

Please refer to frequently asked questions and answers focusing on the implementation of full-time distance education in the Clark County School District (CCSD).

Nevada Educator Performance Framework (NEPF)

1. How will the NEPF be implemented this year?

Teacher and administrator NEPF evaluation expectations and timelines are anticipated to remain the same for the 2020-2021 school year per NRS 391.685 and 391.705. The end dates for the three observation cycles are:

- *The first observation cycle ends on October 19, 2020;*
- *The second observation cycle ends on January 5, 2021; and*
- *The third observation cycle ends on March 9, 2021.*

The due date of the final evaluation and the procedures for submitting final evaluations will be communicated in January 2021.

2. How will administrators be trained in evaluating distance education through the NEPF? How can we ensure that there is consistency and validity in evaluations?

The Nevada Department of Education's (NDE) NEPF In-Person, Hybrid and Distance Learning Guidance document was released in August 2020. Professional learning sessions for administrators are currently being developed by NDE and will be shared with Nevada's Regional Professional Development Programs by the first week of September 2020. The first professional learning sessions will be offered as either virtual or on-demand sessions. An additional layer of professional learning will be developed to share best practices for supervising through distance education. CCSD's Academic Unit is also developing professional learning for administrators focusing on the implementation of the NEPF evaluation cycle within full-time distance education. Professional learning will include the creation and implementation of Student Learning Goals and observation cycles.

Technology, Devices, and Connectivity

3. Educators are expected to use personal equipment, WiFi, and cell phones. What can be done to offset the increased expenses to educators?

The following information is provided by the Human Resources Division for guidance to educators for distance education:

Employee preference to telecommute may be possible based on the following criteria:

- *The employee's duties and responsibilities can be completed without face-to-face contact with other people at the work location.*
- *The employee is able to complete all of the essential functions of their job from home or a satellite location.*
- *Effective communication and a method for exchanging information and documents can be established and easily maintained primarily via email.*
- *The employee's duties and responsibilities do not require immediate access to equipment, materials, or hard copy files only available at the work location.*
- *The employee's duties and responsibilities can be fulfilled while meeting organizational security and confidentiality requirements. (Note: Employees are prohibited from removing confidential information from the work location.)*
- *Telecommuting is in alignment with school and/or department operational needs.*

Note that all classroom teachers and classroom support professionals explicitly have discretion to manage their classrooms from home, from their classrooms, or a combination of both. In summary, if an educator is unable to meet the criteria for the telecommute preference, including providing the connectivity and technology resources they need to fulfill their job responsibilities, they have the explicit discretion to manage their classroom responsibilities from their classrooms.

4. What are the procedures if there is an Internet outage?

CCSD's connection to the Internet is provided through Cox Communications. If there is an outage affecting the CCSD network, the Technology and Information Systems Services Division will work with Cox Communications to determine the source of the outage and an estimated time for the service to be restored. That information will be communicated districtwide.

Households should contact their provider for information on outages and when services should be restored. If there is a Cox Communications outage affecting a large geographical area, CCSD and Cox Communications will jointly develop communications for distribution through appropriate channels. Affected students will work on assignments independently as provided by their teachers.

Canvas Implementation

5. Canvas is cumbersome for young students. Will professional learning continue throughout the school year?
Yes, Canvas professional learning will continue throughout the school year. Short videos are being developed and opportunities are being created for live webinars for later playbacks.

6. How often do educators need to be on Canvas?

Teachers' instruction includes synchronous, asynchronous, audio conferencing, Canvas, video conferencing, virtual office hours, etc. Synchronous (real-time learning) as a minimum should be as follows:

- *Primary (Grades Pre-K-2): 60-90 minutes per DAY*
- *Intermediate (Grades 3-5): 90-120 minutes per DAY*
- *Middle (Grades 6-8): 120 minutes per WEEK per COURSE, for each of the four courses*
- *High (Grades 9-12): 60-90 minutes per WEEK per COURSE, for each of the six to eight courses*

Synchronous time includes live sessions for co-teaching, small group instruction, large group instruction, and one-on-one instruction.

7. What are the requirements of Google Classroom or Canvas?

Teachers can access content and other tools, such as Google Classroom from within Canvas. In other words, the two can be used together. Google Meet can be used to conduct student-based, video conferencing experiences.

8. Did CCSD buy all the components of Canvas? If not, what was not purchased?

CCSD purchased the following components of Canvas for Grades Kindergarten-5 (NDE purchased Canvas for Grades 6-12):

- *Canvas subscription for all CCSD staff and students.*
- *Canvas subscription to the training portal where teachers may access training videos to better navigate Canvas; accessible in the Help Tab.*
- *Canvas Studio video application subscription that is an add-on to Canvas where teachers can create video lessons.*
- *Course Templates: Schedule/calendar templates for teacher use. These are found in Commons and can be used by any teacher.*

9. Why was the Canvas conference feature removed?

The Canvas conference feature is a third-party application that only has the capability to host ten teachers at a time.

