



RISE

REOPENING THE PATH TO COLLEGE

An overview of the Nevada Rise Academy reopening plan. This document provides a summary of the more detailed reopening plan upon approval by the Board of Directors. The full plan will be found at www.nevadarise.org/reopening-plan once approved.

HEALTH AND SAFETY MEASURES



Arrival

To ensure the health and safety of all students and staff, a temperature check will be completed at the door each day. Any student registering a fever of 100.4 F or higher will be sent home. Please do not send students to school if they exhibit any of the following symptoms:

- Fever or chills
- Cough/Sore Throat
- Fatigue or shortness of breath
- Headaches, muscle or body aches
- New loss of taste or smell
- Congestion or runny nose
- Nausea, vomiting, or diarrhea

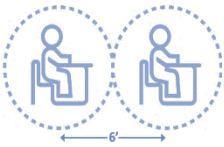


Face Masks/Face Shields

Face masks must be worn at all times on campus unless a student has a health condition. A cloth face mask will be provided to students to wear on a daily basis, and face shields are available as well.

Social & Physical Distancing

Students and staff will always remain 6 feet apart to ensure proper social distancing. All Classrooms will be set up for social distancing and will have no more than 20 students per classroom (varies by room). Classrooms will be equipped with hand sanitizer, face masks, gloves, disinfectant, and rags/paper towels. Directly outside of each classroom, there is a hand sanitizer dispenser to be used prior to entering the classroom. Signage will be posted throughout the building and directly outside of all classrooms, offices, bathrooms, and entryways. Corridors and large gathering areas have been modified to ensure our students and staff are social distancing. Tables and chairs will be distanced in the cafeteria, as well as outside as weather permits.



Cleaning and Disinfecting

We have increased our cleaning and operations staff as well as developed a schedule for increased and routine cleaning throughout the building. Facilities and Janitorial will be making routine check around the building every hour with spot-checking in-between. We will focus on disinfecting classrooms, door handles, manual dispensers, and all entrances.



Meal Service

Breakfast will remain in cafeteria under social distancing guidelines. Lunch will be served in classrooms.



Focus on Mental Health

We are excited to begin implementing explicit social and emotional learning and infusing a focus on diversity, equity, and inclusion. We will have increased support services positions.

Other Considerations

Water fountains are now equipped with touchless water bottle filling stations. Barriers/partitions will be in place at the front office. Visitors will be screened, and classroom visits limited. All student will have individual classroom supplies, including individual Chromebooks.

INSTRUCTIONAL MODELS

Plan A: Track Scheduling

Students attend school in-person for 6 weeks, distance learning for two weeks. Students would be assigned to 1 of 4 'cohorts' based on parent preference and sibling priority. Maximum of ¼ of our students will be on campus, allowing us to arrange rooms for social distancing measures. **Families have the option to enroll in Cohort E for 100% distance learning.**

Classes begin on August 17, 2020 (Week of August 10 will have family orientation sessions)
ALL FRIDAYS ARE DISTANCE LEARNING DAYS FOR ALL STUDENTS

Proposed Schedule:

SAMPLE Nevada Rise Calendar 2020

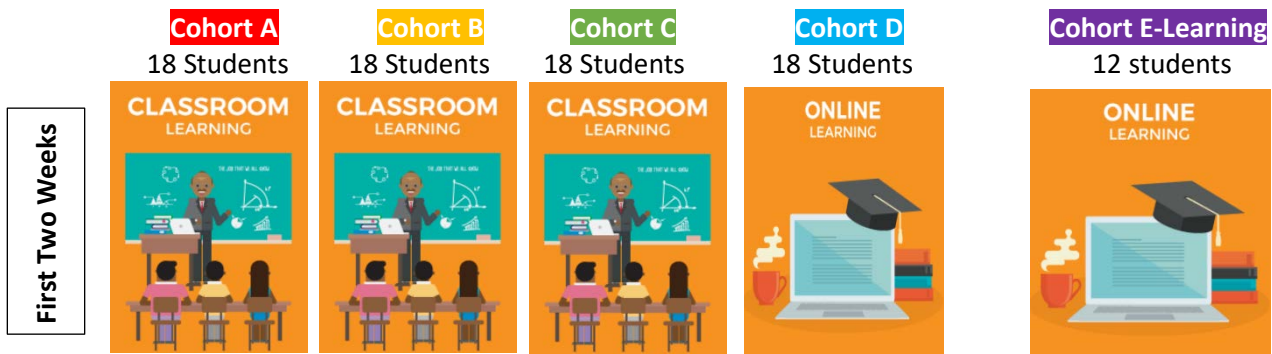
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In this scenario, students are in school for a full day for weeks at a time. The two weeks they are not in school, they will have activities and distance learning assignments to complete. In addition to Champions on campus, we are working with local partners to provide care for students who are not in school during those two weeks and provide meal service to that local partner for breakfast and lunch.

Students are in class for full days for 6 weeks at a time, providing consistency and full day education. Students are exposed to each lead grade-level teacher. Think of the two weeks away as fall break, winter break, and spring break times, just slightly more frequently. When students return from distance learning, they will return to a different lead teacher, which is an adjustment in elementary education. Up to four (4) more students in a room than a half-day schedule.

Online instruction is a blend of synchronous and asynchronous learning running in two tracks:

- 1) Full time Distance Learning for Cohort E-Learning (See Below)
- 2) Cohort Tracked Off distance learning focused on skill maintenance and enrichment
 - Students with specialized needs (IEP, 504) will have opportunity to attend physical school if preferred. Preference in track will go to siblings.

Childcare: There are two options during times that a cohort is “tracked off” in distance learning.

1. **Onsite Partner:** Champions will have onsite childcare that runs the full school day and will dedicate time to support students in distance learning programs.
2. **Offsite Partner:** Child Development Center (5 Minute Drive off Maryland and Flamingo) has opened their facility for Nevada Rise students to provide a safe, structured environment for students, and will support distance learning programs.

