



**Proposed Reopening Plan**

**Pre-K and Kindergarten**

**2020 - 2021**

Rainbow Dreams Early Learning Academy (RDELA) would like to thank everyone who contributed to this plan. It is intended to be fluid and will continue to be updated as new information is provided from the state, national and federal organizations, the Southern Nevada Health District (SNHD), as well as from our sponsor, the Clark County School District (CCSD).

**School Name:** Rainbow Dreams Early Learning Academy

**COMMUNICATION**

**COMMUNICATION**

- *How will you communicate important information to families about the re-opening process?*
- *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?*
- *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?*
- *What is your plan to ensure that Parents receive general updates regarding the district/school's implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.*

Rainbow Dreams Academy Early Learning Academy prides itself on thorough communication and full disclosure. Each member of the teaching team, student body, administration, and students' families are considered an integral part of our community. Therefore, family engagement has and will continue to be an area of importance. During the physical school closure in March, April, and May of 2020, ensuring that RDELA had up to date contact information for students became of paramount importance. In order to assure that RDELA continues to have the most up to date student and family information at all times, RDELA will create and place a change of information and address form on its website and work on a variety of platforms to send regular communication to our students' families. Families additionally have the ability to update portions their information directly on the Infinite Campus (IC) student management system as well.

The school's main mode of communication with its stakeholders will be through School Messenger email or a text notifying them of an awaiting email. Further, general announcements relevant to an entire class will be recorded on Class DoJo.

The newsletter will help RDELA keep families informed about school happenings, updates related to changes in processes and procedures, any adjustments due to COVID-19, and pertinent health notifications. The newsletter as well as any other vital notifications will be uploaded to the website so that anyone accessing it can obtain the information. All school news will be posted to RDELA's social media accounts as well. RDELA will continue to translate as many documents as they can to Spanish. If additional languages are requested, RDELA will address those needs, as they are received.

To ensure that staff information is also current, RDELA is transitioning to an improved version of the ADP payroll system which will permit staff to update their personal information themselves.

Additional methods of communication that will be utilized include: email via teacher, email blast via administration, text message directly or through Class DoJo, RDELA website, postal mail. ZOOM and Google meet, local newspaper, school newspaper: Rainbow Connection, Infinite Campus SIS messaging, direct messaging through Odysseyware our distance learning program, Parent/Teacher conferences in person if possible, Town Hall meetings, Flyers, and when necessary the local TV news station and radio stations.

## RE OPENING SCHOOL BUILDINGS

### RE-OPENING APPROACH

- *How will your school building(s) re-open (see options in section 6 of Directive 022 and within the Path Forward Framework)?*
- *Will the school request a calendar adjustment as part of your re-opening approach?*
- *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations”?*
- *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?*
- *What circumstances/scenarios will warrant a change in the approach?*
- *If a change in approach is warranted, how will that transition be made?*

There are so many unknown factors going into the start of the 20-21 academic year, RDELA must do all it can to be prepared. It is imperative that students receive vital services and continue their education, regardless of the state of the COVID-19 pandemic, while their health and safety also remain a priority. Three primary scenarios represent the most likely options and reflect components that would be necessary in most other variations of a plan, as health guidance and resources evolve. The committee was charged with developing a specific action plan to address each of the three reopening scenarios: distance learning for all, hybrid learning, or return to standard school schedule. When planning for reopening, RDELA recognizes that there are a variety of possibilities for the format schooling is able to take in Fall 2020 and tried to account for the most likely scenarios to plan for.

The foundational framework presented in the Nevada Department of Education’s *Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* (NPF), has been used as a resource for this school plan. RDELA created a Re-Opening Committee to support the development of this plan. The committee consisted of JD Consulting Group, administration, support staff, members of the RDELA Governing Board, and community stakeholders. RDELA will submit the finalized plan to the school governing board for approval at least 20 days prior to the start of the 2020-2021 school year.

The Nevada Department of Education’s *Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* framework closely aligns to the Center for Disease Control’s (CDC) recommendations for 6’ social distancing, as well as reducing and limiting overall room capacity. Directive 022 section 6 notes that a school may use distance education, in-person instruction following strict social distancing protocols, or a combination of distance education and in-person instruction when reopening the schools. Three options have been developed to maximize social distancing by reducing the number of students in the facility at one time are described below. One of the three options will be implemented to address the phase of reopening declared by the Nevada Governor.

Families will be able to select the educational model that best supports their needs. Vulnerable populations will be recommended for the 100% distance learning model and may change options as circumstances change. All students will receive in-person instruction in the classroom or through video conferencing.

**Scenario 1: Hybrid-Learning.** In this scenario, students would be allowed in school buildings at reduced capacity (e.g., 50 percent or 25 percent). RDELA would implement new required health and safety protocols within classrooms and non-instructional settings. Achieving a reduced capacity under this model may involve implementing new instructional bell schedules, such as to serve students on alternating days through a combination of face-to-face and distance learning models. Additionally, capacity limitations may require decisions to prioritize in-school instruction for the vulnerable populations, such as, students with Individualized Education Plans (IEPs), those with 504 plans, English learners, and academically struggling students. Students who are not attending in-school instruction on any given day would be participating in asynchronous distance learning, using digital curriculum resources and instructional tasks assigned by their teachers as detailed in scenario one. This is most likely the scenario we will be going with at the start of the academic year based on current guidelines.

**Scenario 2: Distance Learning for All.** In a virtual scenario, students will not be allowed in school buildings for regular learning. School building access would be limited and used for exclusively for distribution of technology or instructional resources keeping in mind safe social distancing practices, individual appointments for certain screenings or assessments that cannot be completed online, or services for vulnerable populations. All instruction in this scenario would be delivered through enhanced distance learning practices. These practices would reflect lessons learned since Spring 2020 and would include expanded digital access, instructional videos, story videos, digital curriculum resources, as well as additional staff training.

**Scenario 3: Return to a standard school schedule at full capacity.** This may include some additional health and cleaning guidance, without the requirement for social distancing.

