

REVISED PLAN FOR PATH FORWARD PROGRAM OF DISTANCE EDUCATION AND PLAN FOR THE SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES



Clark County School District

Plan for Path Forward Program of Distance Education and Plan for the Safe Return to In-Person Instruction and Continuity of Services 2021-2022 School Year

Introduction

The United States Department of Education established interim final requirements¹ for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, under section 2001 of the American Rescue Plan Act of 2021. The requirements clarify how local education agencies (LEAs) must *meet the statutory requirements to develop a plan for the safe return to in-person instruction and continuity of services*, and how state education agencies (SEAs) work with LEAs to develop and submit these plans. The Clark County School District (CCSD) is an LEA, and the Nevada Department of Education is an SEA.

The Nevada Department of Education began fulfillment of its responsibility under these requirements with Guidance Memo 21-02², released on May 28, 2021. The memo describes both the details on the Nevada Department of Education's role in the submission of CCSD's *plan for the safe return to in-person instruction and continuity of services* and the requirement that plan also fulfills under Governor Steve Sisolak's Declaration of Emergency Directive 044³ for offering distance education and developing plans for a Path Forward Program of Distance Education for the 2021-2022 school year.

Under the ARP ESSER and Nevada Department of Education Guidance, and because CCSD operates both as a county school district and a charter school sponsor, CCSD must:

- By July 14, 2021, submit via email a form signed by the Superintendent that certifies compliance with Directive 044.
- By July 14, 2021, submit via the Nevada Department of Education's ePAGE system the CCSD's *plan for the safe return to in-person instruction and continuity of services*, which must include a plan for a Path Forward Program of Distance Education for the 2021-2022 school year.
- By July 14, 2021, submit via email compiled plans for Plans for Path Forward Programs of Distance Education and forms signed by the District-sponsored charter school leaders that certify compliance with Directive 044.
- By September 10, 2021, submit via the Nevada Department of Education's ePAGE system CCSD's ARP ESSER Funding Plan.

The following pages contain descriptions of how CCSD intends to meet the requirements for the Plan for Path Forward Program of Distance Education and the Plan for the Safe Return to In-Person Instruction and Continuity of Services.

¹ <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>

² https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2021/GuidanceMemo21-02.pdf

³ [https://gov.nv.gov/News/Emergency_Orders/2021/2021-04-19_-_COVID-19_Emergency_Declaration_Directive_044_\(Attachments\)/](https://gov.nv.gov/News/Emergency_Orders/2021/2021-04-19_-_COVID-19_Emergency_Declaration_Directive_044_(Attachments)/)

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Plan for Path Forward Program of Distance Education

Requirement: All districts and schools must submit a Plan for a Path Forward Program of Distance Education for the 2021-2022 school year. (Guidance Memo 21-02)

For the 2021-2022 school year, CCSD offers to parents/guardians three separate learning models:

- Full-time face-to-face instruction at every school, with the exception of Nevada Learning Academy at CCSD, the District’s virtual school.
 - Full-time distance education at any school with enough participation for the principal to staff the program, and available to all students at Nevada Learning Academy at CCSD, the District’s virtual school.
 - Secondary schools may implement a STAR-On program that incorporates both a face-to-face instructional model and a distance education instructional model within the STAR-On program for students. Students are able to remain enrolled in the school instead of an assignment to an off-site behavioral program through a STAR-On program at the school.
 - Hybrid instruction (on a limited basis).
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Requirement: In implementing Path Forward Programs of Distance Education, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity, or plan to provide accommodations for students without access to such technology. (Guidance Memo 21-02)

CCSD will continue to support a 1:1 environment in which every student is provided with a District-owned device, regardless of the learning model in which the student is enrolled. CCSD purchased additional Chromebooks and iPads in order to supplement existing school inventory for issuing a device to every student expressing a need. A limited number of devices will be maintained centrally for enrollment increases, replacements, and emergency needs as inventory is available.

CCSD will subsidize Internet connections for families without in-home Internet connectivity who meet certain eligibility requirements during the 2021-2022 school year through the use of hotspots that additionally provide the appropriate Children’s Internet Protection Act (CIPA) and E-rate required content filtering technology. In support of this program, a Family Support Center will be available for families to contact during the school year.

