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Nevada's Path Forward:

**A Framework for a Safe, Efficient, and
Equitable Return to School Buildings
[DRAFT]**

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Re-Opening of Schools Committee

Name	Role
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Bart Thompson	Executive Director, Nevada Interscholastic Athletic Association
Bobbi Shanks	Chief School Nurse, Elko County School District
Brian Scroggins	Deputy Director, State Public Charter School Authority
Charles Russo	Coordinator School Safety, Office for a Safe and Respectful Learning Environment, Nevada Department of Education
Christy McGill	Director, Office for a Safe and Respectful Learning Environment, Nevada Department of Education
Dante Merriweather	Senior Environmental Health Inspector, Southern Nevada Health District
Felicia Gonzales	Deputy Superintendent for Educator Effectiveness and Family Engagement, Nevada Department of Education
Jeff Wagner	Interim Chief of Facilities, Clark County School District
Joe Roberts	Coordinator, Clark County School District Crisis Response Team
Katherine Loudon	Administrator/School Counseling & Social Work, Washoe County School District
Kristen McNeill	Superintendent, Washoe County School District
Leslie Allfree	Student Health Services Department, Washoe County School District
Maria Azzarelli	Southern Nevada Health District
Marie DuFresne	Social and Emotional Learning and School Counseling, Nevada Department of Education
Mark Bergtholdt	Supervisor, Environmental Health Division, Southern Nevada Health District
Megan Freeman	Clinical and Policy Advisor on Children's Behavioral Health, Nevada Department of Health and Human Services
Melissa Peek-Bullock	State Epidemiologist, Nevada Department of Health and Human Services
Michael Wilson	Emergency Management, Clark County School District
Pete Etchart	Chief Operating Officer, Washoe County School District
Rebecca Feiden	Executive Director, State Public Charter School Authority
Roy Anderson	Emergency Manager, Washoe County School District
Summer Stephens	Superintendent, Churchill County School District
Susan Keema	Executive Director, Nevada Association of School Superintendents
Tate Else	Superintendent, Eureka County School District
Tony York	Director of School Safety, Academica Nevada

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Letter from Nevada State Superintendent of Public Instruction

June 2020

Dear Nevada Educators, Families, and Community Members,

Last month, the Nevada Department of Education (NDE) released our *Path Forward Plan – Response to COVID-19* and announced the creation of the Re-Opening of Schools Committee (Committee). I want to recognize the members of the Committee – State health officials, district superintendents and staff, charter school leaders, school safety experts, and others – who dedicated their time and lent their expertise to the creation of this document: *Nevada’s Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework)*.

As I write this, there are still a lot of unknowns about COVID-19 and the long-term impact it will have on our communities. In recognition of this dynamic environment, the *Framework* does not provide specific guidelines or mandates, but rather is designed to support local efforts to adapt and prepare for the 2020-21 school year as well as potential future emergencies.

When the Committee began its work, they clearly identified areas of focus related to organizational preparedness: re-opening facilities, human resources, logistics, and staff and student wellness. These are of course not the only areas of concern for our education system. Throughout the school building closures, NDE has been working closely with district and school leaders to develop and disseminate guidance related to assessments, graduation, attendance, special education services, and supports for English Learners. In addition, we have relied on the stewardship of local governing boards and leaders to continue to make decisions regarding curriculum and instruction, grading, student promotion and retention, and other academic considerations that are traditionally under local control.

In the coming weeks and months, NDE will continue to partner with stakeholders and educators across the State to respond to emerging concerns and to provide resources and support. At the same time, we recognize that each district and charter school is distinct and local leaders are best positioned to address their students’ needs. On behalf of NDE and our State agency partners, I assure you that we will continue do everything within our authority to provide the flexibility necessary so that every student has an equitable opportunity to access the learning opportunities and supports they deserve.

Thank you to the administrators, educators, staff, students, and families who have shown unending patience, dedication, and creativity in continuing teaching and learning and finding ways to maintain a sense of community, even when we are apart. We have a lot of work ahead of us, but our Battle Born spirit will persevere, and together we will create a more equitable, accessible, and innovative future for Nevada’s education system.