Regardless of the scenario in place, the following plans and protocols will be referenced to maintain a safe environment for students and staff:

- School-Based Emergency Operations Plan (NRS 388.229 - 388.261)

- School Re-opening Plan

To effectively reopen the school, staff will require training on health and safety procedures and best practices for instruction using technology for distance learning. The school will request a calendar change to use August 10, 2020 through August 21, 2020 (10 days) as professional development days to be counted as instructional days. The first day of school for students will be August 24, 2020 in line with the CCSD 2020-21 calendar

Our time will be divided amongst 3 cohorts, though we are striving to keep our schedule as consistent for our students as possible. Consistency is key for early childhood developmental success according to the Center for childhood development at Harvard university.<sup>1</sup>

3 cohorts AM and PM 5 days a week; the RED cohort will attend am sessions five days a week, the Blue cohort will attend PM sessions Monday through Friday, and the Green cohort will be for families who opted for 100% distance learning. Additionally, there will be time allotted on Fridays for

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<sup>1</sup> Center on the Developing Child. 2007. "The Impact of Early Adversity on Child Development (InBrief)." Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

students who are English Language Learners, have an IEP, have a 504 plan, or have other additional needs necessitating additional in-person assistance. There will be a slight overlap to allow Cohort B to have a hot lunch on campus while Cohort A is awaiting dismissal. Students in Cohort A will have lunch available to them once Cohort B begins their lessons. This should allot for adequate time for staff to disinfect the eating area and maintain a reasonable amount of social distancing for the two groups.

The Green Cohort is designed for families and students who are not comfortable having their children return to school due to feeling as if they are a vulnerable population. In this circumstance RDELA will offer the distance education portion of its hybrid learning to engage and instruct the students. For these students there will be a daily scheduled Google Meet sessions and video streaming of lessons and take home materials that will allow these children to accumulate credit and grade level academic content.

### Kindergarten Half Day Learning Schedule

<b>Group A (AM Students)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	ELA	ELA	ELA	ELA	ELA
8:30-9:00:	MATH	MATH	MATH	MATH	MATH
9:00-9:15	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom
9:15-9:45	Science	Science	Science	Science	Science
9:45-10:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:15-10:45:	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
10:45-11:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
11:00-11:30	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA

<b>Group B (PM Students)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
11:30-12:00	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session
12:00-12:30	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
12:30-1:00	ELA	ELA	ELA	ELA	ELA
1:00-1:30:	MATH	MATH	MATH	MATH	MATH
1:30-1:40	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom
1:40-2:10	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
2:10-2:40	Supper	Lunch	Lunch	Lunch	Lunch
2:40-3:00	Dismissal	Student Lunch	Student Lunch	Student Lunch	Student Lunch
3:15-4:00	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep

Distance Learning Schedule K Full Day

<b>Group A (AM Students)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	ELA	ELA	ELA	ELA	ELA
8:30-9:00	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
9:00-9:30	MATH	MATH	MATH	MATH	MATH
9:30-9:45	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom	Nutrition Restroom
9:45-10:15	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
10:15-10:45	Science	Science	Science	Science	Science
9:45-10:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
10:15-10:45:	Teacher Lead Activity	Teacher Lead Activity	Teacher Lead Activity	Teacher Lead Activity	Teacher Lead Activity

10:45-11:00	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
11:00-11:15	Group Share	Group Share	Group Share	Group Share	Group Share
11:15-11:45	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
11:45-12:00	Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
12:00-12:30	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity
12:30-1:00	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
1:00-1:15	Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
1:15-1:45	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
1:45-2:15	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity
2:30-3:30	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep

### Pre-K Half Day Learning Schedule

Group A (AM students)	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15	Social Sharing	Social Sharing	Social Sharing	Social Sharing	Social Sharing
8:15-8:30	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt
8:30-8:45	Science Activity	Science Activity	Science Activity	Science Activity	Science Activity
8:45-9:00	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity
9:00-9:15	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break



9:15-9:30	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help
9:30-9:45	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
9:45-10:00	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
10:00-10:15	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
10:15-10:30	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity
10:30-10:45	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
10:45-11:00	Closing	Closing	Closing	Closing	Closing
11:00-11:30	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA	Lunch for Teacher and SPTA/TFA

Group B

<b>Group B (PM students)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
11:30-12:00	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session	SPTA/TFA break and preparing for PM session
12:00-12:30	Student Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
12:30-12:45	Social Sharing	Social Sharing	Social Sharing	Social Sharing	Social Sharing

12:45-1:00	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt	Music and Movement or Scavenger hunt
1:00-1:15	Science Activity	Science Activity	Science Activity	Science Activity	Science Activity
1:15-1:30	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity
1:30-1:40	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break	Nutrition Break
1:40-1:50	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help
1:50-2:05	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
2:05-2:20	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
2:20-2:35	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
2:35-2:50	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity	Teacher Lead Math Activity
2:50- 3:00	Student Supper	Student Supper	Student Supper	Student Supper	Student Supper
3:15-4:00	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep

Distance Learning Schedule Pre-K Full Day

Pre-K Full Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15	Social Sharing	Social Sharing	Social Sharing	Social Sharing	Social Sharing
8:15-8:30	Scavenger hunt	Scavenger hunt	Scavenger hunt	Scavenger hunt	Scavenger hunt
8:30-9:45	Science Activity	Science Activity	Science Activity	Science Activity	Science Activity
9:45-10:00	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity
10:00-10:15	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help
10:15-10:30	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
10:30-10:45	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
10:45-11:00	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
11:00-11:15	Group share	Group share	Group share	Group share	Group share
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45-12:15	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break
12:15-12:30	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting

12:30-12:45	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity
12:45-1:00	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help	Restroom break/ Self-Help
1:00-1:15	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
1:15-1:30	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
1:30-1:45	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity
1:45-2:00	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
2:00-2:15	Closing	Closing	Closing	Closing	Closing
2:30-3:30	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep

RDELA understands that its plans will need to be adaptable to the changing requirements. If RDELA receives notification from any of the governmental entities that they need to transition to a hybrid or distance education model, RDELA will be prepared to make that change, depending on enrollment, responses from the community and needs of all stakeholders. Once approved, adjustments and changes made to this plan will be conveyed to RDELA families and stakeholders via e-mails, text messages and social media platforms, in a timely manner following updated directives.