CONCURRENT DISTANCE LEARNING (TRACK E)

Blend of synchronous and asynchronous lessons:

- Landing Page/Home sites on Google Sites linked to our school website
- Google Classroom will serve as a resource bank for materials
- Daily live lessons in reading, writing, math, recorded if families are not available conducted through Zoom meetings and Chromebooks
- Asynchronous enrichment activities
- Supported by online learning platforms of iReady, MyOn reading, Learning A-Z that are self-paced with expectations outlined each week for minutes.
- OneTab devices for students not able to connect to internet

- Learning Packets and books available for supplemental instruction



RISE

REOPENING THE PATH TO COLLEGE

An overview of the Nevada Rise Academy reopening plan. This document provides a summary of the plans in place to operate a safe learning environment in response to the COVID-19 pandemic.

Overview and Purpose of this Document

Under Emergency Directive 022, Nevada Rise Academy, along with all charter schools must develop reopening plans for the 2020-21 school year that contemplate instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction.

The following takes into consideration guidance from the Center for Disease Control, the Southern Nevada Health District, and the Nevada Department of Education document “Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings.” Additionally, guidelines and suggestions from the The National Charter Schools Institute document “Preparing School Buildings for Reopening After COVID-19” are incorporated. (<https://nationalcharterschools.org/wp-content/uploads/2020/05/Preparing-School-Buildings-for-Reopening-After-COVID-19.pdf>).

It is important to remember that this document is a set of guidelines and a plan that will most likely be revised on a continual basis. The circumstances surrounding COVID-19 are ever-changing, and we will make every effort to adapt and modify as necessary.

Resources and References

School Re-Opening

- Declaration of Emergency Directive 022: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/2020-06-09.Declaration-of-Emergency-Directive-022.pdf>
- Guidance for Path Forward Programs of Distance Education: [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05\(1\).pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2020/PathForwardDistanceEducationGuidanceMemo20-05(1).pdf)
- Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings: https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Nevada_Path_Forward_6.9.20_FRAMEWORK.pdf
- Nevada Summer Learning and Activity Guidance: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Summer-Learning-and-Activity-Guidance-6.9.20.pdf>
- Nevada Interscholastic Activities Association Re-Opening Guidance: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf>

Face Coverings

- Declaration of Emergency Directive 024: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/Directive-024-Face-Coverings.pdf>
- Guidance on Face Coverings: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/6.22-Guidance-on-Improvised-Facial-Coverings-JH-V1.pdf>

CRISIS & EMERGENCY RESPONSE PLANS

- Nevada Rise Academy has developed an Emergency Operations Plan, updated with procedures for protocols for pandemic and infectious disease. These plans meet the Nevada Requirements for Crisis and Emergency Response for Schools in Nevada public, private and charter schools and the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements (NRS 388.229 - .261 Public Schools)

NEVADA RISE ACADEMY: RE-OPENING THE PATH TO COLLEGE

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?

Each option below was guided by the following principles:

1. Must work with current limitations with social distancing measures
2. Maximizing in-person, consistent learning
3. Prioritizing Parent/Family choice
4. Childcare during distance learning

The options below resulted from input from educators, administration, governing body, parents/families, local school districts, and other charter schools.

All schedules are Monday through Thursday for in-person learning. Friday is designated professional development and planning time for teachers.



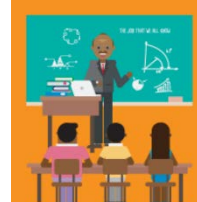


Plan A: Track Scheduling

Students attend school in-person for 6 weeks followed by distance learning for two weeks. Students would be assigned to 1 of 4 ‘cohorts’ based on parent preference and sibling priority. Maximum of $\frac{3}{4}$ of our students will be on campus, allowing us to arrange rooms for social distancing measures.

Sample Schedule:

Beginning school August 17, 2020

First Two Weeks

Cohort A	Cohort B	Cohort C	Cohort D	Cohort E-Learning
18 Students	18 Students	18 Students	18 Students	12 students
CLASSROOM LEARNING	CLASSROOM LEARNING	CLASSROOM LEARNING	ONLINE LEARNING	ONLINE LEARNING
				

SAMPLE Nevada Rise Calendar

2020

August 2020		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Positives: Students are in class for full days for 6 weeks at a time, providing consistency and full day education. Students are exposed to each lead grade-level teacher. Helpful Tip: Think of the two weeks away as fall break, winter break, and spring break times, just slightly more frequently.

Considerations: When students return from distance learning, they will return to a different lead teacher, which is an adjustment in elementary education. Up to four (4) more students in a room than a half-day schedule.

Online is a blend of synchronous and asynchronous learning running in two tracks:

- 1) Full time Distance Learning for Cohort E-Learning
- 2) Cohort Tracked Off distance learning focused on skill maintenance and enrichment
- Students with specialized needs (IEP, 504) will have opportunity to attend physical school if preferred. Preference in track will go to siblings.

Childcare: In this model, we have two options for childcare during times that a cohort is “tracked off” in distance learning.

1. **Onsite Partner:** Champions will have onsite childcare that runs the full school day and will dedicate time to support students in distance learning programs.
2. **Offsite Partner:** Child Development Center has opened their facility for Nevada Rise students to provide a safe, structured environment for students, and will support distance learning programs.

Plan B: Half-Day Instruction Monday through Thursday (if less than 15% of parents choose full-time distance learning)

Half Days with choice of either:

1. AM Schedule from 8am to 11:15am or 9:00am to 12:15pm (Depending on Parent Survey)
2. PM Schedule from 12:45pm to 4pm 1:45pm to 5:00pm (Depending on Parent Survey)
3. Distance Education for the other half day for intervention small group synchronous lessons, enrichment, and science from specialists and associate teachers.