To qualify for this program, all of the following must be true:

- During online registration for the 2021-2022 school year, the family expressed that they do not currently have reliable home Internet connectivity.
- The family has at least one student enrolled full time in CCSD, including Pre-Kindergarten (Pre-K)-12 or Adult Education.
- The family has a financial hardship as demonstrated by any of the following:
 - Received subsidized connectivity through Connecting Kids Nevada during the 2020-2021 school year.

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- Experiencing housing insecurity (e.g., homeless, live in public housing, shelters, weekly rentals).
 - Receiving public assistance (e.g., WIC, SNAP, TANIF).
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Requirements: Any district or charter school student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance education. All county school district students must have an ability to access and participate in distance education at the request of their parent/guardian through a process to be established by the district. (Guidance Memo 21-02)

All students may participate in full-time distance education, either at their assigned/zoned school (if enough students registered for the principal to be able to staff a program) or at the Nevada Learning Academy at CCSD, the District's K-12 online school or online Pre-K program. Some schools not able to offer a strictly full-time distance education program are collaborating with other schools to offer a joint distance education or hybrid education program. Some courses/classes are not offered through full-time distance education at assigned/zoned schools, such as hands-on performing arts or career and technical education programs.

The following criteria was used to determine that a course will not be provided via distance education at assigned/zoned schools:

- Courses that do not have resources or online content available.
- Performance-based courses (fine arts) - Distance education does not allow students to develop essential ensemble skills, such as balance, blend, and intonation. Additionally, small-dimension performance skills cannot be addressed accurately through digital media. For this reason, performance-based courses will not be available through distance education.
- Due to potential safety concerns with students' health conditions and the participation in physical education courses through a full-time distance education environment, it is recommended that students meet the physical education graduation requirements through Personal Fitness and Wellness I and II through the Nevada Learning Academy at CCSD.
- Site-specific courses may only be offered via distance education for students enrolled in that school and in consideration of staffing, i.e., International Baccalaureate (IB), Middle Years Programme (MYP), and Academy of Mathematics, Science, and Applied Technology (AMSAT).

At the time of registration for the 2021-2022 school year, parents/guardians were provided with the option to select either full-time distance education or full-time face-to-face instruction for each student. Guidance materials were provided in English, Spanish, and Tagalog to help parents/guardians through the decision. Guidance included:

- Characteristics of Successful Online Learners
- Considerations for Selecting Full-Time Distance Education
 - Interventions and supports for students struggling with distance education
 - Required face-to-face attendance for certain assessments, activities, Individualized Education Program (IEP), and related services
 - Expectations for student participation
 - Guidance for accessing free and reduced lunch for qualified students

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- Expectations for Distance Education Learners
 - Attendance
 - Communication
 - Academic Requirements
- Supports for Distance Education Learners
 - Student Role
 - Parent/Guardian Role
- Sample Schedule for Distance Education Learners

At assigned/zoned schools, all full-time distance education requests are subject to approval by the school principal, based on previous positive attendance and grades. Parents/Guardians of students not successful at full-time distance education were encouraged to enroll their student in face-to-face instruction at the home school; however, they still had the option to enroll the student in the Nevada Learning Academy at CCSD.

Parents/Guardians were informed at the point of registration that students selecting full-time distance education may be required to remain in full-time distance education for the entire academic school year; however, the best interests of each student will be the determining factor in any case.

Requirement: A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or Internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means (e.g., home visit) once per week and maintain a record of attempts. (Guidance Memo 21-02)

Students participating in full-time distance education at their assigned/zoned school will participate daily in synchronous and asynchronous learning activities.

- Elementary school students will engage in a combination of all real-time sessions; digital lessons; small-group learning; and intervention and acceleration opportunities in reading, language arts, writing, mathematics, science, and social studies. Students in Grades Kindergarten (K)-2 will engage in a minimum of 60-90 minutes of real-time sessions per day. Students in Grades 3-5 will engage in a minimum of 90-120 minutes of real-time sessions per day. Students may need to attend additional small-group instruction depending on the academic progress of each student.
- Secondary students will engage in a combination of all real-time sessions, digital lessons, small-group learning, and intervention and acceleration opportunities in all courses. Students will engage in a minimum of 60-90 minutes of real-time sessions per week per course. Depending on the school, students may have six to eight courses. Students may need to attend additional small-group instruction depending on the academic progress of each student.