To start the 2020 - 2021 school year, all teachers will be instructed to prepare lessons for distance education as well as face to face teaching. Administration will convey the information in the three different scenarios (face to face, hybrid, and distance) to staff during the beginning of the year training in August so everyone will be prepared to handle any changes. In an effort to make this adaptation as manageable and smooth as possible for the students, teachers and families, RDELA will utilize the same curriculum for both in person, hybrid and online classes. Students will also have access to RDELA technology at home, if needed, to prevent gaps during times of transition. An online platform will be used so that the recorded lessons and necessary learning materials will be accessible from home and at school, throughout the school year, regardless of which scenario the school is utilizing.

## *Calendar Changes*

RDELA intends to align its school calendar start of the year with that of CCSD. It will delay the start of the upcoming academic school year with classes beginning on Tuesday, August 24, 2020 and ending on May 20, 2021, the previously scheduled end date. No other changes will be made to the already state approved calendar.

### **PHYSICAL HEALTH SCREENING**

- *How will you screen staff and students?*

Staff/Students with temperatures over 100.4 will be sent home per requirements by the SNHD. An in-depth Health Screening Plan is being developed and will be finalized prior to the start of the school year.

RDELA will limit access to the school by all visitors. Visitors will be permitted in the front entry offices to conduct business, but will not be permitted back to students/staff areas. All visitors, if granted permission to enter the facility, will have their temperature checked. If their temperature is over 100.4, they will not be granted access to the school, per the SNHD.

- RDELA will continue to follow the SNHD requirements for immunizations of all students.
- Additionally, teachers and staff will maintain an observation log noting individuals displaying red-flag COVID-19 symptoms including a cough, shortness of breath, chills, muscle pain, sore throat, loss of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, nausea, or neck pain and rash indicating the possibility of COVID-19 related multisystem inflammatory syndrome.
- Individuals with these symptoms will be removed from the general population and put in a containment room with staff supervision while parents or family members are called to come to school to pick them up.

### **PHYSICAL HYGINE**

- *How will you address and reinforce hand hygiene and respiratory etiquette?*
- *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.*

- Teaching and reinforcing handwashing with soap and water for at least 20 seconds will be one of the ways to address hand hygiene. Staff will be asked to monitor this process to ensure students are completing the process correctly. If soap and water are not readily available, a hand sanitizer will be available for us. Hand sanitizer kiosks will be installed in prominent locations in the building to assist in the hand hygiene process.
- Respiratory etiquette will include staff members teaching students to cover coughs and sneezes with a tissue. If a tissue is unavailable, they will be taught to cough or sneeze into their inside arm/elbow area rather than out in the general environment. Once the sneeze or cough is completed, students will again be encouraged to wash their hands.
- Face shields will be provided to each student on a daily basis. These shields will allow teacher's to better monitor the children as opposed to a disposable mask as well as correct speech and diction issues which are a key component of early childhood education. These face shields will be returned to the school at the end of each cohort's day and sanitized. Each mask will be labeled for an individual student's use and be considered as part of their uniform.
- Classrooms will have disposable face masks available for students uncomfortable with face shields.

## **SOCIAL DISTANCING**

- *How will you maintain social distancing in line with the Path Forward Framework, Governor’s Emergency Directives, and Nevada Department of Education guidance?*
- *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?*

RDELA is unable to maintain state required social distancing with the school at full capacity and does not have any empty offices/locations that are not in use during a normal school day. Hybrid learning or distance learning is the only method for RDELA to ensure that students remain socially distant. In a hybrid or distance learning situation, educators and staff that are in a high-risk category can be isolated from students and other staff. Therefore, if there is a mandate for social distancing in a school environment, RDELA will need to determine if hybrid or distance learning is the best option for the school at that time, depending on the information at hand.

- Directional signs including those instructing children to where to wait for the mandatory temperature check will be installed on the floor in hallways.
- There will also be clearly marked areas to wait for closed spaces like restrooms.
- Students will be required to use water bottles instead of public fountains.
- In order to help students with social distancing, it will be necessary to teach them about the importance while also coding the learning environment and other open areas within the school. In the classrooms, student desks will be set to accommodate the 50% or less allowed in a classroom. This could mean masking tape on the floor to mark where the desks/chairs go and where the students should be seated. In the hallways and other areas, labeled circles each 6 feet can be used to help direct where students stand and walk.
- Classrooms will be set with just what is necessary for the teaching process, avoiding clutter and extra furniture in order to provide more space in the classroom.
- Tables and chairs in the classroom will be spaced at the appropriate spacing as recommended by the CDC.
- In order to accommodate meal times, lunches will be staggered allowing time for disinfecting purposes.
- Pick up and drop off will also be staggered and parents and caregivers will be required to remain in the car until their child is brought to them.

## **HUMAN RESOURCES**

### **STAFF RETURN TO WORK**

- *How will staff return to work?*
- *How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?*
- *How will your staffing approach ensure strong implementation of your overall re-opening approach?*
- *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

### ***Return to Work***

It is anticipated that all RDELA staff members employed will return to work in August 3<sup>rd</sup>, 2020. If they are unable or unwilling to return, RDELA will address each instance on a case by case basis depending on the job position and ability to adjust work schedules and locations. RDELA will contract again with local companies for substitute services to cover staff absences and will hire its own cadre of substitutes for use as necessary. RDELA has the ability to also hire temporary personnel as needed for general staff positions.

RDELA is updating their leave plan to include Families First Coronavirus Response Act (FFCRA). RDELA continues to comply with the Americans with Disabilities Act (ADA) according to the Families First Coronavirus Response Act (FFCRA). Due to RDELA's limited programs and small size, it cannot incorporate flexible work hours or schedules, or social distance in most instances. Therefore, the school is unable to fully open if certain social distancing is required.

- Employees are expected to notify the H.R. Director if they were isolated at home due to a positive COVID-19 diagnosis, had a potential exposure to COVID-19, or stayed home to care for a family member or other individual. If an employee is suspected of, diagnosed with COVID-19 or have stayed home to care for a family member or other individual, a questionnaire must be completed with the H.R. Director and the individual to record information obtained about the situation concerning their ability and desire to return to work. The goal is to determine if the employee is eligible to return, based on the CDC guidance and to set a date for the employee to return. Unless guidance provides a change of policy, Innovations will not require a COVID-19 test result or a healthcare provider's note for employees who are sick to validate their illness, qualify for sick leave, or return to work. It is expected that an employee who has tested positive for COVID-19 will self-quarantine for 14 full calendar days and present themselves as symptom free (no longer having a fever or using fever reducing medication and no respiratory symptoms) for at least 3 days before returning to work. Based on the employee's answers to the 14 -day isolation and the 3 days without a fever, the H.R. Director can then set a return to work date for the employee. This date should be mutually agreed upon between RDELA and the employee. If the employee has a return to work order from his/her physician, Innovations can accept this and put it on file. However, this will not be a mandate for the employee.