Sincerely,

Jhone M. Ebert
State Superintendent of Public Instruction

Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings

The Nevada Department of Education's (NDE) *Path Forward Plan* includes the establishment of a Re-Opening of Schools Committee (Committee). This Committee supported NDE in developing this *Framework* for districts and charter schools to plan for and implement a safe, efficient, and equitable return to school buildings.

The Committee is comprised of State health officials, district superintendents and staff, charter school leaders, school safety experts, and others. The Committee's work is *not* a substitute for local planning but rather intended to be a foundational resource from which district and school leaders can create local plans for the 2020-21 school year that can also be adaptable for future emergency planning and response.

Nevada's *Framework for a Safe, Efficient, and Equitable Return to School Buildings (Framework)* is based on public health guidance, best practice resources from national and state organizations, and the expertise of Committee members. This document is designed to help districts and schools make community-based decisions regarding the re-opening of school buildings and builds on their unique strengths to address local challenges. We hope the *Framework* will serve as a starting point for conversations. It is *not* formal guidance or a directive. While we hope that the *Framework* will be a valuable resource, districts and schools may apply the concepts and guidelines of the *Framework* at their discretion and as relevant to local circumstances.

The U.S. Centers for Disease Control and Prevention (CDC) offers the following [guidance](#) for ways in which schools can help protect students, educators, and staff and slow the spread of disease:

- Schools **must determine**, in collaboration with state and local health officials and to the extent possible, **whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community**.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.
- [CDC guidance documents](#) are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

Equity Statement

NDE advocates for equitable access for all students to the highest quality public education, while developing and supporting school educators and staff at all levels. Equity means the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

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How to Use the Framework and Its Layout

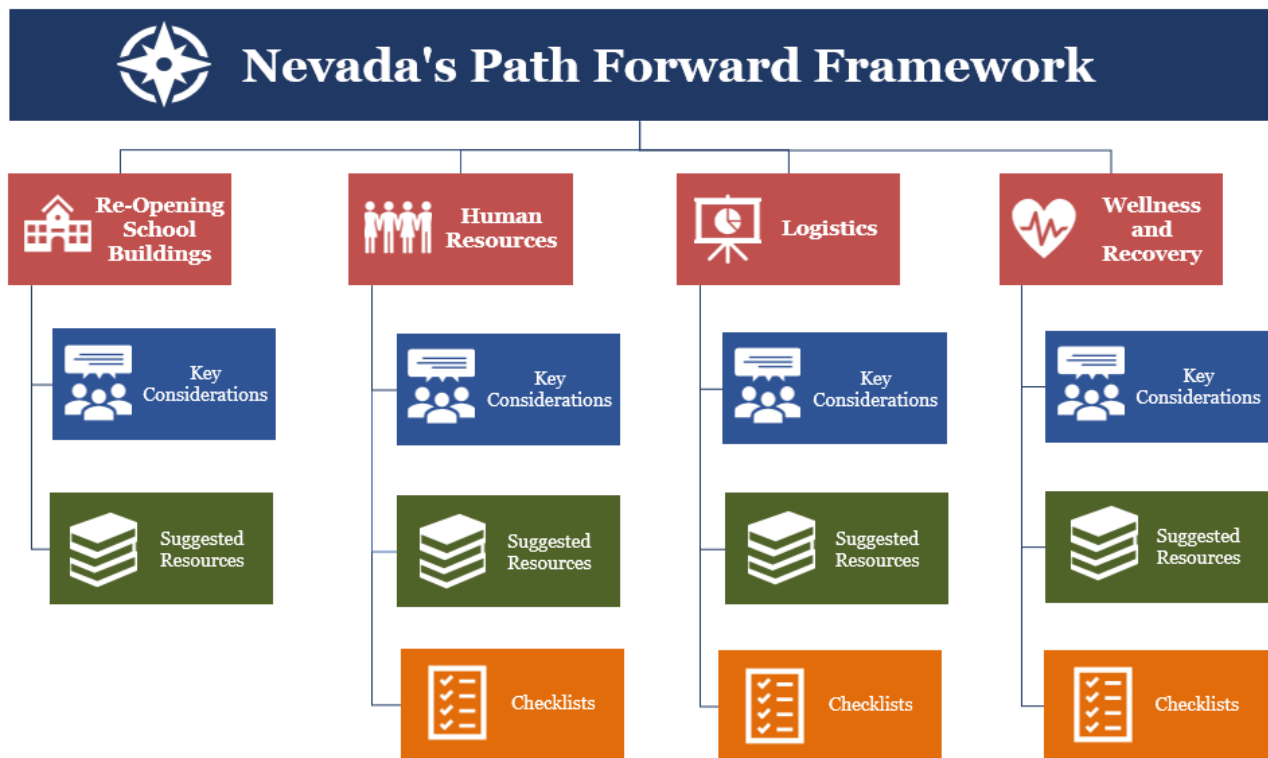
The *Framework* is intended to be a resource that districts and schools can use to support multi-purpose emergency planning and response. The Committee recognizes that specific circumstances surrounding the Coronavirus Disease 2019 (COVID-19) pandemic are unique and therefore certain sections of the *Framework* have information and resources delineated as specific to Nevada's COVID-19 response and recovery.

