School District and the Clark County Education Association](#).

March 1, 2021

The hybrid instructional model begins for students in:

- Pre-Kindergarten through Grade 3

March 15, 2021

Central office staff returns to working onsite to best support our schools.

Employees serving students in Grades 6, 9, and 12 return to prepare to receive students.

March 22, 2021

Students in Grades 6, 9, and 12 can return to face-to-face instruction under the hybrid instructional model.

Employees serving students in Grades 4, 5, 7, 8, 10, and 11 return to prepare to receive students.

April 6, 2021

Students in Grades 7, 8, 10, and 11 can return to face-to-face instruction under the hybrid instructional model.

Students in Pre-Kindergarten through Grade 5 can return to five days a week face-to-face instruction.

Release 5

New
Information

2. IMPLEMENTATION CHECKLISTS

The following checklists are intended to assist schools in preparing for students to return to schools in the hybrid instructional model.

Health and Safety Checklists

Prevention and Mitigation of COVID-19 Disease Spread

- ☐ Work in collaboration with the school nurse to implement protocols for health and safety in accordance with the Centers for Disease Control and Prevention (CDC), Southern Nevada Health District (SNHD), Clark County School District (CCSD), and the Health Services Department.
- ☐ Inform parents/guardians about the daily student health checks procedure at home. [Parent Guidance-Checking Your Student Before Leaving Home.](#)
- ☐ Inform employees about daily health checks using the emocha health program. Employees who are sick must stay home.

Release 3

Updated
document

Release 5

Updated
language

Personal Protective Equipment (PPE)

- Ensure appropriate PPE is available and can easily be supplied to staff who work in the health office, sick room, and designated special education rooms (i.e., school nurse, first aid safety assistant (FASA), health office backups, and other staff providing direct student care within the school).
 - [SSD PPE Recommendations by Program](#)
- Ensure the FASA and at least two other school-based backup staff have received Respiratory Protection Program clearance and have been issued N95 respirators by the Safety Office of the Risk Management Department.
 - Site administrators should refer employees who are unable to meet the physical requirements of wearing an N95 respirator and/or require other Americans with Disabilities Act (ADA) accommodations to the Office of Diversity and Affirmative Action.
- Monitor supplies, including first aid supplies and PPE for the sick room, health office, and designated special education rooms.
 - An initial supply of PPE (hand sanitizer, masks, isolation gowns, face shields, sanitizing wipes, and gloves) will be delivered to every school from the Purchasing Department. The Health Services Department has provided a one-month supply of PPE to each school nurse.
 - Additional PPE supplies, including contactless thermometers, will need to be obtained through SAP directly by the school. Nothing should be purchased that is not in SAP without prior approval from the Safety Office at safety@nv.ccsd.net. Any purchase that requires specialized training will be tracked.

Release 4

New
Information

Note: Common PPE items required by all locations will be provided from central purchases. Due to storage limitations at each site, only a small supply of items will be delivered at one time. Requests for additional stock will need to be made utilizing the restocking form at: <http://forms.gle/7cGqthDCMCZvdxK8>.

The Safety Office and Purchasing Department will review the use of the PPE to ensure it is being assigned properly to staff.

Centralized purchases of standard PPE will continue until the need diminishes.

Triage and Student Care

Release 3

Updated
language

- ☐ Consult with the school nurse to implement protocols for student triage in accordance with Health Services Department policies and procedures.
 - Only the trained FASA and designated health office backups are to be assigned to provide coverage in the sick room.
 - In the absence of the FASA, the site administrator must designate backups who are qualified and trained by the school nurse to cover the sick room.
- ☐ Collaborate with the school nurse to establish how to triage students leaving the classroom to the sick room.
- ☐ Ensure staff are trained to notify a predetermined point of contact (POC) in either the health office or sick room before releasing the student from the classroom.
- ☐ Collaborate with the school nurse regarding staff training needs for care of minor injuries, medication, and specialized procedures in the classroom.
- ☐ Ensure the health office has a desk, chair, computer, phone, printer, locked area for medication/specialized procedure equipment, cot, additional chairs for students, refrigerator, and sharps container.
- ☐ Ensure installation of ionizing air filtration systems has occurred in the health office.
 - Health office must have access to running water, sink, and bathroom.
- ☐ Ensure the sick room has a desk, chair, computer, phone, printer, cot, additional chairs for students, contactless thermometer, and designated locked area for PPE.
- ☐ Ensure installation of ionizing air filtration systems has occurred in the sick room.
- ☐ Ensure that sick students have isolated access to water, sink, and bathroom.

Delivery of Health Services - Special Considerations

- ☐ Consult with the school nurse about changes to the delivery of health services.
- ☐ Ensure the school nurse has a private location to complete special education health assessments, Individualized Education Plan (IEP) and Section 504 planning, contact tracing, confidential phone calls (i.e., Child Protective Services, medical information exchange), referrals, and student case management.

Monitoring, Contact Tracing, and Clinical Management of COVID-19

- ☐ Consult with the school nurse regarding current protocols for COVID-19 management in schools.
- ☐ Collaborate with the school nurse regarding contact tracing of a COVID-19 exposure or case positive student.
- ☐ Identify student cohorts, employees, or other persons who may have been in close contact with a case positive person. Consider any COVID-19 case positive employees in the Food Services Department and the Transportation Department.
- ☐ Provide leadership for office staff assisting with class schedules, attendance records, and phone calls to households.

Response - Cohort and/or School Closures Due to COVID-19 Exposures

- ☐ Collaborate with region superintendent, health services directors, and the SNHD for all school/site closure decisions following a COVID-19 case positive exposure.
 - Notify the region superintendent and the Communications Department promptly.
 - The Communications Department will provide guidance for parent/guardian letters and ParentLink messages and/or phone calls to households to report exposure of a confirmed COVID-19 case without breaching medical confidentiality.
 - School nurse will notify the health services director or chief nurse promptly.
 - Parent/Guardian will pick up the exposed or sick student promptly.

Respiratory Protection

Any staff member who is working in the sick room, conducting aerosolized medical procedures, and/or working closely with students in specified conditions must wear an N95 respirator while performing their work. Additional PPE may also be required but does not require all the steps for the Respiratory Protection Program.

- ☐ Identify staff who must participate in the Respiratory Protection Program (guidance will be provided through region or division).
- ☐ Provide staff names and job titles to the Safety Office of the Risk Management Department. Person ID may be required.
 - The Safety Office will send out a medical questionnaire for identified staff to complete as part of the first step in the Respiratory Protection Program to be returned in a sealed envelope. The medical facility responsible for reviewing the questionnaire will be the only entity to review the medical information provided by the staff member. Their job is to sign off that the employee can safely wear a respirator while working. The only information provided to the Safety Office will be whether the employee requires additional in-person medical assessments or if they qualify to proceed to the training and fit testing. All in-person physical assessments will be performed during the employees' regular workday.
 - The Safety Office will be responsible for tracking all staff identified to participate in the Respiratory Protection Program, as well as maintaining all certification dates and required recertification based on job responsibilities. A list of staff will be made available to the site administrator to track compliance in the program.
 - Once the staff member passes the medical evaluation portion of the program, they will be contacted by the Safety Office or training company to set up an in-person training and a fit test for the respirator supplied to the employee by the District.
 - Any change in manufacturer, style, or type of respirator will require another fit test to be performed. Once the employee has been scheduled for the training and fit testing portion of the program, the site administrator will be provided a list of employees and their training times since this also must take place during their regular workday.
 - Upon completion of the training and fit testing portion of the program, the employee will receive certification indicating they can safely wear the respirator provided by the District.
 - Since the training and fit test is brand specific to the mask at the time of testing, the Safety Office will manage and monitor the purchase and distribution of the N95 respirators for the various departments for COVID-19 protocols. All record keeping will be done in the Safety Office to allow for prompt reporting to the Occupational Safety and Health Administration (OSHA) should a request of proof of compliance with the program be made.
 - Process will take approximately 8 to 12 weeks from start to completion and staff must complete all steps prior to working in an N95 respirator.

Facility Preparation and Maintenance Checklists

Facility Preparation

These items are only in addition to the current practices and procedures that are outlined in the reopening guidelines. The Facilities Services Unit will perform the following actions prior to the return of students:

- Setting heating, ventilation, and air conditioning (HVAC) schedules back to normal operating hours, approximately 5:30 a.m.-10:00 p.m., Monday through Friday.
- Communicating with Republic Services to return solid waste pick-up schedules to five pickups per week.

Preparation of School Facilities for Returning Students

- ☐ Assign applicable school personnel to review the facilities portion of this guide.
- ☐ Ensure all custodial door hangers are placed throughout the school.
 - Door hangers have been delivered to schools.
- ☐ Confirm with the head custodian regarding ample cleaning supplies.
 - Additional cleaning supplies can be ordered through Brady Industries via SAP.
- ☐ Ensure all custodial staff have read this guide.
 - Contact assigned operations manager with additional questions.
- ☐ Ensure the custodial staff flushes all domestic/drinking water systems according to the established flushing procedure. Any questions related to the flushing procedure should be directed to the Environmental Services Office at (702) 799-0990.
- ☐ Ensure all sinks and hand soap are operational or place a work order for any sinks and hand soap in need of repair.
- ☐ Water fountains should be removed from service and individual water bottles/cups made available to students. Refilling stations should only be used by staff following guidelines.

Release 5

New
language

Providing for Social Distancing

- ☐ Ensure placement of social distancing markers throughout the school.
 - Additional decals and markers can be ordered through SAP.
- ☐ Block off furniture in school lobbies.
- ☐ Adjust classroom layouts to accommodate social distancing.
 - Refer to the reopening guidelines.
 - If additional information is required, contact the operations manager.
- ☐ Ensure desks are labeled A and B if furniture is not removed from the classrooms.
- ☐ Ensure room occupancies do not exceed those in the reopening guide.
 - Floor plans for each school can be requested through the operations manager.
- ☐ Ensure that individual offices have blocked off guest seating if there is not proper room for social distancing.
- ☐ Ensure that lockers are not used.
- ☐ Ensure that signs are hung in restrooms showing the proper method for washing hands.

School Operations Checklists

Master Scheduling – Elementary Schools

Start/End Times

- ☐ Ensure start and end times align with the predetermined/approved bell time schedule published by the Transportation Department in the spring of 2020.

Specials

- ☐ All Kindergarten through Grade 5 classes, including self-contained classrooms, have access to specials each day.
- ☐ Specials include art, music, library, physical education (PE), humanities, etc.
- ☐ Specials classes are 50 minutes in length.
- ☐ All teachers, including specialists, have been allocated a daily preparation period that occurs during the student instructional day (does not include prep-buys).

Lunch

- ☐ All classes have been allocated a lunch block.
- ☐ All teachers have been allocated a 30-minute, duty-free lunch break.
- ☐ Ensure appropriate staff are assigned to support student supervision during student lunch.

Structured Recess/Brain Break

- ☐ All classes have been allocated a structured recess/brain break.
- ☐ Ensure appropriate staff are assigned to support student supervision during the structured recess/brain break.

Content Area Allocations

- ☐ Reading Block
- ☐ Language Arts/Writing Block
- ☐ Mathematics Block
- ☐ Science/Social Studies Block
- ☐ Small-group, intervention/acceleration times are included in the master schedule.

Parent/Guardian Communication

- ☐ Inform parents/guardians in writing what cohort their child(ren) is/are assigned.
- ☐ Send ParentLink messaging and update websites with direction to access student schedules and cohorts.
- ☐ Address individual requests for changes in cohorts.
 - Work with feeder schools to ensure all students in a household are aligned.
 - If students access transportation services, this must be considered before movement is made.

Master Scheduling – Middle Schools

- ☐ Finalize the schedule for second semester and ensure the correct courses are used.
- ☐ Ensure all students have a complete schedule.
- ☐ Ensure all second semester courses and sections have been planned against Period Schedule 1 or the main period schedule.
- ☐ Review class counts by cohort (sandbox) and determine need for movement due to busing assignments and/or number of students in each class period.
- ☐ Adjust licensed staff teaching schedules to ensure class sizes meet facility/CDC requirements.
- ☐ Revise bell schedule to reflect synchronous and asynchronous learning for both in-person and virtual learning.
- ☐ Refine and delegate counselor and social worker duties to ensure social-emotional wellbeing in the hybrid instructional model.
- ☐ Determine teacher and staff schedules are aligned to the hybrid instructional day.
- ☐ Revise registration procedures to ensure social distancing.
- ☐ Classrooms
 - Ensure seating in each classroom complies with social distancing requirements.
 - Ensure there is an identified seat for each alternating class.
 - Label desks/tables to indicate where students are alternating each period.
 - Work with custodians to ensure excess furniture is removed.
- ☐ Address individual department requirements, including fine/performing arts, PE, computers, and science to ensure compliance with CDC guidelines.

Parent/Guardian Communication

- ☐ Inform parents/guardians in writing what cohort their child(ren) is/are assigned.
- ☐ Send ParentLink messaging and update websites with direction to access student schedules and cohorts.
- ☐ Address individual requests for changes in cohorts.
 - Work with feeder schools to ensure all students in a household are aligned.
 - If students access transportation services, this must be considered before movement is made.

Master Scheduling – High Schools

- ☐ Finalize the schedule for second semester and ensure the correct courses are used.
- ☐ Ensure all students have a complete schedule.
- ☐ Ensure all semester two courses and sections have been planned against Period Schedule 1 or the main period schedule.
- ☐ Review class counts by cohort (sandbox) and determine need for movement due to busing assignments and/or number of students in each class period.
- ☐ Adjust licensed staff teaching schedules to ensure class sizes meet facility/CDC requirements.
- ☐ Revise bell schedule to reflect synchronous and asynchronous learning for both in-person and virtual learning.
- ☐ Refine and delegate counselor and social worker duties to ensure social-emotional wellbeing in the hybrid instructional model.
- ☐ Determine teacher and staff schedules are aligned to the hybrid instructional day.
- ☐ Revise registration procedures to ensure social distancing.
- ☐ Classrooms
 - Ensure seating in each classroom complies with social distancing requirements.
 - Ensure there is an identified seat for each alternating class.
 - Label desks/tables to indicate where students sit each alternating period.
 - Work with custodians to ensure excess furniture is removed.
- ☐ Address individual department requirements including fine/performing arts, PE, NJROTC, computers, CTE, and science to ensure compliance with CDC guidelines.

Parent/Guardian Communication

- ☐ Inform parents/guardians in writing what cohort their child(ren) is/are assigned.
- ☐ Send Parentlink messaging and update websites with direction to access student schedules and cohorts.
- ☐ Address individual requests for changes in cohorts.
 - Work with feeder schools to ensure all students in a household are aligned.
 - If students access transportation services, this must be considered before movement is made.

Supporting Instruction

- ☐ Facilitate and support the development and implementation of weekly instructional guides for every student.
 - Collect, review, and update teacher examples for how weekly instruction and assignments have been communicated with parents/guardians and students since August 24, 2020.
 - Schedule a teacher leader meeting for the following purposes:
 - Reviewing teacher examples.
 - Identifying the components of the weekly instruction and assignment guides that will be consistent schoolwide.
 - If necessary, develop a schoolwide template.
 - Finalizing school expectations for use of the weekly instruction and assignment guide, when and how this will be communicated with parents/guardians and students (e.g., daily schedule with times showing parents/guardians and students where they need to be and how to get to each cohort).
 - Communicate the weekly instruction and assignment guide expectations with school staff.
 - Establish a system for monitoring the weekly instruction and assignment guides.
 - Plan, prepare, and implement communication plans for the school community.
- ☐ Monitor and support each teacher's implementation of Canvas to ensure all requirements are met on a weekly basis.
 - Go to clever.ccsd.net and log in using your Active Directory credentials.
 - Select Log in as a staff.
 - Select Dashboard (menu bar across the top).
 - Locate the "Clever in your school" section and select "View details" (located in the bottom right portion of the window).
 - Under Portal Analytics, use the provided dropdown menus to identify the school's data sets.
- ☐ Ensure teachers:
 - Provide instruction for all students, facilitate virtual office hours, and conduct wellness checks for designated students who need extra academic and/or social-emotional support.
 - Ensure all students sign on through Clever to access Canvas and other instructional resources and tools.
- ☐ Monitor students' progress and proactively communicate with parents/guardians and students regarding areas of concern.

Release 4

Updated
Language

Student and Staff Movement within Elementary Schools

Arrival/Dismissal

- ☐ Signage on entry gates and bus lanes reminding students to socially distance and wear face coverings.
- ☐ Signage for parents/guardians and the community that any non-student will not enter gates into the campus.
- ☐ Staggered dismissal locations and release times for dismissing students (every two to three minutes).
- ☐ Assigned seating with appropriate social distancing in the multipurpose room for students who are not picked up.

Restroom Breaks

- ☐ Signage on restroom doors/entry reminding students to socially distance and wear face coverings.
- ☐ Signage outside of restrooms for students to wait, if restroom occupancy is filled (dots on the floor, markers on the wall - six feet apart, every other urinal covered/not used in boys' restroom).
- ☐ Individual student restroom check-out/check-in procedure (no whole-class restroom breaks).
- ☐ Signage for proper hand washing displayed in each restroom.

Health Office Visits

- ☐ Signage on doors/entry reminding visitors to socially distance and wear face coverings.
- ☐ School nurse/FASA may go to student to administer routine medications, rather than students walking to the health office.
- ☐ Appropriate signage for health office.

Release 3

Updated
language

Brain Breaks/Recess

- ☐ Specific areas for each class are assigned.
- ☐ Maintain social distancing (plan for social distancing/physically spaced activities).
 - Teachers remain alert and remind students to maintain social distancing and engage in safe physical activities.

Student and Staff Movement within Middle Schools

Arrival

- ☐ Communicate with the Transportation Department to determine student drop-off times.
- ☐ Determine where buses will drop students off and the doors students will enter.
- ☐ Determine the entrance doors for students who walk.
- ☐ Determine where parents/guardians will drop students off and doors they will enter.
- ☐ Establish where the food carts will be located for students to grab breakfast.
- ☐ Assign specific staff members to each location to monitor social distancing and face coverings.
- ☐ Establish protocols for late arrivals (only one set of doors should be used).

Departure

- ☐ Determine where buses will pick students up and the doors they will exit.
- ☐ Determine the exit doors for students who walk.
- ☐ Determine where parents/guardians will pick students up and doors they will exit through.
- ☐ Determine location for students participating in activities to sit and work on asynchronous instruction while waiting for school activities/events.
- ☐ Assign specific staff members to each location to monitor social distancing and face coverings.
- ☐ Establish where the food carts will be located for students to grab lunches.

Release 5

New
Information

Passing Period

- ☐ Assign staff to lock student bathroom doors five minutes prior to the start of the passing period and unlock bathrooms after the start of the next period.
- ☐ Develop a plan for one-way passing in hallways for all students.
- ☐ Determine best routes and schedules for students to be released to minimize contact.
- ☐ Establish a security plan that addresses the following:
 - Persons assigned to lock the bathrooms five minutes prior to and following the passing period.
 - Security staff (administrators, counselors, campus security monitors (CSMs), etc.) assigned to specific areas to monitor students and the flow of student movement.
 - CSMs are assigned to specific hallways/areas throughout the day.

Emergency Evacuations

- ☐ Review evacuation plans and develop, wherever possible, one-way exit pathways from the building (*Exiting students timely in emergencies is of utmost importance).

Parent/Guardian Communication

- ☐ Develop a letter that clearly communicates the security plan for arrival/dismissal.

Student and Staff Movement within High Schools

Arrival

- ☐ Communicate with the Transportation Department to determine student drop-off times.
- ☐ Determine where buses will drop students off and the doors they will enter.
- ☐ Determine the entrance doors for students who walk.
- ☐ Determine where parents/guardians will drop students off and the doors they will enter.
- ☐ Establish where the food carts will be located for students to grab breakfast.
- ☐ Assign specific staff members to each location to monitor social distancing and face coverings.
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 - CSMs are assigned to specific hallways/areas throughout the day.

Parent/Guardian Communication

- ☐ Develop a letter that clearly communicates the security plan for arrival/dismissal.

Social and Emotional Learning (SEL) and Wellness

Multidisciplinary Leadership Team (MLT)

- ☐ Establish a physical meeting location for the MLT.
- ☐ Identify standing MLT members. Members should include a school administrator, school counselor, social worker, teacher, and other staff members. Team members may also include the special education instructional facilitator (SEIF), school psychologist, or the school nurse depending on availability at the school site.
- ☐ Establish the first date for convening to re-establish group norms, communication patterns, procedures, and protocols.
- ☐ Implement temperature checks and mandate PPE.
- ☐ Schedule meetings with all school-based SEL professionals to confirm MLT protocols and referral processes.
 - Based on crisis situations, MLT members may be required to report to the school to provide face-to-face interventions for students.
- ☐ Ensure MLT schedules align to cohorts and meet the needs of all students.
- ☐ Educate members of the MLT on the social-emotional data points.

Staff Assignments and Roles

- ☐ Review the role and function for school counselors, social workers, and safe school professionals with all administrators, educators, and support professionals.
- ☐ Review add-on day assignments for SEL professionals to support school needs and adjust, if necessary.
- ☐ Encourage educators to incorporate SEL in their instructional plans.
- ☐ Ensure educators maintain virtual office hours for all students/families.

Staff Support

- ☐ Recognize that staff may have experienced loss or stress (e.g., financial, personal, physical/mental) during the pandemic.
- ☐ Develop communication plans to ensure staff who cannot physically come to their work location may still be able to connect with the school community (e.g., virtual meetings, phone calls, etc.).
- ☐ Provide an opportunity for staff to share their concerns regarding COVID-19.
- ☐ Provide professional learning on identifying signs of trauma in students.
<https://drive.google.com/drive/folders/0AEztIXrCufmfUk9PVA>
- ☐ Provide professional learning on the impacts of trauma on academics and behaviors.
- ☐ Provide professional learning on infusing SEL into all instruction.
- ☐ Monitor the physical and mental wellbeing of staff and provide the appropriate support, when necessary.
- ☐ Discuss the effects of trauma on the school community Trauma and Wellness Video.
- ☐ Provide the Clark County School District Network of Support information to staff.
- ☐ Provide the Clark County School District Community Resource Guide to staff.

Student Mental Health Awareness

- ☐ Watch and have all returning staff view the Handle with Care Trauma Informed video.
 - https://drive.google.com/file/d/1ya5SZ-gulcdNZfghk-dl64ZjXZgMPu88/view?usp=drive_web
- ☐ Reteach school and classroom expectations and avoid punitive approaches when managing negative behaviors.
- ☐ Establish routines throughout the day to make students feel welcomed (e.g., greet students in hallways, bus entry points, morning announcements).
- ☐ Provide opportunities for students and staff to re-establish routines.
 - Offer an advisory period for students to participate in SEL activities.
 - Teach SEL lessons and review standards.
 - Provide students opportunities to voice concerns.
- ☐ Utilize a universal screener to determine mental health status of students.
- ☐ Identify students/families that have been negatively impacted and experienced major loss due to COVID-19 (financial, personal, social, and physical/mental). Refer to the MLT, as needed.
- ☐ Prepare staff and facilities for face-to-face mental health appointments for Cohort A and Cohort B.
 - Implement temperature checks.
 - Identify location(s) that allows for social distancing.
 - Identify assigned waiting area(s) for students/families.
 - Plan for enough time between appointments for proper cleaning and sanitizing procedures.
- ☐ Continue virtual check-ins for students in Cohort C.

Food Service Checklists

Elementary Schools

- ☐ Meet with the food service supervisor to provide options for meal service. This meeting should be a virtual meeting scheduled shortly after the reopening date has been determined.
- ☐ Meal service times will be determined by each bell schedule and reviewed during the meeting with the food service supervisor.
- ☐ Provide food service with the total number of students assigned to each cohort. This can be provided either through the nightly Infinite Campus upload or via other communication.
- ☐ School staff will continue to communicate daily with the cafeteria staff regarding special needs meals required to ensure the meals are ordered and prepared.
- ☐ Partner with food service to share meal distribution information with students and parents/guardians (ccsd.nutrislice.com).

Secondary Schools

- ☐ Meet with the food service supervisor to provide options for meal service. This meeting should be a virtual meeting scheduled shortly after the reopening date has been determined.
- ☐ Meal service times will be determined by each bell schedule and reviewed during the meeting with the food service supervisor.
- ☐ Provide food service with the total number of students assigned to each cohort. This can be provided either through the nightly Infinite Campus upload or via other communication.
- ☐ Meeting will include a discussion about the entry and exit locations utilized to set up meal carts for optimal distribution, as well as approximately how many students will be exiting through each area at the end of the school day.
- ☐ Students requiring special dietary meals will need to pick up their meals from the cafeteria windows.
- ☐ School staff will continue to communicate with the cafeteria staff daily regarding special needs meals required to ensure the meals are ordered and prepared.
- ☐ Partner with food service to share meal distribution information with students and parents/guardians (ccsd.nutrislice.com).

Transportation Checklists

These checklist items are in addition to the current practices and procedures that pertain to school transportation supervision and supports.

Preparation for students who are eligible bus riders returning to the school building:

- ☐ Assign applicable school personnel to review the transportation section of this guide.
- ☐ Assign school staff members to view the [Onboard School](#) training in preparation for tracking the status of bus arrivals, obtain student rosters, review bus stop information, and other transportation information.
- ☐ Assign staff to review the bus request form procedures. Eligible students will be routed in accordance with their cohort assignment and parent/guardian questionnaire response indicating they intend to use the service for the effective school start-up date. Following the initial return to school, designated school staff will need to complete and submit a form for any newly enrolled student and school approved student cohort changes. A bus request is only required for students who are eligible and requesting bus service.
- ☐ Include the following information in communication to school staff and parents/guardians:
 - When switching cohorts, transportation will take a minimum of seven to ten days to implement. If space is unavailable (general education only), the student will be placed on a wait list until a bus seat is available.
 - Student's transportation days are exclusive to their assigned cohort days, and they are not permitted to ride the bus or attend school outside their assigned cohort days.
 - Students determined to be sick or in quarantine must not ride the bus.
 - Parents/Guardians of students who arrive at school and then report to be sick will be required to pick up their child.
- ☐ Develop a plan to hold and supervise students in a safe and socially distanced environment should transportation need to drop and return for students.
- ☐ Develop a plan for late morning bus arrivals to have staff meet the bus to unload and follow social distancing procedures.

Daily Bus Procedures

- ☐ Assign designated staff to monitor Onboard School each morning and afternoon and communicate any bus delays to the applicable school staff.
- ☐ Enforce a system to keep parent/guardian pickups and student walkers separate from the bus loading area and students who are loading or unloading from the bus.

- ❑ **(Secondary only)** Coordinate a location near the bus loading zone for students to grab meals prior to loading the buses for the day.
- ❑ Supervise and monitor the bus loading/unloading area to ensure students and staff are wearing the appropriate face coverings when loading and unloading from the bus and adhering to social distancing guidelines.
 - All students using transportation services are expected to adhere to the Student Code of Conduct and Safety First Rules for School Bus Riders, as outlined in CCSD Regulation 3533. Misconduct may result in suspension or denial of transportation services as determined by the site administration at the student's assigned school.

Technology Checklists

Site-Based Technician (SBT) School Readiness Technology Checklist

The following tasks should be implemented in order with each step fully completed before proceeding to the subsequent step:

1. Technician should ensure they have proper access to login and perform job functions. If the technician encounters any issues, he/she should contact the User Support Services (USS) manager point of contact at the phone numbers provided below.
2. Technician should ensure front office staff and administrators have working computers and their logins and access are enabled and working.
3. Technician should perform a walkthrough of the school and note the status of technology items. Technician should communicate with custodial staff to establish the status of any cleaning/repair projects that may have been conducted.
4. Due to COVID-19 and distance education, the technician should prioritize determining the location, status, and usability of Chromebooks/iPads/hotspots at the school. Technician must ensure there is an accurate count of deployable Chromebooks that can be provided to the administration. Devices must have asset tags applied and be entered into Destiny.
 - Detailed information and resources regarding deployment, collection, and Destiny procedures are in the [1:1 Device Deployment/Collection](#) folder.
 - Schools without sufficient inventory to distribute devices to students in need may request additional inventory via the [Device Request Form](#).
5. Technician should communicate status of technology to administration and coordinate with administration to create a plan of action.
6. Technician should ensure all main teacher computers (at least one per room) are set up for both in-classroom and distance education, including printers, webcams, headsets, etc. Documentation regarding distance education workstation setup is available in the [Distance Education Classroom Equipment Guide](#).
 - **IMPORTANT:** All Windows, MacOS, iOS, and Chrome OS devices should be powered on and updated no less than **two weeks** prior to use.
 - Technician should utilize hard-wired connections for workstations whenever possible.

7. Technician should set up and confirm that all "instructional wall" equipment (intelligent whiteboards, document cameras, projectors, audio enhancement equipment) is working with primary teacher workstations.
8. Technician should set up and confirm all student machines within labs and common areas are accessible for students and staff and spaced according to social distancing guidelines. A limited number of public access computers (e.g., lab) should be configured with the DRC Insight Client to allow for high stakes online testing. Disinfectant should be available to clean machines in these areas.
 - **IMPORTANT:** All Windows, MacOS, iOS, and Chrome OS devices should be powered on and updated no less than **two weeks** prior to use.
 - Technician should utilize hard-wired connections for workstations whenever possible.
9. Technician should communicate with administration and teachers regarding applications that will be required for distance education. All necessary apps should be enabled and rostered in Clever. If applications cannot be enabled in Clever, the SBT should provision a URL link to the application within Clever, allowing students and teachers to access all relevant applications in one place.
10. Technician should confirm that all student accounts are enabled and active.
11. Technician should set up and confirm that all student machines in classrooms can be accessed by students and staff.
12. Technician should ensure that all publicly accessible computers, such as OLR stations, are set up and that disinfectant is utilized in between users.
13. Technician should confirm all low priority miscellaneous assets (check-in systems, student printing) are enabled and ready to be utilized.

Please contact the USS manager point of contact with any questions.

Region 1 Charles Albanese	702-799-6330 EXT 6225	albanc@nv.ccsd.net
Region 2 Steve Feiler	702-799-6330 EXT 6206	feiles@nv.ccsd.net
Region 3 Jim Martin	702-799-6330 EXT 6212	martij@nv.ccsd.net

Additional Technology Checklists

Additional checklists related to deployment, troubleshooting, and collection/inspection of Chromebooks are available at

https://drive.google.com/drive/folders/1_MuGQ3QC3eeZ2yRg3xHdmJmP8oC1TRfg?usp=sharing



Human Resources Checklists

Requesting a Substitute on Special Assignment

Substitutes on special assignment must be requested by the school site.

- ☐ The office manager or designee completes the Substitute on Special Assignment form and emails it to: 0031-substitutehelpdesk@nv.ccsd.net.
 - The substitute help desk specialist processes the request.
 - The substitute help desk specialist notifies the site that the request has been completed.

Substitute Services
Substitute on Special Assignment
Request Form

Substitutes on Special Assignment are available in addition to the sites normal requests for day-to-day, long-term, and vacancy substitutes.

In order to maintain a pool of available substitutes for day-to-day assignments, the number of requests have been limited to:

Elementary Schools: 2 Requests Per Site
Middle Schools: 3 Requests Per Site
High Schools: 4 Request Per Site

Please note that if you require additional support due to higher than average enrollment numbers, you must request approval from your Region Superintendent.

To request placement of Substitutes on Special Assignment, please complete the form below and email it to: 0031-substitutehelpdesk@nv.ccsd.net.

Schools may request a specific substitute or request that the job be placed in "call out."

Please note that due to the potential volume of requests, it will take approximately 3 weeks from when the request form is received to process the request. Site Office Managers will receive a confirmation email.

Please email completed forms to:

0031-substitutehelpdesk@nv.ccsd.net

School Name and Location _____

Number of Request _____

Name of Requested Substitute	EMPL ID

If you do not have a specified substitute please write "call out" to indicate that you want substitutes to be contacted regarding this position through our Smartfind system.

3. HEALTH AND SAFETY

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

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 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; and 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.

- Educate students, staff, and visitors about health promotion and illness prevention practices.
- Provide a clean, safe, and healthy educational environment for students, staff, and visitors.
- Exhibit and enforce social distancing measures.
- Inform and enforce handwashing and hand sanitizing protocols.
- Properly wear and require cloth face coverings.
- Implement a procedure for ensuring visitors and employees enter and remain on a school campus or District facility property safely.
- Collaborate with District administration, school nurses, emocha nurses, and health officials as needed for contact tracing a COVID-19 exposure or case positive student or employee.

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Prevention and Mitigation of Virus Spread within Schools

Social Distancing

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

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 six feet (about two arms’ length) from other people.
- Do not gather in large groups and avoid close contact with other people (close contact is being within six feet of another person for 15 cumulative minutes of exposure over a 24-hour period).
- Stay out of crowded places and avoid mass gatherings.
- In the classroom, have all desks facing forward and separated from each other by at least six feet in all directions.
- Consider communitywide level of COVID-19 spread and adjust distance education to accommodate phased school reopening procedures.
- Assess group gatherings and events planned for the school year and consider postponing non-critical gatherings and events.
- Utilize smaller class sizes; limit each group of students to one teacher, when possible.
- Minimize transitions from one classroom to another.
- Use distance education methods for general assemblies, special events, and other activities that would avoid large gatherings of 50 or more students.

Handwashing and Hand Sanitizingⁱ

Handwashing and the use of alcohol-based hand sanitizers help 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:

- 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 PPE, including gloves, to remove any pathogens that might have been transferred to bare hands during the removal process.
- After contact with animals or pets and playing outside.

When handwashing stations are not readily available, the use of hand sanitizer should be encouraged. Students and staff should be encouraged to wash hands/use hand sanitizer often, such as:

- After coughing, sneezing, or blowing nose.
- After using the restroom.
- Before eating or preparing food.
- Before and after touching face.
- Prior to boarding the school bus.
- Prior to school entry.
- Before and after providing routine care for another person who needs assistance (e.g., a child).
- Before putting on and after removing gloves.
- After touching frequently touched areas (e.g., doorknobs, handrails, shared computers).

When and How to Wash Hands

- <https://www.cdc.gov/handwashing/when-how-handwashing.html>.

Face Coveringsⁱⁱ

General Rule

Except as otherwise set forth below, all CCSD students and employees must wear an approved face covering that covers the face from the bridge of the nose to snugly under the chin at all times while on CCSD property, including all buildings, grounds, and school buses, and/or while engaged in CCSD activities.

For purposes of this protocol, approved face coverings include homemade or store-bought cloth face masks, surgical masks, masks with filters, or transparent/clear face masks that cover the face from the bridge of the nose to snugly under the chin. Face coverings with exhalation vents, those that are open at the top or bottom (such as bandanas or clear plastic face shields without an approved face covering underneath), or those that do not cover the face from the bridge of the nose to under the chin may not be worn.

Face coverings must comply with all applicable CCSD policies, regulations, and dress codes pertaining to student and employee attire.

Modifications or Accommodations to Face Coverings Requirement

The following individuals may qualify for an accommodation or modification to the face covering requirement outlined above:

- Any student with a disability under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act (ADA) whose disability prevents them from wearing an approved face covering under Nevada Emergency Declaration 024. The modification or accommodation must be documented in the student's IEP, Section 504 Plan, or ADA accommodation plan.
 - For a student with a preexisting medical condition, a licensed healthcare provider may provide an exemption for a cloth face covering.
 - Students who do not meet the foregoing requirements will be required to continue with full-time distance education if they choose not to wear an approved face covering.
- Any employee who has a qualifying medical condition under the ADA warranting such modification.

To the extent possible, any student or employee who qualifies for an exemption to the face covering requirement will be required to wear a less restrictive alternative, such as a plastic

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face shield. Students and employees who do not qualify for an exemption are not permitted to wear a face shield without also wearing an approved face covering.

Exceptions

Face coverings may be removed in the following circumstances:

- Employees who need a break from wearing their face covering while on CCSD property may do so if alone in their own office or classroom, or outdoors while maintaining appropriate social distancing. An employee may not remove his or her face covering in a common space (conference room, break room, restroom, stairwell, hallway, or other common area), regardless of whether such space is currently occupied by others.
- Employees or students who are eating or drinking, provided that appropriate social distancing protocols are followed. Face coverings must be replaced when finished eating or drinking.
- K-12 students actively exercising while at recess or in physical education class do not need to wear a face covering if activities are taking place outdoors. If activities must take place indoors, face coverings must be worn at all times. Social distancing of at least 3 feet should be maintained between students at all times, including while exercising, whether indoors or outdoors.
- To the extent possible, employees who work with students who are deaf or hard of hearing, learning to read, learning the English language, or otherwise require direct view of the employee's mouth for the purposes of learning, should wear clear face coverings that extend from the bridge of the nose to below the chin, such as clear plastic masks.

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Other

Other allowances for requests for accommodations will be addressed as required by applicable law and any relevant CCSD Policies and Regulations.

Cloth Face Coveringsⁱⁱⁱ

Cloth face coverings are useful to prevent the spread of disease. When worn appropriately, properly designed cloth face coverings provide protection to other people in case the wearer is unknowingly infected (i.e., asymptomatic carriers of the virus). Properly designed cloth face coverings are made from multiple layers of tightly woven cloth (two layers cotton and one layer synthetic fabric, preferred) that can be repeatedly washed. Alternate types of face coverings may be less effective and are not recommended.

Standard face/neck gaiters and bandanas are considered less effective and should be avoided. Cloth face coverings with one-way valves or vents which allow air and respiratory droplets to be exhaled through a hole in the material, are not recommended if designed with an unfiltered exhalation valve or ventilation system. Face shields are not recommended as a replacement for face coverings due to their inability to minimize droplet spread to others.

COVID-19 Employee Health Monitoring Program

The District utilizes the emocha system for monitoring employee's daily symptoms, exposure, or positive lab results for COVID-19. This initiative is also exploring testing opportunities that can be provided to employees at no charge. Information will continue to be provided about the program.

A process for mandatory random COVID-19 staff testing has been developed per the Memorandum of Agreement between the Clark County School District and the Clark County Education Association. Further information will be provided as the program evolves.

Visitors Entering a School or District Building

Visitors should be limited to individuals who are essential to school or District activities and who make an appointment. All visitors must:

- Complete a Visitor Questionnaire and Acknowledgment, which includes a symptom self-check form ([English and Spanish](#)). All visitor questionnaires must be retained and kept confidential by site administration for a period of one year.
- Wear a visible visitor badge or sticker to indicate proof of screening.
- Wear cloth face coverings upon entry to school buildings unless they have been granted an accommodation.
- Observe social distancing of six feet or more.
- Be encouraged to wash or sanitize hands regularly, especially before and after check-in procedures, between classes or activities, and when working with children or supplies.

Note: Any modifications to visitor procedures should be brought to the attention of the Risk Management Department.

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Forms

Ensuring Employees Monitor Health and Safely Perform Job Duties

The emocha health mandatory daily symptom monitoring mobile application or web-based program is required for all employees to complete at the start of their work shift. Access to the emocha is available to all employees. Detailed information about the program has been provided to all employees.

All employees must:

- 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 in the emocha system.
- Complete the emocha symptom questionnaire every day, even if working from home.
- Properly wear a cloth face covering at all times.
- Be encouraged to wash or sanitize hands regularly, especially before and after check-in procedures, between classes or activities, and when working with children or supplies.

Student Triage: Three Points of Service

Health and Safety Considerations during COVID-19

In order to ensure the health and safety of all students and staff, the following protocols will be adhered to:

1. Only persons who are qualified and trained by the school nurse or staff members assisting with direct student care (e.g., agency nurses or classroom aides) should be permitted in the health office or sick room.
2. **Student aides must not be assigned to the health office or sick room.**
3. Parents/Guardians, siblings not in school, and visitors should not come into the health office in order to minimize the risk of possible exposure to illness and disease.
4. Physical distancing procedures will be followed among health office and sick room personnel, including desk spacing.
5. Check with the office manager to determine if social distancing stickers are available to place in the health office and sick room.
6. Consider spacing cots head-to-toe or limit the number of cots available for use.
7. Restroom use in the health office or sick room is limited only to students receiving care.
8. Non-medical food/drink items cannot be stored in the health office or sick room refrigerators (i.e., coffee, lunches).
9. Relocate all staff accessed equipment such as coffee makers or microwaves, out of the health office or sick room.

Student Triage Protocol

Students and staff should be triaged before they leave the classroom and again before they enter either the health office or the sick room for health services. School nurses will collaborate with the site administrator and office manager to identify an appropriate procedure for conducting a two-point triage.

1. First, as the student is ready to depart the classroom, the teacher must notify a predetermined contact person in the health office or sick room to ensure the student is referred to the appropriate health office location. This process may be via two-way radio, telephone, or other means of notification and must be timely and appropriate.
2. Second, as the student arrives to either the health office or the sick room, the FASA or health office backups will review the reason for seeking health services and ensure the student is at the correct location for either health office or sick room care.

Students will be required to wash hands upon entering the health office or sick room with soap and water or use alcohol-based hand sanitizer. They will be instructed to use tissues to cover the mouth or nose when coughing or sneezing and are expected to dispose of paper tissues in a trash can immediately after use. Students will be required to wear a clean cloth face covering or they will be provided with a fresh surgical mask. Maintain physical distance by staying at least six feet away.

If a student or staff member arrives at the health office but reports feeling ill with any COVID-19 symptoms they must immediately be taken to the sick room to be isolated away from other staff and students. Full medical grade PPE will be provided and utilized by all employees providing direct care in the sick room. It is important to maintain privacy and prevent discrimination toward those who are symptomatic of COVID-19, while ensuring a safe environment for other students and staff.

Limit point of entry to the health office and the sick room. Post clear signs at the entrance directing students with COVID-19 symptoms to immediately report to the sick room. Post visual signage about respiratory hygiene, cough etiquette, and social distancing. This includes how to cover the nose and mouth when coughing or sneezing and disposal of contaminated items in trash cans.