SAMPLE Grade Level Schedule:

AM Schedule	Mid-Day Break	PM Schedule
8:00-8:30- Arrival Breakfast	11:45-12:00- Dismissal & To-Go Lunch Distribution	12:45-1:15- Arrival Lunch
8:30-9:45- Reading		1:15-2:30- Reading
9:45-10:15- SEL/Science/Enrichment	12:00-12:45- Cleaning & Teacher Breaks	2:30-3:00- SEL/Science/Enrichment

10:15-11:15- Math		3:00-4:00- Math
11:15-11:45- Intervention	PM students will go home with breakfast for an at home snack.	4:00-4:30 Intervention

In this model, each child attends school each day, but only for 3 hours and 15 minutes. While we will be able to have Champions, spots will be limited and we would not be able to transport children to other facilities for child care. Distance learning activities will be offered for the other half of the day.

Positives: Students are in school each day, Monday through Thursday, receiving instruction in core subjects and one enrichment learning opportunity. Limited time in school limits exposure.

Considerations: Short day leaves elements for distance learning each week. We understand that work schedules do not align with half-day schedules.

In order to ensure we are meeting parents needs and maintaining social distancing, schedules would be assigned through individual communication with each family. If either AM or PM becomes too full, we will assign through random lottery.

Childcare: Onsite Partner: Champions will have onsite childcare that runs the full school day and will dedicate time to support students in distance learning programs.

Plan C: Block Schedule, Full Day Instruction for 2 days each week (only if mandated to follow CCSD)

Alternating Groups of students, mirroring the Clark County School District plan, choosing either:

1. Schedule A: Monday, Wednesday
2. Schedule B: Tuesday, Thursday
 - a. Distance Education for the other days for intervention small group synchronous lessons, enrichment, and science, project-based learning.

Childcare: In this model, we have two options for childcare during times that a cohort is “tracked off” in distance learning.

1. Onsite Partner: Champions will have onsite childcare that runs the full school day and will dedicate time to support students in distance learning programs.
2. Offsite Partner: Child Development Center has opened their facility for Nevada Rise students to provide a safe, structured environment for students, and will support distance learning programs

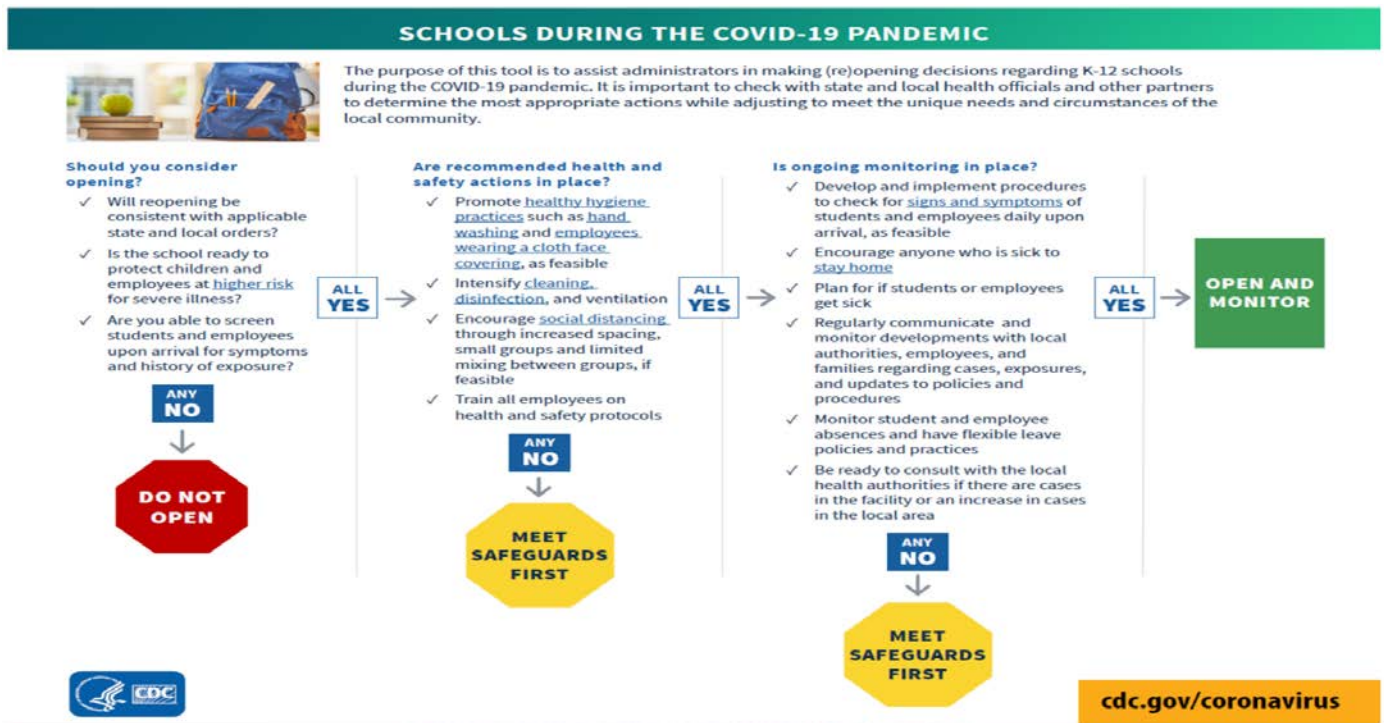
Plan D: Full Distance Learning

Blend of synchronous and asynchronous lessons:

- Landing Page/Home sites on Google Sites linked to our school website
- Google Classroom will serve as a resource bank for materials
- Daily live lessons in reading, writing, math, recorded if families are not available conducted through Zoom meetings and Chromebooks

- Asynchronous enrichment activities
- Supported by online learning platforms of iReady, MyOn reading, Learning A-Z that are self-paced with expectations outlined each week for minutes.
- OneTab devices for students not able to connect to internet
- Learning Packets and books available for supplemental instruction

In determining to re-open campus, Nevada Rise must first follow all directives, mandates, and declarations from the state. Once the decision is returned to local control for Nevada Rise, we will follow the Center for Disease Control decision tree, outlined below:



PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

Any person (student, staff, parent, volunteer, etc.) who has a fever of 100.4F or above or demonstrates other signs of illness will not be admitted on campus. Nevada Rise will encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Nevada Rise Academy will implement all CDC examples of screening methods to assist in a screening plan.

