CCSD
CLARK COUNTY
SCHOOL DISTRICT

CLARK COUNTY SCHOOL DISTRICT

Use of Funds Plan

A summary of CCSD's Community Input Process and Spending Priorities for American Rescue Plan Elementary and Secondary School Emergency Relief, enacted March 11, 2021 (ARP ESSER III)

September 10, 2021

A Message to the Community

September 10, 2021

Dear CCSD Community,

I am pleased to share Clark County School District's (CCSD's) Use of Funds Plan for its $777 million in American Rescue Plan (ARP) funding (also known as ESSER III).

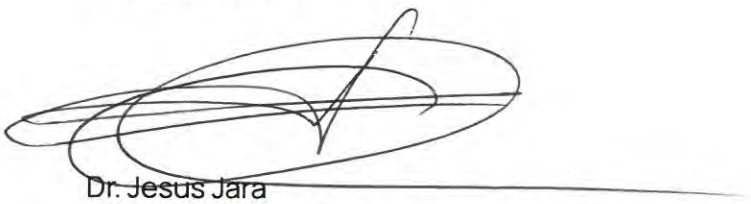
This summer, CCSD partnered with the community to launch the Focus on the Future for Kids: Community Input Process so our community could inform both our immediate spending priorities for ARP and to establish a longer term vision for our schools.

Our community answered the call. More than 12,000 community members engaged in input conversations or completed the feedback survey to share their vision for our schools and how CCSD should spend the incoming federal funds. I am truly grateful for our community's deep partnership in this process.

I would like to thank Opportunity 180 and The Public Education Foundation for their leadership and partnership in this effort. I'd also like to commend the Community Advisory Committee for the many hours and thoughtful approach they took to reviewing and synthesizing our community's input.

I look forward to more opportunities to hear from you through the ongoing Focus on the Future for Kids initiative as we build on the vision we've started to create, together.

With gratitude,



Dr. Jesus Jara
Superintendent, Clark County School District

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AMERICAN RESCUE PLAN OVERVIEW

Clark County School District (CCSD) received a $777 million allocation through the American Rescue Plan Act (ARP), also known as Elementary and Secondary School Emergency Relief (ESSER III). ARP ESSER III funding represents the largest federal relief and recovery investment to-date and builds on the previous rounds of federal funding for pandemic response and relief (ESSER I and II).

This influx of funding provided much-needed resources at this critical time. ARP ESSER III funding will enable CCSD to respond to the pandemic impacts our students are experiencing while planning for a brighter future for our schools.

AMERICAN RESCUE PLAN (ARP) DETAILS

The American Rescue Plan (ARP) contains specific requirements for local education agencies (LEAs). These requirements include:

- Engaging in meaningful consultation with stakeholders in the development of the plan
- 20% required set aside to address disrupted learning using evidence-based academic, social and emotional learning strategies for vulnerable populations of students
- Safe return to in-person instruction plan requirement (see Appendix)
- Local maintenance of equity requirement

ARP ESSER III USE OF FUNDS PLAN REQUIREMENTS

Per U.S. Department of Education (USED) guidance, CCSD is required to submit an ARP ESSER III Use of Funds Plan that must address, at a minimum, the following information:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning[1];
2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (at least 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs;
3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

[1] See Safe Return to In-person Instruction Plan in Appendix and CCSD's COVID-19 Mitigation and Continued Response To Pandemic Impacts spending priorities on page 16 of this document for how CCSD is responding to this requirement.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

In development of its ARP ESSER III Use of Funds Plan, CCSD was also required to engage in meaningful consultation with stakeholders and provide the public an opportunity to share input on the development of its plan. Specifically, CCSD was required to engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

Additionally, CCSD was required to engage in meaningful consultation with each of the following, to the extent present in or served by CCSD: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The Use of Funds Plan detailed on the following pages responds to the above requirements and represents a game-changing investment in CCSD's students as the District looks toward recovery with the American Rescue Plan Act funding.

FOCUSING ON THE FUTURE FOR KIDS

The needs of Clark County School District (CCSD) students are more pressing than ever as we recover from the COVID-19 pandemic and reimagine school for our children. Our community rallied around public education during the pandemic, and our community is playing a major role in identifying how we move forward.

CCSD partnered with the community in the summer of 2021 to gather input from a diverse set of stakeholders as we planned for what's next. The Focus on the Future For Kids: Community Input Process united the community to answer several questions, including:

- What do we want for our CCSD schools?
- How can we utilize upcoming federal funds to jumpstart our long-term, shared community vision for our schools?

More than 13,000 stakeholders provided input and feedback to CCSD over two months. Their requests and perspectives directly informed CCSD's spending priorities for the $777 million in federal funds provided through the American Rescue Plan (ARP, also known as ARP ESSER III).

The following use of funds plan outlines CCSD's community input and feedback process, CCSD's spending priorities for these funds, and includes an appendix that captures the artifacts from this unique collaborative effort to ensure a strong future for our kids.

COMMUNITY INPUT AND FEEDBACK PROCESS

From July 5 - September 7, 2021, CCSD engaged in a community input process that directly informed the $777 million ARP ESSER III spending priorities.

JULY 5 - AUG. 18	**COMMUNITY INPUT CONVERSATIONS** More than 60 organizations gathered input from their stakeholders on the future they want to see for CCSD, representing perspectives of over 2,200 community members
AUG. 18-31	**COMMUNITY ADVISORY COMMITTEE SYNTHESIZE INPUT** With a goal of convening a representative cross-section of our diverse community, three community members from each CCSD Region were selected to serve on a Community Advisory Committee (CAC) to help synthesize the input received. The CAC met to review the community input and developed a synthesis report that captures the topics and themes they observed. Click the following links to read the report in English or in Spanish.
	BUDGET DEVELOPMENT ALIGNED TO INPUTS Using the topics and themes outlined in the community input report, CCSD leadership identified ARP ESSER III funding priorities and budgets responsive to the CAC's report, CCSD data, and aligned to CCSD's Strategic Plan, Focus: 2024.
SEPT. 1-7	**COMMUNITY FEEDBACK VIA SURVEY** 13,000+ community members weighed in on CCSD's vision for the future and how recovery funds should be spent. This feedback informed the final spending decisions included in this plan, will inform how each of the spending priorities is implemented, and will frame future community conversations related to budgeting and crafting a long-term, shared vision for CCSD,

COMMUNITY INPUT PARTICIPANTS

More than **60 organizations** gathered input from their stakeholders on the future they want to see for CCSD, representing perspectives of over **2,200 community members and meeting the 'meaningful consultation' as requirements designated by ARP ESSER III[2]:**

100 Black Men of Las Vegas
10,000 Kids Partnership
Africa's Cry
Black Leadership Summit
Boulder City
CCSD Trustees Linda Cavazos, Irene Cepeda, Evelyn Garcia Morales, and Lisa Guzman
Clark County
Clark County Black Caucus
Clark County Children's Mental Health Consortium
Clark County Commissioner William McCurdy II
Clark County Department of Family Services
City of Henderson
City of North Las Vegas
Code Switch
Communities in Schools of Nevada
CORE, powered by the Rogers Foundation
Department of Juvenile Justice Services
Discovery Children's Museum
Dr. Paula McDonald
Educate Nevada Now, powered by the Rogers Foundation
Education Support Employees Association
Girl Scouts of Southern Nevada
Green Our Planet
Infinity Diversity Matters, LLC
INVEST
Junior Achievement of Southern Nevada, Inc.
La Luz del Mundo
Las Vegas Alliance of Black School Educators
Las Vegas City Councilwoman Olivia Diaz
Leaders in Training
Make it Work Nevada
Make the Road Nevada
Mi Familia Vota Education Fund
Ministers Alliance of Southern Nevada
Moapa Band of Paiutes
Moapa Valley Community Educational Advisory Board
Moapa Valley High School SOT
My Brothers Keeper Alliance
Mystic Dream
NAACP #1111
National Action Network - LV
National Coalition of 100 Black Women
Nevada Assembly
Nevada Association of Latino Administrators and Superintendents
Nevada Freedmen Association
Nevada Immigrant Coalition
Nevada Institute for Children's Research and Policy - Prevent Child Abuse Nevada
Nevada Legislature - Senator Dina Neal
Nevada PEP
Nevada PTA
Nevadans for the Common Good
The Obodo Collective, Inc.
Parent Leadership Team of Nevada powered by Opportunity 180
Phoebe Wang
Pilates & Co., LLC
Rise Up Nevada
Teach For America
Teach Plus Nevada
The Center - Serving the LGBTQ Community of Nevada
The Village Foundation, LJP
Virgin Valley Community Education Advisory Board
Vote Nevada
West Las Vegas Promise Neighborhood Education Group
Workforce Connections
YMCA of Southern Nevada

[2] ARP ESSER III requires an LEA to engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. The groups who engaged their stakeholders in community input conversations represent the required constituents.

COMMUNITY ADVISORY COMMITTEE (CAC)

Community members from each CCSD Region were selected with the goal of convening a representative cross-section of the district's diverse community. The CAC was tasked with synthesizing the community input received to develop a list of common themes.

CAC MEMBERS

Region 1	Region 2	Region 3
Yohara Delgado	Laura Carroll	Brenda Guigui
Brandarius Johnson	AJ Holly Huth	Scott Vyka
Jodi Thornley	Farahida Jamaluddin	Tonya Walls

QUESTIONS THE CAC ANSWERED

1. What do the participants in the Focus on the Future for Kids Community Input Initiative believe should be true for kids' education?
2. How do the participants in the Focus on the Future for Kids Community Input Initiative think the $770M in Federal funds should be used to jump start that vision?
3. What outstanding questions do the participants in the Focus on the Future for Kids Community Input Initiative have that they want to be answered?
4. How did the CAC decide what Themes and Responses to include?

The full report from the Community Advisory Committee can be found in the Appendix.

THEMES IDENTIFIED BY THE CAC

- Equity
- Transparency & Accountability
- Health & Wellness
- Staffing and Personnel
- Professional Development
- Wraparound Services
- Support, Strengthen, and Promote Culturally Responsive Community Engagement & Partnerships
- Special Education
- Localized Decision Making and Autonomy
- College & Career Readiness
- Extracurricular & Enrichment
- After School Programs
- Tutoring and Mentoring
- Quality of Education
- Curriculum
- Facilities/Infrastructure
- Culture
- Cleanliness and Sanitization of Facilities
- School Policies
- Restorative Justice Programs
- Transportation
- Distance Learning and Hybrid Learning
- Technology
- COVID 19 Impacts
- Early Childhood Education. Early Intervention
- Nutrition
- Long Term Vision

COMMUNITY INPUT SURVEY

To ensure the community-at-large could weigh in on the ARP ESSER III spending priorities, CCSD asked stakeholders to complete an online survey from September 1-7, 2021. The survey included an opportunity for community members to respond to the themes identified through the community input conversations and to review and react to the draft spending priorities that were informed by those themes.

More than 13,000 community members shared their feedback on the community input themes and draft spending priorities via the online survey. CCSD reflected on the survey responses as it made final spending determinations that are represented on the following pages.

Overall, CCSD was pleased to see that the vast majority of the spending priorities resonated with community members. Some key takeaways include:

- For **ALL Student Success** spending priorities, **more than 90% of respondents** (and in some cases, close to 100%) answered that the priorities were **somewhat important, very important, or most important** to them, their families, and/or their communities.
- The **Teachers, Principals, Staff** spending priorities that received the most positive responses were **Teacher Leadership Pathway** and **Educator Pipeline** (both received **more than 95%** positive responses).
- **More than 50% of respondents** shared that **Literacy Professional Development** and **Mental Health Services** were '**most important**' to them, their families, and/or their communities.
- **Nearly all spending priorities were deemed important to respondents**. The only spending priority where **more than 15% of respondents indicated 'not important'** was **Pipeline Into Administration For Black And Latino Male Educators** (while 30% of respondents indicated this priority as 'most important').

The results of the Community Input Survey can be found in the Appendix.

APPRECIATION

CCSD would like to thank the more than 13,000 community members who engaged in input conversations or completed the feedback survey, sharing their vision for our schools and how CCSD should spend the incoming federal funds.

This process was a great example of how the community and CCSD can partner to ensure the decisions the District makes are representative of the community's priorities.

Additional artifacts from the Community Input Process, including the individual community input submissions, are available at future.ccsd.net.

SPENDING PRIORITIES

CCSD used the community input to directly inform the ARP ESSER III spending priorities that are contained in the following pages. To prepare the most thoughtful spend plan possible, CCSD additionally considered COVID-19 impact data and gathered best practices to inform planning.

The spending priorities address the Use of Funds requirements outlined in the ARP ESSER III Use Of Funds Plan Requirements (pages 3 and 4 of this document).

On July 9, 2021, the Nevada Department of Education (NDE) sent their ARP ESSER plan to the U.S. Department of Education (USED). As of September 8, 2021, it is still pending approval. Until approved, LEAs must submit a budget for ⅔ of the total allocation amount. The spending priorities outlined below apportion the entire ARP ESSER III allocation. However, as required, CCSD's application to NDE will budget ⅔ of the entire allocation, pro-rated across all initiatives. Once Nevada's state plan is approved, CCSD will send their application for the remaining balance. In addition, CCSD set aside $6 million for CCSD-sponsored Charter Schools, per NDE guidance, and, across every priority, CCSD allocated only 2.07% for indirect costs.

GUIDING PRINCIPLES

CCSD developed a set of guiding principles to inform its spending decisions related to the ARP ESSER III funds. CCSD reflected on these commitments throughout the process and used these principles to make spending decisions that will position the district to both respond effectively to the COVID-19 pandemic and set a strong course for the future.

1. **Ensure broad participation in spending decisions** - CCSD engaged more than 13,000 community members in a meaningful consultation process to ensure that the ARP ESSER III spending priorities will meet community needs.
2. **Consider how equitably funds are applied, including across schools, communities, and student groups who are historically underserved and underrepresented** – CCSD will ensure that ARP ESSER III funds are spent to support students who were most impacted by the pandemic, including those experiencing historical racial inequities and underserved student groups (e.g., students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students).
3. **Use Data to target investments where they're needed most -** CCSD reviewed COVID impact data to assess student academic achievement, to identify subgroups of students most impacted by the pandemic, and to use that information to make targeted decisions about where to allocate ARP ESSER III resources[3]. CCSD will continue to use student data to determine whether an initiative is successful and where additional support may be needed.

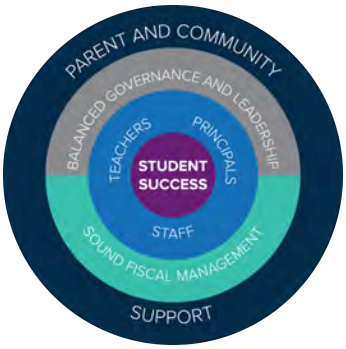
[3] For more information on data used to inform ARP ESSER III, see Appendix - Additional Artifacts to view the presentation to Clark County Board of School Trustees from September 9, 2021.

4. **Plan for sustainability** - CCSD considered whether individual spending priorities could be sustained after grant funds expire.
5. **Weigh feasibility of individual initiatives** - CCSD assessed whether each individual spending priority would be feasible given the current climate (e.g., staffing challenges)
6. **Honor the promise to taxpayers to focus on students and relief** - CCSD is committed to investing ARP ESSER III funds to support students who are in need of the greatest support while planning for a brighter future. CCSD further commits to stewarding ARP ESSER III funds with transparency by providing regular reports and updates about current expenditures, any planned grant amendments, and student achievement data.

USED mandates that 20% of ARP ESSER III funds address learning loss through implementation of evidence-based interventions. **CCSD has met the threshold for allocating over 20% of its ARP ESSER III allocation** to address disrupted learning using evidence-based academic, social and emotional learning strategies for students most impacted by the pandemic.

USING FOCUS: 2024 AS A GUIDE

CCSD aligned its ARP ESSER III spending priorities to the District's strategic plan, Focus: 2024. In the coming months and years, CCSD's work will be guided by the strategic plan and informed by community input identified through the Focus on the Future for Kids: Community Input Process.



The ARP ESSER III spending priorities are organized using the Focus: 2024 Strategic Plan Priority Areas:

- Student Success
- Teachers, Principals, Staff
- Balanced Governance and Leadership
- Sound Fiscal Management (informed all spending decisions)
- Parent and Community Support
- COVID-19 Mitigation (new priority)

As part of the ARP ESSER III implementation process, CCSD commits to monitoring and reporting on data related to the spending priorities. In the coming months, CCSD will develop a Focus: 2024 strategic plan refresh to include the ARP ESSER III spending priorities and unique measures of success for this plan. Specifically, CCSD will also monitor and report on data that will track impacts for students who have been most impacted by the pandemic, including those experiencing historical racial inequities and underserved student groups (e.g., students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students).

CCSD looks forward to sharing the Focus: 2024 Strategic Plan refresh.

STUDENT SUCCESS

The Student Success Priority includes four areas of focus that drive CCSD's decision-making:

1. Increase student achievement in English Language Arts, Mathematics, and Science
2. Decrease student proficiency gaps in English Language Arts, Mathematics, and Science
3. Increase access and equity to rigorous curriculum and instruction for all students
4. Ensure students and staff are safe and students are engaged at school

How CCSD Will Invest in Student Success: The vast majority of CCSD's spending priorities are allocated within the Student Success priority. CCSD is upholding its guiding principle to focus on students and relief, further detailed on the following pages.

How CCSD Will Prioritize Students Disproportionately Impacted by the COVID-19 Pandemic: Students who are the most impacted by the pandemic and those who have consistently experienced lack of access to resources and opportunity will be prioritized for the additional supports outlined below. Students targeted for support include those experiencing historical racial inequities and underserved student groups (e.g., students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students). CCSD will utilize academic achievement data, social-emotional needs, and equity and access data to target programming and interventions.[4]

Alignment to Themes Identified by the Community: Equity; Health and Wellness; Professional Learning Wraparound Services; Support, Strengthen, and Promote Culturally Responsive Community Engagement and Partnerships; Special Education; Localized Decision- Making and Autonomy; College & Career Readiness; Extracurricular & Enrichment; After-School Programs; Tutoring and Mentoring; Quality of Education; Curriculum; Culture; Distance Education and Hybrid Learning; Technology; COVID-19 Impacts; Early Childhood Education, Early Intervention

01. Expand Pre-K to ensure every CCSD school has at least one general education Pre-K classroom and expand programs in the coming years, based on student need USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$7,641,942**
02. Literacy Professional Learning to ensure every educator who teaches reading is well-trained in the fundamentals of literacy instruction USED Priority Alignment: Addressing Learning loss through Evidence-Based Interventions (Academic)	**$38,314,303**

[4] Response to USED Guidance: How the LEA will ensure that the interventions it implements, including but not limited to the interventions under the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

03. Tier I Instructional Materials for English Language Arts and Social Emotional Learning, Including Supplemental Instructional Materials to provide for a quality education in every CCSD classroom and ensure educators have supports they need to deliver high-quality, standards-based, differentiated instruction to all learners USED Priority Alignment: Addressing Learning loss through Evidence-Based Interventions (Academic)	**$73,961,580**
04. 6-Week Summer Career Courses for students, especially those furthest from opportunity, to gain exposure and connections to career options that both meet the business community's hiring needs and feed into CCSD's high-demand jobs USED Priority Alignment: Providing extended learning opportunities	**$22,918,126**
05. Paid Professional Credentials for Students to reduce barriers to entry and ensure any student who completes a career course of study can pursue that career USED Priority Alignment: Providing extended learning opportunities	**$6,789,786**
06. Mental Health Services to provide more dedicated staff and resources to ensure students who are struggling socially and emotionally receive the supports they need USED Priority Alignment: Addressing learning loss through Evidence-Based Interventions (Social Emotional Learning)	**$76,907,159**
07. Upgrade Technology to provide for a consistent learning experience across schools, including the infrastructure, staffing, and resources required for CCSD to deliver effective 1-1 instruction and prepare our students for the careers of tomorrow USED Priority Alignment: Purchasing educational technology for Distance Learning (including hardware, software, and connectivity)	**$209,125,883**
08. Community Partnerships for Learning Acceleration and Wraparound Supports that will include allocations directly to community organizations to support students who have been most impacted by the pandemic USED Priority Alignment: Addressing learning loss through Evidence-Based Interventions (Social Emotional Learning)	**$46,443,861**
09. Direct Allocation to Elementary Schools to address pandemic learning loss, in the manner each school believes will best meet the needs of their individual students USED Priority Alignment: Providing extended learning opportunities	**$23,490,023**
10. ELL Endorsement for All Teachers to ensure every CCSD teacher has the knowledge and skills to support English language learners USED Priority Alignment: Addressing the unique needs of disadvantaged, at-risk, and racial and ethnic populations.	**$27,575,245**

TEACHERS, PRINCIPALS, STAFF

How CCSD Will Invest in Teachers, Principals, Staff: The following priorities were developed with a commitment to recruiting, retaining, and ensuring adequate staffing with a focus on increasing the diversity and representation of our educators.

Alignment to Themes Identified by the Community: Equity; Staffing and Personnel; Professional Learning; Quality of Education

01. Teacher Leadership Pathway that will create formal, long-term pathways that will enable educators to grow in their careers while also providing meaningful, job-embedded professional learning to their peers USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$4,839,301**
02. Educator Pipeline opportunity for CCSD paraprofessionals to earn a teaching credential that will allow them to grow professionally in the District while addressing CCSD's persistent teacher shortages USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$6,121,704**
03. Pipeline into Administration for Black and Latino Male Educators that will provide a sustainable pathway for more Black and Latino male educators to grow into school administration roles via a masters degree and cohort experience USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$515,759**

BALANCED GOVERNANCE AND LEADERSHIP

How CCSD Will Invest in Balanced Governance and Leadership: CCSD will seek to increase communications and transparency with regards to its plans and progress toward its goals.

Alignment to Themes Identified by the Community: Equity; Transparency and Accountability; Long-Term Vision

01. Strategic Planning to ensure CCSD can track and share progress toward its goals and refresh plans, as the pandemic evolves and CCSD looks toward the future USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$345,643**

PARENT AND COMMUNITY SUPPORT

How CCSD Will Invest in Parent and Community Support: CCSD seeks to create more meaningful engagement opportunities with families and community members to support our shared goals. This will happen through the ongoing Focus on the Future for Kids: Community Input Initiative where CCSD will ask for input and share updates related to the ARP ESSER III spending priorities. Through this spending area, CCSD will provide direct training to parents so they can better support their learners with technology at home, which relates closely to an investment in the Student Success Priority Area – Technology Upgrades. CCSD will also seek to share information with the community that will increase transparency and accountability for the shared vision we are developing together.

Alignment to Themes Identified by the Community: Equity; Transparency & Accountability; Wraparound Services; Support, Strengthen, and Promote Culturally Responsive Community Engagement and Partnerships; Distance Education and Hybrid Learning; Technology; COVID-19 Impacts

01. Parent Technology Training that will offer targeted digital literacy training to parents and caregivers so they can support students at home and have the opportunity to utilize that technology to advance their lives as well USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$296,181**
02. Data Transparency and Accountability will include building and launching a comprehensive, publicly accessible data dashboard system that will provide timely and transparent student achievement data, equity and access data, and overall CCSD performance in an effort to continue to build trust throughout the community USED Priority Alignment: Conducting other activities necessary to maintain the operation and continuity of services, employing existing staff, and coordinating activities.	**$8,688,932**

COVID-19 MITIGATION AND CONTINUED RESPONSE TO PANDEMIC IMPACTS

How CCSD Will Invest in COVID-19 Mitigation and Continued Response: CCSD's top priority is to ensure the health and safety of its students and staff while continuing to address the pandemic impacts students are experiencing. Continued investments building on previous rounds of federal funding will include[5]:

- **Coordinated Response to COVID-19:** COVID-19 testing and vaccine support; health director, health secretary, school nurses, employee health nurses, contact tracing professionals; employee stipends and incentive MOAs; nursing station ionization project; HVAC Energy Management Audit; and eMocha renewal
- **Learning Loss:** Professional Learning - Summer (Math, Grade Reform, ELL); Districtwide Summer School Programs; RTI Project Facilitators
- **Operations and Service Continuity:** Bus disinfecting; Food Service: snacks for Summer Programs; Charter School Pass-thru Funding; Culinary Portable
- **SEL Services:** Panorama, Care Solace, Social Workers for CCSDPD, School Counselors, etc.

Alignment to Themes Identified by the Community: Equity; COVID-19 Impacts

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01. COVID-19 Mitigation Spending Priorities will include a range of health, safety, and student support measures so CCSD can respond to the evolving nature of the pandemic

USED Priority Alignment: Coordinate local education agencies with State, local, Tribal, and territorial efforts with departments of health and other relevant agencies to prevent, prepare, and respond to COVID-19.

$217,874,067

[5] Response to USED Guidance: The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

CONCLUSION AND COMMITMENTS

CCSD is eager to implement the spending priorities outlined in this plan and looks forward to sharing progress related to these priorities through regular engagement opportunities. CCSD commits to stewarding ARP ESSER III funds with transparency by providing regular reports and updates about current expenditures, any planned grant amendments, and student achievement data.

CCSD further commits to ensuring that ARP ESSER III spending will target, wherever feasible, the needs of students who have been most impacted by the pandemic, including those experiencing historical racial inequities and underserved student groups (e.g., students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students).

The Focus on the Future for Kids: Community Input Initiative is intended to create an ongoing feedback cycle so the community can share its priorities and receive updates on spending informed by those priorities. CCSD looks forward to further engagement in the months and years ahead as we continue to build our shared vision for the future.

