

# Overview and Purpose of this Document

## Background

Under Emergency Directive 022, all charter schools must develop re-opening 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.

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education<sup>1</sup> in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

With an understanding that developing a re-opening plan is complex and time intensive, **the State Public Charter School Authority (SPCSA) has developed an *optional* re-opening plan template which covers the topics outlined in NDE's minimum requirements and the Path Forward Framework.** This document should be seen as a resource for schools and not a mandate. Whether schools decide to use this template or develop their own, the topics and guiding questions can serve as a tool for ensuring a comprehensive plan.

## Forms

- Certification for Path Forward Program of Distance Education:  
<https://www.dropbox.com/s/fztw6wiwm06en2w/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20PFPE.docx?dl=0>
- Request for Calendar Adjustment:  
<https://www.dropbox.com/s/0ez1fhjckqn6ln/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Calendar%20Adjustment.docx?dl=0>
- Request for Additional Professional Development Days:  
<https://www.dropbox.com/s/j85x58e5t8s9jez/Path%20Forward%20Distance%20Education%20Guidance%20Memo%20Certification%20for%20Professional%20Development.docx?dl=0>

## 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](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>

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<sup>1</sup> Schools that had previously (prior to March of 2020) been approved by the Nevada Department of Education and the State Public Charter School Authority to serve 100% of students through a full-time program of distance education are not required to develop a Path Forward Programs of Distance Education, but must still develop a re-opening plan that contemplates the applicable topics within Nevada's Path Forward Framework.

- 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>

## Optional Re-Opening Plan Template

**School Name:**

### 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.*

Our primary means of communication about reopening and safety is the family blog. When we update the blog, families receive notifications via email and text message. Examples at [nvprep.org/family](http://nvprep.org/family). We also hold virtual information sessions to foster more two-way communication. Because we are small, our families also contact us regularly, including via email, phone call, and text message.

During the school year, families will also receive regular communication via ClassDojo.

All of our family communication is available in English and Spanish.

We also gather input from families via whole school surveys and focus group feedback from our Parent Power group.

### 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?*

All plan are communicated in more detail in parent-facing communication at [nvprep.org/family](http://nvprep.org/family) and [nvprep.org/health](http://nvprep.org/health), but a summary is provided here.

Plan A: **THIS IS THE PLAN FOR AT LEAST THE FIRST QUARTER OF THE SCHOOL YEAR.**

100% Virtual Learning, including a full class schedule.

Backup Option B:

Hybrid Learning, with same content as Plan A, but with a cohort of students invited to campus based on academic need.

Backup Option C:

Face to face learning, with a remote learning option provided to students who are at risk or uncomfortable attending in person.

#### PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

More details are provided at [nvprep.org/health](http://nvprep.org/health), but a summary is provided here.

All scholars and staff will receive a digital thermometer and will self-check before leaving home each morning. The school has evaluated multiple mobile apps that also track and verify this information. Scholars and staff will also complete a self-assessment based on the most up to date symptom guidelines from the CDC.

During arrival on campus, each person will have their temperature checked with an infrared thermometer by a member of our operations team.

#### **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.*

Hand washing signs have been posted throughout the facility since March 2020. Hand sanitizer stations have been installed throughout the building including one in each classroom.

Face coverings have been used on campus since March 2020 and will continue to be required until guidance from health officials changes. Exceptions are made for individuals with legitimate health concerns about wearing masks.

The primary tenant of our facility has changed custodial contractors, for a higher-cost, deeper cleaning service. Even during virtual learning, we have deep cleaning and sanitation taking place after our landlord hosts services on the property.

#### **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?*

We were early adopters of the shift to fully virtual learning. Our teachers received extensive professional development and are proficient at teaching online, so our primary strategy is to keep most or all students off campus until it is safe to return. We believe we can meet all academic goals we have for the year, even if we remain virtual for the duration. We are also perhaps more cautious than other schools about face-to-face lessons because we occupy a shared facility.

A diagram of our hybrid classrooms setup is provided in parent communication at [nvprep.org/health](http://nvprep.org/health) and [nvprep.org/family](http://nvprep.org/family). Classrooms in the facility are already setup in a model that respects 6-foot social distancing guidelines.

### **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?*

For the foreseeable future, most staff will work remotely. Operations staff will work from campus to facilitate the food service program, including food delivery.

Teachers have the option to opt in to use an on-campus classroom during virtual instruction. In these cases, only one teacher is assigned per classroom.

Staff will return to campus on a larger scale, in conjunction with a transition to hybrid learning. All decisions about transition to hybrid or face-to-face learning will be made conservatively when we can confidently tell students, staff, and families that risks to their health are low. We will make these decisions with deference to guidance from state and local authorities. While not bound to follow the lead of CCSD, we are keenly aware of the importance of being consistent with CCSD when possible because many of our families also have children enrolled in CCSD schools.

We have identified three staff members who are at-risk, due to their personal health, pregnancy, or health of their children. Each of these staff members has worked remotely since March 2020 and will be invited to work remotely until treatments and or a vaccine are available enough that we can ensure the health and safety of these team members.

We are well equipped to deliver a rigorous academic experience using asynchronous lessons. Multiple lesson samples created in Nearpod are available for the Department or SPCSA to review. With an initial move to virtual learning, we have largely mitigated risks of staff absences due to illness.

#### **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 governing body has been informed in regular board meetings and written updates since March 2020. The board has approved our high-level reopening plan and priorities. They are aware that they may need to make additional approvals as conditions change and the school considers moving toward hybrid and face-to-face instruction.