All full-time distance education students are required to attend the full duration of all real-time sessions with their cameras on throughout the sessions and must be available for all real-time sessions during the school's instructional day. Students may use a blurred background feature when participating in real-time sessions.

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Two-way communication with the student's teacher(s) is essential. Each teacher will provide contact information and schedule virtual office hours. Parents/Guardians and students are encouraged to use this time to discuss academic progress and student engagement. School counselors are also readily available to support families.

Requirement: The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans. (Guidance Memo 21-02)

CCSD's Language Development Approach will continue to support English language learners (ELLs) by preparing all educators to effectively provide instruction focused on teaching content and language simultaneously during distance education. Personnel in the English Language Learner Division provide practical guidance regarding the obligations extended to ELLs during distance education. This guidance aligns to the information provided by the Nevada Department of Education regarding responsibility and accountability for ELLs during distance education, that requires CCSD to:

- Provide services for ELLs during this period of time.
- Consider and deliver services for ELLs to meet their English language development and academic achievement needs.
- Communicate proactively with the parents/guardians of ELLs during school closures on this and other related matters impacting students.

CCSD will 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. Professional learning, Region support, and technical assistance will be provided to educators to meet the diverse needs of identified students. Parents/Guardians who selected distance education by the May 21, 2021, deadline, for the 2021-2022 school year will have the opportunity to receive instruction at the Nevada Learning Academy at CCSD if their student's assigned/zoned school is not offering distance education. If the parent/guardian determines that their student needs to return to face-to-face instruction, the student may be reassigned to another site that has space and program availability. All students with disabilities or a Section 504 Accommodation Plan:

- Will receive the services or accommodations outlined in their IEPs or Section 504 Accommodation Plans.
 - Will continue to collect on-going, progress-monitoring data and document time spent addressing students' goals, as is standard practice.
 - Will continue to communicate proactively with the parent/guardian regarding their student's needs, as is standard practice.
 - Will continue to receive services during the school year. A student who is participating in distance education will receive his/her related services virtually but if the parent/guardian prefers in-person services that will also be an option in lieu of virtual to receive services at an identified CCSD location.
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Requirement: Licensed teachers and/or licensed substitutes must be accessible to students through the Internet or by telephone during the school's regularly scheduled instructional hours. (Guidance Memo 21-02)

Two-way communication with the student's teacher(s) is essential. Each teacher will provide contact information and schedule virtual office hours. Parents/Guardians and students are encouraged to use this time to discuss academic progress and student engagement. School counselors are also readily available to support families.

Requirement: Students participating in distance education must receive access to the nutrition services to which they are entitled. (Guidance Memo 21-02)

For the 2021-2022 school year, breakfast and lunch are available at no cost to all students.

The District will provide free school meals to all children 2-18 years of age through the 2021-2022 school year. Meals will be distributed under the Seamless Summer Option (SSO) guidelines outlined by the United States Department of Agriculture (USDA).

Students participating in distance education may pick up meals at select distribution locations during designated times.

Hours of Operation:

Service will begin approximately 15-30 minutes after the school dismissal for one hour.

Days of Operation:

Wednesday - three days worth of meals will be handed out

Friday - two days worth of meals will be handed out

Requirement: Districts and schools must use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system. (Guidance Memo 21-02)

Teachers are required (NAC 387.165 and NAC 387.171) to take attendance daily. Daily attendance must be taken in Infinite Campus, the state designated student information system for class record books. Traditional attendance coding of P: Present, A: Absent, or T: Tardy will be utilized and enabled during face-to-face instruction at the school site. For face-to-face instruction, determinations of student absent, present, and tardy status are made in accordance with CCSD Regulation 5113, Section I and II.

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During distance education, teachers will utilize 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 class/course based on the definitions below.