USE OF FUNDS PLAN APPENDICES

1. Community Input and Feedback Process (public websites)

a. Focus on the Future for Kids minisite
b. Input Toolkit
c. Input Synthesis
d. Additional Artifacts

2. Community Input and Feedback Process (documents)

a. Community Advisory Committee (CAC) Process
b. Community Advisory Committee (CAC) Report, English
c. Community Advisory Committee (CAC) Report, Spanish
d. CCSD Memo to the Community, English
e. CCSD Memo to the Community, Spanish
f. Community Feedback Survey Results, English
g. Community Feedback Survey Results, Spanish

3. ARP ESSER III Requirements (documents)

a. Plan for Path Forward Program of Distance Education and Plan for the Safe Return to In-Person Instruction and Continuity of Services (also known as Safe Return to In-person Instruction Plan)

FOCUS on the FUTURE FOR KIDS

Community Input Process

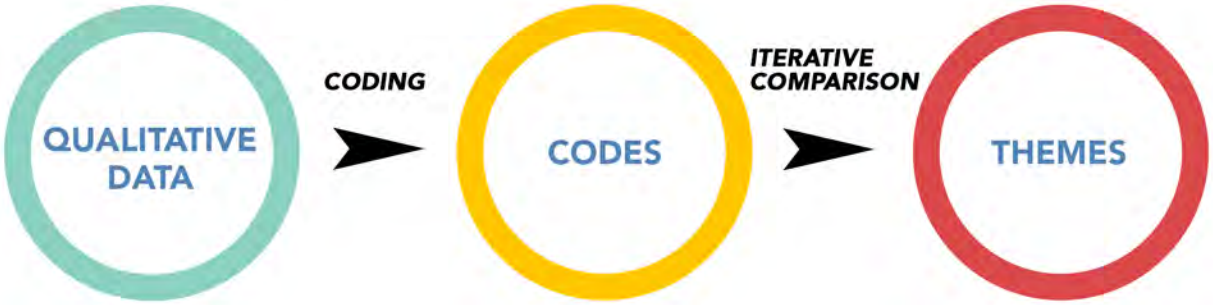
Thank you for your interest in the "Focus on the Future for Kids" Community Input Review Process!

Focus on the Future for Kids is a community initiative that is gathering public input to answer two questions:

1. What do we want to see in our Clark County School District (CCSD) schools?
2. How can we use upcoming federal funds to jumpstart our shared community vision for our schools?

This document provides more information on how we will synthesize the input we are receiving from community groups throughout Clark County, and turn that input into a community vision for our schools, as well as recommended funding priorities for American Rescue Plan funds.

As we gather and analyze community input received, we will utilize a process that looks for common key terms and themes that we hear from the community:



Here's how it will work:

NOW THROUGH AUGUST 13

- Our community partners are gathering the people they serve, holding conversations, and filling out a common community input report that will provide high-level themes they heard from their community members about what they want to see in our schools, as well as ideas on how to utilize the federal funds to support that vision.

- Applications also will be issued for a Community Advisory Committee (CAC) that will help synthesize the community input received. Three community members from each CCSD Region will be selected, with a goal of convening a representative cross-section of our diverse community.

AUGUST 13 - AUGUST 31

- The Focus on the Future Planning Team - including leaders from CCSD, Opportunity 180, and The Public Education Foundation - will organize the high-level themes from these input reports to identify key terms that appear most frequently.
- The CAC will then review the Planning Team's work, and collaborate with the Planning Team to identify "codes," which are similar words and phrases used frequently by our community members when they provided input.
- The Planning Team will then review the codes to determine which ones were used most frequently, and the CAC will review the Planning Team's work.
- The CAC and the Planning Team will then organize the codes and high-level themes into "headlines," which will lead to themes that articulate a community vision.
    - The teams also will identify key terms that were not associated with a headline and articulate why they were not included in the final report.
- The Guinn Center will then serve as a third-party reviewer to ensure data was handled in a fair and transparent manner.
- Data and high-level themes will be presented to the Board of School Trustees
- CCSD leadership will ensure that the plan for spending federal funds is in alignment with the high-level themes and vision created by our community.

SEPTEMBER 1 - SEPTEMBER 7

- CCSD will provide its draft plan to the community on a shared community vision/utilizing federal funds. Input will be gathered online.

SEPTEMBER 10

- This is the deadline for CCSD to provide its plan for allocating federal funds to the Nevada Department of Education.

ONGOING

- The District will continue to report the progress on the federal funds to the community, including data indicating the effectiveness of those funds on meeting the community vision as articulated through the Focus on the Future for Kids community input process.

How will the Community Advisory Committee (CAC) be selected?

A nimble, diverse group of committed stakeholders who represent a wide array of perspectives will be appointed by the Superintendent to participate in the community input review and synthesis process. This group will be engaged at critical junctures throughout the synthesis process.

PLEASE NOTE: We ask that CAC members be willing to commit **at least 10 hours a week** from August 13 through September 10 as we synthesize community input that has been provided and present high-level themes to the community. A majority of that time would be flexible time to review input and data. There will also be **two or three 60-minute mandatory group meetings each week at times that the members of the group mutually agree upon.** Additionally, as this is a collaborative process, we ask that all CAC members commit to participating in sharing our final report with the community at large once it is completed.

Composition

The Superintendent will identify and appoint three representatives from each of the three CCSD School Regions for a total of nine Community Advisory Committee members. These individuals should represent a wide range of perspectives and viewpoints to ensure that the unique and specific needs of students are met.

Appointment Process

All community residents who do not also hold a public office and are not currently employed by CCSD are eligible to apply to serve on the CAC. The application will be made available on the CCSD website and via social media on July 13 and is due on July 26. The application will include questions relevant to the applicant's experience with and perspectives on the school system. Announcement of the Focus on the Future CAC will be made on July 30.

Focus on the Future for Kids is an initiative by

Opportunity180°

CCSD CLARK COUNTY SCHOOL DISTRICT

Guinn CENTER

The Public Education Foundation

Focus on the Future for Kids Community Advisory Committee
Final Synthesis Report
August 26, 2021

Focus on the Future for Kids Community Advisory Committee Members Involved In Synthesizing Input and Preparing The Following Report:
Yohara Delgado
Brandarius Johnson
Jodi Thornley
AJ Holly Huth
Brenda Guigui
Dr. Tonya Walls
Laura Carroll
Farahida Jamaluddin

Focus on the Future for Kids Community Advisory Committee Process
The Focus on the Future for Kids Committee believes the Focus on the Future for Kids is a shared vision of what the community wants for schools. Focus on the Future for Kids Community Advisory Committee reviewed input provided by stakeholders and compiled a list of common themes identified in the forms provided from input sessions held by Community stakeholders. The Committee synthesized community input between August 19 and August 26, and prepared this report of our synthesis of 62 community input forms. The Planning Team tasked the Committee to answer the following questions:

- What do the participants in the Focus on the Future for Kids Community Input Initiative believe should be true for kids' education?
- How do the participants in the Focus on the Future for Kids Community Input Initiative think the $770M in Federal funds should be used to jump-start that vision?
- What outstanding questions do the participants in the Focus on the Future for Kids Community Input Initiative have that they want to be answered?
- How did the CAC decide what Themes and Responses?

The Committee reviewed all Community Input Forms and discussed independently notated repeated topics and themes.

The Committee identified topics; Committee members listed keywords and phrases that identified themes, such as "pre-k" under "Early Childhood Education."

The Committee acknowledged several keywords could be interpreted and included in different themes. The Committee discussed the context of the themes that stakeholders could interpret differently to promote understanding of the topic, upon which the Committee articulated a theme or several themes.

The Committee did not have access to accurate population size data because the number of participants was not provided on all forms. The Committee was unable to determine a precise representation of the participants involved.

All themes identified have been included in no particular order.

Questions and Concerns of Focus on the Future for Kids Community Advisory Committee

The process to gather community feedback could have been improved. For example, stakeholders may have been unaware of the input sessions and unable to provide input. The decision-makers may collect information to which the Committee does not have access. The Committee synthesized only the community input forms provided.

As per federal requirements, funds should not be conflated with general funds allocated for this purpose with programs and services not meant for the federal government's stated purpose, and/or to fund general programs seeking to serve "all students" equally without regard for the Title I and other governing ed policies Care Relief funds were meant to be used for.

Acronyms in the Community Input Forms

AAVE: African American Vernacular English
AC or A/C: Air conditioner
ACEs: Adverse Childhood Experiences
ACT: American College Test
AED: Automated External Defibrillator
AP: Assistant Principal
AP: Advanced Placement
APIA: Asian and Pacific Islander American
ARP: American Rescue Plan
ARPA: American Rescue Plan Act
BIPOC: Black, Indigenous, People of Color
CCSD: Clark County School District
CIS: Communities in Schools
CTE: Career and Technical education
DACA: Deferred Action for Childhood Arrivals
DFS: Department of Family Services
ELL: English Language Learner
ESL: English as a Second Language
ESY: Extended School Year
GATE: Gifted and Talented Education
GSA: Gay Straight Alliance
IDEA: Individuals with Disabilities Education Act
IEP: Individualized Education Plan
IT: Information Technology
JA: Junior Achievement

JAG: Jobs for America's Graduates
LGBTQ+: Lesbian, Gay, Bisexual, Transgender and Queer or Questioning
PBIS: Positive Behavioral Interventions and Supports
PBL: Project-Based Learning
PD: Professional Development
PK: Pre-Kindergarten
PLC: Professional Learning Community
Pre-K: Pre-Kindergarten
PTA: Parent Teacher Association
RTI: Response to Intervention
SAT: Scholastic Aptitude Test
SBT: School-Based Team
SEL: Social Emotional Learning
SOT: School Organizational Team
SPED: Special Education
STEAM: Science, Technology, Engineering, the Arts, Mathematics
STEM: Science, Technology, Engineering, Mathematics
TESA: Teacher Expectations and Student Achievement
UV: Ultraviolet

Topics and Themes Identified

Equity

- Apply and use the funds equitably, centering the voices and requests of those historically and disproportionately excluded, especially students of color.
- Close opportunity, access, and funding gaps for at-risk, low-income, minoritized, and historically marginalized student populations like students of color, BIPOC communities, ELL, SPED, LGBTQ, communities that experience the conditions of poverty.
- Identify equity needs related to funding, personnel, wraparound services, and resource allocation for schools in rural communities.

Transparency & Accountability

- Transparency and accountability for educators and school leadership and CCSD district level administrators.
- Transparency, communication, and accountability for development of the decision making process, the allocation of funds, the expenditures, programs and outcomes of investments made.
- Transparency and accountability in the communication processes.

Health & Wellness

- Access to SEL, mental health tools, and prevention resources to support physical/emotional/mental/social wellness for students, families, and educators, accessibility to healthcare, thus allowing learning to be the center of Focus.
- Access to highly qualified, culturally responsive, mental, behavioral, and physical health care professionals, counselors, psychologists, social workers, mentors, school nurses, and support staff.
- Integrate social-emotional learning and cultural education to support the well-being of students.
- Provide mental health tools and prevention resources to support social-emotional wellness and mental and physical health.

Staffing and Personnel

- Building and diversifying educator pipeline – recruit, hire, competitively compensate, and retain diverse, highly qualified professionals.
- Diversity and representation among teachers and leaders so that the student population see themselves reflected in leadership.
- Adequate staffing of teachers, specialists, librarians, support/classified staff, technology staff and other professionals.
- Compensation, incentives and bonuses to ensure quality education and services, with an improved adult to student ratio.
- Smaller Class Sizes

Professional Development

- Provide educators, district leaders, specialists, and staff with professional development tools to practice perspective-taking and empathy to build connections with students.
- Assessments, accountability and resources to ensure quality teaching.
- Promote positive school environments.
- Provide cultural sensitivity, unconscious bias, and restorative justice training to leaders and educators.
- Ensure training on technology and software programs and provide services to enable and support educators to facilitate distance/hybrid learning.

Wraparound Services

- Wraparound services and community engagement that bring services into schools and homes.
- Engage and bring in support services from diverse, community-embedded practitioners and organizations with experience working with diverse student populations.

Support, Strengthen, and Promote Culturally Responsive Community Engagement & Partnerships

- Coordinate culturally responsive community services & resources.
- Promote community business partnerships.
- Educational opportunities to enhance parental/at-home involvement in education.

- Workshops to promote community involvement and engagement with diverse communities and stakeholders.
- Effective communication of information, ensuring access in multiple languages, and not utilizing jargon in communication practices.
- Increase partnerships with diverse community organizations that represent our diverse community.
- Business partnerships provide enrichment and impactful experiences.

Special Education

- Provide inclusive, differentiated well-coordinated support services & resources (early intervention, more adult assistance, assistive tech, cameras for liability, accessible spaces, quiet rooms, etc) to increase student academic success.
- Compliance in Individualized Education Plan (IEP) and 504. Provide support services and resources to ensure compliance.
- Ensure accessibility in all spaces for all members of the community, such as closed captioning.
- Empower all students to succeed and provide culturally-responsive and rigorous curriculum, resources and support for Special Education, English Language Learners (ELLs), Gifted and Talented (GATE), and all students with diverse educational needs.
- Reduce overrepresentation and disproportionate labeling of Black students in subjective Special Ed categories like “emotionally disturbed” for typical behaviors of children at any given age group. Issues of inequity push black students toward prison and poverty pathways.

Localized Decision Making and Autonomy

- Assess and ensure diversity amongst decision-makers that represent our diverse student population.
- Promote localized decision-making, including school leaders' ability to make decisions.
- Diverse and culturally responsive School Organization Teams (SOT) that are recognized and represented with oversight from the Associate Superintendent.
- Diverse and culturally responsive Parent Teacher Associations (PTA) that are recognized and represented.

College & Career Readiness

- Provide access to schools, resources, and support for career, vocational and technical education programs.
- Expand college application, readiness programs, services, Career Technical Education (CTE), STEM programs, vocational and trade programs.
- Provide pathways to support college and career readiness for all students.
- Provide access to guidance counselors to help students with college readiness, such as writing essays.

Extracurricular & Enrichment

- Integrate extracurricular activities & enrichment programs that develop talents and interests.
- Include electives into regular curriculum.
- Athletics, art, music, and other creative offerings made accessible for students.

After School Programs

- Access to free after-school programs.

Tutoring and Mentoring

- Identify and expose gaps in education and provide support and resources to facilitate filling the gaps.
- Development and implementation of services & resources to increase student academic success.
- Promote student self-advocacy.

Quality of Education

- High quality teaching methods, programs and curriculum meeting the differentiated and individualized needs of the student.
- Culturally and historically responsive curriculum & training – create, promote, and sustain a welcoming and inclusive community.
- Recruit from diverse cities.
- Improved response to intervention (RTI) to improve outcomes for all students.

Curriculum

- Literacy, financial literacy, SEL, Gardening, Robotics, Life skills, home economics, drivers education , exploratory learning and project based learning (PBL) program expansion and support.
- Ethnic studies and Multicultural courses and standards.
- Expansion of GATE Program.

Facilities/Infrastructure

- Infrastructure to ensure physical safety, well-being and equitable learning opportunities – construction, maintenance, and repairs of buildings.
- Protocols to maintain a healthy and safe learning environment.
- Update A/C or filtration systems.
- Address the infrastructure and facility inequities in underserved areas and vulnerable communities and populations.

Culture

- Facilitate a culture of inclusiveness, respect and anti-bullying and anti-racism.
- Facilitate programs and processes to eliminate sexual harassment and abuse.

Cleanliness and Sanitization of Facilities

School Policies

- School policies to promote culturally responsive,social emotional learning, such as dress code, restorative justice policies.
- Keeping in compliance with legislation such as for Section 504 and IEPs.
- Promote racial equity in policy development and implementation.
- Culturally responsive social emotional learning.
- Promote LGBTQ+ in policy development and implementation.

Restorative Justice Programs

- Address School to Prison pipeline.
- Students specifically mentioned discipline processes, ie. not suspending for tardiness, not feeling safe with police presence and feeling schools are run like a prison.
- Training to educate authority figures and leaders to de-escalate situations.

Transportation

- Robust transportation systems to meet the unique needs of students.
- Purchase buses and means of transportation needed, considering long-term use, such as “green buses”.

Distance Learning and Hybrid Learning

- Educational model (online, in person, hybrid) meeting the unique needs of students and parents assisting children.
- Parent and Guardian support with technology.
- Providing reliable access to broadband technology to ensure distance learning access.
- Distance learning access to high-quality education, including Advanced Placement courses, diverse electives.
- Distance Education Support Services, such as technical support 24/7 in multiple languages.

Technology

- Access to technology and technology resources, including paper, chrome books, sports equipment, music equipment.
- Broadband access that is reliable
- Workshops and educational opportunities to support family’s technical knowledge to assist students.
- Eliminate Access Gaps Currently and Historically Existing for Underserved and Vulnerable Student Populations

COVID 19 Impacts

- COVID exacerbated vulnerabilities in communities that need to be addressed.
- Provide support services and highly qualified professionals should be provided to address mental health concerns, including stress and anxiety due to COVID.

- The lack of access to technology like broadband and working chrome books was an expressed problem. Provide access to functioning technology and support services on how to use it.
- Community outreach to identify the vulnerabilities.
- Guidance and support services to facilitate the use of technology provided.
- Provide transparency on plans to sanitize and ventilate schools moving forward.

Early Childhood Education. Early Intervention

- Inclusive & equitable early childhood education opportunities to prepare for academic, social and emotional learning success.
- Preschool, All Day Pre-K and All Day Kindergarten in areas with working class families.
- Early intervention.
- Early assessments for individual children.

Nutrition

- Healthy and nutritious meals for all students.
- Food security.

Long Term Vision

- Establish and develop a plan with a sustainable long-term vision.

<u>Community Questions and Concerns that did not fall under a main idea or theme, but are necessary to note</u>

How were people notified about this process?

How can we ensure that more community members have their voices heard in the future?

How will CCSD communicate, provide transparency and accountability for tracking and reporting the funds that will be allocated, and who will have access to deploy the funds to assist the students directly and monitor the outcomes/benefits from the investments?

How can the process for community input be improved to ensure accountability, inclusivity, and equal representation?

How can CCSD keep the community informed by elaborating on the decision-making process to allocate the funds?

When and how will the District release information regarding the spending of funds?

How can CCSD ensure principals, teachers, support staff, and leaders have professional development opportunities to help assess viewpoints and biases to be culturally responsive and effectively communicate and engage with diverse families and community members?

How will CCSD ensure a truly equitable distribution of funds?

Students asked: “Are teachers or school counselors even trained?”

How will CCSD ensure transparency moving forward?

How are underserved and vulnerable populations being represented and supported?

How is CCSD improving the teacher pipeline and encouraging opportunities for professional development, diversity, and advancement with staff?

What strategies and assessments are being implemented to find solutions to ensure connectivity and technology access is equal?

How is the District accountable for COVID safety and sanitation protocols?

How will CCSD provide a solution to reduce the school-to-prison pipeline?

How will CCSD implement better counseling, social-emotional learning, mental health, and professional help on campus?

How is CCSD working with other local agencies, local governments, and organizations to reduce redundancy, leverage resources, and maximize efficiency?

How can CCSD increase community engagement and integration and leverage community resources?

What can CCSD do to develop a clear pathway for community partners to offer wraparound services?

What can CCSD do to develop a clear pathway to becoming a part of the procurement process to contract with the District?

Has CCSD identified critical one-time payment projects or efforts that could produce long-term results?

What will CCSD do to address the overcrowded, outdated, old schools that are not adequately maintained or renovated?

How will CCSD improve relationships and communications between adults and students?

How will CCSD address the lack of socialization for the younger students and those with special needs during virtual education?

What kind of assistance will schools offer to distance education students?

How will CCSD continue to combat bullying and cyberbullying?

How can CCSD efficiently track and record how the funds are being dispersed to each school in the District and report the spending of the money at each school?

Stakeholders felt questions on the forms were limiting.

The process for capturing community input should be improved.

Comité Asesor Comunitario para el Enfoque en el Futuro de los Niños
Síntesis del Informe Final
26 de agosto de 2021

Los Miembros del Comité Asesor Comunitario para el Enfoque en el Futuro de los Niños que Participaron para Sintetizar la Información y Preparar el Informe Siguiente:

Yohara Delgado
Brandarius Johnson
Jodi Thornley
AJ Holly Huth
Brenda Guigui
Dr. Tonya Walls
Laura Carroll
Farahida Jamaluddin

El Proceso del Comité Asesor Comunitario para el Enfoque en el Futuro de los Niños

El Comité para el Enfoque en el Futuro de los Niños cree que el Enfoque en el Futuro para los Niños es una visión compartida de lo que la comunidad quiere para las escuelas. El Comité Asesor Comunitario para el Enfoque en el Futuro de los Niños revisó la información proporcionada por las partes interesadas y recopiló una lista de los temas comunes identificados en los formularios proporcionados de las sesiones informativas realizadas por las partes interesadas de la comunidad. El comité resumió la opinión de la comunidad entre el 19 y el 26 de agosto, y preparó este informe de nuestra síntesis de 62 formularios de opinión comunitaria. El Equipo de Planeación asignó al comité para que respondiera las preguntas siguientes:

- ¿Qué es lo que los participantes de la Iniciativa de la Opinión Comunitaria para el Enfoque en el Futuro de los Niños creen que debería ocurrir en la educación para los niños?
- ¿Cómo consideran los participantes en la Iniciativa de la Opinión Comunitaria para el Enfoque en el Futuro de los Niños que $770M en los Fondos Federales deberían ser utilizados para iniciar esa visión?
- ¿Qué preguntas sobresalientes quieren los participantes para el Enfoque en el Futuro de los Niños que sean contestadas?
- ¿Cómo decidió el CAC qué temas y respuestas?

El Comité revisó todos los Formularios de Opinión Comunitaria y habló de manera independiente sobre temas y asuntos repetidos.

El Comité identificó temas; los miembros del Comité listaron palabras y frases claves que identificaron temas, tales como “preescolar” bajo “Educación de la Niñez Temprana.”

El Comité reconoció que varias palabras clave pudieron ser interpretadas e incluidas en temas distintos. El Comité habló sobre el contexto de los temas que las partes interesadas pudieron interpretar de manera diferente para promover la comprensión del tema, por lo cual el Comité expresó uno o varios temas.

El Comité no tuvo acceso a datos del tamaño de la población precisa porque el número de participantes no se proporcionó en todos los formularios. El Comité no pudo determinar una representación precisa de los participantes involucrados.

Todos los temas identificados han sido incluidos sin un orden en particular.

Preguntas e Inquietudes del Comité Asesor Comunitario para el Enfoque en el Futuro de los Niños

El proceso para reunir retroalimentación comunitaria pudo haber sido mejorado. Por ejemplo, las partes interesadas pudieron no haber tenido conocimiento de las sesiones de opinión y no pudieron proporcionar información. Las personas que tomaron las decisiones pudieron reunir información a la cual el Comité no tiene acceso. El Comité resumió solamente la información comunitaria de los formularios proporcionados.

Según los requisitos federales, los fondos no deberían combinarse con los fondos generales asignados para este propósito con programas y servicios que no son para el propósito establecido del gobierno federal, y/o para financiar programas generales que buscan servir “a todos los estudiantes” equitativamente sin considerar otros fondos que estaban asignados para utilizarse en Título I y otras normas de educación asignadas “Care Relief.”

Acrónimos en los Formularios de Opinión Comunitaria

AAVE: Inglés Doméstico Afroamericano
AC o A/C: Aire acondicionado
ACEs: Experiencias Adversas de la Niñez
ACT: Prueba de Universidad Americana
AED: Desfibrilador Externo Automático
AP: Subdirector
AP: Ubicación Avanzada
APIA: Asiático y Americano de las Islas del Pacífico
ARP: Plan de Rescate Americano
ARPA: Ley del Plan de Rescate Americano
BIPOC: Negro, Nativo, Gente de Color
CCSD: Distrito Escolar del Condado de Clark
CIS: Comunidades en Escuelas
CTE: Carreras y Educación Técnicas
DACA: Acción Diferida para Llegada de la Niñez
DFS: Departmento de Servicios Familiares
ELL: Aprendiente del Idioma Inglés
ESL: Inglés como Segundo Idioma
ESY: Año Escolar Prolongado
GATE: Educación para Dotados y Talentosos
GSA: Alianza Gay Heterosexual
IDEA: Ley de Educación para Personas con Discapacidades
IEP: Plan Educativo Individualizado
IT: Información Tecnológica

JA: Logro Juvenil

JAG: Empleos para Graduados de América

LGBTQ+: Lesbiana, Gay, Bisexual, Transgénero y Extraño o Cuestionable

PBIS: Intervenciones y Apoyos para el Comportamiento Positivo
PBL: Aprendizaje en Base a un Proyecto
PD: Desarrollo Profesional
PK: Preescolar
PLC: Comunidad de Aprendizaje Profesional
Pre-K: Preescolar
PTA: Asociación de Padres y Maestros
RTI: Respuesta a la Intervención
SAT: Prueba de Aptitud Escolar
SBT: Tema con Base en la Escuela
SEL: Aprendizaje Socioemocional
SOT: Equipo de Organización Escolar
SPED: Educación Especial
STEAM: Ciencia, Tecnología, Ingeniería, Artes, Matemáticas
STEM: Ciencia, Tecnología, Ingeniería, Matemáticas
TESA: Expectativas del Maestro y Logro Estudiantil
UV: Ultravioleta

Asuntos y Temas Identificados

Equidad

- Aplicar y usar los fondos de manera equitativa, centrando las voces y solicitudes de aquellos que han sido histórica y desproporcionadamente excluidos, especialmente los estudiantes de color.
- Acercar las oportunidades, acceso y deficiencias de fondos para poblaciones estudiantiles en riesgo, de bajos ingresos, de minorías e históricamente marginados como los estudiantes de color, comunidades BIPOC, ELL, SPED, LGBTQ, comunidades que experimentan condiciones de pobreza.
- Identificar necesidades equitativas relacionadas con financiación, personal, servicios integrales y distribución de recursos para escuelas en comunidades rurales.

Transparencia y Responsabilidad

- Transparencia y responsabilidad para educadores y liderazgo escolar y administradores al nivel del CCSD.
- Transparencia, comunicación y responsabilidad para el desarrollo del proceso para toma de decisiones, asignación de fondos, gastos, programas y resultados de inversiones hechas.
- Transparencia y responsabilidad en el proceso de comunicación.

Salud y Bienestar

- Acceso a SEL, herramientas para la salud mental y recursos de prevención

para apoyar la parte física/emocional/mental/bienestar social para los estudiantes, familias y educadores, acceso al cuidado de la salud, así como permitir que el aprendizaje sea el centro del enfoque.
- Acceso a profesionales del cuidado de la salud mental, comportamental y física altamente calificados, culturalmente sensibles, consejeros, psicólogos, trabajadores sociales, mentor, enfermeras escolares y personal de apoyo.
- Integrar el aprendizaje socioemocional y educación cultural para apoyar el bienestar de los estudiantes.
- Proporcionar herramientas de salud mental y recursos de prevención para apoyar el bienestar socioemocional y salud física.

