

ELKO COUNTY SCHOOL DISTRICT

FULL-TIME DISTANCE EDUCATION

2020-2021

1ST QUARTER

GUIDING PRINCIPLES

- ENSURE THE SAFETY AND WELL BEING OF ALL STUDENTS AND EMPLOYEES.
- PROMOTE EQUITY AND ACCESSIBILITY TO LEARNING FOR ALL STUDENTS.
- PROVIDE INSTRUCTIONAL DELIVERY SYSTEMS TO MEET THE NEEDS OF ALL STUDENTS.
- FOSTER POSITIVE RELATIONSHIPS AND INTERACTIONS.

TRANSITIONING BETWEEN MULTIPLE POTENTIAL REOPENING SCENARIOS

THE BOARD OF SCHOOL TRUSTEES VOTED ON AUGUST 18, 2020, TO REOPEN SCHOOLS IN A FULL-TIME DISTANCE EDUCATION MODEL FOR THE 1ST QUARTER OF THE SCHOOL YEAR (SEPTEMBER 8 – OCTOBER 29):

- THE DISTRICT WILL CONTINUOUSLY MONITOR STATE MANDATED RESTRICTIONS AND ELKO COUNTY's COVID-19 METRICS THROUGHOUT THIS TIME PERIOD.
- UPDATES RELATED TO HEALTH AND WELLNESS WILL BE PROVIDED TO THE BOARD OF TRUSTEES AT REGULAR INTERVALS
- DECISIONS REGARDING TRANSITIONS WILL BE BASED UPON AN ANALYSIS OF MULTIPLE CRITERIA TO INCLUDE CURRENT STATE MANDATED RESTRICTIONS AND ELKO COUNTY COVID-19 METRICS AT THE END OF WEEK SEVEN (OCTOBER 16). IN THE EVENT THAT STATE MANDATED RESTRICTIONS AND COUNTY METRICS REMAIN CONSTANT OR BECOME WORSE, THE DISTRICT MAY MAINTAIN ITS FULL-TIME DISTANCE EDUCATION MODEL FOR THE 2ND QUARTER (NOVEMBER 3 – JANUARY 21), WITH ANOTHER STATUS ASSESSMENT AT WEEK 16 (JANUARY 8).
- THE DISTRICT WILL BE PREPARED TO SHIFT TO A HYBRID OR FACE-TO-FACE LEARNING MODEL IN THE EVENT THAT STATE MANDATED RESTRICTIONS ARE RELIEVED AND METRICS IMPROVE TO A LEVEL ALLOWING FOR A SAFE TRANSITION AT QUARTERLY INTERVALS.
- SHOULD THE DECISION BE MADE TO TRANSITION TO HYBRID LEARNING OR FACE-TO-FACE INSTRUCTION FOR ALL STUDENTS AT A FUTURE DATE, ADDITIONAL GUIDANCE WILL BE PROVIDED.

TRANSITIONING BETWEEN MULTIPLE POTENTIAL REOPENING SCENARIOS, CONT.

WHY QUARTERLY INTERVALS FOR POSSIBLE TRANSITION?

- ESTABLISHES PLANNING CONTINUITY FOR STUDENTS, PARENTS, TEACHERS AND ADMINISTRATORS IN ALIGNMENT WITH THE ESTABLISHED SCHOOL CALENDAR.
 - PROVIDES THE OPPORTUNITY TO RE-VISIT AND REFINE THE HYBRID MODEL TO BE BETTER IMPLEMENTED IN ECSD SCHOOLS AS A TRANSITION FROM FULL DISTANCE LEARNING.
- ESTABLISHES UN-INTERRUPTED LEARNING MODEL FOR THE DURATION OF A GRADING PERIOD ALLOWING FOR GRADING AND ACHIEVEMENT ACCURACY.
- ALLOWS FOR THE DEVELOPMENT OF A STRUCTURED SCHEDULE FOR TEACHERS TO PARTICIPATE IN COLLABORATIVE LESSON PLANNING AND PROFESSIONAL LEARNING UTILIZING PARTNERS SUCH AS NNRPDP.

COMPONENTS OF DISTANCE EDUCATION

FULL-TIME DISTANCE EDUCATION REQUIRES THAT ALL LEARNING TAKE PLACE OUTSIDE OF THE SCHOOL BUILDINGS AT THIS TIME, WITH OPPORTUNITIES FOR ONLINE INSTRUCTION AND TIMES OF INDEPENDENT STUDY. ECSD'S FULL-TIME DISTANCE EDUCATION MODEL SUPPORTS STUDENTS, FAMILIES, AND EDUCATORS THROUGH THE FOLLOWING COMPONENTS:

- THE CANVAS LEARNING MANAGEMENT SYSTEM (LMS) IS AN ONLINE PLATFORM THAT HELPS WITH THE DELIVERY OF INSTRUCTION, RESOURCES, AND OTHER TOOLS TO ASSIST WITH DISTANCE EDUCATION. WITH AN LMS, STUDENTS CAN ACCESS IT AT ANYTIME AND ANYWHERE.
- GOOGLE CLASSROOM: IS AN ONLINE PLATFORM THAT HELPS WITH THE DELIVERY OF INSTRUCTION, RESOURCES, AND OTHER TOOLS TO ASSIST WITH DISTANCE EDUCATION. STUDENTS CAN ACCESS THIS PLATFORM IN THE SAME MANNER AS CANVAS.
- TWO-WEEK INSTRUCTIONAL PLANS UTILIZING PLAYLISTS - THIS IS A PLAN TO STRUCTURE STUDENT LEARNING AND COMMUNICATE SCHEDULES AND DISTANCE EDUCATION REQUIREMENTS FOR STUDENTS. THE PLANS WILL OUTLINE LEARNING TIMES THAT MAY OCCUR WITH THE ENTIRE CLASS (SYNCHRONOUS) OR INDIVIDUAL LEARNING (ASYNCHRONOUS) ALONG WITH OTHER SUPPORTS FOR STUDENTS AND FAMILIES.
- SYNCHRONOUS INSTRUCTION - WITH THIS TYPE OF INSTRUCTION, LEARNING IS HAPPENING IN REAL TIME FOR STUDENTS. THIS INCLUDES VIDEO CONFERENCING LESSONS, LIVE WEBINARS, INTERACTIVE LIVE CHAT DISCUSSIONS, VIRTUAL, AND FACE-TO-FACE INSTRUCTION.
- ASYNCHRONOUS INSTRUCTION - IN THIS TYPE OF 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.

COMPONENTS OF DISTANCE EDUCATION, CONT.