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

Requirement: The requirement clarifies that an LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the Centers for Disease Control and Prevention's (CDC) safety recommendations including:

- **Universal and correct wearing of masks;**
- **Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);**
- **Handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;**
- **Diagnostic and screening testing;**
- **Efforts to provide vaccinations to school communities;**
- **Appropriate accommodations for children with disabilities with respect to health and safety policies; and**
- **Coordination with State and local health officials. (Interim Final Guidance)**

CCSD has established systems and processes to address each of the CDC’s safety recommendations, in consultation with the Southern Nevada Health District (SNHD) and in consideration of state and local requirements and guidance, as described in the following table.

Category	Clark County School District Plans and Procedures
Universal and correct wearing of masks	<p>Based upon the approval of the SNHD, alignment with Directives 044, 045, <u>and 048</u> from the State of Nevada, and collaboration with local and state officials, CCSD implemented the following adjustments to the mask policy effective June 1, 2021:</p> <ul style="list-style-type: none"> ● All staff who are fully vaccinated are not required to wear a mask on District sites and/or at District-sponsored events, excluding graduation ceremonies. ● All staff are required to wear masks on school buses. <p>The following is required for students:</p> <ul style="list-style-type: none"> ● Masks are optional for students in Pre-K through Grade 3. ● Masks are required for students in Grades 4 and 5. ● Masks are optional for students in Grades 6 through 12 who have been fully vaccinated. ● All students are required to wear a mask while on a school bus. <p><u>With the exception of those attending outdoor sporting events</u>, any student or staff, regardless of their age and regardless of their vaccination status, who are outside do not have to wear a mask.</p>

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	<p>Masks are required for all attendees and students who participate in or attend graduation ceremonies.</p> <p>As community health conditions improve, these recommendations may be relaxed if allowed under state and local guidance. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.</p> <p><u>All schools have been provided with guidance that requires face masks to cover the individual’s face from the bridge of the nose to snugly under the chin and fit snugly against the sides of the face with no gaps for air to enter or exit.</u></p>
<p>Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)</p>	<p>As local guidelines no longer restrict capacity to account for COVID-19, capacity limits will revert to the maximum allowed by fire code. If local health recommendations change, CCSD will adjust to ensure capacity limits account for appropriate social distancing.</p> <p>At this time, CCSD recommends that, wherever possible, students in the cafeteria, multipurpose rooms, auditoriums, and other large common areas practice six feet of social distancing between peers and adults. In circumstances of limited capacity where students can only practice three feet of social distancing, the following is implemented:</p> <ul style="list-style-type: none"> ● Students are seated with peers who they are seated with during the instructional day to limit additional student exposure. ● Students are transitioned out of the cafeteria or multipurpose room as soon as possible to the alternate location to maintain social distancing. ● Seating charts are maintained with the most up-to-date information. <p>The health office has been established at every school for 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 are handled in the health office to prevent possible cross-exposure risk with sick students.</p> <p>An area for students with possible COVID-19 symptoms has been established at every school away from the health office. The sick room is 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 is 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 are medically cleared and fit-tested for an N95 respirator.</p>

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	<p>As community health conditions improve, these recommendations may be relaxed. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.</p>
<p>Handwashing and respiratory etiquette</p>	<p>Staff and students are encouraged to wash <u>for at least 20 seconds</u> or sanitize hands regularly, especially before and after check-in procedures, between classes or activities, and when working with children or supplies.</p> <p>When handwashing stations are not readily available, the use of hand sanitizer should be encouraged. Students and staff are encouraged to wash hands/use hand sanitizer often, such as:</p> <ul style="list-style-type: none"> ● 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). <p>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 personal protective equipment may also be required but does not require all the steps for the Respiratory Protection Program.</p> <p>The training and fit test is brand specific to the N95 respirator 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 should a request for proof of compliance with the program be made.</p>
<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>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 perform light duty activities in each classroom and common area throughout the facility on a daily basis. Enhanced cleaning with VirexTB occurs at the discretion of the principal in consultation with the head custodian/building manager, as needed.</p> <p>In addition to performing regular maintenance and repairs to heating, ventilation, and air conditioning (HVAC) equipment, CCSD has taken proactive actions to</p>