Contratación y Personal

- Desarrollar y diversificar la plantilla de educadores – reclutar, contratar, compensar competitivamente y mantener profesionales altamente calificados y diversos.
- Diversidad y representación entre maestros y líderes para que la población estudiantil se vean a ellos mismos reflejados en el liderazgo.
- Contratación adecuada de maestros, especialistas, bibliotecarios, personal de apoyo/clasificado, personal de tecnología y otros profesionales.
- Compensación, incentivos y bonos para asegurar educación y servicios de calidad, con un mayor número de adultos asignados para la cantidad de estudiantes.
- Tamaños más pequeños de grupos de clases.

Desarrollo Profesional

- Proporcionar a los educadores, líderes del distrito, especialistas y al personal con herramientas de desarrollo profesional para practicar el tomar perspectiva y empatía para desarrollar conexiones con los estudiantes.
- Evaluaciones, responsabilidad y recursos para asegurar enseñanza de calidad.
- Promover ambientes escolares positivos.
- Proporcionar sensibilidad cultural, parcialidad inconsciente y capacitación de justicia restaurativa para líderes y educadores.
- Garantizar capacitación en tecnología y programas de software y proporcionar servicios para habilitar y apoyar a los educadores y facilitar el aprendizaje a distancia/híbrido.

Servicios Integrales

- Servicios integrales y participación comunitaria que trae servicios a las escuelas y a los hogares.
- Participar y traer servicios de apoyo de médicos diversos, integrados con la comunidad y organizaciones con experiencia trabajando con poblaciones estudiantiles diversas.

Apoyar, Reforzar y Promover la Participación de la Comunidad y Asociaciones con Sensibilidad Cultural

- Coordinar servicios y recursos comunitarios culturalmente sensibles.
- Promover asociaciones de negocios comunitarios.
- Oportunidades educativas para aumentar la participación educativa de los padres/en el

hogar.
- Talleres para promover la participación comunitaria y la participación con comunidades y partes interesadas diversas.
- Comunicación eficaz de la información, asegurando el acceso en varios idiomas, y no utilizar jerga en prácticas de comunicación.
- Aumentar las sociedades con organizaciones comunitarias diversas que representen nuestra comunidad diversa.
- Las asociaciones comerciales proporcionan experiencias impactantes y de enriquecimiento.

Educación Especial

- Proporcionar servicios y recursos de apoyo inclusivos, diferenciados y bien coordinados (intervención temprana, más ayuda de los adultos, ayuda tecnológica, cámaras para la responsabilidad, espacios accesibles, salones sin ruidos, etc.) para aumentar el éxito académico de los estudiantes.
- Cumplir con el Plan Educativo Individualizado (IEP) y el 504. Proporcionar servicios de apoyo y recursos para garantizar el cumplimiento.
- Garantizar la accesibilidad en todos los espacios para todos los miembros de la comunidad, como los subtítulos.
- Empoderar a todos los estudiantes para que tengan éxito y proporcionar un plan de estudios culturalmente sensible y riguroso, recursos y apoyo para la Educación Especial, los Aprendientes del Idioma Inglés (ELL), Superdotados y con Talento (GATE) y todos los estudiantes con diversas necesidades educativas.
- Reducir la sobrerrepresentación y el etiquetado desproporcionado de los estudiantes negros en las categorías subjetivas de Educación Especial como "perturbado emocional" para los comportamientos típicos de los niños en cualquier grupo de edad. Los problemas de desigualdad orillan a los estudiantes negros a ir a la cárcel y hacia la pobreza.

Toma de Decisiones Localizada y Autonomía

- Evaluar y garantizar la diversidad entre los responsables de la toma de decisiones que representan a nuestra población estudiantil diversa.
- Promover la toma de decisiones localizada, incluyendo la capacidad de los líderes escolares para tomar decisiones.
- Equipos de Organización Escolar (SOT) diversos y culturalmente sensibles que son reconocidos y representados con la supervisión del Superintendente Asociado.
- Asociaciones de Padres y Maestros (PTA) diversas y culturalmente sensibles, reconocidas y representadas.

Preparación para la Universidad y Carrera Profesional

- Proporcionar acceso a las escuelas, recursos y apoyo a los programas de educación profesional, vocacional y técnica.
- Ampliar la solicitud de ingreso universitario, los programas de preparación, servicios, Educación de Carreras Técnicas (CTE), los programas STEM, los programas vocacionales y de comercio.
- Proporcionar vías para apoyar la preparación universitaria y profesional de todos los estudiantes.
- Proporcionar acceso a los consejeros de orientación para ayudar a los estudiantes con

la preparación universitaria, como la redacción de ensayos.

Extracurriculares y de Formación/Enriquecimiento

- Integrar actividades extracurriculares y programas de formación/enriquecimiento que desarrollen talentos e intereses.
- Incluir asignaturas optativas en el plan de estudios regular.
- El deporte, el arte, la música y otras ofertas creativas puestas al alcance de los estudiantes.

Programas para Después de Clases

- Acceso a programas para después de clases gratuitos.

Instrucción Suplementaria y Orientación

- Identificar y exponer las brechas educativas y proporcionar apoyo y recursos para facilitar la reducción de las brechas.
- Desarrollar e implementar servicios y recursos para aumentar el éxito académico de los estudiantes.
- Promover la autodefensa de los estudiantes.

Calidad de la Educación

- Métodos de enseñanza de alta calidad, programas y planes de estudio que satisfagan las necesidades diferenciadas e individualizadas del estudiante.
- Un plan de estudios y una formación que tengan en cuenta la cultura y la historia: crear, promover y mantener una comunidad acogedora e inclusiva.
- Contratar de ciudades diversas.
- Mejora de la respuesta a la intervención (RTI) para mejorar los resultados de todos los estudiantes.

Plan de Estudios

- Lectoescritura, educación financiera, SEL, jardinería, robótica, habilidades para la vida, economía doméstica, educación automovilística, aprendizaje exploratorio y aprendizaje basado en proyectos (PBL) expansión del programa y apoyo.
- Estudios étnicos y cursos multiculturales y estándares.
- Ampliación del programa GATE.

Instalaciones/Infraestructuras

- Infraestructura para garantizar la seguridad física, el bienestar y las oportunidades equitativas de aprendizaje - construcción, mantenimiento y reparaciones de los edificios.
- Protocolos para mantener un entorno de aprendizaje saludable y seguro.
- Actualizar los sistemas de A/C o de filtración.
- Abordar las desigualdades en materia de infraestructuras e instalaciones en las zonas desatendidas y en las comunidades y poblaciones vulnerables.

Cultura

- Facilitar una cultura de inclusión, respeto y lucha contra el acoso escolar y el racismo.
- Facilitar programas y procesos para eliminar el acoso y el abuso sexual.

Limpieza y Sanitización de las Instalaciones

Políticas Escolares

- Las políticas escolares para promover el aprendizaje socioemocional, culturalmente sensible, como el código de vestimenta, las políticas de justicia restaurativa.
- Mantener el cumplimiento de la legislación, como la Sección 504 y los IEP.
- Promover la equidad racial en la elaboración y aplicación de políticas.
- Aprendizaje socioemocional culturalmente receptivo.
- Promover el colectivo LGBTQ+ en la elaboración y aplicación de políticas.

Programas de Justicia Restaurativa

- Abordar la vía de la Escuela a la Cárcel.
- Los estudiantes mencionaron específicamente los procesos de disciplina, es decir, no suspender por tardanza, no sentirse seguros con la presencia de la policía y sentir que las escuelas se manejan como una prisión.
- Capacitar para educar a las figuras de autoridad y a los líderes para disminuir situaciones.

Transporte

- Sistemas de transporte robustos para satisfacer las necesidades únicas de los estudiantes.
- Adquirir los autobuses y medios de transporte necesarios, considerando su uso a largo plazo, como los "autobuses verdes."

Aprendizaje a Distancia y Aprendizaje Híbrido

- Modelo educativo (en línea, presencial, híbrido) que satisface las necesidades únicas de los estudiantes y de los padres que ayudan a los niños.
- Apoyo a los padres y tutores con la tecnología.
- Proporcionar un acceso fiable a la tecnología de banda ancha para garantizar el acceso al aprendizaje a distancia.
- Acceso al aprendizaje a distancia a una educación de alta calidad, incluyendo cursos Avanzados, diversas optativas.
- Servicios de Apoyo a la Educación a Distancia, como el apoyo técnico 24/7 en varios idiomas.

Tecnología

- Acceso a la tecnología y a los recursos tecnológicos, incluidos el papel, los Chromebooks, los equipos deportivos y los equipos musicales.
- Acceso a la banda ancha que sea fiable.
- Talleres y oportunidades educativas para apoyar los conocimientos técnicos de las familias para ayudar a los estudiantes.
- Eliminar las Brechas de Acceso que Existen Actual e Históricamente para las Poblaciones de Estudiantes Desatendidas y Vulnerables.

Impactos de COVID 19

- El COVID agudizó las vulnerabilidades en las comunidades que deben ser abordadas.
- Proporcionar servicios de apoyo y se deben proporcionar profesionales altamente cualificados para abordar las preocupaciones de salud mental, incluyendo el estrés y la ansiedad debido a COVID.
- La falta de acceso a la tecnología, como la banda ancha y los chromebooks funcionales, fue un problema expresado. Proporcionar acceso a la tecnología que funcione y servicios

de apoyo sobre cómo utilizarla.
- Acercamiento a la comunidad para identificar las vulnerabilidades.
- Servicios de orientación y apoyo para facilitar el uso de la tecnología proporcionada.
- Proporcionar transparencia sobre los planes de sanitización y ventilación de las escuelas en el futuro.

Educación de la Niñez Temprana. Intervención Temprana

- Oportunidades de educación de la niñez temprana inclusiva y equitativa para preparar el éxito del aprendizaje académico, social y emocional.
- Preescolar, Pre-K todo el día y Kindergarten todo el día en zonas con familias de clase trabajadora.
- Intervención temprana.
- Evaluaciones tempranas para niños individuales.

Nutrición

- Alimentos sanos y nutritivos para todos los estudiantes.
- Seguridad alimentaria.

Visión a Largo Plazo

- Establecer y desarrollar un plan con una visión sostenible a largo plazo.

<u>Preguntas e Inquietudes de la Comunidad que no se han incluido en una idea o tema principal, pero que es necesario tener en cuenta</u>

¿Cómo se informó a la gente sobre este proceso?

¿Cómo podemos garantizar que más miembros de la comunidad sean escuchados en el futuro?

¿Cómo comunicará el CCSD, proporcionará transparencia y responsabilidad para el seguimiento y la presentación de informes de los fondos que se asignan, y quién tendrá acceso a desplegar los fondos para ayudar a los estudiantes directamente y monitorear los resultados/beneficios de las inversiones?

¿Cómo se puede mejorar el proceso de opinión de la comunidad para garantizar la responsabilidad, la inclusión y la representación equitativa?

¿Cómo puede el CCSD mantener informada a la comunidad al elaborar el proceso de toma de decisiones para asignar los fondos?

¿Cuándo y cómo dará a conocer el distrito la información relativa al gasto de los fondos?

¿Cómo puede el CCSD garantizar que los directores, los maestros, el personal de apoyo y los líderes tengan oportunidades de desarrollo profesional para ayudar a evaluar los puntos de vista y los prejuicios para ser culturalmente sensibles y comunicarse eficazmente y comprometerse con familias diversas y miembros de la comunidad?

¿Cómo garantizará el CCSD una distribución realmente equitativa de los fondos?

Preguntaron los estudiantes: "¿Están los maestros o los consejeros escolares siquiera capacitados?”

¿Cómo garantizará el CCSD la transparencia en el futuro?

¿Cómo están representadas y apoyadas las poblaciones desatendidas y vulnerables?

¿Cómo está mejorando el CCSD la trayectoria de los maestros y fomentando las oportunidades de desarrollo profesional, la diversidad y el avance con el personal?

¿Qué estrategias y evaluaciones se están implementando para encontrar soluciones que garanticen la conectividad y el acceso a la tecnología por igual?

¿Cómo se responsabiliza el Distrito de los protocolos de seguridad y sanidad de COVID?

¿Cómo proporcionará el CCSD una solución para reducir el conducto de la escuela a la cárcel?

¿Cómo implementará el CCSD un mejor asesoramiento, aprendizaje socioemocional, salud mental y ayuda profesional en el plantel escolar?

¿Cómo está trabajando el CCSD con otras agencias locales, gobiernos locales y organizaciones para reducir la redundancia, aprovechar los recursos y maximizar la eficiencia?

¿Cómo puede el CCSD aumentar la participación y la integración de la comunidad y aprovechar los recursos comunitarios?

¿Qué puede hacer el CCSD para desarrollar un camino claro para que los socios de la comunidad ofrezcan servicios integrales?

¿Qué puede hacer el CCSD para desarrollar una vía clara para formar parte del proceso de adquisición para contratar con el Distrito?

¿Ha identificado el CCSD proyectos o esfuerzos críticos de pago único que podrían producir resultados a largo plazo?

¿Qué hará el CCSD para resolver el problema de las escuelas superpobladas, anticuadas y viejas que no se mantienen o renuevan adecuadamente?

¿Cómo mejorará el CCSD las relaciones y la comunicación entre los adultos y los estudiantes?

¿Cómo abordará el CCSD la falta de socialización de los estudiantes más jóvenes y los que tienen necesidades especiales durante la educación virtual?

¿Qué tipo de ayuda ofrecerán las escuelas a los estudiantes en educación a distancia?

¿Cómo continuará el CCSD combatiendo el acoso escolar y el ciberacoso?

¿Cómo puede el CCSD darle seguimiento eficaz y documentar cómo se distribuyen los fondos a cada escuela del distrito e informar sobre el gasto del dinero en cada escuela?

Las partes interesadas sintieron que las preguntas en los formularios fueron limitadas.

Se debe mejorar el proceso de recopilación de las opiniones de la comunidad.

FOCUS on the FUTURE FOR KIDS

Community Input Process

September 1, 2021

Dear CCSD Community,

I am pleased to share CCSD's draft American Rescue Plan spending priorities that were informed by the community input we gathered as part of the Focus on the Future for Kids: Community Input Process this summer.

I would like to take this moment to share my deep gratitude for the more than 2,200 community members who engaged in conversations and shared their hopes for the future of CCSD. I'd like to thank Opportunity 180 and the Public Education Foundation for their leadership in this effort and their partnership as we gathered input from our community. I'd also like to commend the Community Advisory Committee for the many hours and thoughtful approach they took to reviewing and synthesizing our community's input.

We are partners in this work and I look forward to more opportunities to hear from you through the ongoing Focus on the Future for Kids initiative. I commit to using your input as a guide for future decision-making and look forward to building on the vision we've started to create together for our children and our schools.

In partnership,

Dr. Jesus Jara

Superintendent, Clark County School District

CCSD
CLARK COUNTY
SCHOOL DISTRICT

MEMO TO THE COMMUNITY
CCSD'S COMMUNITY-INFORMED AMERICAN RESCUE PLAN SPENDING PRIORITIES
PROGRESS AS OF SEPTEMBER 1, 2021

Overview

Our community rallied around public education during the pandemic, and our community is playing a major role in identifying how we move forward.

CCSD partnered with the community over the last two months to gather input from a diverse set of stakeholders as we plan for what's next. The Focus on the Future For Kids: Community Input Process united the community to answer several questions, including:

- What do we want for our CCSD schools?
- How can we utilize upcoming federal funds to jumpstart our long-term, shared community vision for our schools?

CCSD is using the community input to inform spending of the $777 million in federal funds provided through the American Rescue Plan (also known as ESSER III).

Synthesis Process

With a goal of convening a representative cross-section of our diverse community, three community members from each CCSD Region were selected to serve on a Community Advisory Committee (CAC) to help synthesize the input received. The CAC met to review the community input and developed a synthesis report that captures the topics and themes they observed.

Community Advisory Committee Final Synthesis Report (dated August 26, 2021) can be found here: future.ccsd.net/synthesizing-input

CCSD has reviewed the community input synthesis and used the topics and themes to inform the draft ARP spending priorities that are contained in the following pages.

Appreciation

CCSD sincerely appreciates the more than 2,200 community members who provided input through the first round of the Focus on the Future for Kids: Community Input Process. CCSD is also incredibly grateful to the CAC for their extensive time, passion, and commitment to synthesizing our community's input.

Next Steps

- On September 1, 2021, CCSD will release a community survey giving all stakeholders an opportunity to provide feedback on CCSD's community-informed spending priorities, which are outlined on the following pages of this memo. SURVEY HERE.
- On September 9, 2021, the final community-informed spending priorities will be presented to The Board of School Trustees.
- On Sept 10, 2021, CCSD will submit to the Nevada Department of Education both a budget and a use of funds plan that will share in greater detail what is included in the spending priorities and how they were informed by the community. This information will be posted for public review.

This memo is meant to serve as an update to the community and is part of an ongoing effort to increase transparency and strengthen communications.

MEMO TO THE COMMUNITY
CCSD'S COMMUNITY-INFORMED AMERICAN RESCUE PLAN SPENDING PRIORITIES
PROGRESS AS OF SEPTEMBER 1, 2021

CCSD American Rescue Plan Community-Informed Spending Priorities

CCSD has aligned its ARP spending priorities to the District's strategic plan, Focus: 2024. In the coming months and years, CCSD's work will be guided by the strategic plan and informed by community input identified through the Focus on the Future for Kids: Community Input Process.

STUDENT SUCCESS

How CCSD Prioritizes Student Success: Students who are the most impacted by the pandemic and those who have consistently experienced lack of access to resources and opportunity will be prioritized for the additional supports outlined below. CCSD will consider academic achievement data, social-emotional needs, and equity and access data.

Alignment to Themes Identified by the Community: Equity; Health and Wellness; Professional Learning Wraparound Services; Support, Strengthen, and Promote Culturally Responsive Community Engagement and Partnerships; Special Education; Localized Decision-Making and Autonomy; College & Career Readiness; Extracurricular & Enrichment; After-School Programs; Tutoring and Mentoring; Quality of Education; Curriculum; Culture; Distance Education and Hybrid Learning; Technology; COVID-19 Impacts; Early Childhood Education, Early Intervention

Student Success Spending Priorities:

- **Expand Pre-K** to ensure every CCSD school has at least one general education Pre-K classroom and expand programs in the coming years, based on student need
- **Literacy Professional Learning** to ensure every educator who teaches reading is well-trained in the fundamentals of literacy instruction
- **Tier I Instructional Materials for English Language Arts and Social Emotional Learning, Including Supplemental Instructional Materials** to provide for a quality education in every CCSD classroom and ensure educators have supports they need to deliver high-quality, standards-based, differentiated instruction to all learners
- **6-Week Summer Career Courses** for students, especially those furthest from opportunity, to gain exposure and connections to career options that both meet the business community's hiring needs and feed into CCSD's high-demand jobs
- **Paid Professional Credentials for Students** to reduce barriers to entry and ensure any student who completes a career course of study can pursue that career
- **Mental Health Services** to provide more dedicated staff and resources to ensure students who are struggling socially and emotionally receive the supports they need
- **Upgrade Technology** to provide for a consistent learning experience across schools, including the infrastructure, staffing, and resources required for CCSD to deliver effective 1-1 instruction and prepare our students for the careers of tomorrow
- **Community Partnerships for Learning Acceleration and Wraparound Supports** that will include allocations directly to community organizations to support students who have been most impacted by the pandemic
- **Direct Allocation to Elementary Schools** to address pandemic learning loss, in the manner each school believes will best meet the needs of their individual students
- **ELL Endorsement for All Teachers** to ensure *every* CCSD teacher has the knowledge and skills to support English language learners

TEACHERS, PRINCIPALS, STAFF

How CCSD Prioritizes Teachers, Principals, Staff: The following priorities were developed with a commitment to recruiting, retaining, and ensuring adequate staffing with a focus on increasing the diversity and representation of our educators.

Alignment to Themes Identified by the Community: Equity; Staffing and Personnel; Professional Learning; Quality of Education

Teachers, Principals, Staff Spending Priorities:

- **Teacher Leadership Pathway** that will create formal, long-term pathways that will enable educators to grow in their careers while also providing meaningful, job-embedded professional learning to their peers
- **Educator Pipeline** opportunity for CCSD paraprofessionals to earn a teaching credential that will allow them to grow professionally in the District while addressing CCSD's persistent teacher shortages
- **Pipeline into Administration for Black and Latino Male Educators** that will provide a sustainable pathway for more Black and Latino male educators to grow into school administration roles via a masters degree and cohort experience

BALANCED GOVERNANCE AND LEADERSHIP

How CCSD Prioritizes Balanced Governance and Leadership: CCSD will seek to increase communications and transparency with regards to its plans and progress toward its goals.

Alignment to Themes Identified by the Community: Equity; Transparency and Accountability; Long-Term Vision

Balanced Governance and Leadership Spending Priorities:

- **Strategic Planning** to ensure CCSD can track and share progress toward its goals and refresh plans, as the pandemic evolves and CCSD plans for the future

PARENT AND COMMUNITY SUPPORT

How CCSD Prioritizes Parent and Community Support: CCSD seeks to create more meaningful engagement opportunities with families and community members to support our shared goals; and, CCSD commits to providing information to the community that will increase transparency and accountability.

Alignment to Themes Identified by the Community: Equity; Transparency & Accountability; Wraparound Services; Support, Strengthen, and Promote Culturally Responsive Community Engagement and Partnerships; Distance Education and Hybrid Learning; Technology; COVID-19 Impacts

Parent and Community Support Spending Priorities:

- **Parent Technology Training** that will offer targeted digital literacy training to parents and caregivers so they can support students at home and have the opportunity to utilize that technology to advance their lives as well
- **Data Transparency and Accountability** will include building and launching a comprehensive, publicly accessible data dashboard system that will provide timely and transparent student achievement data, equity and access data, and overall CCSD performance in an effort to continue to build trust throughout the community

COVID-19 MITIGATION

How CCSD Prioritizes COVID-19 Mitigation: CCSD's top priority is to ensure the health and safety of its students and staff

Alignment to Themes Identified by the Community: Equity; COVID-19 Impacts

COVID-19 Mitigation Spending Priorities: Will include a range of health, safety, and student support measures so CCSD can respond to the evolving nature of the pandemic

What's Next: Finalizing The Spending Priorities

A use of funds plan will be produced and submitted with the final budget to the Nevada Department of Education on September 10, 2021. The plan will include additional information related to spending decisions, including more detail about other revenue sources to support major themes that were identified through the community input process.

Superintendent Jara will hold several in-person and virtual town halls in late September to present the spending priorities and continue a conversation with our community about what we want to see in our schools. CCSD looks forward to sharing more information with the community in the weeks and months ahead, as additional community feedback will be considered and plans are finalized.

FOCUS on the FUTURE FOR KIDS

Community Input Process

1 de septiembre de 2021

Estimada comunidad del CCSD,

Me complace compartir el borrador de las prioridades de gasto del Plan de Rescate Americano del CCSD que se informó a través de opiniones de la comunidad que reunimos como parte del Enfoque en el futuro de los Niños: Proceso de comentarios de la comunidad este verano.

Me gustaría aprovechar este momento para compartir mi sincera gratitud por los más de 2,200 miembros de la comunidad que participaron en conversaciones y compartieron sus esperanzas para el futuro del CCSD. Me gustaría agradecer a Opportunity 180 y a la Fundación de Educación Pública por su liderazgo en este esfuerzo y su asociación a la vez que obtenemos opiniones de nuestra comunidad. También me gustaría encomendar al Comité Consejero de la Comunidad por sus muchas horas y enfoque reflexivo que tomaron para revisar y sintetizar los aportes de nuestra comunidad.

Somos socios en este trabajo y espero tener más oportunidades de escucharles a través de la iniciativa actual Enfoque en el Futuro para Niños. Me comprometo a utilizar sus comentarios como guía para la toma de decisiones en el futuro y espero seguir construyendo sobre la visión que hemos comenzado a crear juntos para nuestros niños y nuestras escuelas.

En asociación,

Dr. Jesús Jara

Superintendente, Distrito Escolar del Condado de Clark

CCSD
CLARK COUNTY
SCHOOL DISTRICT

DRAFT MEMORÁNDUM A LA COMUNIDAD
PRIORIDADES DE GASTO DEL PLAN DE RESCATE AMERICANO DEL CCSD INFORMADO POR LA COMUNIDAD
AVANCE AL 1 DE SEPTIEMBRE DE 2021

Resumen

Nuestra comunidad se unió en torno a la educación pública durante la pandemia, y nuestra comunidad está desempeñando un papel importante en la identificación de cómo avanzar.

El CCSD se asoció con la comunidad durante los últimos dos meses para recopilar comentarios de un grupo diverso de partes interesadas mientras planificamos lo que viene. El Enfoque en el Futuro Para Niños (Focus on the Future For Kids): el Proceso de Participación de la Comunidad unió a la Comunidad para responder varias preguntas, incluidas:

- ¿Qué queremos para nuestras escuelas del CCSD?
- ¿Cómo podemos utilizar los fondos federales próximos para poner en marcha nuestra visión comunitaria compartida a largo plazo para nuestras escuelas?

El CCSD está utilizando las opiniones de la comunidad para informar sobre el gasto de los $777 millones de dólares en fondos federales provistos a través del Plan de Rescate Americano (también conocido por ESSER III).

Proceso de SÍntesis

Con el objetivo de convocar a una muestra representativa de nuestra comunidad diversa, se seleccionaron tres miembros de la comunidad de cada Región del CCSD para servir en un Comité Asesor Comunitario (CAC) para ayudar a sintetizar los comentarios recibidos. El CAC se reunió para revisar los comentarios de la comunidad y desarrollo un informe de síntesis que captura los temas o asuntos que observaron.

El Informe de Síntesis Final del Comité Asesor Comunitario (fechado el 26 de agosto de 2021) se puede encontrar aqui: future.ccsd.net/synthesizing-input

El CCSD ha revisado la síntesis de las opiniones de la comunidad y usó los temas y asuntos para informar sobre el borrador Prioridades de gastos ARP que están contenidas en las siguientes páginas.

Apreciación

CCSD sinceramente agradece a los más de 2,200 miembros de la comunidad que dieron su opinión a través de la primera ronda de Enfoque en el Futuro para Niños: Proceso de Opiniones de la Comunidad. CCSD también está increíblemente agradecido con el CAC por su tiempo extensivo, pasión y compromiso para sintetizar las opiniones de nuestra comunidad.

Próximos Pasos

- El 1 de septiembre de 2021, CCSD publicará una encuesta comunitaria que dará a todas las personas interesadas la oportunidad de dar su opinión sobre las prioridades de gasto del CCSD informadas por la comunidad, las cuales están señaladas en las páginas siguientes de este memo. ENLACE DE ENCUESTA.
- El 9 de septiembre del 2021 se presentará al Consejo Directivo Escolar las prioridades de gasto informadas por la comunidad final.