1. Reliance on Social Distancing

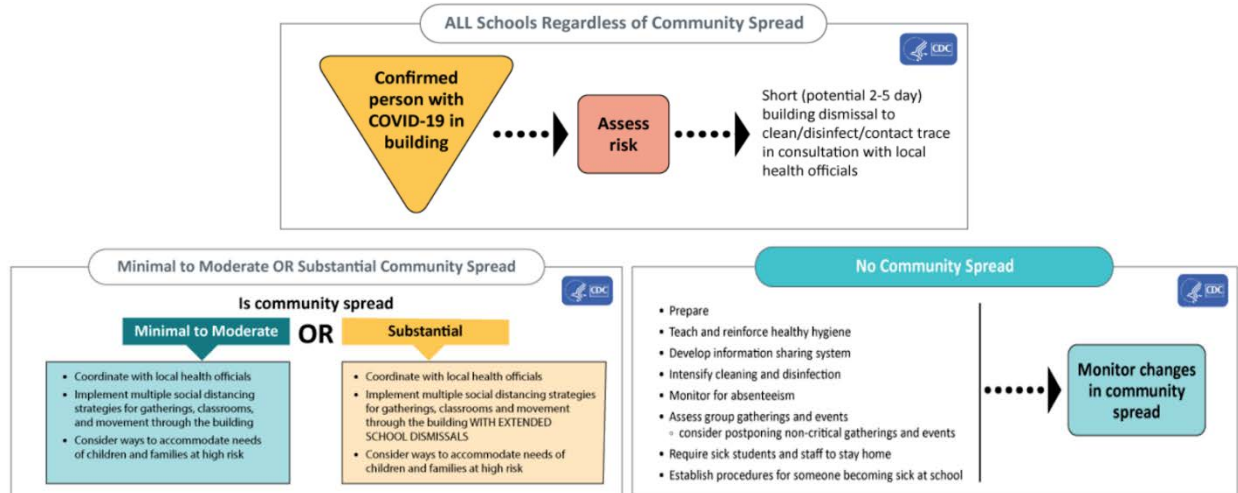
- Ask parents/guardians to take their child’s temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, stand at least 6 feet away from the parent/guardian and child.
- Ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.

- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- NEVADA RISE WILL SCREEN ALL STUDENTS DAILY DURING ARRIVAL

2. Reliance on Barrier/Partition Controls, and Personal Protective Equipment (PPE) Where/When Possible & Practical

- Stand behind a physical barrier or use PPE that can serve to protect the staff member’s face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.
- Make a visual inspection of the child for signs of illness
- Conduct temperature screening, perform hand hygiene, wash hands with soap and water for 20 seconds or use a hand sanitizer with at least 60% alcohol.
- Use non-contact thermometers only.

Screenings will be conducted safely and respectfully, and with measures in place to ensure confidentiality. If a case is confirmed on campus, we will follow the CDC protocol below:



Nevada Rise, in Accordance with CDC guidelines, will recommended that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve, as COVID-19 symptoms can be similar to flu-like symptoms. Recovered COVID-19 patients can return 10 days after recovery or 72 hours after symptoms resolve – whichever is longer. If Nevada Rise suspects a case(s) of COVID-19:

1. Place a face mask on the person immediately regardless if she/he has symptoms or not.
2. Isolate the case in a separate room.
3. Contact your local/state health department as soon as possible.
4. Create a list of all (students and staff) who could have been exposed (contacts).
5. Consider hospitalization for those with severe symptoms.

Nevada Rise will follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.

Finally, Nevada Rise will communicate to staff, parents or guardians, and students that it is critical to be current on all required immunizations.

PHYSICAL HYGIENE

- *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.*

Prior to school closing, Nevada Rise changed janitorial/sanitation supply vendors to ensure more adequate hygiene protocols and constant supplies for soap and hand sanitizer.

Hand Hygiene and Respiratory Etiquette

According to the CDC, handwashing is especially important and is one of the best ways to protect and prevent staff and students from getting sick as well as spreading germs. Upon re-opening, Nevada Rise will dedicate the majority of the first days to establish healthy hand-washing routines and habits. We will review each time students take bathroom breaks, create songs to remind them, and post student-friendly signs and posters to reinforce these habits. We will share these practices with families and assign these same routines as “homework” to practice at home as well.

Additionally, hand sanitizer dispensers have been installed outside of each classroom, and are installed in various areas throughout the building. Water fountains have been replaced with touchless water bottle filling stations, and we will provide both professional development for staff and lessons for students to cover coughs and sneezes with a tissue. Used tissues will be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. Finally, increased signage for all grade levels is present in all restrooms and outside classrooms to help remind all stakeholders to wash and sanitize hands.