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	<p>ensure HVAC systems are functioning properly to maintain a healthy educational environment. Air filters have been changed at all schools and continue to be changed as recommended by the manufacturer. Heating and cooling coils have been cleaned to improve air flow and ventilation rates. HVAC systems have been inspected to verify outdoor air intakes are working, and where possible outdoor air intake rates have been increased.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>CCSD works closely with the SNHD to prevent the spread of disease in schools and to monitor any outbreaks or community spread. Contact tracing is part of the process of supporting patients with suspected or confirmed infection. In contact tracing, the school nurse and the 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, schools and bus drivers must maintain seating charts to determine close contacts.</p> <p>The school and the SNHD staff will notify exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible. Notification to the families of students recommended for quarantine, including telephone calls and letters home, is made by the school administration. Letters of notification for parents/guardians and school communities are distributed by the school administration.</p> <p>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.</p> <p>CCSD collaborates with the SNHD weekly to discuss School Reopening Criteria and to determine any changes to quarantine requirements.</p>
<p>Diagnostic and screening testing</p>	<p>CCSD will continue a daily symptom check in for all employees using the eMocha system for monitoring employee’s daily symptoms, exposure, or positive lab results for COVID-19. A nurse call line is in place to answer questions, provide information to staff and administrators, and also offer staff testing opportunities that can be provided to employees at no charge. Information will continue to be provided as implementation progresses.</p> <p><u>Testing services including</u> BinaxNOW rapid testing and RT-PCR testing for both symptomatic and exposed students and staff will be offered at multiple CCSD designated locations across the District to include rural locations. In addition,</p>

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	<p>anticipation of testing services using mobile van capabilities to reach areas of need or outbreak are under development for the 2021-2022 school year. Upon entering a CCSD facility, visitors complete a Visitor Questionnaire and Acknowledgement, which includes a symptom self-check form. All visitor questionnaires are retained and kept confidential by site administration for a period of one year.</p> <p><u>Schools have been instructed to provide parents/guardians with guidance to check for symptoms/conditions prior to sending a student to school and, if a student shows any symptoms/conditions, to keep the student at home and contact their medical provider. Guidance includes five questions to ask daily before sending their student to school. These questions all relate to the signs and symptoms of COVID-19 described by the CDC.</u></p> <p><u>In addition, the District has established a COVID-19 Parent/Guardian Hotline available Monday through Friday from 8:00 a.m. to 4:00 p.m. and can be reached by calling 702-799-4322.</u></p> <p><u>Parents/Guardians are asked to call the hotline to report their student's positive COVID test result, recent exposure to a COVID positive individual or possible COVID symptoms. The call center has English and Spanish-speaking staff available.</u></p>
<p>Efforts to provide vaccinations to school communities</p>	<p><u>Vaccination centers are currently available</u> in collaboration with the SNHD and other community partners to provide vaccination opportunities for students and staff and the school community after school hours utilizing school facilities. Outside community vaccine opportunities are also advertised on the CCSD website and through parent/guardian messaging.</p>
<p>Appropriate accommodations for children with disabilities with respect to health and safety policies</p>	<p>With regard to medically fragile student populations, IEP teams work with the school nurse, licensed health care provider, and parent/guardian to determine if it is in the best interest of the child to return to school.</p> <p>Students with immunosuppression may be at increased risk during an outbreak of COVID-19 because they are at high risk for health complications.</p>
<p>Coordination with State and local health officials</p>	<p>CCSD collaborates with the SNHD weekly to discuss School Reopening Criteria and determine any changes to quarantine requirements.</p>

Requirement: The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional,

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mental health and other needs, which may include student health and food services. (Interim Final Guidance)

Academic Needs

Canvas is the adopted learning management system for CCSD. All teachers, including teachers providing full-time distance education and face-to-face instruction, will utilize this platform as an instructional tool and resource to provide consistency for students and parents/guardians. The established expectations will promote CCSD consistency focusing on organization, assessment, instruction, and support. Google Classroom may still be utilized by teachers; however, Google Classroom may not be utilized between teachers and students.