- VIDEO CONFERENCING - CREATING LIVE AUDIO AND VIDEO CONNECTIONS BETWEEN MULTIPLE STUDENTS. GOOGLE MEET IS USED TO CONDUCT STUDENT-BASED, VIDEO CONFERENCING EXPERIENCES.
- AUDIO CONFERENCING - WHILE ONLINE MEETING PLATFORMS MAY BE USED DURING DISTANCE EDUCATION, TELEPHONIC CONFERENCE CALLS WITH MULTIPLE STUDENTS MAY OCCUR TO OPTIMIZE ACCESS AND INSTRUCTION. ONLINE MEETING PLATFORM ATTENDANCE WITHOUT THE VIDEO FUNCTION IS AUDIO CONFERENCING.
- VIRTUAL OFFICE HOURS - DEDICATED BLOCKS OF TIMES WHEN EDUCATORS PROVIDE ONE-TO-ONE INTERACTIONS WITH STUDENTS/GUARDIANS TO SUPPORT INDIVIDUALIZED INSTRUCTION AND CLARIFICATION SEEKING EFFORTS FROM STUDENTS AND FAMILIES REGARDING COURSE CONTENT AND ASYNCHRONOUS ASSIGNMENTS. VIRTUAL OFFICE HOURS MAY OCCUR THROUGH VIDEO OR AUDIO CONFERENCING METHODS, GOOGLE HANGOUT, OR DISTRICT PROVIDED GOOGLE EMAIL.
- WELLNESS CHECKS - LICENSED PROFESSIONALS WILL ESTABLISH TIMES FOR STUDENT AND FAMILY CHECK-IN PROTOCOLS. THE WELLNESS CHECK-IN PROCESS MAY OCCUR VIRTUALLY OR IN-PERSON TO DETERMINE STUDENT ACADEMIC, SOCIAL EMOTIONAL, OR HEALTH NEEDS. THIS PROCESS IS INTENDED TO OPTIMIZE THE GENERAL WELL-BEING OF STUDENTS INVOLVED IN DISTANCE EDUCATION. THE PROCESS MAY ALSO EVALUATE AND ADDRESS ISSUES WITH CONNECTIVITY AND TECHNOLOGY ACCESS. WELLNESS CHECKS WILL BE PROVIDED BY COUNSELORS, SOCIAL WORKERS, NURSES, COMMUNITIES IN SCHOOLS, THE ECSD FAMILY ENGAGEMENT CENTER, AND SRO's

STUDENT CLASS SCHEDULES

- EACH CHILD'S SCHEDULE WILL BE DETERMINED AND COMMUNICATED BY THE SCHOOL STAFF, INCLUDING A TWO-WEEK INSTRUCTIONAL PLAN.
- DISTANCE EDUCATION INVOLVES A COMMITMENT FROM STUDENTS AND FAMILIES TO MEET THE LEARNING STANDARDS. THE COMPONENTS OF DISTANCE EDUCATION, SUCH AS SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION, AUDIO OR VIDEO CONFERENCING, GOOGLE CLASSROOM, CANVAS, VIRTUAL OFFICE HOURS, TWO-WEEK INSTRUCTIONAL PLANS, AND WELLNESS CHECKS SERVE AS STRUCTURES TO PROVIDE AND PROMOTE STUDENTS' LEARNING WITHIN WHOLE-GROUP INSTRUCTION, SMALL-GROUP INSTRUCTION, AND ONE-ON-ONE INSTRUCTION.
- ALL SYNCHRONOUS (REAL-TIME LEARNING) SESSIONS WILL BE RECORDED TO ASSIST STUDENTS AND FAMILIES WITH POTENTIAL SCHEDULE CHALLENGES AND PROMOTE MASTERY OF SKILLS AND CONCEPTS.

STUDENT CLASS SCHEDULES, CONT.

<u>LEVEL</u>	<u>SYNCHRONOUS LEARNING</u>
PRIMARY (GRADES PREK-2)	60 - 90 MINUTES PER DAY
INTERMEDIATE (GRADES 3-5 (OR 6))	90 - 120 MINUTES PER DAY
MIDDLE (GRADES 6 (OR 7) -8)	60-90 MINUTES PER WEEK PER COURSE
HIGH (GRADES 9-12)	60 -90 MINUTES PER WEEK PER COURSE

- THE OTHER COMPONENTS OF THE INSTRUCTIONAL DAY FOR STUDENTS WILL BE THOUGHTFULLY PLANNED TO INCLUDE ASYNCHRONOUS INSTRUCTION (INDEPENDENT LEARNING), INCLUDING INDEPENDENT WORK, PAPER CORRESPONDENCE, USE OF ONLINE TOOLS AND RESOURCES FOR INSTRUCTION, AND GROUP WORK.
- INSTRUCTIONAL SCHEDULES FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPs) MUST MEET THE INSTRUCTIONAL REQUIREMENTS AND STRUCTURES ESTABLISHED IN EACH STUDENT'S IEP. INSTRUCTION FOR STUDENTS WITH SECTION 504 ACCOMMODATION PLANS MUST INCLUDE REQUIRED ACCOMMODATIONS. INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (ELLs) MUST PROMOTE CONCEPT AND SKILL DEVELOPMENT AND LANGUAGE ACQUISITION.

ASSESSMENT AND STUDENT DATA

STUDENTS WILL BE PARTICIPATING IN ASSESSMENTS REMOTELY DURING DISTANCE EDUCATION TO ENSURE CRITICAL INFORMATION ABOUT STUDENT PROGRESS IS SHARED WITH EDUCATORS AND FAMILIES TO INFORM NEXT STEPS IN LEARNING.

- ASSESSMENT IS AN IMPORTANT PART OF TEACHING AND LEARNING. IT HELPS US GET INFORMATION ON WHAT STUDENTS ARE READY TO LEARN AND IF THERE ARE ANY SKILLS THEY NEED EXTRA HELP WITH. THERE ARE TWO TYPES OF ASSESSMENTS EDUCATORS USE - FORMATIVE AND SUMMATIVE.
- FORMATIVE ASSESSMENT: WORK THAT YOUR CHILD DOES AS THEY ARE LEARNING NEW SKILLS. TEACHERS AND FAMILIES CAN MONITOR A CHILD'S PROGRESS AND GATHER INFORMATION TO HELP THE CHILD GROW ALONG THE LEARNING JOURNEY. THESE ARE LOW STAKES AND SHOULD BE USED TO MONITOR LEARNING. PARENTS/GUARDIANS CAN USE THIS INFORMATION TO WORK WITH THEIR CHILD ON FILLING THE GAPS IN LEARNING BEFORE THE SUMMATIVE ASSESSMENT IS GIVEN. EXAMPLES: DISCUSSIONS ON GOOGLE MEET, COMPREHENSION QUESTIONS AFTER READING A BOOK, OR PRACTICE PROBLEMS.
- SUMMATIVE ASSESSMENT: WORK THAT YOUR CHILD DOES WHEN THEY ARE READY TO SHOW THEY LEARNED A NEW GRADE LEVEL SKILL. TEACHERS CAN USE THESE RESULTS TO GIVE GRADES. FAMILIES CAN USE THIS INFORMATION TO CHECK THAT THEIR CHILD IS ON TRACK FOR THE NEXT GRADE LEVEL OR CHECK FOR COLLEGE AND CAREER READINESS. EXAMPLES: PERFORMANCE TASKS WHERE STUDENTS SHOW WHAT THEY HAVE LEARNED BY TRANSFERRING THEIR KNOWLEDGE TO AN AUTHENTIC REAL-WORLD SITUATION, A SELECTED-RESPONSE TEST, OR AN INTERVIEW.

ASSESSMENT AND STUDENT DATA, CONT.