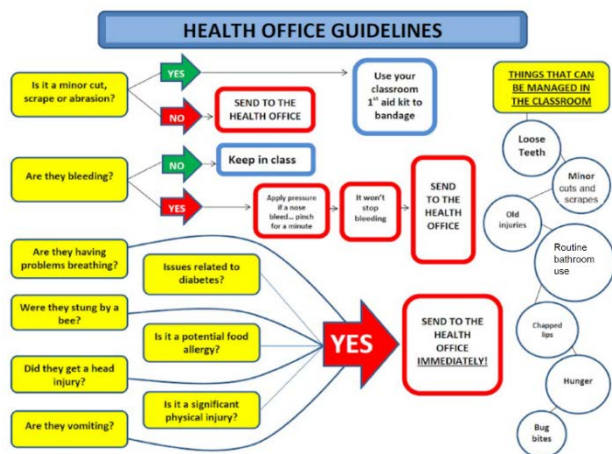
Assign dedicated health professionals, including school nurses and FASAs, for evaluation of students presenting with COVID-19 symptoms in the sick room. These staff must be trained on school-based triage procedures, COVID-19 signs and symptoms, and must be trained and wear appropriate PPE (i.e., mask, eye protection, gown, and gloves).

Train administrative personnel working in the front office on how to perform hand hygiene, maintain appropriate distance, and on how to advise students on the proper use of medical masks, hand hygiene, and separation from other students. Front office staff may assist with parent/guardian calls and notify them on student release procedures prior to arrival.

Point of Service #1: Classroom

The management of minor first aid injuries should be handled in the classroom to prevent health office congregation and possible cross exposure risk with sick students. Educational staff who have been designated by the site administrator and trained by the school nurse may perform the duties as delegated in accordance with the Nevada State Board of Nursing Regulation and Advisory Opinion.

The administration of scheduled medications and some scheduled specialized procedures (non-aerosolized) may be handled in the classroom, when appropriate to do so, if privacy needs can be met.



Ensure all classrooms are provided with a basic first aid kit and restock with available items, such as nitrile or vinyl gloves, surgical masks, disinfectant wipes, adhesive bandages of various sizes, paper cups, tooth saving kits, white petroleum jelly, cotton-tipped applicators, instant-cold packs, etc.

Examples of first aid care that may be performed in the classroom include:

- Minor bleeding
- Disinfection of cuts and scrapes
- Application of adhesive bandages
- A loose tooth
- Dry lips or skin
- Hunger or thirst

Staff may also refer to the first aid and Emergency Guidelines for School Personnel (PUB 648).

Teachers should contact the health office if they are uncertain or need guidance regarding student care. Students should provide their own first aid with staff direction and physical distancing to the extent possible. Teachers must notify health office personnel before sending a student to the health office or sick room. Consider an alternate location for feminine hygiene products and dress code concerns rather than using the health office.

Point of Service #2: Health Office/Well Room

The health office should be established for well students with health care needs that cannot be addressed in the classroom (e.g., diabetic and other non-contagious health care needs). The management of moderate to severe first aid injuries, medication administration, and specialized procedures (non-aerosolized), such as diabetic care should be handled in the health office to prevent possible cross exposure risk with sick students. Use of the primary health office is preferable for use as the well room health services delivery location.

Conduct a contactless temperature check prior to student entry into the health office. If a student's temperature is elevated to 100.0°F or higher, call ahead and then refer directly to the sick room for care.

Access to running water, hand washing, and restroom facilities within or adjacent to the health office is required. Students should wash their hands or use hand sanitizer before and after the health office visit, wear their cloth face covering, and maintain physical distancing. The health office will be routinely staffed by the FASA or health office backups who have been designated by the site administrator and trained by the school nurse to perform the duties as delegated in accordance with the Nevada State Board of Nursing Regulation and Advisory Opinion. Staffing hardships should be reported by the site administrator to their direct supervisor and the health services region director.

The school nurse may be needed to staff the health office periodically to cover breaks and/or staffing shortages. Please consider where health assessments and privacy exams might be performed if the health office is too small.

The following must be present in the health office location:

Desk with chair, computer, mouse, keyboard, printer, telephone

Two-way radio (if available)

PPE - Minimum supply for one month of nitrile or vinyl gloves, surgical masks, and face shields or goggles

Signage: STOP-Health Office/Well Room, Physical Distancing, Face Cloth Coverings or Surgical Mask Required, NO Thru-Traffic, etc.

Chairs for students, physically distanced six feet apart from staff members and each other

Chairs for physical distancing of students in the hallway

Locked, stationary medication cabinet with keys limited to persons with medication assistance training

First aid "Go" kit

Trauma "Ready" kit

Evacuation cart with HS 140 supplies

Point of Service #3: Sick Room

An area for students with possible COVID-19 symptoms should be established away from the health office. The sick room should be identified with appropriate signage. Use of an alternative room, not the primary health office, is preferable to use for sick room health services delivery. The management of mild to severe illness, including students with fever or signs and symptoms must be handled in the sick room to prevent possible cross-exposure risk with healthy students and staff. All employees who are assigned to work in the sick room must be medically cleared and fit-tested for an N95 respirator mask.

The sick room will be routinely staffed by the FASA or health office backups who have been designated by the site administrator and trained by the school nurse to perform the duties as delegated in accordance with the Nevada State Board of Nursing Regulation and Advisory Opinion. Staffing hardships should be reported by the site administrator to their direct supervisor and the health services region director.

The school nurse may be needed to staff the sick room periodically to cover breaks and/or staffing shortages. Conduct a non-contact temperature check prior to student entry into the sick room. If a student's temperature is elevated to 100°F or higher, notify the parent/guardian as the student must go home. If an employee's temperature is elevated to 100.4°F or higher, notify the site administrator as the employee must go home.

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Updated
Information

Access to warm running water, hand washing, and restroom facilities within or adjacent to the sick room is required, particularly for those with gastrointestinal symptoms, such as nausea, vomiting, or diarrhea. Access to the restroom should be limited to only those persons being treated in the sick room. Students should wash their hands or use hand sanitizer before and after the sick room office visit, wear their cloth face coverings or a surgical mask, and maintain physical distancing.

The following must be present in the sick room:

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Information

Desk with chair, computer, mouse, keyboard, and printer

Telephone for use by adult staff only

Two-way radio (if available)

PPE - Located in a locked supply cabinet or cart outside the entry of the sick room. Minimum supply for one month of latex or nitrile gloves, fit-tested N95 respirator masks, surgical masks for students, face shields or goggles, and disposable gowns

Restroom Access

Signage: STOP - Sick Room, Physical Distancing, Fit-tested N95 Respirator Mask required, NO Thru-Traffic, etc.

Medical cot(s) spaced to keep student's heads physically distanced six feet apart from each other and physically distanced six feet apart from staff members

Chairs for students, physically distanced six feet apart from staff members and each other

Chairs for physical distancing of students in the hallway

First aid kit, [secured sharps container](#).

Sink with warm running water

Ionization Air Filtration Systems

The Facilities Services Unit is installing air ionization systems in the health office and sick room in every school to improve indoor air quality and add another layer of defense against bacteria, virus, and pathogen concerns in areas where medical care is provided. The systems are installed within the existing HVAC unit and/or ductwork above the ceiling. Installation of these systems is permanent.

Medication Administration

In some instances, students may need to take medication at school. To the degree possible, efforts should be made to identify ways that medications may be taken at home, instead of during school hours.

The following steps should be taken to ensure the safety of all students and minimize office clustering.

- Parents/Guardians should be notified that they will need to make an appointment prior to the start of school to bring the medication in so that delivery times may be staggered.
- Parents/Guardians will bring in the medication with an appropriate pharmacy label or with a licensed health care provider order to the school nurse.
- For over-the-counter medication, a copy of the prescription or licensed health care provider order is required.
- The school nurse will collaborate with the licensed health care provider and parents/guardians to ensure that any nebulizer medication delivery should be converted to an inhaler, preferably with a spacer, to avoid Aerosolized Transmissible Diseases of COVID-19. Students unable to cooperate with the use of a metered dose inhaler, follow directions required, or who have a poor inhaler response may still need nebulizer treatments.

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All employees must follow the Health Services Department policy for medication administration and CCSD Regulation 5150, Health and Welfare: Students^{iv}.

- Health office personnel may consider visits to classrooms to administer medication to the students.
- To the extent possible, students should be encouraged to self-administer medication that may be self-carried in accordance with District regulations and Nevada law.
- Stagger student times coming into the health office area for medication.
- Another option for medication delivery, following collaboration between the site administrator and school nurse, include:
 - Educational staff may be taught by the school nurse to administer scheduled medications to students.
 - Medication will be locked up in a secure location and verified by the school nurse in the respective classroom.
 - Staff members will be provided training by the school nurse regarding documentation. Confidentiality must be maintained. Delegation of training must be completed monthly by the school nurse.
- **Note: Controlled substances and medications given on an as-needed basis must be administered by health office staff.**

Specialized Medical Procedures

Specialized medical procedures may be needed for students with disabilities to ensure equal access to health needs and education in the school environment.

- An authorized licensed health care provider must provide a prescribed procedure intervention(s) necessary for a licensed nurse, or qualified District employee to perform or assist students during the school day.
- Students must have equal access to curriculum and health care needs in the school environment.
- The use of PPE during these procedures following COVID-19 may be consistent with pre-pandemic use for some procedures.
- For others, additional PPE use may be warranted.
- The Health Services Department will provide guidance for school nurses and other school staff in terms of appropriate PPE for these procedures and delegated care.

Medically Fragile Students

With regard to medically fragile student populations, it is important that IEP teams work with the school nurse, licensed health care provider, and parent/guardian in determining if it is in the best interest of the child to return to school. Medically fragile students are considered a vulnerable COVID-19 population and may not be able to attend school.

Students with immunosuppression may be at increased risk during an outbreak of COVID-19 because they are at high risk for health complications.

- Distance education should be considered to support academics.
- Parents/Guardians have the option for students to participate in full-time distance education to keep their child at home due to health concerns, an extended illness, or quarantined because of an exposure to the virus.

It is important to consider recommendations from the licensed health care provider when determining if vulnerable populations, such as medically fragile students, should return to campus for instruction. Things to consider include:

- Hospitalized students and students who are home due to health problems or acute illness/injuries may require a plan to remain on full-time distance education.
- Students who are already receiving services on a Homebound Program placement will continue to receive Homebound instruction through full-time distance education.
- Students who are already receiving supplemental home services will continue to receive supplemental home services support through distance education.

Personal Protective Equipment

The use of PPE is based upon several precautionary factors, including the CDC and SNHD guidance, level of COVID-19 contagion in the community, and the role and the responsibility of the individual. Education on proper use of PPE is important.

Procedures for donning (putting on) and doffing (taking off) of PPE

- <https://eduvision.tv/l?emDegeL>

N95 Masks and Surgical Face Masks

Release 3

Updated
language

- Medical-grade face masks, including surgical masks, and N95 respirators should be reserved for designated school staff who are providing direct health care services.
- Use of an N95 respirator requires an employee to be certified. N95 respirators will be distributed by the Safety Office of the Risk Management Department.

Release 3

Updated
language

- Symptomatic students and staff may be provided a surgical mask until they go home, if they are able to wear the mask.
- Individuals should be careful not to touch their eyes, nose, and mouth when removing their face covering and wash hands immediately after removing.

Face Shields/Protective Eyewear

- Face shields provide full-face coverage and should only be utilized in addition to a mask to provide greater protection from both large and small droplet contamination.
- Goggles also provide excellent protection for eyes, but fogging is common.
- Goggles should be worn when blood or body fluid splashes, sprays, or spatters are possible.
- A face shield worn over a surgical mask or KN95 mask may be utilized when an N95 respirator is not available or staff are not certified to wear a respirator.


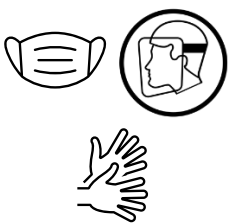
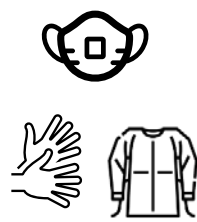
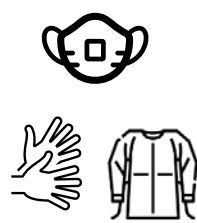
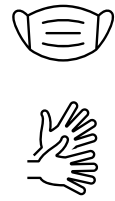
Gloves (Non-Latex)

- Gloves should be worn when it can be reasonably anticipated that contact with respiratory, blood, gastrointestinal fluids, or other potentially infectious materials; mucous membranes; nonintact (broken) skin; or potentially contaminated intact skin (e.g., of a student incontinent of stool, urine, or vomit) could occur.

Gowns

- There may be a need to consider gowns when sputum or other bodily contents may come into contact with an employee's clothing during one-on-one student care, one-to-one nursing care, and during suctioning procedures.
- Gowns are not necessary for regular interactions with students.

Protective Equipment Use by Direct Service Providers

Job Class for PPE Use	Protective Equipment
School Personnel Staff not included below who are able to physical distance six feet or more	 <ul style="list-style-type: none"> • Cloth face covering
School Personnel Direct first aid; Universal precautions for blood borne pathogens; Non-COVID-19	 <ul style="list-style-type: none"> • Surgical mask or with face shield or goggles preferred • Disposable gloves
School Nurse, Special Procedures Nurse (SPN), Agency Nurse, FASA, Other qualified, trained personnel providing direct care services Health care areas with students suspected or confirmed COVID-19	 <ul style="list-style-type: none"> • N95 respirator mask or surgical mask with face shield, if not available* • Disposable gloves • Disposable gowns, cloth gowns, or coveralls
School Nurse; SPN; Agency Nurse, FASA; Other qualified, trained personnel providing direct care services Licensed nurses performing aerosol procedures, such as chest physiotherapy, suctioning, tracheostomy care, or other specialized procedures producing respiratory droplets	 <ul style="list-style-type: none"> • N95 respirator mask or surgical mask with face shield, if not available* • Disposable gloves • Disposable gowns, cloth gowns, or coveralls
Bus Driver, Bus Aide, Transportation, FASA Direct physical contact with passengers such as buckling/unbuckling seat belts, or performing wheelchair safety services	 <ul style="list-style-type: none"> • Surgical mask • Disposable gloves

**Emergency use only following OSHA guidelines*

Health Office

Detailed guidance and protocols related to health services are available to schools in the Health Services COVID-19 Resource Guide^v.

Procedure for Updates of Student Health Information

The Health Services Department reviews student health information as part of the process to update Infinite Campus (Health Condition Flags) and electronic health office documentation yearly.

The *Student Health Information for School Year* form, CCF-768, is typically disseminated via paper form to students/families at the beginning of each school year. Due to COVID-19, the Health Services Department created a Google form/survey link as an alternative method for data collection. School nurses will collaborate with site administrators to consider the following options to obtain the necessary updates for student health information:

- Send the *Student Health Information for School Year* form, CCF-768, via email to parents/guardians.
- Continue to distribute the *Student Health Information for School Year* form, CCF-768, in a paper format.
- Utilize the student health information survey link to collect the data. The school nurse will facilitate copying/generating the link to utilize for the school site.

Response to Exposure or Confirmed COVID-19 Case

Site administrators will follow the procedures outlined for communication with their region superintendent, health services director, and the Communications Department regarding all suspected or confirmed COVID-19 cases of students, families, and/or employees, and follow all recommendations issued from the SNHD.

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). The SNHD works closely with the Health Services Department to prevent the spread of disease in schools and monitor any outbreaks or community spread.

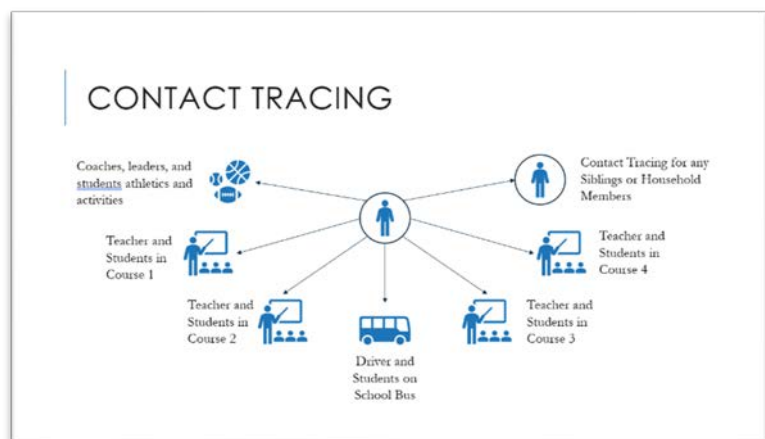
- Contact tracing is part of the process of supporting patients with suspected or confirmed infection^{vi}.
- In contact tracing, the school nurse, emocha nurse, and SNHD staff work with families or staff members to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious. Site administrators may be asked to assist with providing this information as well. In order to minimize the impact of quarantine decisions, a seating chart will be essential to determine close contacts.
- The school nurse, emocha nurse, and 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, as well as information on 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.

Release 5

Updated language

Release 5

Updated language



Cohort and School/Site Closures

Release 5

Updated
language

Site administrators will work with the school nurse, emocha nurse, health services director, region superintendent, and personnel within the Communications Department regarding any cohort and/or school/site closures.

- Site administrators will assist with contact tracing by identifying one site administrator and two back-up staff to serve as the point of contact for all COVID-19 matters.
- The identified site administrator will immediately notify the school nurse and/or assigned health services director regarding any COVID-19 positive cases in the school.
- The Health Services Department will follow up with the identified site administrator and region leadership for confirmation provided by the SNHD. The identified site administrator will work with the school nurse to provide the following information:
 - Student name, date of birth, student number.
 - Names of sibling(s) or parent/guardian employees of the District.
 - Class lists of the confirmed student.
 - Student bus roster for both morning and afternoon routes, including the bus driver and bus aide.
 - Rosters for school athletics, clubs, and activities of the confirmed student.
- Region leadership will collaborate with the identified site administrator, principal, Health Services Department, emocha nurse, and the SNHD to review the lists/numbers of students and staff impacted for potential quarantine.
- The Health Services Department will collaborate with the SNHD to provide direction for region leadership and the schools in regard to quarantine and/or cohort and school closures based on specific case information for confirmed positive COVID-19 cases of student(s) and/or staff. This will be conducted on a case-by-case basis determined by the extent of impacted individuals and any other factors.
- Pivoting to full-time distance education due to the impact of student(s) and/or staff will be determined in collaboration with the Health Services Department, principal, region leadership, deputy superintendent, and the SNHD.
- Communication regarding pivoting to full-time distance education will include the following in the designated order:
 1. Notification to the Trustee of the school by region leadership.
 2. Principal will contact the Communications Department.
 - The Communications Department, Health Services Department, and principal will finalize letters of notification for parents/guardians and school

Release 5

Updated
language

communities. Region leadership will approve the letters of notification prior to distribution.

3. Notification to the families of students recommended for quarantine, including telephone calls and letters home, is made by the school administration.
4. Letters of notification for parents/guardians and school communities are distributed by the school administration.

Common COVID-19 Messaging Sample Messages for Schools

Example Message - Quarantine Needed

Today we learned that an individual at [INSERT SCHOOL NAME] tested positive for COVID-19.

CCSD is prohibited by federal law from revealing the identity of the individual; however, the District is working in collaboration with the Southern Nevada Health District (SNHD) to perform the necessary contact tracing.

As part of this process, it has been determined that you will need to quarantine. The exposure date was the week of [INSERT DATE].

Release 2

Corrected
quarantine
timelines

You may return to work/school after 10 days from your exposure date if you do not develop any symptoms of the COVID-19 virus. If you receive and provide a copy of a negative test on or after the 5th day of quarantine and remain symptom-free, you may return to work/school on day 8. If you become symptomatic during the quarantine period, you will need to stay in quarantine for 10 days from the onset of your symptoms.

Release 4

Updated
Information

At this time, you will participate in full-time distance education effective tomorrow, [INSERT DATE]. Due to the cohort schedule, the earliest day you may return to campus is [INSERT DATE].

Please know that we appreciate your cooperation during these challenging times. If you have any questions related to COVID-19, please contact the SNHD at 702-759-INFO (4636).

Example Parent/Guardian Message - Positive Case

This is [INSERT NAME], Principal at [INSERT SCHOOL NAME].

Today we learned an individual at our school tested positive for COVID-19.

CCSD is prohibited by federal law from revealing the identity of the individual; however, the District is working in collaboration with the Southern Nevada Health District (SNHD) to perform the necessary contact tracing. A close contact is someone within six feet for a collective 15 minutes. Any individual in close contact needs to quarantine for 10 days.

If the school or the SNHD has not directly contacted you, you have not been identified as an individual with a close contact. All others may be considered a low-risk exposure, similar to an exposure in the community (e.g., shopping, gathering, events).

CCSD has taken precautions in accordance with re-opening plans to limit the risk to others. This includes cleaning and disinfecting the entire school. Social distancing and personal protective equipment are required while on campus.

Out of an abundance of caution and transparency, we are notifying all students and staff of the following:

- *While low-risk exposure does not require a test, any family may seek community testing at the available sites throughout our community.*
- *It is important to be mindful to continue pre-screening for any symptoms and possible community contact.*
- *If any students are participating in outside activities, they are asked to be diligent in following current, best-practiced mitigation methods for the safety of our school and students.*

CCSD reminds everyone that if they have symptoms (i.e., fever, cough, chills, repeated shaking with chills, muscle pain, headache, sore throat, vomiting, nausea, diarrhea, increasing congestion, runny nose, new loss of taste or smell, or shortness of breath), to stay home.

We will continue to provide information on any impact this process could have on the school schedule.

Example Employee Message - Positive Case

An employee at [INSERT LOCATION] reported they tested positive for COVID-19. The Health Services Department is working to confirm the case with the Southern Nevada Health District.

The employee has not been to work since the week of [INSERT DATE]. If confirmed, the employee will be asked by the Southern Nevada Health District (SNHD) to identify those with whom the employee had "close contact" with before the employee first became symptomatic. "Close contacts," are those persons with whom the employee was within six feet for a collective 15 minutes or longer over a 24-hour period. These individuals will be notified by SNHD.

CCSD is prohibited by federal law from revealing the identity of the employee. CCSD has taken precautions in accordance with phased re-opening plans to limit the risk to other employees. Social distancing and personal protective equipment is required by employees. CCSD has increased regular daily cleaning of facilities and appropriate steps have been taken to address this case. However, out of an abundance of caution, we are making you aware.

CCSD reminds all employees that if they have symptoms, (i.e., fever, cough, or shortness of breath) they should notify their supervisor and stay home. Sick employees should follow Centers for Disease Control and Prevention (CDC)-recommended steps:

- *Stay home:* Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- *Stay in touch with your doctor:* Call before you get medical care. Be sure to get care if you have trouble breathing, have any other emergency warning signs, or if you think it is an emergency.
- *Practice home isolation:* Separate yourself from other people and pets in your home. You should stay in a specific "sick room" if possible, and away from other people and pets in your home. Use a separate bathroom, if available.

The CDC always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- *Avoid close contact with people who are sick.*
- *Avoid touching your eyes, nose, and mouth.*
- *Stay home when you are sick.*
- *Cover your cough or sneeze with a tissue, then throw the tissue in the trash.*
- *Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.*
- *Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.*
- *If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if your hands are visibly dirty.*

Should you have additional questions in regards to the coronavirus please contact the SNHD at 702-759-INFO (4636).

Nevada COVID Trace

The Nevada Governor's Office and the Nevada Department of Health and Human Services encourage citizens to download and utilize *COVID Trace*, a free, easy-to-use mobile phone app that gives public health officials the information they need to fight COVID-19, without compromising privacy.

The app notifies users if they have likely been exposed to COVID-19 based on times and locations of Bluetooth connectivity with other users who report a positive COVID-19 test.

For additional information and to download the app, users can visit <https://nvhealthresponse.nv.gov/covidtrace/>.



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

Release 5

Updated
language

Employees must remain home and contact their immediate supervisor if any of the following questions in the emocha health system are true:

- The employee has been in close contact (within six feet for 15 cumulative minutes of exposure over a 24-hour period) with a person known to have COVID-19.
 - The employee has been caring for a household member with COVID-19.
 - The employee has at least one or more of the following: fever of 100.4 or higher, new or worsening cough, new or worsening shortness of breath, new loss of taste or smell.
- OR
- two or more of the following: new or worsening headache, sore throat, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new nasal congestion/runny nose.

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 will be 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 and/or receives a yellow badge status in emocha, the following CONFIDENTIAL information must be provided to the supervisor:

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

The supervisor will receive an email indicating a COVID related incident was created for this employee. The supervisor should follow up with the employee for their approximate return to work date and refer to the emocha dashboard for current badge status. The supervisor 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.

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 Communications Department to disseminate information to the school community. *No information will be disseminated until clearance is provided by the region superintendent and the Communications Department.*

Note: Supervisors 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 return to work. Any required medical documentation will be obtained by the emocha nurse. A copy of the negative test result is required to return to work when utilizing the shortened quarantine option.

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 close contacts (persons within 6 feet for 15 cumulative minutes of exposure over a 24-hour period) to the emocha nurse.

If someone has close contact with someone known to have COVID-19 and was diagnosed with COVID-19 within the previous three months (RT-PCR positive on file) and has recovered and remains without COVID-19 symptoms, they do not need to quarantine.

All questions regarding quarantine requirements should be directed to the emocha nurse for further direction.

Telecommuting or Leave

If the employee has been in close contact (within six feet for 15 cumulative minutes of exposure over a 24-hour period) with a person known to have COVID-19:

- Employee will remain at home in self-quarantine or seek medical attention, if necessary.
- 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 and able to work from home.
- If symptomatic, and unable to work from home, the employee may request sick leave in HCM for the days they are absent. If the employee does not have sick leave or exhausts available sick leave, the employee may contact the Family Medical Leave Act (FMLA) Office.

If the employee has been caring for a household member with COVID-19:

- 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 sick leave in HCM. If the employee does not have sick leave or exhausts available sick leave, the employee may contact the FMLA Office.

If the employee has COVID-19 symptoms or has received a positive COVID-19 lab test result:

- Employee will remain at home in isolation or seek medical attention, if necessary.
- 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 and able to work from home.
- If symptomatic and unable to work from home, 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

An employee may return to work once cleared by the emocha nurse and the emocha dashboard indicates a green badge status.

In accordance with SNHD and CDC guidelines, individuals must quarantine if there is an exposure to an infected person, as below.

- Non-Testing Option: Quarantine is limited to 10 days from the date of most recent exposure if an employee remains asymptomatic during the quarantine. May return to work on day 11.
- Testing Option: Quarantine is limited to a minimum of 7 days from the date of most recent exposure if tested negative on or after the 5th day of quarantine and remains asymptomatic. May return to work on day 8.

If the licensed health care provider (LHCP) recommends additional testing, the LHCP will let the employee know when they can be around others.

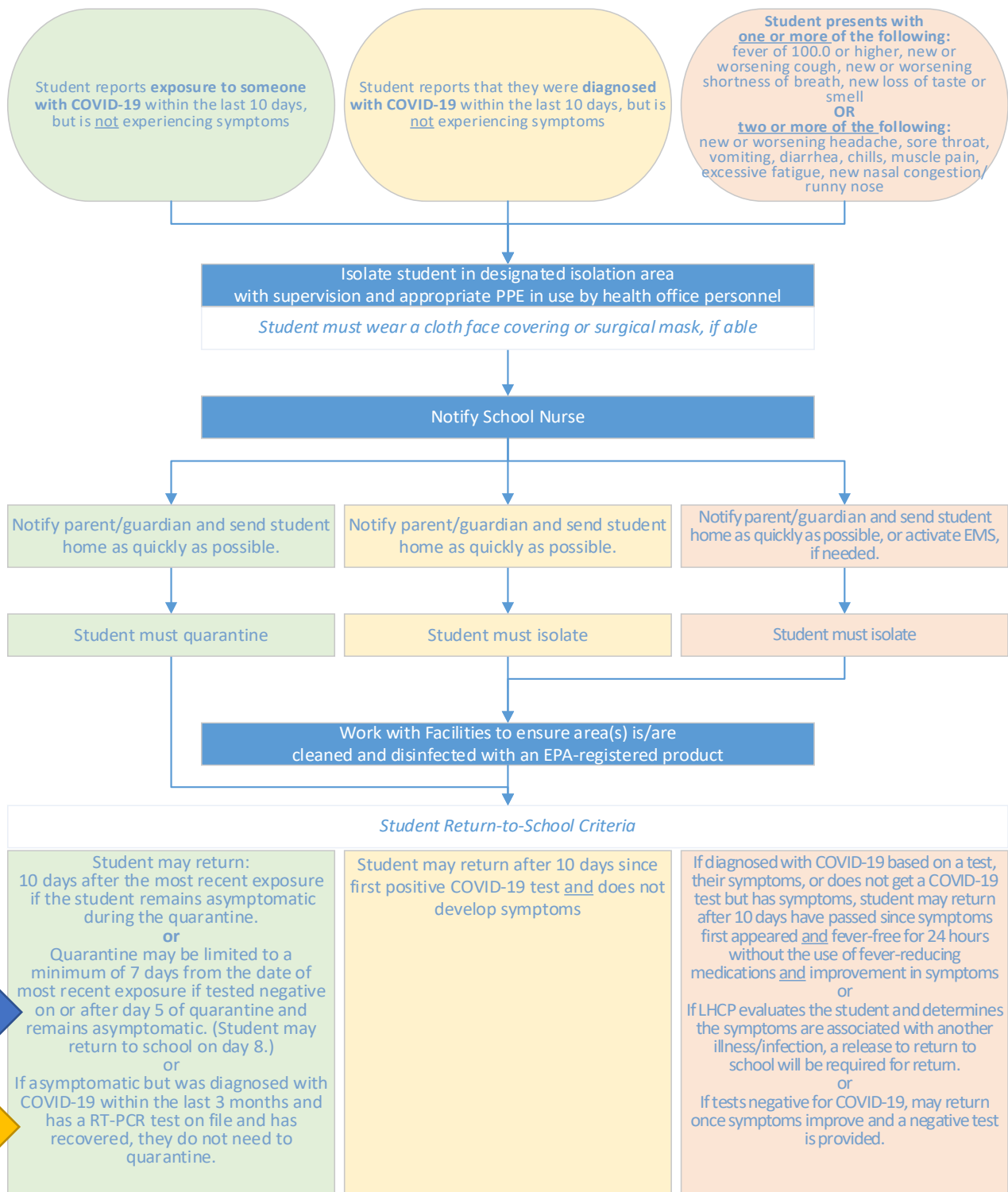
Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:

- They are fully vaccinated (More than two weeks have passed following receipt of the second dose in a two-dose series or receipt of one dose of a single dose vaccine.)
- They are within 3 months following receipt of the last dose in the series.
- They have remained asymptomatic since the current COVID-19 exposure.

Individuals who do not meet all three of the above criteria should continue to follow current quarantine guidance after exposure to someone with suspected or confirmed COVID-19.

Employees can record their vaccination results in the CCSD vaccination tracker^{vii}.

Student COVID-19 Exposure Notification Workflow



Release 2

Corrected
quarantine
timelines

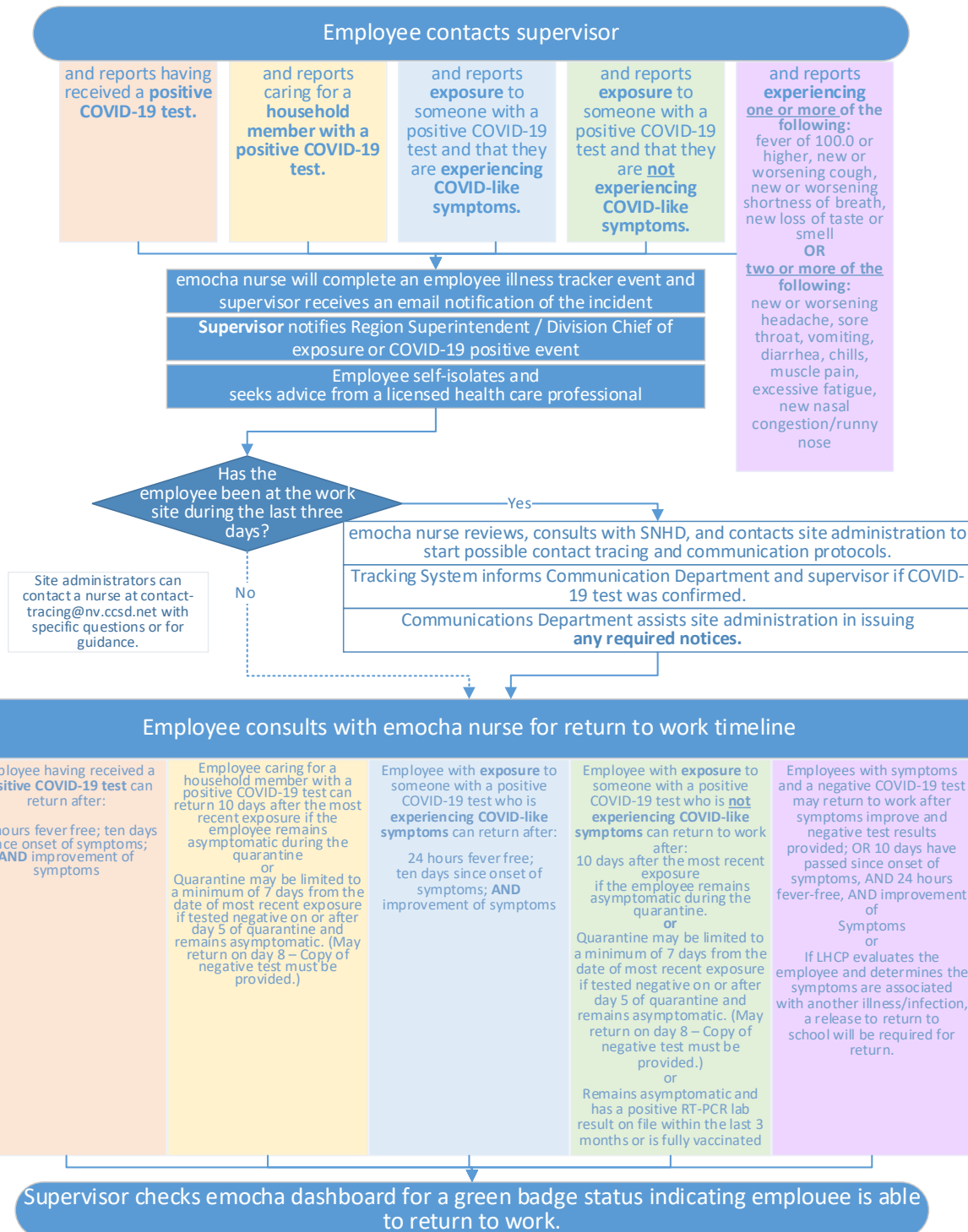
Release 5

Additional
language

Employee COVID-19 Exposure Notification Workflow

Release 5

Revisions throughout



Release 2

Corrected quarantine timelines

Travel Guidance

The Clark County School District (CCSD) will follow the guidance from the Centers for Disease Control and Prevention (CDC) regarding recommendations for domestic travel and international travel. The direction below comes from the CDC and is intended to inform all persons considering travel (employee, parents/guardians, students, and families) to ensure all are aware of the expected restrictions, requirements, and quarantines. Please feel free to share this information with all stakeholders so they may be aware of the restrictions and regulations prior to making any travel decisions.

Domestic Travel (Within the U.S.)

CCSD will follow the expectations and recommendations of the CDC and United States (U.S.) Government regarding domestic travel.

Prior to Travel

Currently there are no restrictions related to domestic travel. Persons traveling should continue to utilize face coverings, social distancing, and other recommendations regarding limiting the spread of COVID-19. Persons traveling within the U.S. should research and abide by the expectations, restrictions, and requirements of their carrier (airline) and the state to which they are traveling.

Upon Return from Travel

Upon return from travel there are no quarantine restrictions provided if the person or persons is/are asymptomatic (no fever, cough, loss of taste, etc.).

International Travel (Outside the U.S.)

CCSD will follow the expectations and recommendations of the CDC and U.S. Government regarding international travel.

Prior to Travel

The CDC has provided guidance and restrictions related to international travel. Persons may travel internationally, but must be aware of the CDC and U.S. Government's additional restrictions prior to returning to the U.S. and quarantine expectations once they return home. Persons considering traveling outside of the U.S. should review travel recommendations and requirements at the following link:

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html>

Prior to Return to U.S.

The CDC reminds travelers planning to travel internationally that they need to be tested no more than 3 days before returning by air to the U.S. and show a negative result to the airline before boarding a return flight to the U.S. Travelers may also show documentation of recovery (proof of a recent positive viral test and a letter from a healthcare provider or a public health official stating that you were cleared to travel). Additional international travel information and FAQ may be found at the following link:

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/testing-international-air-travelers.html>

Upon Return from Travel

As recommended by the CDC, persons returning from International travel will need to submit to COVID-19 testing within 3 to 5 days after travel AND stay home AND self-quarantine for 7 days after travel. Even if an individual tests negative, the person needs to remain at home and self-quarantine for the full 7 days.

If a person chooses not to be tested, that individual needs to remain at home AND self-quarantine for 10 days after travel.

If a returning traveler has a positive test result, then that person needs to isolate and follow the procedures outlined by the CDC, Southern Nevada Health District, and the CCSD *Hybrid Instructional Model Implementation Guide* to ensure a safe return to school and/or workplace.

CCSD Requirements and Expectations

CCSD wants all employees, students, families, and staff to realize that any expectations regarding travel are to support the health and safety of our community.

While CCSD cannot restrict travel of its employees, nor its larger community, it should be clearly communicated our position to enforce the CDC restrictions upon return from international travel. Therefore, persons traveling internationally should note their travel plans upon requesting leave or informing schools of travel. All persons should expect additional questions about travel to ensure the safety of our educational and workplace environments. The quarantine time frames, required upon return from international travel, should be discussed with any person or family requesting leave or notifying school and District officials of international travel. Appropriate plans should be made to meet these requirements.

4. FACILITY PREPARATION AND MAINTENANCE

Sanitation and Cleaning

Sanitation and Cleaning for Student and 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, and all staff workroom equipment, twice daily. The head custodian/building manager will assign the custodial night crew tasks, 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, and sinks inside the classrooms. Drinking fountains located in the classrooms, outside, and in other areas of the school will not be used. Custodial staff will have all supplies necessary for these cleaning efforts. If workstations are used in CTE classrooms and labs, the workstations will need to be disinfected between groups of students by the teachers.

Door hangers (pictured right) will be posted on the door of each room that has been disinfected. Each time the room is disinfected, the custodial staff will update the date and time, providing a quick visual reference for all staff and students.

Daily Custodial Facilities Cleaning

In an effort to maintain a safe and clean learning environment for students and staff, under the direction of head custodians/building managers, custodial personnel shall perform the following disinfectant light duty activities in each classroom and common area throughout the facility daily.

To properly disinfect surfaces, each product listed below must be applied following the label instructions and the surface must remain wet for the appropriate contact time (“dwell time”) specified in the instructions prior to wiping down the surface.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Working to Trabaja Para Keep you Mantenerte Safe!! Seguro!!

DISINFECTED / DESINFECTADO

Date / Fecha: _____

Time / Hora: _____

By / Por: _____

DISINFECTING COMMON AREAS
Frequency: twice during day shift and once during night shift.
Hallways/Main office/Multipurpose room/Media center and other non-classroom areas.

1. Disinfect ALL high touch surfaces

- Light switches
- Door knobs/handles
- Door push bars/windows
- Phones
- Keyboards/mice
- Printers/fax machines
- Copy machines
- Counter tops/tables
- Vending machines
- Sinks/drinking fountains
- All staff workroom equipment

DISINFECTING RESTROOMS
Frequency: twice during day shift and once during night shift.
Individual classroom restrooms/group restrooms.

1. Clean & Disinfect

- Toilets and Urinals
- Sweep and mop floors
- Sinks
- All Touch surfaces

2. Check for fullness - fill if empty

- Soap dispensers
- Toilet paper
- Paper towels
- Sanitary dispensers

3. Empty Trash cans and bins

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Chemical Product – SDS Name	Concentration	Application
PortionPac® Germicidal Cleaner 264 Dwell Time: 5 minutes	16 oz Hospital Grade Spray Bottle	Touch surfaces including: Door handles Light switches Sinks Computer keyboards and mice Trash cans Desks and chairs All restroom surfaces including: Walls Mirrors Sinks Toilet paper/paper towel dispensers Toilet partitions Door handles Light switches
PortionPac® Germicidal Cleaner 264 Dwell Time: 5 minutes	64 oz Pump Stock Solution Bottle Concentration	Toilets and urinals
PortionPac® Germicidal Cleaner 202 Dwell Time: 5 minutes	2 gal. Mop Bucket	Restroom floors
Virex® Tb Ready-to-Use Disinfectant Cleaner Dwell Time: 2 minutes	32 oz Spray Bottle	All restroom surfaces including: Walls Mirrors Sinks Toilet paper/paper towel dispensers Toilet partitions Door handles Light switches

Current chemical supply inventory levels are maintained and can be viewed in the head custodian/building manager's office. The head custodian/building manager may order additional supplies through the Brady Industries catalog. Only order supplies sufficient for the needs of the school so other schools may also obtain supplies.

In addition to regular custodial cleaning, each classroom will be supplied with a bottle of Germicidal cleaner for general staff use. This bottle will be prepared by the custodian to ensure proper chemical portions. Training materials will be provided to staff for proper product utilization.

- All custodians were provided with a job card with instructions including a sample schedule to clean and disinfect schools/sites properly.

- All custodians will be given a door hanger to place on all doors in the school/site to show when and what time and by whom the space was disinfected.
- Schools have been provided with an informational video showing directions on how to disinfect a classroom using the approved Germicidal detergent 16 oz spray bottle.
- Schools have been provided with hand sanitizer wipes for the classrooms.
- All schools/sites have adequate amounts of paper towels, cleaning towels, Germicidal detergent, VirexTB, gloves, goggles, hand sanitizer, sanitizing wipes, and masks for proper cleaning and disinfecting. Additional supplies can be ordered from Brady Industries via SAP.

Custodial Cleaning Definitions

Daily Cleaning

- *Light Duty Cleaning*

Empty trash and replace liner, if necessary. Clean and disinfect any sinks and spot clean door, door glass, and switch plates with prepared PortionPac Germicidal Detergent 16 oz spray bottle. Pick up large papers, pencils, crayons, paper clips, and other small objects for the vacuum specialist. Empty pencil sharpener(s) and dust all horizontal surfaces with a woolly duster.

