



SIGNATURE

PREPARATORY

2021-2022 Path Forward for Reopening School Safely



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Mission

Mission of Reopening is to create a plan for starting the 2021-2022 school year by July 14 in respect of Governor Sisolak, Nevada Department of Education, and the State Public Charter School Authority's guidelines at the given time that will keep our students, parents, and staff as safe as possible.

Signature Preparatory Charter School Scenario for Return:

1. Full Return (*100% Students / 100% of School Day at School)
*Less any students with documented medical concerns from a health care provider that prevents them from attending school in-person.

Guiding Context

1. Directives issued by the Governor of Nevada
2. Requirements provided by the Center for Disease Control
3. Directions provided by the Nevada Department of Education
4. Directions provided by the Nevada State Public Charter School Authority

Values Underlying Decision-Making

1. Student and Staff Health and Safety
2. Student Learning – Teacher Teaching - Process and Equity
3. Feasibility
4. Financial Impact



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I. Communication

Communication to Signature Preparatory's stakeholders will continue to be transparent and clear about the actions people will and must take to protect themselves and others. Our communication processes seek to maintain stakeholder trust, prevent the spread of misinformation, and deter lack of compliance with re-opening plans that can ultimately put our stakeholder's health and safety at risk.

Signature Preparatory will establish and maintain a comprehensive communication plan that will leverage the school website, text messaging, email, and social media to publish communications to educators, families, students, and other key stakeholders. Consistent and accurate communication regarding our policies and procedures is needed to keep everyone safe:

- **Signage** will be placed 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 proper handwashing, use of hand sanitizers, and use of a face-coverings).
- **Morning Announcements** will contain kid-friendly messaging/videos on behaviors that aim to reducing the spread of illness, including personal hygiene practices.
- **Email/Social Media** publications disseminating Southern Nevada Health District and free Center for Disease Control digital resources available in various languages so that our stakeholders can understand.
- **Education/Training** regarding protective measures and describe how to stop the spread of germs (such as physical distancing, proper handwashing, use of hand sanitizers, and use of face-covering) will be provided to students, staff (various roles), visitors, and volunteers.

II. In-Person Learning

Signature Preparatory Charter School intends to operate school as normal as possible:

- 100% capacity
- 100% of an instructional day (7:30 am – 2:45 pm)
- Kindergarten – 3rd Grade students are not required to wear masks.
- All students will wear masks, 4th -8th – goggles and face shields are not acceptable alternatives
- Fully vaccinated students are not required to wear masks (*12 years and older)
- Masks are not required for recess or physical education class when outside and 6 feet of physical distancing may be maintained
- Fully vaccinated teachers, aides, administration, third-party service providers, and volunteers will not be required to wear masks



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- Unvaccinated teachers, aides, administration, third-party service providers, and volunteers will be required to wear masks - goggles and face shields are not acceptable alternatives
- Physical Distancing – 3 feet for students
- Physical Distancing – 6 feet for adults, between adults and between adults and students
- Handwashing etiquette will be explicitly taught and encouraged
- Handwashing and the use of hand sanitizers will be used and take place multiple times during the day
- Respiratory etiquette will be explicitly taught, reinforced, and maintained
- Only use sanitation solutions that are on the Center for Disease Control list for killing the COVID 19 virus.
- Sanitize classrooms, desks, and all main surface areas daily
- Sanitize high-touch surfaces: doorknobs, paintbrushes, dispensers, playground equipment, computer keyboards, headphones, and other frequently touched areas multiple times per day
- Provide necessary trainings for individuals responsible for carrying out sanitation practices
- Staff – self daily screenings (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at work.
- Parent Screenings of Self and Students before coming to school (including temperature) at home. Upon report to school, they are certifying they are symptom free and able to be at school.
- Student – upon entry, staff will screen students visually as they exit cars and prepare to enter the school.
- Students that present COVID symptoms while at school will be isolated in the nurse's office and will be sent home.
- COVID positive – contact tracing will be performed by the school nurse in conjunction with the Southern Nevada Health District
- Students with specific disabilities that require accommodations related to certain COVID mitigation policies will be reviewed and resolved with the parents/guardians in a sensitive and expeditious manner for the health and safety of the child, the children around the child, and the staff that care for the child
- Vaccination information will be included within each Principal Parent Weekly Update email.