- El 10 de septiembre de 2021, el CCSD presentará al Departamento de Educación de Nevada tanto el presupuesto como un plan de uso de fondos que compartirá con gran detalle lo que está incluido en las prioridades de gasto y cómo fueron informadas por la comunidad. Esta información se publicará esta información para su revisión pública.

Este memorándum está destinado a servir como una actualización para la comunidad y forma parte de un esfuerzo continuo por aumentar la transparencia y reforzar las comunicaciones.

Plan de Rescate Americano del CCSD Prioridades de Gasto Informadas por la Comunidad

CCSD ha alineado sus prioridades de gasto del ARP con el plan estratégico del Distrito, Focus: 2024 (Enfoque: 2024). En los próximos meses y años, el trabajo del CCSD será guiado por el plan estratégico e informado por los temas de aportación de la comunidad identificados a través del Enfoque en el Futuro para los Niños: Proceso de Opiniones de la Comunidad.

ÉXITO DEL ESTUDIANTE
Cómo Prioriza el CCSD el Éxito del Estudiante: Los estudiantes más afectados por la pandemia y aquellos que constantemente experimentaron la carencia de acceso a recursos y oportunidades tendrán prioridad para los apoyos adicionales descritos a continuación. El CCSD considerará los datos de rendimiento académico, las necesidades socioemocionales, los datos de equidad y de acceso.
Alineación con Temas Identificados por la Comunidad: Equidad, Salud y Bienestar; Servicios Integrales de Aprendizaje Profesional: Apoyo, Fortalecer y Promover la Participación y Asociaciones de las Asociaciones Comunitarias Culturalmente Receptivas; Educación Especial; Autonomía y Toma de Decisiones Localizada; Preparación para la Universidad y Carreras; Programas Extracurriculares y de Enriquecimiento; Programas para después de la Escuela, Tutoría y Mentoría; Calidad de la Educación; Plan de Estudios; Cultura; Educación a Distancia y Aprendizaje Híbrido; Tecnología; Efectos de COVID-19; Educación de la Niñez Temprana, Intervención Temprana

DRAFT MEMORÁNDUM A LA COMUNIDAD
PRIORIDADES DE GASTO DEL PLAN DE RESCATE AMERICANO DEL CCSD INFORMADO POR LA COMUNIDAD
AVANCE AL 1 DE SEPTIEMBRE DE 2021

Prioridades de Gasto para el Éxito de los Estudiantes:

- **Expandir Pre-K** para asegurar que cada escuela del CCSD tiene al menos un salón de clase de educación general de Pre-K y expandir los programas en los próximos años, basándose en las necesidades de los estudiantes
- **Capacitación Profesional de Aprendizaje en Lectoescritura** para garantizar que todos los educadores que enseñan a leer estén bien capacitados en los fundamentos de instrucción de la lectoescritura
- **Materiales de Instrucción de Nivel I para las Artes del Lenguaje Inglés y Aprendizaje Socioemocional, incluyendo Materiales de Instrucción Suplementarios** para proporcionar una educación de calidad en cada salón de clase del CCSD y garantizar que los educadores tengan los recursos y apoyos para impartir una instrucción diferenciada de alta calidad, basada en estándares a todos los aprendientes
- **Cursos Profesionales de Verano de 6 Semanas** para estudiantes, especialmente los más alejados de las oportunidades, obtengan exposición y conexiones con opciones profesionales que satisfagan las necesidades de contratación de la comunidad empresarial y se incorporen a los puestos de trabajo más solicitados del CCSD
- **Credenciales Profesionales Pagadas para Estudiantes** para reducir las barreras para entrar y asegurar que cualquier estudiante que complete un curso estudio de carrera pueda seguir esa carrera
- **Servicios de Salud Mental** para proporcionar más personal y recursos dedicados a garantizar que los estudiantes que tienen dificultades sociales y emocionales reciban el apoyo que necesitan
- **Actualizar la Tecnología** para proporcionar una experiencia de aprendizaje constante en todas las escuelas, incluyendo la infraestructura, el personal y los recursos requeridos para que el CCSD ofrezca una instrucción eficaz individual 1-1 y prepare a nuestros estudiantes para las carreras del mañana
- **Asociaciones Comunitarias para la Aceleración del Aprendizaje y Apoyos Integrales** que incluirán asignaciones directas a organizaciones comunitarias para apoyar a los estudiantes más afectados por la pandemia
- **Asignación Directa a las Escuelas Primarias** para tratar la pérdida de aprendizaje por la pandemia, de la manera que cada escuela considere que satisface mejor las necesidades de sus estudiantes individuales
- **Aprobación de ELL para Todos los Maestros** para garantizar que *todos los* maestros del CCSD tengan los conocimientos y las habilidades para apoyar a los aprendientes del idioma inglés.

DRAFT MEMORÁNDUM A LA COMUNIDAD
PRIORIDADES DE GASTO DEL PLAN DE RESCATE AMERICANO DEL CCSD INFORMADO POR LA COMUNIDAD
AVANCE AL 1 DE SEPTIEMBRE DE 2021

MAESTROS, DIRECTORES, PERSONAL

Cómo Prioriza el CCSD a los Maestros, Directores y Personal: Las siguientes prioridades fueron desarrolladas con el compromiso de reclutar, retener y garantizar una dotación de personal adecuada con un enfoque en el aumento de la diversidad y la representación de nuestros educadores.

Alineación con Temas Identificados por la Comunidad: Equidad, Dotación de Personal; Aprendizaje Profesional; Calidad de la Educación

Maestros, Directores, Personal Prioridades de Gasto:

- **El Itinerario de Liderazgo de los Maestros** creará itinerarios formales y a largo plazo que permitirán a los educadores crecer en sus carreras mientras también proporcionan un aprendizaje profesional significativo e integrado en el trabajo para sus compañeros
- **La Cadena de Producción de los Educadores** Oportunidad para que los paraprofesionales del CCSD obtengan una credencial de maestro que les permita crecer profesionalmente en el Distrito, al mismo tiempo que tratan la persistente escasez de maestros del CCSD
- **Una Vía de Acceso a la Administración para los Educadores Masculinos Negros y Latinos** que proporcionará un camino sostenible para que más educadores masculinos negros y latinos se desarrollen en papeles de administración escolar a través de una maestría y una experiencia de grupo

GOBERNANZA Y LIDERAZGO EQUILIBRADOS

Cómo Prioriza el CCSD a la Gobernanza y el Liderazgo Equilibrados: El CCSD buscará aumentar la comunicación y la transparencia con respecto a sus planes y el progreso hacia sus objetivos.

Alineación con Temas Identificados por la Comunidad: Equidad; Transparencia y Rendición de Cuentas; Visión a Largo Plazo

Gobernanza Equilibrada y Prioridades de Gasto del Liderazgo:

- **Planificación Estratégica** para garantizar que el CCSD pueda seguir el progreso hacia sus objetivos y actualizar los métodos cuando sea necesario, a medida que la pandemia evoluciona y el CCSD planifica para el futuro

DRAFT MEMORÁNDUM A LA COMUNIDAD
PRIORIDADES DE GASTO DEL PLAN DE RESCATE AMERICANO DEL CCSD INFORMADO POR LA COMUNIDAD
AVANCE AL 1 DE SEPTIEMBRE DE 2021

APOYO DE LOS PADRES Y DE LA COMUNIDAD

Cómo Prioriza el CCSD al Apoyo de los Padres y la Comunidad: CCSD busca crear más oportunidades de participación significativa con las familias y los miembros de la comunidad para apoyar nuestros objetivos compartidos; y, CCSD se compromete a proporcionar información a la comunidad que aumentará la transparencia y la rendición de cuentas.

Alineación con Temas Identificados por la Comunidad: Equidad; Transparencia y Rendición de Cuentas; Servicios Integrales; Apoyar, Fortalecer y Promover la Participación Comunitaria y las Asociaciones Culturalmente Responsables; Educación a Distancia y Aprendizaje Híbrido; Tecnología; Efectos de COVID-19

Prioridades de Gasto en Apoyo a los Padres y a la Comunidad:

- **Capacitación Tecnológica para los Padres** que ofrecerá capacitación específica de alfabetización digital a los padres y cuidadores de estudiantes vulnerables para que puedan ayudarlos en el hogar y con la esperanza, utilizar esa tecnología para avanzar en sus vidas también.
- **La Transparencia de los Datos y la Rendición de Cuentas** incluirá la creación y el lanzamiento de un sistema de panel de datos integral y de acceso público que proporcionará datos oportunos y transparentes sobre el rendimiento de los estudiantes, la equidad y los datos de acceso, y desempeño general del CCSD en un esfuerzo por continuar creando la confianza en toda la comunidad.

MITIGACIÓN DE COVID-19

Cómo Prioriza el CCSD la Mitigación de COVID-19: La mayor prioridad del CCSD es garantizar la salud y la seguridad de sus estudiantes y personal.

Alineación con los Temas Identificados por la Comunidad: Equidad; Efectos de COVID-19

COVID-19 Prioridades de Gasto de Mitigación: Incluirá una serie de medidas de salud, seguridad y apoyo a los estudiantes para que el CCSD pueda responder a la naturaleza cambiante de la pandemia

Qué sigue: Finalización de las Prioridades de Gasto

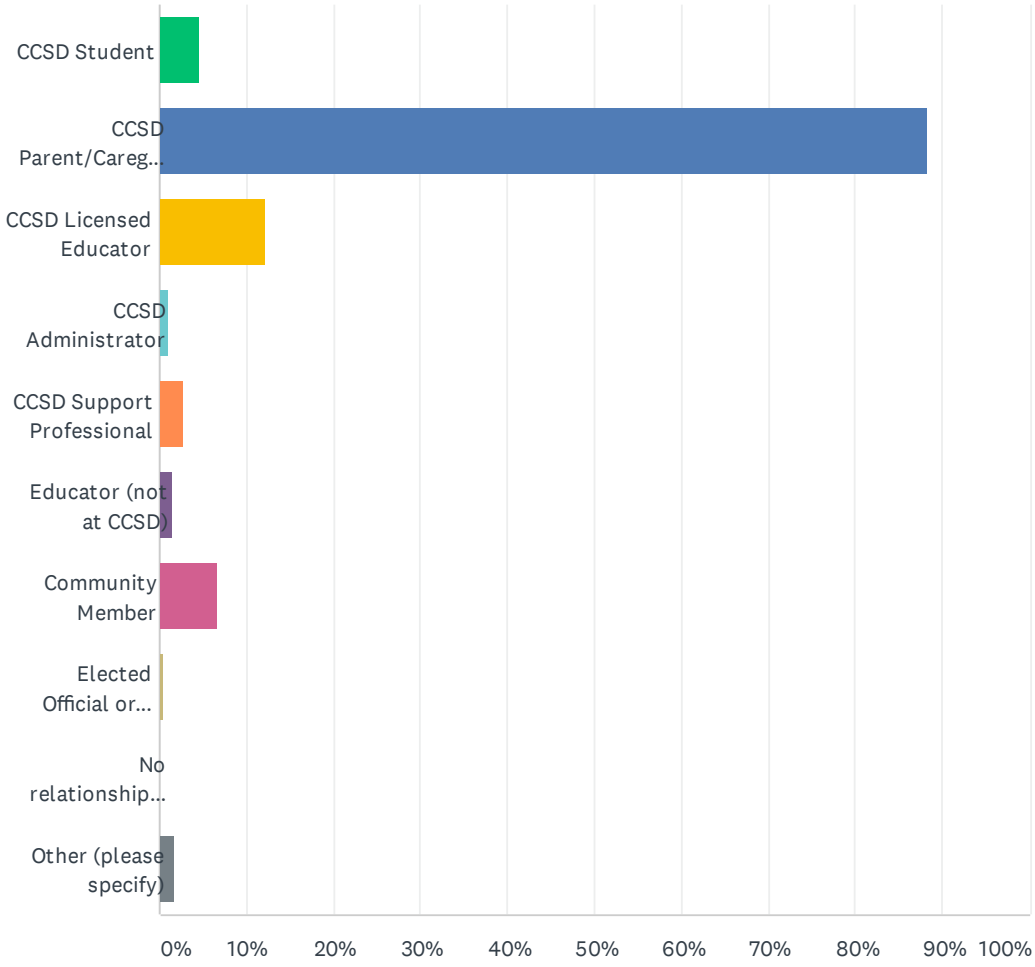
Se producirá un plan de uso de fondos que se presentará con el presupuesto final al Departamento de Educación de Nevada el 10 de septiembre de 2021. El plan incluirá información adicional relacionada con las decisiones de gasto, incluyendo más detalle sobre otras fuentes de ingresos para apoyar los temas principales que fueron identificados a través del proceso de opiniones de la comunidad.

DRAFT MEMORÁNDUM A LA COMUNIDAD
PRIORIDADES DE GASTO DEL PLAN DE RESCATE AMERICANO DEL CCSD INFORMADO POR LA COMUNIDAD
AVANCE AL 1 DE SEPTIEMBRE DE 2021

El Superintendente Jara llevará a cabo varias reuniones en persona y virtuales a finales de septiembre para presentar las prioridades de gasto y continuar una conversación con nuestra comunidad sobre lo que queremos ver en nuestras escuelas. CCSD espera compartir más información con la comunidad en las semanas y meses próximos, ya que se considerarán los comentarios adicionales de la comunidad y se finalizarán los planes.

What is your relationship to CCSD? (Check all that apply)

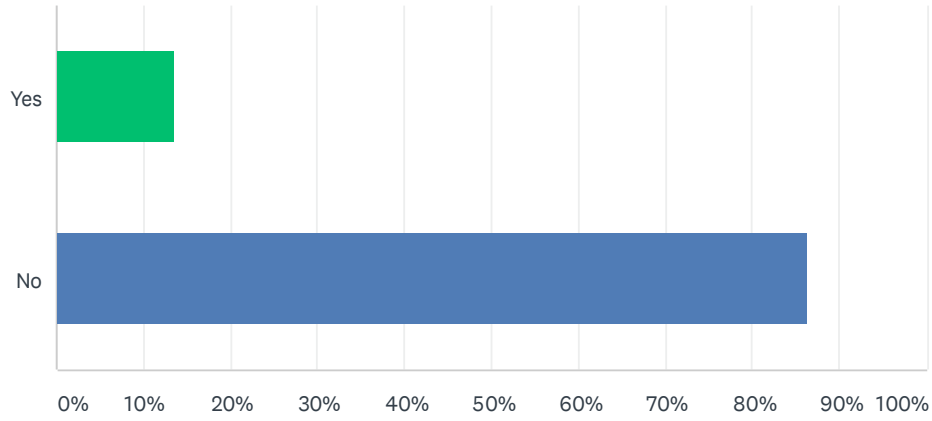
Answered: 12,301 Skipped: 0



ANSWER CHOICES	RESPONSES	
CCSD Student	4.71%	579
CCSD Parent/Caregiver	88.29%	10,861
CCSD Licensed Educator	12.16%	1,496
CCSD Administrator	1.15%	141
CCSD Support Professional	2.69%	331
Educator (not at CCSD)	1.43%	176
Community Member	6.65%	818
Elected Official or Government Staff	0.35%	43
No relationship to CCSD	0.00%	0
Other (please specify)	1.75%	215
Total Respondents: 12,301		

Did you participate in a Focus on the Future for Kids Community Input Session and/or fill out a survey providing your input?

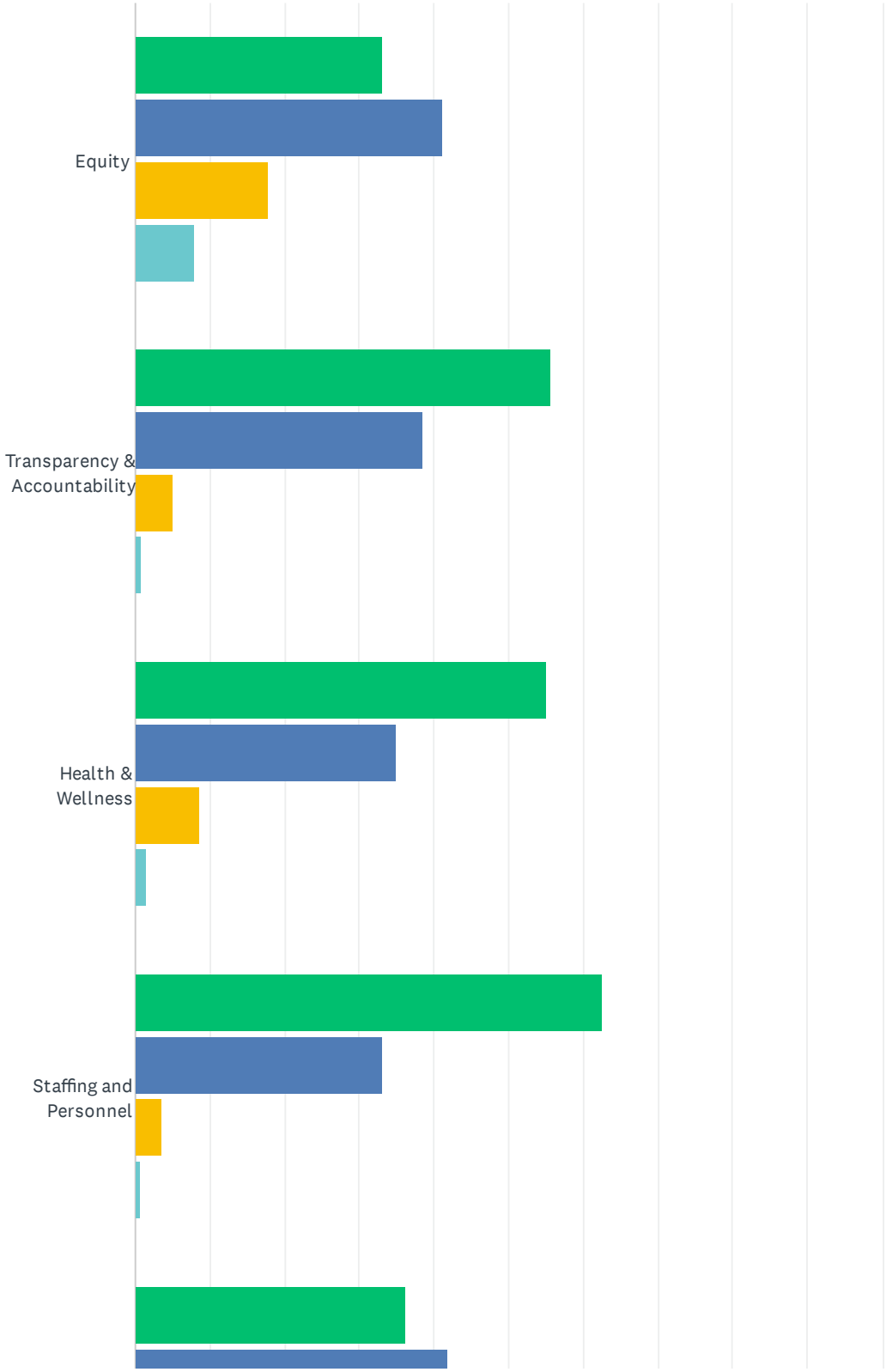
Answered: 12,301 Skipped: 0



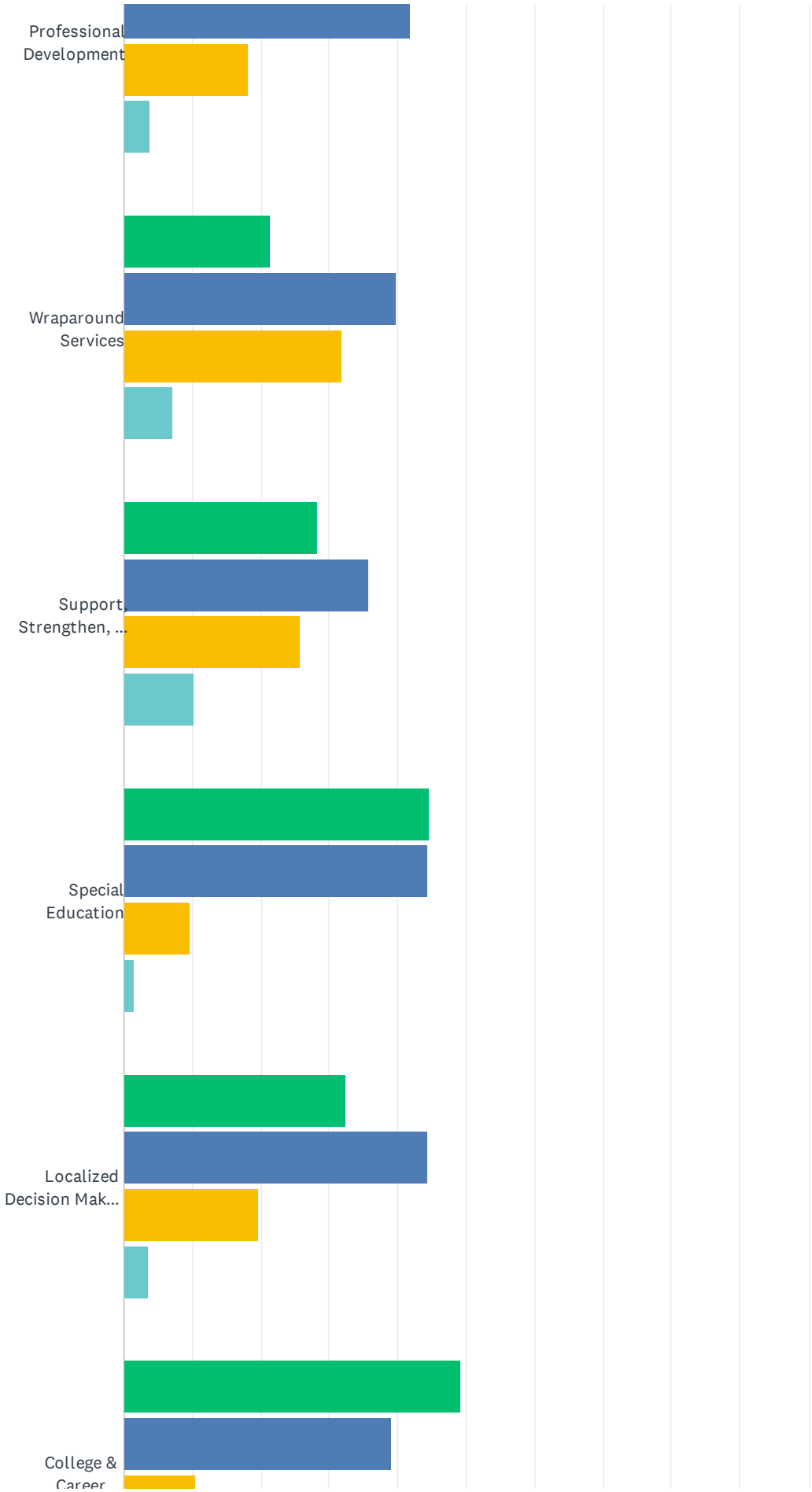
ANSWER CHOICES	RESPONSES	
Yes	13.65%	1,679
No	86.35%	10,622
TOTAL		12,301

How important are the following themes to inform a vision for the future of CCSD and its spending priorities, including American Rescue Plan spending?