Cloth Coverings

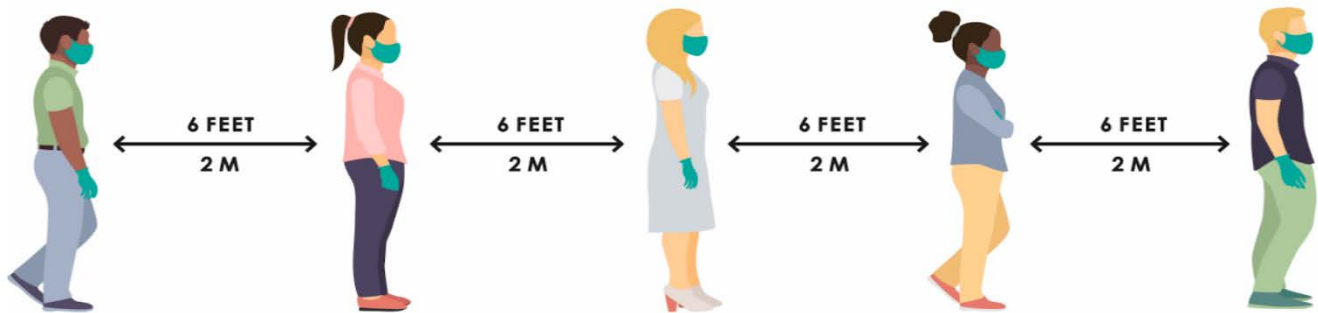
Nevada Rise will teach and reinforce the use of cloth face coverings. Face coverings will be worn by staff and encouraged for students. All visitors on campus will be required to wear a face covering. Individuals will be frequently reminded not to touch the face covering and to wash their hands frequently. Nevada Rise is also excited to offer cloth coverings with our logo. We will share this information to all stakeholders. We will not require coverings for anyone who has trouble breathing or is unconscious or who is incapacitated or otherwise unable to remove the cloth face-covering without assistance.

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?*

Under the current guidelines of Nevada Phase 2 re-opening, we will implement social distancing, keeping space between yourself and other people. As feasible, we will implement staying at least 6 feet from other people and reducing gatherings in groups during lunch and recess. Students will not sit next to each other at tables, with tape marking off social distancing and individual space boundaries. Decals on the floor will demonstrate how students line up in various places on the floor. For our younger grades who are often used to going from seat to carpet, the carpet squares will not be used.

S o c i a l D i s t a n c e



Other Considerations of Social Distancing:

- Lines: We will utilize the social distance floor decals to indicate where students stand at all times during the limited lines of bathroom breaks.
- Lunches will be served in classroom or outside (depending on weather). Food will be brought to each classroom to eliminate the need for lines.
- Recess will be done with no more than two classes at a time and be led by the PE teacher to ensure structure
- We currently do not have any staff considered high-risk for infection.
- Our class schedule will ensure classrooms follow all social distancing guidelines in place

COMMUNICATION

WHAT WAS CONSIDERED?

- 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.

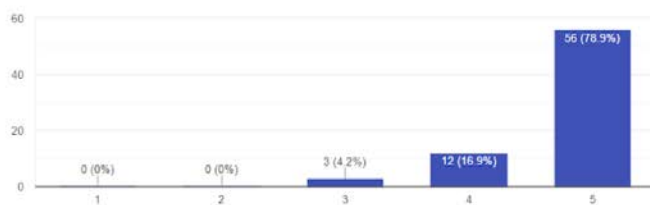
Nevada Rise Academy is committed to ensuring all stakeholders in our community are safe, informed, and invested. Communication plays a critical role in this effort. We ensure all communication is available in both English and Spanish and translate to other languages by request.

The reopening process has considered the input from parents, staff, and the board of directors.

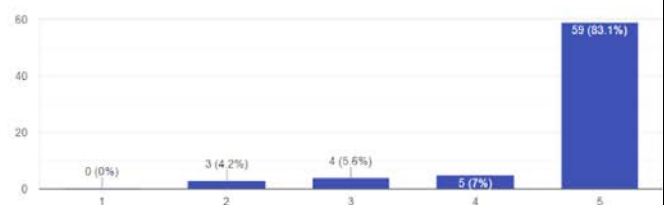
Parents/Family Input:

Through the process, Nevada Rise utilized social media live sessions for an overview and opportunity for questions and input. This was done once in the late spring, and once in the summer. Both sessions are currently on our Nevada Rise Facebook page. Nevada Rise solicited feedback and input through parent surveys. The first survey was directed toward feedback from the initial distance learning experience in the spring, as well as gauging preferences for reopening models. Highlight from the survey are below:

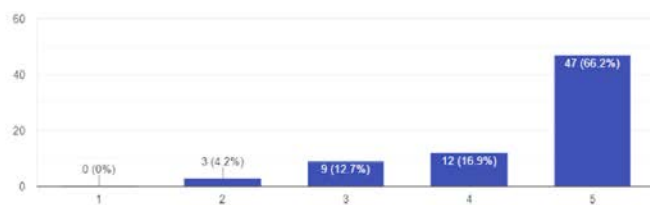
Nevada Rise has provided me help to support my child's remote learning.
71 responses



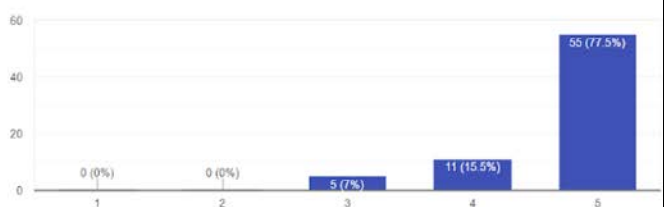
The school provided the technical support I needed to ensure my child's success (laptop loan, internet, training on Zoom, Google Classroom, etc.)
71 responses