### ***Staff Training***

RDELA teachers and staff will return to work following the summer break on the previously scheduled date of Monday, August 3, 2020, to begin professional learning and training, which has been expanded to three full weeks. The re-opening plans will be explained in detail to ensure everyone is comfortable and understands the components and to provide clarification of expectations in order to provide a smooth transition should the plan need to change from one scenario to another (in-person, hybrid, and online). At a minimum training will include topics such as:

- Proper hygiene for RDELA adults and teaching information to students
- Teaching Social Emotional Learning effectively
- Best Practices or Enhanced Distance Education for teachers
- Trauma Based Teaching
- Specific training for new curricular and distance learning programs

## GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

- *How will you share consistent and up-to-date information with your governing body and school leadership?*
- *How and to what extent will the governing body and school leadership weigh in on key decisions?*

### **Governing Body Role**

RDELA's superintendent has been in contact with the RDELA governing body president since the initial instance of COVID-19 in Nevada. The superintendent answers all board member questions as they are received. The RDELA Governing Board will review and approve the re-opening plan at their meeting in July, 2020. The governing body's role during the COVID-19 pandemic remains to ensure that leadership is doing what is in the best interest of the students, within the parameters of the law, policy, and the charter contract. This includes continuing to be engaged by regularly receiving information about the school's academic, organizational, fiscal, and health and safety conditions outside of the meetings and providing up-to-date information about the school process. This can be done through emails, text messages, phone calls, virtual meetings, newsletters, and monthly meetings.

Other additional considerations for the board are the adoption of emergency resolutions as needed to adjust or suspend policies, ensuring the board's meetings are recorded, review and prioritize immediate action items on agendas, review and provide input concerning technology plans and the proposed professional development plans recommended by the school's leadership, and review and approve the proposed reopening plan prior to submission to the sponsor and the State.

### **School Leadership Role**

All information that is made public has been reviewed by the entire Administrative Team for clarity. RDELA does not have a FAQ site, but it continues to send up to date information to its staff and families. Families are receiving information through SchoolMessenger emails. The administrative team has been answering questions directly from families as they arise.

### **Communication**

Critical information will include the re-opening plan, changes to schedules or dates, and health and safety precautions. RDELA is small enough to manage all incoming questions and requests for information individually. When multiple requests for the same information is received, RDELA will respond by sending a stakeholder wide email with the updated information. This information will additionally be placed on the school website and shared on its social media platforms.

## LOGISTICS

### FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

One of the largest concerns from RDELA's staff and families, as reported from the survey, was the cleanliness of the school. RDELA's maintenance manager and crew are responsible for school



cleaning, disinfecting and sanitizing the school. RDELA had already procured a sanitizing system prior to the start of the COVID-19 pandemic and is prepared to continue using this system. RDELA's maintenance crew will continue to clean the school on a daily basis and perform school sanitation using the Evaclean and PurTabs system. They have already cleaned, disinfected and sanitized every surface within the school during the physical school closure and the summer break. Access to the school since the deep cleaning was completed has been limited. Therefore, the school is ready for students and staff to return to school, upon permission from the governor.

As for the physical building systems, RDELA's maintenance supervisor had the HVAC vendor change out the filters during the physical school closure. All HVAC thermostats are controlled by the maintenance supervisor and operations manager. RDELA's buildings have been in use by the maintenance crew throughout the physical school closure. All water systems have been actively used throughout the closure. Building re-opening concerns due to physical closures will not be an issue for RDELA.

### *Classroom and School Usage*

RDELA is a small school and space is at a premium, which limits the ability to socially distance students and staff. Administration and office staff can create the necessary signage for social distance reminders. Administration will notify families, through SchoolMessenger emails, of plans for social distancing at RDELA. Teachers will remind students when they are on campus of the social distancing processes and procedures. A bathroom social distancing plan can be discussed with the team, if it is required from the state.

Administration will send information to families regarding new processes and procedures at least a week before the start of the school year and then again the day before the start of school in both English and Spanish. Notifications will be sent via SchoolMessenger and social media, as well as posted to the website.

#### **NUTRITION SERVICES/BREAKFAST & LUNCH**

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*
- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*
- *How will the school ensure that students have access to nutrition services to which they are entitled?*

All food and nutrition snacks are provided by RDELA through CCSD. If RDELA is permitted to resume classes in full, it will check with the outside vendor to ensure they are prepared to make daily deliveries and ask for their health and safety plans for RDELA's records.

#### **TRANSPORTATION/ARRIVAL & DISMISSAL**

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*
- *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?*

Transportation to and from school is provided by RDELA's families.

Start and dismissal times will be staggered, depending on the plan scenario.

**Arrival -**

Scenario 1 - Distance for All, there will not be any arrival time to the school.  
Scenario 2 - Hybrid, students will be permitted to arrive on campus roughly 25 minutes prior to the start of the school day.  
Scenario 3 - Full opening, RDELA will resume normal school drop off times, and elementary valet system.

**Dismissal -**

Scenario 1 - Distance for all, there will not be any dismissal from the school.  
Scenario 2 - Hybrid, RDELA is expanding dismissal options. Families may choose from the standard dismissal time or they may sign up for the extended day dismissal (on the days their cohort attends campus), or the extended care option.

- Scenario 3 - Full opening, RDELA will resume normal pick up times.

**ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**

- *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?*
- *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.*

RDELA does not have a set yearly athletics program. It will modify its offerings for the year based on permissions from the state and interest from its families/students.

Physical education can also be completed through video during distance learning.

**INFORMATION TECHNOLOGY**

- *What technology resources are necessary to implement your re-opening plan?*
- *How will you ensure that the school has all necessary technology resources to support your re-opening plan?*
- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

RDELA developed a distance learning plan that will be an integral component of our school reopening plan. The Nevada Department of Education’s Guidance for Path Forward Programs of Distance Education was referenced to pin point distance learning resources.