A sample of governing body approval of the August 2020 plan has been shared with the SPCSA and is recorded in board minutes and on a board agenda. A video recording of that meeting is archived for public review. Members of the board are happy to answer questions for the SPCSA or NDE.

#### **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?*

The school facility has been largely closed since March 2020.

Classroom spaces are set up in anticipation of a potential return to hybrid learning (not on an A/B schedule). Each desk is spaced so that students would be 6 feet apart. The school has also ordered transparent barriers that could be added to student desks.

##### **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?*

If classes are held on campus, students will eat in classrooms until public health and social distancing guidelines change.

More immediately, meals will be delivered to distribution points throughout our community. For example, our four most popular bus stops, alone, would be accessible lunch distribution sites for more than 50% of our students. Our bus drivers are being trained on how to conduct meal distribution lines that prevent families from interacting within 6 feet and would minimize risks of exposure (e.g., food handling, PPE wearing, etc.)

**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?*

We do not anticipate a full transportation program or full classrooms being in place until COVID related risks are drastically reduced (e.g., a vaccine or widely available, effective treatments). During virtual learning to start the school year, there will be no arrival or dismissal procedure.

If we move to hybrid learning later in the year, when it is safe to do so, we are prepared with a detailed arrival and dismissal process that respects 6 foot distancing while students wait to enter the building and have their temperature taken and while students wait for their ride to arrive after school.

School buses will run during hybrid learning, but the load will be reduced to no more than 40 students per bus with students not sitting within 2 rows of any non-sibling passengers.

**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.*

Extracurricular activities including track & field, dance, and choir have been canceled until further notice. Online affinity groups have been started to provide some of the same elements of community that were valuable in our extracurricular activities.

**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?*

Our students are already set up 1:1 with high speed internet in each home.

We are committed to maintaining this standard as the school enrolls new students. We have already purchased enough additional Chromebooks to accommodate all new students, with 20 extra devices on hand.

**WELLNESS AND RECOVERY****SOCIAL-EMOTIONAL LEARNING – TIER 1**

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

Whole school lessons on SEL occur during online advisory classes and during our Friday community circle meeting. Members of NDE and SPCSA teams are invited to attend either of these events at any time. We have also invested in an online library of SEL differentiated lessons.

**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?*

Our school counselor continues to meet with students virtually by appointment. She meets with students every week, including during summer break.

We are a small community, and school leaders communicate daily with members of the school community about their needs.

During summer professional development, teachers will receive at least 2 hours of training on trauma-informed practices. Additional training will be scheduled based on individual staff needs.

## **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?*

NV Prep teachers delivered a strong online experience from March – June 2020. Students engage in a full schedule of live classes every day. Asynchronous lesson materials (e.g., Nearpod self-guided lessons) are also available for students who are unable to attend live lessons.

All students have access to the requisite technology. The school has purchased wireless hotspots for students who were unable to secure cable or DSL internet access.

Quarantined students will continue to have full access to rigorous online instruction, regardless of their location.

The school has set a much higher standard for internal attendance taking than was required in spring of 2020. Attendance is taken in each class. Students can be marked present for completing asynchronous lessons in place of live lessons, but these approvals must be approved by teachers in advance. Any student who is absent will receive a family phone call or text message the same day, as was the school's practice since March 2020. This family contact history is tracked in the school's attendance tracker. Samples of the tracker from March – May 2020 are available for review, by request.

Teachers are online and accessible for students and families at all times when they are not teaching between 8:00 a.m. and 4:00 p.m., at least.

Physical education will be taught via asynchronous online lessons, to be completed off campus, regardless of which instructional model the school implements at different points of the year. Choir courses have been canceled, but an online music appreciation course may be launched based on student interest.

Strong assessment data is critical to our success, especially during virtual learning. We will administer all assessments, including interim assessments even while students are virtual.

**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?*

Special education services continue to be provided to the greatest extent possible. Most accommodations and services are provided via small group and 1:1 videoconferences.

Our special education team, strongly desires to provide face-to-face services via home visits and/or inviting small groups on campus under tightly controlled physical space constraints. We have no immediate plans to provide these face-to-face services, but we are prepared to pursue approval to provide these services in separate communication to the NDE and SPCSA. We are also eager to receive further guidance on allowances made to schools in the provision of special education services.

**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?*

Attendance will be tracked identically to how we would track it in person. Tardies and absences will be tracked for each period.

We have strong family communication and we work with families to troubleshoot. In conversations about attendance we offer two primary supports 1.) What can we do to help the scholar join live classes? 2.) If family circumstances make it difficult to join online classes, how can we ensure the scholar is completing all necessary asynchronous lessons?

**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?*

Our staff already receives three weeks of summer professional development. The scope and sequence of the 2020 summer PD has been revised to include a greater focus on virtual and hybrid learning.

All instructional staff will be Google Level 1 certified by the first day of school and Google Level 2 certified by the end of the calendar year.

Full access to our summer PD agendas and presentations is available upon request.

**SUPPORTING PARENTS/FAMILIES**

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

Our Parent Power Group continues to meet regularly.

All parents are invited to attend a series of live parent onboarding workshops, including back to school workshops. All workshops are provided in English and Spanish. We are also providing, for the first time this year, an asynchronous webinar version of each parent workshop. The first workshops will take place the week of August 17, and additional workshops will take place once per month thereafter. Representatives from SPCSA and NDE are invited to attend any webinars.