- *Vacuum Cleaning*

Vacuum all traffic areas and spot vacuum all visible dirt. Vacuum under trash cans and ensure that the trash can has been emptied. Secure the room when finished.

- *Restroom Cleaning*

Flush toilets and urinals, and then dispense one pump of PortionPac 64 oz Stock Solution Germicidal Detergent into each urinal and toilet. Refill all dispensers, detail dust all horizontal surfaces with a woolly duster, and detail sweep floor. Remove trash and replace liner. Spray 16 oz PortionPac Germicidal Detergent and wipe mirrors, sinks, bright work, doors, switch plates, soap dispensers, paper towel dispensers, toilet paper dispensers, female napkin dispensers, railings, partitions, and walls. Scrub urinals and toilets with a bowl brush and check for hard water deposits. If hard water deposits are present, use approved acid for urinals and toilets and approved acid for sinks and bright work. Disinfect floor with PortionPac Germicidal Detergent 202 Mopping Solution.

Enhanced Cleaning

- Includes daily light duty, vacuum, and restroom cleaning, in addition will also include the use of VirexTB to spray and wipe all touch surfaces (doors, switch plates, copy machines, desks, counters, chairs, sinks, soap dispensers, paper towel dispensers, etc.) in the entire school with the dwell time of two minutes.
- Liquid should not be sprayed directly on or allowed to dwell on electronic equipment. For shared or collected electronic equipment, such as computers, keyboards, mice, and phones, dampen a non-abrasive cloth with approved liquid and gently wipe clean. For computer screens, use an approved screen cleaner, as other cleaners may damage the screen.
- Complete disinfection of the nurse's office using VirexTB with the dwell time of two minutes.
- Spot clean all carpets via carpet extraction.

Disinfecting Cleaning

Only when a positive confirmed COVID-19 case is verified by the Health Services Department will this process take place.

- Immediate notification will be made to the chief of facilities and, if the confirmed positive person has been on campus within the previous 48 hours, the Operations Disinfecting Cleaning Crew will be dispatched to the site to apply a Clorox360 Electrostatic Sprayer with the Clorox Disinfectant Cleaner throughout the entire site.
- The Operations Disinfecting Cleaning Crew will be suited in the appropriate PPE, including a hooded disposable coverall, gloves, goggles, and a disposable mask.

Release 5

Updated
language

Confirmed Positive COVID-19 Custodial Facilities Cleaning and Enhanced Cleaning

Release 5

Updated
language

In the case there is a confirmed positive COVID-19 event directly affecting a school, the Health Services Department will coordinate with SNHD, and the Facilities Services Unit will initiate a deep clean protocol for that campus in compliance with CDC recommendations^{viii}.

In order to properly disinfect surfaces, each product listed below must be applied following the label instructions and the surface must remain wet for the appropriate contact time specified in the instructions prior to wiping down the surface.

Chemical Product	Concentration	Application
Clorox® Total 360® System - Electrostatic Sprayer Dwell Time: 2 minutes	Total 360® Disinfectant Cleaner (128 fl. oz)	Entire school All touch surfaces
Virex® Tb Ready-to-Use Disinfectant Cleaner Dwell Time: 2 minutes	32 oz Spray Bottle	All touch surfaces including: Door handles Light switches Sinks Computer keyboards and mouse Trash cans Desks and chairs All restroom surfaces including: Walls Mirrors Sinks Toilet paper/paper towel dispensers Toilet partitions Door handles Light switches

Custodial staff will not require additional training unless the site procures a Clorox 360 machine, which would come with training provided by Brady Industries.

The night crew will be cleaning and disinfecting the restrooms once at night, leaving the head custodian/building manager to clean all touch surfaces in the restrooms twice a day.

Custodial Cleaning Schedule to Include Enhanced Cleaning

Monday, Tuesday, and Thursday: Light Duty Cleaning

Custodians will follow the written daily cleaning schedule within a normal shift:

- Empty trash and replace liner, if necessary. Clean and disinfect any sinks and spot clean door, door glass, and switch plates with prepared 16 oz PortionPac Germicidal Detergent. Pick up large papers, pencils, crayons, paper clips, etc., for the vacuum specialist. Empty pencil sharpener(s) and dust all horizontal surfaces with a woolly duster.
- *Vacuum Cleaning*
Vacuum all traffic areas and spot vacuum all visible dirt. Vacuum under trash cans and ensure that the trash can has been emptied. Secure room when finished.
- *Restroom Cleaning*
Flush toilets and urinals, and then dispense one pump of PortionPac 64 oz Stock Solution Germicidal Detergent into each urinal and toilet. Refill all dispensers, detail dust all horizontal surfaces with a woolly duster, and detail sweep floor. Remove trash and replace liner. Spray PortionPac 16 oz Germicidal Detergent and wipe mirrors, sinks, bright work, doors, switch plates, soap dispensers, paper towel dispensers, toilet paper dispensers, female napkin dispensers, railings, partitions, and walls. Scrub urinals and toilets with a bowl brush and check for hard water deposits. If hard water deposits are present, use approved acid for urinals and toilets and approved acid for sinks and bright work. Disinfect floor with PortionPac Germicidal Detergent 202 Mopping Solution.

COVID Day Custodian Daily Tasks

(These tasks are in addition to your normal duties)

RESTROOMS -

Frequency: twice during day shift and once during night shift.

- Individual classroom restrooms, group restrooms

1. Clean & disinfect

- Toilet
- Sweep and mop floor
- Sinks
- All Touch surfaces

2. Check for fullness - fill if empty

- Soap dispensers
- Toilet paper
- Paper towels
- Sanitary dispensers

3. Empty Trash cans and change liners

COMMON AREAS -

Frequency: twice during day shift and once during night shift.

- Hallways/Main office/Multipurpose room/Media center and other non-classroom areas.

1. Disinfect ALL high touch surfaces

- Light switches
- Door knobs/handles
- Door push bars/windows
- Phones
- Keyboards/mice
- Printers/fax machines
- Copy machines
- Counter tops/tables
- Vending machines
- Sinks/drinking fountains
- All staff workstation equipment

DAY CUSTODIAN To Do SCHEDULE

(This is intended to be a Guide, times may vary)

SUGGESTED TIME FRAME	TASK TO COMPLETE
7:00 a.m. - 8:30 a.m.	Open building (exterior)
	Unlock all outside doors
	Blow off all entrances and clean exterior mats
	Pick up debris from entire campus
	Open all classroom doors
	Raise U.S. and State Flags
8:30 a.m. - 9:00 a.m.	Begin COVID additional duties
	Disinfect staff, student restrooms and staff lounge(s)
	Disinfect ALL high touch surfaces
9:00 a.m. - 9:15 a.m.	BREAK
9:15 a.m. - 9:45 a.m.	Continue COVID additional duties
9:45 a.m. - 11:00 a.m.	Sweep/dust mop/vacuum hallway, stairwells & gym floor
	Put away stock, if applicable
	Complete CDR's, Daily inventory, etc. and any necessary paperwork
	Perform any tasks requested by Administration
	Complete any minor maintenance repairs and work orders
11:00 a.m. - 11:30 a.m.	LUNCH
11:30 a.m. - 1:00 p.m.	Collect lunch trash from classrooms, replace liners
	Sweep/dust mop/vacuum hallway, stairwells & gym floor
1:00 p.m. - 1:15 p.m.	BREAK
1:15 p.m. - 2:15 p.m.	Continue COVID additional duties
	Disinfect staff, student restrooms and lounge(s)
	Disinfect ALL high touch surfaces
2:15 p.m. - 3:00 p.m.	Cafeteria - Clean and break down tables for evening cleaning staff, if applicable
	Remove any graffiti found
	Elementary - Disinfect playground high touch areas, if applicable
3:00 p.m. - 3:30 p.m.	Secure gates
	Meet with night custodians

Wednesday: Enhanced Cleaning Schedule

As there are no students on campus, light duty, vacuum, and restroom cleaning should be minimal, leaving extra time for enhanced cleaning and utility cleaning.

- Includes daily light duty, vacuum, and restroom cleaning and the use of VirexTB to spray and wipe all touch surfaces (doors, door glass, switch plates, computer keyboards, mice, phones, copy machines, desks, counters, chairs, sinks, soap dispensers, paper towel dispensers, etc.) in the entire school with the dwell time of two minutes.
- Complete disinfection of the nurse's office using VirexTB with the dwell time of two minutes.
- Spot clean all carpets via carpet extraction.

Friday: Enhanced Cleaning Schedule

- Includes daily light duty, vacuum, and restroom cleaning and also includes the use of VirexTB to spray and wipe all touch surfaces (doors, door glass, switch plates, computer keyboards, mice, phones, copy machines, desks, counters, chairs, sinks, soap dispensers, paper towel dispensers, etc.) in the entire school with the dwell time of two minutes.
- Complete disinfection of the nurse's office using VirexTB with the dwell time of two minutes.

Head Custodian and Building Manager Cleaning Schedule to Include Enhanced Cleaning

Monday, Tuesday, and Thursday

- Open facility; unlock gates; raise flags; unlock assigned doors; and check for graffiti, vandalism, or hazards.
- Check custodial assignments for proper work performance.
- Sweep sidewalks, monitor parking lot, shrub beds, curbs, and fence lines as needed.
- Prior to the arrival of students, clean the primary, intermediate, and Kindergarten playground with a germicide detergent. Items to be cleaned include all high touch surfaces, such as railings and handles.
- Vacuum hallways, if applicable.
- Clean, sanitize, and disinfect outside drinking fountains throughout the facility using the Germicidal Detergent 16 oz spray bottle, if applicable.
- Set up for breakfast, if applicable.
- Spray and wipe the entire school touch surfaces outside of the classrooms using the Germicidal Detergent 16 oz spray bottle (e.g., front office doors, door glass, counters, common area keyboards and mice, chairs, staff restrooms, hallways, windows, sinks, student restrooms, etc.).
- Spot clean walls, doors, pillars, posts, and windows using the Germicidal Detergent 16 oz spray bottle as needed.
- Spot mop sidewalks as needed.
- Monitor and restock restrooms several times during the day.
- Meet with the principal about special needs, general concerns, etc.
- Ensure lawns, shrubs, and greenery are properly watered and cared for.
- Clean multipurpose room from breakfast and set up for lunch including table sanitizer, mops, water, and cleaning tools, if applicable.
- Monitor school grounds and fence lines and pick up debris.
- Clean all door glass in the office and halls daily using the Germicidal Detergent 16 oz spray bottle.
- Complete daily inventory and fill distribution trays with proper chemicals for night custodians.
- Monitor lunchroom, cleanup spills, and empty full trash cans, if applicable.
- Clean multipurpose room. Clean the tables, pick up trash, and empty and wash trash cans. Sweep and mop floor, including kitchen, daily using 1802, PortionPac Neutral Cleaner. Change water often.

- Complete teacher concerns, requests, and assist putting supplies in appropriate storage.
- Ensure the general appearance and upkeep of the facility is maintained.
 - Submit, file, and monitor work orders.
 - Work with the Maintenance Department to ensure items are repaired and serviced.
 - Monitor all workmen on campus. Monitor progress of work.
- Assume responsibility for quality and quantity of work of custodial staff.
- Monitor and evaluate performance of custodial staff and provide assistance where needed.
- Provide continuous training for all custodial staff.
- Conduct written inspections of all custodial work assignments.
- Order, maintain, and control supplies. Maintain an accurate inventory.
- Keep the site administrator informed of concerns and potential problems.
- Ensure special functions are set up and cleaned up.
- Post and maintain complete records and charts:
 - Location of fire protection items, alarms, extinguishers, etc.
 - Location of electrical panels and master switches.
 - Location of fire sprinkler and water shut-off valves.
- Maintain proper and correct time of all custodial staff for payroll purposes.
- Maintain and file proper and correct employee information sheets and records.
- Complete a written inspection of the work of each custodian, with appropriate discussions and signatures and make them available to the assigned operations manager and custodial supervisor.

Early Childhood Sanitation

Instructions are provided to schools for daily cleaning and sanitizing tables, toys, eating surfaces, and desks:

Please remember to “WASH, RINSE, and SANITIZE!”

- Use a clean towel and spray and wipe the surface with the PortionPac All Purpose Degreaser Cleaner (32 oz spray bottle - #102).
- Use a separate clean towel with WATER ONLY to rinse the washed surface.
- Use another clean towel and spray and wipe the surface with the ClearPac Sanitizer 32 oz spray bottle (#CP1617) and allow to dry.

Instructions for daily disinfecting door handles, touch surfaces, chairs, restroom floors, sinks, toilets, and urinals:

- Use a clean towel and spray and wipe the surface with the Germicidal Detergent 16 oz spray bottle.

In order to properly disinfect surfaces, each product must be applied following the label instructions and the surface must remain wet for the appropriate contact time specified in the instructions prior to wiping down the surface.

Providing for Social Distancing

Guidelines for the layout of classroom space and non-classroom space (lobbies, hallways, school offices, restrooms, etc.).

In order to accommodate recommended social distancing guidelines, the number of students and staff in any one space at any given time will need to be reduced. Below are guidelines for the maximum number of occupants, as well as suggested room layout and strategies for using spaces.

Student Capacity Ratios

Room Type	Code Capacity Per 2015 International Building Code	Pre-COVID-19 Programmed Capacity	COVID-19 Reduced Capacity
Kindergarten	20 sq ft per Student	21:1 Pupil / Student Ratio or 57 sq ft per Student	50 sq ft per Student
1st-2nd	20 sq ft per Student	16:1 Pupil / Student Ratio 56 sq ft per Student	50 sq ft per Student
3rd	20 sq ft per Student	19:1 Pupil / Student Ratio 47 sq ft per Student	50 sq ft per Student
4th-5th	20 sq ft per Student	30:1 Pupil / Student Ratio 30 sq ft per Student	50 sq ft per Student
Library	50 sq ft Reading Areas 100 sq ft Book Stacks	ED Specs has no guidelines for capacity	50 sq ft per Student
Multipurpose Room	15 sq ft per Student	ED Specs has no guidelines for capacity	50 sq ft per Student or ½ of the code occupancy with a max of 250 Students whichever is less
Middle School Classrooms	20 sq ft per Student	30:1 Pupil / Student Ratio 30 sq ft per Student	50 sq ft per Student
Gymnasium	15 sq ft per Student	ED Specs has no guidelines for capacity	50 sq ft per Student or ½ of the code occupancy with a max of 250 Students whichever is less
Library	50 sq ft Reading Areas 100 sq ft Book Stacks	ED Specs has no guidelines for capacity	50 sq ft per Student
Labs	50 sq ft per Student	30:1 Pupil / Student Ratio 30 sq ft per Student	50 sq ft per Student
High Schools Classrooms	20 sq ft per Student	30:1 Pupil / Student Ratio 30 sq ft per Student	50 sq ft per Student
Library	50 sq ft Reading Areas 100 sq ft Book Stacks	ED Specs has no guidelines for capacity	50 sq ft per Student
Labs	50 sq ft per Student	30:1 Pupil / Student Ratio 30 sq ft per Student	50 sq ft per Student

Student Capacities per Classroom Type

Room Type and Square Footage	Code Capacity	Pre-COVID-19 Capacity	COVID-19 reduced capacity
Kindergarten 1,200 sq ft	60 Students	42 Students**	24 Students
1st-2nd 900 sq ft	45 Students	16 Students	18 Students*
3rd 900 sq ft	45 Students	19 Students	18 Students
4th-5th 900 sq ft	45 Students	30 Students	18 Students
Library 2,430 sq ft	48 Students	48 Students	24 Students
Multipurpose Room 5,000 sq ft	333 Students	333 Students	166 Students
Middle School 900 sq ft	45 Students	30 Students	18 Students
Middle School Gymnasium 12,380 sq ft	825 Students	825 Students	247 Students***
Middle School Library 6,520 sq ft	130 Students	130 Students	65 Students
Middle School Labs 900 sq ft	45 Students	30 Students	18 Students
High Schools 900 sq ft	45 Students	30 Students	18 Students
High School Gymnasium 24,653 sq ft	1,643 Students	1,643 Students	250 Students***
High School Library 8,100 sq ft	162 Students	162 Students	81 Students
Labs 900 sq ft	45 Students	30 Students	18 Students

*While the reduced capacity exceeds the programmed capacity, we recommend no more than 16 students in first- and second-grade classrooms.

**The 1,200 sq ft rooms are designed to be divided into two 600 sq ft classrooms in the future, if needed for capacity.

***According to recent guidance, groups are limited to 250 people.

1. Room square footage is based on education specifications used during the 2015 Capital Improvement Program.
2. Each school and each room may differ. Calculations need to be performed for each room by the school administration.

Example: Classroom measures 30'-0" x 30'-0" for a total of 900 sq ft. 900 sq ft divided by 50 sq ft per student equals an 18-student capacity and one instructor for this classroom.

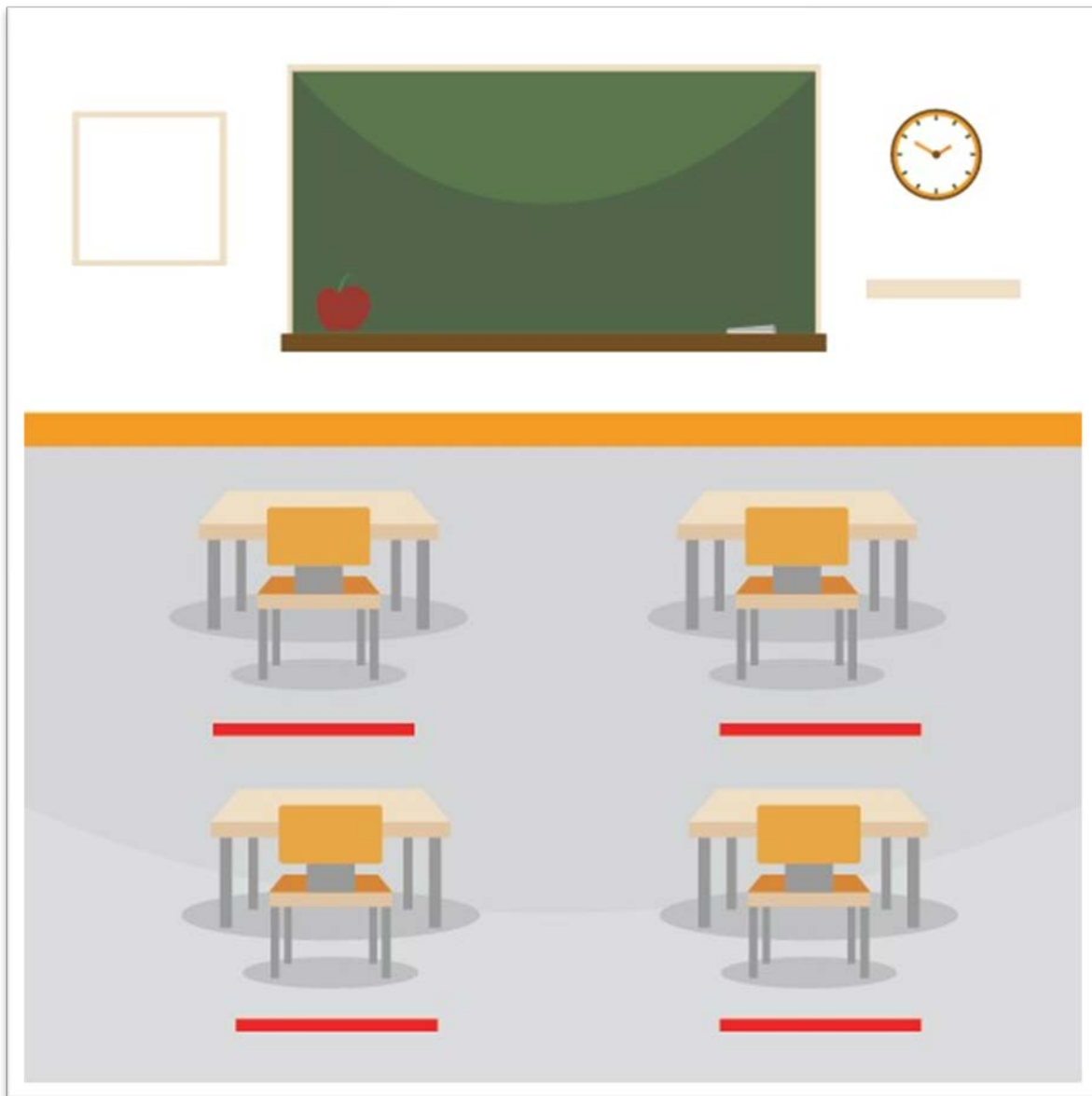
Example: Classroom measures 20'-0" x 30'-0" for a total of 600 sq ft. 600 sq ft divided by 50 sq ft per student equals a 12-student capacity and one instructor for this classroom.

3. Calculations assume one instructor per classroom, if more instructors or adult aides are required, students would need to be reduced on a 1:1 ratio.
4. Adding and removing classroom dividing walls changes the capacity of a room; this needs to be considered by school administration prior to requesting changes.

Layout of Classroom Spaces

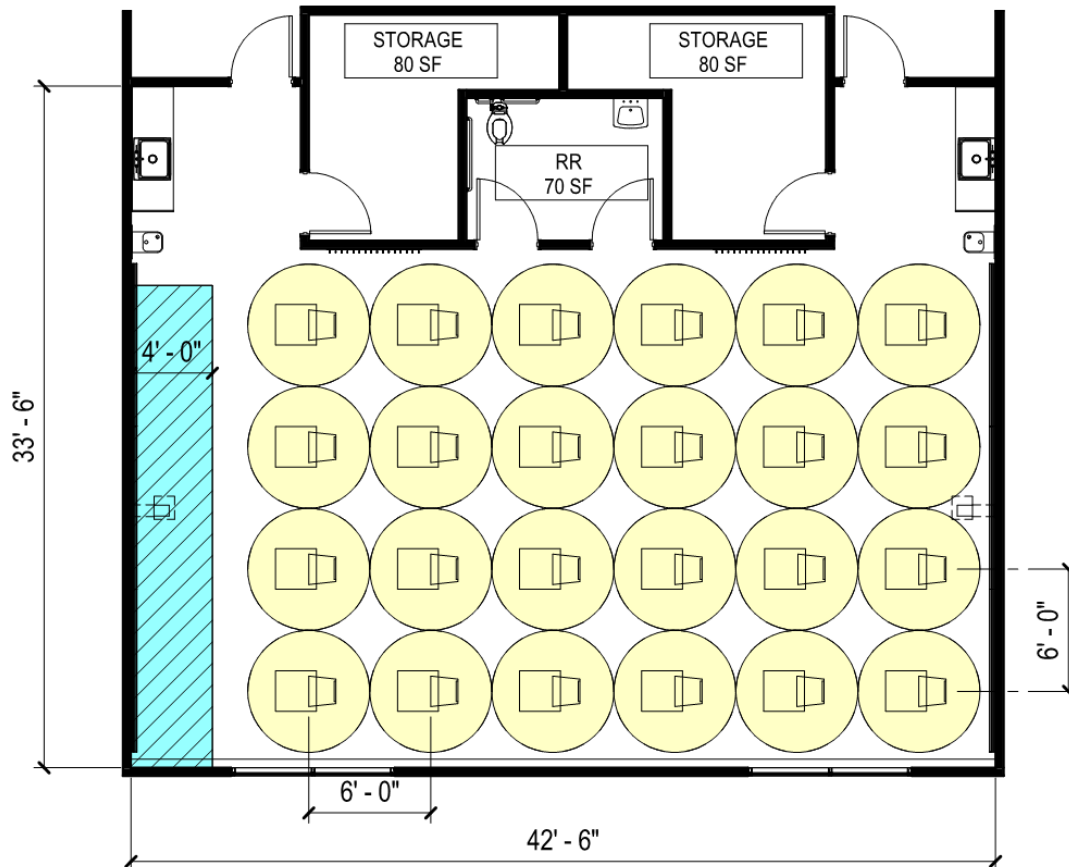
Floor plans for each school building prototype have been developed to determine occupancy. Schools may request floor plans from operations managers.

School administration should place tape on the floor as a visual cue to help maintain required distancing.



Below is an example layout of a 1,200 sq ft single Kindergarten classroom. Each of the circles are six feet in diameter with a single desk in the middle. The diagram shows a total of 24 desks in the space, it is not recommended that we exceed the 21:1 pre-COVID-19 student-to-teacher ratio.

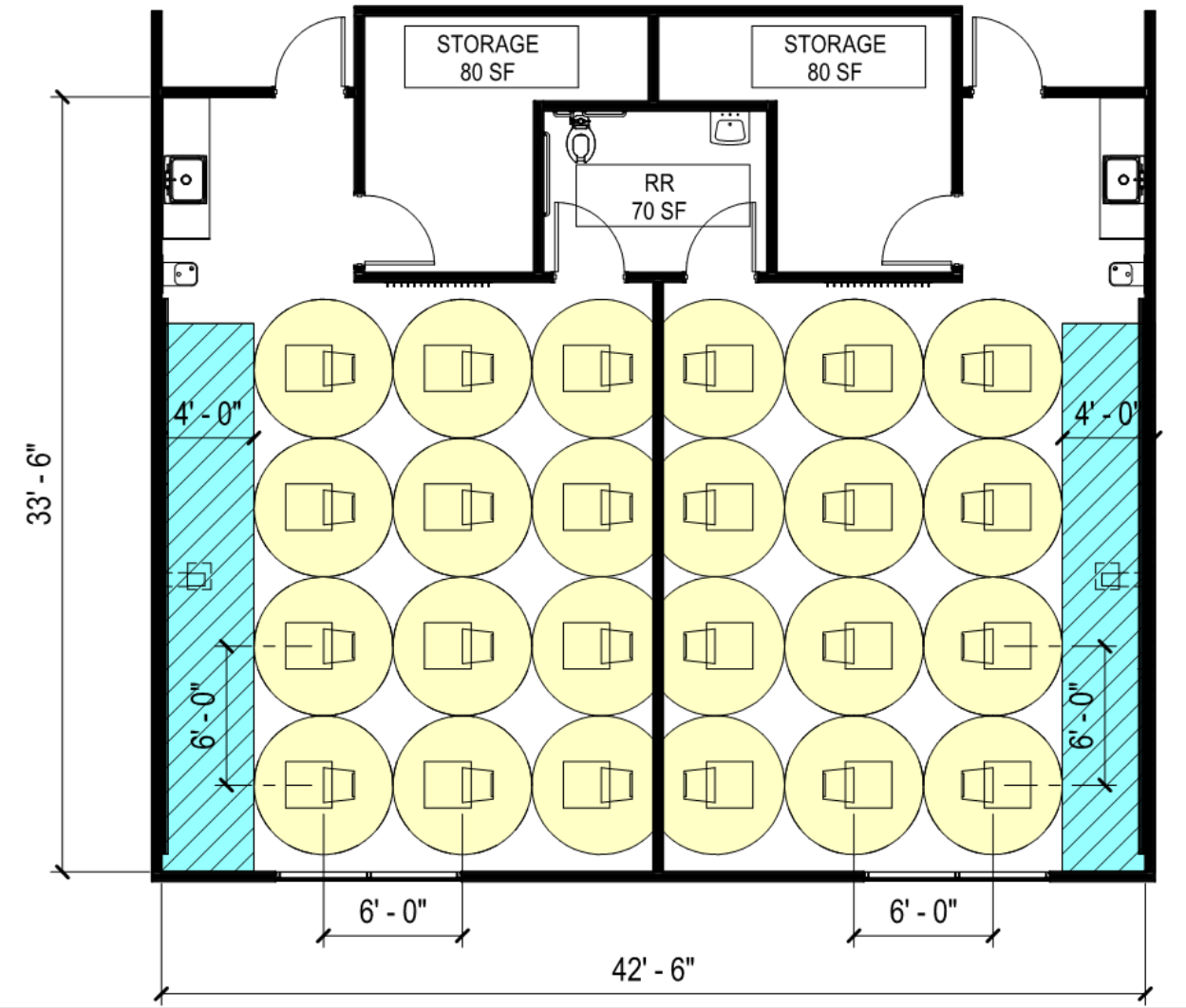
The layout below utilizes individual desks with the understanding that very often group tables are utilized at this grade level. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available. Face all desks/tables in the same direction. Have students sit on only one side of the table. Site administrators shall place tape on the floor as a visual cue to help maintain required distancing.



1,200 sq ft Kindergarten Classroom
24 Students and 1 Teacher

Below is an example layout of a 1,200 sq ft Kindergarten classroom split in half (600 sq ft on each side) each of the circles are six feet in diameter with a single desk in the middle. The diagram shows a total of 12 desks per side in the space.

The layout below utilizes individual desks with the understanding that very often group tables are utilized at this grade level. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available.

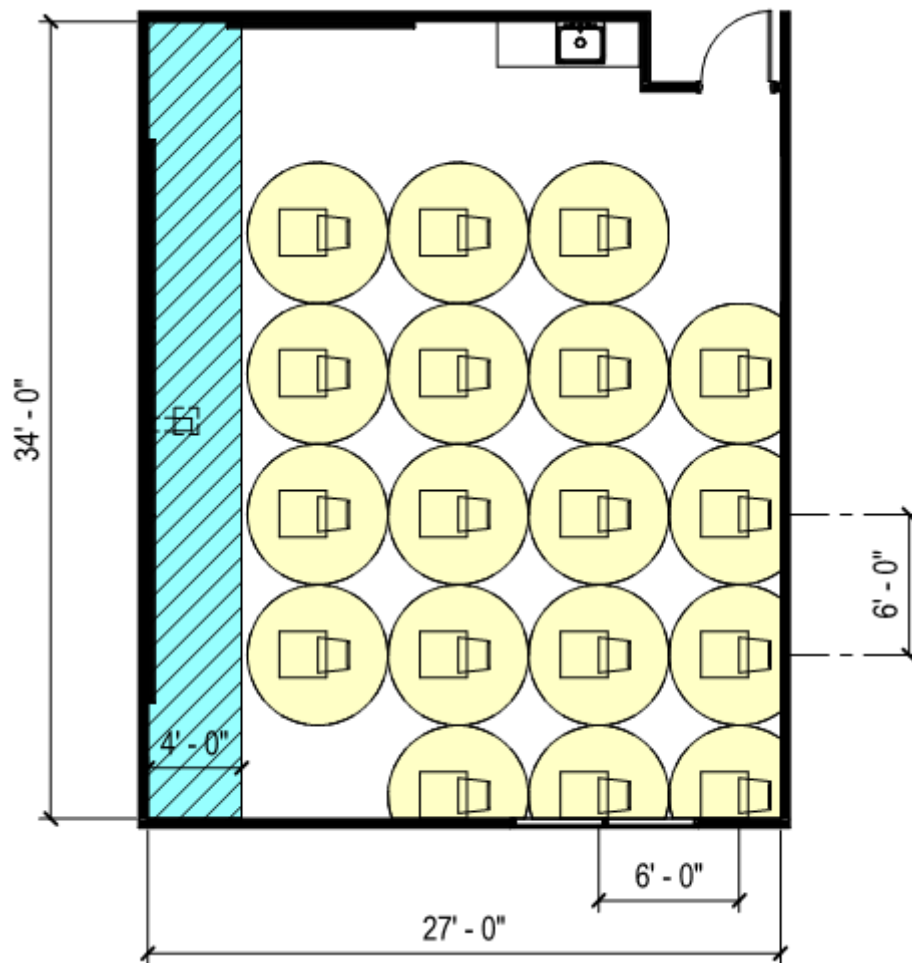


1,200 sq ft Split Kindergarten Classroom

12 Students and 1 Teacher per 600 sq ft Side

Below is an example layout of a 900 sq ft classroom. Each of the circles are six feet in diameter with a single desk in the middle.

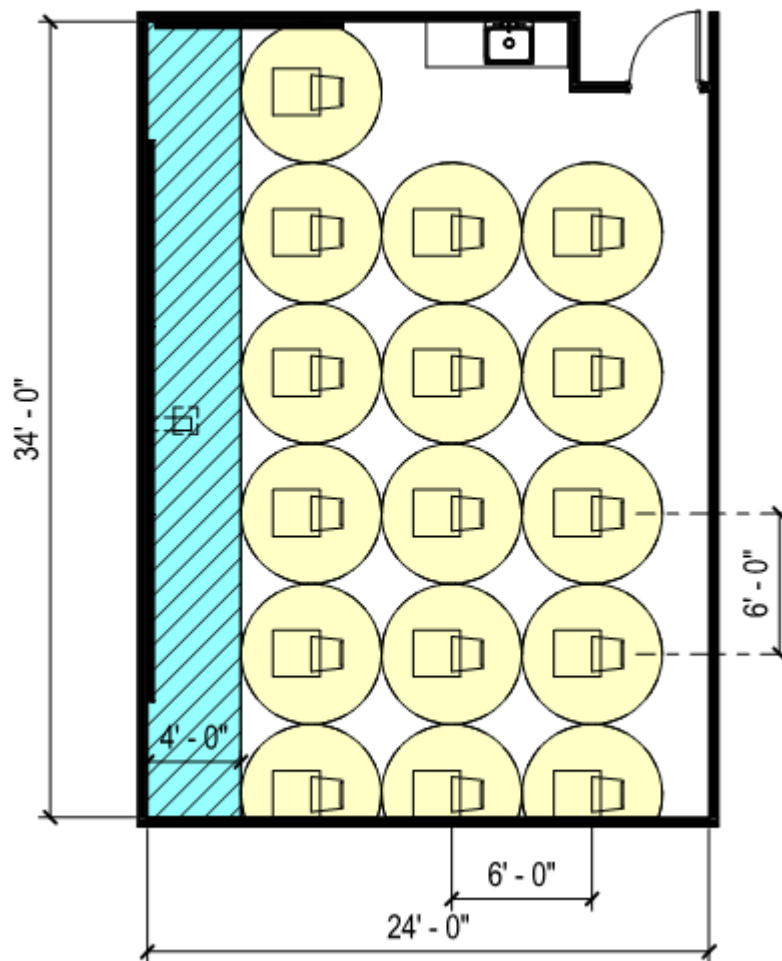
The layout below utilizes individual desks with the understanding that very often group tables are utilized in Grades 1-3. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available.



900 sq ft Classroom
18 Students and 1 Teacher

Below is an example layout of an 800 sq ft classroom. Each of the circles are six feet in diameter with a single desk in the middle.

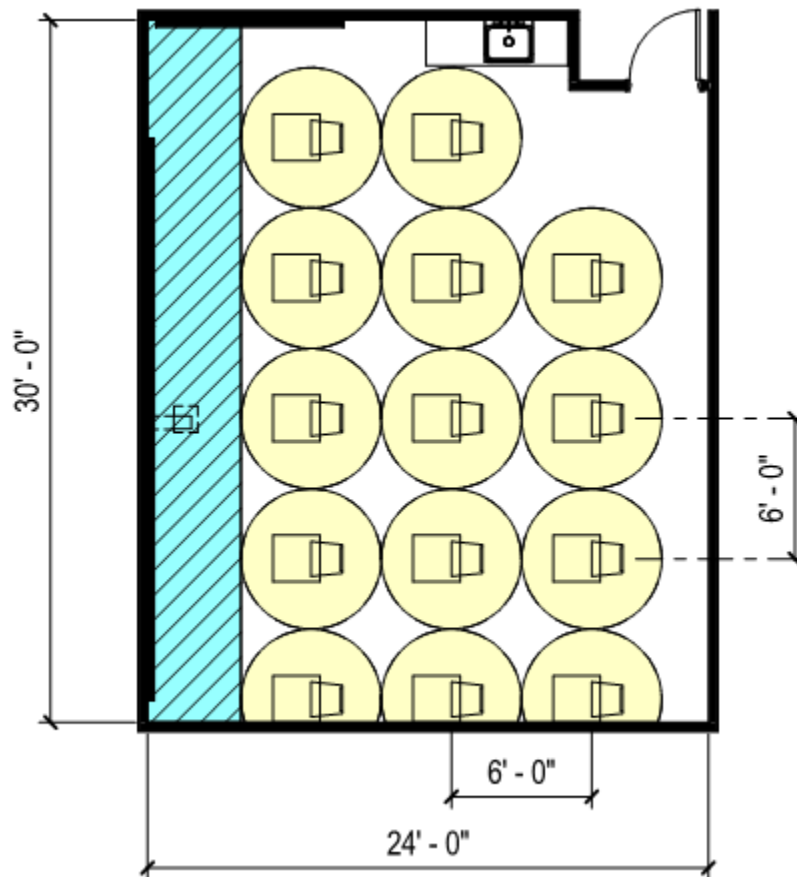
The layout below utilizes individual desks with the understanding that very often group tables are utilized in Grades 1-3. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available.



800 sq ft Classroom
16 Students and 1 Teacher

Below is an example layout of a 700 sq ft classroom. Each of the circles are six feet in diameter with a single desk in the middle.

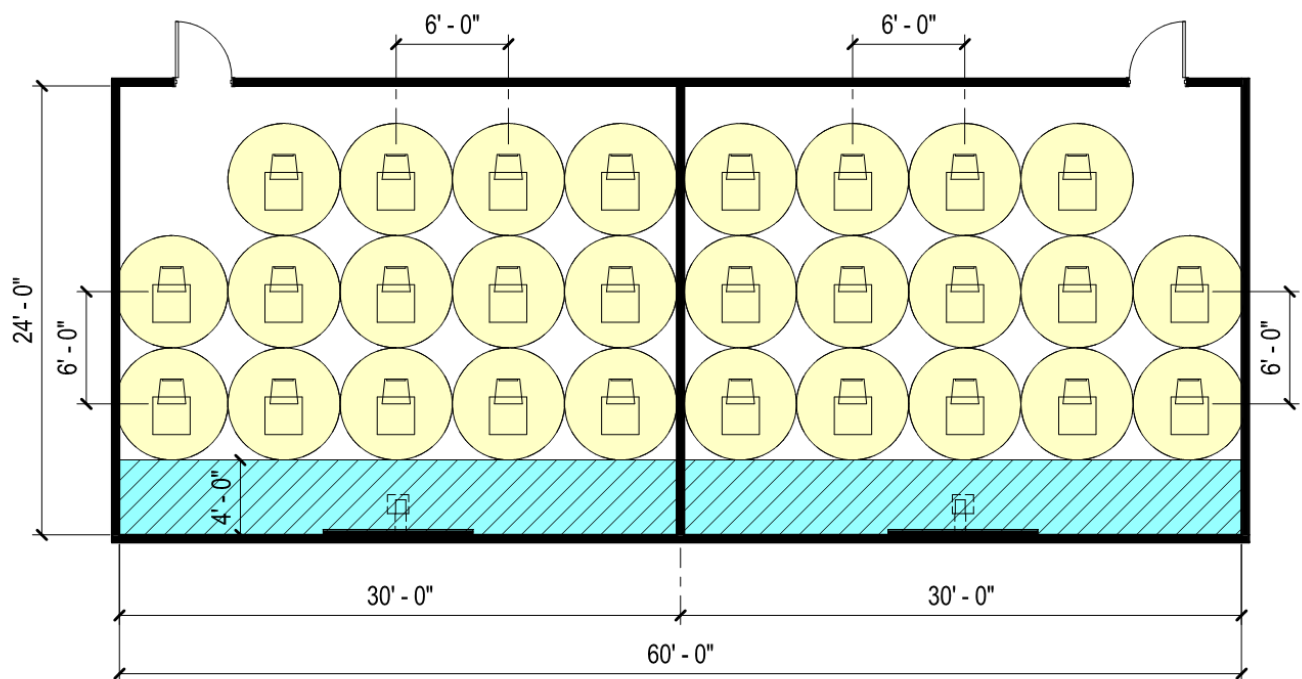
The layout below utilizes individual desks with the understanding that very often group tables are utilized in Grades 1-3. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available.



700 sq ft Classroom
14 Students and 1 Teacher

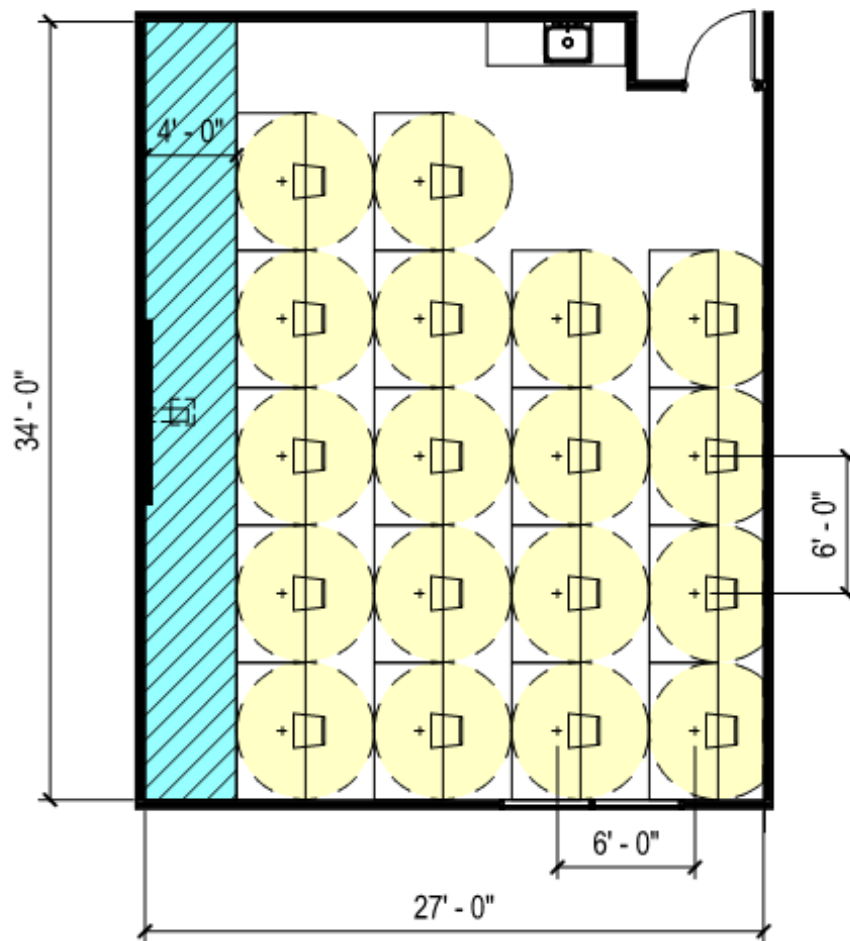
Below is an example layout of a typical two-classroom portable. Each of the circles are six feet in diameter with a single desk in the middle.