**a. Technology Resources**

RDELA has identified the technology resources necessary for a successful reopening of the school. Technology includes the network hardware and software, bandwidth, laptops, individual hotspots and technology support for special needs of the families, students, and staff. In a pre-emptive attempt to prepare for a distance learning and/or hybrid approach, our IT specialist contractor has worked with Cox Communications to increase the bandwidth campus. We have added additional wireless routers in order to allow students to work and access the Internet throughout the building. Each classroom has been assigned new teacher technology to facilitate distance learning instruction (laptop, document camera, projector, and Smartboard.)

Our student to laptop ratio has remained at one to one for two years. Student needs for one-on-one

computer use is being addressed by supplying each student with a mobile hotspot to access online learning through Google Classroom, Google Meets, and with the online learning management system that has been purchased as a complimentary piece to the curriculum.

Over the summer, staff have been cleaning, inventorying, and assigning computers to classroom and/or to students. In the event the school is mandated to close, there will be a seamless movement to fully distance learning as the process and procedures for Google Classroom Meet, and the Chat room will have been used, taught, and monitored through the use of the computer laboratories or the classroom sets of computers in carts for the secondary classes.

**b. *Technology Resource Acquisition***

If RDELA transitions to a hybrid instructional plan, the site will have sufficient technology for each student even with loaning out needed technology. This will eliminate the need to sanitize technology brought in from the outside. Staff and maintenance will clean onsite and returned technology daily in compliance with the school's normal cleaning procedures.

Hardware needs are being met through the Title I and ESSR funds to provide efficient laptops and mobile hot spots for students so that they may participate in synchronous learning, and for additional interactive learning.

To expand the access to technology and the Internet connectivity, a reference would be made to the State of Nevada's Guidance Memorandum 20-05 issued by Dr. Jhone Ebert on June 24, 2020. On page 2 under the heading of Minimum Requirements for Path Forward Programs of Distance Education: Minimum Requirements for Implementation (3) All students have ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity or a plan to provide accommodations for students without access to such technology. In that same document, page 4 (3) under the Minimum Requirements for Distance Education Plans it notes that the school district or charter school will expand access to technology and Internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence. RDELA will also make available supplementary technology-based learning whereby students may access the school building weekly for instruction, Internet access, and additional learning.

**c. *Internet/Technology Connectivity***

To expand the access to technology and the Internet connectivity, a reference would be made to the State of Nevada's Guidance Memorandum 20-05 issued by Dr. Jhone Ebert on June 24, 2020. On page 2 under the heading of Minimum Requirements for Path Forward Programs of Distance Education: Minimum Requirements for Implementation (3) All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity or a plan to provide accommodations for students without access to such technology. In that same document, page 4 (3) under the Minimum Requirements for Distance Education Plans it notes that the school district or charter school will expand access to technology and Internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such

technology, which may include providing distance education through paper correspondence. RDELA will also make available supplementary technology-based learning whereby students may access the school building weekly for instruction, Internet access, and additional learning.

RDELA has a one to one technology system and is able to loan out sufficient technology to families in need. Families will be sent an information letter with a form to complete for the Technology Loan Program if it becomes necessary to provide it for hybrid or distance education. Dates and times will be set up for technology distribution similar to the previous plan in March. Through the school website, RDELA will continue to make families aware of low-cost internet and the school counselors will work with families to assist them in acquiring access. Families will also be notified of CCSD Smart Bus, if that option is available, or other options that the state creates, or other public hot spot locations throughout the city or on campus.

## WELLNESS AND RECOVERY

### SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional supports to students?*

The plan for the FY 21 school year is to give all students at least 30-45 minutes per day for dedicated SEL. The counselors will provide weekly SEL curriculum to teachers. Teaching staff will be given professional development on the implementation of the SEL program to ensure they understand the purpose and need, as well as strategies to best use the curriculum, whether it be in person or through virtual means. If using a distance or hybrid model, SEL curriculum will still be provided to students, at a minimum, on a weekly basis. RDELA will provide informational documentation so that families and students can understand the importance and purpose for SEL.

- Under Tier I, the following are areas where the school, its staff, administration, and counselors can be assistive to families: (a) social-emotional learning, (b) trauma resources, (c) family engagement, (d) reteach, remind, and acknowledge prosocial behaviors, (e) focusing on the positive and positive behavioral supports, (f) communication, (g) health and safety/updated COVID-19 information, and (h) normalizing feelings and emotions. Multiple resources will be used to accomplish these goals with the families and with the students. Community resources will be made available to families as well.
- As RDELA begins its operations for the 2020 – 2021 school year, social, emotional, and behavioral health needs aligned with academic concerns for students, educators, and support staff will become more evident. The school will depend on its counselors, administration, Learning Strategist and contracted service providers to facilitate families feeling welcomed, validated, and supported.
- During the first week of school, the counselors will administer a Needs Assessment with students to receive feedback for structuring their grade level lessons and to be able to pull students who required a smaller setting. In addition, families will be asked to complete a needs assessment. This survey will be available online or on paper. Review of the assessments will assist the school with identifying the primary concerns of our families and the types of services that will support our families.

To continue to keep families and students engaged, RDELA will use its closed group Official Facebook page for families to share student work, efforts and events - especially if the school needs to go to

distance learning. RDELA will emphasize to families the benefits of joining the online group.

### **TRAUMA-INFORMED PRACTICES – TIERS 1-3**

- *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*
- *What tier 1 (universal) trauma-informed practices will be in place?*
- *What tier 2 and tier 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?*

RDELA will send SEL support information home to families in the newsletter. SEL with students will include school climate protocols. Staff will undergo trauma support training prior to the start of school. RDELA will put together a trauma team for the school year to support students, families and staff.

Guidelines published by local and government health agencies (Center for Disease Control's, Families First Coronavirus Response and the Southern Nevada Health District) will be referenced to implement appropriate procedures for student and family support.

#### **a. Monitor Social Emotional Needs**

RDELA acknowledges that each individual has had a unique experience with COVID-19. The school is committed to supporting all students, staff, and families to help with developing the emotional well-being of all involved. This will be done through a multi-tiered approach where the counselors will work on core lessons for all students in the building. Teacher observations, counselor interactions, and needs assessments will help to identify students who need more targeted support and those students who need more intensive individualized intervention practices. Similar methods will be considered when working with the adults, regardless of whether they are staff members or family members. It will be in the school's best interest to monitor students, staff, and families by developing an intermittent needs assessment/survey throughout the year to receive periodic feedback so the counselors, teachers, and administration can continue with a strategic plan that emphasizes and acknowledges positive feedback and rewards rather than a punitive behavior management program.