MAP GROWTH

- AS PRESCRIBED IN THE MINIMUM REQUIREMENTS FOR DISTANCE EDUCATION PLANS ESTABLISHED BY THE NEVADA DEPARTMENT OF EDUCATION, SCHOOL DISTRICTS MUST DETERMINE STUDENTS' ACADEMIC NEEDS AS A RESULT OF THE COVID-19 PANDEMIC AND PROVIDE SUPPORT AS NECESSARY. THEREFORE, MAP GROWTH WILL BE ADMINISTERED REMOTELY FOR STUDENTS IN GRADES K-6.
- ELEMENTARY SCHOOLS:
 - STUDENTS IN GRADES K-6 WILL PARTICIPATE IN THE READING AND MATHEMATICS ASSESSMENTS.
 - STUDENTS WILL PARTICIPATE IN THE FALL, WINTER, AND SPRING TEST ADMINISTRATIONS. THE STATE TESTING CALENDAR HAS BEEN PUBLISHED AND TESTING DATES WILL BE COMMUNICATED TO PARENTS AND STUDENTS AS SCHOOLS CREATE SITE TESTING PLANS.
- MAP GROWTH WILL BE ADMINISTERED REMOTELY FOR ALL STUDENTS IN GRADES K-6 WITH PROCTORING SUPPORT FROM PARENTS/GUARDIANS IN COLLABORATION WITH THE CLASSROOM TEACHER. ADDITIONAL ASSISTANCE WILL NEED TO BE PROVIDED FOR PRIMARY STUDENTS. THE MAP GROWTH FALL TESTING WINDOW HAS BEEN EXTENDED TO ACCOMMODATE FOR TEACHER AND STUDENT/PARENT TRAINING.

ASSESSMENT AND STUDENT DATA, CONT.

WIDA SCREENER

- THE WIDA SCREENER ENSURES LANGUAGE SUPPORTS ARE PROVIDED FOR ENGLISH LANGUAGE LEARNERS (ELLs).
- WHEN PARENTS/GUARDIANS REGISTER THEIR CHILDREN FOR SCHOOL, THEY ANSWER A FEW QUESTIONS ABOUT LANGUAGES SPOKEN IN THE HOME. THAT HELPS SCHOOLS KNOW WHICH STUDENTS MIGHT NEED EXTRA SUPPORT WITH LEARNING ENGLISH. SCHOOLS USE THE WIDA SCREENER TEST TO IDENTIFY WHICH STUDENTS NEED ADDITIONAL HELP AND ENSURE EDUCATORS PROVIDE LANGUAGE SUPPORT FOR YOUR CHILD. SCHOOLS ARE REQUIRED TO GIVE THIS TEST WITHIN 30 CALENDAR DAYS AT THE BEGINNING OF THE SCHOOL YEAR OR 14 CALENDAR DAYS IF A STUDENT REGISTERS LATER IN THE SCHOOL YEAR.
- BECAUSE WE ARE STARTING THE 2020 SCHOOL YEAR IN A DISTANCE LEARNING MODEL, THE TESTING PROCESS WILL LOOK A LITTLE DIFFERENT. SCHOOLS WILL MAKE AN APPOINTMENT WITH PARENTS/GUARDIANS TO HAVE STUDENTS COME TO THE SCHOOL TO TAKE THE TEST. WHILE STUDENTS ARE TESTING, STAFF AT THE SCHOOL WILL MAKE SURE EVERYONE IS FOLLOWING SOCIAL DISTANCING GUIDELINES, LIKE KEEPING 6 FEET APART AND ALWAYS WEARING A MASK. SCHOOLS CAN ALSO HELP WITH PROVIDING BUSES TO GET STUDENTS TO AND FROM SCHOOL. MORE INFORMATION WILL BE PROVIDED BY YOUR CHILD'S SCHOOL WHEN ARRANGING A TIME FOR THE TEST.

ASSESSMENT AND STUDENT DATA, CONT.

CIVICS EXAM

- ALL HIGH SCHOOLS MUST ADMINISTER THE CIVICS EXAM AS REQUIRED BY LAW.
- END OF COURSE EXAMS
 - STUDENTS ENROLLED IN ALGEBRA I, ENGLISH II, GEOMETRY, OR INTEGRATED MATH WILL BE REQUIRED TO TAKE THE END OF COURSE EXAMS ALIGNED TO THE SPECIFIC CLASS. FOR SCHOOL YEAR 20-21, THE END OF COURSE EXAM WILL REPRESENT 20% OF THE STUDENTS FINAL GRADE.

ADVANCED PLACEMENT TESTING PLAN

- ADVANCED PLACEMENT (AP) TESTING IS SCHEDULED FOR MAY 2021. AT THIS TIME, COLLEGE BOARD IS SCHEDULED TO OFFER TRADITIONAL, FACE-TO-FACE AP EXAM ADMINISTRATION FOR THE 2020-2021 SCHOOL YEAR. PLEASE VISIT THE 2021 AP EXAM SCHEDULE TO VIEW THE FULL EXAM SCHEDULE. DIGITAL RESOURCES AND ONLINE SUPPORT WILL CONTINUE THROUGH AP CLASSROOM THROUGHOUT THE SCHOOL YEAR.

ASVAB TESTING

- ASVAB REQUIRES EACH HIGH SCHOOL TO IDENTIFY STUDENTS NEEDING ASVAB TESTING IN FALL 2020. ASVAB REQUESTS TO LIMIT TESTING GROUPS TO ONLY "ESSENTIAL TESTERS" (SENIORS ON TRACK FOR THE COLLEGE AND CAREER READINESS DIPLOMA OR STUDENTS ACTIVELY CONSIDERING MILITARY ENLISTMENT).

ASSESSMENT AND STUDENT DATA, CONT.

CAREER AND TECHNICAL EDUCATION ASSESSMENTS

- PILOT TESTING IS CONDUCTED FOR NEW OR REVISED CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY BEGINNING DECEMBER 2020, THROUGH JANUARY 2021. SELECTED SCHOOLS WITH ENROLLMENTS IN SELECTED PROGRAMS WILL PARTICIPATE. ALL COMPLETER-LEVEL STUDENTS MUST TEST IN ACCORDANCE WITH NAC 389 DURING AN IDENTIFIED FEBRUARY-MARCH TESTING WINDOW. ANY STUDENT WHO TESTS AND MEETS THE MINIMUM REQUIREMENTS FOR THE CERTIFICATE OF SKILL ATTAINMENT (3.0 GPA) IN THEIR PROGRAM MAY RETEST. THE NEVADA DEPARTMENT OF EDUCATION DEVELOPED CONTINGENCY, ONLINE TESTING PLANS FOR PARTICIPATING STUDENTS DURING THE PREVIOUS SCHOOL CLOSURES AND ARE READY TO IMPLEMENT AGAIN, IF NEEDED.

ACT

- THE ACT ASSESSMENT WAS SELECTED AS THE NEVADA COLLEGE AND CAREER READINESS (CCR) ASSESSMENT AND IS MANDATED BY NEVADA REVISED STATUTE (NRS) 390.610 AS A GRADUATION REQUIREMENT. STUDENTS IN GRADE 11 PARTICIPATE IN THE ACT AT THEIR ENROLLED SCHOOL ON THE DATE PROVIDED BY THE SCHOOL ADMINISTRATION. SCHOOLS MAY CHOOSE TO ADMINISTER THE ACT USING PAPER/PENCIL OR ONLINE FORMATS.

ASSESSMENT AND STUDENT DATA, CONT.