The layout below utilizes individual desks with the understanding that very often group tables are utilized in Grades 1-3. The group tables will need to be utilized as individual desks in order to maintain social distancing, if smaller desks are not available.



1,440 sq ft Portable Classroom
14 Students and 1 Teacher per Side
2 Classrooms per Portable

Below is an example layout of a 900 sq ft classroom utilizing a 3'x6' shared desk as an individual desk. This diagram is meant to help clarify how the rectangular desk can be used in place of an individual desk. Each of the circles are six feet in diameter with a single desk in the middle.



900 sq ft Classroom
18 Students and 1 Teacher
36"X72" Rectangular Desks

School Lobbies

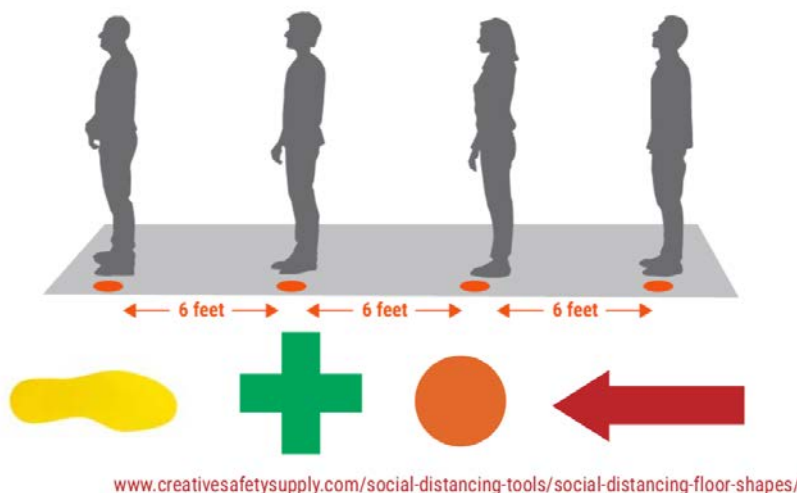
- School lobbies should not have guest seating and guests should wait in a single file line with six feet between each individual.
- The guests that cannot fit within the space should wait outside of the building following the same six feet separation between individuals.
- Schools should apply tape on the floor approximately three to four feet in front of the reception counter in order to identify a safe distance for the public to stand when approaching the front office staff.

Lockers and Locker Rooms

The use of all lockers is prohibited. In addition, PE locker room usage is prohibited. Teachers should ensure proper footwear on students for safety purposes; however, dressing out for PE will not be required.

School Offices

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



Hallways/Corridors

- In corridors less than ten feet wide, students and staff should be in a single-file line with six feet between each individual, as indicated in the image to the left.
- In corridors greater than ten feet wide, a maximum of two single-file lines with a horizontal separation of six feet is allowable.
- Circulation in corridors shall be one way.

Restrooms

- The number of occupants in a restroom should be limited to the number of stalls in any restroom. For restrooms with multiple urinals, every other urinal should be used to allow for proper social distancing. Students waiting in the corridor should follow the guidelines above for the use of corridors.
- Signs should be hung in each restroom showing the proper method for washing hands.
- Waiting for restrooms should occur along the corridor adjacent to the restroom following the social distancing guides for corridors above.

Heating, Ventilation, and Air Conditioning Strategies Taken to Reduce Risk of COVID-19 Transmission

In addition to performing regular maintenance and repairs to heating, ventilation, and air conditioning (HVAC) equipment, the District has taken proactive actions to ensure HVAC systems are functioning properly to maintain a healthy educational environment. These actions and inspections have focused on filtration and ventilation, as recommended by the American Society of Heating, Refrigeration, and Air Conditioning Engineers' (ASHRAE)^{ix}. Additional guidance from the Harvard Schools for Health Program^x and the Council of the Great City Schools^{xi} has been used to enhance the scope of work performed and managed by the Facilities Services Unit.

The District has completed the following efforts throughout the summer and fall of 2020 and these tactics will continue on an ongoing basis:

- **Air Filter Replacement**

Over 50,000 air filters across the District's HVAC systems have been replaced and where feasible utilized high efficiency MERV 13 filters. Most filters in the District's systems have a MERV 8 rating, which is sufficient and appropriate for the equipment. Filters with a higher MERV rating are capable of removing smaller particles from the conditioned air; however, they can be incompatible with certain systems and/or restrictive to air flow and therefore can only be used on certain units. Additionally, a plan for replacing filters on a regular schedule according to manufacturers' recommendations has been developed.

- **HVAC Unit Cleaning**

HVAC unit coils have been cleaned at over 230 schools. HVAC unit coil cleaning at all schools will be complete by March 2021.

- **HVAC System Inspection**

HVAC systems have been inspected to verify the outside air intakes are functioning. As of October 2020, this work has resulted in 58 repairs to HVAC unit outdoor air intakes.

- **HVAC Operating Schedules**

Staff are communicating with principals and operations managers to ensure each building's HVAC operating schedules are programmed correctly to match school occupancy and any planned events.

- **Air Quality Monitoring**

Staff have evaluated several options for actively improving indoor air quality by

removing or attacking bacteria, viruses, and other pathogens. The current focus of these efforts has been on areas with medically fragile students and staff, such as nurses' offices, treatment rooms, and classrooms at schools with higher populations of students who require special behavioral or medical assistance. Approximately 850 rooms are currently identified in these categories.

The recommended technology to be installed in these rooms is one that actively enters the air and treats surfaces in the space. This is in contrast to portable air cleaners, which are very useful for improved air quality and pathogen removal, but do not deactivate the virus on a continuous basis.

The following video link describes the Global Plasma Solutions (GPS) product that has been selected for pilot testing and installed in six schools:

https://www.youtube.com/watch?v=CL3WN6u9_gA.

- Staff will continue to evaluate technologies that can help meet the Facilities Services Unit's goals of maintaining a healthy, reliable, and efficient learning environment.

Work Order Prioritization and Completion

Work orders for plumbing, HVAC, and fire/life/safety have been made priority to ensure that all schools are ready for opening when students return. This will be achieved by weekly follow ups with maintenance supervisors to address the progress in all zones. Supervisors will issue work packages to technicians every day to ensure that a certain number of work orders are accomplished. If sufficient progress is not made, building engineers and skilled trade assistants from other trades and zones will be included to help with smaller work orders. If one zone is ahead of schedule, staff from that zone will be assigned to help another zone.



<https://globalplasmasolutions.com/>

Guidelines for Interactions Between Maintenance Staff and School Communities

In an effort to better serve all sites and to ensure building safety for all staff, the Facilities Services Unit has implemented a login/logout procedure. All of the Facilities Services Unit staff have been trained on this procedure and when they arrive on a campus or a site, they will sign in and out with the login/logout book.

Upon arrival to a campus or site, the Facilities Services Unit staff member will stop at the school or site office and sign in. If arriving after hours, staff must sign the log book next to the security keypad.

At the conclusion of each shift, staff will also check out using the same login/logout book. In the event of a COVID-19 positive test result, this will assist with contract tracing.

5. SCHOOL OPERATIONS

The Hybrid Instructional Model

The District's primary structure of the hybrid instructional model requires that students be divided into three student cohorts. Students in Cohort A attend school face-to-face on Mondays and Tuesdays and engage in distance education on Wednesdays, Thursdays, and Fridays. Students in Cohort B attend school face-to-face on Thursdays and Fridays and engage in distance education on Mondays, Tuesdays, and Wednesdays. Therefore, students in Cohorts A and B receive learning opportunities that incorporate both face-to-face instruction at the school in the classroom and distance education at home through synchronous and asynchronous instruction. Students in Cohort C engage in full-time distance education all days and receive learning opportunities that include distance education at home through synchronous and asynchronous instruction.

Components of the Hybrid Instructional Model

Transitioning to the hybrid instructional model supports students, families, and educators through several delineated structures, resources, and tools. The hybrid instructional model 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 the hybrid instructional model, telephonic conference calls with multiple students may occur to optimize access and instruction. Online meeting platform attendance without the video function is audio conferencing.

Face-to-Face Instruction

- Students engage in instruction at the school in their designated classroom(s). Instruction may or may not include technology to support and enhance learning.

Learning Line

- The Learning Line is a service in which District personnel provide support for all students via telephone to maximize learning. 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)

- An LMS is an online platform that enables instructional delivery and resource housing and contains other tools to assist with learning. Students can access the LMS at anytime and anywhere. The District's LMS is Canvas. Students must access content and other tools, such as Google Classroom and Google Meet, from within Canvas.

Live Streaming

- Online streaming in which content is simultaneously broadcasted in real time promotes student learning during face-to-face instruction and synchronous sessions.

Synchronous Instruction

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

Video Conferencing

- Creating live audio and video connections between multiple students. Google 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 from students and families regarding course content and assignments. Virtual office hours may occur through video or audio conferencing methods.

Weekly Instructional Guide

- Weekly instructional guides illustrate the structure of student learning and communicate weekly schedules and learning expectations for students. Face-to-face, as well as synchronous and asynchronous sessions, are provided in the guides.

Wellness Checks

- Licensed professionals, coordinated and calendared by the Multidisciplinary Leadership Team, 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, and health needs. This process is intended to optimize the general wellbeing of students.

Roles in the Hybrid Instructional Model

Defining roles during the implementation of the hybrid instructional model is essential. While details related to the hybrid instructional model are provided for each stakeholder, this listing may not be all inclusive and may involve some modifications based on the context of each school and community.

Site administrators will:

- Provide initial and ongoing parent/guardian communication, support, and guidance.
- Lead master scheduling and content mitigation to support instructors, while considering the instructional needs of all students.
- Include schedules for face-to-face instruction and synchronous and asynchronous sessions, wellness checks, and virtual office hours.
- Facilitate and support the development and implementation of weekly instructional guides for every student.
- Monitor IEP/Section 504 Accommodation Plans/ELL supports to ensure compliance and differentiated learning.
- Facilitate and supervise the implementation and progress of the MLT, which includes holding required weekly meetings, analyzing data to determine tiered supports, conducting wellness checks, and assigning students to wellness teams based on tiered indicators.
- Observe instruction and provide feedback to licensed educators.
- Monitor and support each teacher's implementation of Canvas to ensure all requirements are met on a weekly basis.
- Identify teachers and staff who serve on a team of expert Canvas users to increase the "bandwidth" of support for teachers.
- Notify region leadership regarding any health concerns and/or implementation challenges.
- Ensure all safety and health guidelines are structured, implemented, and monitored.

Licensed educators will:

- Provide instruction for all students, facilitate virtual office hours, and conduct wellness checks for designated students who need extra academic and/or social-emotional support.
- Participate in collaborative lesson planning and professional learning.
- Ensure all students sign on through Clever to access Canvas and other instructional resources and tools.

- Monitor students' progress and proactively communicate with parents/guardians and students regarding any areas of concerns.
- Arrange for daily communication with students and parents/guardians and follow attendance processes.
- Work with support professionals assigned to students with disabilities to ensure accommodations are met.
- Ensure resources are provided for ELL students and students with IEPs and Section 504 Accommodation Plans.
- Contact and communicate with parents/guardians, as needed.
- Attend and participate in all required parent/guardian meetings (i.e., IEP/504, ELL).
- Provide emergency substitute plans and instructions, as traditionally required.
- Ensure all safety and health guidelines are structured, implemented, and monitored in the classroom.
- Communicate with the administration regarding any health concerns or implementation challenges.

Release 3

Updated
language

Support professionals will:

- Assist with delivering instruction and communicating with students.
- Work with licensed educators in providing assigned tasks for students with disabilities to ensure accommodations are met.
- Assist with providing instruction (under certified supervision) for all students, facilitate virtual office hours, and conduct wellness checks for designated students who need extra academic or social-emotional support.
- Participate in collaborative delivery of instruction and supports and professional learning.
- Assist with data collection for instruction and behavior goals.
- Assist licensed educators with assessments for the progress monitoring of students and current levels.
- Serve as technical support during live synchronous sessions.
- Assist licensed educators in supporting family engagement activities.
- Assist teachers/licensed staff by tracking student attendance.

Release 4

Updated
Language

Students will:

- Maintain positive attendance and course progress.
- Complete assignments and tasks, as assigned.
- Exhibit good study habits.
- Reach out to teachers when in need of assistance.

- Attend and participate in daily and weekly face-to-face instruction and/or synchronous and asynchronous sessions.
- Participate in all proctored assessments.
- Utilize virtual office hours as posted by teachers to obtain additional academic support and guidance as needed.
- Adhere to all safety and health guidelines.
- Follow all school rules, policies, and expectations.

Parents/Guardians will:

- Provide support, guidance, and assistance to support their children's learning.
- Foster a conducive area for learning at home.
- Encourage and recognize positive gains and achievements.
- Actively monitor children's progress in assigned courses.
- Work collaboratively with the teacher(s) and other school staff to address any challenges or concerns.
- Support children in maintaining positive attendance and on-time arrival.
- Attend and participate in face-to-face and/or virtual meetings to support children's academic progress.
- Check and monitor children's health daily prior to attending school and/or riding the school bus. Keep children at home if any COVID-19 health symptoms are evident.

Canvas

Canvas Access

Canvas will continue to serve as the District's LMS for all teachers and students to promote consistency with the transition from face-to-face instruction and distance education within the hybrid instructional model. Students are required to access Canvas by signing on to Clever, the District's single, sign-on platform. Google Meet and Google Classroom and other resources may be utilized only if they are accessed by students in Canvas. Site administrators are required to continually monitor Canvas to ensure all teachers follow this requirement.

Content

Canvas is the main system for all teachers and students (Pre-K-12/ungraded self-contained programs) for communication and will be used for content deployment. Instruction and digital content must be aligned to the Nevada Academic Content Standards (NVACS) to ensure students are instructed on all standards.

- Teachers in Grades 6-12 can use core content created by the Online and Blended Learning Department or content created by the Nevada Learning Academy.
- Teachers in Grades Pre-K-8 and ungraded/self-contained programs can use Nearpod content.

Release 3

Updated
language

Teacher Assignments in the Hybrid Instructional Model

In alignment with the [Memorandum of Agreement between the Clark County School District and the Clark County Education Association](#), Cohort C licensed teachers will not be assigned to Cohort A and Cohort B students and vice versa, subject to the needs of the school site including but not limited to student enrollment, teaching licensure, and meeting the needs of all students. If necessary to meet the needs of all students, a teacher may be assigned to all three cohorts with the approval of the principal supervisor.

- If teachers are assigned to Cohorts A and B, they will provide face-to-face instruction to half of their students on Mondays and Tuesdays (Cohort A) and face-to-face instruction to half of their students on Thursdays and Fridays (Cohort B). Teachers are also responsible for providing synchronous and asynchronous sessions, for the Cohort A and B students participating in distance education.
- If teachers are assigned to students who participate in full-time distance education, they will provide synchronous and asynchronous instruction and virtual office hours to their students during the school day. The teachers assigned to students who participate in full-time distance education may also provide synchronous and asynchronous instruction and virtual office hours for students in Cohorts A and B on days designated as distance education.
- If teachers are assigned to students in Cohorts A and B and students who participate in full-time distance education, they will provide face-to-face instruction to half of their students on Mondays and Tuesdays (Cohort A) and face-to-face instruction to half of their students on Thursdays and Fridays (Cohort B). They will provide synchronous and asynchronous instruction and virtual office hours to their students in Cohorts A and B and students who participate in full-time distance education during the school day.
- The teacher contractual workday of seven hours and 11 minutes will be maintained. All teachers will be allocated a full preparation period every day, except for Pre-K teachers who receive their preparation period allocation on Wednesdays.

Wednesdays in the Hybrid Instructional Model

On Wednesdays, all students will engage in distance education at home through synchronous and asynchronous sessions. As Wednesdays are instructional days for students, attendance must be taken in elementary schools and in each course scheduled on Wednesdays for secondary schools. Teachers will be available at designated times for virtual office hours. Wellness checks will also be conducted by teachers for designated students.

As implementing the hybrid instructional model involves strategic planning for instruction, teachers will have time on Wednesdays to participate in Professional Learning Communities (PLCs), including data analysis and lesson plan development. Professional learning will be provided to assist teachers with the implementation of the hybrid instructional model. Teachers will also be allocated their full preparation period on Wednesdays in addition to the time allocated for PLCs.

Learning Components of the Hybrid Instructional Model

As the hybrid instructional model is implemented, the goal is to provide continuous high-quality, standards-based instruction to accelerate students' learning. Learning structures, strategies, and methods are integrated to promote students' engagement, and educators must continually attend to students' social-emotional wellbeing. The [Hybrid Instruction Lesson](#)

Release 5

Updated
language

[Design](#) document outlines critical components to consider while planning for effective hybrid instruction. This includes resources for hybrid lesson design, student engagement, student self-monitoring, small group and differentiated support, feedback, and evidence of student learning. Professional learning will be available and posted in [Enterprise Learning Management System](#) (ELMS), keyword hybrid2021.

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 the NEPF standards and indicators may be evident in every session.

Purposeful planning and strategic decisions guided and informed by student data are critical components for high-quality, standards-based instruction. Teachers must design and implement instruction, learning tasks, and assessments in alignment with the NVACS. As teachers engage in planning instruction for both face-to-face and distance education, learning opportunities, learning structures, strategies, and methods must be evaluated to determine the most conducive learning environment.

Face-to-face instruction should be used to maximize students' interactions to guide and facilitate students with creating, evaluating, analyzing, and applying skills and concepts to master and generalize the content. Distance education provides opportunities for students to frontload concepts and information through videos, readings, and podcasts to establish a foundation for the learning process during face-to-face instruction. Teachers may cross learning structures, strategies, and methods between the two learning environments, as

needed to best support all students. Teachers may also utilize available technology tools, such as Google Meet and live streaming, to incorporate synchronous sessions for students participating in face-to-face instruction at school and distance education at home. Various learning structures, strategies, and methods are provided below^{xii} with suggested learning environments.

Face-to-Face Instruction	Distance Education
<ul style="list-style-type: none"> • Provide direct instruction for concept skill and development • Engage in productive discourse, including Socratic Seminars, debates, and role playing • Teach and practice discourse and language routines to make thinking visible • Differentiate small-group instruction • Collaborative learning activities and hands-on learning • Simulations • Assess students' conceptual misunderstandings and provide immediate feedback • Small-group interventions 	<ul style="list-style-type: none"> • Preview/Review content • Videos • Engage in readings, including articles, books, and journals • Listen to podcasts • Conduct research • Preview an assignment/project • Independent learning and practice through digital content and programs • Independent exploration • Independent skills practice • Independent reflection and strategy monitoring • Independent projects • Online discussions • Content overview and building background knowledge

Instructional Materials and Equipment

All instructional materials, including textbooks and Chromebooks, must be provided for individual student use and assigned to students. If manipulatives or other instructional materials are needed for an instructional lesson, materials must be provided through individualized baggies or supply boxes. If specific equipment is necessary for very specified courses, the equipment must be cleaned by the teacher between student use.

School Bell Times and Student Instructional Day

All schools will adhere to the school bell schedules that were approved in August 2020. All schools will implement a student instructional day consisting of six hours and 11 minutes, which will include face-to-face instruction and synchronous and asynchronous sessions. Schools with extended days, including but not limited to, Prime 6 Schools, Zoom, Innovative Eight Middle Schools, and some magnet schools, will continue to provide the extended days for students and teachers during the hybrid instructional model.

Distance Education Instructional Days

The components of distance education, such as synchronous and asynchronous sessions, 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 sessions. The other components of the instructional day for students are thoughtfully planned to include asynchronous instruction, including independent work, paper correspondence, use of online tools and resources for instruction, and group work.

Level	Minimum Synchronous (real-time learning) Minutes Learning Requirements
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

Master Schedules

As an implementation timeline is approved for the hybrid instructional model, staff will adhere to the guidelines and timeline for master scheduling revisions. This work includes period schedules, updating sections and day rotations, and the assignment of cohorts.

Elementary School Schedules

- During face-to-face instruction to the greatest extent possible, students will remain with the same group of students each day at school to promote the health and safety of all students and staff.
- During days of distance education, students may engage in synchronous sessions through Google Meet or live streaming. Students will also be engaged in synchronous and asynchronous sessions and independent work. Opportunities will also be provided for wellness checks and virtual office hours.
- 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 extra time for students into the master schedule.
- Students will be equally divided into Cohorts A and B to ensure all health and safety guidelines are followed. Class rosters may need to be adjusted to accommodate the differences of students who participate in full-time distance education and balance class sizes to ensure reduced capacity.
- Large classrooms may have to be reallocated to accommodate face-to-face instruction to ensure all safety and health guidelines are followed.
- Schools implementing departmentalization will have to implement the hybrid instructional model, as teachers and students will not be permitted to rotate between classes.
- Specialists will be assigned to one classroom per grade level to provide instruction aligned with their specific assignment and to provide supervision when the other specialist(s) are providing instruction aligned with their specific assignment. As the specialist is providing instruction in the one classroom, the instruction will be live streamed to the other classrooms in the grade level and to students participating in distance education at home. If the specialist is not providing daily instruction to the

students in the grade level and to students participating in distance education at home, the specialist provides supervision for their assigned classroom while another specialist live streams instruction into the other classrooms in that grade level.

- For example, each specialist, including art, PE, library, and music, is assigned to one Grade 2 classroom. On the day that all second grade students participate in PE, the PE teacher will instruct in the classroom in which he/she is assigned to in Grade 2 and the instruction will be live streamed to every other Grade 2 classroom and students in distance education. The other specialists will supervise the students in their assigned Grade 2 classrooms while the instruction is live streamed from the PE teacher.

	Grade 2 Classroom A	Grade 2 Classroom B	Grade 2 Classroom C	Grade 2 Classroom D
Rotation Day 1 Library	Teacher Librarian live streaming in Classroom A during Teacher A's prep	Music Specialist supervising Classroom B during Teacher B's Prep	Art Specialist supervising Classroom C during Teacher C's Prep	PE Teacher supervising Classroom D during Teacher D's Prep
Rotation Day 2 Music	Teacher Librarian supervising Classroom A during Teacher A's Prep	Music Specialist live streaming in Classroom B during Teacher B's Prep	Art Specialist supervising Classroom C during Teacher C's Prep	PE Teacher supervising Classroom D during Teacher D's Prep
Rotation Day 3 Art	Teacher Librarian supervising Classroom A during Teacher A's Prep	Music Specialist supervising Classroom B during Teacher B's Prep	Art Specialist live streaming in Classroom C during Teacher C's Prep	PE Teacher supervising Classroom D during Teacher D's Prep
Rotation Day 4 PE	Teacher Librarian supervising Classroom A during Teacher A's Prep	Music Specialist supervising Classroom B during Teacher B's Prep	Art Specialist supervising Classroom C during Teacher C's Prep	PE Teacher live streaming in Classroom D during Teacher D's Prep
Rotation Day 5 PE	Teacher Librarian supervising Classroom A during Teacher A's Prep	Music Specialist supervising Classroom B during Teacher B's Prep	Art Specialist supervising Classroom C during Teacher C's Prep	PE Teacher live streaming in Classroom D during Teacher D's Prep

- Refer to the Appendix for a sample elementary school schedule.

Middle School Schedules

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

- During face-to-face instruction, middle schools will only offer two courses each day at school to promote the health and safety of students and staff. In order to meet the required daily instructional minutes, students will also engage in distance education, which will include both synchronous and asynchronous sessions.
- During days of distance education, students may engage in synchronous sessions through Google Meet or live streaming. Students will also be engaged in synchronous and asynchronous sessions and independent work. Opportunities will also be provided for wellness checks and virtual office hours.
- 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 extra time for students into the master schedule.
- Students will be equally divided into Cohorts A and B to ensure all health and safety guidelines are followed. Class schedules may need to be adjusted to accommodate the differences of students who participate in full-time distance education and balance class sizes to ensure reduced capacity.
- Large classrooms may have to be reallocated to accommodate face-to-face instruction to ensure all safety and health guidelines are followed.
- Explore double-blocking courses to promote student engagement throughout the school year.
- 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.
- Any early or late bird classes will be provided through distance education.
- Refer to the Appendix for the sample middle school schedule.

High School Schedules

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

- During face-to-face instruction, high schools will only offer two courses each day at school to promote the health and safety of students and staff. In order to meet the required daily instructional minutes, students will also engage in distance education, which will include both synchronous and asynchronous sessions.
- During days of distance education, students may engage in synchronous sessions through Google Meet or live streaming. Students will also be engaged in synchronous and asynchronous sessions and independent work. Opportunities will also be provided for wellness checks and virtual office hours.
- 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 extra time for students into the master schedule.
- Students will be equally divided into Cohorts A and B to ensure all health and safety guidelines are followed. Class schedules may need to be adjusted to accommodate the differences of students who participate in full-time distance education and balance class sizes to ensure reduced capacity.
- Large classrooms may have to be reallocated to accommodate face-to-face instruction to ensure all safety and health guidelines are followed.
- Any early or late bird classes will be provided through distance education.
- Refer to the Appendix for sample high school schedules.

Teacher Preparation Periods

As the District implements the hybrid instructional model, site administrators must adhere to Article 31 of the Negotiated Agreement between the Clark County School District and the Clark County Education Association in regard to providing daily preparation periods. Specifically, principals must schedule preparation periods during the student day and may not direct teachers to perform any type of work during more than four preparation periods per school year. In addition, any direct use of preparation periods must be infrequent with advance notice

provided, and the use of the preparation period must not consume the entire period. If more than four preparation periods per school year are directed and no waiver is in place pursuant to Article 38, the affected teacher must be paid his/her contractual rate of pay for the preparation period. Teachers may sell their preparation period; however, this must be a completely voluntary decision and should be documented in writing. Preparation periods must be used appropriately by the teacher as established in Article 31.

Release 4

New
Information

Teacher Preparation Periods for Pre-Kindergarten through Grade 3

Scheduling teacher preparation periods within the hybrid instructional model for students in Pre-Kindergarten through Grade 3 may be modified in alignment with the [Addendum Regarding Emergent Issues and Concerns to the Memorandum of Agreement Regarding Hybrid Instructional Model for Pre-Kindergarten through Third Grade Students](#).

Specific School Personnel Considerations

Site Administrator Supervision Practices

Teacher and site administrator NEPF evaluation expectations and timelines will remain the same for the 2020-2021 school year per Nevada Revised Statutes 391.685 and 391.705. The end dates for the three observation cycles are:

- Observation cycle one ends on October 19, 2020.
- Observation cycle two ends on January 5, 2021.
- Observation cycle three ends on March 9, 2021.

All efforts should be maintained to ensure the functionality of the cohorts. Site administrators will only observe face-to-face instruction for the teachers they directly supervise. All social distancing and safety protocols must be followed. Optimally, each classroom observation should not be longer than 20 minutes. Pre- and post-observation conferences may be conducted in person, while practicing all safety guidelines, or through Google Meet. Site administrators are required to weekly monitor each teacher's implementation of Canvas to ensure all requirements are met.

Site Administrators

In order to promote all safety and health guidelines, site administrators, including student success coordinators, will be assigned classrooms and minimize close contact with teachers and students by having conversations in the hallways and/or walking to the classrooms rather than requesting students to the main office to reduce the number of students in the hallways.

School Counselors and Social Workers

In order to promote all safety and health guidelines, school counselors and social workers will meet with students outside of the classroom. Counselors at the secondary level are required to review and monitor students' academic plans and complete credit checks. Most of these sessions will be conducted through Google Meet during the days that students are participating in distance education to ensure students on campus have access to personnel for their social-emotional wellbeing. All schools must develop a process for students to reach school counselors for their social and emotional wellbeing either through face-to-face or virtual opportunities.

Learning Strategists

Learning strategists will minimize close contacts by supporting students during distance education and collaborating with teachers through virtual methods.

Music and Art Specialists, Secondary Music, Dance, Art, and Theatre Teachers

During face-to-face instruction, teachers must ensure students engage in instruction to expand and enhance their mastery of the skills and concepts, ensuring the following:

- Equipment, props, and instruments must not be shared, unless these items are appropriately washed and disinfected between classes or uses.
- When not playing an instrument, students must wear a well-fitted mask that covers the nose and mouth.
- Wind instruments requiring removal of condensation and saliva must be spaced a minimum of six feet from other instruments. Condensation must be collected on an absorbent pad rather than discharged on the floor. Students playing wind instruments should move masks off the mouth area when playing or have masks with slits at the mouth to fit mouthpieces for playing their instruments. Masks with mouth slits must only be used when playing an instrument. They cannot be used outside of the music classroom. Masks must not be shared between students.
- Wind instruments should be outfitted with bell covers.
- General music teachers should consider providing each student with a personal music kit that includes common classroom instruments (rhythm sticks, mallets, etc.). Provided instruments must not be shared between students unless the instruments are appropriately washed and disinfected between classes or uses.
- Choral and singing activities will be conducted with students separated a minimum of six feet apart.
- Avoid stretching or “warm-ups” that require contact or exaggerated exhalation.
- Dance activities will not include stunting, lifts, tosses, or baskets so mats are not required or used.
- Choral students must wear well-fitted masks that allow for proper vowel formation while keeping the mouth and nose covered when singing.
- Choreography with physical contact between students and singing/playing in circles is prohibited.
- Do not use high-touch or shared materials, such as paint brushes, brayers, puppets, scarves, ribbon wands, manipulatives, visuals, etc., unless these items are appropriately washed and disinfected between classes.
- Visual art teachers should consider providing each student with a personal art kit with necessary supplies and materials.
- Use single-use allotments of clay and clay products for ceramics units. Do not reuse or recycle unused clay or clay products.

GATE Specialists

GATE specialists will collaborate with site administrators to determine days and times for GATE instruction. Consideration will be given to cluster students within the same cohort. Students will not be removed from music, library, PE, art, and humanities for GATE instruction. GATE specialists will provide instruction for identified students through face-to-face and/or distance education instruction. GATE program equipment, such as planetarium and robotics, will not be available for checkout during the implementation of the hybrid instructional model.

Site-based Technicians

SBTs will minimize contact with teachers and students by addressing classroom technology concerns virtually or outside of the classroom, including using a cart in the hallway to address the technology concern prior to entering the classroom.

Teacher Librarians

Release 5

New
language

Teacher-librarians must ensure students engage in instruction to expand and enhance their mastery of information literacy skills.

Checking Out Library Materials

Following CDC guidelines regarding social distancing of students, schools should provide access to print and digital books for check out, including as much self-selection as possible. Strategies for the facilitation of checking out library books include, but are not limited to:

- Teachers may not be able to take students to the library. Teacher-librarians may push into classrooms to provide services to students.
- The library will not be available before and after school hours to promote safety and minimize spreading of the virus.
- Students place electronic holds on books in Destiny Discover from home, school, or anywhere they have internet access. Then, the library staff checks out the books to the students and delivers them to the classrooms.
- The library staff shares a Google Form for students to use for requesting library materials. Then, the library staff checks the Google Form daily and the library staff checks out the books to the students in Destiny Library Manager and delivers them to the classrooms.
- The library staff or the teachers survey students for topics of interest. Then, the library staff checks out books to the students in Destiny Library Manager and delivers them to the classrooms.

- Students in distance learning are provided with opportunities to submit requests for library materials and designated times to pick up and return library materials with curbside service.

Collection of Library Materials - Sequence for Collection

1. Provide carts or boxes for the collection of returned library books and materials. Boxes can be placed in the front office and/or outside the library for easy access. Boxes can be provided to classrooms and books can be placed in the boxes then brought to the library. If providing curbside service, provide procedures for the collection of materials.
2. Returned library books and materials should be quarantined on a cart or in a box for at least four days per CDC guidelines. Carts or boxes should be labeled with the date returned to ensure returned books are quarantined for at least four days.
3. Check books in with Destiny Library Manager after four days using proper personal protective equipment (PPE) including gloves and masks. Ensure the library staff has sufficient PPE.
4. Return books to the library shelf after being cleaned with disinfecting wipes. Ensure the school library has a sufficient number of disinfecting wipes.
5. Remove any late charges to student accounts, if applicable.

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 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 Level

- Students in Grades K-5 will participate in the reading and mathematics assessments.
- MAP Growth will be administered at school on student's individual Chromebooks during assigned days of face-to-face instruction for all students in K-Grade 2.
- In order to optimize the utilization of face-to-face instruction on essential academic standards, MAP Growth will be administered remotely during assigned days of distance education for all students in Grades 3-5 with proctoring support from parents/guardians in collaboration with the classroom teacher. If the school administration in collaboration with the teacher(s) determines that some students may benefit from participating in the MAP Growth assessment in person at school, this is permissible.
- Students will participate in the fall, winter, and spring test administrations.

Secondary Level

- Students in Grades 6-10 will participate in the reading and mathematics assessments.
- In order to optimize the utilization of face-to-face instruction on essential academic standards, MAP Growth will be administered remotely during assigned days of distance education for all students in Grades 6-10 with proctoring support from parents/guardians in collaboration with the classroom teacher. If the school administration in collaboration with the teacher(s) determines that some students may benefit from participating in the MAP Growth assessment in person at school, this is permissible.
- Students will participate in the corresponding assessment if they are actively enrolled in the course.
- Students will participate in the fall, winter, and spring test administrations.

Guidance on test administration protocols can be found at <https://bit.ly/MAPremote>.

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 a different primary language other than English in the home. The Nevada Department of Education is supporting flexibility with this timeline, recognizing the 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 and/or Hybrid Instruction

https://docs.google.com/document/d/1Q5Z42HESNuh0ij5vAe_WyV6FRszYMrCYnIHytU3_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

2021 CRT and NAA Administration Plan and Sample Schedules

Release 5

New
language

[2021 CRT and NAA Administration Plan](#)

[Sample 2021 CRT Schedule](#)

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.

Summative Assessments

Educators need to make strategic decisions about what students need to know and be able to do in alignment with the 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 the hybrid instructional model. 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

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' wellbeing, educators must be cognizant of students' social-emotional wellbeing during these uncertain, continually evolving circumstances. Educators need to collaborate with one another to develop and implement performance tasks that incorporate multiple discipline areas to reduce the need for students to complete several 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

Methods of assessing students must meet the range of needs of students' needs. Educators must consider the unique experiences and challenges of 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 limited 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 percent of the student's final semester grade. 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 AM-09/11 11:59 PM	09/15/2020
Quarter Grade B Semester Exam Semester Grade Citizenship	10/07 12:00 AM-10/09 11:59 PM	10/12/2020
Term 2	Posting	Verification and Transcript Post
Quarter Grade A	11/07 12:00 AM-11/13 11:59 PM	11/16/2020
Quarter Grade B Semester Exam Semester Grade Citizenship	12/16 12:00 AM-12/18 11:59 PM	12/21/2020-12/23/2020
Term 3	Posting	Verification and Transcript Post
Quarter Grade A	02/03 12:00 AM-02/05 11:59 PM	02/08/2021
Quarter Grade B Semester Exam Semester Grade Citizenship	03/10 12:00 AM-03/12 11:59 PM	03/15/2021
Term 4	Posting	Verification and Transcript Post
Quarter Grade A	04/21 12:00 AM-04/23 11:59 PM	04/26/2021
Quarter Grade B Semester Exam Semester Grade Citizenship	05/24 12:00 AM-05/26 11:59 PM	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](http://training.ccsd.net/gradebook/) Administrators (<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 AM-09/18 11:59 PM	09/21/2020
Quarter Grade Quarter Final* Citizenship	10/07 12:00 AM-10/09 11:59 PM	10/12/2020
Term 2	Posting	Verification and Transcript Post
Progress	11/04 12:00 AM-11/06 11:59 PM	11/09/2020
Quarter Grade Quarter Final* Semester Exam Semester Grade Citizenship MYP Grade**	12/16 12:00 AM-12/18 11:59 PM	12/21/2020-12/23/2020
Term 3	Posting	Verification
Progress	02/03 12:00 AM-02/05 11:59 PM	02/08/2021
Quarter Grade Quarter Final* Citizenship	03/10 12:00 AM-03/12 11:59 PM	03/15/2021
Term 4	Posting	Verification and Transcript Post
Progress	04/14 12:00 AM-04/16 11:59 PM	04/19/2021
Quarter Grade Quarter Final* Semester Exam Semester Grade Citizenship MYP Grade**	05/24 12:00 AM-05/26 11:59 PM	05/27/2021-05/29/2021
*Quarter Final is the grading task for quarter-based courses. **MYP Grade is the grading task for International Baccalaureate Schools (IB).		

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](http://training.ccsd.net/gradebook/) Administrators (<http://training.ccsd.net/gradebook/>).

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

Progress Reports and Report Cards

During the hybrid instructional model, 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*, 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>.

Infinite Campus is the official grade reporting system for the District; therefore, Infinite Campus must reflect accurate grades.

Instructional Considerations

Recording and Live Streaming Lessons

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 and live streaming 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-dxaSL6TikjU7BzCfHPS2ar8V4RZE/view?usp=sharing>).

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 may live stream synchronous sessions in real time which are being offered to students who are physically attending class for viewing by students in the class who are not physically present.
- Educators must explain to students that the sessions will be recorded for students who missed the sessions and live streamed for students who are not physically present.
- Students cannot share or post the recordings or make the live stream available to other students or the general public, and may not independently record the sessions.
- 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.
- There is no expectation of privacy in a classroom that would trigger protection of oral communications under the Wiretapping and Electronic Surveillance Control Act;

however, the precautions in this section should nevertheless be taken to prevent a possible violation of FERPA.

- Precautions must be taken to avoid recording or showing during any live stream personally identifiable information if the parent/guardian has not authorized release.

Strategies include:

- Instead of recording the synchronous session, record a video without students that recaptures the main ideas of the lesson.
- Instead of recording the synchronous session, 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.
- Limit the live streaming or recording to classroom instruction so that students and their conversations are not captured while they are entering or leaving the classroom.
- Determine the appropriate placement of cameras so that they do not capture student work product or personally identifiable information but primarily the educator and any white boards or other needed visuals.
- Ensure that the educator is able to easily pause the live streaming or recording for any unforeseen classroom event.

Alternatives to Recording or Live Streaming 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.

Release 5

New
Information

Helpful Teaching Tips for a Hybrid Model

The article at the link below may serve as a resource for teachers implementing the Hybrid Instructional Model in their classroom.

<https://www.middleweb.com/43743/helpful-teaching-tips-for-a-hybrid-model/>

Non-Instructional Considerations

Academic Parent/Guardian Meetings

If possible, academic parent/guardian meetings, including Section 504 Accommodation Plans and IEP meetings, should be done virtually but may be conducted in person depending on the circumstances. Parents/Guardians visiting schools for academic meetings must make an appointment and follow all visitor protocols.

Release 5

New
Information

After-School Activities

After-school activities, including student organizations, clubs, and fine and performing arts, may take place outside of the instructional day with modifications.

Activity Plans and Health/Safety Documentation

School administration is responsible for monitoring club/activity specific plans, which are subject to site-based approval. All plans must be on file with the activity or designated administrator. All documentation and health screening logs must also be maintained at each site. Athletic protocols, including cheerleading, are outlined in the “CCSD Return to Play Guidelines” available from the Secondary Athletics and Student Activities Department.

Health/Safety Directives

All activities, regardless of category, must adhere to all restrictions and requirements, as well as all state, local, and CCSD directives. These include, but are not limited to, restrictions, requirements, and directives regarding social distancing, face coverings, gathering size, cleaning, and sanitization.

Performing arts activities must adhere to regular instructional day safety procedures as outlined under the *Music and Art Specialists, Secondary Music, Dance, Art, and Theatre Teachers* section of this guide, as well as [safety guidelines](#) provided by the National Association for Music Education (NAfME) and National Federation of High School Associations (NHFS).

CCSD schools and health authorities may implement additional requirements beyond what is outlined within this document. All general restrictions and requirements, with modifications, are listed below.

Capacity

- Schools must be cognizant to not surpass large gathering thresholds identified per Directive 037. Spaces with less than 2,500 fixed seat capacity must not exceed 250 individuals or 50 percent of the fire code capacity (whichever is less).

Documentation

- Student participant screening documents ([K-12 Activity Participant Screening Log](#)) must be kept confidential and maintained daily by the activity or designated administrator. If the activity or designated administrator is not available, the screening record must be kept secure (i.e., locked desk) until the administrator is available. Transmission of this document must be direct/hand-to-hand and not handled by students.
- If the screening document is completed digitally, ensure both the activity educator/advisor and activity administrator have access to the file. These documents must be archived.
- Activity educators/advisors must create and maintain daily attendance and daily seating charts for all participants, including educators/advisors. The seating charts must include each student's full name and student ID number.

Screenings

- Student activity participants will proceed to a health check area prior to entering the activity room/area.
- Temperature checks will not occur.
- All student participants must receive COVID-19 screening survey questions to be used at home prior to the school day. See the [K-12 Activities Health Screening Guide](#).
- All advisors and staff must follow the daily emocha screening process.
- Daily symptom assessments should include monitoring for fever, cough, trouble breathing, and exposure to household members or others.

Participants with Symptoms

If a student displays symptoms of COVID-19 (if the reply is “yes” to any of the COVID-19 screening survey questions) or if there is any suspicion that they are sick or symptomatic, the individual must be declined admittance and will not be allowed to participate. If the individual displaying symptoms arrived with other people (classmates), everyone in the group must also be declined admittance and they are to leave immediately.

- Be reminded that if activity advisors/educators are feeling sick they should not supervise the activity and advise their supervisor/activity administrator.

- Schools will establish an isolation plan and determine a location for students who display symptoms of illness and must wait for transportation home.
- Schools may choose to have a combined isolation area for both athletics and activities.
- Schools must immediately disinfect all areas used by any individual displaying symptoms.

