

Beacon Academy of Nevada



2021-2022

Reopening and Path Forward

School Plan

OVERVIEW AND PURPOSE OF THIS DOCUMENT

The **Beacon Academy of Nevada Reopening and Path Forward Plan** includes processes and procedures to implement a safe, efficient, and equitable return to school buildings.

The plan incorporates the guidelines put forth in Nevada's Framework for a Safe, Efficient, and Equitable Return to School Buildings developed by the NDE based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following guidance for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools must determine, in collaboration with state and local health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- CDC guidance documents are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

In the development of this plan, stakeholders are invited and encouraged to engage in the decision-making process to ensure that the reopening plans are responsive to their concerns and expressed needs and address specific challenges in each community. Engaging and collaborating with families and community members throughout the planning and implementation process will result in a stronger and more sustainable reopening plan.

We'd like your feedback on the reopening plan. All stakeholders were invited to participate in the July 27, 2021 Governing Board Meeting to discuss their concerns with School Administration and the Governing Board prior to the original reopening of schools during the 2021/2022 School Year. You are invited to discuss any concerns with the updated Plan by contacting Mary Kay Bellinger, Operations Coordinator - marykay.bellinger@banv.org - 702.726.8606.

SECTION 1 - IN PERSON LEARNING: HEALTH & SAFETY

Question 1: In-Person Learning: Health and Safety	<ul style="list-style-type: none"><input type="checkbox"/> How will the school maintain the health and safety of students, educators, and other school staff?<input type="checkbox"/> How is the school addressing key CDC recommendations including:<ul style="list-style-type: none"><input type="checkbox"/> Use of face coverings;<input type="checkbox"/> Handwashing and respiratory etiquette;<input type="checkbox"/> Cleaning and maintaining healthy facilities, including improving ventilation;<input type="checkbox"/> Contact tracing;<input type="checkbox"/> Diagnostic and screening testing;<input type="checkbox"/> Efforts to increase access and awareness to vaccinations;<input type="checkbox"/> Appropriate accommodations for children with disabilities with respect to health and safety policies.
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Ongoing Communication:

Stakeholders will receive communication weekly, or more frequently, as needed, on the actions the school is taking to keep students, staff, and families safe and healthy. The school will also ensure stakeholders stay informed on how they can best protect themselves following the U.S. Centers for Disease Control and Prevention (CDC) and the Southern Nevada Health District (SNHD) guidelines. Resources, including vaccination access and awareness, and other information will be included in the weekly bulletin and emailed to families. For more urgent matters, the phone system will be used to share important updates and reminders to help families stay apprised of new developments.

Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe. In addition to the weekly bulletin, website, emails and phone calls, and text messages, students will receive reminders when on campus or in their online classes:

- Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as access and awareness to vaccinations, proper handwashing, respiratory etiquette, and use of a cloth face-covering).
- Teachers will make announcements about how to reduce the spread of illness each period. Announcements will be made in classes on campus and in the learning management system.
- Teachers will encourage and require frequent hand washing/sanitizing at regular intervals
- The weekly bulletin, website, and social media accounts will include messages about behaviors that prevent the spread of illness when communicating with staff and families.
- BANV will disseminate free CDC print and digital resources from the CDC's communications resources main page using the weekly bulletin and email.
- On campus, BANV staff will ensure student- and family-facing materials are reader-friendly and available in English and Spanish, to the extent possible.
- Signs will be posted in highly visible locations (e.g., school entrances, hallways, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).

- ❑ Staff will receive training for the general pandemic response and specific for their role.
- ❑ Parents will be enrolled in an online orientation/tutorial to help them create a Canvas LMS parent observer account, navigate Canvas LMS, and provide support to their students.
- ❑ Students will be enrolled in an online course about safety precautions and measures to take in order to prevent the spread of COVID-19.

Use of Face Coverings:

While Directive 052 has lifted the statewide mask mandate effective February 10, 2022, provisions in the Directive permit schools to enact a plan that best meets the needs of their stakeholders. After much discussion and input from stakeholders, it is the policy of Beacon Academy of Nevada ***to enforce our current policy requiring the use of masks by faculty, staff, students, parents, and visitors while on campus. Universal indoor masking for all teachers, staff, students, and visitors, regardless of vaccination status, is required at Beacon Academy of Nevada.*** Other arrangements will be made on a case-by-case basis for those faculty, staff, and students who are unable to wear a mask safely for medical reasons. Masks must be worn properly, covering both the nose and mouth. Masks will be provided to faculty, staff, students, parents, and visitors if they do not have their own.