10. Are students allowed in separate breakout rooms?

If the teacher is able to navigate between the rooms on a frequent basis and monitor, this can be accomplished by maintaining a list of the Google Meet links used as small group breakout rooms.

11. Many educators do not feel that they are skilled enough in Canvas to create an engaging and effective learning space. Why didn't CCSD create a template to be given to educators?

Canvas content was provided to core content class teachers in Grades 6-12. These resources and content are being built for elementary schools, middle schools, and Special Ed self-contained programs, and CCSD is releasing resources and content to these educators as it becomes available. CCSD recognizes that the elementary needs are greater in relationship to Canvas content. As a result of this need to create content for elementary teachers in Canvas, other resources have been purchased to assist elementary teachers specifically (i.e., SmartyAnts, Nearpod). Additionally, Discovery Education and Nevada Distance Learning have created content that can be accessed by educators throughout the state.

Health and Safety Concern

12. CCSD buildings have temperature checks. Why aren't they being implemented at the school building level?

The District is following the guidelines from the Centers for Disease Control and Prevention and the Southern Nevada Health District. Based on these guidelines, the limited effectiveness of temperature checks may be outweighed by the potential harms at school sites. Specifically, since congregating in small spaces increases the spread of infection, the volume of staff and students arriving at a school building would pose a greater risk.

13. Please explain the requirements for wellness checks. Why has this fallen on teachers rather than social workers, counselors, etc.?

Student wellness remains a priority. Each school's Multidisciplinary Leadership Team (MLT) should focus on the frequency of wellness checks and the appropriate intervention strategies for students. The District establishes basic guidelines and procedures regarding the purpose and function of the MLT and wellness checks; however, the frequency of wellness checks may be determined by what is required and necessary for individual schools and classrooms aligned with the varying needs of individual students. In most circumstances, the MLT will identify students in need of frequent or daily wellness checks.

A tiered approach to wellness checks may require more frequent and daily wellness checks with students who are not participating regularly in distance education or exhibiting other signs that require ongoing, regular assistance. Students who are requiring more frequent wellness checks should be communicated through a phone call or Google Meet. Students demonstrating a lesser need or showing active participation during distance education may not require daily wellness checks and email correspondence may occur for these students and the interactions between the teacher and student may be less frequent.

Instructional Day

14. How are office hours being implemented daily?

Virtual office hours are dedicated blocks of times when educators provide one-to-one interactions with students 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.

15. High school educators have the ability to schedule a full day of virtual office hours. In elementary school, educators are trying to force office hours into some blocks during the day. If you are meeting with small groups in a day, when are those virtual office hours?

Each school has a weekly schedule for distance education of which virtual office hours are a required component. Each school varies on how virtual office hours are implemented and is dependent upon course load, schedules, and personnel.

Student Accountability

16. How will student attendance be determined?

Teachers are expected to take attendance daily. A student is considered present/participating for an attendance day and course based on the following definitions:

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

17. Distance education will compromise student testing integrity (e.g., MAPS and other assessments). How will CCSD ensure that assessments are valid?

As MAP Growth is implemented through distance education, educators and students will implement the assessment to the best of their ability to gain academic information on students focusing on the NVACS in reading and mathematics. MAP Growth will be administered remotely for all students in Grades Kindergarten-10 with proctoring support from parents/guardians in collaboration with the classroom teacher. It is important to note that additional assistance may be provided for primary students. Guidance on test administration protocols can be found at <https://bit.ly/MAPremote>, and digital resources are available to educators and parents/guardians to support remote proctoring. The MAP Growth fall testing window has been extended through September 30, 2020

18. The procedures for WIDA screener testing are problematic and will put our most susceptible students at risk. What alternative does CCSD have instead of bringing the students in to the school site for testing?

The WIDA screener testing is currently being conducted at schools while following strict safety protocols and social distancing to ensure the safety of all students and personnel. In the event students are unable to be screened, the Nevada Department of Education has granted the Clark County School District a waiver that allows the face-to-face screening of students to commence when face-to-face learning begins in schools. Under this waiver, students must be screened within 30 days of returning to any form of in-person instruction. In the event that the waiver is applied to a given school, schools will provide provisional English language services for all identified students.

Substitutes

19. What type of training is provided to substitutes?

Substitute guest teachers are required to take five courses in the Enterprise Learning Management System before they are able to accept an assignment while in full-time distance education. The courses are:

- *Plotting A Course: Quality Teaching From A Distance*
- *Navigating the Seas of Digital Content: Identifying and Designing Quality Content*
- *Setting Sail with Canvas LMS*
- *Setting Sail with Google Classroom*
- *Throw Your Live Sessions a Lifeline*

20. Will substitutes have similar access to Canvas?

Yes, substitute guest teachers will have similar access to Canvas. The school site is responsible for adding substitute guest teachers to the Canvas classes of the teacher for which they are covering, and educators will provide a link with limited access in order to carry out the instruction for the specified day(s). It is imperative that substitute guest teachers are provided a lesson plan by the school site.