The document begins with background information regarding the importance of family engagement, communications, and emergency management and how to establish Continuity of Operations and Emergency Operations Plans. It is then followed by the *Framework*, which is divided into four key components:

- 1) Re-Opening school buildings;
- 2) Logistics;
- 3) Human resources; and
- 4) Wellness and recovery.

Each component may include:

- **Key Considerations** – a list of questions that district and school leaders should ask themselves as they approach planning
- **Suggested Resources** – links and excerpts from resources that may include a deeper level of detail to support local efforts
- **Checklists** – steps that may be taken to develop and implement local plans



Although the academic components of re-opening schools (e.g., evaluating students, curriculum, professional development, etc.) are outside the Committee's purview, the Committee has come across several resources that may be valuable to districts and schools. Those resources have been included in the Appendix.

Family and Community Engagement

Re-opening plans created after a complex public health crisis require a collective approach. Districts and schools should engage, educate, and empower all families and communities at every level of the decision-making process to ensure re-opening plans are responsive to their voice and needs and address specific challenges in each community. For families and communities to fully invest in a re-opening plan, they need to have a seat at the table and be empowered to implement the plan in their community. Engaging and collaborating with families and community members throughout the planning and implementation process will help support re-opening efforts and result in a stronger and more sustainable re-opening plan. An upfront investment in engagement can help mitigate the disproportionate harm a public health crisis has caused to vulnerable communities and help address the inequities that existed before the pandemic.¹

Communication

Communication throughout the planning and implementation process needs to be transparent about the decision-making process, the factors used to make decisions, and the nature of the decision-making process itself. Most importantly, communication needs to be clear about the actions people can and must take to protect themselves and others. Without effective communication, there is a potential for distrust, the spread of misinformation, and a lack of compliance with re-opening plans that can ultimately put health and safety at risk.²

A comprehensive communication plan leverages local media outlets through press releases, updating district and school websites, text messaging, and email communications to educators, families, students, community members, and other key stakeholders. Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe:

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).
- Broadcast regular announcements on reducing the spread of illness on public address systems.
- Include messages (e.g., videos) about behaviors that prevent the spread of illness when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Disseminate free CDC print and digital resources from the [CDC's communications resources main page](#).
- Ensure student- and family-facing materials are reader-friendly and available in a language all community members can understand.
- Create opportunities for staff training, both overall for pandemic response and tailored to different roles (e.g., teacher, nutrition services, janitor).

CHECKLIST FOR COMMUNICATIONS

Messaging

- Provide information and updates to educators, families, students, community members, and other key stakeholders on:
 - The current state of public health

¹ American Federation of Teachers. (2020). *A plan to safely reopen America's schools and communities*, p. 16-18.

² Ibid.

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- District and school efforts to keep students safe
- Preventive measures stakeholders can take
- Current effects on district and school operations
- Anticipated timeline(s) for the district and school reopening
- 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
- Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing)
- Respond to questions and other inquiries in a timely manner

Communication Methods

- Ensure contact information is up to date and provide clear directions to stakeholders who may need to update their contact information
- Include key information and resources on district and school webpages
- Translate all communications and provide translation services, as needed
- Survey stakeholders—especially families and staff—to learn communication preferences
- Post at:
 - School buildings
 - Houses of worship
 - Government buildings
- Leverage multiple communication methods:
 - Mail
 - Email
 - Phone calls
 - Text messages
 - Traditional media (e.g., television, radio, newspapers)
 - Social media (e.g., Facebook, Twitter, Instagram)
 - Infinite Campus, Parentlink, and other communication platforms