Hand Washing & Respiratory Etiquette:

On the first day of school all teachers will reinforce: [proper handwashing techniques](#) to all students - reinforcing handwashing with soap and water for at least 20 seconds; the proper [use, removal and washing of cloth face coverings](#); how to safely cover [coughs and sneezes](#); where to access vaccinations and vaccination awareness; and how to limit contact and in the classroom setting. Students will be encouraged to wash or sanitize hands frequently throughout the day, with teachers planning for additional time and logistical considerations to allow for proper hand hygiene. Students will also complete a safety and hygiene lesson online as a part of the back to school orientation.

While hand washing with soap and water is preferable, soap and water is only available in restrooms. If hand washing is not possible, no-touch hand sanitizer dispensers have been installed in each classroom for student and staff use. Hand sanitizer, containing at least 60% alcohol, will be used at each transition between class periods, or more often as deemed appropriate by the classroom teacher and/or student.

Stay Home When Sick:

Faculty, staff, and students are required to monitor their health daily prior to coming to campus by watching for any and all Covid-19 symptoms, such as, but not limited to: fever, cough, shortness of breath, loss of taste or smell, sore throat, nausea, vomiting, diarrhea, etc.

If symptoms are present, students are advised to stay home and are to notify a school official of their absence (i.e. Attendance Clerk, Teacher, School Nurse, Administrator, etc.) via the form of communication that is available to that student at that time. An Absence Notification Form is also available on the school website (www.banv.org) which includes a section to advise if the absence is covid related. Contact with the student will be made by the school nurse to: track symptoms; recommend testing; discuss quarantine guidelines; monitor outcomes; and, determine a return to campus date.

Faculty who develop symptoms of Covid-19 are required to contact their supervisor or a school administrator and must stay home. Contact with the faculty member will be made by the School Safety Specialist to: track symptoms; recommend testing; discuss quarantine guidelines; monitor outcomes; and, determine a return to campus date. The

governing board has approved a Covid-ELB policy that allows for flexible, non-punitive, and supportive paid sick leave for those employees who are sick.

Mitigation Measures:

Prior to entering the building, all students will undergo a covid screening questionnaire administered by a staff member, followed by a routine temperature check. The covid screening questionnaire includes the following questions: 1) Do you have a fever (100.4) or higher, or other Covid symptoms (e.g. cough, runny nose, sore throat, diarrhea, nausea, etc.) that you cannot contribute to an underlying health condition? 2) Are you waiting for Covid test results? 3) Have you tested positive for Covid in the last 10 days? and, 4) In the last 10 days, have you come in close contact with anyone who has tested positive for Covid? A quarantine list will be kept by the School Safety Specialist. Students entering the building will be checked against the student quarantine list to ensure that no one entering the building is on quarantine status. Upon entering the building, students are asked to access the no-touch hand sanitizer located in the entryway to sanitize their hands prior to going to their classroom. Upon entering the main lobby, faculty and staff are required to self report by completing a daily covid screening questionnaire.

Ventilation:

Improving ventilation is an important Covid-19 prevention strategy that can reduce the number of virus particles in the air. Along with other preventive strategies, including the universal indoor mask policy, three times daily when it is safe to do so the main doors of the building are open to increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. Heating, ventilation, and air conditioning (HVAC) systems are serviced quarterly and meet all code requirements. Filters are sized, installed, and replaced according to manufacturer's instructions. TSTAT settings with fan control switch are set to "On" to ensure the HVAC system provides continuous air filtration and distribution. Exhaust fans are used in restrooms.

BANV does not provide student transportation. Students either drive, Uber, are dropped off by a parent, or take public transportation. Students are encouraged to wear masks while using public transportation.

Promoting Vaccination:

BANV will continue to promote vaccination as the leading public health prevention strategy to manage the Covid-19 pandemic. Faculty, staff, and students are made aware through bulletin announcements and/or email blasts that those who are fully vaccinated and boosted are less likely to have a symptomatic infection or transmit Covid-19 to others compared to those who are not fully vaccinated. Weekly bulletin announcements and/or email blasts will include information regarding Covid-19 vaccinations, such as but not limited to: where to get vaccinated; vaccine efficacy and trust and confidence; supportive policies and practices that make getting the vaccine easy and convenient as possible, etc.

Physical Distancing:

Physical distancing is one of the best methods to avoid being exposed to viruses and prevent the spread of disease. BANV staff and students will maintain a physical distance of three-feet and/or take steps to implement statewide mandates and follow CDC and local health guidelines that are in place at that time. The reduction from 6 feet of physical distancing to 3 feet of physical distancing is combined with universal indoor mask wearing to reduce transmission risk.