#### **b. Tier 1 Practices**

In a Tier 1 universal system of trauma-informed practices, the licensed staff and support staff will utilize the following tenets as a base plan. These are: (a) practice compassion, (b) prioritize the physical safety of the entire school community, (c) identify and distribute resources to help with additional screening, assessment, and treatment for traumatic stress symptoms, (d) ask that adults model behaviors that are positive supports for students and colleagues, (e) utilized supports within the school to enhance interactions and relationship building, and (f) follow the latest public health recommendations. The school will also ensure that students establish a daily learning routine to accommodate learning in the proposed hybrid approach, provide information and instructional elements in digestible amounts for students, encourage students to ask questions, and actively focus on individual needs in order to re-establish the learning focus of the school that was lost at the end of the previous school year. Essentially, teachers in the

classrooms and the paraprofessionals in the computer laboratories will be the first line of defense in recognizing the needs of their students as they utilize positive behavioral supports and seek further assistance through the RTI process and/or counselor referral process.

### **c. Tiers 2 and 3 Additional Supports**

Tier 2 and 3 require more targeted and intensive individualized assistance for students, staff, and families. In these tiers, the counselors become more instrumental. Here, the counselors can reach out to the families and offer resources from the community. They can work with individual students and families on issues of importance while being a safe and trusting resource and guide for school support. The school can prepare resource guides that can be presented to the families. In private conversations, the counselors will be asked to talk about crises in a trauma-sensitive manner, foster resilience and healthy coping strategies, plan teaching activities that help to build support and lesson stress in the classrooms, and use national and community experts to ensure support strategies are culturally inclusive and sensitive. RDELA has been working with strategies for the past two years on children in complex trauma and children with Post Traumatic Stress Disorder. The curriculum used in the school using Character Counts and the Five Pillars of the Wings Program from the Collaborative for Social Emotional Learning.

One of the key points to Tiers 2 & 3 will be to work with community and state agencies to establish a referral pathway from basic need to mental health services. Both of the school counselors will be the point people for this referral system. The counselors will also continue to take the lead for completing suicide protocols and intervening for individuals who are suffering from grief and loss. The counselors will also be asked to model and train teachers on beginning and intermediate level skills that can be used in the classrooms to help students in need. The administration will look for a variety of professional development training that can be offered staff during weekly Professional Learning Community meetings in order to help teachers adjust and to help them to help their students in the classrooms.

## **ACADEMICS Path Forward Plan of Distance Education**

*(required for all schools not already approved by the Nevada Department of Education to provide full time distance education to 100% of students)*

### **INSTRUCTIONAL APPROACH**

- *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?*
- *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*
- *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*
- *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*
- *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*
- *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

RDELA students will receive synchronous as well as asynchronous instruction depending on the scenario. Consistent curriculum and teaching for all scenarios will make for seamless transitions between levels, as needed. While on campus, students may receive activities in paper form to supplement online assignments. Families may come to the school's front offices to pick up paper assignments, as needed. Grading policies will be carefully crafted to appropriately motivate student engagement.

Administrators, teachers, and support staff will receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools.

**a. Synchronous and Asynchronous Instructional Approaches**

In line with Nevada Department of Education's *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings*, distance education for the students will be provided through the use of Google Classrooms, Google Meet, and Google Chat. The teachers will establish meeting times daily with students in the core subject areas using Google Meet. Parents will be reminded through Class Dojo that a meeting is taking place at a specified time with the meeting code posted to allow students to enter. The class will be synchronous and asynchronous in order to allow for students to see the teacher instruct and to allow for a follow-up review of the lesson as needed. Specialized student services and the counselor will also conduct synchronous learning. They will be provided the opportunity to enter the classrooms of the teachers while the classes are taking place and then set up follow-up times with the parents to reinforce the skills just instructed. They will also have Google Meet and Google Chat sessions available through their Google Classrooms to assist with learning needs.

**b. Accommodations for Students Without Access to Technology**

For the students who do not have Internet access, the school will provide accommodations in the form of distributing paper correspondence and then the collection and redistribution of paper correspondence. The skills that are being taught weekly will be pulled from the consumable curriculum used by the teachers. These will be put into a packet with the notes of the teacher for what he/she is teaching for the week. Samples of teacher instruction and modeling of standardized skills will be put with the packets in order to ensure students see what has been covered online. The teachers will also reach out to the students via telephone, Class Dojo, and text messages to clarify questions, offer suggestions, and reteach as necessary. For families that are homebound without transportation, the school will utilize support staff to deliver and pick up work to be returned to the teachers for grading. As an additional method for helping all students with supplementary technology-based learning accommodations, the school will develop and staff multiple computer labs during the instructional days. Students having specialized needs, those who utilize English as their second language, and those who have no Internet access, will be provided time to attend school on their supplementary technology-based learning days to utilize the computer labs to receive their online instruction and to complete the necessary work and testing to receive and master grade level standards.

**c. Distance Education for Quarantined Students**

For students who are quarantined, the school will use the above described distance learning strategies. Teachers will contact the parents to make arrangements and to inform families of the instructional time or to deliver the packets for the week. The packet delivery will not be one where the staff member is entering the home. The home will be called once the staff arrives and packets will be distributed to the front doors, thereby eliminating contact.

**d. Teacher/Student Electronic Contact**

The school will continue its practices put into place for the end of the 2019 – 2020 school year for accountability. First, the teachers will fill out a daily student contact log. This log is coded to show how the teacher contacted the student. Next, the teacher will post a daily question that has to be answered to ensure the student is online and following the lessons. Then, the teacher will fill out a daily time assurance log showing what was done for the day, who was contacted, and how the lessons were conducted. While much of this appears to be repetitive, it is critical as follow-up documentation that varied methods were used to contact and structure student learning.

**e. Teacher Accessibility Via Technology**

The teachers will set specific times each day where they are conducting synchronous lessons using Google Meet. The teachers also reach out to small groups or individual students using Google Chat each day. This allows students and teachers to interact daily together. The teachers are also available through Class Dojo and text messaging with the parents to arrange times for students to interact and receive assistance. Our teachers suspended the usual school hours in the distance learning this year in an effort to help all students. If parents are unable to reach teachers during the regular hours, they make appointments with the teachers at times that are beneficial to the families as well.