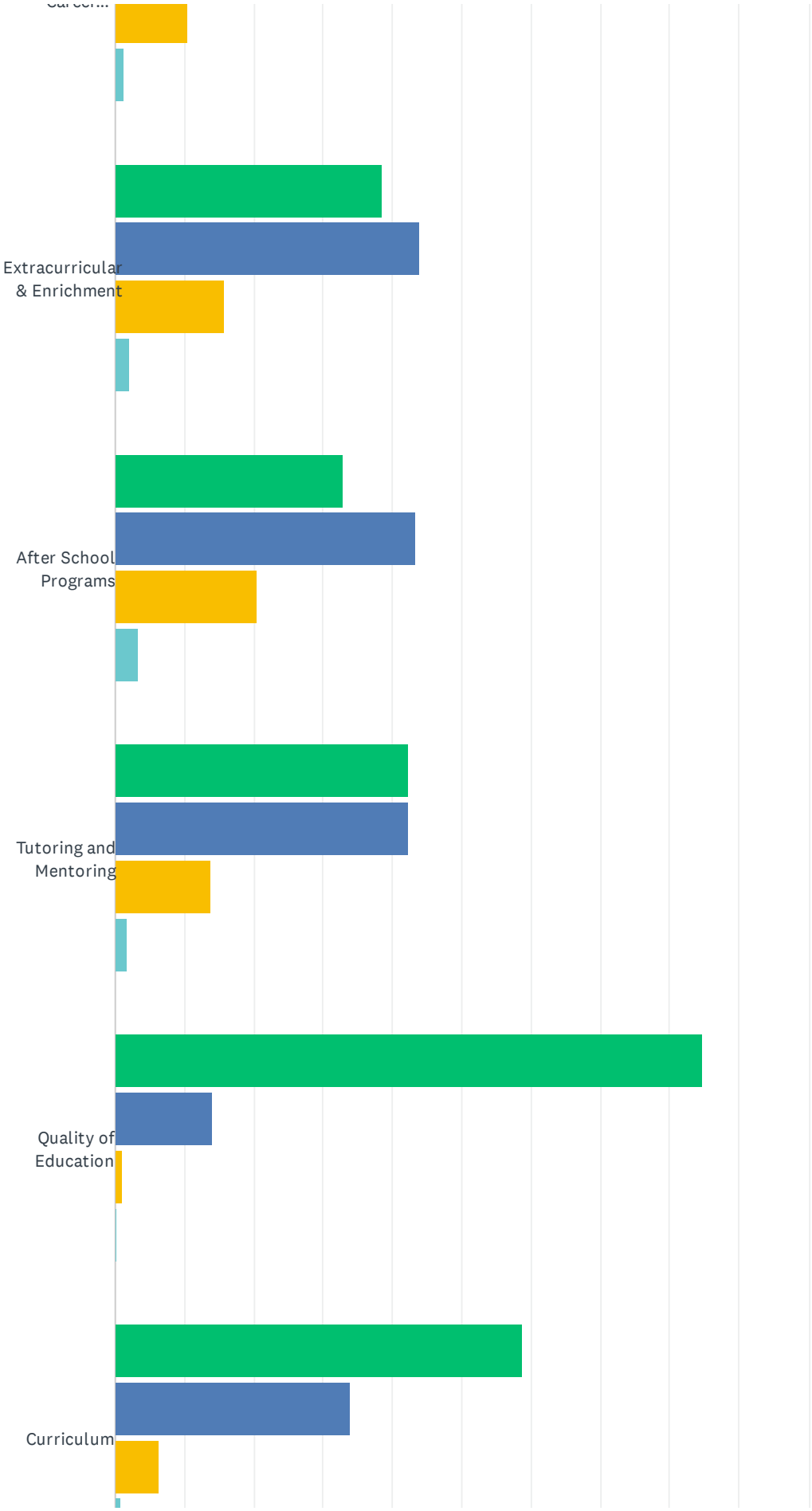
Answered: 9,957 Skipped: 2,344



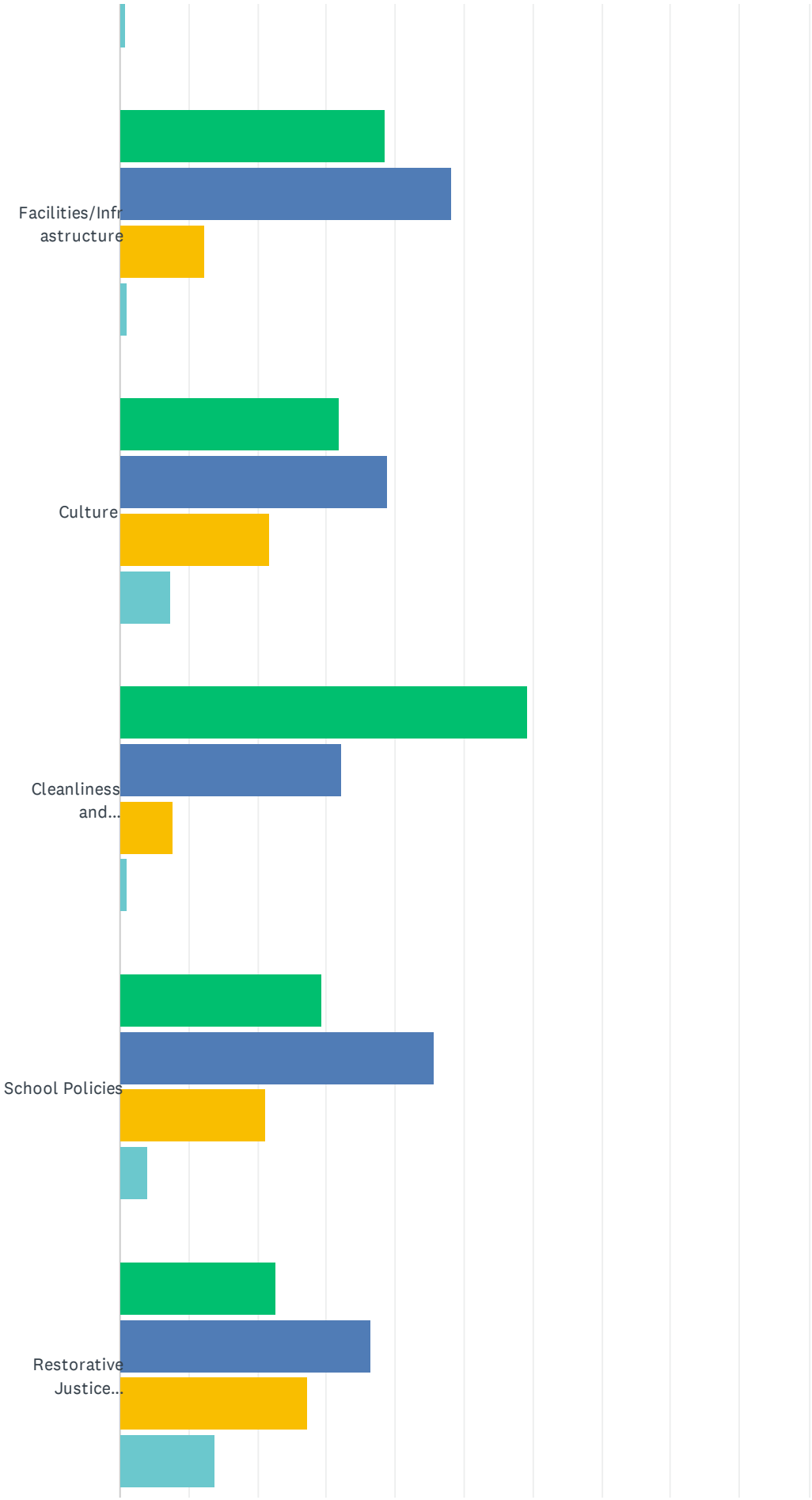
Weigh in on CCSD's vision for the future and how recovery funds should be spent



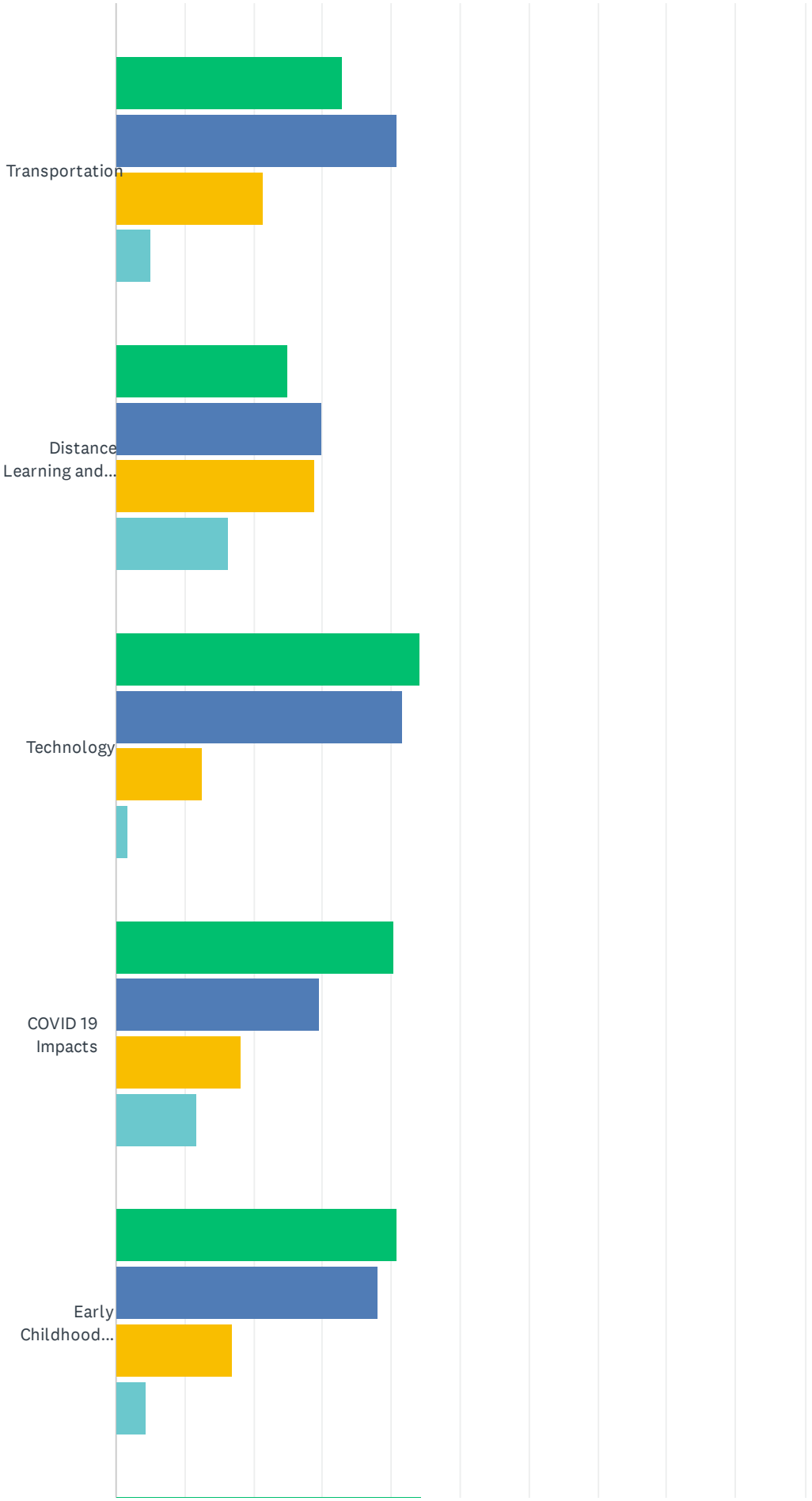
Weigh in on CCSD's vision for the future and how recovery funds should be spent



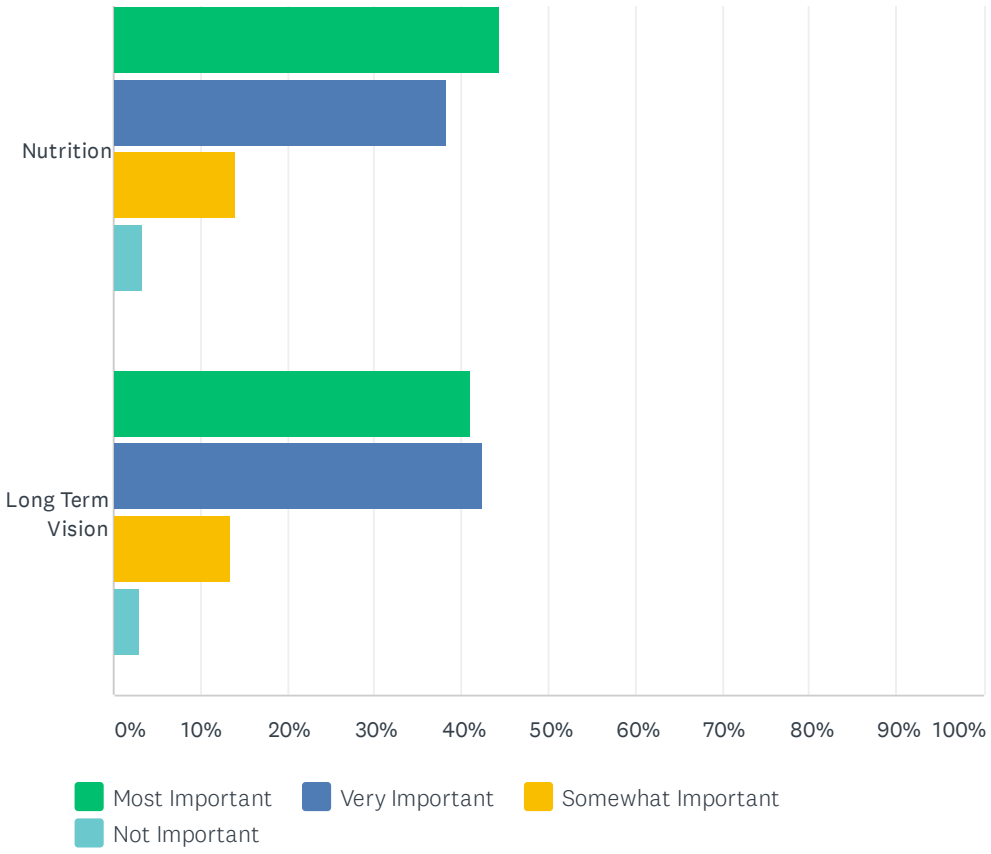
Weigh in on CCSD's vision for the future and how recovery funds should be spent



Weigh in on CCSD's vision for the future and how recovery funds should be spent



Weigh in on CCSD's vision for the future and how recovery funds should be spent



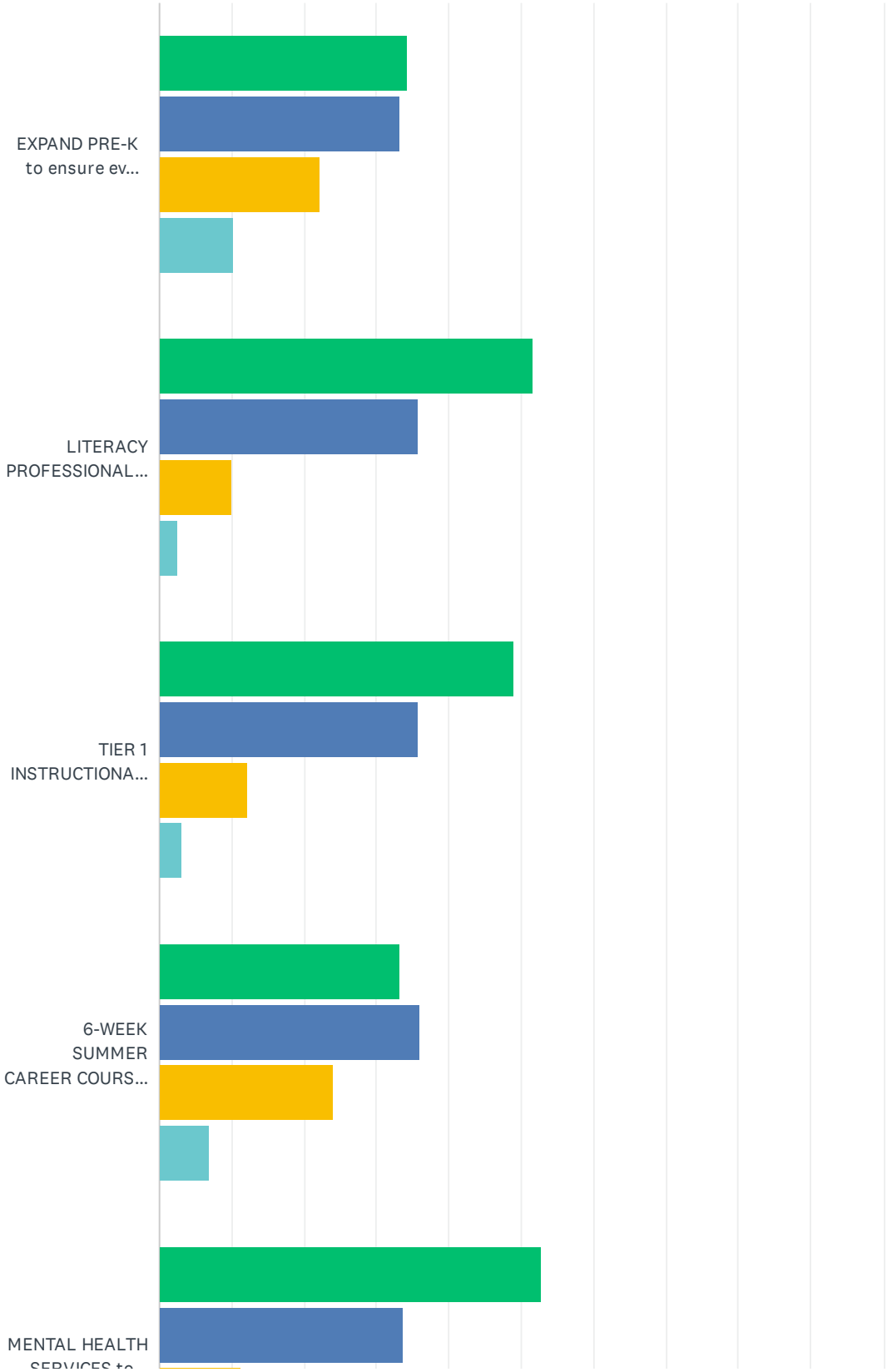
Weigh in on CCSD's vision for the future and how recovery funds should be spent

	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
Equity	32.96% 3,158	41.29% 3,956	17.80% 1,705	7.95% 762	9,581	0.67
Transparency & Accountability	55.59% 5,451	38.57% 3,782	5.11% 501	0.73% 72	9,806	0.62
Health & Wellness	54.95% 5,404	34.99% 3,441	8.67% 853	1.39% 137	9,835	0.66
Staffing and Personnel	62.62% 6,191	33.07% 3,270	3.59% 355	0.72% 71	9,887	0.68
Professional Development	36.17% 3,552	41.86% 4,110	18.25% 1,792	3.72% 365	9,819	0.62
Wraparound Services	21.32% 2,034	39.79% 3,797	31.82% 3,036	7.07% 675	9,542	0.67
Support, Strengthen, and Promote Culturally Responsive Community Engagement & Partnerships	28.25% 2,772	35.72% 3,504	25.70% 2,521	10.34% 1,014	9,811	0.75
Special Education	44.59% 4,400	44.36% 4,377	9.60% 947	1.46% 144	9,868	0.57
Localized Decision Making and Autonomy	32.46% 3,161	44.39% 4,322	19.59% 1,907	3.56% 347	9,737	0.59
College & Career Readiness	49.26% 4,860	39.02% 3,850	10.43% 1,029	1.29% 127	9,866	0.62
Extracurricular & Enrichment	38.44% 3,790	43.84% 4,322	15.66% 1,544	2.06% 203	9,859	0.58
After School Programs	32.83% 3,237	43.37% 4,276	20.51% 2,022	3.29% 324	9,859	0.60
Tutoring and Mentoring	42.23% 4,165	42.16% 4,158	13.88% 1,369	1.73% 171	9,863	0.60
Quality of Education	84.76% 8,376	13.94% 1,378	1.01% 100	0.28% 28	9,882	0.86
Curriculum	58.83% 5,791	33.96% 3,343	6.36% 626	0.84% 83	9,843	0.67
Facilities/Infrastructure	38.45% 3,778	48.06% 4,722	12.40% 1,218	1.09% 107	9,825	0.53
Culture	31.79% 3,112	38.95% 3,812	21.85% 2,139	7.41% 725	9,788	0.68
Cleanliness and Sanitization of Facilities	59.11% 5,844	32.17% 3,180	7.66% 757	1.06% 105	9,886	0.69
School Policies	29.31% 2,872	45.60% 4,468	21.14% 2,071	3.95% 387	9,798	0.58
Restorative Justice Programs	22.63% 2,201	36.37% 3,537	27.24% 2,649	13.75% 1,337	9,724	0.77
Transportation	32.81% 3,219	40.81% 4,004	21.26% 2,086	5.12% 502	9,811	0.64
Distance Learning and Hybrid Learning	24.99% 2,456	29.84% 2,933	28.96% 2,846	16.22% 1,594	9,829	0.86
Technology	44.19%	41.55%	12.50%	1.76%		

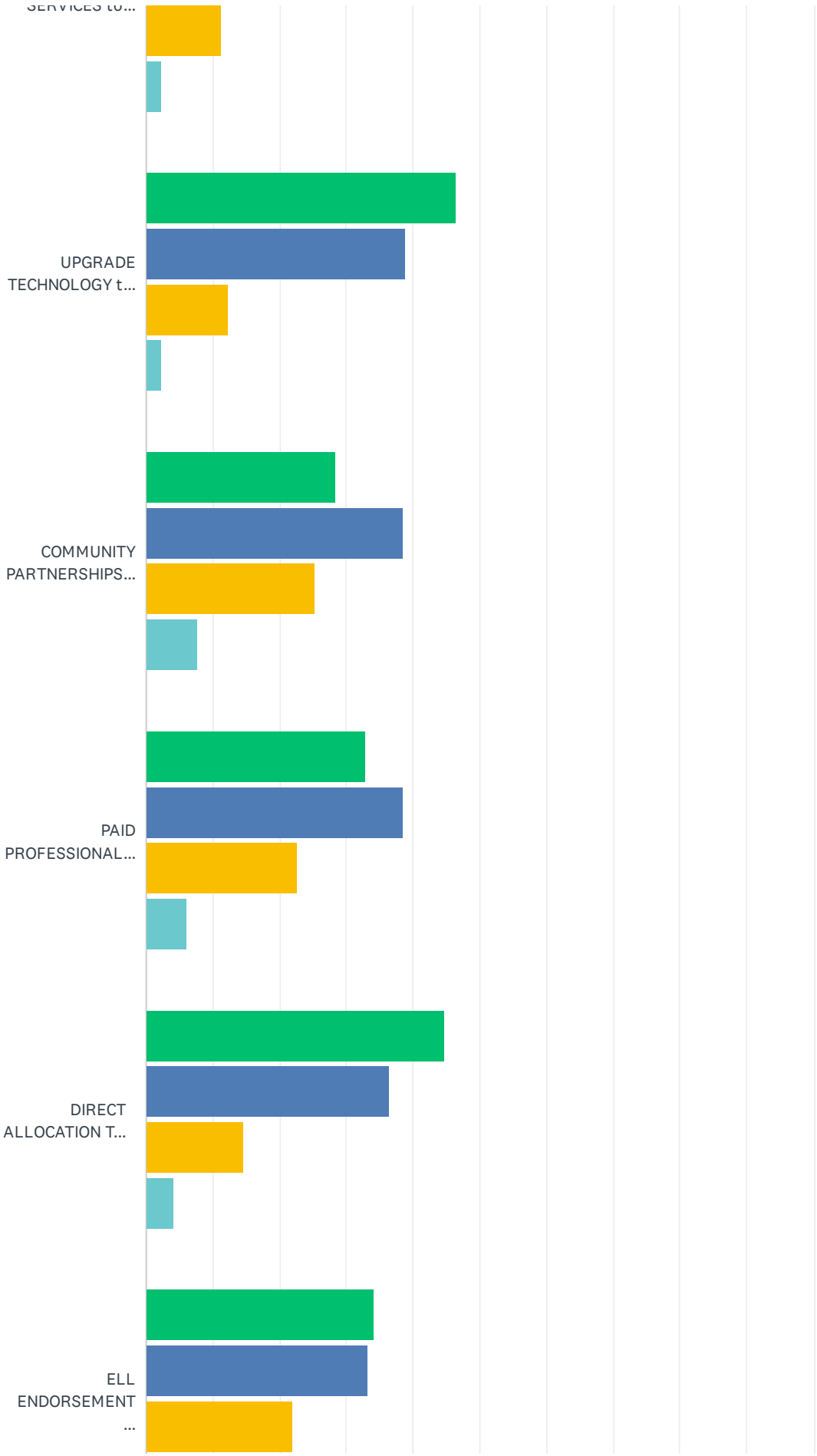
	4,341	4,081	1,228	173	9,823	0.60
COVID 19 Impacts	40.40% 3,973	29.49% 2,900	18.30% 1,800	11.81% 1,161	9,834	0.82
Early Childhood Education. Early Intervention	40.77% 4,010	38.00% 3,737	16.87% 1,659	4.36% 429	9,835	0.66
Nutrition	44.44% 4,378	38.19% 3,762	14.11% 1,390	3.27% 322	9,852	0.65
Long Term Vision	41.10% 4,034	42.52% 4,173	13.48% 1,323	2.90% 285	9,815	0.60

How important are the Student Success spending priorities for you, your family, and/or your community?

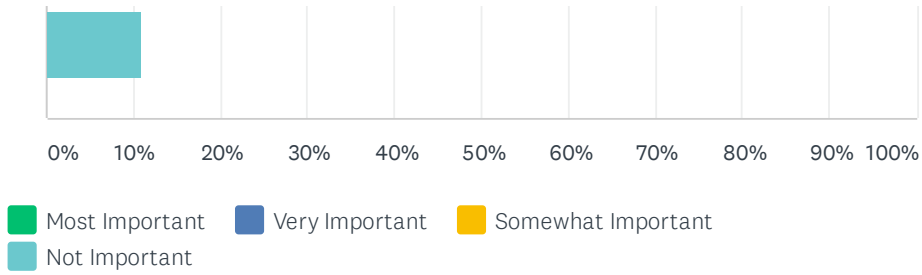
Answered: 8,387 Skipped: 3,914



Weigh in on CCSD's vision for the future and how recovery funds should be spent



Weigh in on CCSD's vision for the future and how recovery funds should be spent



	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
EXPAND PRE-K to ensure every CCSD school has at least one general education Pre-K classroom and expand programs in the coming years, based on student need	34.30% 2,862	33.21% 2,771	22.25% 1,856	10.24% 854	8,343	1.24
LITERACY PROFESSIONAL DEVELOPMENT to ensure every educator who teaches reading is well-trained in the fundamentals of literacy instruction	51.70% 4,320	35.82% 2,993	10.00% 836	2.48% 207	8,356	1.49
TIER 1 INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE ARTS AND SOCIAL EMOTIONAL LEARNING, INCLUDING SUPPLEMENTAL INSTRUCTIONAL MATERIALS to provide for a quality education in every CCSD classroom and ensure educators have supports they need to deliver high-quality, standards-based, differentiated instruction to all learners	48.95% 4,080	35.69% 2,975	12.13% 1,011	3.23% 269	8,335	1.46
6-WEEK SUMMER CAREER COURSES for students, especially those furthest from opportunity, to gain exposure and connections to career options that both meet the business community’s hiring needs and feed into CCSD’s high-demand jobs	33.19% 2,770	36.01% 3,005	23.98% 2,001	6.82% 569	8,345	1.26
MENTAL HEALTH SERVICES to provide more dedicated staff and resources to ensure students who are struggling socially and emotionally receive the supports they need	52.76% 4,411	33.58% 2,808	11.28% 943	2.38% 199	8,361	1.50
UPGRADE TECHNOLOGY to provide for a consistent learning experience across schools, including the infrastructure, staffing, and resources required for CCSD to deliver effective 1-1 instruction and prepare our students for the careers of tomorrow	46.39% 3,877	38.97% 3,257	12.40% 1,036	2.25% 188	8,358	1.44
COMMUNITY PARTNERSHIPS FOR LEARNING ACCELERATION AND WRAPAROUND SUPPORTS that will include allocations directly to community organizations to support students who have been most impacted by the pandemic	28.47% 2,370	38.44% 3,200	25.31% 2,107	7.77% 647	8,324	1.21
PAID PROFESSIONAL CREDENTIALS FOR STUDENTS to reduce barriers to entry and ensure any student who completes a career	32.76% 2,720	38.55% 3,201	22.68% 1,883	6.02% 500	8,304	1.27

course of study can pursue that career						
DIRECT ALLOCATION TO ELEMENTARY SCHOOLS to address pandemic learning loss, in the manner each school believes will best meet the needs of their individual students	44.87% 3,733	36.32% 3,022	14.54% 1,210	4.27% 355	8,320	1.41
ELL ENDORSEMENT FOR ALL TEACHERS to ensure every CCSD teacher has the knowledge and skills to support language learners	34.01% 2,828	33.16% 2,757	21.90% 1,821	10.92% 908	8,314	1.23

How important are the Teachers, Principals, Staff spending priorities for you, your family, and/or your community?