- Staff, including teachers, will be reminded to stay three-feet apart from students, families, and other staff members.

- Only two students will be assigned to sit at each six-foot classroom table.
- The hallways will be marked to indicate three-feet of distance.
- A one-way traffic flow pattern will be utilized in the hallways, to the greatest extent possible.
- Staff will remain vigilant in hallways during transition periods, reminding students to follow social distancing guidelines and one-way traffic patterns.
- The parking lot is supervised to ensure social distancing guidelines are followed during start of school and dismissal times.
- Students assigned to second floor classrooms will be dismissed five minutes early, to minimize exposure to other people in the stairwell.
- Students will be scheduled to minimize exposure, when on campus:
 - Students will transition to their second classroom by adhering to social distancing guidelines and following traffic-flow patterns.
- As CDC, State, and local guidance shifts, BANV is prepared to adjust to the newly established guidelines:
 - If the situation worsens, BANV will implement a Fully Online program, as described in the plan.
 - If the situation improves, BANV will gradually allow more students on campus as permitted by social distancing guidelines.
 - Student academic performance data will be analyzed to identify students who require an additional day on campus. Priority will be given to those students and they will be scheduled for an additional day. BANV will continue to follow current mandates and guidelines as restrictions lessen, scheduling more students on campus until it eventually returns to normal operations.

Cleaning & Disinfecting:

Students will be provided access to disinfecting wipes and are required to disinfect all shared surfaces prior to starting the school day (i.e. chromebooks, tables, chairs, etc.) Upon completion of Academic Seminar, students are required to wipe down their shared surfaces prior to leaving the classroom (i.e. chromebooks, tables, chairs, etc.). Students, after using the restroom, will be asked to wipe down the faucet handles & door handles prior to leaving the restroom. Disinfecting wipes are made available in all of the restrooms.

- A cleaning schedule has been established and will be performed routinely.
 - Between the morning and afternoon sessions, door handles, tables/desks, chairs, water cooler handles, shared objects, restrooms, etc. will be cleaned and sanitized by staff.
 - High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely by staff.
 - The contracted janitorial services provider will perform daily cleaning/maintenance services each evening when students are not on campus.
 - The contracted janitorial services provider has the capability to sanitize and deep-clean the facility according to the CDC and SNHD guidelines should an outbreak occur.
 - Staff is trained on the safe and correct application of disinfectants.
 - Students will be responsible to wipe-down their devices, table tops and chairs with a Clorox-wipe, or other CDC approved disinfectant.
- The following supplies are available on campus:
 - Hand soap
 - Sanitizer that contains 60% alcohol
 - Paper towels
 - Disinfectant wipes
 - No-touch trash cans
 - EPA-approved disinfectants against COVID-19

- When someone develops symptoms or becomes sick on campus:
 - Students who develop symptoms will be isolated on campus until transportation has been arranged.
 - Employees who develop symptoms will be asked to leave campus.
 - Areas used by individuals with Covid-19 will be closed off. Cleaning staff will wait as long as practical, ideally 24 hours, before beginning cleaning and disinfection of the area to minimize potential for exposure to respiratory droplets. These areas will be cleaned, however, prior to being put back into use.

Close Contact Definition:

A close contact is defined as someone who was within 6 feet of an infected person for a total of 15 minutes or more over a 24-hour period. An infected person can spread Covid-19 starting from 2-days before they have any symptoms, or for asymptomatic persons, 2 days before the positive specimen collection date, until they meet the criteria for discontinuing home isolation.

Exception: Masked contact is no longer considered an exposure regardless of distancing as defined by the DHHS on February 1, 2022. In the K-12 indoor classroom setting or a structured outdoor setting where universal indoor masking has occurred, the close contact definition excludes students and staff who were between 3 to 6 feet of an infected student, and if both the infected student(s) and the exposed student(s) correctly and consistently wore well-fitted masks the entire time.

Contact Tracing:

In the event of a confirmed case of Covid-19, regardless of whether the exposure occurred due to an outside event or an epidemiologically linked on-campus exposure event, that individual(s) will be placed in isolation status and reported to the appropriate public health authority. The School Safety Specialist will complete the required Covid Contract Tracing Form as provided by the SNHD and will submit to schoolcovid@snhd.com.