COLLEGE AND CAREER READINESS

- COLLEGE RECRUITMENT
 - THE COLLEGE RECRUITMENT PROCESS MAY BE DIFFERENT FOR EACH COLLEGE OR UNIVERSITY; HOWEVER, NEVADA'S PHASE 2 RECRUITMENT EVENTS FOR THE UNIVERSITY OF NEVADA, LAS VEGAS (UNLV); THE UNIVERSITY OF NEVADA-RENO; NEVADA STATE COLLEGE; AND THE COLLEGE OF SOUTHERN NEVADA WILL CONTINUE VIRTUALLY BY APPOINTMENT WITH ADMISSIONS REPRESENTATIVES AND SOME SMALL-GROUP GUIDED TOURS. STUDENTS MAY CONTACT THE COLLEGE OR UNIVERSITY ADMISSIONS DEPARTMENT TO SCHEDULE INDIVIDUAL VIRTUAL MEETINGS WITH REPRESENTATIVES. PLEASE CONTINUE TO WORK WITH YOUR SCHOOLS' GUIDANCE DEPARTMENT TO APPLY FOR SCHOLARSHIPS AND TO RECEIVE OTHER IMPORTANT COLLEGE ENROLLMENT INFORMATION.
- FAMILY SUPPORT FOR FAFSA APPLICATION
 - PLEASE CONTACT YOUR SCHOOL SITE'S GUIDANCE DEPARTMENT FOR INFORMATION ON THE FAFSA APPLICATION PROCESS.

ATHLETICS AND ACTIVITIES

- THE ELKO COUNTY SCHOOL DISTRICT SUSPENDED NIAA SANCTIONED SPORTS FOR ALL OF ITS MEMBER SCHOOLS EFFECTIVE WEDNESDAY, JULY 22, 2020, UNTIL FURTHER NOTICE. ENACTING A FULL-TIME DISTANCE EDUCATION MODEL FOR THE START OF THE 2020-2021 SCHOOL YEAR MODIFIES FACE-TO-FACE INSTRUCTIONAL PRACTICES AND EFFECTIVELY SUSPENDS ACTIVITIES AT SCHOOLS, INCLUDING NIAA SANCTIONED SPORTS.
- DURING THE SUSPENSION, ECSD SCHOOLS ARE NOT TO COMPETE IN GAMES OR CONTESTS. SCHOOLS ARE NOT TO CONDUCT PRACTICES IN NIAA SANCTIONED SPORTS AT ANY LOCATION. SCHOOLS ARE NOT TO ALLOW STUDENTS OR COACHES TO USE THE SCHOOL'S ATHLETIC FACILITIES FOR PRACTICES, INTRAMURALS, GAMES, OR CONTESTS IN ANY NIAA SANCTIONED SPORT REGARDLESS OF THE AFFILIATION (CLUB OR OTHERWISE) OF THE GROUP SEEKING TO USE THE FACILITIES.
- ADDITIONAL INFORMATION WILL BE SENT TO SCHOOLS, AS IT BECOMES AVAILABLE.
- CLUBS AND ACTIVITIES - ALL CLUBS AND CO-CURRICULAR ACTIVITIES MUST BE CONDUCTED VIRTUALLY.

PARENT TRAINING AND SUPPORT - ECSD Family Engagement Center

- ASSIST IN TRAINING FAMILIES ON HOW TO SUPPORT THEIR STUDENT THROUGH DISTANCE LEARNING.
- CONNECT FAMILIES TO COMMUNITY RESOURCES (HEALTH, SOCIAL/EMOTIONAL, BASIC NECESSITIES) THROUGH AN ONLINE DIRECTORY.
- TRANSFORM THE FAMILY ENGAGEMENT CENTER WEBSITE TO OFFER FAMILIES A ONE STOP SHOP FOR RESOURCES AND SUPPORT. EXAMPLES OF RESOURCES INCLUDE
 - ONLINE ACTIVITIES AND FAMILY PLAYLISTS (LEARNING ASSIGNMENTS THAT HAVE STUDENTS "TEACH" THEIR FAMILIES A CONCEPT BY COMPLETING AN ACTIVITY TOGETHER)
 - SESSIONS ON THE VALUE OF ROUTINE AND CONSISTENCY, HOW TO MANAGE INTERNET AND SOCIAL MEDIA, ETC.
 - GOOGLE CLASSROOM AND CANVAS TRAININGS
- COLLABORATE AND WORK WITH SCHOOLS TO HOST COMPETITIONS SUCH AS ONLINE READ A THONS, ART CONTESTS, AND VIRTUAL SPIRIT WEEKS.

SUPPORTING OUR STUDENTS WITH DISABILITIES

THE DISTRICT RECOGNIZES THE NECESSITY TO PROVIDE A FREE APPROPRIATE PUBLIC EDUCATION (FAPE) FOR STUDENTS WITH DISABILITIES. DUE TO THE COVID-19 PANDEMIC, THE DISTRICT, IN COLLABORATION WITH PARENTS, WILL MAKE ADJUSTMENTS TO EACH STUDENTS' INDIVIDUALIZED EDUCATION PROGRAM (IEP) TO PROVIDE REASONABLE AND ACCESSIBLE EDUCATIONAL PROGRAMMING DURING DISTANCE EDUCATION. SCHOOL STAFF WILL BE CONTACTING PARENTS TO COORDINATE THIS PROCESS TO PROVIDE A FAPE TO STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF RELATED SERVICES IF IT IS DESIGNATED IN THE IEP. ADDITIONALLY, WHEN IT IS NECESSARY, STAFF WILL CONTACT PARENTS AND DISCUSS THE PROCESS OF ASSESSMENTS TO FACILITATE IEP DEVELOPMENT

SUPPORTING OUR STUDENTS WITH DISABILITIES, CONT.

DELIVERY OF EQUITABLE ACCESS TO EDUCATIONAL OPPORTUNITIES:

- DURING DISTANCE EDUCATION, SCHOOL STAFF WILL CONSIDER ALTERNATIVE WAYS TO PROVIDE EQUITABLE ACCESS AND APPROPRIATE EDUCATIONAL OPPORTUNITIES FOR STUDENTS WITH DISABILITIES, INCLUDING EXPLORING ALL AVAILABLE SUPPLEMENTARY AIDS AND SERVICES THROUGH ONLINE AND/OR VIRTUAL PLATFORMS, AND/OR OTHER ACTIVITIES, SUCH AS PAPER CORRESPONDENCE.
- EACH STUDENT'S IEP WILL BE IMPLEMENTED THROUGH THE DISTANCE EDUCATION PROGRAM, UNTIL SUCH A TIME AS AN AGREED UPON ANNUAL IEP, IEP REVISION, OR IEP REVISION WITHOUT A MEETING AT THE REQUEST OF THE SCHOOL DISTRICT, IS COMPLETED. ANNUAL IEPs MUST BE COMPLETED WHEN REQUIRED (I.E., IMMEDIATELY DUE OR OVERDUE). ALL STAFF WILL FOLLOW STANDARD PROCEDURES, TO INCLUDE PROVIDING THE PROCEDURAL SAFEGUARDS RIGHTS BOOKLET WITH PARENTS.

SUPPORTING OUR STUDENTS WITH DISABILITIES, CONT.

IEP REVISIONS DURING DISTANCE EDUCATION OF THE SCHOOL DISTRICT

- DUE TO DISTANCE EDUCATION REQUIREMENTS, SCHOOLS MUST REVISE IEPs FOR ALL ELIGIBLE STUDENTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA). WHILE SCHOOLS ARE OPERATING IN DISTANCE EDUCATION, THE IEP REVISION WITHOUT A MEETING AT THE REQUEST OF THE SCHOOL DISTRICT MUST BE CONDUCTED VIRTUALLY THROUGH A DIGITAL PLATFORM, INCLUDING GOOGLE MEET OR TELEPHONE. EACH STUDENT'S TEACHER OR CASE MANAGER WILL CONTACT THEIR PARENT/GUARDIAN TO DEVELOP AN IEP REVISION, AS NEEDED, TO ENABLE PROVISION OF A FAPE THROUGH DISTANCE EDUCATION. IF AN AGREEMENT CANNOT BE REACHED, THEN A VIRTUAL IEP MEETING WILL BE SCHEDULED.
- DURING THE DEVELOPMENT OF EACH IEP, ANY RELEVANT EXISTING DATA (I.E., PARENT OR TEACHER INPUT, OBSERVATIONAL DATA, PRIOR TESTING DATA, ETC.), SHOULD BE INCORPORATED IN ORDER TO DEVELOP APPROPRIATE GOALS AND ACCOMMODATIONS FOR THE STUDENT'S DISTANCE EDUCATION PROGRAM.