Technology will be utilized to leverage opportunities to support student learning. Canvas will be utilized to provide authentic learning experiences and allow students the opportunity to showcase their understanding of grade-level content. When students are afforded quality digital learning experiences, teachers are then able to maximize small-group instructional opportunities to support students and accelerate learning.

Canvas will be utilized as the primary source for student assessment. The assessment feature mimics the SMARTER Balanced Assessment items and connects seamlessly with the Infinite Campus grade portal, providing accurate reporting to students and parents/guardians.

In order to determine students' academic needs as a result of the COVID-19 pandemic and provide instructional support, MAP Growth will be administered for Grades K-10. Students will participate in the fall, winter, and spring test administrations. Students in Grades K-5 will participate in the reading and mathematics assessments. Students in Grades 6-10 will participate in the reading and mathematics assessments. 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.

Providing essential and timely support is critical to the success of teachers and students with the implementation of Canvas. CCSD provides varied professional learning opportunities to support the differentiated needs of teachers and staff.

Social-Emotional Needs

The Multidisciplinary Leadership Teams (MLT) serve as the site-based team assisting students in need of mental health support. By using academic, attendance, and behavior information, the team focuses on students who may require immediate support. Additionally, a universal screener (Panorama) is used to also identify students in need throughout the school year. Combining all of the aforementioned data points allows for the MLT members to stay focused on the tiered needs and supports of students. Finally, other outside resources are planned to be used to ensure tracking of referrals and "warm handoffs" to outside agencies provided by school counselors, social workers, and other members of the MLT teams at schools. The tracking of referrals or shepherding to outside entities through a concierge model will assist with optimizing response time for families and ensure a more efficient approach with the site-level mental health professionals' role so that they are able to devote more time to the students in need.

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The District has partnered with Care Solace for mental health care coordination services for students, employees, and families, at no cost to the individual. Care Solace provides students and staff with a streamline process to find mental health providers. Paired with other mental health resources, like the Beacon Alerts and GoGuardian, Care Solace will expand the safety net available to families to offer additional support services. Care Solace provides a Care Companion™ team that can quickly and confidentially find available providers in the community. Care Solace also equips school systems with a customized online tool that gives community members a way to anonymously search for community-based providers matched to their needs. They help families with private insurance, Medicaid, and no insurance and are available 24/7/365 in any language.

Also, the Life Connection Employee Assistance and Worklife Program is available to all CCSD employees including Support Professionals, Police, Police Administrators, and Licensed Professionals and Administrators. This program connects employees to mental health and counseling services in addition to work-life consultations and resources. The program is designed to be your single point of contact for all life management needs and is available free of charge to all eligible CCSD employees and members of their households.

Health

CCSD has multiple testing sites throughout the District for staff and students who are exposed and symptomatic to participate in volunteer testing. Staff and students will also be allowed to participate in vaccinations at designated locations.

Each school will be required to maintain a well room for daily health needs and a sick room for students who appear to display COVID-19 symptoms. These two locations have an additional air purifier to assist with any possible droplets in the air. Students and their families are encouraged to follow the daily symptom check prior to leaving their home daily to eliminate potential exposures before arriving on campus.

Visitors will be required to sign in daily as soon as they arrive to assist with contact tracing. Additionally, all school and transportation staff are required to maintain accurate seating charts to assist in contact tracing and notification. If individuals are fully vaccinated and not experiencing symptoms, they will not be required to be quarantined but will have the opportunity to participate in the voluntary testing sites, if desired.

If the positivity rate remains at to five percent or more, CCSD will maintain mandatory COVID-19 testing based on the SNHD recommendations.

Mitigating strategies have also been implemented on school buses for students and adults:

- Bus Air Flow
 - Increased air flow through the bus is recommended to mitigate exposure. To increase external air flow, in addition to the air conditioning air flow from rear main intake to overhead vents above each seat, drivers will open the roof hatches and lower two front and two rear windows by approximately two inches.
- Bus Cleaning

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- Bus drivers and aides will utilize approved disinfectant wipes on handrails, door frames, the top of seats, and other frequently touched surfaces between each run and at the end of each day.
- Nightly disinfecting will occur. A thorough disinfection process will take place each night to cover all interior surfaces of the bus.
- Bus Loading/Unloading and Seating Protocols
 - 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 based on loading/unloading order to avoid students walking past each other and for contact tracing purposes.
 - The seat behind and across from the driver will remain clear of students.
- Expectations
 - 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.
 - Expectations for drivers, students and parents/guardians, and schools related to maintaining safe protocols while using transportation have been established and communicated.