Contact tracing will look back 2-days from the date the positive individual became symptomatic or tested positive. The School Safety Specialist will conduct contact tracing in order to identify individuals who may have come into close contact with the positive individual as previously defined. If required, those who meet the definition of a close contact will be placed on quarantine status and will be encouraged to undergo Covid-19 testing at a SNHD testing facility.

Masked contact is no longer considered an exposure regardless of distancing as defined by the DHHS on February 1, 2022. The focus for contact tracing shall be on identifying high-risk, indoor, unmasked exposures most likely to result in transmission (e.g. lunch cohorts, table groups, and other unmasked group situations). BANV has implemented universal masking among all faculty, staff, students, and visitors, however, will continue to perform contact tracing for exposures that may occur on campus.

Quarantine:

Individuals who have come into close contact with someone with Covid-19 and are in one of the following groups are required to quarantine:

- People who are ages 18 and older and completed the primary series of recommended vaccine, but have not received a recommended booster shot when eligible;
- People who are 18 years and older who received the single-dose Johnson & Johnson vaccine over 2 months ago and have not received recommended booster shot; OR
- People who are not vaccinated or have not completed a primary vaccine series.

Quarantine starts the day the last known contact to a positive individual (Day 0) and lasts for 5 days, if no symptoms have developed. Upon return, the student or staff must continue to follow BANV's universal indoor mask policy.

Individuals who have come into close contact with someone with Covid-19 and are in one of the following groups are not required to quarantine:

- Age 18 or older and have received all recommended vaccine doses, including boosters and additional primary shots for some immunocompromised individuals;
- Students 12-17 old who have completed their primary vaccine series but have not yet received all eligible boosters. This is to allow time for students to catch up with the latest recommendations and to minimize disruption to in-person learning;
- Anyone who has had confirmed Covid-19 within the last 90 days who tested positive using a viral test, meaning a positive PCR or an antigen test. Antibody tests do not count.

These individuals need to continue to follow BANV's universal indoor mask mandate. They should also get tested at least 5 days after they last had close contact with someone with Covid-19 unless they had confirmed Covid-19 in the last 90 days and are fully recovered. If they test positive or develop Covid-19 symptoms, they should follow quarantine guidelines as noted above.

Quarantine Exclusion for Symptomatic Individuals Not Testing Positive for Covid-19:

The following exclusion guidelines are in effect at BANV for when a student or staff member can return to school for situations where it is not possible to do a Covid-19 test OR there is a negative lab result:

- A person that is symptomatic and does not have a Covid-19 test can return to school if:
 - At least 24 hours have passed without a fever (100.4 degrees or higher) and without the use of fever reducing medications and an improvement of other symptoms, AND
 - At least 5 days have passed since the individual first displayed symptoms; AND
 - The student follows BANV's universal indoor masking policy.
- A person that is symptomatic and has a different lab-confirmed diagnosis (e.g. flu, other) with either a negative Covid-19 test or Covid-19 testing was not performed can return to school if:
 - They follow protocol for their diagnosed illness, if applicable; AND
 - At least 24 hours have passed without a fever (100.4 degrees or higher) and without the use of fever reducing medications and an improvement of other symptoms.

Testing:

Due to the nature of BANV's educational setting, BANV does not offer athletic programs or other extracurricular activities. BANV was not required to test under Directive 048. Accordingly, a weekly testing program has not been implemented at BANV. However, staff and students have access to testing through community testing resources such as the SNHD testing facilities or other such facilities, and are encouraged to test if they have been found to be close contacts and/or are symptomatic. Faculty and staff members who are symptomatic and wish to utilize Covid-ELB paid time off must present a test result in order to be paid for their absence outside of regular PTO.

Outbreaks:

An outbreak, as defined by The Council of State and Territorial Epidemiologists, is two or more laboratory confirmed Covid-19 cases among students and staff with onsets within a 14-day period, who are epidemiologically linked, do not

share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing. Confirmed and probable secondary cases among students or staff in the educational setting should be classified as outbreak-related. Individual cases outside of the educational setting that resulted from secondary transmission from an outbreak-associated case (e.g. family member, etc.) should not be included in the outbreak count. The School Safety Specialist and School Nurse will continue to monitor individuals associated with an outbreak, following previously mentioned isolation and quarantine protocols. An outbreak resolution occurs when no new confirmed or probable Covid-19 cases were identified after 28 days have passed since the last known exposure from a case.