SUPPORTING OUR STUDENTS WITH DISABILITIES, CONT.

IEP MEETINGS

- ALL IEP MEETINGS WILL BE CONDUCTED VIRTUALLY THROUGH A DIGITAL PLATFORM, INCLUDING GOOGLE MEET OR TELEPHONE FOR ANNUAL IEPs AND WHEN PARENTS DO NOT AGREE WITH A PROPOSED IEP REVISION.

SECTION 504 ACCOMMODATION PLANS AND MEETINGS

- SECTION 504 OF THE REHABILITATION ACT OF 1973 PROHIBITS DISCRIMINATION BASED ON DISABILITY IN ANY PROGRAM OR ACTIVITY OPERATED BY SCHOOL DISTRICTS. REQUESTS FOR DISABILITY-RELATED ACCOMMODATIONS SHOULD BE ADDRESSED AS SOON AS PRACTICABLE TO ENSURE SECTION 504 ELIGIBLE STUDENTS ARE PROVIDED EQUITABLE ACCESS TO ALL STUDENT PROGRAMS, ACTIVITIES, AND SERVICES PROVIDED BY THE DISTRICT. SECTION 504 TEAMS SHOULD MAKE APPROPRIATE DETERMINATIONS OF ELIGIBILITY BASED UPON THE INFORMATION PRESENTED BY PARENTS AND SCHOOL PERSONNEL. PARENTS MAY BE ASKED TO PROVIDE FORMAL CONSENT FOR DISTRICT STAFF TO CONTACT THE STUDENT'S HEALTH CARE PROVIDERS IF ADDITIONAL INFORMATION IS REQUIRED.
- SECTION 504 TEAMS SHOULD DETERMINE THE APPROPRIATE ACCOMMODATIONS TO FACILITATE ACCESS TO, AND PARTICIPATION IN, DISTANCE EDUCATION. ALL SECTION 504 MEETINGS MUST BE HELD VIRTUALLY OR VIA TELEPHONE.

SUPPORTING OUR ENGLISH LANGUAGE LEARNERS

- SCHOOL STAFF WILL UTILIZE FACE-TO-FACE AND ALTERNATIVE SCREENING METHODS TO DETERMINE ELIGIBILITY FOR ELL SERVICES.
- DURING DISTANCE EDUCATION, SCHOOL STAFF WILL CONSIDER ALTERNATIVE WAYS TO PROVIDE EQUITABLE ACCESS AND APPROPRIATE EDUCATIONAL OPPORTUNITIES FOR ENGLISH LANGUAGE LEARNERS, INCLUDING EXPLORING ALL AVAILABLE SUPPLEMENTARY AIDS AND SERVICES THROUGH ONLINE AND/OR VIRTUAL PLATFORMS, AND/OR OTHER ACTIVITIES, SUCH AS PAPER CORRESPONDENCE.
 - DAILY ACTIVITIES TO PROMOTE LANGUAGE DEVELOPMENT
 - ACCESS TO ELL STAFF FOR ADDITIONAL SUPPORT
 - SUPPORTS AND SERVICES MAY BE AVAILABLE IN BOTH ENGLISH AND SPANISH

SOCIAL AND EMOTIONAL LEARNING SUPPORT FOR STUDENTS

- AS SCHOOLS PLAN FOR DISTANCE EDUCATION, BEHAVIORAL HEALTH CONCERNS ARE AS IMPORTANT AS ACADEMICS AND PHYSICAL HEALTH. STUDENTS HAVE HAD INCONSISTENT ACADEMIC AND BEHAVIORAL EXPECTATIONS FOR SEVERAL MONTHS. MANY FAMILIES AND STUDENTS MAY BE OVERWHELMED WITH THE INTENSE EMOTIONS THEY HAVE EXPERIENCED.
- SCHOOLS ARE IN A UNIQUE POSITION TO CREATE A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS. IN ADDITION TO INSTRUCTIONAL SUPPORT, SCHOOL STAFF WILL BE FOCUSED ON BUILDING RELATIONSHIPS, MONITORING STUDENT NEEDS, AND PROVIDING NECESSARY SUPPORTS FOR FAMILIES AND STUDENTS THROUGH WELLNESS CHECKS
- SITE BASED WELLNESS TEAMS, COMPOSED OF SOCIAL WORKERS, COUNSELORS, NURSES, SCHOOL RESOURCE OFFICERS, FAMILY ENGAGEMENT CENTER PERSONNEL, AND OUTSIDE PARTNERS SUCH AS COMMUNITIES IN SCHOOLS, PACE COALITION, ETC., WILL ACTIVELY SUPPORT STUDENT SOCIAL AND EMOTIONAL WELLNESS.

FOOD SERVICE

ONGOING DISCUSSIONS ARE CONTINUING DAILY WITH THE UNITED STATES DEPARTMENT OF AGRICULTURE (USDA) REQUESTING THE CONTINUATION OF THE SUMMER FOOD SERVICE PROGRAM ALONG WITH THE NATIONWIDE WAIVERS. IN THE EVENT THE DISTRICT RECEIVES USDA WAIVERS, A PLAN MAY RESULT IN THE ABILITY TO PROVIDE MEALS TO ALL STUDENTS AT AREA-ELIGIBLE LOCATIONS OUTSIDE THE CAFETERIA SETTING. UPDATES ON POTENTIAL WAIVERS AND USDA DECISIONS IMPACTING FOOD DISTRIBUTION FOR STUDENTS WILL BE SHARED AS RECEIVED.

- ECSD's SCHOOL YEAR BEGINS ON SEPTEMBER 8, 2020 AND ECSD MUST DISTRIBUTE MEALS UNDER THE NATIONAL SCHOOL LUNCH PROGRAM (NLSP) AND SCHOOL BREAKFAST PROGRAM (SBP) GUIDELINES OUTLINED BY THE UNITED STATES DEPARTMENT OF AGRICULTURE (USDA).
- ENSURES HIGH STANDARDS FOR SAFETY/SANITATION.
- ENSURES HIGH STANDARDS FOR FOOD QUALITY.
- ENSURES ENOUGH FOOD IS AVAILABLE BY PROPER ORDERING.
- ACTIVELY ACCOUNT FOR MEAL SERVICE COUNTS.
- ACTIVELY ACCOUNT FOR A LA CARTE SALES.
- ENSURES ADHERENCE TO MENU SO PROPER, NUTRITIOUS MEALS ARE SERVED.
- MAINTAINS ACTIVE LINES OF COMMUNICATION WITH THE NEVADA DEPARTMENT OF AGRICULTURE TO AND ENSURES THAT PROCESSES ARE ALIGNED TO BE CURRENT NUTRITION POLICIES AFFECTED BY DISTANCE EDUCATION PRACTICES.
- ENSURES STUDENTS WITH FOOD ALLERGIES ARE PROVIDED MEALS MEET THEIR NUTRITIONAL REQUIREMENTS.
- ENSURES ALL EQUIPMENT IS SAFE AND IN GOOD WORKING ORDER.
- MANAGES FOOD STORAGE TO INSURE THAT PRODUCT QUALITY IS AT A HIGH STANDARD.