Emergency Management

Emergency management is a critical component of organizational leadership. Whether an emergency emerges at the school-, district-, county-, or state-wide level, district and school leaders need to respond by implementing a plan and communicating with stakeholders. In some cases, the Governor will issue a state of emergency declaration that is accompanied by guidance or directives regarding the anticipated response of districts and schools. Based on such direction, each district and school must operationalize that guidance according to expected standards and adapt it to the local context. District and school leaders must also be prepared to enact stricter standards based on local issues if needed.

The key to all re-opening of schools' plans are:

1. Maintaining a communications system;

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2. Establishing a decision-making model based on emergency plans and based on community and industry standards; and
3. Initiating a Continuation of Operations system.

Continuation of Operations Planning

In the event of a pandemic or similar public health emergency, there are special considerations for school operations. Each school's emergency operations plan should include a Continuity of Operations Plan (COOP). The extent to which schools remain operational during a pandemic will largely depend on the severity of the pandemic and the school's plan for continuity of education.³

Even if schools are closed to students for learning, schools may remain operational in part. To determine the appropriate level of operations and to ensure functionality, a COOP planning team should be established to develop a standard operating procedure for essential functions and processes, such as communications with families, nutrition services, and payroll.⁴

The Federal Emergency Management Agency (FEMA) has instructions on planning for continued operations. All parties involved in the safety and security of schools are strongly encouraged to do the following:

- Use the State's COOP plan, developed by the experts at the Nevada Department of Emergency Management or in consultation with a district emergency manager Plan for business functions and facilities usage, not just education
- Work with the local health authority to develop an outbreak plan

There is an essential need to stress that the "All-Hazards Approach" to the continuity of operations planning is taken, along with the need to work with the local health authority to develop an outbreak plan. According to FEMA, the "[All-Hazards approach](#)" is an integrated approach to emergency preparedness planning that focuses on capacities and capabilities that are critical to preparedness for a full spectrum of emergencies or disasters, including internal emergencies and a man-made emergency (or both) or natural disaster.

A pandemic can threaten operations by impacting human resources and removing essential personnel for extended periods. Human resource policies need to be reviewed to determine if a school must, may, or cannot compensate, continue benefits, and extend leave to employees during a pandemic.⁵ It is also important to include the labor unions and professional associations in decision-making and inform employees of decisions.

In addition to the Prevention and Mitigation strategies previously stated, **it is recommended that COOPs for any pandemic include:**

- The identification and continuation of essential business functions. Schools should identify positions, skills, and personnel needed to continue essential functions and services that need to continue with little or no disruption. This process should include the identification of:
 - Essential functions by position and lines of authority and succession for making policy determinations and decisions;
 - Functions and services that can be conducted through the use of alternative work arrangements;
 - Protocols for adjusting staffing to maintain essential functions;
 - Vital files, records, and databases that must be maintained and/or available for staff use;

³ Arizona Department of Education. (2020). *Pandemic preparedness*. Retrieved from https://www.azed.gov/communications/files/2020/03/ADE-Pandemic-Preparedness_RVSD3.2020.pdf.

⁴ Ibid.

⁵ Ibid.

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- Essential contracts, support services, and other interdependencies that must, may, or cannot be continued; and
- Critical supplies and the impact of limited access to those supplies.

Emergency Operations Planning

Emergency Operations Plans (EOPs) are developed by a collaborative planning team with clearly defined roles and responsibilities to help responders understand the situation at hand, as well as identify and prioritize threats (hazards and risks). The EOP will outline who and how to determine goals and objectives in response to and recovery from an event. Furthermore, the EOP will identify the necessary annexes to be included in the plan as well as develop the plan to identify the best courses of action and providing for the access and functional needs of the whole community.

The EOP should be inclusive of the critical elements within Emergency Management Standards:

- Communications
- Resources and assets
- Safety and security
- Staff responsibilities
- Utilities

The extent to which schools can recover from a pandemic is strongly influenced by the overall societal impact of the pandemic. Effective business operation plans will assist in keeping schools operational and being better prepared to resume full operations when appropriate.⁶

Nevada Requirements for Crisis and Emergency Response for Schools

[Nevada public, private and charter schools are required to have school EOPs](#) that meet the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements.