In the event of an outbreak as defined above, closure of rooms and/or school buildings may be necessary to reduce the risk of spread of illness. Rooms are closed based on the need to sanitize and eliminate close contact exposures. If several rooms are affected in a building, the entire building may be closed if there is substantial risk of spread. The requirement to close and the extent and length of closure of a room or building depends on the specific illness and measures taken to mitigate the spread of illness. Levels of school building closure may depend on the ability to occupy the school site at a limited occupancy and ensure the required social distancing is adhered to.

During a school building closure, it may be necessary for some staff and students to occupy buildings. Such occupancy is allowable as long as the previously mentioned protocols to reduce exposure and spread of illness are being followed.

Communication with faculty, staff, students, parents and families will occur using Infinite Campus messaging, phone calls, social media and the school website and is crucial to ensure that they understand the reason for the closure, what is being done to address the outbreak, and when it is safe to return. Announcements will also be placed weekly in the Canvas LMS and emailed to students and parents. The School Safety Specialist will submit the required Covid Contract Tracing Form to the SNHD at schoolcovid@snhd.com.

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SECTION 2 - IN PERSON LEARNING: STUDENT AND STAFF WELLBEING

2. In-Person Learning: Student and Staff Wellbeing	<input type="checkbox"/> How will the school meet students' social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment? <input type="checkbox"/> How will the school support educator and staff well-being?
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BANV attributes much of its success to innovative programming that prioritizes social -emotional growth and development of the whole student through school-wide Positive Behavioral Intervention and Supports (PBIS) program. Providing intensive, individualized social, emotional, and academic support to students who have fallen off-track and face significant challenges is critical to the success of the student.

Tier I Social-Emotional Support:

A School Social Worker (SSW) is assigned to support the social and emotional health of every student enrolled. New students and their legal guardians are required to attend an academic consultation with a school social worker to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student. The academic consultations can be held virtually or on campus depending upon the families preference or according to State and Local guidelines. Returning students are scheduled to attend a Student Success Plan meeting with their SSW at the start of each school year. During the meeting, the SSW conducts a Needs Assessment to identify changes in the students status and provide social-emotional support or connect them to community resources.

The SSW helps to minimize barriers that are impeding the success of the student by incorporating evidence-based strategies which include: Positive Behavioral Intervention and Supports, Check and Connect, identification of early warning indicators, and increased communication and re-engagement strategies using student performance data. Through grant funds, BANV is able to provide access to the internet and minimizes transportation barriers for many students. In addition, BANV provides wrap-around services with the assistance of its extensive list of community partners.

The following Tier I Supports will be offered online and/or on campus:

- BANV will provide consistency in daily routines to reduce stress and promote positive learning conditions. The teachers and support staff will be available during BANV school hours either on campus or remotely online.
- A Student Needs Assessment will be emailed to all students to identify basic needs and social emotional health, so the SSW can provide support.
- The SSW will hold office hours on campus or make an appointment to meet remotely using Google Meet. Students can drop-in without an appointment for support, assistance, or to schedule a private meeting.
- The SSW are available to students using phone, text, Google Chat, or email and respond to students within 24-hours or less, remotely or on campus.
- SSW will provide opportunities for students to discuss a variety of topics based on their interests.
- Each week, the SSW will contact individual students to conduct a wellness-check, discuss attendance, academic progress, and social-emotional health using the method of communication preferred by the student and their families.

- ❑ Each student will be enrolled into a Canvas LMS course that will include material to support students' social and emotional needs. The course will provide the social worker department a communication platform that is frequently accessed by students. The students will have the opportunity to ask questions and discuss the resources and material posted in the canvas course.
- ❑ The SSW will survey students to gather input on how the school can celebrate student milestones. The survey will also include a question to understand the level of importance the celebrations may hold. This survey will also allow the input and thoughts surrounding the safety during COVID-19.
- ❑ SSW provides connections for families/students in need of resources and outside school support. With respect to the students level of care, the SSW may provide information for community mental health services.

BANV offers opportunities, on campus and/or online, for students to share and process their emotions through teacher referral, student referral, and/or family referral.

Referral and Support for Students requiring Tier II or Tier III Interventions

Students who are not making progress, after exhausting Tier 1 interventions, are referred to participate in Tier II or Tier III intervention programs. The school has an online referral system in Smart Sheets where teachers can refer students to the Student Success Team, which consists of administrator, teachers, social workers, and attendance clerk.

The team holds meetings to discuss referrals and student interventions. In addition, the SSW uses information gathered during the Student Success Plan meeting and from the Needs Assessment to identify students who need Tier II and Tier III supports and interventions.