Third party companies allowed to operate during the pandemic will be the following:

Third-party operators:

Champions, KinderCare: provide childcare for before/after school. Champions will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor



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directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

Sodexo: provide nutrition services for students and staff. Sodexo will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

Volunteers, Coaches, and Clubs: Provide sports coaching and club direction to students. Volunteers will follow prevailing directions promulgated by the school and operate under CDC requirements, Governor directives, and directions provided by the Nevada Department of Education and State Public Charter School Authority.

III. In-Person Learning: Students and Staff Well Being

SOCIAL-EMOTIONAL LEARNING – TIER 1

Signature Preparatory will organize needs and supports by aligning and building on existing strengths within our Multi-tiered System of Supports Framework. Signature Preparatory is prepared for collecting and evaluating necessary data to drive decision-making.

- Staff and Students will be surveyed 1 time per quarter to gauge social emotional concerns
- Student data will be reviewed and plans for addressing these needs will be processed via Schoolwide Representative Leadership Team and/or grade level Professional Learning Community Meetings.
- Staff data will be reviewed and plans for addressing needs will be processed via School Leadership Representative Meetings.

Tier I/Universal Supports to be maintained will be the following:

- Social-emotional learning
- Trauma-Informed practices
- Family engagement practices
- Building resiliency
- Restorative practices
- Reteach, remind, and acknowledge prosocial behaviors
- Focus on the positive for reinstruction of prosocial and universal behaviors
- Maintain communication with staff, family, community, and students
- Universal screening for staff and students (Survey)



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- Maintain health and safety as a priority through the teaching of rules and routines
- Normalize feelings and emotions

TRAUMA-INFORMED PRACTICES – TIERS 1-3

Should data collection and analysis indicate that students, families, or staff require additional supports; the following are Tier II and Tier III practices that could be selected as strategies for intervention:

Tier II

- Targeted Screening Support Groups (Community-based services)
- Support groups for staff, parents, and students (Community-based services)
- Referrals to psychological and counseling services (Community-based services)
- An individual behavior intervention plan (Registered Behavior Technician support)
- Check-in/check-out plans with teacher, aide, nurse, or administration
- Use data sources that will identify signs that students may require more assistance

Tier III

- One-to-One Support
- Referrals to community-based mental health providers
- School special education services (if deemed appropriate)
- 504 Plans
- Functional Behavioral Assessment
- Behavior Intervention Plans (Registered Behavior Technician support)

IV. In-Person Learning: Accelerating Student Learning

Determining Student Academic Needs

- Illuminate Fastbridge Assessments (Reading and Math) and MAP Reading Assessments will be administered within first 2 weeks of school to gauge students' academic needs.
- Data will be reviewed and plans for addressing needs will be processed via grade level Professional Learning Community Meetings.

Special Education

- Teachers must share lessons with students' resource teachers and aides
- SPED aides will join in and support during instruction and/or conduct small group lessons as aligned to IEP goals or lesson objectives
- Teachers consult SPED teachers and aides on how to make accommodations for students regarding any lessons



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ELL

- ELL success in participation and access to content provided through the general education setting
- If/when an ELL student(s) is/are experiencing difficulty, the English Language Learner Specialist will consult with the general education teacher to implement strategies to support the teacher-student, teaching-learning process.
- Small group reading intervention will be scheduled with the English Language Learner Specialist and/or Literacy Specialist 5 days per week for identified students using MAP and/or Fastbridge Assessments

504

- Teachers will conduct a review of 504 plans with the Dean (Administrator Responsible for 504s)
- Accommodations that apply to academics and social emotional development will be maintained.

V. Distance Education: Students Unable to Participate In-Person, Emergency Closures

Instructional approach should a student, class, or the entire school move to full online program during the school year:

SINGLE STUDENT/SMALL GROUP OF SINGLE STUDENTS unable to participate for an extended period of time:

Single students or small group of single students deemed as unable to participate in-person will participate online through a concurrent teaching approach. Zoom links for the classroom will be distributed and the student will attend regular classroom instruction from at-a-distance.