21. From an elementary standpoint, there seems to be a huge shortage in substitutes. Traditionally, educators are asked to take on more students to cover the class of a colleague who is out. If educators are doing that, how will they be compensated by stepping in and teaching the other classes?

During full-time distance education, CCSD does not anticipate a shortage of substitutes being the same as they were during in-person instruction. As a result, CCSD does not anticipate this being a consistent issue. There is currently no contractual provision that provides for additional compensation for teaching additional students in this circumstance.

Privacy Issues

22. What are the requirements for recording synchronous learning? Instructions for recording synchronous learning have been different from school to school. Most educators are being told that they need to record their lessons, but they are not comfortable doing so. They also feel awkward not doing what their administrator is telling them to do. What options does an educator have since, ultimately, it is their responsibility?

Though student engagement in synchronous (real-time) learning sessions is highly valued, there are times when circumstances outside of a student's control may prevent the student from participating in the synchronous sessions. Educators are encouraged to record synchronous sessions while not publicly disclosing the personally identifiable information of students. "Personally Identifiable Information" means student faces, student likenesses, student names, or any other information about the student that would allow the student to be identified, including, without limitation, school, grade, IEP, health information, student discipline, or anything else that would tend to identify the student or lead to identification of the student.

The following guidance is provided to help educators facilitate the recording of synchronous sessions while protecting student information privacy in alignment with the Federal Education Rights and Privacy Act (FERPA). Additional recommendations will be released to better clarify the practice of recording synchronous sessions for special education self-contained classrooms.

All educators must attempt to obtain an Authorization for Release of Education Records (<https://drive.google.com/file/d/1oCW-dxaSL6TIkjU7BzCfHPS2ar8V4RZE/view>) for every student. If authorization is not provided for every student, it is permissible to record synchronous sessions while not publicly disclosing the personally identifiable information of students by using the following strategies:

- *Utilize two Google Meet sessions simultaneously during a single class session. In this scenario, the teacher attends both sessions simultaneously, students attend one session, and the teacher records the other session. (<https://escsd.instructuremedia.com/embed/e620e334-cc31-4675-89bc-acd931a80549>).*
- *Consider using headphones and a microphone and refrain from using student names.*
- *Create and record a single mini-lesson without students on the instructional concept.*
- *Record a video without students that recaptures the main ideas of the lesson (<http://training.ccsd.net/wp-content/uploads/2020/08/google-meet-and-distance-education.pdf>).*

Educators must explain to students that the sessions will be recorded for students who missed the sessions and are not for distribution or use by others. Students cannot share or post the recordings and may not independently record the sessions.

The educator must determine how to deliver the content of the lesson to the absent student(s). The educator should access one of the options listed above or identified in the CCSD Reopening Implementation Guide to ensure lessons are captured and student learning continues.

23. Third-party apps are being blocked from CCSD that will make materials more accessible to students. Will CCSD begin allowing the use of those apps that will make learning easier for students (e.g., KAMI)?
CCSD has the ability to whitelist, or make accessible, Web sites determined to be educational appropriate. If a site is blocked, it can be recommended for review by the Content Permission Committee and added to the whitelist.

Middle School Concerns

24. The first grading period occurs after the first two weeks students are back. How will the first grading period be addressed?
The middle school grading window for Quarter Grade A has been extended to September 11, 2020, to balance the number of school days between grade postings during the first term.

General Concerns

25. Since enrollment numbers are low, how will surplus work this year?
Surplus will follow the same process as it did this past fall. Essentially, principals will submit their budgets and if positions are reduced, a virtual surplus meeting will be held versus an in-person surplus meeting.
26. What is to stop NDE and CCSD using this as a pretense for massive layoffs?
This is a challenging situation that has impacted funding. Additionally, if enrollment is not as anticipated, staffing adjustments may need to be made. The surplus process will be an indication of the school-based staffing needs. As of August 24, 2020, CCSD has 409 classroom teaching vacancies.
27. If you change your mind and decide to work from school instead of home, or vice versa, what are the procedures for communicating with administrators? Can you teach the first half of the day from work and the second from home?
The procedure is to notify your administrator of your preference, including dates and specific schedule details. The administrators are in charge of ensuring proper scheduling in the buildings to ensure the appropriate arrangements for proper social distancing, etc. are made. Advance notice of the educator's choice may be required for purposes of planning and coordinating, as needed. If teaching from home half the day and teaching from school half the day is communicated in advance and does not pose a scheduling or instructional problem, this is acceptable. Travel time would need to occur during the lunch break.
28. What are the protocols and procedures for student teachers? Are they allowed in the building or are they only working remotely?
Student teachers are contingent workers so they may be provisioned to have access to be invited to their cooperating teacher's sessions. Student teachers are not allowed in the building and are only working remotely. It is possible that there may be times that the student teacher needs to pick up curriculum documents or other items from the school that are necessary to develop a lesson or provide instruction. If that is the case, the student teacher and cooperating teacher should inform the building administrator and the student teacher should only stay on campus long enough to collect the needed items.