**f. Adjustments to Elective Courses**

Adjustments to elective area classes are similar to those utilized in the core content classes. These teachers conduct synchronous and asynchronous lessons to classrooms of teachers. Many of them conduct a full lesson and stream their teaching to classrooms of students. These asynchronous classes are in conjunction with the synchronous Google Meet classes conducted by the core content teachers. The counselors, EL teachers, and Special Education teachers follow the same venues of synchronous, asynchronous, and phone call, texting, and Class Dojo appointments with the families in order to ensure all students are contacted and serviced to meet their individual needs.

**MEETING STUDENT NEEDS**

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*
- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?*
- *How will the school meet students' academic needs based on this determination?*
- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and*



*adjust, as needed?*

RDELA will follow all mandates required by the Nevada Department of Education in order to provide equal educational opportunities to all students.

If students are back on campus in August, RDELA will use NWEA to test students as any other school year. This testing, three times a year, will assist them in identifying content loss or areas in need of improvement for students. If on campus testing is not permissible, distance testing will be implemented with support and guidance from NDE.

As a small charter school, RDELA has the ability to make changes as needed to serve the needs of their students. This is especially true for their vulnerable populations, such as, students with IEPs, those with 504s, English learners, and academically struggling students. During the Spring of 2020, RDELA's teams were in contact with families of these students giving them additional supports and sharing best practices. These efforts can be duplicated again for the upcoming school year.

Many testing systems have increased their capacity to include online versions. If RDELA is approved to use these systems; they will monitor progress of their vulnerable students. Additionally, with approval, RDELA can progress monitor students on campus in a small group or one on one setting.

**a. Adapt Education for Special Needs Population**

RDELA is well aware that the needs for English Learners, students with special needs with IEPs and students with 504 plans should continue with their specialized instruction and supports. Initially, IEP and 504 teams must review and update the IEPs and 504 plans for these students to address education and health services being presented in a distance education model. Questions to be considered in the amending of the IEP and 504 plan would be any medical considerations brought to light for the student, the distance education accommodations necessary to meet the student needs, and an outlining of how the school and parent plan to deliver and receive the required compensatory services. For students receiving itinerant support, further considerations will be made and adjusted within the 504 plans or IEPs for their services as well. During the mandated meetings, a long discussion will be made to determine the best distance learning model and time expenditure to be utilized to support the students. It will be critical to get the parents' feedback and support in order to ensure they are equal partners sharing in the education of their children. The EL Department and academic teams put together, including teachers, administration, the literacy specialist, and the counselor will consider language levels from the WIDA, test scores from formative and summative assessments, family support, EL classroom support measures, and classroom performance levels to determine the skills and WIDA Can Do Statements to be addressed for academic achievement for individual students to meet their needs.

**b. Evaluate Efficacy of Implementation for Special Needs Population**

Each student at RDELA has a Personal Education Plan. In this plan, summative and formative test scores are posted yearly to show student growth. RDELA uses Exact Path as a formative assessment with all students. Quarterly the students take a reading, mathematic, and language arts assessment. The assessment is then reviewed by the teacher with a learning path set to help

the students to work on challenging academic standards. If the child works on the standards and continues to have difficulty, the teacher is signaled through the program that more in-person instruction is needed before the child can progress. From the onset of the school year, the quarterly assessments for baseline performance and academic growth are measured and compared for each student. This assessment would be one method for evaluating the efficacy of the school's distance learning plan. Teachers are also mandated to give weekly guided practice after instruction. Anecdotal records from the student daily contact logs can be compared to see what effect time on task and teacher intervention have on student academic achievement. Progress reports, formative and summative testing, student work completion, conferencing, and attendance at Google Meetings will all be tracked to look for patterns. Work presented to students via printed correspondence will be graded and tracked for completion and concept mastery. This, in conjunction with daily/weekly phone conversations will be tracked on the daily student contact logs to determine the effectiveness of the programs. All of these data sets will be presented at PLC meetings and discussed to determine the program's effectiveness. Teachers will conduct weekly Google Meets with the administration in their PLC meetings in order to discuss student and program concerns or benefits. Grade levels will be asked to select a teacher leader to work with and call upon to assist with problems or concerns between PLC meetings. Teacher leaders will assist with the distance learning delivery model and supplementary technology-based instruction to troubleshoot as needed. All information will be presented to administration and discussed for further adjustments as needed.

**c. Meet Student Needs Based on Determination**

It is the intent of RDELA to provide the hybrid approach described in this plan as the main instructional approach for the 2020 – 2021 school year. Moving to a distance education model with students learning from home would be used in the instance of a mandatory school closure by the Governor or for students whose parents are unwilling to return their students to school. All of the procedures and accountability measures described in this plan would be utilized. However, when it was time for students to receive additional assistance or to be assessed, it would be arranged with the parents for the children to be brought into an in-person, face-to-face instructional setting so a true performance picture of the student's abilities could be obtained. This would allow for the teacher, specialized student staff, literacy specialist, or the counselor to observe the student's performance and obtain a more realistic performance score. Once all of the information was analyzed and presented, a phone call or Google Meet would be set to discuss the continued options for the student's learning.

**d. Continue Evaluation of Efficacy**

As noted throughout this section, RDELA will use a variety of summative and formative assessments to determine the efficacy of its plan. It will also put forward surveys for parents and families, staff members and licensed teachers, and the governing body to determine what worked well and what did not go well. These data will be analyzed and used to adjust the plan as needed to refine the distance learning process.

- *How will the school track student attendance in Infinite Campus?*
- *How will the school engage parents and families to communicate and reinforce the importance of attendance?*

RDELA will use the Infinite Campus system to track attendance. If in hybrid or distance learning mode, RDELA will take direction from the Nevada Department of Education and CCSD, the host for RDELA’s Infinite Campus program, on the appropriate method for recording virtual attendance.

Student engagement and attendance is a core component of RDELA’s programs. The shift to distance or hybrid learning will not change those beliefs. The base for student engagement is our teaching staff. They will contact students either in person, by phone or electronic means. If they are unable to connect with a student, they will contact our counselors which are the next layer of engagement. If the counselors are unable to contact or connect with a student or their family, administration will be called in to assist. Communication at the counselor and administrative level will be tracked.