Staff Well-being:

Employees of BANV in all roles and at all levels are integral to emergency planning and response. BANV must take into account its role as employer, policymaker, and trainer when addressing the human resource aspect of preparation, mitigation, response, and recovery. Every action taken will be done so with the safety and health of faculty, staff and students at the forefront.

All BANV employees are highly encouraged to become fully vaccinated. Resources, including vaccination access and awareness, and other information will be included in the weekly bulletin and emailed to faculty & staff.

All BANV employees and staff will return to campus on August 2, 2021, with the exception of those who require reasonable accommodations. BANV will continue to provide reasonable accommodations, absent undue hardship, for individuals with disabilities during the pandemic. Reasonable accommodations may include, but are not limited to: telework; staff reassignment; and, reallocation of duties among existing staff.

BANV employees are required to monitor their health daily prior to coming to work by watching for fever, cough, shortness of breath, new loss of taste or smell, sore throat, nausea or vomiting, diarrhea, etc. If symptoms are present, employees are to notify School Administration and the School Safety Specialist as soon as possible, but no later than two hours prior to the start of their shift. Faculty and staff are also required to complete a covid screening questionnaire prior to entering the building.

BANV will utilize community partners to assist with providing emotional well-being support for students and staff. Two of our community partners are listed below:

- ❑ UNLV The Practice and FirstMed Health and Wellness Center are providing telehealth sessions at no cost to students or staff. The services are provided by a licensed therapist and counselor during the COVID-19 pandemic. The community information will be accessible to BANV students through Canvas LMS.
- ❑ FirstMed Health and Wellness Center, a Certified Community Behavioral Health Center (CCBHC) that provides comprehensive mental health services for ages five and older to low income and under-served families in Southern Nevada, is offering no cost mental health telehealth appointments. The services will be provided by licensed therapists and counselors during the COVID-19 pandemic.

SECTION 3 - IN PERSON LEARNING: ACCELERATING STUDENT LEARNING

3. In-Person Learning: Accelerating Student Learning	How will the school address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities?
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Academic Support

MAP testing in math and reading will be proctored for all students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 school closures, and will assist in the identification of students that require Tier II or Tier III academic interventions.. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA (NWEA professional learning sessions provided twice per year) and a data dashboard that tracks each student's score for each testing session and their RIT score gains or losses. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.

- All BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- All of BANV online courses have recently been renewed by the NDE. Each of the courses provides a clear and easy to follow week to week pacing guide for students and parents, a course syllabus with NVACS aligned to all course content is also embedded. All online courses have the same structure, formatting.
- The teachers have reviewed their curriculum to address learning loss during this time and the reading and math levels of students in the fall.
- BANV is a blended learning program, providing students with online access to the curriculum and also scheduled face-to-face support in classrooms with a 10:1 student to teacher ratio.
- Each class period, students meet with their teacher to review their progress in their courses, discuss long term and short term academic goals.
- The licensed teacher serves as the students' Learning Coach. The Learning Coach monitors student progress weekly, meets with the students twice per week and communicates with parent/guardians if concerns arise regarding the students academic progress or social and emotional well-being. The Learning Coach also works in tandem with the Licensed School Social Worker to ensure community support is in place for the family.
- The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic Plan of Study (POS) based upon past student performance and test scores. Students have been placed in four semester courses each of the four quarters of the school year. The annual POS is reviewed mid-year to adjust the students academic plan and projected graduation date.

SECTION 4 - DISTANCE EDUCATION: STUDENTS UNABLE TO PARTICIPATE IN PERSON

4. Distance Education: Students unable to participate in person	<ul style="list-style-type: none"><input type="checkbox"/> How will the school ensure that any student who falls into one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education2 ?<ul style="list-style-type: none"><input type="checkbox"/> Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person<input type="checkbox"/> Students who are quarantined on the advice of local public health officials
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Students who have been exposed to COVID-19 and are advised to quarantine by local public health officials will continue to receive the same level of support provided to students attending class on campus. Students will be asked to provide confirmation from local health officials or from a medical professional regarding their quarantine status. Exposure incidents will be handled on a case by case basis. Remote students will have online access to their classes 24/7 and be required to attend weekly online instructional sessions to support their learning.

Students who are unable to attend class on campus due to a health condition that would be compromised by attending school in person will be required to provide documentation from a medical professional. The Executive Director of Academics will review the documentation and assist in the development of a remote personalized learning plan for the student. Students enrolled in a fully online program will receive the same level of support provided to students attending school on campus.