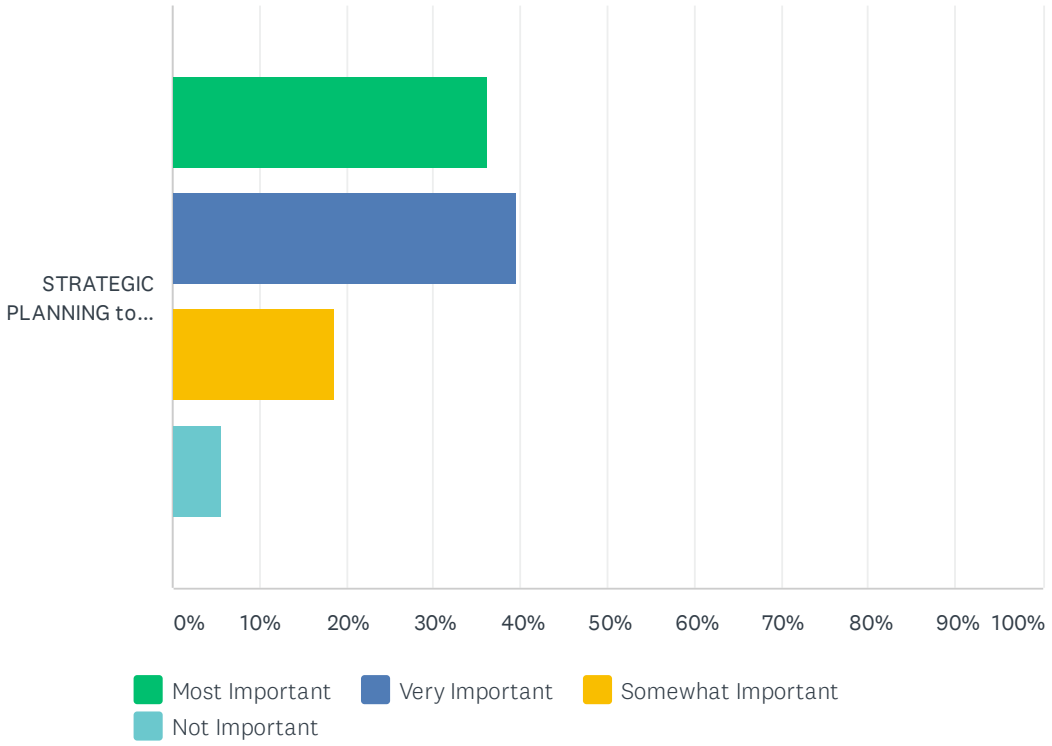
Answered: 8,340 Skipped: 3,961

Weigh in on CCSD's vision for the future and how recovery funds should be spent

	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
TEACHER LEADERSHIP PATHWAY that will create formal, long-term pathways that will enable educators to grow in their careers while also providing meaningful, job-embedded professional learning to their peers	36.90% 3,068	38.93% 3,237	19.47% 1,619	4.69% 390	8,314	1.32
EDUCATOR PIPELINE opportunity for CCSD paraprofessionals to earn a teaching credential that will allow them to grow professionally in the district while addressing CCSD’s persistent teacher shortages	39.02% 3,244	41.06% 3,413	16.41% 1,364	3.51% 292	8,313	1.36
PIPELINE INTO ADMINISTRATION FOR BLACK AND LATINO MALE EDUCATORS that will provide a pathway for more Black and Latino male educators to grow into school administration roles via a masters degree and cohort experience	29.76% 2,467	27.64% 2,291	23.29% 1,931	19.31% 1,601	8,290	1.10

How important are the Balanced Government spending priorities for you, your family, and/or your community?

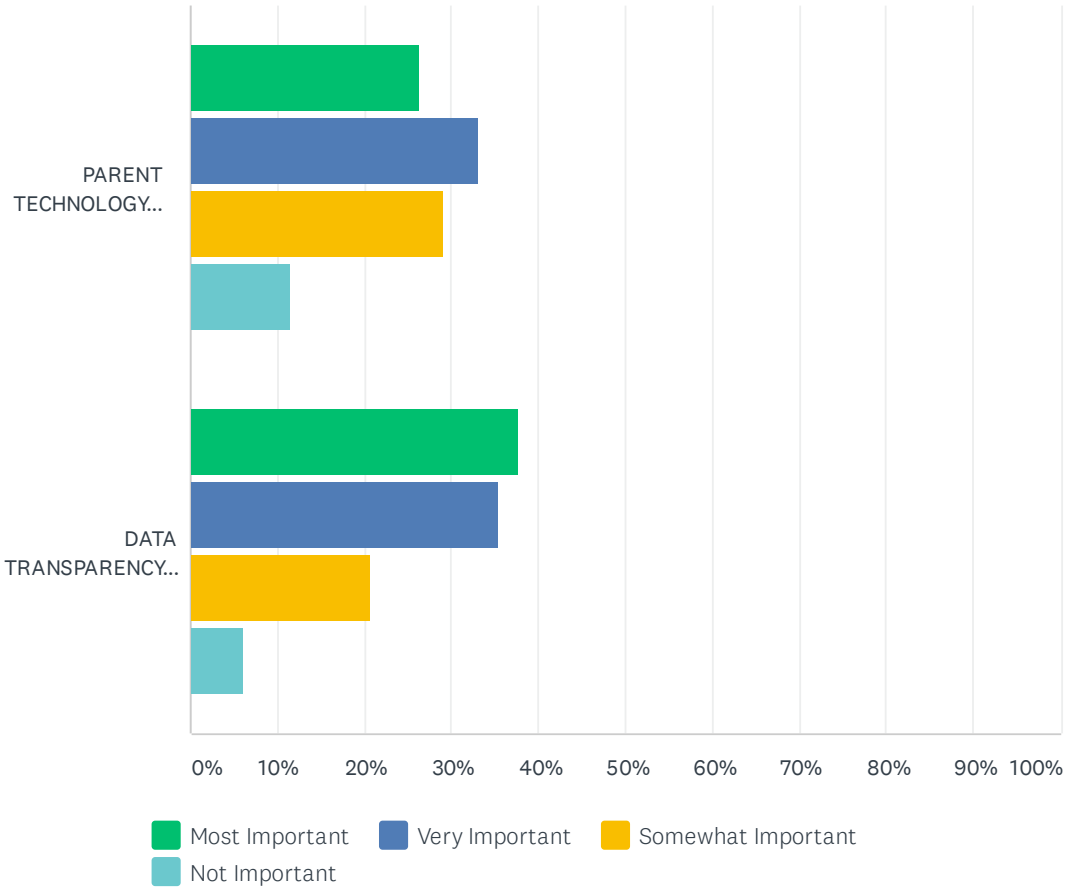
Answered: 8,320 Skipped: 3,981



	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
STRATEGIC PLANNING to ensure CCSD can track progress toward its goals and refresh plans where needed, as the pandemic evolves and CCSD plans for the future	36.21% 3,013	39.47% 3,284	18.70% 1,556	5.61% 467	8,320	1.31

How important are the Parent and Community Support spending priorities for you, your family, and/or your community?

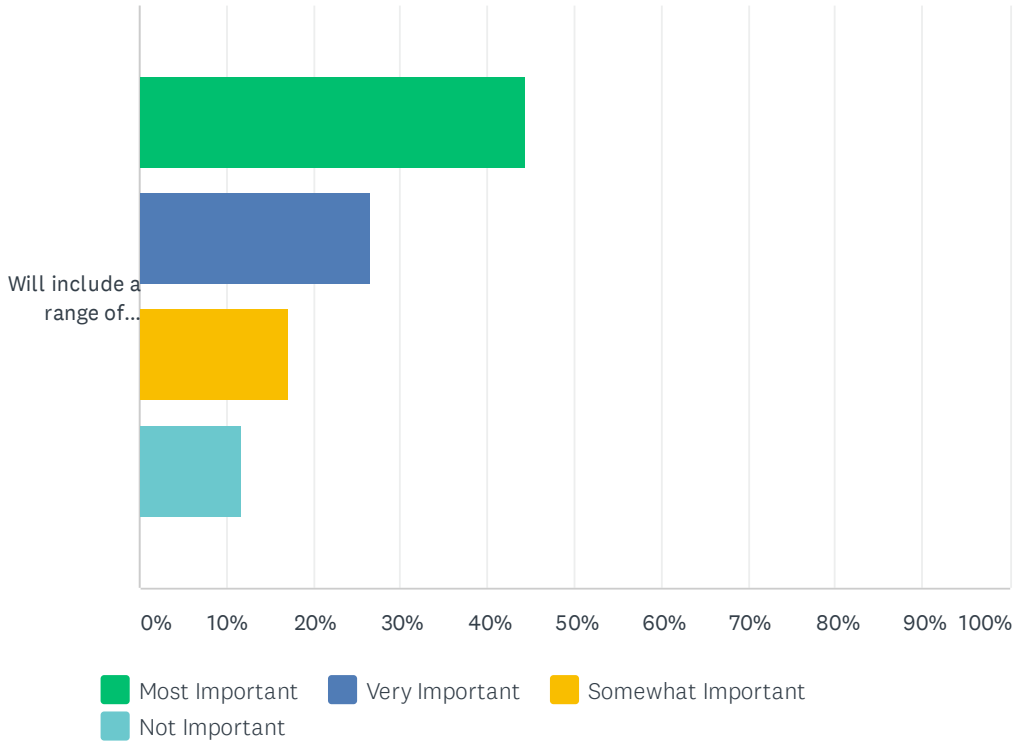
Answered: 8,351 Skipped: 3,950



	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
PARENT TECHNOLOGY TRAINING that will offer targeted digital literacy training to parents and caregivers so they can support students at home and have the opportunity to utilize that technology to advance their lives as well	26.38% 2,198	32.97% 2,747	29.04% 2,420	11.61% 967	8,332	1.15
DATA TRANSPARENCY AND ACCOUNTABILITY will include building and launching a comprehensive, publicly accessible data dashboard system that will provide timely and transparent student achievement data, equity and access data, and overall CCSD performance in an effort to continue to build trust throughout the community	37.68% 3,132	35.37% 2,940	20.80% 1,729	6.14% 510	8,311	1.32

Q12 How important are the COVID-19 Mitigation spending priorities for you, your family, and/or your community?

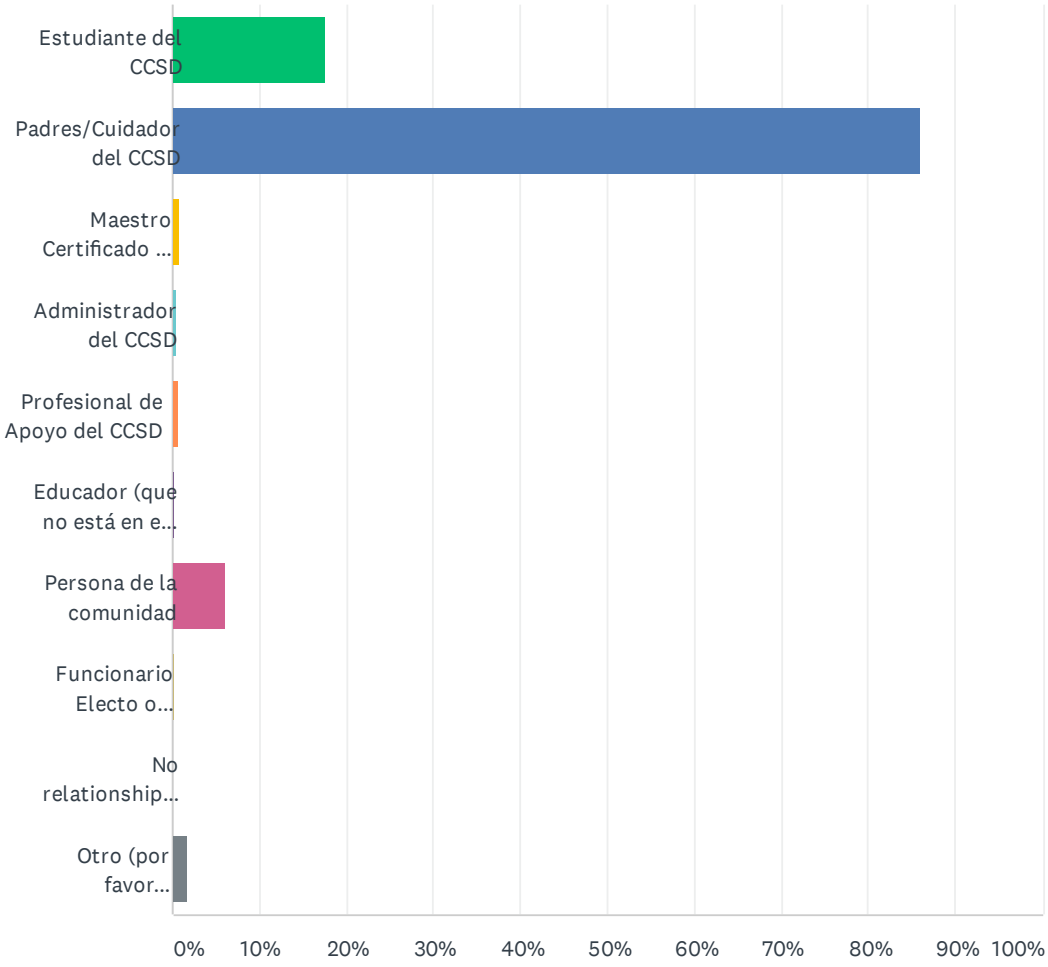
Answered: 8,364 Skipped: 3,937



	MOST IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
Will include a range of health, safety, and student support measures so CCSD can respond to the evolving nature of the pandemic	44.44% 3,717	26.57% 2,222	17.25% 1,443	11.74% 982	8,364	1.33

¿Cuál es su relación con el CCSD? (Marque todo lo que corresponda)

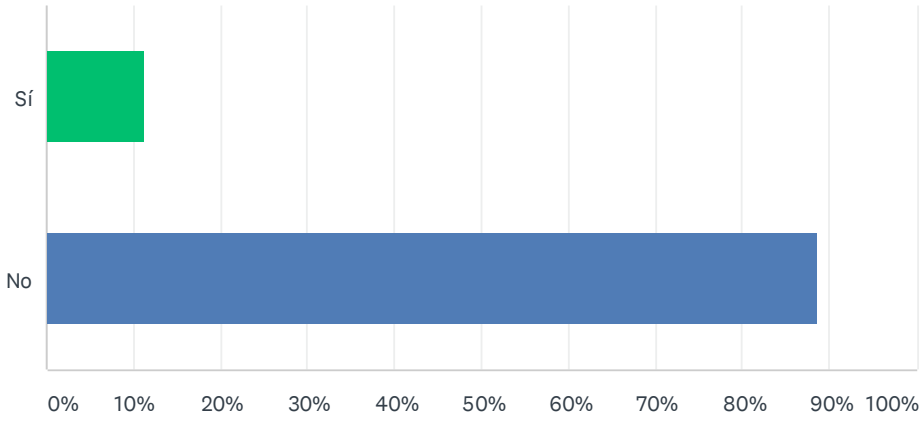
Answered: 954 Skipped: 0



ANSWER CHOICES	RESPONSES	
Estudiante del CCSD	17.61%	168
Padres/Cuidador del CCSD	86.06%	821
Maestro Certificado del CCSD	0.84%	8
Administrador del CCSD	0.31%	3
Profesional de Apoyo del CCSD	0.52%	5
Educador (que no está en el CCSD)	0.10%	1
Persona de la comunidad	6.08%	58
Funcionario Electo o Personal del Gobierno	0.10%	1
No relationship to CCSD	0.00%	0
Otro (por favor especifique)	1.57%	15
Total Respondents: 954		

¿Usted participó en una Sesión de Retroalimentación de la Comunidad del Enfoque para el Futuro de los Niños y/o completó una encuesta proporcionando su comentario?

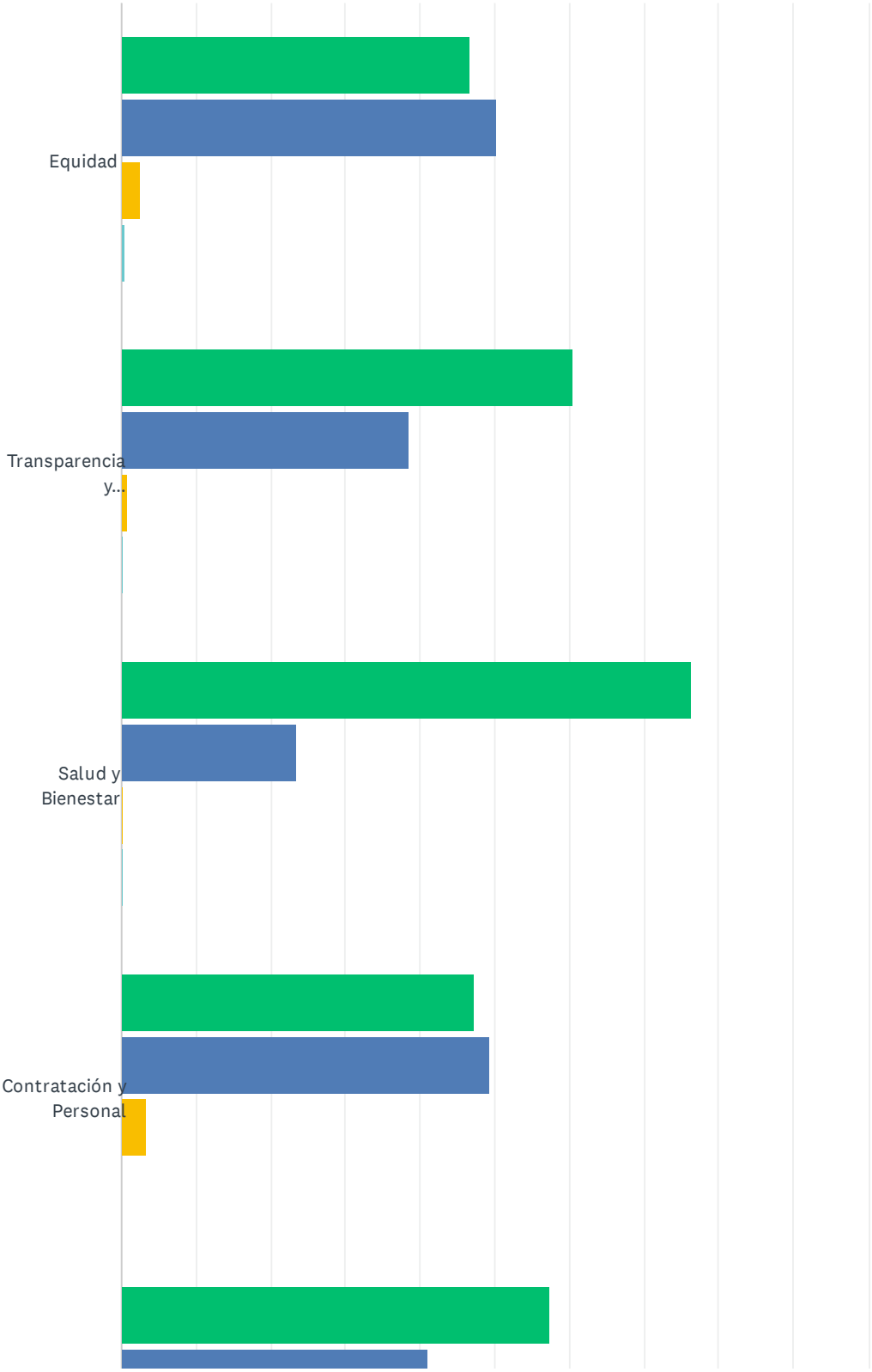
Answered: 954 Skipped: 0



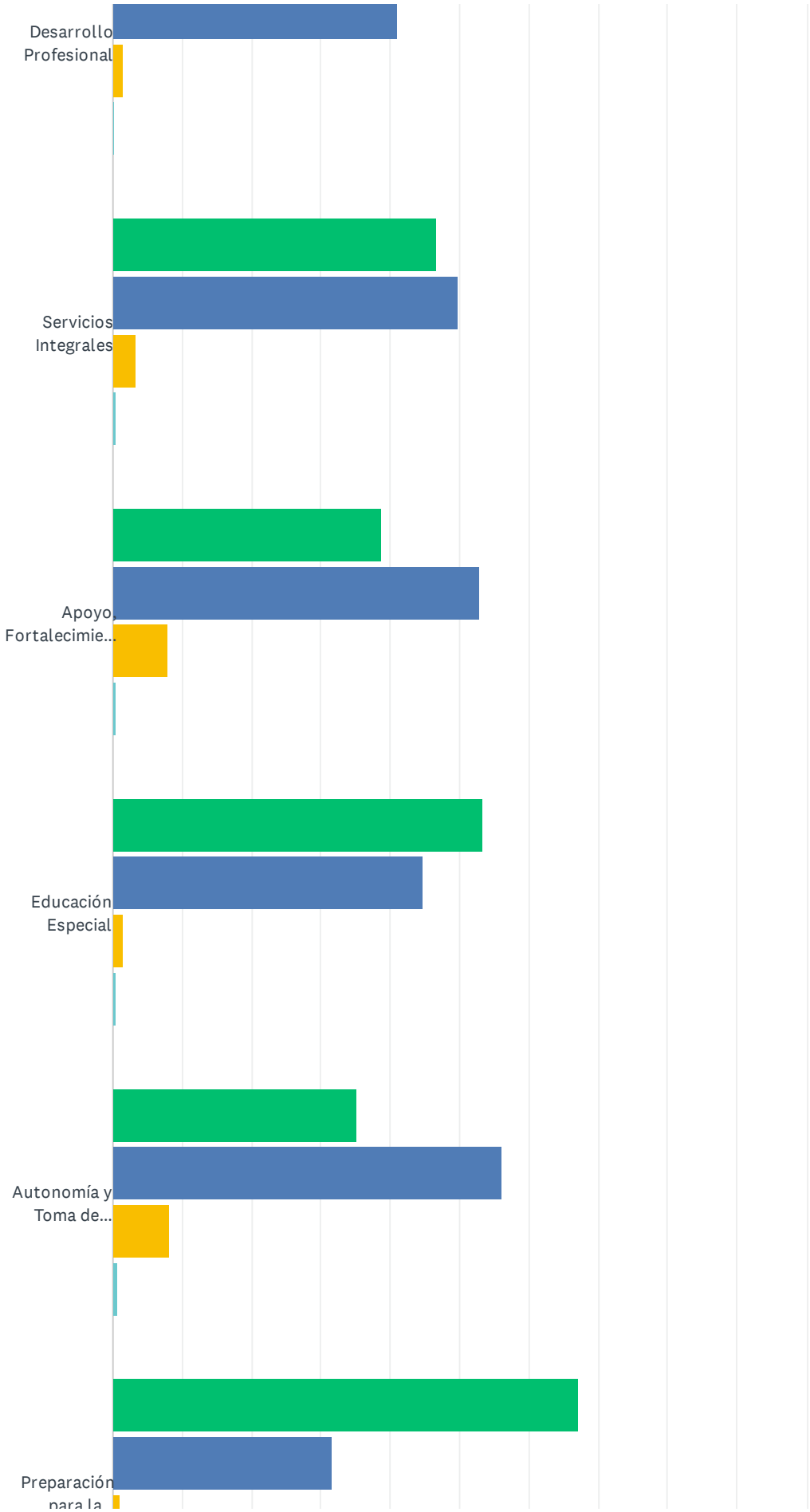
ANSWER CHOICES	RESPONSES	
Sí	11.22%	107
No	88.78%	847
TOTAL		954

¿Qué tan importante son los asuntos y temas siguientes para comunicar una visión para el futuro del CCSD y sus prioridades de gastos incluyendo los gastos del Plan de Rescate Americano?