ACCESS TO TECHNOLOGY

ECSD IS WORKING TO ENSURE ALL STUDENTS AND FAMILIES EXPRESSING A NEED FOR DEVICES ARE PROVIDED WITH APPROPRIATE RESOURCES, INCLUDING INTERNET ACCESS, AS WE PREPARE FOR FUTURE ONE-TO-ONE TECHNOLOGY ACCESS FOR ALL.

DEVICE DISTRIBUTION

- SCHOOLS WILL COMMUNICATE DIRECTLY WITH THEIR FAMILIES TO ASSESS TECHNOLOGY NEEDS AND ARRANGE FOR DISTRIBUTION OF CHROMEBOOKS OR OTHER DEVICES FOR THOSE STUDENTS WITHOUT ONE DURING THE WEEK OF AUGUST 31ST 2020.
- ALTERNATE PLANS WILL BE DETERMINED FOR STUDENTS WITHOUT CONNECTIVITY.

ACCESS TO TECHNOLOGY, CONT.

GOGUARDIAN

TO HELP ENSURE THE SAFETY AND SECURITY OF OUR STUDENTS, ECSD HAS IMPLEMENTED A CONTENT FILTERING APPLICATION CALLED GoGUARDIAN, THAT WILL BLOCK STUDENTS FROM ACCESSING DANGEROUS OR INAPPROPRIATE WEBSITES WHEN THEY ARE LOGGED INTO A CHROMEBOOK OR CHROME BROWSER ON WINDOWS OR MAC OS COMPUTERS.

- THE GoGUARDIAN FILTER IS DEPLOYED TO THE STUDENTS' ECSDNV.NET USER ACCOUNTS. IT WILL BE APPLIED WHENEVER A STUDENT LOGS IN TO CHROME OS OR THE CHROME BROWSER WITH HIS OR HER ECSDNV.NET ACCOUNT, REGARDLESS OF WHETHER THE DEVICE WAS ISSUED BY ECSD. GoGUARDIAN WILL NOT FILTER CONTENT OR IMPACT THE BROWSING EXPERIENCE OF NON-ECSD ACCOUNTS (PRIVATE GMAIL ACCOUNTS, ETC.).
- THROUGH THE USE OF THIS TOOL, WE HOPE TO:
 - ENCOURAGE SAFER PRACTICES AND RESPONSIBLE BROWSING HABITS.
 - HELP PROTECT STUDENTS AGAINST HARMFUL AND INAPPROPRIATE ONLINE MATERIAL.
 - HELP STUDENTS STAY "SCHOLARLY" AND MORE FOCUSED WHEN LEARNING ONLINE.
 - HELP ASSESS STUDENTS' PROGRESS TOWARDS CLASS ASSIGNMENTS.
 - FACILITATE COMMUNICATION BETWEEN TEACHERS AND STUDENTS DURING CLASS TIME.

ACCESS TO TECHNOLOGY, CONT. ACCEPTABLE USE POLICY (AUP) AND ACCOUNT ACCESS

ACCEPTABLE USE POLICY (AUP) AND ACCOUNT ACCESS

- STUDENTS ARE NOT ELIGIBLE TO RECEIVE A TECHNOLOGY DEVICE WITHOUT AN APPROVED ACCEPTABLE USE POLICY (AUP) ON FILE IN INFINITE CAMPUS.
- STUDENTS ARE REQUIRED TO HAVE PARENT/GUARDIAN PERMISSION EACH SCHOOL YEAR TO ACCESS DISTRICT NETWORK RESOURCES, STUDENT ACTIVE DIRECTORY (AD) AND GOOGLE G-SUITE FOR EDUCATION (GOOGLE) .

STUDENT PASSWORD RESET

- STUDENT PASSWORDS WILL NOT EXPIRE IN AUGUST 2020. IF A STUDENT'S PASSWORD NEED TO BE CHANGED IT CAN BE DONE AT THE PARENT SCHOOL.

STAYING INFORMED

SCHOOL COMMUNICATIONS

- CONTACT WITH PARENTS/GUARDIANS WILL FOLLOW POLICIES AND PROCEDURES COMMUNICATED BY THE SITE LEADERSHIP AND ONLY THROUGH APPROVED SYSTEMS. COMMUNICATION METHODS MAY VARY FOR STUDENTS AND PARENTS/GUARDIANS WHO ARE DIFFICULT TO REACH.
- TEACHERS WILL BE MAKING DAILY CONTACT WITH STUDENTS. TEACHERS WILL ALSO BE MONITORING WEEKLY PROGRESS AND COMMUNICATING REGULARLY WITH PARENTS/GUARDIANS AND STUDENTS WHO ARE NOT MEETING SUGGESTED MASTERY.
- COMMUNICATIONS ORIGINATING THROUGH THE SCHOOL WELLNESS TEAMS TO ENSURE STUDENTS' SOCIAL/EMOTIONAL WELLBEING.

STUDENT COLLABORATION

- OPPORTUNITIES FOR STUDENT COLLABORATION WILL BE CONDUCTED VIA SHARED DRIVES, INCLUDING GOOGLE MEET, AND OTHER DIGITAL PLATFORMS.

DISTRICTWIDE COMMUNICATIONS

- THE DISTRICT USES ADDITIONAL CHANNELS TO PROVIDE INFORMATION TO OUR SCHOOL COMMUNITIES, SUCH AS THE MAIN DISTRICT WEBSITE, NEWSPAPER, RADIO AND DISTRICT SOCIAL MEDIA.

ROLES AND EXPECTATIONS

DEFINING ROLES AND SUPPORTS DURING FULL-TIME DISTANCE EDUCATION IS ESSENTIAL. EXPECTATIONS ARE LISTED FOR EACH STAKEHOLDER INVOLVED, ALTHOUGH THIS LISTING MAY NOT BE ALL INCLUSIVE AND MAY VARY BY SCHOOL.

STUDENT EXPECTATIONS

- MAINTAINS POSITIVE ATTENDANCE AND COURSE PROGRESS.
- COMPLETES ASSIGNMENTS AND TASKS AS ASSIGNED.
- EXHIBITS GOOD STUDY HABITS.
- REACHES OUT TO TEACHERS WHEN REQUIRING ASSISTANCE.
- ATTENDS DAILY AND WEEKLY REQUIRED REAL-TIME, SYNCHRONOUS SESSIONS OR RECORDED SESSIONS.
- PARTICIPATES IN ANY PROCTORED ASSESSMENTS, IF APPLICABLE.
- USES THE VIRTUAL OFFICE HOURS AS POSTED BY TEACHERS TO OBTAIN ADDITIONAL SUPPORT AND GUIDANCE.

ROLES AND EXPECTATIONS, CONT.

PARENT/GUARDIAN EXPECTATIONS

- COMMUNICATES WITH THE CHILD'S INSTRUCTOR(S) THROUGH VIRTUAL OFFICE HOURS.
- ACTIVELY ASSISTS THE CHILD WITH THEIR LEARNING AND DIRECTLY PARTICIPATES WITH STUDENTS, SPECIFICALLY IN EARLY ELEMENTARY GRADE LEVELS.
- PROVIDES SUPPORT, GUIDANCE, AND ASSISTANCE.
- FOSTERS A CONDUCIVE AREA FOR LEARNING IN THE HOME (SUCH AS A QUIET SPACE AWAY FROM DISTRACTIONS).
- ENCOURAGES AND RECOGNIZES POSITIVE GAINS AND ACHIEVEMENTS.
- ACTIVELY MONITORS CHILD'S PROGRESS IN ASSIGNED COURSES.