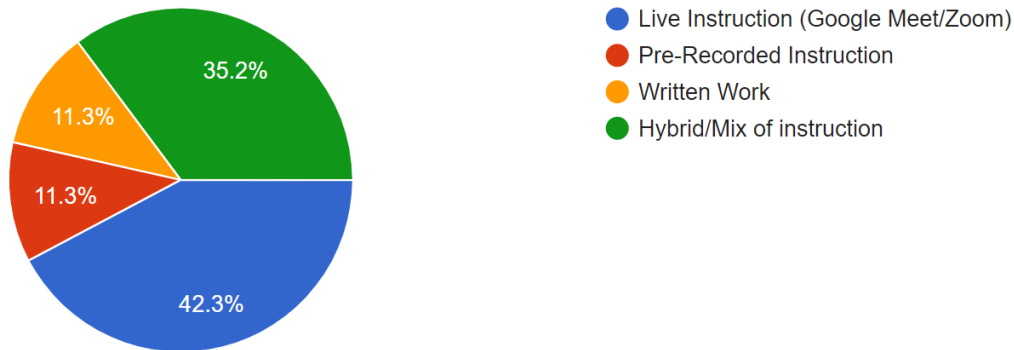
I had a clear understanding of how the school was educating my child & what was expected each week. *
71 responses



The communication from the school staff was consistent and helpful.
71 responses



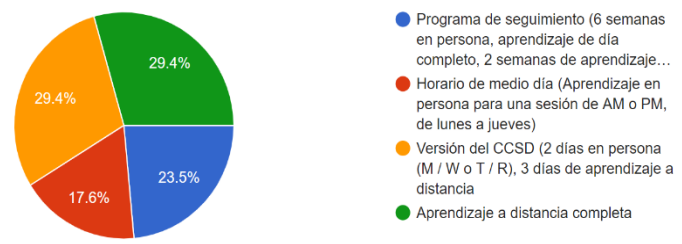
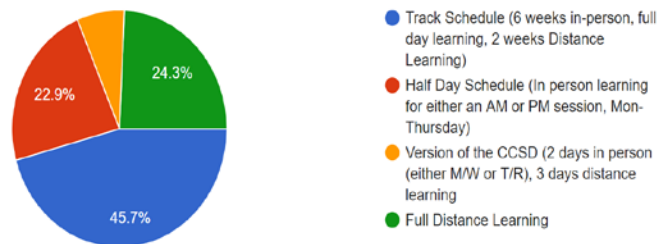
This was also a chance to inform our next steps for distance learning as parents expressed preferences for online learning models:



More recently, we surveyed parents about the model for instruction. Parents first choice results are below:

ENGLISH

SPANISH



Staff Input: We also communicated with staff through email, Google Meet sessions, and collected input through surveys.

Nevada Rise will communicate the following to all stakeholders (parents/families, staff, building partners):

- The current state of public health
- Ongoing efforts to keep students safe
- Preventive measures families, staff, students, partners, and visitors can take
- Current effects on school operations (school schedule, meal service, building modifications)
- Anticipated timeline(s) for school reopening and transition to distance, if necessary
- Key changes in district and school policies and practices
- Where to find services and supports in the community to meet basic needs
- Send reminders to stay at home, especially if ill, with protocol to return to school
- Share instructions for ways to prevent spread (e.g., handwashing, social distancing)
- Respond to questions and other inquiries in a timely manner

Nevada Rise uses the following methods of communication:

Whole School Communication:

- Remind App (digital, weekly, and as needed) directly to phone with functionality to update contact information of stakeholders
- School Newsletter (digital, weekly) contains all pertinent information described above, with links to update contact information and resources
- School webpage with dedicated page for COVID-19 announcements and resources, with inbox for stakeholders to ask questions, share concerns.
 - Website will have a FAQ page for quick access.
- Facebook page containing updates and announcements from Remind or webpage.

Grade Level and Classroom Communication

- Class Dojo: Classrooms and grade levels send messages and announcements to parents and families that are specific to those classes and grade levels, but also emphasize whole-school announcements.
 - Teachers and staff also use Class Dojo to facilitate individual communication between teacher and parent
- Email and Phone: All parents/guardians have access to staff email and school-specific phone numbers.

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?*

As our staff begins to return to work, there are many factors to consider. Through the summer, communication with staff has happened to continue to invest them in the re-opening process, specifically in the areas of:

- Procedure and systems development
- Schedule approach
- Online learning protocols
- Shifting in operations plans
- Diversity, Equity, and Inclusion implementation
- Social and Emotional Learning curriculum implementation
- Safety measures

Surveys gauging preferences and feelings about returning, comfort levels in returning, and, confidentially, any health conditions that would prevent them from returning have been sent out.

Nevada Rise will contract with a private staffing agency to cover expected absences as we encourage all personnel to stay home if any symptoms are present and require a 72-hour symptom-free period before returning to work. During an extended absence, we will shift the focus of that staff member to assist with online learning/distance learning programs, as well as utilizing technology to live stream lessons in conjunction with substitute services.

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?*

The executive director will be in contact with the Nevada Rise board of directors. They are provided with all weekly updates sent by the school. Additionally, following open meeting laws and respecting limitations of quorum, the board of directors has direct access to the executive director to ask questions. Additionally, each board meeting provides dedicated time for school operational and programming updates.

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?*

It is our goal at Nevada Rise to provide a learning environment that is productive and safe. Facilities are all-inclusive of any structures on campus. Therefore, addressing safety and security is essential, which includes the cleaning and disinfecting as well as monitoring of access to any room or space within a facility.

As Nevada Rise is in a shared space, we will coordinate with both Paradise Church and Nevada Prep to ensure consistency in standards across all parties.

Facility Adjustments:

The following adjustments have been made to the facility or use of facility to support a safe re-opening:

- Water fountains have been upgraded to include a touchless water bottle filling station
- Hand sanitizer dispensers have been installed throughout the building, including outside each classroom.
- Janitorial supply company changed to ensure adequate supply of appropriate cleaning materials
- Posters and signs are placed strategically through the building to remind all stakeholders of hygiene and safety practices.
- Moved our front office location and installed barriers for social-distancing, safety, and control.
- Students, as much as possible, except for restrooms and outside, will remain in the same classroom for all subjects and activities. Enrichment teachers, associate teachers, administration, and specialists will transition from class to class.
- All student supplies will be individualized. Each student will have a supply box with necessary materials as well as individual technology devices

Cleaning/Sanitizing Space

In coordination with our contracted janitorial service, we have doubled the time spent on campus to ensure a daily cleaning and sanitation of the facility and classrooms. The following are required daily of the cleaning staff:

- We will have a dedicated staff member to clean bathrooms multiple times daily, as well as assisting with meal service and charged with frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc.
- Operations associate will be staffed to assist with cleaning duties and meal service.
- We have increased our deep cleaning of classrooms to nightly service, with additional deep cleaning on Fridays.