Facility Use and Contact Tracing Plan

- Multiple student groups can meet on campus at the same time but must meet in separate rooms or locations.
- Ensure social distancing by maximizing space between students, advisors, and educators.
- Activity advisor/educator must supervise students at all times.
- Following the health check, activity participants, advisors, and educators must remain in one room or area for the extent of the activity.
- Student participants must adhere to a consistent seating arrangement and maintain social distancing throughout the activity, indoors and outdoors.
- Following activity, all equipment, such as chairs or desks, must be sanitized daily.
- In addition to the activity advisor/educator, an administrator or designee must remain on campus to assist with plan coordination and with students who may need to transition to the isolation area awaiting pickup by parent/guardian.
- Activity advisor/educator should have a method of contacting the school office or administrator on duty at all times during the activity.
- It is recommended that the school create and post appropriate signage indicating drop-off areas, health check location, and restrooms designated for each activity.
- Activities should not include eating and drinking; however, students may bring their own labeled water bottles.
- Student activity participants must leave the school site immediately after the activity concludes.
- All activities will begin after the instructional day.
- No Sunday activities are permitted.
- No spectators are allowed on any CCSD property for practices, activities, performances, or contests.
- Schools cannot participate in activities involving students from other schools.

Before- and After-School Programs

The parks and recreation departments and other providers in each jurisdiction are committed to providing Safekey for students in the hybrid instructional model. Providers will work with personnel in the College, Career, Equity, and School Choice Unit and school principals to determine the number of students who can be accommodated, while following all health and safety guidelines. In addition, After-School All-Stars Las Vegas and Communities in Schools may also begin operations at school sites. These organizations will work directly with designated personnel and school principals to initiate planning.

Drinking Fountains

Drinking fountains located in the classrooms, outside, and in other areas of the school will not be utilized.

Field Trips

Field trips are not permitted.

Parent/Guardian and Volunteer Engagement

Parents/Guardians and volunteers will not be permitted on campus to volunteer and/or assist in classrooms.

Parental Advisory Committee Meetings

Parental advisory committee meetings will be held virtually.

Playground Equipment

Playground equipment will not be utilized.

School Organizational Team Meetings

School Organizational Team (SOT) meetings will be held virtually. Requirements for SOT meetings under Nevada law are listed below; these still apply. Additional guidance for holding SOT meetings remotely is included in *italics*.

Requirements for All SOT Meetings

- The SOT must meet monthly while school is in session.
Use online tools, such as Google Meet or other tools that allow for members to participate in the meeting.
- Meetings must occur outside of the licensed and support professionals' contract time.

- The date, time, location, and meeting agenda must be posted on the school website at least three working days in advance.
- Extra communication efforts and more advance notice may assist school community members prepare for the meeting.
- All meetings must be open to the public and include time for public comment.
- Virtual meetings should also be open to the public. Ensure to facilitate time for public comment through the tool, the tool's chat feature, or by email in advance or after the meeting.
- In accordance with FERPA, confidential student information should never be shared publicly.
- A quorum is required in order to vote to act on an item.
- A quorum means that the majority of SOT members are present.
- An action is any recommendation the SOT makes to the school principal regarding the Plan of Operation.
- The SOT should consider how to meet the needs of non-English speaking parents/guardians and community members during the meeting.

As always, training and resources for SOTs can be located at reorg.ccsd.net.

Student Aides

Schools are not permitted to utilize student aides in the health office and the sick room.

Student aides are permissible in other assignments within the school; however, student aides are not permitted to circulate through the school delivering items, messages, etc. Student aides must remain within their assigned location.

Vendors and District Support Providers

Vendors will only be permitted on schools and sites if the specific task and/or service cannot be completed virtually. Vendors permitted on schools and sites will be required to make an appointment and follow all safety protocols.

Student Chromebook Use between Home and School

As students will be participating in face-to-face instruction and distance education with the utilization of Canvas and other technology tools; therefore, all students will transport Chromebooks between home and school. There may be situations in alignment with health and safety protocols that require a cohort and/or school to transition to full-time distance education; therefore, students must have their Chromebooks to seamlessly transition from the hybrid instructional model to full-time distance education, as necessary.

Supporting Students with Individual Education Programs

IEP Guidance

Students with disabilities must be provided equitable access to instruction. The following practical guidance is provided for school personnel regarding the District's obligation to provide a free and appropriate public education (FAPE) to students with disabilities.

Additional support and guidance may be accessed through the special education personnel serving in the Region Support Teams.

Services for Students with Disabilities during the 2020-2021 School Year

The District must provide special education and related services to students with disabilities in accordance with the student's IEP and provide reasonable accommodations in Section 504 Accommodation Plans. Based on the instructional model, all services may not be able to be provided in the same manner as typically provided. School teams and parents/guardians are encouraged to work collaboratively and creatively to support the components of a student's IEP or Section 504 Accommodation Plan.^{xiii}

Delivery of Equitable Access to Educational Opportunities

- School staff should consider alternative ways to provide equitable access and appropriate educational opportunities for students with disabilities, including exploring all available supplementary aids and services and related services to include online or virtual platforms, and/or other activities, such as paper/pencil activities.

Documentation of all efforts to provide equitable access to educational opportunities is required.

- Special education teachers must document that the student is receiving his/her specially designed instruction through the approved instructional model on the status record.
- Related service providers must continue to follow current procedures to document services provided.

Pivoting Service Delivery Based on the Instructional Model

Prior written notice (PWN) will be provided to families when a student pivots from distance education to another approved instructional model. The PWN will notify parents that an IEP including all three instructional models will be completed by the end of the school year. This PWN does not replace the requirements that an IEP delineating the services must be completed prior to the end of the 2020-2021 school year. The priority of face-to-face classes should be based upon the student's individual needs.

Case managers must contact the parent/guardian by telephone or email to discuss:

- The approved instructional model.
- The anticipated five-day schedule.
- The determination of the face-to-face classes are at the discretion of school.
- The priority of face-to-face classes.

Upon assignment to a face-to-face cohort, parents/guardians will be provided with prior written notice indicating:

- When and how IEP services will be provided, and that an IEP meeting will be held before the conclusion of the 2020-2021 school year to discuss options for specially designed instruction, based on the approved instructional model.
- CCF-563^{xiv} prior written notice indicating under:
 - Proposed Action(s): A description of the services and how they will be delivered based on the approved instructional model to include the class schedule, including the subject, day, time, synchronous instruction, asynchronous instruction, and location.
 - The CCF-563 may reference an attached document due to the lack of writing space in the form^{xv}.
 - If the parent's/guardian's choice of the hybrid instructional model or full-time distance education cannot be accommodated, then include a statement of why that option could not be provided.

Release 3

Updated
language

By the end of the 2020-2021 school year, case managers will hold an IEP meeting to develop placement and specially designed instruction for all phases of reopening.

SSD Assessments

Child Find

Staff may resume in-person testing at school sites. Staff will work with administration regarding assessment scheduling, on-campus locations of assessments, and safety protocols.

Assessments, MDT meetings, and IEP meetings that do not need to be conducted in person will continue to take place virtually or by phone.

GATE

Staff may resume in-person testing at school sites for eligibility services. Although voluntary, administrative approval is required for students to return to campus and must be scheduled on an appointment basis. Staff will work with site administration regarding assessment scheduling, on-campus locations of assessments, and safety protocols.

- Grade 2 screening procedures are still being determined. As soon as information is available, the details will be shared with principals and GATE specialists.
- GATE specialists new to Title I status or new to the screening process will receive training on utilizing the online Pearson platform.
- Staff will request personal protective equipment (PPE) and necessary cleaning items from the school administration to conduct the assessments. If additional PPE is needed, the school administration should order it via SAP.

Procedures for In-Person Assessment Appointments for School-Based Teams

- Related services personnel will need access to schools to conduct in-person assessments and access student records. A Related Services staff member will transition to no more than 3 schools per day unless there is an imminent circumstance.
- Related services personnel will have the option to work at assigned school locations before school, after school, or on Saturdays, with the site administrator's approval to access the building, and with direct supervisor's approval to work outside contractual hours with pay.
- Related services personnel will use approved disinfectants to clean chairs, tables, and all supplies used before and after each appointment.

In addition to the COVID-19 guidelines in place at schools, school-based related service teams will adhere to the following:

- Parent/Guardian will complete sign in and sign out in the designated site.

Release 3

Updated
language

- All site procedures for guests will be followed. It is recommended that related services personnel greet the student and the parent/guardian and use a hand-held thermometer to check the temperature of the student and parent/guardian.
- In the event of a temperature of 100° or greater, the student and the parent/guardian will be asked to leave, and the evaluation will be rescheduled after 15 days.

Pivoting Between Models

In the hybrid instructional model, a student's ability to transition between classes and rooms is determined by applicable safety protocols.

- Students can transfer between the hybrid instructional model and the full-time distance education models only within Board approved timeframes.
- For students who remain in full-distance education, service should be implemented as written in the IEP. The IEP team can consider, through an IEP meeting, if the data supports changes to the services.

IEP Procedures and Components to be Completed by the End of the 2020-2021 School Year

Release 3

Updated
language

In order to document the change to the hybrid instructional model, schools must develop a revision or annual IEP to account for potential changes to the delivery model. To eliminate the need for additional IEP development and to develop an IEP which would contain a complete picture of the student's ability to access educational services both face-to-face and distance education, IEP revisions will need to be completed by the end of the school year, unless the student's annual IEP is due sooner. The guidance below provides further guidance to standard operating procedures.

Release 4

Updated
Language

- All IEP meetings shall be conducted virtually, when possible.
- If the school cannot contact the parent/guardian to schedule an IEP meeting, the school will follow standard procedures.
- Nothing in this section precludes the ability to hold an IEP meeting for any other reason.

Present Levels of Academic Achievement and Functional Performance

- IEP teams must include any data collected, including any deficit areas, behavioral data, the effectiveness of accommodations, etc.
- A case manager or related service provider must provide how instruction is scaffolded or the background knowledge needed for the student to complete the assignments aligned to the Nevada Pre-K Standards or the NVACS/Connectors and goals and benchmarks/objectives. A case manager or related service provider must also review and address student work and/or finished assignments, checking for understanding and accuracy, adapting content, methodology, and/or instruction to the needs of the student.
- The IEP should also include input from parents/guardians regarding difficulties with the student's compliance with rules related to social distancing, wearing face coverings, washing hands, and other safety protocols.

Goals and Benchmarks/Short-Term Objectives

- Should be based on the current present levels of academic achievement and functional performance.
- Based on prior goals and benchmarks/objectives, the team should consider the student's anticipated progress for the remainder of the annual IEP.
- Annual goals should include developing and/or maintaining skills needed in the instructional models, such as:
 - Wearing face coverings.
 - Maintaining social distances.

- Washing hands and other safety protocols.
- Accessing and participating in distance education.

Specially Designed Instruction^{xvi}

- Indicate all three models available:
 - Full-time distance education (current placement)
 - Hybrid instructional model
 - Full-time face-to-face
- Annual IEP dates should be used for each option.
- The specially designed instruction page should reflect direct instruction per area of need by a special education teacher, related services staff, and/or a support professional. IEP teams must continue to indicate for distance education, both synchronous and asynchronous time.

Supplementary Aids and Services

Release 3

Updated
language

- Teams need to identify supplementary aids, accommodations, and accessibility features of online programs utilized in distance education.
- Teams should consider developing a behavioral intervention plan to assist students in accessing classes in each stage of the reopening process.
- Teams should consider supplementary aids/accommodations for the following:
 - Wearing face coverings. Utilize a clear mask when working with students receiving deaf and hard of hearing services.
 - Maintaining social distances.
 - Washing hands and other safety protocols.
 - Accessing and participating in distance education.

Related Service

- The number of related service minutes includes the amount provided through face-to-face therapy or teletherapy.
- Indicate all three models available:
 - Full-time distance education (current placement)
 - Hybrid instructional model
 - Full-time face-to-face
- Annual IEP dates should be used for each option.
- If the student has difficulty accessing services virtually, teams should develop a plan to provide the student's related services face-to-face.

Placement

Release 4

Updated
Language

- A student's placement is based upon whether the class is a general education class, self-contained, or a resource classroom, not whether the class is in school or online.
- The percentage of time in the general education environment includes both classes in school and online classes.

Data Collection

Teachers must complete progress reports, as indicated in the students' IEPs. Additionally, staff must collect ongoing progress monitoring data and document time spent addressing students' goals as is standard practice based on the approved instructional models. Example tools for progress monitoring and documenting time spent are provided to teachers.^{xvii}

Multi-Disciplinary Teams and Reports

All evaluations, reevaluations, and assessments must proceed without unnecessary delay. Evaluation preparation work and indirect assessments will be maximized wherever possible, including reliance on existing evaluation data, notices and scheduling, completion of parent/guardian and staff interviews and rating scales, and reliance on student observations by school staff. In order to maintain social distancing standards, related service personnel are restricted from entering classrooms for observational purposes. Consequently, other options need to be explored and utilized (e.g., observations by teachers and related service providers delivering push-in services, observations during online classroom activities). Direct assessments administered to students will be completed as needed by appointment to limit the amount of time students are away from instruction.

All multi-disciplinary team (MDT) meetings shall be conducted virtually or by phone. Staff are encouraged to virtually share drafted MDT reports and eligibility forms during these virtual meetings. Verbal agreement to eligibility determinations made by each member of the team is acceptable. Finalized MDT documents may be provided to the parent/guardian via email or U.S. Mail as soon as possible after the conclusion of the meeting.

Transitioning from the initial eligibility meeting, school personnel should review the CCF-556, Initial Provision of Services, with the parents/guardians and ask for permission to implement the services if they are unable to obtain a signature. School personnel should document in the status record that permission was obtained orally due to instructional model restrictions related to COVID-19. Finally, school personnel should obtain signatures for the CCF-556 as soon as possible upon the reopening of schools.

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-based accommodations, including medical-based accommodations, should be addressed as soon as practicable, to ensure Section 504 eligible students are provided equitable access to all portions of the approved instructional models. All staff should be aware of the accessibility features of online programs utilized in distance education. Section 504 teams should also use due diligence to determine eligibility based upon the information presented by the parent/guardian and the school personnel. Teams should determine the appropriate accommodations available to include distance education resources. All Section 504 meetings must be held virtually or via telephone.

- Students who need a Section 504 plan must be identified without unnecessary delay.
- The Section 504 liaison must:
 - Review all Section 504 plans.
 - Convene a Section 504 team meeting to discuss any additional accommodations related to approved instructional models:
 - Wearing face coverings.
 - Maintaining social distances.
 - Washing hands and other safety protocols.
 - Accessing and participating in distance education.
 - Ensure that all Section 504 plans are created and locked in Infinite Campus. Refer to the Section 504 Infinite Campus User Guide, as needed.

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Homebound Information

In-person services will resume when the District returns to a full-time face-to-face model. In-person services for students who must be educated in the home must be conducted in compliance with all applicable health and safety protocols.

- When appropriate, convene, and review homebound IEPs.
- All students should be included in the homeroom teacher contact procedures even if they are on homebound status.
- It is the home school's responsibility to provide a technology device for students to access instruction.

All requests for homebound services should follow previously established procedures. If a parent/guardian requests homebound, please consider the following options:

- Follow the homebound application process.
- Place in full-time distance education.
- Consider developing a 504 plan.
- Consider supplemental health services for a student on an IEP or 504 plan.

Physical Restraint

All District staff must continue to comply with all legal requirements related to physical restraint and aversive interventions. The failure to wear a face covering, to maintain social distancing, or to comply with any other safety protocols is not a justification to restrain a student.

Discipline for Students with Disabilities

All legal requirements related to the discipline of students with disabilities apply. Schools must hold a manifestation determination review meeting prior to the tenth day of removal from school. Placing a student in full-time distance education or removal from the class virtually or face-to-face for any disciplinary reason is a removal. Failure to maintain social distancing, wear a face covering, or comply with safety requirements does not constitute serious bodily injury, which would justify a removal from school for 45 days.

Delivering Inclusion Time in the Classroom

Adapted PE

- Students with disabilities are scheduled to attend PE classes the same as typical peers.
- Adapted PE supports access to the general PE curriculum for students with disabilities. Students with disabilities access PE with same-aged typical peers in an inclusive general PE class.
- Students receiving Adapted PE services are supported in a general PE setting with typically developing peers.

Academics

A student's IEP will determine the amount of inclusion time- and pull-out time. IEPs must be followed.

- Special education teachers will collaborate with general education teachers to establish times for implementing IEPs in the general education setting, as well as coordinate any pull-out time.
- Support professionals may be used to deliver the inclusion time during general education face-to-face or synchronous time.
- It is recommended that students be grouped for common resource time in specific subjects to increase efficiency.
- Best practices include placing resource and inclusion time for each grade level on the master calendar. This will allow consistency and certainty that all IEP specially designed instruction minutes are being met.

Itinerant and Related Services

Service provision of mandated IEP services by itinerants, support professionals, and related service providers

SSD personnel will document dates and times of school buildings and classrooms being utilized to serve students to support contact tracing. SSD personnel will transition to no more than 3 schools per day unless there is an imminent circumstance.

Related Service

- Related service personnel (speech-language pathologists, occupational therapists, physical therapists, psychologists, audiologists, and nurses) can enter classrooms to provide face-to-face instruction. Face-to-face instruction will be provided to students who have difficulty accessing services and/or making adequate progress virtually. To limit exposure, services will be provided virtually as much as possible. Related service personnel should seek guidance from their departments to develop schedules that reduce risk and meet the needs of students and families.
- Related service personnel will provide services to students in non-self-contained classrooms during distance instruction (asynchronous time) or face-to-face instruction as recommended by the related service provider(s).
- Related service personnel can provide in-class services to students in classrooms during face-to-face instruction.
- Related service will adhere to approved procedures for handling equipment, equipment storage, and protocols for sanitizing equipment.

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Related Service Space and Procedures

- Ensure a safe space for personnel who are sharing a space, ensure individual spaces for itinerant and/or related service members, or continue the use of an assessment area where personnel assess students.
- School is to provide/replenish appropriate PPE to related service personnel. If additional PPE is needed, schools must order additional PPE. Only designated related service personnel are required to wear N95 masks. Fit testing is required and facilitated by the Risk Management Department.
- Staff and students will wear a face covering and maintain six feet social distancing when possible.

Assistive Technology

- To the greatest extent possible, assistive technology (AT) services, including assessments, will be conducted virtually. Parents/Guardians will be invited to participate virtually.
- When virtual support is not practical or appropriate, a face-to-face model will be utilized. Face-to-face support will comply with COVID-19 protocols and the practices of the school.
- All teachers should be aware of the AT devices and services that are documented in IEPs. Devices will be provided in compliance with IEPs. For devices that will be placed in the student's home, parents/guardians will be required to sign the *Assistive Technology Services Equipment Sign-Out Sheet / Parent Loan Agreement* form.
- AT personnel can attend virtual classes to mentor and coach teachers and parents/guardians in the implementation of devices.
- Itinerant Instructors are assigned to serve as a liaison for any matters pertaining to AT.
- Professional learning and parent/guardian support/training will be accessible in a variety of formats/timeframes including "live" virtual sessions, pre-recorded sessions, and after contract hours "live" virtual sessions.
- Case managers and parents/guardians should consult with their assigned AT liaison to access appropriate virtual supports to implement accommodations and modifications as recorded in the IEP.
- To the greatest extent possible, technical issues will be resolved remotely.
- The AT website contains guidelines for acquiring AT, implementation strategies, professional learning opportunities, and virtual resources.

Adapted PE

- Itinerant adapted PE teachers will provide direct instruction in a general PE setting with typically developing peers.
- Itinerant adapted PE teachers will follow the SNHD and District safety protocols when accessing school campuses and District offices.
- Itinerant adapted PE teachers will adhere to approved procedures for handling equipment, equipment storage, and protocols for sanitizing equipment.
- Adapted PE assessments will be conducted, as much as possible, in the PE setting. Parents/Guardians will be invited to assist virtually, if needed. All SNHD and District safety protocols will be followed during assessment and will change/update as guidelines change.

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Vision Services

- Vision Services teachers, specialists, and assistants will follow the SNHD and District safety protocols when accessing schools and District offices.
- Vision Services will adhere to approved procedures for handling equipment, equipment storage, and protocols for sanitizing equipment.
- All assistive technology will be accessible to students per their IEP.
- Teachers of the visually impaired and orientation and mobility specialists will provide direct and consult services as indicated in the student's IEP using face-to-face and/or virtual asynchronous and synchronous instructional methods.
- Vision Services assessments will be conducted, as much as possible, on the school campus. All COVID-19 protocols will be in place during assessments and will change/update as guidelines change.

School-Based Individual Intervention Services

- During distance education and the hybrid instructional model, school based-individual Intervention Service continues to be a short-term, supplementary service to increase learning to learn behaviors.
 - Services will include both direct and consultative services.
 - Services address the goals and benchmarks identified in the IEP relating to behavior, communication, and social skill areas.
- Face-to-face instruction includes:
 - Direct, in-person instruction when students are present at school.
- Synchronous session support for distance education includes:
 - Assistance with data collection.
 - Assistance with prompting strategies to increase engagement.
 - Provision of reinforcement as needed at the direction of the classroom teacher.
- Consultation support includes:
 - Weekly consultation with classroom teachers via email, phone or video conference.
 - Staff will discuss concerns and make recommendations for student improvement.
- Parent/Guardian school communication:
 - Progress reports issued by the Linking Instructional Needs and Key Supports (LINKS) Team in alignment with IEP progress reporting.
 - Progress reports sent via email to the classroom teacher to place in the student's confidential file and a copy to be provided to parents/guardians.

- Parents/Guardians can contact the LINKS Team to discuss school based-individual intervention service questions or concerns.

Deaf and Hard of Hearing Itinerant Teachers

- Deaf and Hard of Hearing (DHH) itinerants will follow the SNHD and District safety protocols when accessing schools and District offices.
- DHH itinerant teachers will provide direct and consult services as indicated in the student's IEP using in-person and/or virtual asynchronous and synchronous instructional methods.
- DHH assessments will be conducted, as much as possible, on the school campus. All COVID-19 protocols will be in place during assessment and will change/update as guidelines change.

Self-Contained Teacher Absence

If a substitute does not select a job when a teacher is absent, classes cannot be combined; therefore, some workable solutions include:

- Preparation period buy for teachers, which must be completely voluntary by the teacher. Schools must ensure that detailed emergency plans and information are available.
- Create an emergency team that involves multiple people to provide coverage.
- Coverage by the special education instructional facilitator.

Student Equipment

- Assistive technology devices will require cleaning in compliance with COVID-19 protocols.
- Related service personnel will deliver and retrieve devices/equipment directly to the teacher, student, and parent/guardian if indicated. Personnel will refer to individual departments for specific procedures regarding device delivery, handling, training, and will follow cleaning guidelines to clean the equipment.
- If a student needs audiological, occupational, and/or physical therapy equipment at the school and at their home, the special education instructional facilitator or case manager will contact the occupational and/or the physical therapist assigned to their school.

Community-Based Instruction

Students will work on their community and prevocational goals virtually and where possible, in-person within the hybrid instructional model.

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Social and Emotional Learning and Wellness

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 that a constant focus on relationship building with students must occur.

Multidisciplinary Leadership Teams

The purpose of the MLT is to utilize the Multi-Tiered System of Supports (MTSS) framework, including teaming, collaborative problem solving, high-quality standards-based instruction, balanced assessment system, evidence-based interventions, tiered continuum of supports, and systemic implementation, to promote the social and emotional wellbeing of all students.

Required Components

The required components provided below are essential for an effective MLT to promote the social and emotional wellbeing of all students.

Team

The MLT includes school administrator(s), school counselor(s), school social worker(s) or safe school professional(s), and educator(s). Additionally, the team may include the special education instructional facilitator, school psychologist, school nurse, and other designated staff members. Consultation may be necessary with school psychologists and school nurses in the event of a critical situation. Schools may have teams already established, such as School-Based Intervention Teams and Response to Intervention Teams that may fulfill the functions of the MLT.

- Identify a lead to coordinate members.
- Identify team members.
- Establish the roles and expectations of each team member.
- Schedule and conduct weekly meetings.

Systematic Implementation

Establish a systematic implementation for identifying students' needs using the components of a balanced assessment system, including multiple academic and social-emotional-behavioral data points, and collaborative problem solving to make evidence-based intervention decisions aligned to a tiered continuum of supports.

- Create a centralized tracking system to document student referrals and action steps (e.g., Google Sheets, SISP Module).
- Collect and analyze multiple academic and social-emotional-behavioral data points to make evidence-based intervention decisions relative to the needs of each student.
- Evaluate academic and social-emotional-behavioral supports to further build a tiered continuum of supports in Tier I, Tier II, and Tier III.
- Ensure timely documentation of actions using the centralized tracking system.

Communication

Consistent communication among members of the MLT and parents/guardians is essential to closely monitor students' progress and consider potential changes for interventions and support to increase students' success.

- Obtain staff feedback on a regular basis to inform the responsiveness of meeting the needs of students.
- Promote open communication between core members of the MLT, as well as with consultant members and staff, as needed.
- Establish timely and ongoing communication with parents/guardians.

Multidisciplinary Leadership Team Academic and Social-Emotional Behavior Data Points

The balanced assessment system includes formative, summative, and benchmark assessments that occur throughout the school year. The MLT uses multiple assessments and data sources to promote the social-emotional wellbeing of all students. Multiple data points and tiered supports representing academics, attendance, and behavior are provided below and teams may expand these data points and tiered supports, as appropriate, depending on individual student needs.

Academic and Social-Emotional Planning Process

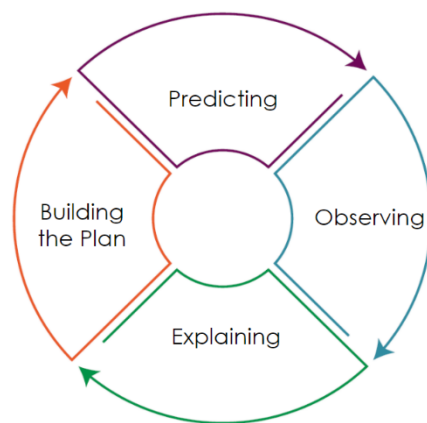
A systematic method to analyze the multiple data points to promote the academic and social-emotional wellbeing of all students includes collaborative problem solving.

PREDICT: What do you think you will see in the data?

OBSERVE: What do you see in the data? What is the data telling us about students?

EXPLAIN: What are some possible explanations for what you see? What is happening in the environment that may influence student behavior or performance?

ACTION: What will you act on? What actions will you take? How can the school environment change to meet the needs of students?



Academics

Data Points	Guiding Questions	Supports
<ul style="list-style-type: none"> • MAP Growth • Universal Screener(s) • Diagnostic Assessment(s) • Summative and Formative Assessments • Cumulative Grades • Significant Changes in Academic Performance • Assignment Completion • Engagement in Synchronous/Asynchronous Instruction • Student Schedule • Student Interest Surveys/Interview 	<ul style="list-style-type: none"> • How has the student's assignment submission/quality of the work changed? • Has there been a change in student workload/assignments, assessment type, and/or teachers? • Does it appear there are certain courses in which the student is performing well? • Are there certain assignments the student is completing? • Have there been opportunities for the student to re-take any assessments or re-do any assignments to demonstrate mastery? • What are the parent's/guardian's ideas/suggestions/thoughts about the student's current performance? Was it a positive or negative contact/interaction with the parent/guardian? • Has there been a change in the student's academic status/ranking? • Does the student actively participate in synchronous instruction? • Is the student satisfied with their current learning/grades? • What is the disconnect between interim test results and grades? • Is the student receiving the appropriate ELL, 504, or IEP supports and accommodations? • What is the grading scale used at your school? Is it consistent across the school? If it were different, would the student be failing? 	<ul style="list-style-type: none"> • Contact the parent/guardian. • Implement differentiated instruction in Tier I to meet the needs of students. • Provide interventions in Tier II or Tier III targeting specific areas of skill deficit. • Provide opportunities for students to re-take exams and quizzes to demonstrate mastery. • Provide opportunities for students to complete and submit missing assignments. • Provide students an opportunity to re-do without consequences. • Provide small group/one-to-one support during office hours. • Encourage the use of study partners/peers. • Assign the student an adult or student mentor. • Provide extra academic support during virtual office hours. • Enact language development supports.

Behavior

Data Points	Guiding Questions	Supports
<ul style="list-style-type: none"> Engagement in Synchronous/Asynchronous Instruction Camera Usage during Synchronous Instruction Video Replay Usage during Asynchronous Instruction Submittal of Classwork: On Time, Late, or No Work Submitted Atypical Changes Associated with Student Appearance/Behavior Concerns from Teachers, Parent/Guardian, or Peers Beacon/Go Guardian Alert or Safe Voice Tip Social-Emotional-Behavioral Universal Screener Self-assessment Survey Student Satisfaction through Surveys/Interviews 	<ul style="list-style-type: none"> Have you noticed a lack of motivation to log in and complete assignments? What motivates the student? Has the student decreased their engagement in the classroom (decrease of completing assignments/quality)? Has the student made any concerning comment(s) during a lesson(s)? Does the student feel pressured to turn their camera on for lessons? Does the student struggle understanding the content that is being covered in the lesson(s)? Does the student state his/her participation is important? Does the student feel they have support at home/school? Are there outside factors as to why the student cannot concentrate on his/her schoolwork? Who on your staff has a relationship with the student/family who could assist? Where has the student felt successful in the past? How is the student reacting differently with his/her peers? When was the last time you met with the student? With the parent/guardian? How is the student being challenged academically? Has access/connectivity changed for the student? Are there any concerns of alcohol or drug involvement? What life changes with friendships may have happened (i.e., relationships)? 	<ul style="list-style-type: none"> Contact the parent/guardian. Conduct wellness checks and screenings. Conduct social emotional learning group assignments. Utilize the Virtual Group Guidance. Use the School Counseling Planning Guide. Refer to community-based assistance. Consult with Crisis Response, if needed. Call the Mobile Crisis Team at (702) 486-7865, if needed. Review the Community Provider Resource Guide. Utilize the Behavior Improvement Plan. Provide a referral to The Harbor.

Attendance

Data Points	Guiding Questions	Supports
<ul style="list-style-type: none"> Attendance Patterns^{xviii} Chronic Absenteeism Significant Changes in Attendance Sporadic Attendance Attendance Patterns: Certain Courses and/or Time of the School Day Grades Noticeable Change in Work Production/Submission 	<ul style="list-style-type: none"> How has the student's attendance recently changed? How has the student's attendance changed since the implementation of distance education? Do you notice any trends in attendance? Is the student absent on specific days? Has information been shared from other teachers, parents/guardians, or peers focusing on a root cause for the change in the student's attendance? Does it appear that there are certain courses the student is absent for during the day? Has there been some type of change/circumstance in the student's household that may have led to a change in attendance? Are there particular students or staff members who serve as a mentor or positive anchor point for the student? Does the student participate in any clubs or activities that would connect them to the school? Has there been any connectivity access challenges? 	<ul style="list-style-type: none"> Contact the parent/guardian. Collect resources for chronic or sporadic attendance. Conduct wellness checks. Conduct home visits. Contact teacher(s) or other educator(s). Consult with the Office of Attendance Enforcement. Assign a staff/student mentor. Provide a referral to The Harbor. Provide attendance incentives. Implement attendance accountability check-ins.

Supporting Social and Emotional Wellness with Community Partners

The MLT will be supported by nonprofit partners, coordinated by the Elaine P. Wynn & Family Foundation, in the *Lifeline* pilot program. *Lifeline* was initially implemented at approximately 11 schools with the goal of protecting, fortifying, and strengthening students' social and emotional wellbeing by identifying and seeing them in-person, assessing their needs, and tailoring tiered interventions, responsively and proactively.



The program assumes:

- Virtual connection is important but not sufficient to assess and address mental health needs. We need to 'lay eyes on children' to properly assess and intervene and, when necessary, case manage students and families experiencing challenges which often manifest as mental health emergencies.
- Beyond responsiveness to children in crisis Lifeline will strive to proactively identify children before crisis occurs, relying upon daily student observation checklist and a universal screener.
- Safety of staff and students is an uncompromisable priority.
- The centerpiece of Lifeline is each school's MLT. As essential workers, they will report to work at school as soon as possible.
- Lifeline will create protocols to ensure uniformity and consistency in processes implemented by schools.
- Piloting Lifeline at 11 schools will allow revision and refinement of protocols and practices in real time before scaling.
- Children in crisis belong to families in crisis, therefore, Lifeline will offer wraparound services to children and their families, in partnership with nonprofit organizations and government agencies.
- Lifeline will conscientiously track data and use it to improve and evolve the initiative.
- With Lifeline in place, a campaign to inform students, families, and the community that help is available at school will be essential to proactively address ongoing social-emotional needs of students.

Relationship Building and Recognizing Trauma

The following recommendations may assist with relationship building and recognizing mental health concerns and trauma with students.

- Focus on positive and effective interactions within MTSS.
- Follow the MTSS framework when assessing students' social-emotional wellbeing and identify needs for additional support.
 - Implement Tier I – Evidence-based, high-quality social and emotional 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.
- Continue, develop, and/or expand restorative practices.
- Recognize the potential for higher rates of adverse childhood experiences^{xix} and/or stressors during school closures, and underreporting of those stressors, that may put students at higher risk of trauma.

Wellness Check Teams

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 a site 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 regarding 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 a site 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 (SISP) referral in Infinite Campus.

Wellness Check Guidelines

During COVID-19, the continued use of wellness checks is extremely important. Staff should use a structured interview format during a check-in session. The format should begin with general questions and then additional, more specific questions can be phased in. As students and families may be struggling during these times, it is vital staff build relationships with the students and continue to make contact to provide resources and support.

Wellness check-ins may be done virtually or in-person. For in-person visits, staff must follow all health and safety guidelines.

Some schools may choose to conduct wellness checks using home visits for students they are unable to contact via the telephone or through distance education protocols. Schools may contact District attendance officers to conduct wellness check home visits or they can also create a small school team to conduct the visits.

Wellness Check Home Visit Procedures (Recommended)

- Always go, at a minimum, in pairs.
- Take separate cars. It is important to not drive together and adhere to safety guidelines.
- Appropriate PPE should be worn at all times (gloves, masks, etc.).
- Long-sleeve shirts should be worn at all times.
- Communicate with the family and student regarding the nature of the visit.

Phase One Questions (The questions may be asked to the parent(s)/guardian(s) or to the student.):

- How are you and your family doing today?
- How have you been feeling?
- Have you been connecting with your friends?
- What questions do you have about school?
- Do you have any questions about the pandemic and how it is affecting your school day?
- Are you able to access the Internet?
- Is your Chromebook working properly?
- Have you had any concerns with technology that has limited your ability to get your work done?
- Have you been able to keep up with your coursework and assignments?

Phase Two Questions (The questions may be asked to the parent(s)/guardian(s) or to the student.):

- What concerns do you have that might limit your child's ability to engage in learning activities?
- What kind of hobbies/interests have you been participating in?
- Is there anything that concerns you or your child regarding your daily lessons?
- Is anyone in your family ill or have been diagnosed with COVID-19? Is anyone suffering medically?
- Are you in need of any supplies or groceries?
- Is your family doing okay during these times?
- Do you feel comfortable in your home environment?
- Is there anything specific that is causing you stress during these times?
- What can I do to better support you and your child today?

Once finished with the screening, reaffirm the District's two-way communication guidelines and emphasize to the parent/guardian that the student actively participates in school. It is important to remain in contact with the student's instructors on a regular basis.

Mental Health – Full-Time Face-to-Face

- Reestablish the Mental Health Leadership Team. This should also include the Crisis Response Team.
- Review the responsibilities with the team.
- Find common days where team members are on campus or establish a backup plan when coverage is needed.
- Focus on positive and effective interactions within MTSS.
- Follow the MTSS framework when assessing students' social-emotional wellbeing and identify needs for additional support.
- Implement Tier I – Evidence-based, high-quality, social-emotional learning 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. Reestablish or build rapport.
- Continue, develop, and/or expand restorative practices.
- Recognize the potential for higher rates of adverse childhood experiences (<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.

Supporting English Language Learners

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^{xx}.

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 both face-to-face instruction 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^{xxi}.

General 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^{xxii} and the School Guidance for ELLs

Practical guidance is available for school personnel regarding the obligations extended to ELLs during distance education.^{xxiii}

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

Some general considerations for face-to-face small group instruction include:

- Consider grouping ELLs in multiple ways. For example:
 - Reteach or introduce a specific skill/concept (heterogeneous)
 - Language levels (homogeneous)
- Select relevant and high interest text.

- Consider chunking text and including guiding questions that frame each chunk.
- Plan for pre/during/post reading tasks.
- Provide immediate, clear, and actionable feedback.
- Invite and guide students to set short- and long-term goals.
- Introduce students to key concepts, ideas, and language that will be used in upcoming lessons.
- Review key concepts, ideas, and language used in previous lessons.
- Ensure fluid student grouping based on continuous assessment.
- Co-create a safe system of participation and accountability.
- Model expectations for academic discourse and student work.
- Include multi-model activities, resources, and examples.

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 face-to-face or online learning sessions during the hybrid instructional model to promote student collaboration.

Some general considerations for ensuring opportunities for student discourse during the hybrid instructional model 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 in which 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 the hybrid instructional model 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 the hybrid instructional model, ensuring differentiated supports, include:

- Provide targeted support for ELLs by extending learning in small-group sessions or individual student conferences occurring in person 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.
- 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.

Teacher testimonials from educators to share tips, ideas, and lessons learned during distance education. Tutorials have also been created to share strategies and digital resources used during distance education.^{xxiv}

ELLD is facilitating and interactive ELL Canvas Course for Educators^{xxv} 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 ELLD will continue to work collaboratively with schools to guide how Title III funding can be leveraged to support the hybrid instructional model. 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/guardian engagement, and extended instructional day for students.

During the hybrid instructional model, 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 ELLs are to fulfill the corrective action plan requirement. During the hybrid instructional model, schools must continue to meet the requirements of Assembly Bill 219.

Attendance

Overall Procedures and Definitions

The Nevada Department of Education 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.
- For face-to-face instruction, determinations of student absent, present, and tardy status are made in accordance with CCSD Regulation 5113, Sections I and II.
- 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 NVACS 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 the 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 for a teacher to correct student attendance when an assignment may be completed later in the evening.
Attendance code ^{xxvi} auto-populated nightly when a student is marked as absent or not checked for participation.	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 path above 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.

Students in a section may be divided into “Physical” and “Virtual” sections, as shown in the sample picture to the right.

1. The area labeled "Physical" would only be used in a full return to face-to-face instruction and is not used during distance education or hybrid instruction. For face-to-face instruction, determinations of students absent, present, and tardy status are made in accordance with District Regulation 5113, Sections I and II.
2. The area labeled “Virtual” is used for the days students are participating in distance education and hybrid instruction. Teachers will check the “Participation” box if a student meets any one of the present/participating criteria as defined by the Nevada Department of Education.

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 the school closures in March 2020.

Additional Attendance Resources

Additional resources are available for staff and parents/guardians related to procedures, expectations, and frequently asked questions.^{xxvii}

The screenshot displays the Infinite Campus attendance interface. It is divided into two main sections: 'Physical' (top) and 'Virtual' (bottom). Both sections are for 'American Literature (A) - 4' in 'Period 05'.

Physical Section (1): This section shows a table with columns for 'STUDENT', 'P' (Present), 'A' (Absent), and 'T' (Tardy). The total counts are 4 Present, 0 Absent, and 0 Tardy. The students listed are Benjamin B, Isabel P, Ryan R, and Samantha.

Virtual Section (2): This section shows a table with columns for 'STUDENT' and 'PARTICIPATED'. The total count is 2 Participated. The students listed are Lindsey, Natalie, Olivia, and Roger. Lindsey and Roger have empty checkboxes, while Natalie and Olivia have checked boxes. Each student row also includes a comment icon.

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

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

Student and Staff Movement within School Buildings

Arrival and Dismissal

School teams will develop and implement an entry and exit plan by assigning school staff duty stations to maintain student safety and supervision during arrival and dismissal.

Elementary Level

- School staff will be assigned gates and doors closest to their classrooms to supervise students and to eliminate congestion during arrival and dismissal. Staff conducting duty stations during arrival and dismissal will:
 - Supervise the hallways to ensure students are not congregating and that they are walking directly to their classroom.
 - Supervise the entry points (i.e., gates and doors) to ensure students are staggering their entry and exit.
- Students will be assigned specific gates and doors for arrival and dismissal, based on arrival and dismissal options (i.e., bus riders, walkers).
- It is important for school-wide hallway procedures for social distancing to be clearly defined and implemented.
- Bus lanes and pick-up and drop-off sites must be clearly marked with appropriate signage and reminders to socially distance and to ensure everyone is wearing a cloth face covering.
- Dismissal
 - During dismissal, students who ride the school bus will be dismissed last (i.e., after walkers) to ensure buses arrive after the bell.
 - School teams will develop assigned seating in the multipurpose room, with appropriate social distancing for students who are not picked up at dismissal.
 - Parents/Guardians are not permitted on to the school campus (i.e., fields, blacktop) to wait for their children after school to eliminate crowds.

Secondary Level

Students will be assigned specific gates and doors for arrival and dismissal, based on arrival and dismissal options (i.e., bus riders, walkers, and drivers). During dismissal, students who ride the bus will be dismissed last (i.e., after walkers) to ensure buses arrived after the bell.

Considerations

Clearly indicate specific times for students who walk and/or drive to arrive on campus to ensure they do not interfere with the arrival of buses.

Ensure the parent/guardian pick-up and drop-off locations are not in the same area as the buses.

Secondary students cannot go to other schools and wait for their siblings to be dismissed. Arrangements will need to be made with families to mitigate this issue.

Passing Periods

Elementary Level

Teachers will escort students during transitions. Students will walk in a line, maintaining appropriate social distancing while walking forward. School-wide hallway procedures will be clearly defined and implemented.

Secondary Level

One-way hallway routes for passing will be developed with organized release times, utilizing outside passing to the fullest extent possible.

Breakfast

Elementary Level

Breakfast should be served in classrooms or outdoors, instead of cafeterias or multipurpose rooms, to the extent practicable. When cafeterias or multipurpose rooms are used, ensure six feet spacing, room capacity restrictions, and seating charts are utilized. Consider increasing mealtimes, staggering students, etc.

Secondary Level

Food carts will be located at various entrance locations to allow students to grab their breakfast and report immediately to their first period classroom to eat.