ROLES AND EXPECTATIONS, CONT.

LICENSED EDUCATOR EXPECTATIONS

- INSTRUCTS STUDENTS AND PROVIDES DAILY VIRTUAL OFFICE HOURS.
- PARTICIPATES IN COLLABORATIVE LESSON PLANNING AND PROFESSIONAL LEARNING PRIOR TO AND DURING ACTIVE DISTANCE EDUCATION.
- DELIVERS LESSONS THROUGH A VARIETY OF DISTANCE LEARNING TOOLS AND DELIVERY METHODS.
- ARRANGES FOR DAILY COMMUNICATION AND FOLLOWS ATTENDANCE PROCESSES.
- WORKS WITH SUPPORT PROFESSIONALS ASSIGNED TO STUDENTS WITH DISABILITIES AND ACCOMMODATIONS.
- FACILITATES RESOURCES FOR STUDENTS WITH SPECIAL NEEDS.
- COMMUNICATES WITH PARENTS/GUARDIANS DURING ESTABLISHED VIRTUAL OFFICE HOURS.
- PARTICIPATES IN ALL REQUIRED PARENT/GUARDIAN MEETINGS.
- PROVIDES EMERGENCY SUBSTITUTE PLANS AND INSTRUCTIONS AS TRADITIONALLY REQUIRED.

ROLES AND EXPECTATIONS, CONT.

ADMINISTRATOR EXPECTATIONS

- PROVIDES ONGOING PARENT/GUARDIAN COMMUNICATION, SUPPORT, AND GUIDANCE.
- LEADS MASTER SCHEDULING AND PROVIDES ACCESS TO CONTENT TO SUPPORT INSTRUCTORS, WHILE CONSIDERING THE INSTRUCTIONAL NEEDS OF ALL STUDENTS.
- PROVIDES SCHEDULES FOR REAL-TIME, SYNCHRONOUS SESSIONS AND VIRTUAL OFFICE HOURS BY INDIVIDUAL TEACHER.
- OVERSEES THE DEVELOPMENT AND IMPLEMENTATION OF TWO WEEK INSTRUCTIONAL PLANS DEVELOPED BY EACH TEACHER.
- MONITORS INDIVIDUALIZED EDUCATION PROGRAMS (IEP)/SECTION 504 ACCOMMODATION PLANS/ENGLISH LANGUAGE LEARNER (ELL) SUPPORTS TO ENSURE COMPLIANCE AND DIFFERENTIATED LEARNING.
- MONITORS AND INTERACTS WITH EDUCATORS REGARDING TWO-WAY COMMUNICATION EFFORTS WITH STUDENTS/GUARDIANS.
- OVERSEE WELLNESS CHECKS AND WORK WITH COUNSELORS, SOCIAL WORKERS, NURSES, COMMUNITIES IN SCHOOLS, THE ECSD FAMILY ENGAGEMENT CENTER, AND SRO'S TO PROVIDE ADDITIONAL SUPPORTS FOR STUDENTS UTILIZING WELLNESS TEAMS.
- OBSERVES INSTRUCTION AND PROVIDES FEEDBACK TO LICENSED EDUCATORS.

ROLES AND EXPECTATIONS, CONT.

CENTRAL OFFICE

- PROVIDES STRUCTURES AND PROCEDURES TO ENSURE STUDENT ACCESS AND EQUITY TO DISTANCE LEARNING TOOLS AND EXPERIENCES.
- COORDINATES PROFESSIONAL DEVELOPMENT ACTIVITIES TO CONTINUE TO IMPROVE DISTANCE LEARNING PROCESSES AND EXPERIENCES.
- COMMUNICATES DISTANCE LEARNING PROCEDURES AND EXPECTATIONS TO THE COMMUNITY.

ROLES AND EXPECTATIONS, CONT.

BUILDING SUPERINTENDENT AND SCHOOL CUSTODIAN EXPECTATIONS

THE DISTRICT BUILDING AND GROUNDS MAINTENANCE SUPERVISOR WILL WORK WITH SITE BUILDING SUPERINTENDENT'S TO DEVELOP SITE BASED BUILDING AND GROUNDS IMPROVEMENT PLANS WHICH FOCUS ON INITIATIVES THAT CANNOT BE ACCOMPLISHED DURING NORMAL OPERATIONS.

- EMERGENCY COVID-19 RELATED CLEANING
- DAILY CLEANING OF AREAS UTILIZED BY FACULTY AND STAFF
- NIGHTLY CLEANING AND SANITIZING OF THE SCHOOLS
- INSTALL PLEXIGLASS SHIELDS AS NEEDED
- INSTALL HIGHER QUALITY AIR FILTERS WHERE POSSIBLE
- REPLACE AIR FILTERS ON A MORE FREQUENT BASIS

ROLES AND EXPECTATIONS, CONT.

BUS DRIVER EXPECTATIONS

THE TRANSPORTATION DIRECTOR AND TRANSPORTATION SUPERVISOR WILL DEVELOP AN IMPROVEMENT PLAN WHICH FOCUSES ON INITIATIVES THAT CANNOT BE ACCOMPLISHED DURING NORMAL OPERATIONS.

- DRIVERS WILL TRANSPORT PUPILS TO AND FROM SCHOOL
- CAPACITY AND SOCIAL DISTANCING RESTRICTIONS WILL REQUIRE THREE DRIVERS AND BUSES TO PERFORM WHAT ONE DRIVER AND BUS ACCOMPLISHED WITHOUT CAPACITY AND SOCIAL DISTANCING RESTRICTIONS IN PLACE
- SPECIAL NEEDS TRANSPORTATION WILL REQUIRE THREE DRIVERS AND THREE BUS AIDES TO PERFORM WHAT ONE DRIVER AND AIDE COULD ACCOMPLISH WITHOUT CAPACITY AND SOCIAL DISTANCING RESTRICTIONS IN PLACE
- UNIQUE SCHEDULING FOR NEEDED SERVICES AT SCHOOLS WILL REQUIRE MULTIPLE BUS ROUTES TO BE RUN THROUGHOUT THE DAY
- SANITIZING AND CLEANING WILL BE PERFORMED MULTIPLE TIMES DAILY FOR EQUIPMENT THAT IS IN USE
- SUBMITS DAILY TRANSPORTATION REPORTS AND OTHER NECESSARY REPORTS AS REQUIRED
- PROVIDE SPECIALIZED SAFETY TRAINING IN ACCORDANCE TO **CDC** GUIDANCE

ROLES AND EXPECTATIONS, CONT.