A Fully Remote Student will:

- Participate in mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
- Be invited to attend an online parent/guardian orientation scheduled during the enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas LMS, explain school policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.
- Be assigned a licensed teacher to serve as their Learning Coach who will communicate at least twice weekly with the student and parent/guardian regarding the students academic progress.
- Every Monday the student is sent a summary of their academic progress in each class. The Learning Coach also identifies areas where the student may need additional support and provides support in an email to the student. By mid-week the Learning Coach has texted/called the student regarding their progress in their classes and attendance in online sessions. If there are issues beyond academics they connect the social worker with the family/student for support.
- MAP testing in math and reading will be proctored remotely for online students at the start of the school year. This data will be used to measure gains and losses from the COVID-19 Pandemic school closures, and will assist in the identification of students that require Tier II or Tier III academic interventions in the virtual classroom. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.
- Receive a Chromebook that has Read&Write application installed for online school work to be interpreted into their native language, read out loud, and also offers speech to text and additional reading and writing assistance features.

- Be scheduled in four online courses and four weekly online instructional sessions to support their learning.
- Receive academic support and/or accommodations that are included in their IEP, EL plan or 504 plan, if applicable.

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SECTION 5 - DISTANCE EDUCATION: EMERGENCY CLOSURE

5. Distance Education: Emergency Closure	How will the school ensure that all students are able to continue to learn through distance education in the event that school must be closed due to the effects of the COVID-19 pandemic or another major emergency that necessitates the closure of school?
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If a transition is required to move to a fully online program again, the administration is confident that measures have been put in place to support staff, students and parents/guardians to adequately prepare for this change. Built into each plan are scheduled online sessions with teachers and their students. BANV is a 1:1 school that provides students with Chromebooks and WiFi hotspots if the student indicates that they are in need of the devices. The communication of a transition will be sent to all stakeholders using Infinite Campus messaging, phone calls, social media and the school website. Announcements are placed weekly in the Canvas LMS and emailed to students and parents.

Fully Online Program

- All BANV students will complete the social and emotional wellbeing assessment the first week of school. The assessment is placed in a Canvas LMS course which is implemented/monitored by the students Licensed School Social Worker. The results are broken down by the five major competencies adopted by the NDE via CASEL.
- Students will be scheduled in four online courses and four weekly online instructional sessions to support their learning.
- Special Education teachers and general education teachers will work together to ensure all accommodations are provided to students with an IEP, EL plan or 504.
- Student's daily academic progress will be monitored by social workers, learning coaches and teaching staff.
- Parents are provided with a Canvas LMS observer account and trained to use it to monitor student academic progress.
- Weekly goal setting and communication with the students' Learning Coach is communicated to students and parents and is documented in the schoolwide academic and communication tracker.
- Each week, the SSW will contact individual students to conduct a wellness-check, discuss attendance, academic progress, and social-emotional health using the method of communication preferred by the student and their families.
- Each student will be enrolled into a Canvas LMS course that will include material to support students' social and emotional needs. The course will provide the social worker department a communication platform that is frequently accessed by students. The students will have the opportunity to ask questions and discuss the resources and material posted in the canvas course.
- SSW provides connections for families/students in need of resources and outside school support. With respect to the students level of care, the SSW may provide information for community mental health services.
- All students will be provided with Chromebooks and, if needed, hotspot devices.
- The school has a plan for a teacher and student centered virtual meeting schedule.

SECTION 6 - DISTANCE EDUCATION: SUPPORTING STUDENTS

6. Distance Education: Supporting Students	How will the school ensure continuity of services, including access to necessary technology and resources, special education and EL services, and nutrition services, for students participating in distance education?
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Family and Student Support and Engagement

Enrollment/Re-enrollment:

- Mandatory online student orientation scheduled at enrollment/re-enrollment meeting.
- Online parent orientation scheduled at enrollment meeting. The online parent orientation meeting is to create an observer account in Canvas LMS, explain school policies, procedures and academics. BANV will hold monthly virtual parent meetings to answer questions and provide support.
- A member of the instructional staff is assigned as the student's Learning Coach. They communicate weekly with the student and parents regarding the students academic progress. Every Monday the student is sent a summary of their academic progress in each class. The Learning Coach also identifies areas where the student may need additional support and provides support by providing support during scheduled virtual meetings for the student. By mid-week the Learning Coach has texted/called the student regarding their progress in their classes and attendance in online sessions. If there are issues beyond academics they connect the social worker with the family/student for support.