Lunch

Elementary Level

Lunch should be served in classrooms or outdoors, instead of cafeterias or multipurpose rooms, to the extent practicable. When cafeterias or multipurpose rooms are used, ensure six feet spacing, room capacity restrictions, and seating charts are utilized. Consider increasing mealtimes, staggering students, etc.

Secondary Level

Food carts will be located at various exit locations to allow for students to grab their lunch as they depart campus. The cafeteria will only serve lunch for students who must remain on campus for sports and/or activities. All health and safety guidelines will be followed for students remaining on campus for sports and/or activities.

Restroom Protocols

Elementary Level

Students will use the restroom independently (i.e., no full-class restroom breaks will be permitted). Each classroom and/or grade will be assigned a designated restroom and appropriate signage will be displayed. Appropriate markers will be placed outside of the restrooms for students to socially distance until the restroom is available. Hall passes must be disposable (not shared by students) or not utilized at all.

Secondary Level

Students will use the restroom independently and teachers will only issue one restroom pass at a time. Each hallway and/or grade will be assigned a designated restroom and appropriate signage will be displayed. Appropriate markers will be placed outside of the restrooms for students to socially distance until the restroom is available. Hall passes must be disposable and not shared by students or not utilized at all.

Logistics – Building Utilization

Elementary Level

Students will be assigned a personal workspace with personal instructional supplies (i.e., manipulative bags, individual sets). Students will use their District assigned device, whenever possible. Based upon school needs, leadership may determine that all available technology be used. Adherence to proper social distancing and cleaning protocols shall be observed, including minimum spacing between computers and students and disinfecting equipment between groups of students.

Secondary Level

Seating assignments will be required in each classroom and desks and tables cannot be utilized by another student until properly sanitized. Desks and tables will be properly distanced and clearly marked to indicate which desk should be used each period. Students will use their District assigned device, whenever possible. Based upon school needs, leadership may determine that all available technology be used. Adherence to proper social distancing and

cleaning protocols shall be observed, including minimum spacing between computers and students and disinfecting equipment between groups of students.

6. FOOD SERVICE

Food Service during Face-to-Face Instruction Days

The District received updated waivers from the USDA and CCSD will now be able to provide free school meals to all children 2-18 years of age through June 30, 2021. Meals will continue to be distributed under the Summer Food Service Program (SFSP) guidelines outlined by the United States Department of Agriculture (USDA).

School Breakfast Service

The Universal Free Breakfast Program will continue for the 2020-2021 school year. In adherence of the state's Phase 2 social distancing policy, meal consumption will occur in student classrooms. This will require desks and/or tables to be cleaned and sanitized before and after each meal. Breakfast service options for elementary and secondary schools are outlined below:

Elementary School Breakfast Service Option One (Student Pick-Up/Classroom Dining)

- Hot and cold menu options will be available.
- When the bell rings, students will line up on the playground by the classroom, maintaining six feet of distance.
- Teachers will lead classes into the multipurpose room one class at a time, maintaining six feet of distance.
- Students will use floor markings to maintain distancing while proceeding through the serving line.
- Trash bags will be provided to each teacher as they bring their class through the serving line.
- Once all students in each class have gone through the serving line and picked up their meal, teachers will lead them to the classroom to consume their breakfast.
- Students are not required to take a breakfast.
- Students will place all trash in the provided trash bag.
- Teachers will close and tie the trash bag and place it outside their classroom door for pickup.
- Custodian and/or food service will pick up the trash from outside classroom doors.

Elementary School Breakfast Service Option Two (Classroom Delivery/Classroom Dining)

- This option is dependent on Food Service staffing levels.
- Food service staff will fill breakfast bags with menu items including chocolate milk and will place bags in ice chest(s) or serving tray(s).
- Five individual white milks will be placed in each chest/serving tray to provide students an option.
- Each ice chest/serving tray will be marked with teacher's name and room number.
- Each ice chest/serving tray will have a trash bag.
- Each teacher designates two students or staff to walk from the classroom to the multipurpose room to pick up their ice chest/serving tray at the start of the school day.
- Each ice chest/serving tray will have a classroom roster sheet provided by food service in a sheet protector.
- Each teacher will place a check mark on the roster as the students receive their breakfast bags.
- Students are not required to take a breakfast bag, but if they do, they must take a *complete* breakfast bag; individual items may not be taken out of a bag.
- Once serving time is over, any breakfast bags that are left are placed back into the ice chest/serving tray.
- Items may not be removed from leftover breakfast bags.
- The completed roster is placed back into the sheet protector connected to the ice chest/serving tray.
- Ice chests/serving trays are returned to the multipurpose room by designated staff or students.
- Students will place all trash in the provided trash bag.
- Teachers will close and tie the trash bag and place outside their classroom door for pickup.
- Custodian and/or food service will pick up trash from outside classroom doors.

Secondary Breakfast Service

- Students will pick up breakfast as they enter the school building on their way to the classroom.
- A variety of hot and cold main items will be available.
- Kiosks will be set up near entrance/exit doors.
- Service locations will consist of kiosks and cafeteria windows.
- Students will proceed to classroom to eat.
- Students receiving special diets will need to pick up those meals in the cafeteria.

School Lunch Service

Elementary School Lunch Service

- Classes will be released to go to the multipurpose room one at a time.
- Students will use floor markings while going through the serving line, maintaining six feet of distance.
- Students are not required to take a lunch.
- Teachers will be provided a trash bag.
- Students return to the classroom to eat their meals.
- Trash will be picked up from classroom by custodian.
- Clickers will be used at Community Eligible Provision (CEP) schools.
- All options that include eating in the classroom will require desks and/or tables to be cleaned and sanitized after each meal.

Secondary School Lunch Service

- Kiosks will be set up near entrance and exit doors.
- Cafeteria windows will also be a service location for classrooms in nearby vicinity.
- Classrooms will be released on a schedule to allow students to pick up lunch at the end of the day. Students are not allowed to stay on campus to each lunch.

Supper Service

The Food Service Department will assess service levels as the year progresses and decide if it is operationally feasible to transition to a supper service program.

Access to Meals for Distance Education Days

To provide meal access for all students while adhering and respecting the integrity of the cohort model, the Food Service Department will employ the following distribution plan.

In an effort to continue providing students access to meals, the distribution of meals in the school parking lots will continue at designated school sites from Monday through Friday for those students not attending school face-to-face.

- Mondays and Tuesdays: Students attending Cohort A will receive meals in person according to the school meal service protocols above. Distributions sites will be maintained in the parking lot for students attending Cohort B and students who participate in full-time distance education to pick up their meals for the day.
- Wednesdays: Distributions sites will be maintained in the parking lot for students attending Cohort A and B and students who participate in full-time distance education to pick up their meals for the day.
- Thursdays and Fridays: Students attending Cohort B will receive meals in person according to the school meal service protocols above. Distributions sites will be maintained in the parking lot for students attending Cohort A and students who participate in full-time distance education to pick up their meals for the day.

	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
Cohort A	<i>Receive meals in person</i>	<i>Receive meals in person</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>
Cohort B	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Receive meals in person</i>	<i>Receive meals in person</i>
Students Who Participate in Full-Time Distance Education	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>	<i>Parking lot meal distribution</i>

Distribution Locations

Middle and high schools will serve as the designated distribution sites for meal pickup in the parking lots.

Service Times

Release 4

Updated
Information

Monday through Friday – Excluding school holidays.

7:00 a.m. to 11:00 a.m. – All middle school locations.

10:00 a.m. to 2:00 p.m. – All high school locations.

Weekend Meals

Three days' worth of meals will be provided on Fridays at the distribution sites.

Food Service/Kitchen Considerations

Kitchen Safety/Distancing Protocols

- Kitchen staff will wear and be trained on proper PPE.
- Kitchen staff will be trained on increased hand washing frequency.
- Hand washing signs will be posted.
- Kitchen staff will adhere to school protocols.
- Kitchen staff will be trained on the Employee Illness Policy.
- Kitchen staff will complete the daily emocha symptoms questionnaire.
- Kitchen staff will answer daily screening questions.
- Kitchen manager will complete Employee Absence of Illness log for all absences.
- Floor markings will be used for maintaining distance between staff members where applicable.
- Barriers and/or PPE will be utilized when distancing cannot be maintained.
- Staff will be trained on proper cleaning and disinfecting procedures.
- Cleaning and disinfecting of high touch areas will be conducted throughout the day.

Release 5

Updated
language

Revised Breakfast Menu Options

- Condensed breakfast menus into one containing hot entrees and one containing only cold items that are appropriate for Grades K-12, including ungraded/self-contained programs.
- Adjusted Pre-K menus into one containing hot entrees and one containing only cold items to use as many of the same items as the above menus to better forecast inventory needs.
- All items are individually wrapped.

Release 3

Updated
language

Revised Lunch Menu Options

- Limited to one entree choice for Grades Pre-K-12, including ungraded/self-contained programs.
- Elementary sites will receive individually wrapped items - both commercially prepared individually wrapped items and central-kitchen produced sealed tray items.
- Secondary sites will minimize employee contact in secondary kitchens as menu choices will use limited food ingredients to prevent congregation around the food preparation and service areas of the kitchen.
- No self-serve salad bars until further notification from the SNHD.
- No shared tables until further notification from the SNHD.

Release 3

Updated
language

Special Diets

Students will continue to receive individual serving meal trays prepared and sealed in the central kitchen and delivered to the school sites weekly, if requested.

7. TRANSPORTATION

Transportation Preparation and Planning

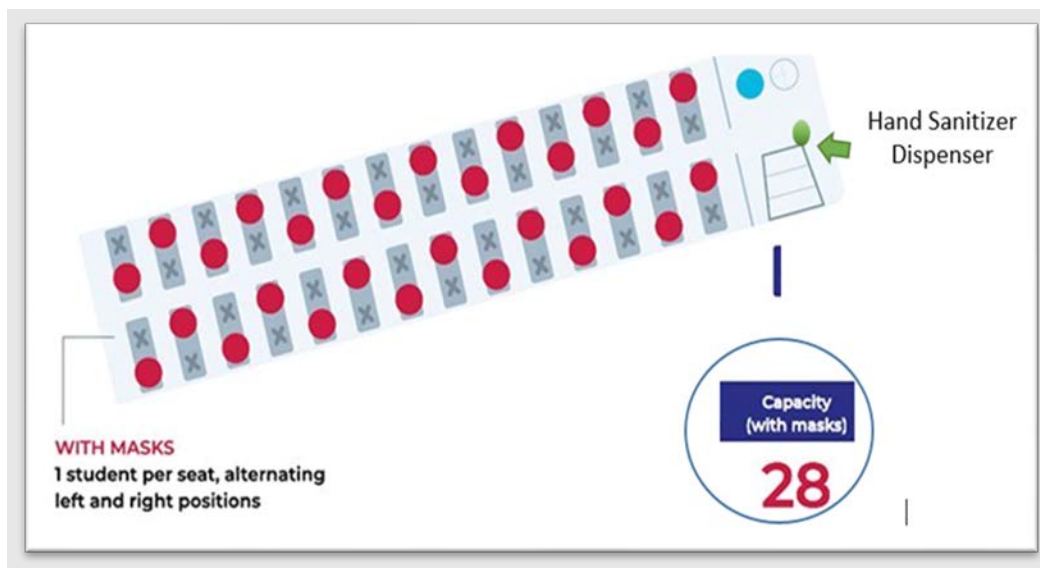
To ensure a safe service experience for both our students and staff, the Transportation Department consulted with the SNHD in development of its Phase 2 Transportation Plan. The approved protocols and required behaviors are outlined below.

Bus Drivers

Bus drivers will be required to wear face shield and mask during loading and unloading of students. The face shield will be removed during driving. Bus aides, if applicable, will wear face shields and masks during student transport.

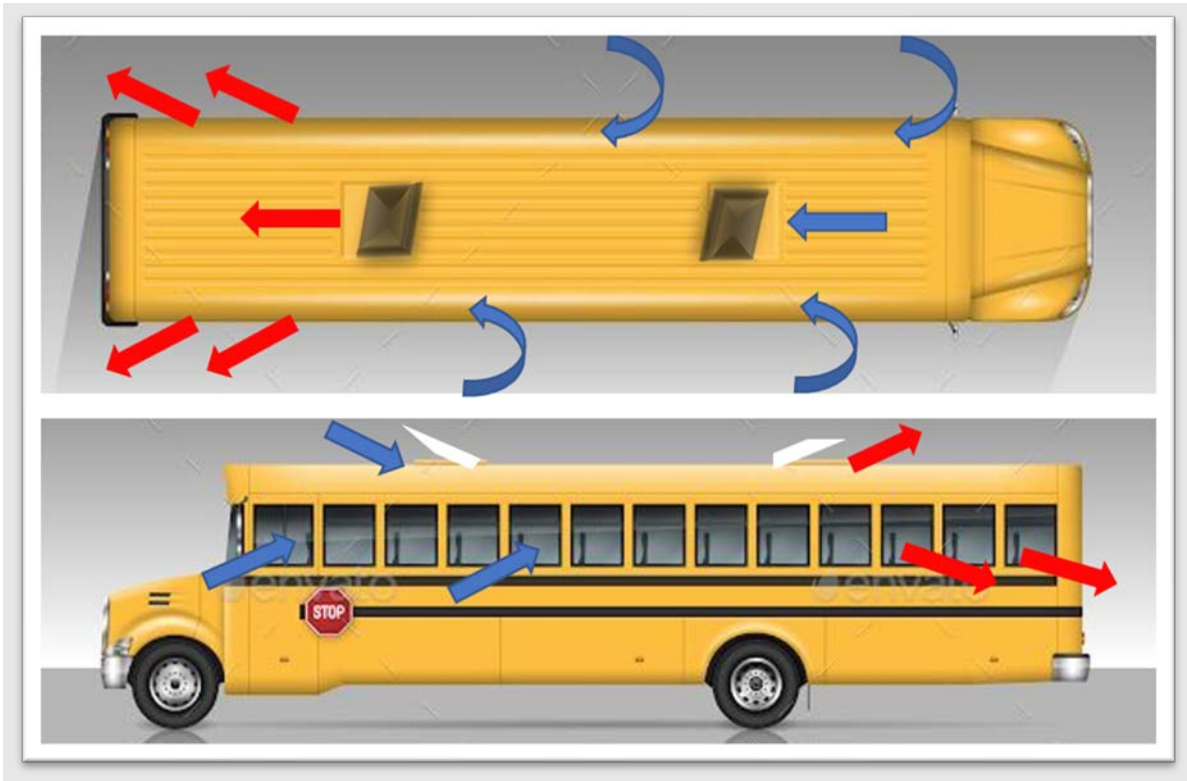
Bus Capacity

In adherence with Phase 2 requirements, the Transportation Department is limiting bus capacity to 50 percent. This equates to approximately 28 students per general education bus and approximately four to six students per special needs bus, depending on the bus configuration.



Bus Air Flow

Transportation staff will ensure the increase of external air flow in addition to the current air conditioning air flow from rear main intake to overhead vents above each seat. Blue arrows represent outside air entering and red arrows represent inside air exiting the passenger area.



Bus Cleaning

- Between school routes, bus drivers and aides will utilize District approved disinfecting wipes on handrails, door frames, and tops of seats.
- Nightly disinfecting will occur. A thorough disinfecting process will take place each night to cover all interior surfaces of the bus.

Student and Parent/Guardian Expectations

- Parents/Guardians will conduct a wellness check of their child prior to reporting to the bus stop.
- Students will be required to wear a face mask/covering while loading/unloading and riding on the bus.
- Students are required to utilize the hand sanitizer when entering and/or exiting the bus.
- Parents/Guardians of eligible bus riders may experience a delay in transportation services in the event of a cohort or service change. Transportation services will be contingent on space availability not to exceed the defined bus capacity limitations.

Bus Loading/Unloading and Seating

- Students will be assigned seats based on the stop/loading order. Window seats will be filled first and then aisle seats.
- Students will unload the bus starting from the front to the back seats.
- Drivers will create and post seating charts to ensure distancing between students.

Transportation Protocols and Behaviors for General Education Transportation

General Education Protocols

- Limit bus capacity to one student per seat, approximately 28 students per bus.
- Appropriate COVID-19 signage, including social distancing aisle and seat markings, will be placed on each bus.
- Seating charts will be created based on loading/unloading order to avoid students walking past each other and to ensure social distancing.
- School personnel will submit [transportation service requests](#) for eligible bus riders upon new enrollment and/or cohort changes so accurate bus rider counts can be calculated. The processing of transportation requests for general education students may take up to ten school days and will be dependent on available bus capacity.
- Extend morning bus drop-off/arrival period to 35-40 minutes to stagger bus drop off of students for schools in which a projected 30 percent bus ridership is exceeded.
- Extend afternoon bus pick-up/arrival period to 35-40 minutes to stagger bus pick up of students for schools in which a projected 30 percent bus ridership is exceeded.
- Schools with more than 20 assigned buses may require larger staggered periods.
- Transportation staff directly or indirectly responsible for pupil transportation services will receive training prior to school opening that is within CDC guidance.
- Training will consist of bus cleanliness practices, proper use of PPE, and daily self-health checks.

Release 4

Corrected
link

General Education Behaviors

- Drivers will wear a face shield and mask during student loading and unloading.
- Drivers will ensure seats are marked for non-use prior to loading passengers.
- Hand sanitizer will be made available to students.
- Students are expected to maintain social distancing while loading, unloading, and during transport.
- Students will board the bus from back to front and depart the bus from front to back.
- Increased air flow through the bus is recommended to mitigate exposure.
- Driver will open the roof hatches and lower two rear windows by approximately two inches to increase air flow through the bus.
- Drivers will be required to disinfect handrails, seat tops, and entrance doors between runs with District approved supplies.
- Nightly disinfecting of buses will be performed by a private contractor.
- School staff to monitor bus loading/unloading areas during extended time frames to assist with social distancing and signs of illness.
- Students will be required to wear face coverings while on the bus.

Transportation Protocols and Behaviors to Support Students with Special Needs Transportation To/From School/Home

Protocols for Transportation of Students with Special Needs

- Limit bus capacity to one student per seat (approximately four to six students per bus).
- Appropriate COVID-19 signage, including social distancing aisle and seat markings, will be placed on each bus.
- Seating charts will be created based on loading/unloading order to avoid students walking past each other and ensure social distancing.
- School personnel will submit transportation service requests ([electronic form](#)) for eligible bus riders upon new enrollment and/or cohort changes so accurate bus rider counts can be calculated. The processing of transportation requests for special education students may take up to seven school days.
- Extend morning bus drop-off/arrival period to 35-40 minutes to stagger bus drop off of students for schools in which a projected 40 percent bus ridership is exceeded.
- Extend afternoon bus pick-up/arrival period to 35-40 minutes to stagger bus pick up of students for schools in which a projected 40 percent bus ridership is exceeded.
- Schools with more than 20 assigned buses may require larger staggered periods.
- Students transported in wheelchairs enter/exit the bus via the lift.
- Transportation staff directly or indirectly responsible for pupil transportation services will receive training prior to school opening that is within CDC guidance.
- Training will consist of bus cleanliness practices, proper use of PPE, and daily self-health checks.
- Parents/Guardians will conduct temperature and wellness checks of their child(ren) at home prior to the bus arrival.

Release 2

Corrected
link

Bus Driver Behavior during Transportation of Students with Special Needs

- Drivers will wear a face shield and mask during student loading and unloading.
- Drivers will ensure seats and/or wheelchair spaces are marked for non-use prior to loading passengers.
- Drivers/Bus aides will be responsible for distributing hand sanitizer, as applicable to students who understand their proper use.
- Drivers/Bus aides will monitor students for signs of illness and ensure students remain socially distanced during transport.
- Bus aide will be seated at a location in which all students are visible while maintaining social distancing.

- Drivers and bus aides will be required to comply with all IEP requirements and medical need, and conflicts to social distancing and/or wearing of PPE will be reviewed and discussed on a case-by-case basis.
- The lift door will remain open during the wheelchair securement process to increase air flow within the passenger compartment.
- Social distancing is not possible during wheelchair securement and other securement actions (car seat, seat belt, safety vest, etc.) required for students with disabilities.
- Students able to utilize the front entrance door will load the bus from back to front and depart the bus from front to back.
- Increased air flow through the bus is recommended to mitigate exposure.
- Driver will open the roof hatches and lower two rear windows by approximately two inches to increase air flow through the bus.
- Driver and bus aide will be required to disinfect handrails, seat tops, and entrance doors between runs with District approved supplies.
- Nightly disinfecting of buses will be performed by a private contractor.
- School staff to monitor bus loading/unloading areas during extended time frames to assist with social distancing and signs of illness.
- Students will be required to wear face coverings while on the bus when applicable.
- A face covering may be a trigger for some students resulting in aggressive or unsafe behavior; in these instances (case-by-case) an alternative solution will be determined.

8. TECHNOLOGY

School Preparation of Technology Resources

Schools need to establish instructional plans and verify that the technology at their sites can support those plans. They will be asked to prepare as if it is the start of the school year for desktop computers, software updates, etc.

- Site Based Technicians (SBTs) will follow standard start of school readiness procedures to prioritize the activities required to ensure the school's technology is ready for the return of licensed educators, staff, and students, including preparation of computer labs. Schools may refer to the [Start of School Hybrid Model Readiness Checklist](#).
 - All Windows, MacOS, iOS, and Chrome OS devices should be powered on and updated no less than two weeks prior to use.
- Schools may refer to the [Distance Education Classroom Equipment Guide](#), which defines examples of possible classroom equipment configurations to allow teachers to conduct distance education. With this guidance, schools will:
 - Procure, install, and set up equipment necessary for teacher workstations, as needed.
 - Adjust furniture and equipment locations, including computers, spare desks, etc., considering appropriate classroom configurations to support social distancing. Identify areas where excess furniture and/or equipment may be stored.
 - Maintain cleaning protocols for devices and equipment that are shared.
- The Technology and Information Systems Services Division continues to develop technology support training guides and materials available on training.ccsd.net and provide mentorship and resources to SBTs.

Cleaning

Liquid should not be sprayed directly on or allowed to dwell on electronic equipment. For shared or collected electronic equipment, such as computers, keyboards, mice, and phones, dampen a non-abrasive cloth with an approved liquid and gently wipe clean. For computer screens, use an approved screen cleaner. Avoid the use of aerosol sprays or abrasives (e.g., bleach, ammonia, acetone, and ethanol). Refer to manufacturer cleaning and sanitizing instructions for questions about specific equipment.

Labs

Students will use their District assigned device whenever possible. Based upon school needs, leadership may determine that all available technology be used. Adherence to proper social distancing and cleaning protocols shall be observed, including minimum spacing between computers and students and disinfecting equipment between groups of students.

Critical Staff Coverage for Technology Support and Expectations

Site Based Technicians (SBTs) are expected to report to work sites as directed for in-person duties, such as school opening procedures, device repairs, deliveries, support for teacher and student equipment during testing, technical support appointments, maintaining the site’s technology and device fleet, and to support the hybrid instructional model. Social distancing and safety protocols shall be followed at all times when working on equipment and supporting students and staff.

The User Support Services (USS) Department will continue to provide vacancy support for schools without an SBT and will work with school administration to ensure that priorities are handled to ensure building technology is ready for students and staff.

In order to accommodate school technology needs, principals have the flexibility to fund the other half of the allocated SBT position to make it full-time position and/or budget additional hours or days (e.g., summer, extra-duty pay) through the strategic budget process.

Interactive Google Meet versus Google Meet Live Stream

There are two types of Google Meet, including interactive (Google Meet) and one-way (Google Meet Live Stream).

<p>An interactive meeting (Google Meet) is one in which guests are participants, meaning that they can interact with the host in a few ways, such as using the chat area, using their microphones and cameras to interact, responding to polls or questioning and answering, raising hand, and more. This option is ideal for adult-to-adult video conferencing, as it allows colleagues to openly converse and/or for hosting virtual classes with students, as the teacher can easily communicate with students and provide activities to engage in during the session. One drawback of interactive Google Meet is that it requires more bandwidth for all participants.</p>	<p>A one-way meeting (Google Meet Live Stream) is one in which the host is in a presenter-only role, meaning that invited guests only view the content of the meeting rather than interact and participate. Hosting a one-way Google Meet Live Stream requires less bandwidth.</p> <p>When Google Meet Live Stream is used for view-only participation for students at home, a variety of options are available to manage communication, such as shared Google Docs, Forms, Chat, Canvas Messaging, GoGuardian Teacher Session Chat, etc.</p>
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More information on how to create a Google Meet or Google Meet Live Stream can be found in the Google Meet and Distance Education manual on training.ccsd.net, and professional development is available regarding this topic in ELMS (learn.ccsd.net) and search for edtechtips)

WiFi and Network Infrastructure Capacity

Most schools have networks that will be able to support distance education using Google Meet or Google Meet Live Stream; however, there are schools with older, less robust networks that have limited WiFi and network capacity. Schools may need to follow the strategies below for successful instruction.

- Teacher workstations being used to host Google Meet sessions should use a hardwired connection instead of WiFi.
- The use of Google Meet and Google Meet Live Stream:
 - Google Meet Live Stream is recommended, especially in schools with limited network capacity.
 - Minimally, all school networks can have each teacher use a hardwired workstation to Google Meet Live Stream instruction for remote learners.
 - Generally, most school networks can have each teacher use a hardwired workstation for interactive Google Meet instruction for remote learners.
 - Students face-to-face with the teacher should not participate in interactive Google Meet sessions on their individual device. Students who are face-to-face with the teacher in the classroom attempting to participate in interactive Meet sessions is bandwidth intensive and additionally introduces logistical issues with audio.
 - Non-standard, generally low-cost webcams and microphones are known to have a high percentage of failure and/or audio/visual interference. Refer to the SAP catalog for standard, approved devices.
- Use of hotspots on school premises is discouraged, particularly by students. Personal hotspots may interfere with and adversely affect the performance of the in-building WiFi.
- Where WiFi coverage presents a challenge, alternatives are to:
 - Avoid having students perform simultaneous high-bandwidth tasks on their individual devices (e.g., watching videos).
 - Use hard-wired student workstations whenever possible.
 - Use Standard Definition (SD) instead of High Definition (HD) (SD video streams require half the bandwidth of an HD video stream).
 - Use lower resolution, such as 720p. Higher resolutions (1080p, and 4k) require more bandwidth and may reduce performance of the workstation/device.
- Because device, technology, and network interruptions and failures can occur, existing and alternate asynchronous educational activities should be available.

Telephones

Schools are advised to submit help desk tickets at least two workdays in advance for assistance removing any call-forwarding to staff cell phones established during any stay-at-home period.

Deployment of Devices and Equipment

Chromebooks and iPads

The District purchased additional Chromebooks and iPads in order to supplement existing school inventory for issuing a device to every student expressing a need. Schools were provided the number of devices required, based on:

- Student enrollment data.
- The number of Chromebooks currently enrolled in the CCSD G Suite domain per site.
- Inclusion of a five percent “spare” pool to accommodate breakage, loss, minor fluctuations in enrollment, etc.

A limited number of devices will be kept on hand centrally for enrollment increases, replacements, and emergency needs as inventory is available.

- Active devices that have reached their Auto-Update Expiration (AUE) dates and can no longer run the current supported Chrome OS will be replaced.
<https://support.google.com/chrome/a/answer/6220366?hl=en>
- Schools that do not have sufficient inventory to distribute devices to students in need may request additional inventory via the Device Request Form at:
https://docs.google.com/forms/d/e/1FAIpQLScuUW31B3o1MQmzRLBNnZWpWdosHbkQwF56N1_52wIT4EVmBw/viewform?usp=sf_link.
- Delivered devices will be enrolled in G Suite for each school, barcoded, and added to Destiny to be ready for check out to students.

The District will continue to identify areas of need and potential technology refreshment possibilities.

Device Safety and Care

The User Support Services Department in conjunction with CCSD School Police have developed a [Safety and Your Mobile Device](#) handout that schools can share with families, which covers basic device safety and care information for walking to and from school.

Per the Mobile Device Agreement, students should carry the device in a padded case or a backpack to minimize the chance of damage and keep it out of view when in public. Additionally, the Mobile Device Guidelines and Expectations document outlines care and maintenance.

- English: <https://drive.google.com/file/d/1nANahwF7yl3ipDWFo0w-iwFsqr6DD2MY/view>
- Spanish: <https://drive.google.com/file/d/1PLnus14whGfpHg-FfGgHg2dfSGzHUnXS/view>

Chromebooks that have been purchased by the District are ruggedized and do not require a cover. iPads distributed to Pre-K and self-contained students should include a protective cover.

Distance Education Multimedia Kits

Webcams, USB extenders, and headsets with mics were purchased and distributed to schools to support the hybrid instructional model.

- Most schools received up to 30 kits.
 - Alternative and smaller schools received smaller quantities based on staffing.
 - Additional equipment can be purchased through the SAP catalog.
 - A small number of tripods were also purchased (up to 9 per school)
- SBTs will need to configure each teacher's workstation that will be using this equipment.

Various configuration options and SAP ordering information can be found in the [Distance Education Classroom Equipment Guide](#).

School-Level Deployment

When deploying and assigning devices (Chromebooks, iPads, hotspots) to students, schools should follow the [Checklist for Deployment](#).

Device Check-in/Collection

When receiving devices (Chromebooks, iPads, hotspots) from students, schools should follow the [Device Check-in/Collection Checklist](#).

Damaged, Lost, or Stolen Devices

Devices Needing Repair

For damaged devices and part needs, schools can submit support requests through the User Support Services (USS) Help Desk (702-799-3300), directly into the CA Service Desk, or via QuickIT for ticket tracking with the make, model, serial number, location, and description of the issues. Once submitted, the devices will be evaluated for warranty coverage.

- Schools should not “stockpile” broken devices and instead submit tickets for evaluation to ensure they can be fixed using warranty and returned to school inventory as soon as possible.
- For devices that are out of warranty, the USS Department will provide a quote for parts to be procured by the school, and the device will be repaired by the USS Department if economically feasible and as resources permit.
- Schools should budget for parts and supplies.
 - The USS Department is working with the Purchasing Department to procure a limited supply of common bulk parts for supported Chromebooks to be available for purchase.
- SBTs should submit a ticket to USS via CA Service Desk to request extra assistance with many repairs.

Steps for repairing a damaged device:

1. The school SBT should submit a repair ticket to USS via the CA Service Desk and mark the device as “Out for repairs” in Destiny.
2. If the damage is not covered under warranty because the warranty has expired, the warranty purchased does not cover accidental damage, or the damage is intentional and not covered), schools will be responsible for the cost of parts to repair the device or for replacing the device if it is deemed to be beyond economic repair (BER), as well as the cost to replace any accessories.

Fines for Damaged Devices

Fees or fines may be assessed for a damaged device and assigned in the student's Destiny record in accordance with the [Mobile Device Agreement](#) and [Mobile Device Cost Table](#). Fees and fines will be consistent across the District.

If a device is returned damaged:

1. Fines should be assessed for damages and paid to the school. NOTE: School administration has the autonomy to waive fees and fines, as deemed necessary.
 - a. It is recommended that the fine is collected prior to distributing another device; however, the school administration has the autonomy for this decision. The school will be required to pay for damages or parts replacement out of their budget to ensure adequate inventory.
 - b. Once the student leaves the current school, the next school will be responsible for collecting the fine and transferring the funds back to the prior school.
2. If a fine is paid to cover expenses, the school should issue a new device to the student to ensure the student's education continues.
3. For intentional damage or recurring incidents, schools may choose to pursue progressive discipline.
4. If a school determines that a new device should not be issued, the school will need to determine alternative methods for delivering instruction.

Lost/Stolen Devices

The Technology and Information Systems Services (TISS) and Police Services have developed protocols for the identification and tracking of District mobile devices. Schools determine whether devices are lost or stolen and identify the serial numbers and barcodes associated with the assigned student numbers. If the device is deemed to be stolen, a police report should be filed by the school. Depending on the situation, a device can be remotely placed into theft/recovery mode or disabled for use. Destiny should be updated to reflect that the device is lost and no longer available for checkout.

Fees or fines may be assessed for a lost or stolen device and assigned in the student's Destiny record in accordance with the [Mobile Device Agreement](#) and [Mobile Device Cost Table](#). Fees and fines will be consistent across the District.

- Students who report a lost device should be charged the full replacement cost of the 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.
- School administration has the autonomy to waive fees and fines for loss and damage, as deemed necessary.
- Schools are responsible for the cost of replacing the device.

Lost/Stolen Accessories

A fine should be assessed for replacement of accessories, such as power adapters and covers if damaged or lost. Replacement power adapters may be purchased through the SAP catalog.

Recovering Devices from Withdrawn Students

Release 4

Updated
language

Schools are encouraged to collect devices (Chromebooks, iPads, and hotspots) and check in these devices to Destiny as part of the withdrawal process. As needed, follow-up phone calls, emails, and fine letters may be sent to households to arrange for the device to be returned. For devices not returned, SBTs should disable the device. If the device is deemed stolen, schools have the option to report the incident to school police.

9. ATHLETICS

CCSD Return to Play Guidelines

Current Status: All Spring Sports (Competitive)/Fall Sports (Intramural Only)

This information will be for all CCSD high schools to transition to a return to athletics. The authority granted by *The Nevada Guidance for Adult and Youth Sports* released on February 17, 2021, the guidelines, restrictions, and requirements of the NIAA Guidance as modified herein, are in place for all NIAA member schools.

CCSD schools and health authorities will also have requirements in place beyond what is outlined herein. While none of the measures individually or collectively can guarantee the absolute prevention of the spread of the disease, careful attention to and compliance with those measures significantly reduces the risk of spread of COVID-19 allowing competition to occur or continue for an individual, team, and/or league.

**Please note that cheerleading is not recognized as an NIAA sanctioned sport; however, it will be treated as such for the purposes of return to play in CCSD.*

All sports, regardless of category, must adhere to all restrictions and current requirements in which practice or competition takes place, as well as all state, local, and District directives. These include, but are not limited to, restrictions, requirements, and directives regarding social distancing, face coverings, pre-practice/competition, gathering size, workout pods, cleaning, and sanitization.

All of the general restrictions and requirements, with modifications, are listed below. Sport-specific restrictions and requirements that incorporate these general restrictions and requirements are published to the NIAA membership.

Waiver

Student Athletes are required to submit the [COVID-19 Waiver](#) before the start of the season or resumption of athletic activity.

Medical Clearance

Student Athletes are required to submit the COVID-19 Medical Clearance when returning from isolation and a positive COVID-19 diagnosis before the start of the season or resumption of athletic activity.

Testing

- Coaches, managers, officials/referees, and team staff are required to take a COVID-19 test before the start of the season or resumption of athletic activity.
- Tests will be completed within two weeks of the beginning of the start of the Pre-Season.
- Football, softball, and baseball must conduct weekly testing and implement a mitigation plan. The Secondary Student Athletics and Activities Department will assist with the planning and logistics for weekly testing.

Screenings

- Contactless temperature screenings **MUST** be provided for all players/athletes, coaches, referees/officials, league officials, staff, and managers before each practice, game, or other team events.
- Ensure that the thermometer (touchless temperature scanners are recommended) has been thoroughly cleaned in between each check.
- All participants (coaches, managers, athletes/players, referees/officials, league officials, staff, etc.) must respond to COVID-19 screening-survey questions upon arrival and check-in at each practice, game, or other team events. See NV COVID-19 Health Screening Guide.
- A record should be kept of all individuals present. See COVID-19 Screening for Sports.
- Conduct regular symptom and exposure assessments for all participants including players, coaches, referees, league officials, and managers.
- Daily symptom assessments should include monitoring for fever, cough, trouble breathing, and also whether individuals have been exposed through household members or others.
- Parents/guardians are encouraged to be on the alert for signs of illness in their children and themselves and stay home when sick.

Participants with Symptoms

- If a player, coach, official, or staff member displays symptoms of COVID-19 or if there is any suspicion that they are sick or symptomatic, they must be declined admittance and will not be allowed to participate.
- If they arrived with other people (teammates), everyone in the group must also be declined admittance and they are to leave immediately.

- Advise them to go home, stay away from other people, contact their primary care provider or local health authority for further instructions, including where and when to access a test.
- Schools will establish “Isolation Rooms” for students who need to wait for transportation home.
- Assigned staff or volunteers should provide the individual with a face covering and help the individual minimize their contact with others before leaving the facility. Immediately disinfect all areas used by the individual.

Positive Test Protocols

- If a coach, manager, or player/athlete of the same team tests positive for COVID-19, the entire team (if they had been in close contact with the positive individual) **MUST** quarantine for up to ten days. If an individual receives a negative test on or after the fifth day of quarantine and remains symptom-free, he/she may return to the team on day eight. If an individual becomes symptomatic during the quarantine period, he/she will need to stay in quarantine for ten days from the onset of symptoms.
- All team activities and practices must be canceled for up to ten days during the quarantine period.
- If a household member of a coach, manager, or player/athlete of the same team tests positive for COVID-19, that coach, manager, or player/athlete must notify the school administration and/or NIAA and must cease all activities with the team for up to 10 days from the most recent exposure, even if she/he tested negative.
- School officials are to immediately notify local health authorities and the NIAA in addition to those mentioned above in the case of an individual with COVID-19. A person’s confidentiality is to be maintained in accordance with the Americans with Disabilities Act (ADA). The school nurse must also be advised to assist with contact tracing.
- Schools are to assure that anyone within their authority who previously tested positive for COVID-19 receives medical clearance before returning to play or activity.

Intramurals (SPRING)

- Spring season sports only (Boys/Girls Track, Boys Golf, Boys/Girls Swimming, Baseball, Softball, Boys Volleyball, Cheerleading).
- Tentative start date: Monday, March 22, 2021.

Practice (SPRING)

- Spring season sports only (Boys/Girls Track, Boys Golf, Boys/Girls Swimming, Baseball, Softball, Boys Volleyball, Cheerleading).
- Official NIAA Start date: April 3, 2021.
- All activities will begin after the instructional day.
- No Sunday activities.

Intramurals (FALL)

- Fall season sports only (Boys/Girls Cross Country, Boys/Girls Tennis, Boys/Girls Soccer, Girls Volleyball, Football).
- Tentative start dates:
 - Football – April 5, 2021
 - Remaining Fall Sports – May 3, 2021
- All activities will begin after the instructional day.
- No Sunday activities.

Game/Contest Operations

- There will be no spectators on any CCSD property for practices, games, or contests.
- Schedules will be established by the Secondary Student Athletics and Activities Department and conveyed to schools.
- Scrimmages with another school are not permitted.
- Locker rooms will be available after school hours for athletics. Coaches must control the number of athletes entering to ensure social distancing. Considerations for staggering when athletes enter should be planned.
- Meeting rooms are not permitted for dressing or half times.
- Schools are responsible to monitor and make sure opponents from different schools keep six feet of physical distance, including at entrances, exits, restrooms, and any other area where people may gather.
- Increase the size of the field or court, particularly the area outside the playing area.
- Encourage social distancing through increased spacing during warm-ups, small groups with limited mixing between groups, and staggered scheduling and arrival as feasible.
- Ensure social distancing by increasing space between coaches, players, and other team personnel on the sideline, dugout, or bench.
- Facility Restrooms will be allocated for the designated use.
 - Example: Boys' Volleyball Game

Boys' Locker room – Home Team
Girls' Locker room – Visitor Team
Officials – Foyer

Return to Play

All schools will complete the following *Return to Play* plans for each sport.

https://drive.google.com/file/d/1aDFLFfVVk5XIZ7IOSMg_KwhNgyX1iuF/view?usp=sharing

This guidance is fluid and adapting to current situations. It is not inclusive, as we await guidance from the Transportation Department, the Health Services Department, the Risk Management Department , and the release of the NIAA Sport by Sport Opening Guidelines.^{xxviii}

10. HUMAN RESOURCES

COVID-19 Work Rules and Procedures for All Employees

Pursuant to guidance and directives from Governor Sisolak, the Nevada Medical Advisory Team, and the CDC, all employees are required to adhere to the following rules and procedures:

Face Coverings Must be Worn at all Times at Work, Including:

- 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 always wear a face covering.)
- 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 cumulative minutes of exposure over a 24-hour period. 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 250 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 signs or symptoms of COVID-19 (refer to the Employee COVID-19 Exposure Guidelines section of this document).
 - 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 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 cumulative minutes of exposure over a 24-hour period 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.

Release 3

Updated
language

Employees Must Utilize Appropriate Hand Hygiene

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 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.
- 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 employees but also to protect the people at work, students and their families, and the community.

Once again, all District employees must adhere to and follow the rules and procedures. All supervisors are required to enforce these rules and procedures. If employees have any questions, contact their immediate supervisor.

COVID-19 Safety Protocols Compliance

If there is a violation of COVID-19 safety protocols, and an administrator is not enforcing the protocols, the employee may report the violation to the administrator's supervisor.

Alternatively, the employee may file a safety concern (CCF-305) and allow the Safety Office of the Risk Management Department to investigate. If there are repeated violations by an administrator, the process is to report the concern to the administrator's supervisor. A third alternative is to report the concern through Ethicspoint via the online portal.

Equal Employment Opportunity Commission Technical Assistance Questions and Answers

Information from the Equal Employment Opportunity Commission is available for staff regarding 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=

The Life Connection Employee Assistance Program

The District recognizes the challenges of balancing work and the demands of everyday life. That's why you and your family have access to support through The Life Connection Employee Assistance, Work-Life Resource and Referral program. When you call the toll-free number, you will be assisted by a qualified EAP/work-life consultant who will respond to your request thoroughly and promptly. And when you log on to the work-life website, you'll find an abundance of useful resources, articles, links and interactive tools.

The Life Connection program is available to CCSD support professionals and police enrolled in the medical insurance plan and is free of charge to those employees and their households.

See the appendix for additional information.

Staff and Student Calendars

Staff and student calendars currently approved and published for 2020-2021 will remain intact and are located at <https://www.ccsd.net/district/calendar/>.