PARAPROFESSIONAL EXPECTATIONS

- COLLABORATES WITH LICENSED EDUCATORS (GEN. ED AND SPEC. ED.) DURING REAL TIME, SYNCHRONOUS SESSIONS TO SUPPORT PARTICIPATION BY STUDENTS WITH SPECIAL NEEDS
- MEETS VIRTUALLY AT REGULARLY ESTABLISHED TIMEFRAMES WITH INDIVIDUAL STUDENTS TO PROVIDE ADULT SUPPORT SPECIFIED IN STUDENT'S IEP
- ASSISTS WITH IMPLEMENTING GOALS/BENCHMARKS AND SUPPLEMENTARY AIDS AND SERVICES IN STUDENT'S IEP
- PREPARES AND CREATES RESOURCES ALIGNED TO UPCOMING LESSONS THAT SUPPORT STUDENT UNDERSTANDING
- MAINTAINS CONSISTENT, DAILY PERSONAL COMMUNICATION AND SUPPORT SPECIFIC TO THE NEEDS OF ALL STUDENTS REQUIRING ADDITIONAL ACCOMMODATIONS AND MODIFICATIONS.
- MAINTAINS CONTACT LOG OF COMMUNICATION WITH STUDENTS AND COMMUNICATES PERTINENT INFORMATION TO TEACHING STAFF
- WORKS IN COORDINATION WITH AND UNDER THE DIRECTION OF TEACHING STAFF TO IMPLEMENT A SCHEDULE TO PROVIDE TIMELY SERVICES AND SUPPORT FOR STUDENTS

ROLES AND EXPECTATIONS, CONT.

SCHOOL NURSE ROLES AND EXPECTATIONS:

- UPDATES COVID-19 PREPAREDNESS AND CRISIS RESPONSE
- CONDUCTS CONTACT TRACING FOR ECSD EMPLOYEES: CLOSE CONTACTS/EXPOSURES AND POSITIVE CASES
- REVISES COVID-19 RESPONSE PLANS FOR STAFF AND STUDENTS
- ENSURES ADEQUATE SUPPLIES (PPE/CLEANING) AND PROVIDE TRAINING TO STAFF AT EACH SCHOOL
- CONDUCTS VIRTUAL WELLNESS VISITS: COLLABORATE WITH FAMILIES OF STUDENTS WITH HEALTH NEEDS AND DETERMINE IF SUPPORTS ARE NEEDED DURING DISTANCE EDUCATION
- HOLDS VIRTUAL OFFICE HOURS EACH DAY TO REACH OUT TO FAMILIES
- FACILITATES TELEMEDICINE PARTNERSHIP WITH NEVADA HEALTH CENTERS (NVHC)
- ACTS AS THE LIAISON BETWEEN FAMILIES, SCHOOLS AND HEALTH CARE PROVIDERS
- COMPLETES STUDENT IMMUNIZATION CHECKS AND NEW STUDENT REGISTRATION ***HIGH PRIORITY DURING AN OUTBREAK OR PANDEMIC**
- PARTICIPATES IN SPECIAL EDUCATION MEETINGS AND SERVICES, AS APPROPRIATE

ROLES AND EXPECTATIONS, CONT.

SCHOOL COUNSELOR EXPECTATIONS

- SCHOOL COUNSELORS WILL WORK IN CONJUNCTION WITH THEIR SITE ADMINISTRATORS TO CREATE A DETAILED PLAN TO PROVIDE FOR CONSISTENT PROACTIVE OUTREACH TO STUDENTS AND FAMILIES TO ENSURE EQUITABLE ACADEMIC AND SOCIAL/EMOTIONAL SUPPORTS FOR ALL STUDENTS.
- STUDENTS WHO ARE IDENTIFIED AS MEMBERS OF AT-RISK POPULATIONS WILL BE CONTACTED ON A BASIS DETERMINED BY THE STUDENTS INDIVIDUAL NEEDS, AT A MINIMUM BI-WEEKLY, AND COUNSELORS MAY SCHEDULE IN-PERSON ONE-ON-ONE MEETINGS TO ESTABLISH ADDITIONAL LEVELS OF SUPPORT.
- ENGAGE IN THE CREATION OF A STRUCTURED REFERRAL PROCESS TO ENSURE THAT STUDENTS WHO EXHIBITS NEEDS IS MADE KNOWN TO SCHOOL COUNSELORS.
- SERVE AS MEMBERS OF SCHOOL/DISTRICT WELLNESS TEAMS. THIS PROCESS IS INTENDED TO OPTIMIZE THE GENERAL WELL-BEING OF STUDENTS INVOLVED IN DISTANCE EDUCATION.
- MAINTAINS CONTACT LOG OF COMMUNICATION WITH STUDENTS AND COMMUNICATES PERTINENT INFORMATION TO TEACHING STAFF

ROLES AND EXPECTATIONS, CONT.

Social Worker Expectations

- PROACTIVELY CONNECTS STUDENTS AND FAMILIES TO AVAILABLE SERVICES FOCUSED ON MEETING THE SOCIAL, EMOTIONAL, AND OTHER MENTAL HEALTH NEEDS THAT THE FAMILY MAY BE EXPERIENCING DURING DISTANCE EDUCATION.
- ACTIVELY SERVES AS MEMBERS OF SCHOOL/DISTRICT WELLNESS TEAMS. THIS PROCESS IS INTENDED TO OPTIMIZE THE GENERAL WELL-BEING OF STUDENTS INVOLVED IN DISTANCE EDUCATION.
- ACTIVELY MAINTAINS REGULAR OFFICE HOURS TO AVAL THEMSELVES TO STUDENT, FAMILY AND STAFF NEEDS, INCLUDING PROACTIVELY SETTING UP ESSENTIAL ONE ON ONE SESSIONS, ON-LINE, OR IN-PERSON, WHILE ADHERING TO COVID-19 SAFETY PROTOCOLS AND PROFESSIONAL “BEST PRACTICE” GUIDELINES.
- ENGAGES WITH STUDENTS AND FAMILIES BY UTILIZING AND PARTNERING WITH ESTABLISHED INTERNAL RESOURCES AND EXISTING COMMUNITY RESOURCES SUCH AS P.A.C.E. COALITION, COMMUNITIES IN SCHOOLS (CIS), FAMILY RESOURCE CENTER (FRC), AND RURAL MENTAL HEALTH.
- MEETS AND CONFERS WITH THE SCHOOL RESOURCE OFFICERS (SRO) ON A BI-WEEKLY BASIS TO IDENTIFY STUDENTS AND FAMILIES WITH MULTIPLE LAW ENFORCEMENT (LE) CONTACTS; TO PROVIDE INFORMAL ASSESSMENTS, AND OFFER ASSISTANCE TO THE STUDENT AND FAMILY WHICH MAY HELP REDUCE LE SYSTEM UTILIZATION.
- SERVES AS A CONSISTENT POINT OF CONTACT (POC) FOR INFORMATION AND REFERRAL SERVICES FOR STAFF AND STUDENTS.
- ADHERES TO MANDATED REPORTER GUIDELINES, INCLUDING FOLLOW-UP AS NEEDED.

ROLES AND EXPECTATIONS, CONT.

School Resource Officers (SRO's)

- CONDUCTS WELFARE CHECKS ON STUDENTS AND FAMILIES.
- WORKS WITH WELLNESS TEAMS (CIS, SOCIAL WORKERS, NURSES, COUNSELORS) TO ASSIST WITH PROVIDING WRAPAROUND SERVICES TO CHILDREN WITH SOCIAL/EMOTIONAL NEEDS.
- IN COLLABORATION WITH TEACHERS, PROVIDE EDUCATIONAL CLASSES TO EDUCATE STUDENTS OF DIFFERENT GRADE LEVELS. EX: LAW ENFORCEMENT TOPICS (AMENDMENTS, DRIVING, ETC.).
- CREATES VIDEO WITH TEACHERS AND/OR IS LIVE DURING CLASS PERIOD TO SUPPORT INSTRUCTIONAL ACTIVITIES/LESSONS.
- PATROLS AND SECURES SCHOOL PROPERTY.
- PRESENTS DARE PROGRAM ONLINE.