Attendance will be taken daily and documented in Infinite Campus. Assignments will be completed as usual and turned in virtually.

CLASS/ENTIRE SCHOOL unable to participate for an extended period of time:

Entire classes and/or school deemed as unable to participate in-person will participate online through an at-a-distance teaching approach. Zoom links for the classroom will be distributed and the student will attend regular classroom instruction. Attendance will be taken daily and documented in Infinite Campus. Assignments will be completed as usual and turned in virtually.



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Assignments

- K-8 Teachers will be required to take **2** grades per week per subject
 - 2 Reading assignment per week
 - 2 Math assignment per week
 - Grade levels will choose which 2 assignments for grading
- Teachers must post **2** assignments per day on their virtual platform
 - 1 for reading (K-5)
 - 1 for math (K-5)
 - 1 for each curriculum area (ELA, Math, Science, Social Studies/Financial Literacy) [6-8]
- K-5, Teachers must post a writing assignment - ***this may be daily or weekly***
 - Example: A daily journal prompt (a simple assignment such as this should be posted daily)
 - Example: A week-long writing assignment on specific topic
 - Writing assignments should be recorded as a participation grade, ***not*** as a percentage grade
- K-5, Social Studies and Science assignments

Turning in Assignments

- Students may turn in completed virtual assignments at any point throughout the week
- Students will be encouraged to turn in all assignments for the week by Friday
- Teachers will ensure gradebook is up to date every week
- Grade level/Middle School curriculum areas have the options of extending deadlines if necessary per student Special Education, ELL, or 504 accommodations or extreme and unforeseen issues with technology

Grading

- Enter grades into Infinite Campus
- Missing Assignments will be marked as “**M**”
- Math and reading assignments should be graded per Signature Preparatory grading policies.



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Zoom

- K-5 Teachers must complete 2 hours and 50 minutes of synchronous instruction and provide students with 140 minutes of asynchronous assignments/work per week for all students
- 6-8 Teachers must complete 2 hours and 50 minutes of synchronous instruction and provide students with 140 minutes of asynchronous assignments/work per week for all students. Instructional periods will follow the normal flow of periods per middle school schedule (time of class periods may be adjusted).
- Synchronous instruction should account for the following:
 - Direct Instruction of students per content
 - Answering questions/concerns about posted assignments
- K-8 Teachers may share additional asynchronous/video lessons during the week:
 - Additional Math lessons (K-5) or Reading or Writing lessons (K-5)
 - Additional curriculum areas (ELA, Math, Science, Social Studies/Financial Literacy) [for 6-8]
 - These lessons may be pre-recorded and posted on Google Classroom

VI. Distance Education: Supporting Students

Attendance and Engagement

Attendance

- Teachers are required to take attendance each day
- Teachers will maintain attendance in Infinite Campus
- Teachers will count students as present for at-a-distance if the student
 - Has attended Zoom sessions for the week
 - Spoke directly with the teacher on a phone call home
 - Completed an assignments/work

Communication with Students/Families to Enhance Family Engagement

- Either through participation in Zoom sessions, responding to emails home, or phone calls; families and students must be communicated with at least once a day.



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- If teachers aren't getting a response, school will continue to push to get a hold of someone!
- For persistently hard to get a hold of students and families, teachers will inform the school's administration for home visits.

If families don't have resources, are unable to obtain, or unwilling to obtain necessary resources for at-a-distance learning; paper-based assignments will be provided.

Supporting Parents/Families

- Family/Staff Survey for Determining IT Needs (Chromebooks / WIFI Access / Training and Education) will be issued
- Data will be reviewed and plans for addressing needs will be processed
- Chromebook and/or WIFI devices will be distributed
- Parent Trainings for how to use Chromebooks, Accessing Infinite Campus, Google Classroom, and third-party curriculum websites and applications will be planned and offered

Nutrition Services for At-a-Distance Students

- Students will be offered lunch per National School Lunch Program Guidelines
- Daily school lunch will be offered and distributed through car loop between 10:00-10:30 am on school days when in-person students are in session