- [NRS 388.229 - .261 Public Schools](#)
- [NRS 394.168 - .1699 Private Schools](#)

According to NRS (388.229 - .261 and 394.168 - .1699) and presented in the [Nevada Model Plan Requirements for Crisis and Emergency Response guidance Checklist](#), all Nevada school districts, charter, and private schools are required to have an EOP. The EOP must meet all the requirements listed in this Model Plan Guidance Checklist. Districts and schools can use their current EOP as long as all of the requirements listed in this checklist are included in the school's plan. Districts and schools may also use [the Readiness and Emergency Management for Schools Technical Assistance Center \(REMS TA\) Interactive Workbook](#) when developing their school EOP. Furthermore, each district and charter school's governing body must designate a committee to develop an EOP, then if needed, a school may submit a request for any deviation.

In the absence of a dedicated health district officer, outside the Northern, Southern, and Churchill compact, each district should work to establish protocols to be found in COOP/EOPs.

Suggested Resources

[School Emergency Response Plans from NV Division of Emergency Management](#)
[REMS - Readiness and Emergency Management for Schools from US Department of Ed](#)
[School Emergency Planning & Safety Presentation](#)

⁶ Ibid.

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RE-OPENING SCHOOL BUILDINGS

This section provides general considerations regarding the re-opening of school buildings and facilities to staff, students, and the public.

As local planning efforts get underway, NDE is committed to providing districts and schools with the latest available information from reputable resources. Nationally and internationally, the following approaches to re-opening have been considered/implemented:

- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

Note: *The above scenarios found throughout the Framework are suggestions and are open to interpretation and application.*

Effective school re-opening will require diligent efforts to communicate with families, guardians, educators, and community members. The top priority is the health and safety of students and school personnel. Schools need to provide clear guidance on steps the school is taking, including protocols for self-isolation for individuals who are sick or who have come in contact with someone who is sick.⁷

KEY CONSIDERATIONS: Re-opening Approach

Thoughtfully designed re-opening plans cannot be implemented if students, parents and guardians, educators, and staff are not confident about the protocols and practices in place. If districts/schools put in place significant modifications to schedules, classroom organization, or logistics, clear and consistent communication is necessary to ensure effectiveness and the promotion of health and safety as intended.

- How do you want to bring students, educators, and staff back to physical school buildings, particularly with social distancing in place? Will your district or school need to adapt to evolving guidance from health officials based on a better understanding of pandemic risks and the related mitigation strategies?
 - Total statewide re-opening for all students and staff.
 - Partial re-opening based on local decision-making and approval from local health agencies.
 - Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.
- How will you decide which reopening is best for your local communities?
- How will you communicate about your re-opening?
- Once you reopen, what will the decision-making process look like regarding the potential need to close again?