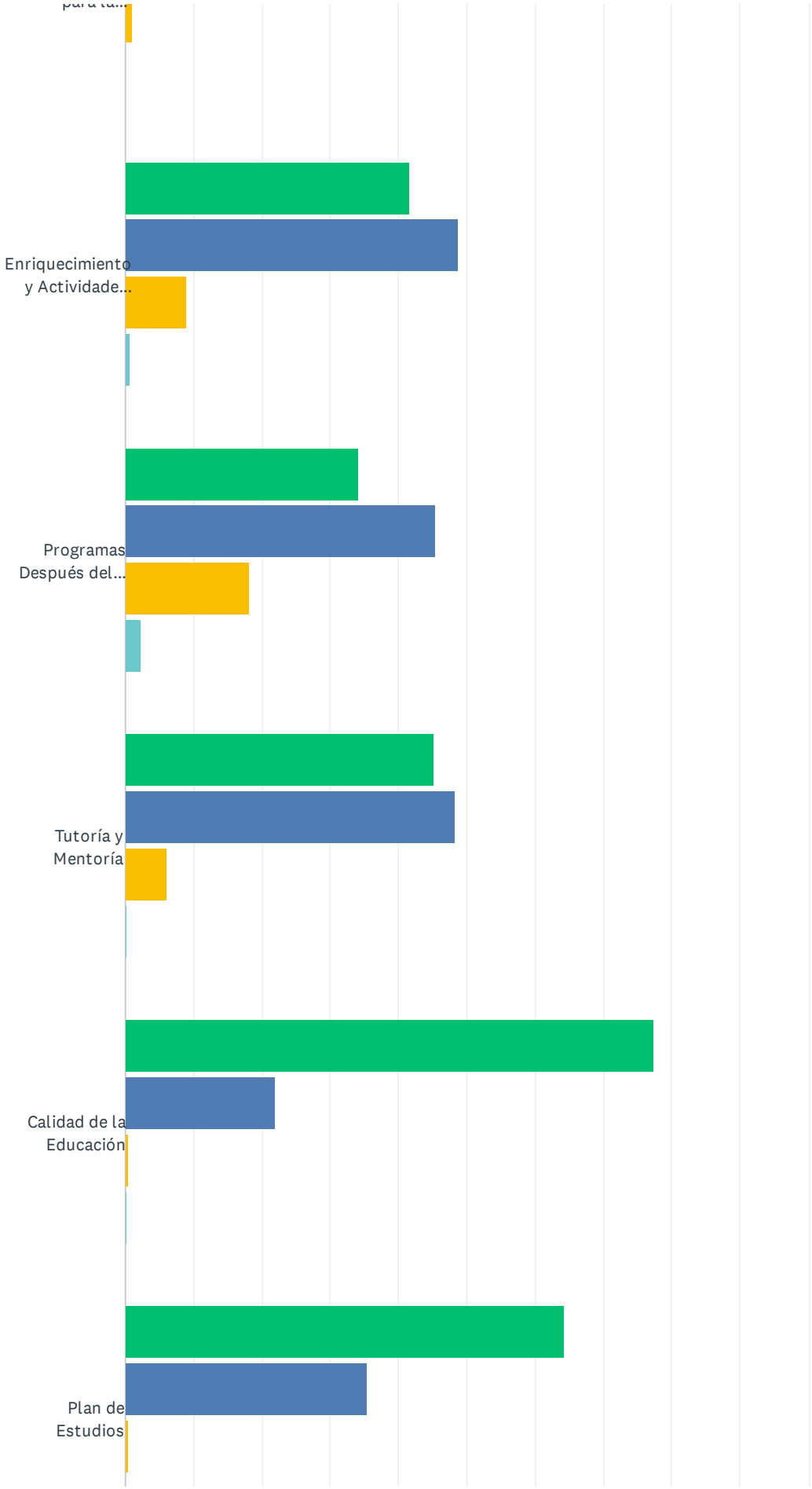
Answered: 804 Skipped: 150



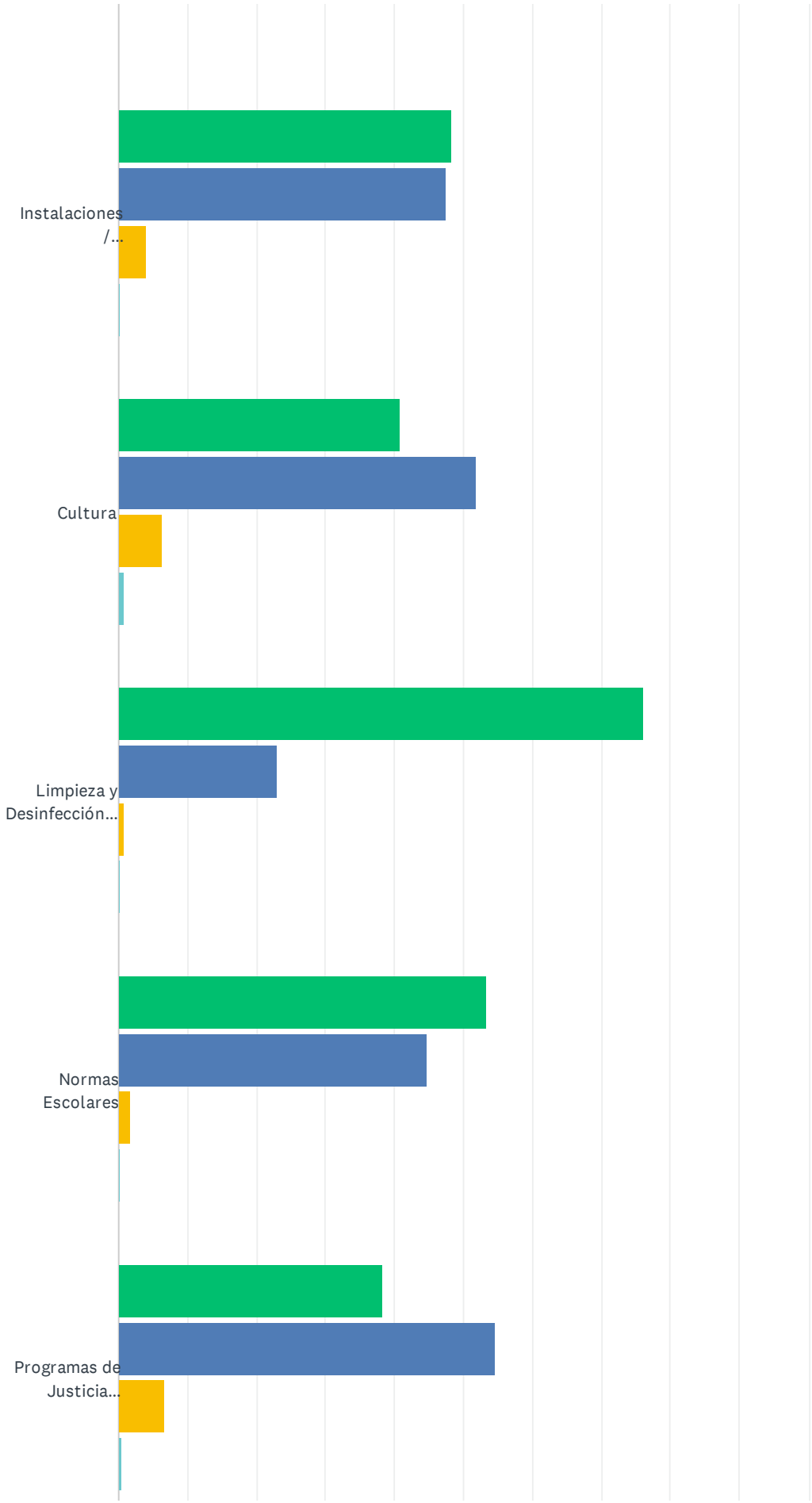
Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



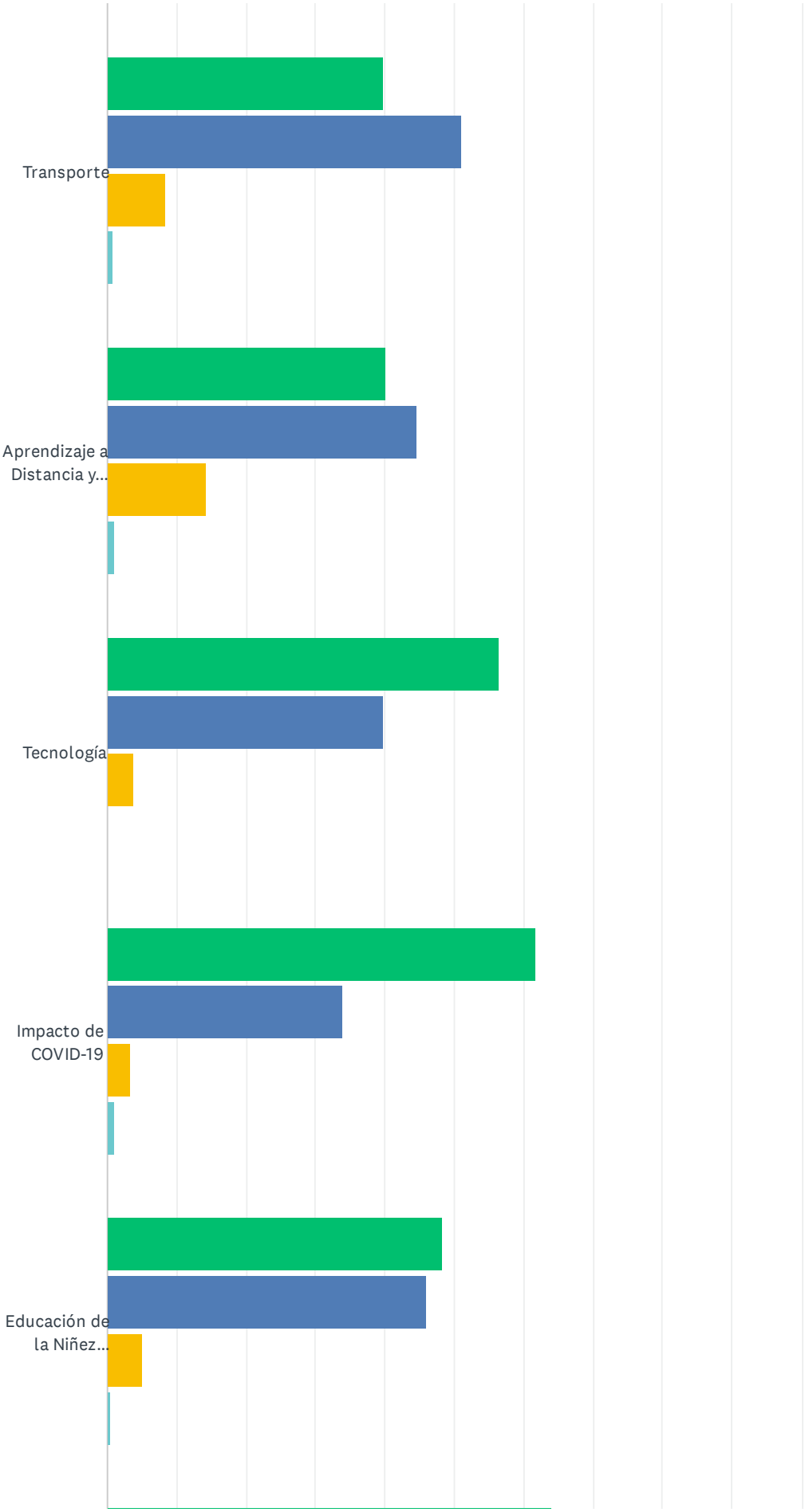
Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



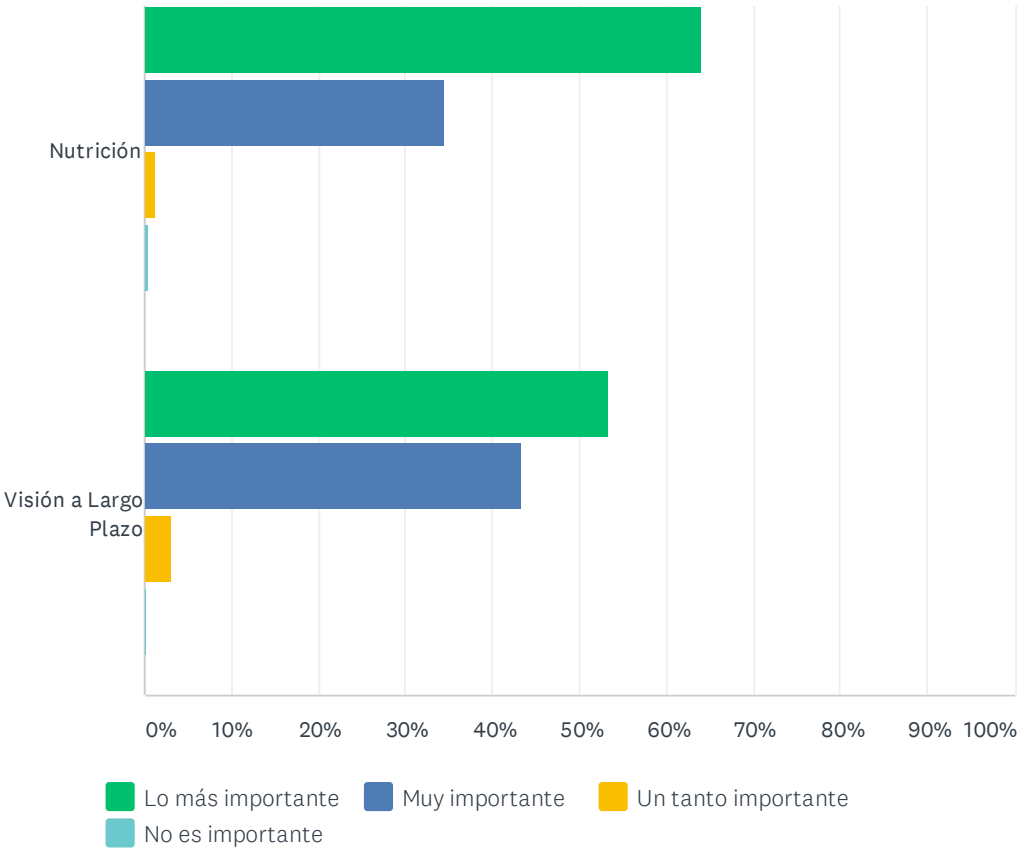
Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)

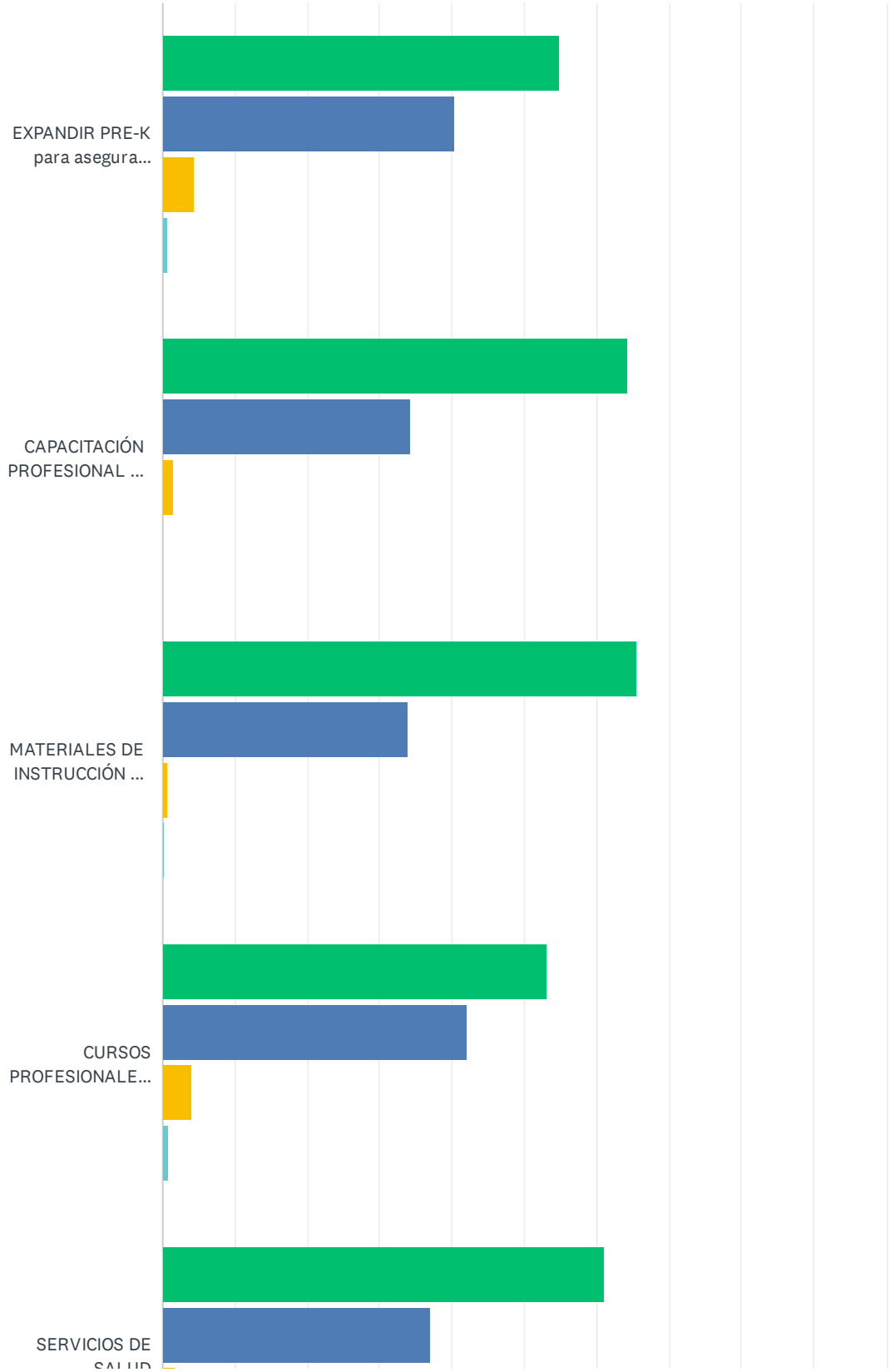
	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
Equidad	46.73% 371	50.25% 399	2.52% 20	0.50% 4	794	1.46
Transparencia y Responsabilidad	60.53% 483	38.47% 307	0.88% 7	0.13% 1	798	1.60
Salud y Bienestar	76.38% 611	23.38% 187	0.13% 1	0.13% 1	800	1.76
Contratación y Personal	47.29% 375	49.31% 391	3.40% 27	0.00% 0	793	1.47
Desarrollo Profesional	57.36% 456	41.01% 326	1.51% 12	0.13% 1	795	1.57
Servicios Integrales	46.61% 371	49.75% 396	3.27% 26	0.38% 3	796	1.46
Apoyo, Fortalecimiento y Promoción de la Participación Comunitaria y las Asociaciones Culturalmente Responsables	38.71% 307	52.84% 419	7.94% 63	0.50% 4	793	1.38
Educación Especial	53.34% 423	44.77% 355	1.51% 12	0.38% 3	793	1.53
Autonomía y Toma de Decisión Localizada	35.15% 277	55.96% 441	8.25% 65	0.63% 5	788	1.35
Preparación para la Universidad y Carreras Profesionales	67.21% 537	31.66% 253	1.13% 9	0.00% 0	799	1.67
Enriquecimiento y Actividades Extracurriculares	41.57% 328	48.80% 385	9.00% 71	0.63% 5	789	1.41
Programas Después del Horario Escolar	34.13% 271	45.34% 360	18.26% 145	2.27% 18	794	1.32
Tutoría y Mentoría	45.21% 359	48.36% 384	6.17% 49	0.25% 2	794	1.45
Calidad de la Educación	77.39% 616	21.98% 175	0.50% 4	0.13% 1	796	1.77
Plan de Estudios	64.23% 510	35.26% 280	0.50% 4	0.00% 0	794	1.64
Instalaciones / Infraestructura	48.30% 383	47.54% 377	4.04% 32	0.13% 1	793	1.48
Cultura	40.83% 323	51.96% 411	6.32% 50	0.88% 7	791	1.40
Limpieza y Desinfección de las Instalaciones	76.10% 608	23.03% 184	0.75% 6	0.13% 1	799	1.76
Normas Escolares	53.41% 423	44.70% 354	1.64% 13	0.25% 2	792	1.53
Programas de Justicia Restauradora	38.38% 304	54.55% 432	6.69% 53	0.38% 3	792	1.38
Transporte	39.80% 316	51.13% 406	8.31% 66	0.76% 6	794	1.39
Aprendizaje a Distancia y Aprendizaje Híbrido	40.20% 320	44.47% 354	14.32% 114	1.01% 8	796	1.39

Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)

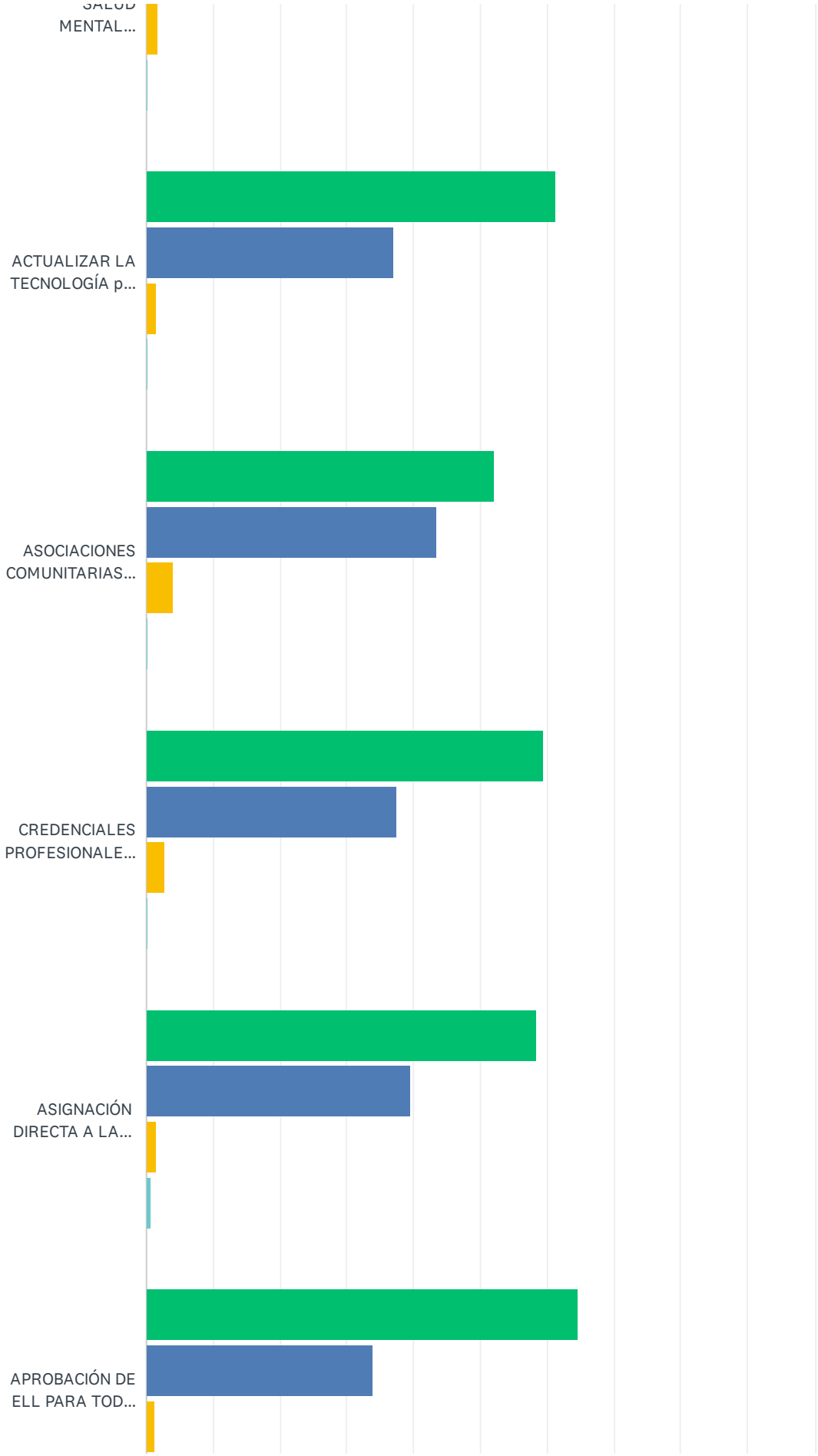
Tecnología	56.42% 448	39.80% 316	3.78% 30	0.00% 0	794	1.56
Impacto de COVID-19	61.75% 486	33.93% 267	3.30% 26	1.02% 8	787	1.61
Educación de la Niñez Temprana, Intervención Temprana	48.42% 383	46.02% 364	5.06% 40	0.51% 4	791	1.48
Nutrición	63.94% 509	34.42% 274	1.26% 10	0.38% 3	796	1.64
Visión a Largo Plazo	53.40% 424	43.32% 344	3.15% 25	0.13% 1	794	1.53

¿Qué tan importantes son para usted, su familia y / o su comunidad las prioridades de gastos para el Éxito del Estudiante?

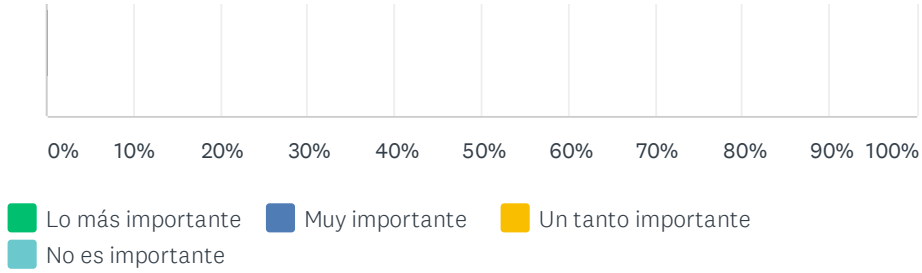
Answered: 653 Skipped: 301



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)

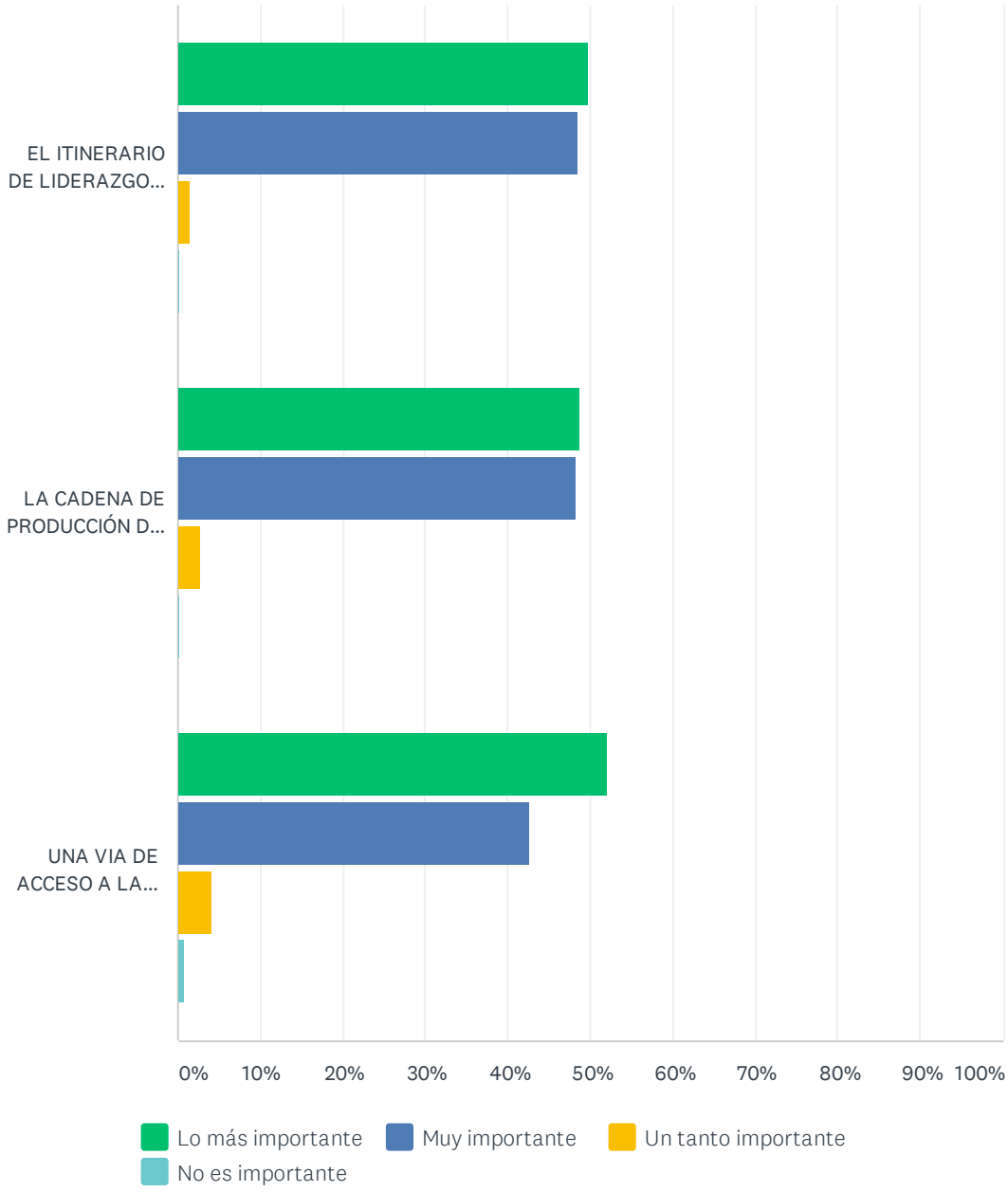
	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
EXPANDIR PRE-K para asegurar que cada escuela del CCSD tiene al menos un salón de clase de educación general de Pre-K y expandir los programas en los próximos años, basándose en las necesidades de los estudiantes	54.78% 355	40.28% 261	4.32% 28	0.62% 4	648	1.54
CAPACITACIÓN PROFESIONAL DE APRENDIZAJE EN LECTOESCRITURA para garantizar que todos los educadores que enseñan a leer estén bien capacitados en los fundamentos de instrucción de la lectoescritura	64.31% 418	34.31% 223	1.38% 9	0.00% 0	650	1.64
MATERIALES DE INSTRUCCIÓN DE NIVEL I PARA LAS ARTES DEL LENGUAJE INGLÉS Y APRENDIZAJE SOCIOEMOCIONAL, INCLUYENDO MATERIALES DE INSTRUCCIÓN SUPLEMENTARIOS para proporcionar una educación de calidad en cada salón de clase del CCSD y garantizar que los educadores tengan los recursos y apoyos para impartir una instrucción diferenciada de alta calidad, basada en estándares a todos los aprendientes	65.38% 425	33.85% 220	0.62% 4	0.15% 1	650	1.65
CURSOS PROFESIONALES DE VERANO DE 6 SEMANAS para estudiantes, especialmente los más alejados de las oportunidades, obtengan exposición y conexiones con opciones profesionales que satisfagan las necesidades de contratación de la comunidad empresarial y se incorporen a los puestos de trabajo más solicitados del CCSD	53.09% 344	41.98% 272	4.01% 26	0.93% 6	648	1.52
SERVICIOS DE SALUD MENTAL proporcionar más personal y recursos dedicados para garantizar que los estudiantes que tienen dificultades sociales y emocionales reciban el apoyo que necesitan	61.05% 395	36.94% 239	1.70% 11	0.31% 2	647	1.61
ACTUALIZAR LA TECNOLOGÍA para proporcionar una experiencia de aprendizaje constante en todas las escuelas, incluyendo la infraestructura, el personal y los recursos requeridos para que el CCSD ofrezca una instrucción eficaz individual 1-1 y prepare a nuestros estudiantes para las carreras del mañana	61.35% 400	36.96% 241	1.53% 10	0.15% 1	652	1.61
ASOCIACIONES COMUNITARIAS	52.09%	43.57%	4.03%	0.31%		

Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)

PARA LA ACELERACIÓN DEL APRENDIZAJE Y APOYOS INTEGRALES que incluirán asignaciones directas a organizaciones comunitarias para apoyar a los estudiantes más afectados por la pandemia	336	281	26	2	645	1.52
CREDENCIALES PROFESIONALES PARA ESTUDIANTES que será pagado por CCSD para reducir las barreras para entrar y asegurar que cualquier estudiante que complete un curso estudio de carrera pueda seguir esa carrera	59.38% 383	37.52% 242	2.79% 18	0.31% 2	645	1.59
ASIGNACIÓN DIRECTA A LAS ESCUELAS PRIMARIAS para tratar la pérdida de aprendizaje por la pandemia, de la manera que cada escuela considere que satisface mejor las necesidades de sus estudiantes individuales	58.27% 377	39.57% 256	1.55% 10	0.62% 4	647	1.58
APROBACIÓN DE ELL PARA TODOS LOS MAESTROS para garantizar que todos los maestros del CCSD tengan los conocimientos y las habilidades para apoyar a los aprendientes del idioma	64.54% 415	33.90% 218	1.24% 8	0.31% 2	643	1.64

¿Qué tan importantes son para usted, su familia y/o su comunidad las prioridades de gastos para los Maestros, Directores y el Personal?