Employees with Children Ages Four-18

Release 5

Revised
language

District employees may voluntarily exercise an option to bring their children who are of the ages of four-18 to the workplace during their contracted work hours for the five-day period prior to the effective date of return of students for the hybrid instructional model, under the following conditions:

1. The employee is the parent/guardian of that child.
2. The employee maintains direct supervision of the child while on District property and is responsible for the personal safety of the child and ensuring that no disruptions occur to the daily tasks of the employee.
3. The child is enrolled in any school, public or charter, to participate.
4. The employee requests and receives permission in writing from the site administrator prior to bringing their child to work.
5. All children participating in this opportunity follow all District rules, regulations, guidelines, and expectations while on campus.
6. All children participating in this opportunity follow all health and safety procedures.

Permission may be revoked by the site administrator or District at any time during this designated time period for failure to comply with District rules, regulations, guidelines, and expectations while on campus.

Substitute Procedures

School sites are responsible for providing lesson plans for substitutes. Any procedures and expectations, required as part of the school's hybrid instructional plan, are clearly articulated by the school. Substitutes are expected to report to work sites and contact the main office for any additional details regarding assigned jobs. School sites must identify a position as hybrid instruction or virtual only in the "text" or "voice" instruction of the job details.

Release 5

New
Information

Long-term and vacancy substitutes will continue to receive the appropriate provisions to Infinite Campus of all assignments (distance education or face-to-face). In the event a school returns to full-time distance education, substitutes may still need to accept distance education assignments.

As the District transitions to a hybrid instructional model, it is anticipated that there may be a need to transition back to distance education should an outbreak of COVID-19 occur at a school that requires the school to close temporarily. Guidance for substitute guest teachers is provided for both scenarios.

Release 5

New
Information

When accepting face-to-face assignments, substitutes are required to wear a face covering and adhere to all safety guidelines that have been established at the school site.

Guidelines for Accepting Hybrid Education Substitute Assignments

- All substitutes are expected to comply with the safety protocols and guidelines established by the District and the school. Substitutes are required to contact the school prior to accepting an assignment to ensure they can adhere to the requirements.
- The substitute's Google account must be activated, as it will be the primary means of communication utilized by schools.
- Substitutes accepting face-to-face assignments may be required to conduct distance education from the school site. Substitutes will provide instruction through distance education in alignment with the provided guidance.

Guidelines for Accepting Distance Education Substitute Assignments

The following guidance regarding distance education expectations was provided to all substitute teachers on September 16, 2020.

Substitute Guest Teacher Access and Responsibilities

Background

The Clark County School District will continue to rely on substitute guest teachers during distance education to provide quality instruction to students. Substitute guest teacher responsibilities will be based upon the assignment. The following outlines the focus of three categories of substitutes:

- *Day-to-day: A substitute teacher accepts a substitute teaching position for a short period of time, such as a single day. The focus for each substitute on a day-to-day assignment is on student contact and instruction based on the directions the substitute guest teacher receives from the classroom teacher. The substitute guest teacher is responsible for contacting students and offering assistance on assignments if necessary. The school/teacher is responsible for providing lesson plans and guidance to the substitute guest teacher.*
- *Long-term substitute: A substitute guest teacher accepts an assignment that is more than 10 days. The focus for each substitute guest teacher in a long-term assignment is on instruction. Substitute guest teachers in these assignments should team up with licensed staff for assistance on providing high quality synchronous and asynchronous instruction.*
- *Vacancy substitute: A substitute guest teacher accepts an assignment when a licensed teacher has not been hired. The focus for each substitute guest teacher in a vacancy assignment is on instruction. Substitute guest teachers in these assignments should team up with licensed staff for assistance on providing high-quality synchronous and asynchronous instruction.*

Professional Learning for Substitutes

Substitute guest teachers were required to complete the following professional learning prior to accepting an assignment:

- *Quality Teaching from a Distance*
This session takes educators through the key terms and foundational knowledge for digital learning. Distance education practices for both teachers and students

will be discussed. Suggested tips for guiding students in their learning and actionable strategies for remote instruction is embedded.

- *Setting Sail with Learning Management System*
Simplifying the steps in creating a new Canvas Classroom using modules to share content and collect work with students.
- *Setting Sail with Google Classroom*
Steps in deploying a new Google Classroom; including navigation, pushing out assignments, completing assignments, giving student feedback, making the most of the stream, grading, and creating groups.
- *Throw Your Live Sessions a Lifeline*
Best practices for hosting interactive live sessions with students. Help your students see that their online synchronous and asynchronous session experiences can be positive and engaging.
- *Navigating the Seas of Digital Content: Identifying and Designing Quality Content*
This session will share content repositories and cover the basics of creative commons, copyright considerations, and American Disabilities Act design elements, while keeping in mind student engagement is the goal for all digital content.

To access Canvas: go to www.canvas.ccsd.net and use your AD and login information. To access a teacher's Canvas course, the teacher will need to provide you with the access.

To access Google Classroom: go to www.classroom.google.com and log in with your CCSD Gmail account information. To access a teacher's classroom, the teacher will need to provide you with access.

Provisioning in Canvas

As of Sunday, August 23, 2020, more than 4,000 substitute guest teachers have been provisioned in Canvas. These substitute guest teachers can manually be enrolled in a Canvas course by the site controllers. Schools are responsible for deciding whether daily substitute guest teachers will be added to their courses or if an alternate lesson plan will be provided.

Long-Term and Vacancy Substitute Guest Teachers

Identity Management (IDM) provision substitute guest teachers if they are in the same position in SmartFind for 10 or more consecutive days.

For example, if Substitute Services assigns a substitute guest teacher to a position at Green Valley High School from September 1- September 30, 2020, the substitute guest teacher's Active Directory (AD), Gmail and Infinite Campus (IC) will auto-provision for September 1 - September 30, 2020, for Green Valley High School.

This will provide the long-term substitute guest teacher with the same access as a licensed teacher; therefore, they will have the ability to conduct both synchronous and asynchronous instruction, grade assignments, and communicate with students and their families through Canvas.

It is expected that schools encourage long-term and vacancy substitute guest teachers to attend the planning sessions and/or Professional Learning Communities aligned with the assignment for assistance, guidance, and support.

Clark County School District Substitute Guest Teacher Requirements

- *The CCSD Reopening Our Schools Implementation Guide outlines the following requirements in alignment with substitute guest teachers:*
 - *The licensed teacher will provide emergency plans and instructions as traditionally required;*
 - *The school-based administrator is responsible for developing and implementing substitute guest teacher procedures, process, and schedules.*
- *Establish substitute guest teacher calls and absence reporting procedures.*
- *Consider developing a structure for substitute guest teachers to safely obtain the necessary information and materials needed to cover the class, including Emergency Substitute Plans.*
- *Based on the NDE Guidance Memo 20-05 and CCSD's Reopening Implementation Guide, a substitute guest teacher must adhere to and follow the below expectations:*
 - *Have access to a phone to make contact with students throughout the school day*
 - *Block the phone number when calling students, or work from the school site*
 - *Contact the school directly to obtain a class schedule, class roster and contact information*
 - *Communicate with students to discuss progress in the particular course and provide assistance*
 - *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 an assignment 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*
- *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 or calling the home.*
- *When substituting from home:*
- *The substitute guest teacher will call in the morning to check-in*
- *The substitute guest teacher will call in the afternoon to check-out.*

Substitute Requests

As we transition to the hybrid instructional model, be advised that substitute requests for vacancy, long-term, and day-to-day assignments will continue to be permitted. Additionally, substitute support professionals for qualifying positions may also be requested as needed (i.e., specialized programs teacher assistant, PE aide).

All vacancy requests should be submitted to the Substitute Services Help Desk by completing and forwarding the *Substitute Services Vacancy Request Form* to 0031-substitutehelpdesk@nv.ccsd.net. **This is a reminder that any changes made to vacancy requests after they have been submitted must be updated by the Substitute Help Desk.**

Long-term and day-to-day substitute requests will continue to be submitted through SmartFind Express. Remind staff they are to request an absence in PeopleSoft for approval at the school, 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 report to the main office when reporting to schools to receive information regarding job requirements, student rosters, and any other information needed to complete the job assignment.

Requesting a Substitute on Special Assignment

To support the transition to a hybrid instructional model, the Human Resources Division is offering sites the opportunity to request a “substitute on special assignment.”

Substitutes on special assignment will provide daily support to each school. They may be assigned to a classroom, assigned to monitor students, and/or to assist students in other ways when not assigned to a classroom. This opportunity is currently available at elementary schools and will expand to include additional grade levels in accordance with the reopening schedule.

Substitutes on special assignment are available in addition to the school’s normal request for day-to-day, long-term, and vacancy substitutes. Substitutes on Special Assignment will be compensated at the day-to-day rate for their assigned site. They will transition to the long-term rate at their assigned site beginning on the 11th day of the assignment.

In order to maintain a pool of available substitutes for day-to-day assignments, the number of requests have been limited to two per elementary school.

If additional support is needed due to higher than average student enrollment, schools must request approval from the region superintendent.

Schools may request a specific substitute or request that the job be placed in “call out.” A list of interested substitutes is available upon request. Please send your request for the list of available substitutes to: 0031-substitutehelpdesk@nv.ccsd.net.

Please note that due to the potential volume of requests, it may take approximately two weeks from when the request form is received to process the request. Office managers will receive a confirmation email once the request has been finalized.

To request substitutes on special assignment, please complete the form at <https://forms.gle/AiDU1DeSWBGn5CD47>.

SmartFind Records

Schools will notify the Human Resources Division of any staffing 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 who accept positions are reporting to the correct sites. If assistance is needed with this process, please contact the personnel assistant assigned to the school.

Substitute Compensation

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 only by appointment.

Student Teacher, ARL/ALTA Candidate, Practicum Student, Observation Student, and Intern Placements

Student teachers, ARL/ALTA candidates, practicum students, observation students, and interns will be required to report to their assigned location or school to conduct their program while the District is in a hybrid instructional model. In the event a school is required to return to a distance education model, the student teachers, practicum students, observation students, or interns assigned to that school will return to operating under the guidelines of full-time distance education.

In all instances where a student teacher, practicum student, observation student, or intern is working on campus, they must follow all social distancing and safety protocols.

Student Teachers and ARL/ALTA Candidates

As student teachers, Alternative Routes to Licensure (ARL) candidates, and Accelerated Licensure Teacher Academy (ALTA) candidates will be providing instruction through face-to-face and distance education, they will need access to Canvas and/or Google Classroom. Once a student teacher or ARL/ALTA candidate has been cleared to begin, they may report to their school to provide face-to-face instruction. The Human Resources Division will continue hiring student teachers and ARL/ALTA candidates as contingent workers and will notify them when they may claim their AD account and have access to the District email system and Google Suite, as well as Canvas.

As student teachers and ARL/ALTA candidates are provisioned with an AD account, they will be added to the District's distance education professional learning courses in Canvas to prepare them for providing distance education.

Practicum and Observation Students

Practicum and observation students will be able to observe classes and lead small-group instruction, whole class instruction, and answering questions and providing assistance during synchronous sessions. Practicum and observation students will need to coordinate with their cooperating teacher to complete their required hours during face-to-face instruction.

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

Counselors, Social Workers, Related Services, and Interns

Interns will be able to schedule meetings and interact with students reporting to school for face-to-face instruction and may continue to work with their mentor to schedule synchronous sessions as necessary for students on days they are not assigned at school for face-to-face instruction.

Interns that require physical access to students, such as physical therapists will continue to follow all safety protocols and collaborate with their assigned mentor to provide service for students when they are at schools.

Best Practices

Student teachers, practicum students, observation students, and interns must follow all safety protocols at the school when working with students. This includes wearing a mask properly, washing hands, maintaining social distance, and staying home when they feel ill.

Supervisors and site administrators should ensure that the employee or university student share contact information, including email addresses. The employee will add student teachers to Canvas or Google Classroom or to invite the university student to the synchronous sessions conducted in Google Meet.

Employees should be aware of the level of students they are hosting. Practicum and observation students and interns will not have access to Canvas; however, student teachers will have access to Canvas. Employees may need to share resources and lesson plans with practicum teachers to assist them in preparing to teach lessons in synchronous sessions and to develop asynchronous sessions for students.

Remote Work Assignment Requests - Licensed

Request for Remote Work Process Overview

This document provides an overview of the process outlined in Item 7 of the [Memorandum of Agreement](#) between the District and the Clark County Education Association.

1. Principals/direct supervisors shall determine the number of licensed professionals needed at each worksite based upon student enrollment and each school's master schedule.
 - a. Licensed professionals who are supervised by an individual other than the principal, including but not limited to, school nurses, speech-language pathologists, occupational therapists, physical therapists, school psychologists, itinerants, and project facilitators etc., will continue to report to their direct supervisor, and will make requests for remote work through their direct supervisor.
2. CCEA and the District shall survey Employees at each worksite to determine those who will volunteer to return to the worksite. The volunteer list will be worksite specific.
3. Principals/direct supervisors shall develop a Staffing Plan and communicate it to all their Employees. The Staffing Plan shall detail:
 - a. The number of Hybrid Instruction Assignments by subject/grade level. Employees assigned to these positions are required to be physically present at the worksite.
 - b. The number of Remote Work Assignments by subject/grade level. Employees assigned to these positions conduct Distance Instruction and may telecommute.
4. Any licensed employee may request a remote work assignment ("Remote Work Request") by completing the ["Remote Work Assignment Request" form](#) and submitting it to their principal/direct supervisor.
 - a. Principals/direct supervisors will be provided with an electronic "Request for Remote Work Assignment" form template in the form of a fillable PDF document.
 - b. Principals/direct supervisors must maintain a record of all "Request for Remote Work Assignment" forms.
 - c. Principals/direct supervisors must record the number of requests received, the number approved, the number denied, and the justification or each approval or denial.
5. Employees who wish to request an Americans with Disabilities Act ("ADA") and/or Nevada Pregnant Workers' Fairness Act ("NPWFA") accommodation to telecommute due to the employee's own condition/disability may do so by communicating the request to their principal/direct supervisor. Principals/direct supervisors must process such requests by following the procedures described in the Human Resources section under "Requests to

Telecommute or Continue Telecommuting” in the Plan to Transition to the Hybrid Instructional Mode.

- a. Employees making a request for telecommuting because they have a qualifying disability under the ADA and/or a covered condition under the NPWFA shall receive priority consideration for any available remote work assignments.
 - b. If Remote Work Assignments are included in a school’s Staffing Plan, the principal/direct supervisor must **conditionally reserve** Remote Work Assignments for each employee who is making the ADA and/or NPWFA accommodation request to telecommute per section 5a.
6. Principals/direct supervisors are responsible for approving or denying Remote Work Requests. Principals/direct supervisors shall take the following factors into consideration when making their decision:
- a. The Staffing Plan, including:
 - i. Student enrollment
 - ii. The number of Hybrid Instruction Assignments (in-person assignments) by subject/grade level;
 - iii. The number of Remote Work Assignments by subject/grade level, not including conditionally reserved assignments;
 - b. The Employee’s area of licensure, and;
 - c. The Employee’s self-reported status as a member of a “vulnerable population” (**Note - principals/direct supervisors may not ask any medical questions of employees**).
 - d. If all other factors are equal, principals/direct supervisors may consider seniority.

*Requests under the ADA and NPWFA for accommodations are handled by the Office of Diversity and Affirmative Action/ADA and Title XI Programs (“ODAA”) and is a separate process.

7. Principals/direct supervisors shall communicate the decision on the Remote Work Request to their Employees.
8. In the event that there are not enough Remote Work Assignments for all employees submitting a request, and teachers are required to report for in-person instruction, the principal/direct supervisor will notify the licensed staff by email of the number of teachers that are being required to return, the names of the teachers being required to return, and the grade level/subject of those teachers. The principal will request volunteers and provide a deadline of two days to respond. The email will be copied to the CCEA at reopening@ccea-nv.org and the principal’s/direct supervisor’s school associate superintendent, assistant superintendent, or region superintendent.

Release 4

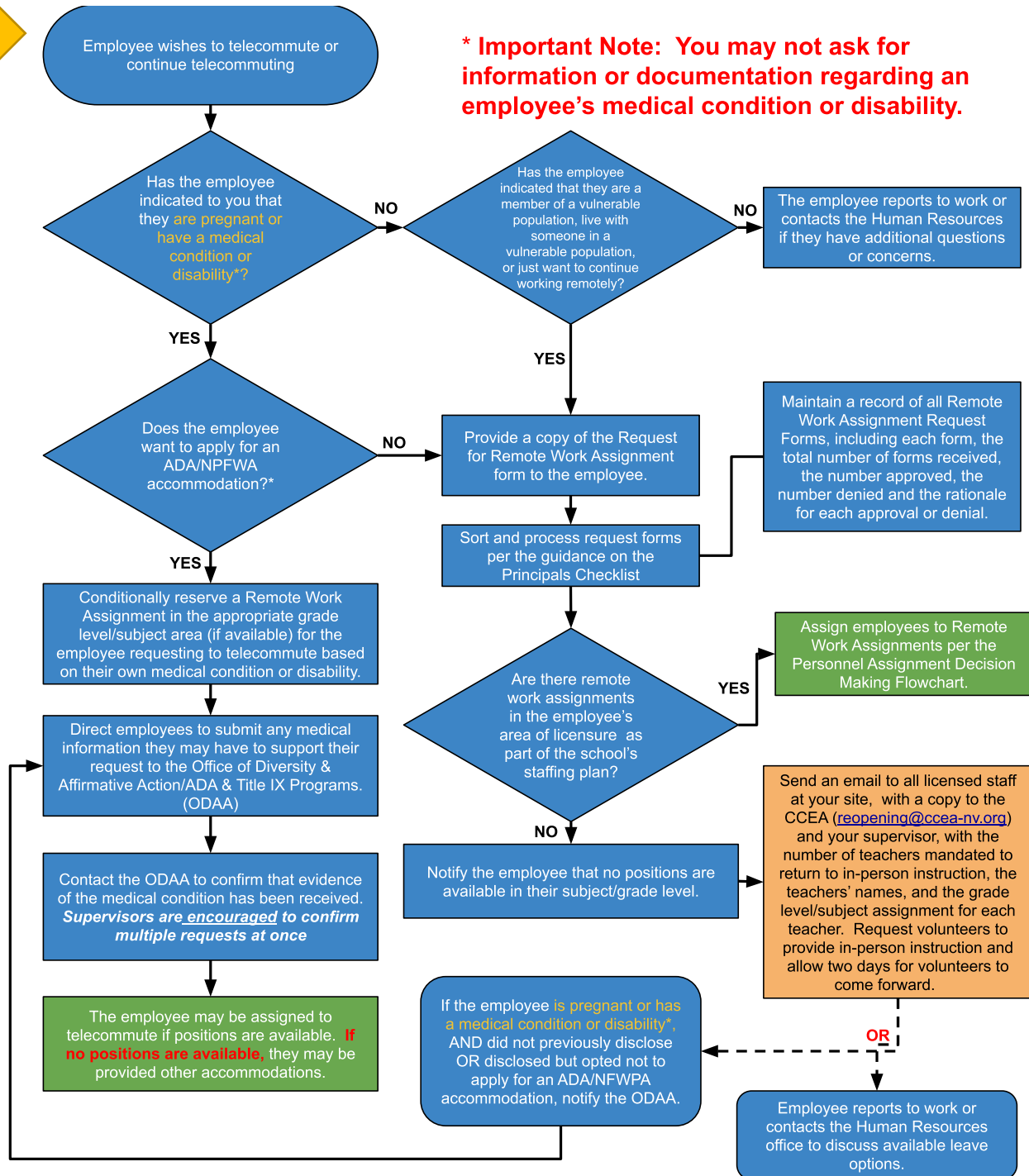
Additional
Language

9. An Employee may appeal the principal/direct supervisor's decision regarding the Remote Work Request to the applicable School Associate Superintendent, Assistant Superintendent, or Region Superintendent. The decision of the School Associate Superintendent, Assistant Superintendent, or Region Superintendent shall be final.

Remote Work Assignment Request Decision Making Flowchart

Release 5

Revised Information



Principal's/Direct Supervisor's Checklist (Licensed)

To assist with building the school/department staffing plan a template is provided [here](#).

_____ Review data from surveys on student return. Utilize the table below to develop your staffing plan.

Grade Level/Subject*	# of Students Hybrid	# of Students Distance Ed	# of Teachers Returning Voluntarily	# of Teachers Requesting Remote	# of Teachers Needed on-site for Hybrid	How many additional teachers must return?
4th (ex)						
Math(ex.)						
English(ex.)						
6th(ex)						
Resource						
Self-Contained						

*Enter Grade Levels/subjects for your school site - add or remove lines as needed.

_____ Determine the number of staff needed to provide hybrid instruction by subject/grade level

- A hybrid instruction position will include schedules that have at least one class per day of in-person instruction.
- Principals/direct supervisors should anticipate that some hybrid instruction positions will include a mix of in-person class periods and online-only class periods.
- Every effort should be made to minimize the number of such mixed schedules

_____ Determine the number of potential "Remote Work Assignments" by subject/grade level

- A remote work assignment position will include schedules that have only online classes and no in-person instruction.

- It is possible, though not probable, after all telecommuting requests are processed (both through the ADA/NPWFA process and the Request for Remote Assignment process) that an employee could be assigned to a remote work assignment position, and choose to report to the building to fill the assignment rather than telecommute. Principals/direct supervisors should have a plan for this possibility.

_____ Develop staffing plan and revise master schedule (if necessary)

- The staffing plan must include:
 - The number of students attending school as part of the hybrid model
 - The number of students continuing to attend through distance learning
 - The number of Hybrid Instruction positions
 - The number of Remote Work positions
 - A copy of the Master Schedule without teacher names assigned. Remote Work positions may not be assigned until teachers' requests for ADA accommodations to telecommute have been discussed with ODAA and teachers have been provided an opportunity to submit the Remote Work Assignment Request Form.

_____ Communicate staffing plan to Region Superintendent/School Associate Superintendent

_____ Communicate staffing plan to school staff

_____ Collect names of teachers requesting an ADA/NPWFA Accommodation and contact the Office of Diversity & Affirmative Action/ADA & Title IX Programs (ODAA) per the guidance in the Human Resources section under “Requests to Telecommute or Continue Telecommuting” in the Plan to Transition to the Hybrid Instructional Mode. (Reminder: Principals/Direct Supervisors may not ask any medical questions of employees.)

_____ Conditionally reserve a Remote Work Assignment for each teacher requesting an ADA/NPWFA accommodation to telecommute.

_____ Subtract the number of reserved Remote Work Assignments (for those requesting ADA) from the total number of Remote Work Assignments specified in your school’s staffing plan. This is the number of Remote Work Assignments available for you to assign to teachers submitting the Remote Work Request Forms.

_____ Provide a copy of the [Remote Work Assignment Request Form](#) (fillable PDF) to licensed staff requesting to work remotely. This form is not used for staff requesting an ADA/NPWFA accommodation to telecommute. Employees should complete the form online, sign it electronically, and submit it to the principal/direct supervisor by email.

- _____ **IMPORTANT: Establish a system to collect and maintain a record of all Remote Work Request Forms and record the number of requests received, the number approved, the number denied, and the justification for each approval and denial.**
- _____ Collect completed forms and organize them by grade level/subject area.
- _____ Sort each grade level/subject area in the following order: group 1) all employees that indicated they were a member of a vulnerable population, group 2) all employees that indicated they lived with someone who is part of a vulnerable population, group 3) all employees that indicated they are not part of a vulnerable population. If an employee indicates they are in a vulnerable population AND that they live with someone in a vulnerable population, place the employee in group 1.
- _____ Further sort each group by employee seniority (if necessary).
- _____ Determine Remote Work Assignments for each subject/grade level using the [personnel assignment decision making flowchart](#). Note: The decision to place a teacher into a position is based on the teacher's area of licensure in addition to their status as a vulnerable person and/or living with a vulnerable person. The licensed employee's area of licensure must match the subject/grade level of the positions assigned or they must have previously met the qualifications for the position (i.e. an elementary endorsed teacher with a CPR card who currently teaches PE).
- _____ **Teachers who requested a remote assignment but were denied because there were no available positions in their area of licensure or because of a lack of positions may be assigned to in-person instruction. In the event this occurs, do the following:**
- **Email your licensed staff to request volunteers to fill the in-person positions, copy the CCEA (reopening@ccea-nv.org) and your supervisor.**
 - **In the email, include the number of teachers being mandated to return, the teachers' names, and the grade level/subject assignment of the position.**
 - **Provide a deadline of two days for teachers to volunteer.**
- _____ Produce a summary report (a reporting template can be found [here](#)) of the number of teachers who requested an ADA accommodation and were referred to the ODAA, the number of teachers requesting remote work assignment, the number of approved requests for remote work assignment, and the number of denied requests for remote work assignments. The report will be submitted twice. The first is due the Wednesday

before teachers are scheduled to return to work. The second will be due the Tuesday after the first day teachers return to work.

_____ Provide a copy of the summary report to your School Associate Superintendent, Assistant Superintendent, or Region Superintendent, and Demetrius Johnson, Executive Director.

Additional resources can be found at the links below:

[Remote Work Assignment Request Decision Making Flowchart \(Principals/Direct Supervisors\)](#)

[Principal/Direct Supervisor FAQ](#)

[Personnel Assignment Examples](#)

[Employee FAQ](#)

[Employee Decision Making Flowchart](#)

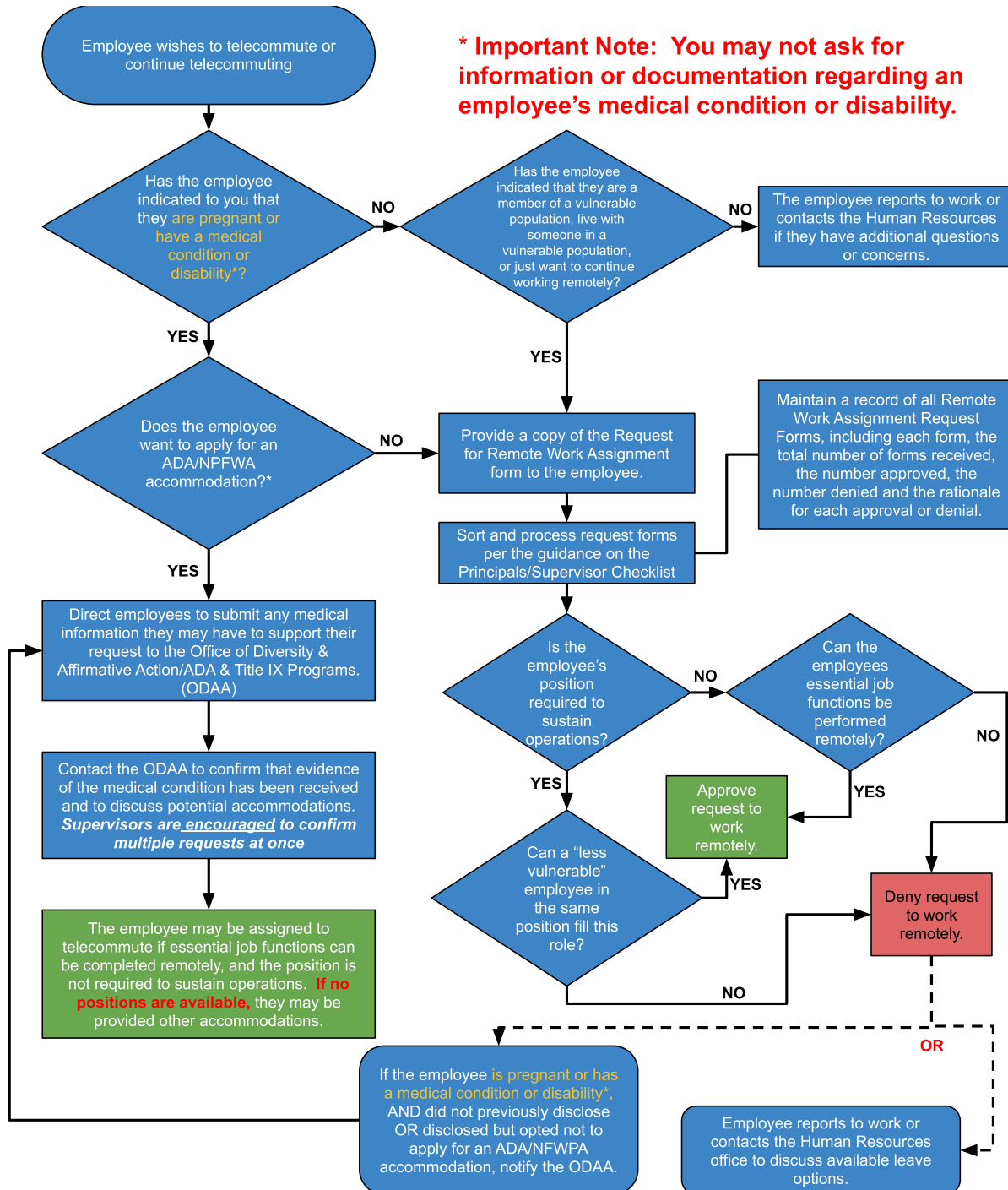
Remote Work Assignment Requests – Support Professionals

This document provides an overview of the process outlined in Items 11 and 12 of the Memorandum of Agreement between the District and the Education Support Employees Association, which can be found [here](#).

1. Principals/direct supervisors shall determine the number of Support Professionals needed at each worksite to ensure staffing levels at the site are adequate to sustain operations including enhanced cleaning protocols and sick/isolation rooms.
 - a. Support professionals at school sites who are supervised by an individual other than the principal, including but not limited to food services staff, bus drivers, and bus aides, will continue to report to their direct supervisor, and will make requests for remote work through their direct supervisor.
2. Any support professional employee may request a remote work assignment (“Remote Work Request”) by completing the “Remote Work Assignment Request” form ([a link is provided here](#)) and submitting it to their principal/direct supervisor. Due to the nature of the services that must be provided to address the needs of all students on the school site, many of these requests may ultimately be denied. Additionally, if the operational needs of a school or department change, employees previously approved to work remotely may later be denied and required to report for work on-site.
 - a. Principals/direct supervisors must maintain a record of all “Request for Remote Work Assignment” forms.
 - b. Principals/direct supervisors must be prepared to report on the number of requests received, the number approved, the number denied, and the justification for each approval or denial if requested.
3. Employees who wish to request an Americans with Disabilities Act (“ADA”) and/or Nevada Pregnant Workers’ Fairness Act (“NPWFA”) accommodation to telecommute due to the employee’s own condition/disability may do so by communicating the request to their principal/direct supervisor. Principals/direct supervisors must process such requests by following the procedures described in the Human Resources section under “Requests to Telecommute or Continue Telecommuting” in the Plan to Transition to the Hybrid Instructional Mode.
 - a. Employees making a request for telecommuting because they have a qualifying disability under the ADA and/or a covered condition under the NPWFA shall receive highest priority consideration to telecommute.

- b. The principal will collect the names of all employees requesting ADA accommodations and contact the ODAA to discuss potential accommodations. If the employees' essential job functions can be completed remotely and the position is not required to sustain operations including enhanced cleaning protocols and sick/isolation rooms, the employee may be assigned to telecommute.
4. Principals/direct supervisors are responsible for approving or denying Remote Work Requests. Principals/direct supervisors shall take the following factors into consideration when making their decision:
- a. The staffing levels required to sustain operations including but not limited to enhanced cleaning protocols and sick/isolation rooms;
 - b. The essential job functions of the person making the request and whether that function can be equally served through remote work;
 - c. The Employee's self-reported status as a member of a "vulnerable population" (Note - principals/direct supervisors may not ask any medical questions of employees).
 - d. Principals/direct supervisors will give priority to employees requesting to work remotely in the following order;
 - employees requesting to work remotely because they are members of a vulnerable population
 - employees requesting to work remotely because they live with someone in a vulnerable population
 - employees who wish to work remotely but are not a member of the first three categories.
 - e. If all other factors are equal between employees, principal's/direct supervisors may consider seniority.
- *Requests under the ADA and NPWFA for accommodations are handled by the Office of Diversity and Affirmative Action/ADA and Title XI Programs ("ODAA") and is a separate process.*
5. Principals/direct supervisors shall communicate the decision on the Remote Work Request to their Employees.

Remote Work Assignment Request Decision Making Flowchart – Support Professionals



Principal's/Direct Supervisor's Checklist (Support Professionals)

To assist with building the school/department staffing plan a template is provided [here](#).

_____ If applicable, review data from surveys on student and staff return.

_____ Complete a staffing plan for support professionals using the template below. Identify the support professional positions required to be on-site to sustain operations.

- Identify the support professional positions required to be on-site because the essential job functions of the position can not be performed remotely.
- Identify the support professionals positions whose essential job functions (EJF) can be completed remotely.

Position Title*	Total # of positions	# of positions required to sustain operations	# of positions where EJF** can NOT be performed remotely	# of positions available for remote work assignment
Head Custodian*** (example)	1	1	1	0
Custodian***				
Office Manager***				
Office Specialist II (12/8)***				
Office Specialist II (11/8)***				
Add....				

* Add position titles as necessary for your site/work location

** EJF = Essential Job Functions

*** Position titles provided as examples - Change as necessary.

- _____ Communicate the staffing plan to your support professionals and to your School Associate Superintendent, Assistant Superintendent, Region Superintendent, or Chief Officer.
 - _____ Collect names of employees requesting an ADA/NPWFA Accommodation and contact the Office of Diversity & Affirmative Action/ADA & Title IX Programs (ODAA) per the guidance in the Human Resources section under “Requests to Telecommute or Continue Telecommuting” in the Plan to Transition to the Hybrid Instructional Mode. **(Reminder: Principals/Direct Supervisors may not ask any medical questions of employees.)**
 - _____ Contact the ODAA to verify that documentation has been submitted and to discuss potential accommodations, including telecommuting.
 - _____ Provide a copy of the [Remote Work Assignment Request Form](#) (fillable PDF) to support professionals requesting to work remotely. This form is not used for staff requesting an ADA/NPWFA accommodation to telecommute. Employees should complete the form online, sign it electronically, and submit it to the principal/direct supervisor by email.
 - _____ **IMPORTANT: Establish a system to collect and maintain a record of all Remote Work Request Forms and record the number of requests received, the number approved, the number denied, and the justification for each approval and denial.**
 - _____ Review each remote work request and approve or deny.
 - Reference your staffing plan. If you have available remote work assignments, you may reserve or approve them in the below priority order:
 - employees requesting to work remotely because they are members of a vulnerable population;
 - employees requesting to work remotely because they live with someone in a vulnerable population;
 - employees who wish to work remotely but are not a member of the first two categories.
- * Employees requesting an ADA/NPWFA accommodation will be given highest priority consideration to telecommute and that process is managed by the ODAA.*
- _____ Notify employees of the decision and rationale for approving or denying the request.

Additional Resources

[Process Overview](#)

[Principal/Direct Supervisor FAQ for Support Professionals](#)

[Principal/Direct Supervisor Remote Work Assignment Request Decision Making Flowchart for Support Professionals](#)

[Request for Remote Work Assignment Decision Making Flowchart \(Support Professionals\)](#)

[Support Personnel Assignment Examples](#)

[School/Department Staffing Plan Template for Support Professionals](#)

Requests to Telecommute or Continue Telecommuting

Employees who wish to request an ADA accommodation to telecommute due to the employee's own medical condition may do so by communicating the request to their supervisor. Decisions about telecommuting will be made in consultation with the Office of Diversity and Affirmative Action/ ADA and Title IX Programs.

Requests for telecommuting may be considered and/or approved if **all** the following are true:

- The employee requests to telecommute due to the employee's **own** medical condition (see note below) such as:
 - Pregnancy and related medical conditions.
 - Medical condition that makes the employee more susceptible to COVID-19 complications, including but not limited to, asthma, chronic kidney disease being treated with dialysis, chronic lung disease, diabetes, hemoglobin disorder, immunocompromised, liver disease, serious heart condition, and severe obesity.
- Staffing levels at the site are adequate (enough to sustain operations).
- The essential job functions can be performed from a satellite/offsite work location. Essential job functions are typically found in job descriptions. Please contact the Office of Diversity and Affirmative Action for additional information.
- The employee has provided or can provide medical documentation that supports the need for telecommuting to the Office of Diversity & Affirmative Action/ADA & Title IX Programs.

Note: Supervisors may not ask employees for medical information or medical history. Supervisors should direct employees who have requested to telecommute due to their own medical condition to submit any medical information they may have to support their request, to the Office of Diversity & Affirmative Action/ADA & Title IX Programs. If the employee does not have medical documentation necessary to support their request to telecommute or if the documentation is insufficient to determine if the employee has a qualifying medical condition under the ADA, then the employee may request an ADA packet from the Office of Diversity & Affirmative Action/ADA & Title IX Programs to be completed by their medical provider.

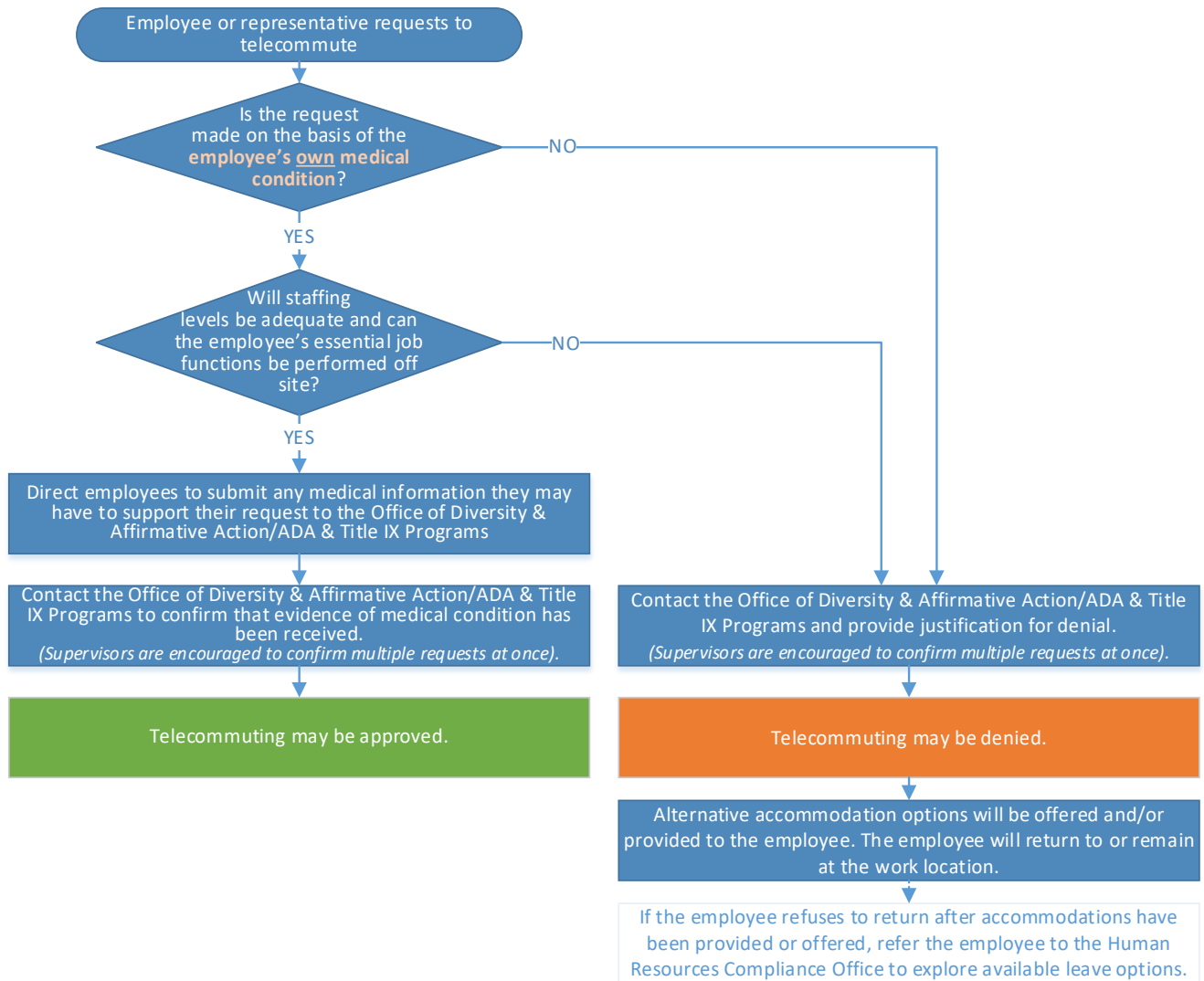
Requests for telecommuting may be denied if any of the following are true:

- The employee requests to telecommute for reasons other than his/her own medical condition, including but not limited to, concern for a family member, to child care issues, and the employee's age.
- Current or projected staffing requirements/building or department needs make it logistically impossible for the employee to telecommute and/or the employee is needed at the work location due to staffing (or other operational needs) and the employee can be provided with other accommodation/tools such as masks, air purifiers, Plexiglas, etc. (not all inclusive) that would aid the employee in mitigating exposure to Covid-19, thereby allowing them to work or continue working onsite safely.
- The employee cannot perform all the essential functions of his/her job from a satellite/offsite work location.
- The employee has not provided or cannot provide medical documentation that supports the need for telecommuting to the Office of Diversity & Affirmative Action/ADA & Title IX Programs.

Supervisors shall utilize the *COVID-19 Accommodations and Leave Options: Site Administrator Checklist* included in this document and/or refer the following employees to the Human Resources Division Compliance Department to explore available leave options:

- Employees who request accommodations due to reasons other than their own medical condition, such as the employee's age, family member health conditions, or childcare concerns.
- Employees who do not wish to return to work, even after accommodations have been offered and/or provided.

Supervisors should follow the decision-making flowchart provided below when considering telecommuting.



Supervisors may utilize the following sample message to develop language for communicating the outcome of decisions regarding accommodations:

Good morning Ms./Mr. (Insert Name),

It is my understanding that you have reached out to the Office of Diversity & Affirmative Action/ADA & Title IX Programs to request the accommodation of being allowed to telecommute (work offsite). I have discussed your request with the Office of Diversity & Affirmative Action/ADA & Title IX Programs, and unfortunately, I am unable to approve that particular accommodation because [select or adapt from options below]

The essential functions of your job cannot be performed from an offsite work location.

I need to maintain adequate coverage and staffing levels in the building.

I need to maintain adequate coverage in the building. I also believe that you have the ability to control social distancing because you have your own workspace (Office/Cubicle).