Academic Support

- RTI: MAP testing in math and reading will be proctored remotely for all students at the start of the school year. This data will be used to measure gains and losses from the 19-20 and 20-21 school year, and will assist in the identification of students that require Tier II or Tier III academic interventions in the virtual classroom. Students requiring additional interventions will be identified and may be referred to the mathematics or literacy facilitator for further testing and support. The teaching staff will be informed of student MAP scores through classroom rostering in NWEA. The NWEA class reports will assist teachers with providing assistance and support to students that need it the most.
- All students are supplied with a Chromebook that has Read&Write application installed for online school work to be interpreted into their native language, read out loud, and also offers speech to text and additional reading and writing assistance features.

Special Education Students

- BANV will continue to support Special Education in both the general education virtual classroom and the virtual resource classroom.
- Student IEPs will continue to be developed to support the learning needs in the virtual setting. IEP teams will work with students, parents, and teachers to determine how the student can take advantage of online support, modifications, and accommodations while working closely with a case-manager that will guide students through the process. Students with minutes outside of the general education setting will continue to receive services through a "Content support" course and credentialed Special Education teacher. The "Content support" course will offer Triage in Vocabulary, Reading, Math, and/or Writing. Students are required to log into live sessions for lessons. All live lessons are recorded so that students can access them repeatedly.
- All core courses are co-taught so that students with special needs have access to their teacher of record (case manager), tutor, and general education teacher. Both the general and special education teachers will conduct lessons in the live session and offer tutorial support.
- Students are assigned to case managers based on their academic program.

- ❑ Students receive extra time on assignments, tests and quizzes. Students have until the end of term to meet deadlines which allows students to self-pace through assignments.
- ❑ Case managers monitor student progress- online course progress and virtual meetings, assisting students with pacing throughout the term.
- ❑ Students are provided with weekly updates on progress, and the special education case manager helps students to develop a weekly plan of action to complete assignments and assessments. Organizational help, which includes developing a virtual notebook and teaching techniques for note-taking and study strategies, are offered in the virtual general education and resource classroom.
- ❑ Case manager check-ins are designed to provide additional support to the student to re-teach content and make sure that students understand assignment directions and lessons.
- ❑ The Chromebook browser add-on, Read&Write reads text aloud, translates, and assists students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.
- ❑ BANV Resource classes are "content support" classes where students receive elective credit to gain extra instruction, practice and protected work time for a core class so they can keep up with regular education curriculum and get extra support to be successful. This course is taught by a Special Education teacher who works with students on their individualized IEP goals. This course contains content that addresses the following:
 1. Strategies to improve reading fluency
 2. Strategies to strengthen Vocabulary and Word attack skills
 3. Strategies to enhance necessary math concept skills
 4. Strategies to improve writing skills
 - ❑ The course contains modules on each area, and the Special Education teacher assigns lessons that relate to the students' individualized goals while enhancing their general education assignments.
- ❑ Student services are offered online. IEPs reflect the setting as general education or resource. The general education course and resource course takes place virtually.
- ❑ BANV maintained compliance through COVID-19 (end of 2020-2021) and plans to continue to complete Annual IEP meetings and evaluations virtually through the 2021-22 when most convenient for families. Assessment tools that can be administered in the virtual environment have been acquired. Professional Development for these tools will occur in August. The staff will continue to work with parents and students to schedule meetings when mutually convenient.
- ❑ **English Learners:**
 - ❑ 60% of BANV EL population has been enrolled in the English Language Development course which will be taught by the Literacy Facilitator. This course was specifically developed to support and provide interventions for EL's with 2 or less credits of English for the return to the 21-22 school year.
 - ❑ An additional 20% of the EL population is enrolled in either their 3rd or 4th year ELA course and this will be monitored and supported by the English teacher and the Literacy Facilitator.
 - ❑ The remaining 20% of the EL population were placed in core area classes required to fulfill graduation requirements. They will be monitored and supported by the Literacy Facilitator and the Special Programs Coordinator.
 - ❑ The Chromebook browser add-on, Read&Write reads text aloud, translates, and assists students with vocabulary. Special Education teachers utilize these tools when teaching so that students become more independent learners.
- ❑ **Student Academic Support**
 - ❑ All of BANV online courses have recently been renewed by the NDE. Each of the courses provides a clear and easy to follow week to week pacing guide for students and parents,

a course syllabus with NVACS identified and aligned. All online courses have the same structure, formatting.

- ❑ The teachers have reviewed their curriculum to address learning loss during this time and the reading and math levels of students in the fall.
- ❑ The school academic counselor has reviewed all students' academic progress towards graduation, developed an annual individualized academic plan of study based upon past student performance and test scores. Students have been placed in three semester courses each of the four quarters of the school year.

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