Answered: 650 Skipped: 304



Opinión sobre la visión del CCSD para el futuro y cómo se deberán emplear los fondos de recuperación (español)

	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
EL ITINERARIO DE LIDERAZGO DE LOS MAESTROS creará itinerarios formales y a largo plazo que permitirán a los educadores crecer en sus carreras mientras también proporcionan un aprendizaje profesional significativo e integrado en el trabajo para sus compañeros	49.69% 322	48.46% 314	1.54% 10	0.31% 2	648	1.49
LA CADENA DE PRODUCCIÓN DE LOS EDUCADORES Oportunidad para que los paraprofesionales del CCSD obtengan una credencial de maestro que les permita crecer profesionalmente en el Distrito, al mismo tiempo que tratan la persistente escasez de maestros del CCSD	48.68% 314	48.37% 312	2.64% 17	0.31% 2	645	1.48
UNA VIA DE ACCESO A LA ADMINISTRACION PARA LOS EDUCADORES MASCULINOS NEGROS Y LATINOS que proporcionará un camino sostenible para que más educadores masculinos negros y latinos se desarrollen en papeles de administración escolar a través de una maestría y una experiencia de grupo	52.17% 336	42.70% 275	4.19% 27	0.93% 6	644	1.51

¿Las prioridades de gasto para la Gobernanza y Liderazgo Equilibrados son importantes para usted, su familia y/o su comunidad?

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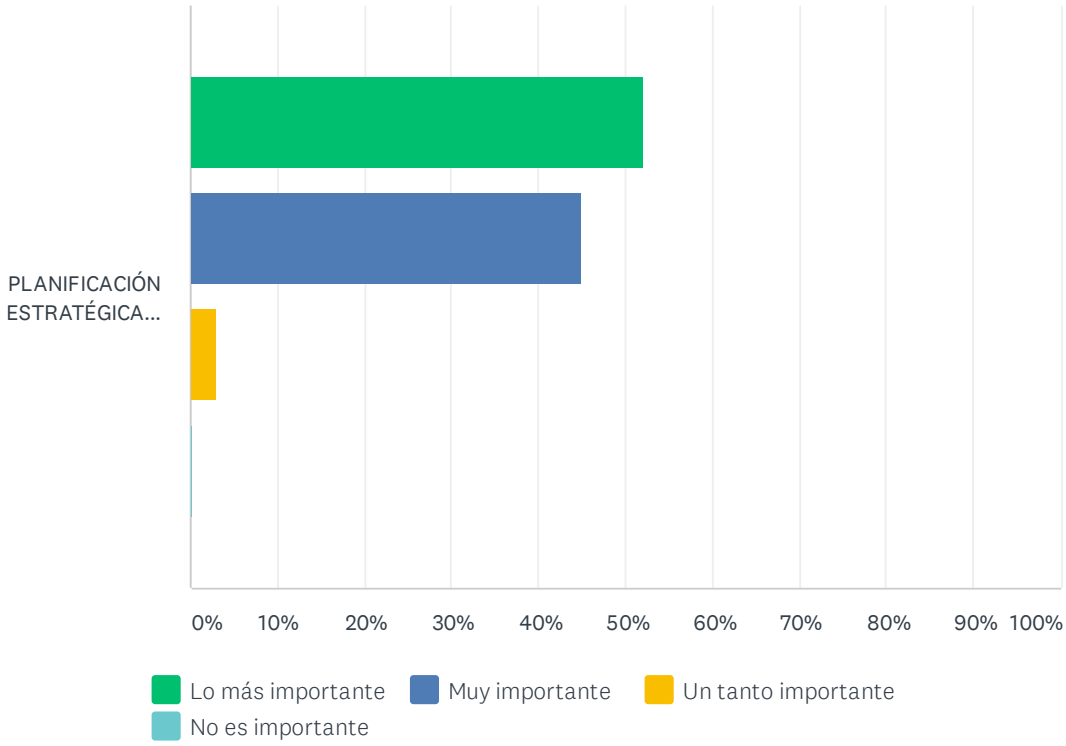

	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
PLANIFICACIÓN ESTRATÉGICA para garantizar que el CCSD pueda seguir el progreso hacia sus objetivos y actualizar los métodos cuando sea necesario, a medida que la pandemia evoluciona y el CCSD planifica para el futuro	52.01% 337	44.91% 291	2.93% 19	0.15% 1	648	1.52

¿Qué tan importantes son para usted, su familia y/o su comunidad las prioridades de gasto para el Apoyo de los Padres y la Comunidad?

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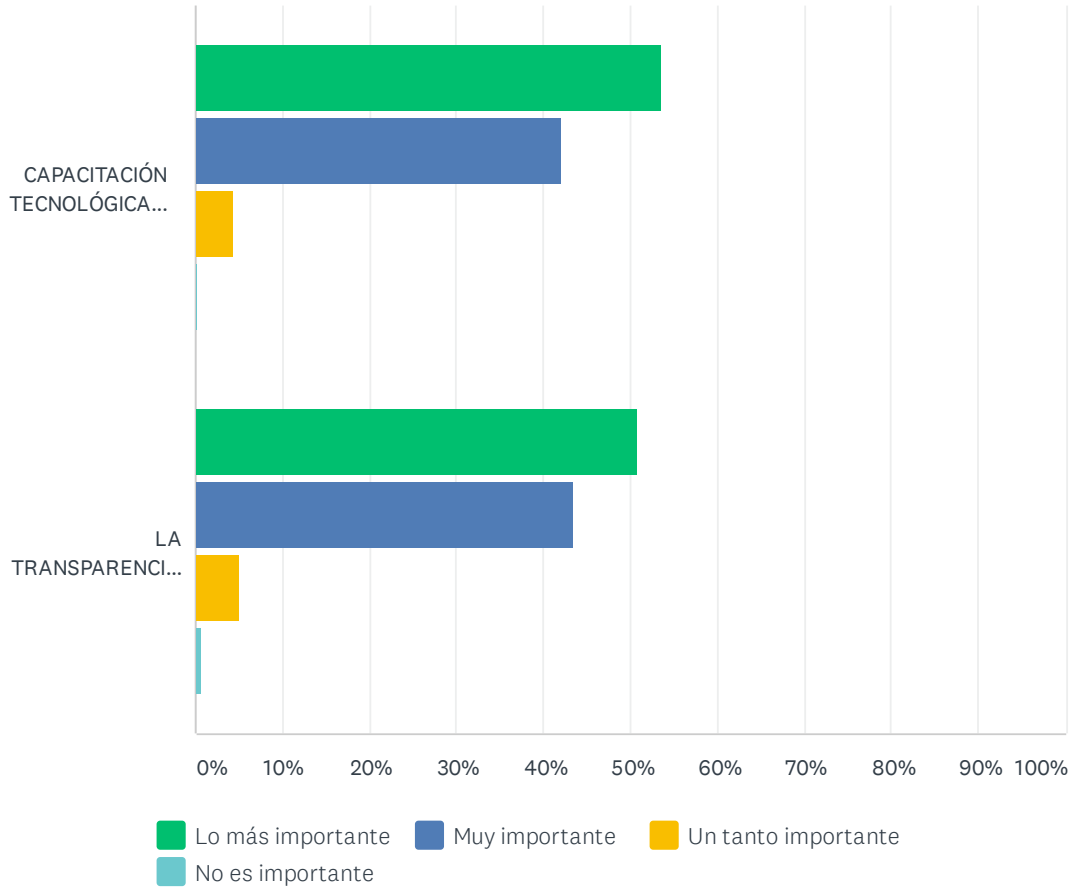

	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
CAPACITACIÓN TECNOLÓGICA PARA LOS PADRES que ofrecerá capacitación específica de alfabetización digital a los padres y cuidadores de estudiantes vulnerables para que puedan ayudarlos en el hogar y con la esperanza, utilizar esa tecnología para avanzar en sus vidas también.	53.53% 349	42.02% 274	4.29% 28	0.15% 1	652	1.53
LA TRANSPARENCIA DE LOS DATOS Y LA RENDICIÓN DE CUENTAS incluirá la utilización de un sistema de registro de datos intergrales que proporcione acceso oportuno y transparente del logro estudiantil e información como oportunidad para obtener información para una variedad de partes interesadas.	50.85% 330	43.45% 282	5.08% 33	0.62% 4	649	1.50

¿Qué tan importantes son para usted, su familia y/o su comunidad las prioridades de gasto para la Mitigación de COVID-19?

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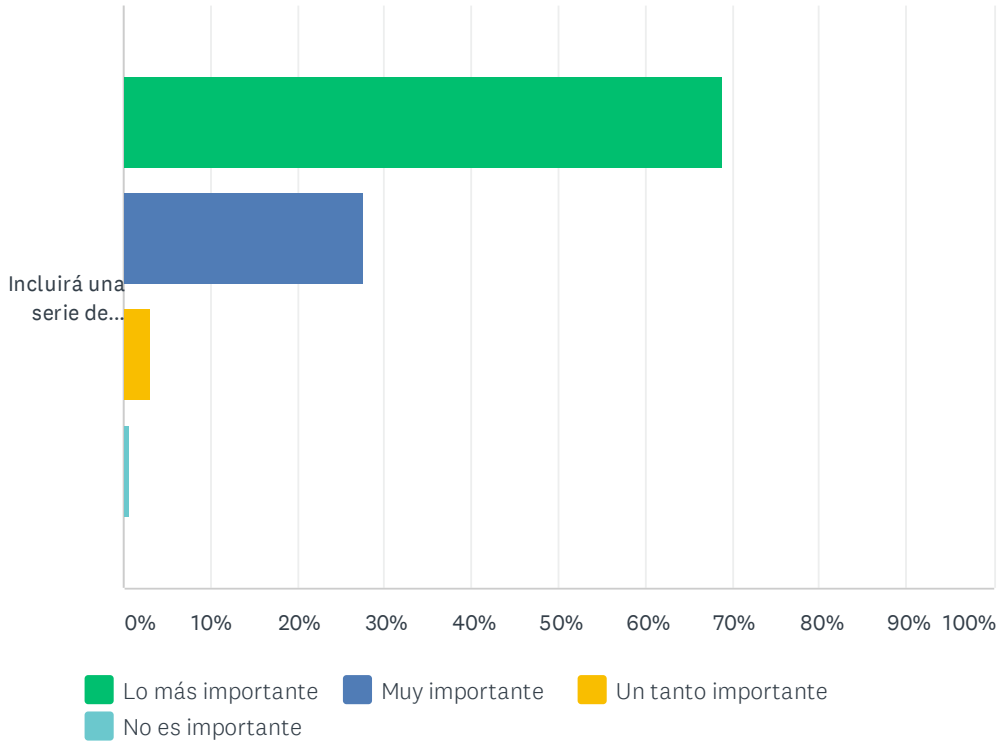

	LO MÁS IMPORTANTE	MUY IMPORTANTE	UN TANTO IMPORTANTE	NO ES IMPORTANTE	TOTAL	WEIGHTED AVERAGE
Incluirá una serie de medidas de salud, seguridad y apoyo a los estudiantes para que el CCSD pueda responder a la naturaleza cambiante de la pandemia	68.76% 449	27.57% 180	3.06% 20	0.61% 4	653	1.68

Clark County School District

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

2021-2022 School Year

Introduction

The United States Department of Education established interim final requirements[1] for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, under section 2001 of the American Rescue Plan Act of 2021. The requirements clarify how local education agencies (LEAs) must *meet the statutory requirements to develop a plan for the safe return to in-person instruction and continuity of services*, and how state education agencies (SEAs) work with LEAs to develop and submit these plans. The Clark County School District (CCSD) is an LEA, and the Nevada Department of Education is an SEA.

The Nevada Department of Education began fulfillment of its responsibility under these requirements with Guidance Memo 21-02[2], released on May 28, 2021. The memo describes both the details on the Nevada Department of Education's role in the submission of CCSD's *plan for the safe return to in-person instruction and continuity of services* and the requirement that plan also fulfills under Governor Steve Sisolak's Declaration of Emergency Directive 044[3] for offering distance education and developing plans for a Path Forward Program of Distance Education for the 2021-2022 school year.

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

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

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

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

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

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

Plan for Path Forward Program of Distance Education

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

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

- Full-time face-to-face instruction at every school, with the exception of Nevada Learning Academy at CCSD, the District's virtual school.
- Full-time distance education at any school with enough participation for the principal to staff the program, and available to all students at Nevada Learning Academy at CCSD, the District's virtual school.
- Hybrid instruction (on a limited basis).

Requirement: In implementing Path Forward Programs of Distance Education, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity, or plan to provide accommodations for students without access to such technology. (Guidance Memo 21-02)

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

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

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

- During online registration for the 2021-2022 school year, the family expressed that they do not currently have reliable home Internet connectivity.
- The family has at least one student enrolled full time in CCSD, including Pre-Kindergarten (Pre-K)-12 or Adult Education.
- The family has a financial hardship as demonstrated by any of the following:
    - Received subsidized connectivity through Connecting Kids Nevada during the 2020-2021 school year.
    - Experiencing housing insecurity (e.g., homeless, live in public housing, shelters, weekly rentals).
    - Has a student attending a Community Eligibility Program (CEP) school.
    - Receiving public assistance (e.g., WIC, SNAP, TANIF).

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

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

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

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

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

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

- Supports for Distance Education Learners
    - Student Role
    - Parent/Guardian Role
- Sample Schedule for Distance Education Learners

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

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

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

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

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

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

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

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

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

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

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

- Will receive the services or accommodations outlined in their IEPs or Section 504 Accommodation Plans.
- Will continue to collect on-going, progress-monitoring data and document time spent addressing students' goals, as is standard practice.
- Will continue to communicate proactively with the parent/guardian regarding their student's needs, as is standard practice.
- Will continue to receive services during the school year. A student who is participating in distance education will receive his/her related services virtually but if the parent/guardian prefers in-person services that will also be an option in lieu of virtual to receive services at an identified CCSD location.

Requirement: Licensed teachers and/or licensed substitutes must be accessible to students through the Internet or by telephone during the school's regularly scheduled instructional hours. (Guidance Memo 21-02)

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

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

A student participating in full-time distance education who qualifies for free and reduced lunch may receive meals at the school at no cost. The student must eat their meals at the school during the school's designated meal serving times per the National School Lunch Program (NSLP). If the NSLP requirements change, CCSD will adjust to ensure eligible students have access.

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

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

During distance education, teachers will utilize Virtual Attendance, indicating student participation. This tool resides in the same area of Infinite Campus, within the Teacher Instruction Tools (PATH: Campus Instruction > Control Center).

A student is considered present/participating for an attendance day and class/course based on the definitions below.

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

Plan for the Safe Return to In-Person Instruction and Continuity of Services

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

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

(Interim Final Guidance)

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

Category	Clark County School District Plans and Procedures
Universal and correct wearing of masks	Based upon the approval of the SNHD, alignment with Directives 044 and 045 from the State of Nevada, and collaboration with local and state officials, CCSD implemented the following adjustments to the mask policy effective June 1, 2021: ● All staff who are fully vaccinated are not required to wear a mask on District sites and/or at District-sponsored events, excluding graduation ceremonies. ● All staff are required to wear masks on school buses. The following is required for students: ● Masks are optional for students in Pre-K through Grade 3. ● Masks are required for students in Grades 4 and 5. ● Masks are optional for students in Grades 6 through 12 who have been fully vaccinated. ● All students are required to wear a mask while on a school bus. Any student or staff, regardless of their age and regardless of their vaccination status, who are outside do not have to wear a mask.

	Masks are required for all attendees and students who participate in or attend graduation ceremonies. As community health conditions improve, these recommendations may be relaxed if allowed under state and local guidance. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	As local guidelines no longer restrict capacity to account for COVID-19, capacity limits will revert to the maximum allowed by fire code. If local health recommendations change, CCSD will adjust to ensure capacity limits account for appropriate social distancing. At this time, CCSD recommends that, wherever possible, students in the cafeteria, multipurpose rooms, auditoriums, and other large common areas practice six feet of social distancing between peers and adults. In circumstances of limited capacity where students can only practice three feet of social distancing, the following is implemented: ● Students are seated with peers who they are seated with during the instructional day to limit additional student exposure. ● Students are transitioned out of the cafeteria or multipurpose room as soon as possible to the alternate location to maintain social distancing. ● Seating charts are maintained with the most up-to-date information. The health office has been established at every school for students with health care needs that cannot be addressed in the classroom (e.g., diabetic and other non-contagious health care needs). The management of moderate to severe first aid injuries, medication administration, and specialized procedures (non-aerosolized), such as diabetic care are handled in the health office to prevent possible cross-exposure risk with sick students. An area for students with possible COVID-19 symptoms has been established at every school away from the health office. The sick room is identified with appropriate signage. Use of an alternative room, not the primary health office, is preferable to use for sick room health services delivery. The management of mild to severe illness, including students with fever or signs and symptoms is handled in the sick room to prevent possible cross-exposure risk with healthy students and staff. All employees who are assigned to work in the sick room are medically cleared and fit-tested for an N95 respirator. As community health conditions improve, these recommendations may be relaxed. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.

Handwashing and respiratory etiquette	Staff and students are encouraged to wash or sanitize hands regularly, especially before and after check-in procedures, between classes or activities, and when working with children or supplies. When handwashing stations are not readily available, the use of hand sanitizer should be encouraged. Students and staff are encouraged to wash hands/use hand sanitizer often, such as: ● After coughing, sneezing, or blowing nose. ● After using the restroom. ● Before eating or preparing food. ● Before and after touching face. ● Prior to boarding the school bus. ● Prior to school entry. ● Before and after providing routine care for another person who needs assistance (e.g., a child). ● Before putting on and after removing gloves. ● After touching frequently touched areas (e.g., doorknobs, handrails, shared computers). Any staff member who is working in the sick room, conducting aerosolized medical procedures, and/or working closely with students in specified conditions must wear an N95 respirator while performing their work. Additional personal protective equipment may also be required but does not require all the steps for the Respiratory Protection Program. The training and fit test is brand specific to the N95 respirator at the time of testing. The Safety Office will manage and monitor the purchase and distribution of the N95 respirators for the various departments for COVID-19 protocols. All record keeping will be done in the Safety Office to allow for prompt reporting to the Occupational Safety and Health Administration should a request for proof of compliance with the program be made.
Cleaning and maintaining healthy facilities, including improving ventilation	In an effort to maintain a safe and clean learning environment for students and staff, under the direction of head custodians/building managers, custodial personnel perform light duty activities in each classroom and common area throughout the facility on a daily basis. Enhanced cleaning with VirexTB occurs at the discretion of the principal in consultation with the head custodian/building manager, as needed. In addition to performing regular maintenance and repairs to heating, ventilation, and air conditioning (HVAC) equipment, CCSD has taken proactive actions to ensure HVAC systems are functioning properly to maintain a healthy educational environment. Air filters have been changed at all schools and continue to be changed as recommended by the manufacturer. Heating and cooling coils have been cleaned to improve air flow and ventilation rates. HVAC systems have been

	inspected to verify outdoor air intakes are working, and where possible outdoor air intake rates have been increased.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	CCSD works closely with the SNHD to prevent the spread of disease in schools and to monitor any outbreaks or community spread. Contact tracing is part of the process of supporting patients with suspected or confirmed infection. In contact tracing, the school nurse and the SNHD staff work with families or staff members to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious. Site administrators may be asked to assist with providing this information as well. In order to minimize the impact of quarantine decisions, schools and bus drivers must maintain seating charts to determine close contacts. The school and the SNHD staff will notify exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible. Notification to the families of students recommended for quarantine, including telephone calls and letters home, is made by the school administration. Letters of notification for parents/guardians and school communities are distributed by the school administration. Contacts are only informed that they may have been exposed to a patient with the infection. They are not told the identity of the patient who may have exposed them due to privacy laws. Contacts are provided with education, information, and support to understand their risk, as well as information on what they should do to separate themselves from others who are not exposed, monitor themselves for illness, and the possibility that they could spread the infection to others even if they themselves do not feel ill. CCSD collaborates with the SNHD weekly to discuss School Reopening Criteria and to determine any changes to quarantine requirements.
Diagnostic and screening testing	CCSD will continue a daily symptom check in for all employees using the eMocha system for monitoring employee's daily symptoms, exposure, or positive lab results for COVID-19. A nurse call line is in place to answer questions, provide information to staff and administrators, and also offer staff testing opportunities that can be provided to employees at no charge. Information will continue to be provided as implementation progresses. An anticipated expansion of services in BinaxNOW rapid testing and RT-PCR testing for both symptomatic and exposed students and staff will be offered at multiple CCSD designated locations across the District to include rural locations. In addition, anticipation of testing services using mobile van capabilities to reach areas of need or outbreak are under development for the 2021-2022 school year. Upon entering a CCSD facility, visitors complete a Visitor Questionnaire and Acknowledgement, which includes a symptom self-check form. All visitor

	questionnaires are retained and kept confidential by site administration for a period of one year.
Efforts to provide vaccinations to school communities	Efforts are currently underway in collaboration with the SNHD and other community partners to provide vaccination opportunities for students and staff and the school community after school hours utilizing school facilities. Outside community vaccine opportunities are also advertised on the CCSD website and through parent/guardian messaging.
Appropriate accommodations for children with disabilities with respect to health and safety policies	With regard to medically fragile student populations, IEP teams work with the school nurse, licensed health care provider, and parent/guardian to determine if it is in the best interest of the child to return to school. Medically fragile students are considered a vulnerable COVID-19 population and may not be able to attend school. Students with immunosuppression may be at increased risk during an outbreak of COVID-19 because they are at high risk for health complications.
Coordination with State and local health officials	CCSD collaborates with the SNHD weekly to discuss School Reopening Criteria and determine any changes to quarantine requirements.

Requirement: The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services. (Interim Final Guidance)

Academic Needs

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

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

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

In order to determine students' academic needs as a result of the COVID-19 pandemic and provide instructional support, MAP Growth will be administered for Grades K-10. Students will participate in the fall, winter, and spring test administrations. Students in Grades K-5 will participate in the reading and mathematics assessments. Students in Grades 6-10 will participate in the reading and mathematics assessments. At the high school level, students in Grades 9 and 10 will be assessed in Algebra I and Geometry courses and in Grades 9 and 10 English courses.

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

Social-Emotional Needs

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

Health

CCSD anticipates having six to nine testing sites around the District for staff and students who are symptomatic to participate in volunteer testing. Staff and students will also be allowed to participate in vaccinations at these designated locations.

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

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

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

Nutrition

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

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

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

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

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

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

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

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

In collaboration with a small planning team, CCSD will coordinate the efforts of a broad range of community partners to collect and organize input directly from their constituencies and members.

Among other questions, we will ask, “What should be true for our kids once these funds have been deployed?”

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

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

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

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

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

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

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

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