**a. Attendance Accounting**

A scholar who demonstrates at least one or any combination of the criteria listed below is considered present for the entire week. If a student does not demonstrate at least one of the three criteria, they are considered absent for the entire week. Students may demonstrate attendance in distance education in three ways:

- The student makes regular weekly progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course’s completion that can be verified through a learning management system
- The student participates in a real-time class session
- The student meets with or otherwise communicates with a licensed teacher or licensed substitute

RDELA will follow the guidelines set forth by the district and state for keeping attendance in Infinite Campus. Adjustments will be made to allow the school to fit its model within the accepted student accounting procedures outlined in NAC 387.193. The school will maintain a paper trail of all student contact through daily use of student contact logs maintained by instructional staff. The log will be used to document a full accounting of student contact including: student name, date and time of contact, method of instructional delivery, and the name of the instructional staff member capturing the log.

**b. Parent and Family Attendance Engagement**

RDELA will reinforce the importance of student attendance with parents and families via letters, phone calls, text messages, Class Dojo, email blasts and virtual meetings. The school will also ensure that attendance expectations are on the school’s website in English and Spanish. Attendance is addressed in the Parent-Student Handbook that is updated and distributed to families annually and has an associated link on the school’s website.

**PROFESSIONAL LEARNING**

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*

- *Will the school request additional professional development days and if so, how will these professional development days be used?*

Schools may take an additional five (5) scheduled instructional days during the 2020-21 school year for professional development directly related to the school's response to COVID-19 (beyond the allowance per Nevada Administrative Code 387.120). Declaration of Emergency Directive 024 describes content of such professional development may include but is not limited to:

- Delivering distance education;
- Developing methods to evaluate and/or support students' preparedness for or progress during the 2020-21 school year;
- Health and safety requirements related to preventing the spread of COVID-19 and other illnesses; or
- Social emotional support for students and/or staff.

**a. Professional Development for Educators and Staff on Distance Learning**

RDELA will be seeking to complete training at the start of the school year and follow-up training throughout the year on the topics of high-quality distance learning models, technology usage, instructional practices using distance learning, and curriculum implementation for distance learning. This training will be conducted by experienced professionals through virtual training. Our Literacy Specialist will work with the Reach for Reading and Go Math curriculum representatives to assist the teachers in using the online content support.

The School administrators will continue to work with the Southern Nevada Health District and RNs across the area to help with training involving health and safety requirements related to the prevention and spread of COVID-19. These materials will be provided in English and Spanish for the school families. These can be accessed through Google Documents, newsletters, direct mailings, or virtual lessons for all stakeholders presented through a video streaming to allow for the accommodation of meeting family schedules.

**b. Professional Development on Health and Safety**

The administration, counselors and other social services community members will work to refine professional development around the topics of social emotional health and trauma with the staff. This has been information shared over the last two years as the school has noted an increase in children in trauma in the building. Further professional development will be shared concerning this same sort of trauma during a pandemic and social distancing and how these have affected children and adult's methods for dealing with stress and coping.

**c. Additional Professional Development Days**

RDELA had not previously scheduled professional development days to be counted toward instruction.

Considering the changes to instruction and school procedures, the school will be requesting additional professional development days the first two weeks of school. This training will support the entire staff's proficiency on technology, health and safety procedures, and curriculum, prior to the first day of school for students.

## **SUPPORTING PARENTS/FAMILIES**

- *What resources will be provided to parents/families so that they can support students?*
  - RDELA is committed to assisting families and parents with resources to support the students. First, in either the hybrid model or the full distance learning model, the school will work to provide learning manipulatives, resource sites, consumable materials, and class notes so parents and students can work through presented materials. If the model for distance learning is necessary, the school will allow students to take an assigned laptop home and guide the parent where to obtain the Internet, but it will then have to send paper correspondence to the students without the Internet as the school's budget will not allow this fiscal support for parents. The parents will be directed to areas where the Internet can be accessed, to include sitting in their cars in the school's parking lots. The families will also be notified that students can attend school on their supplementary technology-based learning days to utilize the technology hardware and software and the Internet connections in order to be successful in their lessons. The school will also look to find community partners to help provide Internet for families, but to date, this has not been a fully developed process.
  - RDELA will ensure that students and families get a full instructional process from the teachers on Google Meets, Google Classrooms, and Google Chats. Parents will be invited and reminded of the Meet/Instructional sessions so the parents and students can see synchronous lessons developed to cover content area standards.
  - RDELA's administrators will also make sure there are community resource agency lists available for a variety of assistance for families in need. These will be written in Spanish and English, posted in the counselors' Google Classrooms and forwarded to parents upon request.
  - RDELA will seek to have monthly virtual family engagement discussion forums with educators or administrators available to answer parent questions or to model lessons. This would be an optional attendance by parents but could also be viewed as a streaming video that parents can stream at their open times.
  - RDELA will seek to provide updated information and resources to parents as they become available. The school acknowledges that what is happening today is new and will take consistent flexibility and resilience for all of the staff and families at the school. Administration will seek to keep all information posted and presented to all of its stakeholders.

## APPENDIX of TERMS

### Acronym List for Re-Opening Plan

page1 - Southern Nevada Health District (SNHD)

page 1 -Clark County School District (CCSD).

page 1 - Nevada Department of Education's *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* (NPF)

page 1 - Nevada Department of Education (NDE)

page 1 - Infinite Campus (IC)

page 3 = Emergency Operation Plan meets requirements as set forth in NRS 388.229 - 388.261.

page 3 = Center for Disease Control's (CDC)

page 5 - Heal Screening Plan (HSP)

page 6- Americans with Disabilities Act (ADA)

page 6 - Families First Coronavirus Response Act (FFCRA)

On June 9, 2020, Governor Steve Sisolak issued Declaration of Emergency Directive 022. Section 7 of this directive orders that, "County school districts, charter schools, and private schools may reopen school athletic fields and facilities for student athletics training, practices, and competition in accordance with guidance promulgated by the Nevada Interscholastic Activities Association (NIAA) a

Declaration of Emergency Directive 021 is still in effect and will apply to competitions held at school athletic fields and facilities.

Section 22 of that Directive states in pertinent part, "...musical performances, live entertainment, concerts, **competitions, sporting events**, and any events with live performances **may resume, but shall remain closed for public attendance**.