Nutrition

Breakfast and lunch are available for all students at no cost. CCSD received updated waivers from the United States Department of Agriculture (USDA) and will be able to provide free school meals for all children two to 18 years of age through the 2021-2022 school year. Meals will be distributed during designated school service times under the Seamless Summer Option (SSO) guidelines outlined by the USDA.

The CCSD Food Service website, ccsd.net/foodservice, provides the District's nutrition policy, as well as the approved snack and beverage list. The site also links to the digital platform where the school menus and nutrition details can be found: ccsd.nutrislice.com.

Requirement: An LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan until September 30, 2023. The LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months. The revised plan must address each of the aspects of safety currently recommended by the CDC. (Interim Final Guidance)

The development of this plan was informed by many hours of feedback from stakeholders throughout the community. As the reopening plans for the 2020-2021 school year were required to be approved by the Board of School Trustees, all recommendations were presented in a public Board meeting with much input from parents/guardians, students, teachers, principals, community members, elected officials, and representatives of community groups serving a wide variety of stakeholders. Though individual opinion on aspects of reopening schools varied greatly, the overwhelming feedback from our community has been clear: open schools while keeping our students and staff healthy and safe.

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In addition, this plan was presented to the Board of School Trustees in a public meeting to encourage and allow for public comment before submission.

Moving forward, CCSD is partnering with community leaders in The Public Education Foundation and Opportunity 180 on the *Focus on the Future for Kids: Community Input Initiative*.

The first step of the *Focus on the Future for Kids: Community Input Initiative* is to gather community input on the Elementary and Secondary School Emergency Relief (ESSER III) federal funds provided to CCSD through the ARP. Input received will:

- Be reported to the public, and to our state and municipal partners, so that federal dollars allocated to improve student achievement are spent in a way to maximize impact for kids.
- Provide a community-informed, kids-first agenda to allocate CCSD's federal funds and other future community investments.
- Serve as the basis of a refresh to Focus: 2024 so it is aligned with updated priorities due to the impact of the pandemic.
- Establish a new approach to collecting community input and ensuring thoughtful integration of community priorities into CCSD planning.

In collaboration with a small planning team, CCSD will coordinate the efforts of a broad range of community partners to collect and organize input directly from their constituencies and members. Among other questions, we will ask, "What should be true for our kids once these funds have been deployed?"

Leveraging community partners to conduct the input sessions will increase the degree of authentic participation. The planning team will provide a Ready. Set. Reimagine. Community Input Toolkit with technical assistance (as requested) to community partners so that input is gathered in a consistent way and can be provided to the public.

Superintendent Dr. Jesus F. Jara will partner with the CCSD Board of Trustees, local municipal leaders, and state leaders to build buy-in and identify opportunities for coordination of resources as the District develops a final spending plan and set of proposed outcomes based on community feedback.

The use of federal funds will be Phase 1 in a minimum of a three-phase input process to create and implement a shared community vision for our schools:

- Phase 1A: Planning, External Alignment, and Internal Communication
(May 28, 2021 - July 2, 2021)
- Phase 1B: Federal Funds Community Input and Report Out
(July 5, 2021 - September 10, 2021)
- Phase 2: Implementation Status and Plan Refresh
(March 2022 - May 2022)
- Phase 3: What's Next in CCSD Education?
(September 2022 - November 2022)

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This process will allow for the continual review of input from our community, allowing CCSD to prepare and post on the District's website any revisions to this plan no later than:

- December 15, 2021
 - July 15, 2022
 - December 15, 2022
 - July 15, 2023
-

Requirement: The plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. (Interim Final Guidance)

This document will be translated into Spanish and will be provided in alternative formats if requested.