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?*

Breakfast: As breakfast is naturally staggered with our arrival window, we will continue to have breakfast in the cafeteria, ensuring all students are following social distancing protocols.

Lunch: Lunch procedures will drastically change, moving from the cafeteria to eating in classrooms or on table installed outside of classrooms, as feasible. Operations staff will work to deliver meals and collect all waste.

In the scenarios for opening (half-day, track schedule), students will receive both meals. In the half-day option, any student in the PM session will take breakfast home during dismissal.

Distance Education Meals: Students engaged in distance learning are still entitled to both breakfast and lunch meals. We will establish a system through which families indicate if they will be eating meals one day prior to service so we can order accurate numbers of meals. These meals will be distributed through a drive-through method to minimize contact.

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?*

Current arrival and dismissal protocols ensure social distancing and minimize the risk of spreading COVID-19.

Arrival & Dismissal:

- **Car Pick-Up:** Our line for waiting students will have cones 6 feet apart to ensure proper social distancing. All staff will wear masks as they guide students safely to cars, and wear gloves to open doors. Adults will not be able to leave cars.
- **Walking Pick-Up:** We will encourage all parents in cars to stay in cars for drop-off and pick-up. For any walking families, adults will line up outside a gate with markers for social distancing, and students will be called and brought to the adult.

Transportation: While we do not currently have transportation, we will work with Nevada Prep to ensure all guidelines are followed as they transport sibling students for Nevada Rise.

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.*

Until all restrictions are limited, Nevada Rise will not offer any extra-curricular activities Monday through Thursday. On Friday, we will offer opportunities for students to engage in extra-curricular activities through a variety of options and limited to space restraints.

Nevada Rise does not yet offer NIAA sports.

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?*

Crucial to the implementation of our program is the ability to access technology. Reflecting on the distance learning experience from the spring of 2020, we have prioritized implementing our current curriculum with more technology infused in order to prepare our students for:

1. Possible future school closures
2. 21st Century learning

Information Technology

- **Internet/Bandwidth:** Nevada Rise recently was awarded funding from the E-Rate program that will increase speed and bandwidth across the campus to accommodate the increased use of technology.
- **Internet-enabled devices:** Nevada Rise has purchased Chromebooks to have a 1:1 ratio. These devices will support both in-classroom and distance learning education.
- **Other Devices:** Our ELA curriculum provider, EL Education, has partnered with OneTab to provide a learning experience for our kindergarten through 3rd grade scholars on a tablet that does not require internet access. We are very excited to offer this opportunity as we know access to internet is not a reality for many of our students.
- **Live Learning:** Use of cameras that track the teacher allow students who are streaming lessons to not miss a moment of learning. Classrooms will be equipped with a camera for both synchronous and asynchronous access to classroom instruction virtually.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

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

Nevada Rise recognizes the need for social-emotional learning (SEL) in response to both the COVID-19 pandemic as well as the social movements of recent months. We agree with the Nevada Department of Education that "...it is crucial for students and staff to feel connected and schools are in the unique position to be able to bring together educators, staff, students, families, and community partners to cocreate safe, supportive learning environments and an intervention framework where all students and adults can work through the process of coping and healing."

The core curriculum for English Language Arts incorporates SEL components into weekly lessons. To address this topic more directly, we have purchased a quality curriculum to guide SEL to ensure multiple resources are available for students and staff. Our curriculum is aligned to the Collaboration for Academic, Social, and Emotional Learning (CASEL) which defines SEL as how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. At least one formal, dedicated, sequential SEL lesson will be delivered weekly. A second SEL curriculum was purchased to supplement as needed. Additionally, morning announcements will address SEL topics. Our RISE values have been redefined to incorporate more student empowerment and SEL components.

We have also established a Diversity, Equity, and Inclusion (DEI) committee to guide our staff's work in SEL as well as our approach to behavior management. Our school environment and culture ensures high expectations and predictable routines, but our behavior management systems have been overhauled to ensure a Multi-Tiered System of Supports (MTSS), and Positive Behavioral Interventions and Supports (PBIS). We are working to incorporate dedicated sections of SEL and DEI into weekly lesson planning to frame the work for our educators. The DEI committee is also working to identify appropriate professional development for staff.

We are also excited to begin a partnership with the Eighth Judicial District Court's Truancy Diversion Program (TDP) to support students and their families to address students' school attendance, behavior, and grades. The court staff helps students to focus on the importance of school attendance and grades, including homework completion and appropriate classroom/school behavior, while providing a positive supportive environment.

Finally, we will communicate these shifts by incorporating them into our established communication systems, highlighting SEL themes in our newsletters, streamed morning announcements. Our Families for Achievement Council is working to make sure parents have a full understanding of the approach to SEL, behavior management, and DEI.

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?*

We understand that students, staff, and families are experienced the events associated with COVID-19 differently and will arrive back at schools with a range of emotions and behaviors. One of the key principles in our shift to behavior management is to focus on building prosocial skills, not simply attempting to eliminate challenging or problem behavior, and to ensure that as soon as someone shows signs of struggling there is support ready.

Utilizing the chart provided by the Nevada Department of Education (below), the following suggestions will be used to navigate and assess all steps in mitigating trauma.