I need to maintain adequate coverage in the building. I also believe that because of the nature of your job, in that you are mostly isolated from others throughout your work day, you have the ability to control social distancing.

Additionally, you have the ability to control social distancing of students with riding the bus with verbal directives, and you can also be provided with other accommodations, such as a mask, gloves, and hand sanitizer to aid in mitigating exposure COVID-19.

That said, I am willing to discuss with you other accommodation options that would allow you to return to work safely.

COVID-19 Accommodations and Leave Options: Site Administrator Checklist

The following checklist is provided to assist site administrators in navigating employee requests for accommodations and/or leave.

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 guide for site administrator workflow regarding self-quarantine and return to work requirements.
- Employee leave options are as follows 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.
 - 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 to the *Requests to Telecommute or Continue Telecommuting* section of this guide.
- If accommodations are unacceptable or denied, provide the following leave options in this order:
 - Apply for and be granted FML – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District regulation.
 - Be granted short-term necessity leave per District Regulation 4355.
 - Apply for an 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 Office of Diversity & Affirmative Action/ADA & Title IX Programs.
- Site administrator may call the Office of Diversity & Affirmative Action/ADA & Title IX Programs for assistance and guidance.
- The employee may submit a Remote Work Request Form.
- If remote positions are not available, 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 FML – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District regulation.
 - Be granted short-term necessity leave per District Regulation 4355.
 - Apply for an 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?

- The employee may submit a Remote Work Request Form.
- If remote positions are not available, 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, and sanitizing products).
- If accommodations are not accepted by the employee, then provide the following leave options in this order:
 - Apply for and be granted FML – Intermittent or continuous.
 - Utilize applicable available leave per negotiated guidelines and District regulation.
 - Be granted short-term necessity leave per District 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)?

- The employee may submit a Remote Work Request Form.
- Apply for and be granted 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 District Regulation 4355.
- If the illness is severe, apply for and be granted an LOA.
- Work.

Release 5

Revised
Information

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?

Refer to the Employees with Children Ages Four - 18 section in this guide. If these options are not applicable, the following options become available:

- The employee may submit a Remote Work Request Form.
- Utilize applicable available leave per negotiated guidelines and District Regulation.
- Be granted short-term necessity leave per District Regulation 4355.
- There are no LOA options available to provide childcare.
- Work.

Process for Determining if a Classroom or Site Closure is Necessary Due to Staffing

Given the environment in which schools will be operating in and the necessary health and safety protocols, there may be instances where there is insufficient staff to provide in-person instruction in the hybrid instructional model. When opportunities to provide in-person instruction has been exhausted and sufficient staff is not available, Principals should contact their SAS or Region Superintendent to confirm the need to transition to distance education, as well as the length of time and communication protocol. Below is a procedural checklist to assist in determining when a classroom or school may need to transition to distance education:

- School site requires substitutes.
- If a substitute is available, continue in the hybrid instructional model.
- If a substitute is not available, can the school arrange for student supervision in a short-term period (1-2 days)?
- If yes, continue in the hybrid instructional model with the temporary student supervision plan (i.e., counselor/strategist covering the class).
- If no, school contacts Sub Services for assistance. If Sub Services is unable to confirm a substitute willing to help the school, the principal contacts SAS/Region Superintendent to determine next steps.
- Notify communications.
- Send out parent/guardian and faculty/staff communication.
- Ensure all students have a teacher to connect with while engaged in distance education.
- Identify a potential timeline for when to transition back to the hybrid instructional model.
- Prepare parent/guardian and faculty/staff communication for when the school returns to the hybrid instructional model.

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.

If a school has a program deemed essential to the function of the school that requires volunteer participation, the principal may request an exception to this guidance from the chief human resources officer and region superintendent.

For questions regarding volunteers, please contact the school's assigned Talent Acquisition director.

11. COMMUNICATIONS

Communications and Community Engagement

In order to increase effective communications, the District will employ a series of existing and new tools and channels to create effective mechanisms to engage in two-way communication (feedback loop) with stakeholders before and during the transition to a hybrid instructional model.

Stakeholders can utilize these channels to present suggestions, comments, complaints, questions, and to receive answers or feedback from the District. Additionally, the District will utilize the information to respond to questions, address concerns and complaints, and take into account suggestions from parents/guardians, students, staff, community members, elected officials, and other stakeholders. The District will also use the information derived from communications to identify trends of topics of interest, areas that need clarification, or issues that need to be addressed through implementation action.

Media

The Communications Department will share important information on the hybrid instructional model through national and local media, and respond to media inquiries.

A comprehensive communications plan will be implemented to communicate with stakeholders. Specific two-way communication will occur through:

- Interviews with broadcast (TV/radio) and print media responding to questions submitted by the public or issues of interest arising from media coverage.
- Op-eds and commentaries regarding the transitional plan.
- Through possible Vegas PBS, 30-minute live television Q/A shows where the public can call in to ask questions live on air.

Social Media

The Communications Department will respond to direct messages and mentions on social media (Facebook, Twitter, Instagram) by providing answers and/or directing people to the appropriate resources. Social media is also utilized to proactively communicate important information.

Social media will be monitored. Trends and topics of interest will be communicated to CCSD leadership for action or information.

Facebook Live events focused on specific areas of interest will cover the topic once a week and will be streamed live on social media.

Videos

The Communications Department will share information directly with the public by conducting interviews with CCSD leadership and subject matter experts, and will produce videos on topics of interest.

Video messages from the Superintendent of Schools will be produced and distributed through several channels to keep stakeholders informed.

Videos will also be produced by other CCSD departments to provide training and information on a variety of topics.

Engage/Conecta Email

The Community Relations Department will respond to emails received through Engage/Conecta and appropriately respond and direct inquiries, questions, and suggestions.

Community Sessions

The Community Relations Department will hold and/or coordinate community/information sessions with community organizations and stakeholders.

CCSD representatives will attend, upon invitation, community meetings from external organizations or groups to provide information, answer questions, and receive feedback.

CCSD will host 30-minute availability sessions several times a week. These will be open to the public with prior registration for small groups 20-30, and will be held on an online meeting platform.

CCSD will host one to two telephone town halls open to the public every month.

Family Guide Publication and Website

The Reconnecting with Our Students Family Guide publication will be updated with key information in both English and Spanish. The publication will be made available to parents/guardians, community members, and other stakeholders through CCSD websites and copies may be requested through the school office. The reconnect.ccsd.net website (reconecta.ccsd.net in Spanish) will be updated with a summary of important topics and will include access to the family guide publication.

Family and Community Engagement Services (FACES) Department

The FACES Department will continue to share/reshare information from the Communications Department through their department website, social media platforms, and other parent/guardian events. Messages via social media or to the faces@nv.ccsd.net email address will be answered or will be directed to the appropriate entity.

Weekly Updates and Other ParentLink

The Communications Department will continue gathering information from all CCSD units to be shared with all parents/guardians weekly via ParentLink email.

Emails and phone calls/texts will be sent to inform parents/guardians as necessary to keep them apprised of important information. Messages will be made available in Spanish.

The Engage/Conecta email will be shared in every weekly ParentLink to promote this channel for parents/guardians to communicate with CCSD.

Health Communications

The Communications Department has worked with the Health Services Department, the Risk Management Department, and Office of the General Counsel to develop a number of messages that are distributed to employees at school and/or work sites upon notification of a positive COVID-19 test. The letters are recommended to be sent to all employees at a site when a COVID-19 positive employee has been on campus within a week of their positive test.

The recommendations are shared with school principals or department leaders through the process laid out in the Implementation Guide.

Release 5

Updated
language

Principals and/or department leaders will receive an email with initial information on any employee who reports symptoms, exposure to a COVID-19 positive individual or a COVID-19 positive test to the emocha nurse. The Illness Tracker is maintained by the Health Services Department and the Risk Management Department.

Release 5

Updated
language

The principal and/or department leader then notifies their region leadership and works with the Communications Department when there is an exposure or COVID-19 positive employee. When necessary, the Communications Department provides schools or departments with messaging approved by the Office of the General Counsel to notify other employees at the site of the case.

Region leadership becomes involved immediately in situations involving students on an impacted campus. Communications Department works closely with the Health Services

Department and region leadership to ensure the necessary information is included in the notifications to parents/guardians and those who need to quarantine.

The Communications Department also works with the Health Services Department and the chief of staff to update ccsd.net weekly with the number of COVID-9 cases confirmed by the SNHD on a weekly basis. Those numbers are posted publicly on the website every Friday.^{xxix}

Appendix

Parent/Guardian Information Flyers

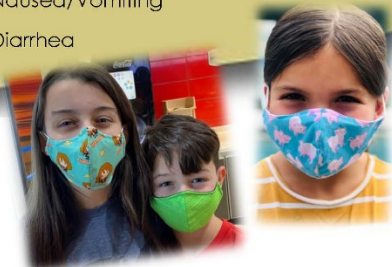


Parent and Guardian Guidance Checking Your Student Before Leaving Home

Please provide a face mask for your student daily to wear on the bus and at school.

Check the following each morning prior to sending your student to school. If your student shows any signs indicated below, keep the student home and contact your medical provider for guidance.

- Cough
- Chills
- Sore Throat
- Muscle Pain
- Fever 100° or Higher
- Shortness of Breath or Difficulty Breathing
- New Loss of Taste or Smell
- Congestion
- Fatigue
- Headache
- Runny Nose
- Nausea/Vomiting
- Diarrhea



5 Questions to Ask Daily

Before Sending My Student to School

Students can only participate if there is a "no" answer to all of the following symptoms/conditions:

- Does my student have a new cough that cannot be attributed to another health condition?
- Does my student have new shortness of breath that cannot be attributed to another health condition?
- Does my student have any one of the following symptoms: fever (100° F or higher), chills, repeated shaking with chills, muscle pain, headache, sore throat, vomiting, nausea, diarrhea, increasing congestion, runny nose, or new loss of taste or smell?
- Has my student come into close contact (within six feet for more than 15 minutes over a 24-hour period) with someone who has a laboratory-confirmed COVID-19 diagnosis in the past 14 days?
- Has my student received a laboratory-confirmed positive COVID-19 diagnosis in the last 10 days?

Academic Unit

January 2021

On the Way To and From School and At School



Encourage your child to:

- Stay at least six feet from other people outside of your home.
 - Keep away from large groups and avoid close contact with other people.
- Cover nose and mouth with a tissue when coughing or sneezing or cough or sneeze into their upper sleeve or elbow.
- Wash hands often with soap and water or use hand sanitizer when appropriate.
- Wear a cloth face mask (exceptions: children under two years of age, anyone with trouble breathing, unconscious, incapacitated, or with an exemption from a Licensed Health Care Provider).
- Avoid touching eyes, nose, and mouth.



If your student is not feeling well or has any symptoms of COVID-19, has been exposed to someone with COVID-19, or tested positive with COVID-19, they must stay home from school. Notify the School Nurse if any of these occur.

Aviso Para Padres y Tutores

Revise su Estudiante Antes de Salir del Hogar

Proporcione un cubrebocas (mascarilla) de tela para que su estudiante la use en el autobús y en la escuela.

Revise lo siguiente cada mañana antes de mandar a su estudiante a la escuela. Si su estudiante demuestra cualquier síntoma indicado en la lista, debe quedarse en casa y debe contactar su proveedor de atención medico para para mas información.



- Tos
- Escalofríos
- Dolor de Garganta
- Dolor Muscular
- Fiebre de 100° o más
- Falta de Aire o Dificultad Para Respirar
- Nueva Pérdida del gusto u olfato
- Congestión
- Cansancio/Fatiga
- Dolor de Cabeza
- Nariz Congestionada
- Diarrea

Academic Unit

5 Preguntas para Hacer Diariamente

Antes de Enviar a Mi Estudiante a la Escuela

Los estudiantes solo pueden participar si hay una respuesta de "no" a todos los siguientes síntomas/ condiciones:

- ¿Tiene mi estudiante una nueva tos que no se puede atribuir a otra condición de salud?
- ¿Tiene mi estudiante una nueva dificultad para respirar que no se puede atribuir a otra condición de salud?
- ¿Tiene mi estudiante alguno de los siguientes síntomas: fiebre (100° F o más), escalofríos, temblores repetidos con escalofríos, dolor muscular, dolor de cabeza, dolor de garganta, vómitos, náuseas, diarrea, aumento de la congestión, secreción nasal o nueva pérdida de gusto u olfato?
- ¿Ha entrado mi estudiante en contacto cercano (a menos de seis pies durante más de 15 minutos durante un período de 24 horas) con alguien que tiene un diagnóstico de COVID-19 confirmado por laboratorio en los últimos 14 días?
- ¿Ha recibido mi estudiante un diagnóstico de COVID-19 positivo confirmado por laboratorio en los últimos 10 días?

January 2021

En el Camino Hacia y Desde la Escuela y en la Escuela



Anime a su hijo a:

- Permanecer al menos seis pies de distancia de otras personas fuera de casa.
- Mantenerse alejado de grupos grandes y evitar el contacto cercano con otras personas.
- Cubrirse la nariz y la boca con un pañuelo desechable al toser o estornudar, o toser y estornudar en la parte superior de la manga o el codo.
- Lavarse las manos a menudo con agua y jabón o utilizar un desinfectante para manos cuando sea apropiado.
- Usar un cubrebocas de tela (excepciones: niños menores de dos años, cualquier persona con problemas para respirar, inconsciente, incapacitado, o con una exención de un Proveedor de Atención Médica Autorizado).
- Evitar tocarse los ojos, la nariz y la boca.



Si su estudiante no se siente bien o tiene algún síntoma de COVID-19, ha estado expuesto a alguien con COVID-19 o ha dado positivo con COVID-19, debe quedarse en casa. De aviso a la Enfermera Escolar si ocurre cualquiera de estos casos.

Sample Elementary Hybrid Master Schedule Cohorts A and B Face-to-Face

PreK (full day)	Teacher Start Time @ 8:10 AM	Early Childhood Full-Day (170)				LUNCH (30)		Early Childhood Full-Day (170)			
PreK (half day)		Morning Early Childhood (150)			Clean, Sanitize, Rotate Materials (40)	LUNCH (30)		Afternoon Early Childhood (150)			
Kindergarten		Reading (120)			Brain Break Recess	LUNCH (30)		Specials (50)	Math (70)	Language Arts (40)	Social / Science (25)
1st Grade		Reading (110)			Brain Break Recess	LUNCH (30)		Math (70)		Specials (50)	Language Arts (50)
2nd Grade		Reading (110)		Math (70)		LUNCH (30)		Brain Break Recess		Language Arts (50)	Social Science (25)
3rd Grade		Reading (110)		Specials (50)		LUNCH (30)		Brain Break Recess	Math (70)		Language Arts (50)
4th Grade		Reading (110)	Specials (50)			LUNCH (30)		Brain Break Recess	Math (70)	Language Arts (50)	Social / Science (25)
5th Grade		Specials (50)	Reading (110)				LUNCH (30)		Brain Break Recess	Math (70)	Language Arts (50)
Specialists		Specials (50)	Specials (50)	Specials (50)		LUNCH (30)			Specials (50)	Specials (50)	Specials (50)

Dismissal @ 3:11 PM & Teacher End Time @ 3:21 PM

Sample Hybrid Instructional Model Schedule: Cohorts A and B Wednesdays

Wednesday Distance Education All Students		Wednesday All Teachers	
		8:20 AM- 9:00 AM	PLC/Professional Learning
9:00 AM- 9:10 AM	Morning Google Meeting All Cohorts Synchronous	9:00 AM- 9:10 AM	Morning Google Meeting All Cohorts Synchronous
9:10 AM- 9:30 AM	Reading All Cohorts Synchronous	9:10 AM- 9:30 AM	Reading All Cohorts Synchronous
9:30 AM- 10:40 AM	Reading All Cohorts Asynchronous	9:30 AM- 11:00 AM	PLC/Professional Learning
10:40 AM- 11:00 AM	Brain Break/Recess		
11:00 AM- 11:20 AM	Math All Cohorts Synchronous	11:00 AM- 11:20 AM	Math All Cohorts Synchronous
11:20 AM- 12:00 PM	Math All Cohorts Asynchronous	11:20 AM- 12:35 PM	PLC/Professional Learning
12:00 PM- 12:35 PM	Social Studies/Science All Cohorts Asynchronous		
12:35 PM- 1:00 PM	Lunch	12:35 PM- 1:00 PM	Wellness Checks
1:00 PM- 1:20 PM	Brain Break/Recess	1:00 PM- 1:20 PM	Teacher Work Time
1:20 PM- 1:50 PM	Language Arts All Cohorts Asynchronous	1:20 PM- 1:50 PM	Lunch
1:50 PM- 2:40 PM	Student Specials All Cohorts Synchronous	1:50 PM- 2:40 PM	Teacher Preparation Period
2:40 P- 3:11 PM	Afternoon Google Meet and Small Group All Cohorts	2:40 P- 3:11 PM	Afternoon Google Meet and Small Group All Cohorts
3:11 PM- 3:31 PM	Virtual Office Hours	3:11 PM- 3:31 PM	Virtual Office Hours

Sample Elementary Cohort C

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 AM-8:30 AM	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning	Teacher Planning
8:30 AM-9:00 AM	Check-in Cohort B	Check-in Cohort B	Check-in Cohort C	Check-in Cohort A	Check-in Cohort A
9:00 AM-9:10 AM	Cohorts C and B Synchronous	Cohorts C and B Synchronous	Cohort C Synchronous	Cohorts C and A Synchronous	Cohorts C and A Synchronous
9:10 AM-10:50 AM	Cohort C Reading Synchronous and Asynchronous	Cohort C Reading Synchronous and Asynchronous	Professional Learning/PLC	Cohort C Reading Synchronous and Asynchronous	Cohort C Reading Synchronous and Asynchronous
10:50 AM-11:40 AM	Specials Synchronous and Asynchronous Teacher Prep Period	Specials Synchronous and Asynchronous Teacher Prep Period	Teacher Prep Period	Specials Synchronous and Asynchronous Teacher Prep Period	Specials Synchronous and Asynchronous Teacher Prep Period
11:40 AM-12:10 PM	Lunch	Lunch	Professional Learning/PLC	Lunch	Lunch
12:10 PM-12:40 PM	Brain Break	Brain Break	Lunch	Brain Break	Brain Break
12:40 PM-1:50 PM	Cohort C Mathematics Synchronous and Asynchronous	Cohort C Mathematics Synchronous and Asynchronous	PLC/Lesson Development	Cohort C Mathematics Synchronous and Asynchronous	Cohort C Mathematics Synchronous and Asynchronous
1:50 PM-2:41 PM	Cohort C Language Arts Synchronous and Asynchronous	Cohort C Social/Science Synchronous and Asynchronous	Cohort C Small-group Instruction	Cohort C Social/Science Synchronous and Asynchronous	Cohort C Language Arts Synchronous and Asynchronous
2:41 PM-3:21 PM	Cohorts C and B Virtual Office Hours and/or Wellness Checks	Cohorts C and B Virtual Office Hours and/or Wellness Checks	Cohort C Virtual Office Hours and/or Wellness Checks	Cohorts C and A Virtual Office Hours and/or Wellness Checks	Cohorts C and A Virtual Office Hours and/or Wellness Checks

Sample Middle School Hybrid Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 1 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 3 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 1 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 3 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 2 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 4 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 2 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 4 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 3 All Cohorts Synchronous and Asynchronous	Course 1 All Cohorts Synchronous and Asynchronous		Course 3 All Cohorts Synchronous and Asynchronous	Course 1 All Cohorts Synchronous and Asynchronous
1:40 PM-2:11 PM	Course 4 All Cohorts Synchronous and Asynchronous	Course 2 All Cohorts Synchronous and Asynchronous		Course 4 All Cohorts Synchronous and Asynchronous	Course 2 All Cohorts Synchronous and Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous
8:20 AM-8:40 AM	Course 2 All Cohorts Synchronous	8:20 AM-8:40 AM	Course 2 All Cohorts Synchronous
8:40 AM-9:30 AM	All Cohorts Asynchronous	8:40 AM-9:30 AM	Teacher Prep Period
9:30 AM-9:50 AM	Course 3 All Cohorts Synchronous	9:30 AM-9:50 AM	Course 3 All Cohorts Synchronous
9:50 AM-10:10 AM	Course 4 All Cohorts Synchronous	9:50 AM-10:10 AM	Course 4 All Cohorts Synchronous
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – EIGHT-PERIOD DAY

EVEN WEEKS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 1 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 5 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 1 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 5 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 2 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 6 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 2 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 6 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 3 All Cohorts Synchronous and Asynchronous	Course 7 All Cohorts Synchronous and Asynchronous		Course 3 All Cohorts Synchronous and Asynchronous	Course 7 All Cohorts Synchronous and Asynchronous
1:40 PM-2:11 PM	Course 4 All Cohorts Synchronous and Asynchronous	Course 8 All Cohorts Synchronous and Asynchronous		Course 4 All Cohorts Synchronous and Asynchronous	Course 8 All Cohorts Synchronous and Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – EVEN WEEKS DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – EVEN WEEKS ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:20 AM	Course 3 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 3 All Cohorts Synchronous
8:20 AM-8:40 AM	Course 4 All Cohorts Synchronous	8:20 AM - 8:40 AM	Course 4 All Cohorts Synchronous
8:40 AM-9:00 AM	Course 7 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 7 All Cohorts Synchronous
9:00 AM-9:20 AM	Course 8 All Cohorts Synchronous	9:00 AM-9:20 AM	Course 8 All Cohorts Synchronous
9:20 AM-11:30 AM	Courses 3 and 4 All Cohorts Asynchronous	9:20 AM-10:10 AM	Teacher Prep Period
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	Courses 7 and 8 All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – EIGHT-PERIOD DAY

ODD WEEKS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 3 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 7 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 3 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 7 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 4 Cohort A Face-to-Face Instruction Cohorts B and C Synchronous and Asynchronous	Course 8 Cohort A Face-to-Face Instruction Cohorts B and C Synchronous and Asynchronous		Course 4 Cohort B Face-to-Face Instruction Cohorts A and C Synchronous and Asynchronous	Course 8 Cohort B Face-to-Face Instruction Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 1 All Cohorts Synchronous and Asynchronous	Course 5 All Cohorts Synchronous and Asynchronous		Course 1 All Cohorts Synchronous and Asynchronous	Course 5 All Cohorts Synchronous and Asynchronous
1:40 PM-2:11 PM	Course 2 All Cohorts Synchronous and Asynchronous	Course 6 All Cohorts Synchronous and Asynchronous		Course 2 All Cohorts Synchronous and Asynchronous	Course 6 All Cohorts Synchronous and Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – ODD WEEKS DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – ODD WEEKS ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM - 8:20 AM	Course 1 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous
8:20 A- 8:40 AM	Course 2 All Cohorts Synchronous	8:20 AM-8:40 AM	Course 2 All Cohorts Synchronous
8:40 AM-9:00 AM	Course 5 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 5 All Cohorts Synchronous
9:00 AM-9:20 AM	Course 6 All Cohorts Synchronous	9:00 AM-9:20 AM	Course 6 All Cohorts Synchronous
9:20 AM-11:30 AM	Courses 1 and 2 All Cohorts Asynchronous	9:20 AM-10:10 AM	Teacher Prep Period
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	Courses 5 and 6 All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – SIX-PERIOD SCHEDULE

WEEK ONE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 1 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 4 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 1 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 4 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 2 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 5 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 2 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 5 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 3 Synchronous and Asynchronous	Course 6 Synchronous and Asynchronous		Course 3 Synchronous and Asynchronous	Course 6 Synchronous and Asynchronous
1:40 PM-2:11 PM	All Cohorts Small Groups/Asynchronous	All Cohorts Small Groups/Asynchronous		All Cohorts Small Groups/Asynchronous	All Cohorts Small Groups/Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – WEEK ONE DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – WEEK ONE ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:40 AM	Course 3 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 3 All Cohorts Synchronous
8:40 AM-9:20 AM	Course 6 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 6 All Cohorts Synchronous
9:20 AM-11:30 AM	All Cohorts Asynchronous	9:20 AM-10:10 AM	Teacher Prep Period
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – SIX-PERIOD SCHEDULE

WEEK TWO

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 3 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 6 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 3 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 6 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 4 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 1 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 4 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 1 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 5 All Cohorts Synchronous and Asynchronous	Course 2 All Cohorts Synchronous and Asynchronous		Course 5 Synchronous and Asynchronous	Course 2 Synchronous and Asynchronous
1:40 PM-2:11 PM	All Cohorts Small Groups/Asynchronous	All Cohorts Small Groups/Asynchronous		All Cohorts Small Groups/Asynchronous	All Cohorts Small Groups/Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – WEEK TWO DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – WEEK TWO ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:40 AM	Course 2 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 2 All Cohorts Synchronous
8:40 AM-9:20 AM	Course 5 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 5 All Cohorts Synchronous
9:20 AM-11:30 AM	All Cohorts Asynchronous	9:20 AM-10:10 AM	Teacher Prep Period
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – SIX-PERIOD SCHEDULE

WEEK THREE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	WEDNESDAYS See next page	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 5 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 2 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 5 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 2 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 6 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 3 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 6 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 3 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 1 Synchronous and Asynchronous	Course 4 Synchronous and Asynchronous		Course 1 Synchronous and Asynchronous	Course 4 Synchronous and Asynchronous
1:40 PM-2:11 PM	Small Groups/Asynchronous	Small Groups/Asynchronous		Small Groups/Asynchronous	Small Groups/Asynchronous I
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – WEEK THREE DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – WEEK THREE ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:40 AM	Course 1 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous
8:40 AM-9:20 AM	Course 4 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 4 All Cohorts Synchronous
9:20 AM-11:30 AM	All Cohorts Asynchronous	9:20 AM-10:10 AM	Teacher Prep Period
11:30 AM-12:00 PM	Lunch	10:10 AM-10:41 AM	Wellness Checks
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:41 AM-11:11 AM	Lunch
2:11 PM	End of Student Day	11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – SEVEN-PERIOD DAY

EVEN WEEKS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 1 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 4 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 1 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 4 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 2 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 5 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 2 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 5 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 3 All Cohorts Synchronous and Asynchronous	Course 6 All Cohorts Synchronous and Asynchronous		Course 3 All Cohorts Synchronous and Asynchronous	Course 6 All Cohorts Synchronous and Asynchronous
1:40 PM-2:11 PM	All Cohorts Small Group/Asynchronous	Course 7 All Cohorts Synchronous and Asynchronous		All Cohorts Small Group/Asynchronous	Course 7 All Cohorts Synchronous and Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – EVEN WEEKS DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – EVEN WEEKS ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:20 AM	Course 3 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 3 All Cohorts Synchronous
8:20 AM-8:40 AM	Course 6 All Cohorts Synchronous	8:20 AM-8:40 AM	Course 6 All Cohorts Synchronous
8:40 AM-9:00 AM	Course 7 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 7 All Cohorts Synchronous
9:00 AM-11:30 AM	All Cohorts Asynchronous	9:00 AM-9:20 AM	Wellness Checks
11:30 AM-12:00 PM	Lunch	9:20 AM-10:10 AM	Teacher Prep Period
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:10 AM-10:41 AM	Wellness Checks
2:11 PM	End of Student Day	10:41 AM-11:11 AM	Lunch
		11:11 AM-2:56 PM	PLC/ Professional Learning
		2:56 PM	End of Teacher Day

Sample High School Hybrid Schedule – SEVEN-PERIOD DAY

ODD WEEKS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 AM-8:00 AM	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> WEDNESDAYS See next page </div>	Teacher Work Time/Student Supervision	Teacher Work Time/Student Supervision
8:00 AM-9:45 AM	Course 6 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Course 3 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 6 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Course 3 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
9:45 AM-9:55 AM	Passing	Passing		Passing	Passing
9:55 AM-11:40 AM	Course 7 Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous	Rotating Course Cohort A Face-to-Face Cohorts B and C Synchronous and Asynchronous		Course 7 Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous	Rotating Course Cohort B Face-to-Face Cohorts A and C Synchronous and Asynchronous
11:40 AM-11:50 AM	Dismissal	Dismissal		Dismissal	Dismissal
11:50 AM-12:20 PM	Grab-and-Go Lunch	Grab-and-Go Lunch		Grab-and-Go Lunch	Grab-and-Go Lunch
12:20 PM-1:10 PM	All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period		All Cohorts Asynchronous Teacher Prep Period	All Cohorts Asynchronous Teacher Prep Period
1:10 PM-1:40 PM	Course 1 All Cohorts Synchronous and Asynchronous	Course 5 All Cohorts Synchronous and Asynchronous		Course 1 All Cohorts Synchronous and Asynchronous	Course 5 All Cohorts Synchronous and Asynchronous
1:40 PM-2:11 PM	Course 2 All Cohorts Synchronous and Asynchronous	All Cohorts Small Group/Asynchronous		Course 2 All Cohorts Synchronous and Asynchronous	All Cohorts Small Group/Asynchronous
2:11 PM	End of Student Day	End of Student Day		End of Student Day	End of Student Day
2:11 PM-2:56 PM	Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks		Virtual Office Hours and/or Wellness Checks	Virtual Office Hours and/or Wellness Checks
2:56 PM	End of Teacher Day	End of Teacher Day		End of Teacher Day	End of Teacher Day

WEDNESDAY – ODD WEEKS DISTANCE EDUCATION ALL STUDENTS		WEDNESDAY – ODD WEEKS ALL TEACHERS	
		7:45 AM-8:00 AM	Teacher Work Time
8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous	8:00 AM-8:20 AM	Course 1 All Cohorts Synchronous
8:20 AM-8:40 AM	Course 2 All Cohorts Synchronous	8:20 AM-8:40 AM	Course 2 All Cohorts Synchronous
8:40 AM-9:00 AM	Course 5 All Cohorts Synchronous	8:40 AM-9:00 AM	Course 5 All Cohorts Synchronous
9:00 AM-11:30 AM	All Cohorts Asynchronous	9:00 AM-9:20 AM	Wellness Checks
11:30 AM-12:00 PM	Lunch	9:20 AM-10:10 AM	Teacher Prep Period
12:00 PM-2:11 PM	All Cohorts Asynchronous	10:10 AM-10:41 AM	Wellness Checks
2:11 PM	End of Student Day	10:41 AM-11:11 AM	Lunch
		11:11 AM-2:56 PM	Professional Learning Communities/ Professional Learning
		2:56 PM	End of Teacher Day

The Life Connection Employee Assistance Program



THE LIFE CONNECTION

Our licensed professional staff can advise you on issues that may affect you or your household members and can refer you to a variety of resources. These confidential consultation services are a way to establish better emotional wellness in your daily life, and its effects are long-lasting.

- Five free sessions per calendar year
- In-person, telephonic or by virtual visit
- Confidential

Typical issues include:

- Feelings of anxiety and depression
- Emotional/personal conflicts
- Grief and loss
- Marital conflicts
- Parenting concerns
- Questions about alcohol, drugs, or gambling
- Work stress
- Anger management



How do I get help?

To arrange for a confidential visit with our licensed, professional staff, to request a telephonic consultation, or to receive assistance with online resources, call

1-800-280-3782, TTY 711

Crisis services through The Life Connection are available to you 24 hours a day, 7 days a week.

The role of EAP is to identify problems regarding physical or mental health or the abuse of alcohol or other substances and for the referral to health care for counseling, therapy or treatment.

This information is provided to employees and their household members by Behavioral Healthcare Options, Inc. (BHO). Your employer does not warrant the validity of the information contained in this material. Additionally, BHO and your employer will not be liable for any direct, consequential or other damages resulting from the information contained in this material.



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(01/20)





The Life Connection (TLC)

Your connection to resources for "life made easier"

Behavioral Healthcare Options, Inc.



What is The Life Connection (TLC)?

TLC services were developed to help you balance the demands of home and work. TLC is made up of three parts: consultation sessions with a licensed professional (either face-to-face, telephonic, or by virtual visit depending upon the issues), online information and resources, and telephonic consultations with legal, financial, child care, elder care and daily living professionals.

All of the services directly provided by TLC are free of charge to you and your household members.

Who is eligible for TLC services?

TLC services are available to all eligible employees and anyone who lives in their household, because their problems often affect the attitude and health of employees. Contact your human resources or benefits office for eligibility requirements.



LEGAL CONNECTION

In-person consultation with a licensed attorney about your issue, with:

- 30-minute free consultation
- Discounted fees may be available
- No limit on number of times used

Telephonic consultation with a licensed attorney – most common issues include:

- Bankruptcy/foreclosure
- Family/criminal law issues
- Elder care estate planning
- No limit on number of times used

Online resources on hundreds of topics including:

- Living wills and advanced directives
- Legal forms
- Adoption process
- Consumer issues



FINANCIAL CONNECTION

Telephonic consultation with a financial advisor about such issues as:

- Personal financial planning
- Debt consultation
- Tax consultation
- No limit on number of times used

Online resources on hundreds of topics including:

- Consumer tips on banking/credit cards
- Saving and investing
- Financial calculators
- Identity theft protection
- TaxACT tax preparation software



CHILD CARE CONNECTION

Telephonic consultation with a work/life specialist for referrals to:

- Child care centers
- Summer camps
- Back-up and sick child resources
- Public and private schools
- Tutors
- No limit on number of times used

Online resources on hundreds of topics including:

- Checklists for choosing child care centers
- Single parenthood
- Effective communication



ELDER CARE CONNECTION

Telephonic consultation with a work/life specialist for referrals to:

- Assisted living facilities
- Nursing homes
- Retirement communities
- No limit on number of times used

Online resources on hundreds of topics including:

- Aging well
- Planning for the future
- Grief, loss and depression in seniors



ADDITIONAL ONLINE RESOURCES**

Work/Life Home – articles, self-help questionnaires, interactive tools and brief video clips on topics including working, balancing, parenting, thriving and more.

Monthly Feature and News For You – features timely topics, such as fiscal fitness, parenting tips and more.

Centers – In addition to accessing services in the Legal and Financial Center, Wellness Center and Yearly Planning Center, the following centers are available:

- Savings Center – free program for savings of up to 25% on name-brand, every day, and luxury items
- Relocation Center – whether you're moving across the country or just down the street, you can find schools, neighborhood profiles and much more
- CareSpace Center – a place to connect with others providing care for parents or other loved ones

- Skill-Builders Center – online courses that can be completed in 15-20 minutes, with a printable certificate of completion
- LiveConnect – connects you to experienced work/life consultants via instant messaging

Monthly online seminars on topics of interest, such as Beating the Blues, Home Buying 101, Disrupting Negative Thoughts, Keeping Your Love Alive, Retirement, Raising Well Adjusted Kids, and many more.

**TO VIEW THE WEBSITE:

- Visit bhoptions.com
- Click the icon "Work-Life Resources."
- Enter your company code **CCSD**

We do not discriminate on the basis of race, color, national origin, sex, age, or disability in health programs and activities.

We provide free services to help you communicate with us. Such as, letters in other languages or large print. Or, you can ask for an interpreter. To ask for help, please call the toll-free phone number listed on your health plan ID card or plan documents.

Español (Spanish)

Tiene derecho a recibir ayuda e información en su idioma sin costo. Para solicitar un intérprete, llame al número de teléfono gratuito para miembros que se encuentra en su tarjeta de identificación del plan o los documentos de su plan.

Tagalog (Tagalog)

May karapatan kang makakuha ng tulong at impormasyon sa sinasalitang wikang Filipino. Upang humiling ng interpreter, tawagan ang toll-free na numero ng telepono para sa miyembro na nakalista sa iyong ID card sa planong pangkalusugan o sa mga dokumento ng plano.

REFERENCES

ⁱ Handwashing videos

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

Guidance for Health Care Providers about Hand Hygiene and COVID-19

- <https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html>

ⁱⁱ Nevada Medical Advisory Team: Guidance on Directive 024: Face Coverings June 24, 2020

- <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf>

ⁱⁱⁱ CDC How to Safely Wear and Take Off a Cloth Face Covering

- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

CDC How to Wash a Cloth Face Covering

- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>

^{iv} CCSD Regulation 5150 – Health and Welfare: Students

- https://www.ccsd.net/district/policies-regulations/pdf/5150_R.pdf

^v Health Services COVID-19 Resource Guide

- <https://drive.google.com/file/d/1nEEWp8M38ieHyMQtM6QEeqABtyMwI9vx1/view?usp=sharing>

^{vi} Case Investigation and Contact Tracing: Part of a Multipronged Approach to Fight the COVID-19 Pandemic

- <https://www.cdc.gov/coronavirus/2019-ncov/php/principles-contact-tracing.html>

^{vii} CCSD COVID-19 Vaccination Tracking System

- <https://riskmanagement.ccsd.net/covidentry>

^{viii} Cleaning and Disinfection for Community Facilities

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

^{ix} Coronavirus (COVID-19) Response Resources from ASHRAE and Others

- <https://www.ashrae.org/technical-resources/resources>

^x Harvard Schools for Health How School Buildings Influence Student Health, Thinking and Performance

- <https://schools.forhealth.org/>

^{xi} Council of the Great City Schools Coronavirus Information

- <https://www.cgcs.org/corona>

^{xii} An Introduction to Hybrid Teaching.

- <https://www.codlearningtech.org/PDF/hybridteachingworkbook.pdf>

^{xiii} 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>

xiv Hybrid Sample CCF-563

- <https://drive.google.com/file/d/13j0pjsFzXsZNzPCudplbqd9iwerxLalh/view>

xv PWN Attachment sample

- https://drive.google.com/file/d/1pNDot4TeCOxtYMy68pGoSnmM4tZW_Eh2/view

xvi Sample SDI Pages- These are samples only. Student SDI pages, as always, are individualized per student need:

- Early Childhood Self-Contained SDI Sample
<https://drive.google.com/file/d/1mGCYwe5Y12FmFF7Sstfa2XXI4AHXE1bt/view?usp=sharing>
- Early Childhood P2 Transition SDI Sample
https://drive.google.com/file/d/1g8EnnBdOUyu_az1z8gDGo31_lrqrgaJ/view?usp=sharing
- Early Childhood Inclusion SDI Sample
<https://drive.google.com/file/d/1U6y44OeaL6I9N6qGqcJ6osJhpQ7xMAYB/view?usp=sharing>
- K-12 Self-contained SDI Sample
<https://drive.google.com/file/d/16eUTAomnxajyzPw9lu6XecVOOYSI1-bw/view?usp=sharing>
- K-12 Self-contained P2 SDI Sample
<https://drive.google.com/file/d/16eUTAomnxajyzPw9lu6XecVOOYSI1-bw/view?usp=sharing>
- K-12 Resource SDI Sample
https://drive.google.com/file/d/1FgnlFkecuaDqv5J68cpnY0op6T7W_YUF/view?usp=sharing
- K-12 Resource P2 SDI Sample
https://drive.google.com/file/d/14jYCvojWfH7fIRGyZVoLQc7-2NHp8uo_/view?usp=sharing
- Attach this document to the IEP: Instructional Models Defined
https://drive.google.com/file/d/1EI3Pj0XiUZWhUdzVE_kPLRdT5uDgmCNI/view?usp=sharing
- Pre-K-12 Speech SDI Sample
https://drive.google.com/file/d/13u2Cxn4lrOH5_OxcUsWVyOgJgddr-_k/view?usp=sharing
- Pre-K-12 Speech RS Sample
<https://drive.google.com/file/d/13usY07P0TG0SSO4uhudEDBpTPRILHVh7/view?usp=sharing>

xvii Accommodations tracking example

- <https://docs.google.com/spreadsheets/d/1ZaL3MiCDfQtzmwEcOBXUpVADla3sz1HVkrE48mKbZ8/copy>

Progress monitoring tracking example

- <https://docs.google.com/spreadsheets/d/1qWwFyn8yZccl7zNSTBTZqozJVuK6GENh/copy>

xviii CCSD Attendance Guidelines

- <http://ccsd.net/schools/back-to-school/attendance.php>

xix CDC-Kaiser ACE Study

- <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

xx Hybrid Model Guidance for English Language Learners

- https://drive.google.com/file/d/1tFa0NyJYwr2WbZul2myLIquwzT_eKANB/view?usp=sharing

xxi WIDA language development standards K-12 ELD Standards

- [http://www.doe.nv.gov/English_Language_Learners\(ELL\)/ELD_Standards_Framework_and_Instructional_Guidance_Documents/](http://www.doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards_Framework_and_Instructional_Guidance_Documents/)

xxii CCSD Policy 6165 – Programs and Services for English Language Learner Students

- https://www.ccsd.net/district/policies-regulations/pdf/6165_P.pdf

xxiii School Guidance for English Language Learners

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

xxiv Distance Learning Resource Videos for Educators

- <https://drive.google.com/file/d/13yd6EALUt949J9XX-iutly7mQXzXk59x/view?usp=sharing>

xxv ELL Canvas Course for Educators

- <https://ccsd.instructure.com/enroll/9N9MFL>

xxvi Full Attendance Code List

- <https://sites.google.com/nv.ccsd.net/student-record-services/codes/attendance-codes>

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/112SCjiVq0kf46CKEtAOszR93pLFavpyq/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>

xxviii Nevada Guidance for Adult and Youth Sports

- <https://nvhealthresponse.nv.gov/wp-content/uploads/2021/02/NV-COVID-19-Guidance-Recreational-Sports.February-2021-Update.pdf>

NIAA Update 15: Move to Phase 3 with Modifications in NIAA Guidance

- https://niaa.com/sports/niaa_releases/10-23-2020_Update_15_Gubernatorial_Directive-NIAA_Phase_3.pdf

COVID-19 Screening for Sports

- <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/10/COVID-Screening-Guide-SPORTS.pdf>
- <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/10/COVID-Screening-Check-In-SPORTS.pdf>

NIAA Update 21: Covid Testing Requirements for coaches, Team Personnel and Officials

- https://niaa.com/sports/niaa_releases/2-11-2021_Update_21_Covid_Testing_Requirement_for_Coaches_Team_Personnel_and_Officials.pdf

NIAA Update 22: Full/Close-Contact Sports, Team Limits, Spectators at Events, Cheer and Dance Squads at Events

- https://niaa.com/sports/niaa_releases/3-1-2021_Update_22_Full-Close_Contact_Sports_Spectators_Spirit.pdf