	Prevention Tier 1	Mitigation Tier 2	Full Support Tier 3
Recovery	<ul style="list-style-type: none"> • Social-emotional learning • Trauma-Informed • Family Engagement • Building resiliency • Restorative practices • Reteach, remind, and acknowledge prosocial behaviors • Focus on the positive • Communication with staff, family, community, and students • Universal screening for staff and students • Maintain health and safety as a priority through the teaching of rules and routines • Normalize feelings and emotions 	<ul style="list-style-type: none"> • Targeted Screening Support Groups • Support groups for staff, parents, and students • Referrals to primary needs • Referrals to psychological and counseling services • An individual behavior intervention plan • Check-in/check out • Small groups • Peer support groups • Use data sources that will identify signs that students may require more assistance 	<ul style="list-style-type: none"> • One-to-One Support • Referrals to community-based mental health providers • School special education services • 504 Plans • Functional Behavioral Assessment and Behavior Intervention Plans

Tier 1: As discussed above, social and emotional learning will be implemented as a weekly lesson and integrated into other content areas. Effective teaching and learning are highly connected to relationships and we will prioritize ways of building connections and relationships with each other and their students and families in all scenarios or phases of campus opening. We hope to live stream our morning announcements to the school community to build culture, safety, and respect. We will leverage some practices from the spring of 2020, such as livestreaming listening meetings and surveys to reflect and learn from all stakeholders. Professional development will include sessions on Trauma-informed schooling. Morning meetings provide times for students to express and normalize feelings and emotions.

Tier 2 and 3: Typically, intervention, or Rise block consisted of dedicated time for academic support. Utilizing the increased resources, Rise block will include small group support for mental health.

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?*

Since day 1 of the Covid-19 shutdown and continuing into the upcoming school year, students have learned and will learn in many ways. Pathways and platforms include, but are not limited to:

- in-person instruction
- Google Classroom/Google Sites
 - These platforms contain both synchronous and asynchronous lessons
- i-Ready for Reading and Math, Ready Math digitally
- Virtual small group instruction with interactive Learning A-Z books
- MyOn Reading

Accommodations for students without access to technology includes: paper packets with current and spiral skills, as well as textbooks that can be sent home or printed out from PDF versions. Students will also receive a Chromebook if they have wifi access at home. In the event that a student does not have wifi, the student will receive a OneTab device that provides academic content without the use of the internet.

Upon knowledge of a student being quarantined, the student's family will be given a schedule of times in which the student can access live lessons virtually. As aforementioned, if a student needs technology and has access to wifi, the student will receive a Chromebook. However, if the student does not have wifi, they will receive an up-to-date paper packet, textbooks, and a Onetab device (required no internet connection).

Teachers will have a daily designated time in which they will reach out to families. All teachers will make the attempt and log the outcome on an internal spreadsheet to organize easily. Teachers will be accessible to students during the school's regular instructional hours Class Dojo as a primary point of contact and text message as a secondary. Associate teachers, operations staff, and student support services will assist in communication.

Adjustments will be made to physical education as well as visual and performing arts. Some adjustments include: social distancing, no contact sports/fitness, and increased time spent outside for fresh air. Physical education and visual and performing arts will also use virtual sessions, both synchronous and asynchronous. Arts will be conducted in student classrooms as the teacher rotates to minimize spreading of COVID-19.

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?*

During the initial school closure and spring 2020 distance education experience, Nevada Rise adapted support services, and we will continue to enhance these. The special education staff members will maintain:

- Dedicated online classroom (Google Classroom) specifically for students with IEPs.
- Work with our contracted support service team to continue small group and individual therapy, as well as teletherapy, when possible.
- Administration will check lesson plans and observe delivery in all models (distance education and on campus) to ensure goals for individual students are met and lessons aligned with those goals.
- We have established an English Learner support team, with two members ensuring adaptations and accommodations are provided for English Learners
- Students with special needs will have priority in attending in-person or in scheduling video lessons.

ATTENDANCE AND ENGAGEMENT

- *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?*

For all in-person education, previous year’s attendance protocols and procedures will be followed.

For all distance learning, students are assigned to one teacher who will check for daily activity and digital platforms, such as logging on to a program, submitting an assignment, responding to an activity, or logging on to live instruction. Additionally, associate teachers will reach out weekly via phone call, text, or email (depending on parent preference and attempts) for check-ins, discussions, or help. Parents will also be able to initiate contact during designated ‘office hours’ staff communicates.

As part of our communication and leveraging the Truancy Diversion Program and Data Insight Partners, we will target communication specifically to those who need more reminders, and also communicate to whole school community through weekly newsletters.

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?*

Nevada Rise builds in weekly professional development for staff. Prior to the COVID-related closures, Nevada Rise submitted an alternative calendar that dedicated Friday to professional development for all staff. Utilizing these weekly opportunities, as well as two weeks of summer professional development, we will balance curriculum and instruction with more COVID-specific professional development topics, constantly reviewing hygiene and health protocols and updated training.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*

Nevada Rise is currently working with our families to determine how they will best be engaged on an ongoing basis. We have worked with our curriculum providers, especially Curriculum Associates, to help create a ‘professional development’ for parents on how to use the iReady online learning platform. We also will host grade-level specific sessions for parents conducted by staff to help them with any distance learning.

Morning announcements to our school community will be livestreamed, enabling parents and other stakeholders to be informed about the daily themes, learning goals, activities, and announcements.

The Nevada Rise website has been updated to provide resources for services, learning activities, and will soon have an FAQ and question/concern/suggestion portal to allow safe place for parents to express thoughts on COVID-19 related items.

As mentioned above, we will partner with the Eighth Judicial District Court’s TDP program offers. Among the benefits is a court session on campus each week. A volunteer TDP judge presides over the court, accompanied by a Family Advocate, who connects youth and families to community resources to respond to needs that may be addressed during the court session (housing, transportation, child care, health care, health insurance, etc.).