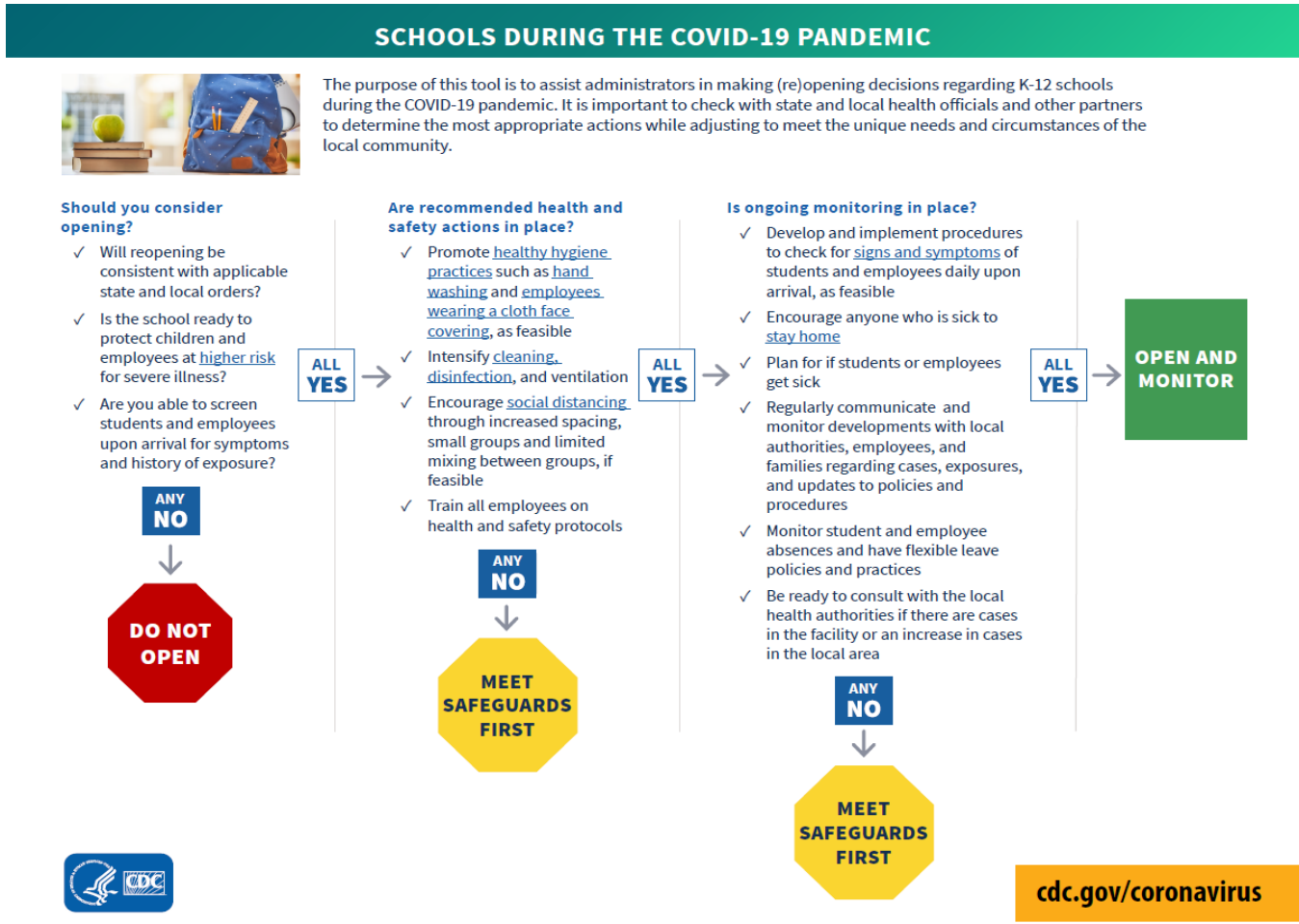
COVID-19 CIRCUMSTANCES

Nevada's school building closures were mandated by the Governor's Declaration of Emergency Directives and, as of the publishing of this document, there is no flexibility for local decisions that would supersede the Governor's orders. It is unknown at this time whether there will be local discretion regarding the re-opening of school buildings as the State proceeds through phases of the [Roadmap to Recovery](#) plan.

⁷ Bailey and Hess, *A Blueprint for Back to School*, 8.

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Below is the [CDC's Guidance for Schools](#) decision tree for any kind of opening. Nevada districts and schools may consider this guidance when closure authority is returned to local control.



SUGGESTED RESOURCES

- [The Return: How Should Education Leaders Prepare for Reentry and Beyond?](#)
- [Ensuring Equitable Pathways for the Class of 2020 Amid the Coronavirus](#)
- [Return to School Roadmap](#)
- [EdTrust's P-12 Education Agenda in Response to COVID-19](#)
- [CCSSO's Phase 2 Restart & Recovery](#)

KEY CONSIDERATIONS: Physical Health Screening

As communicated in the [Nevada United Roadmap to Recovery](#), community-based testing is critical to Nevada's effort to reopen the economy and keep it open. Testing for the virus in communities throughout the state will allow local, state, and tribal leaders to assess the effectiveness of preventive measures and to identify and facilitate interventions into future outbreaks.

As Nevada progresses through each phase of the re-opening plan, local and state health authorities are collaborating to increase testing capacity, resources, and information sharing.

It is recommended that each district and school, in collaboration with local, county, and/or state health officials, discuss and consider a health screening plan. The CDC gives three examples of screening methods

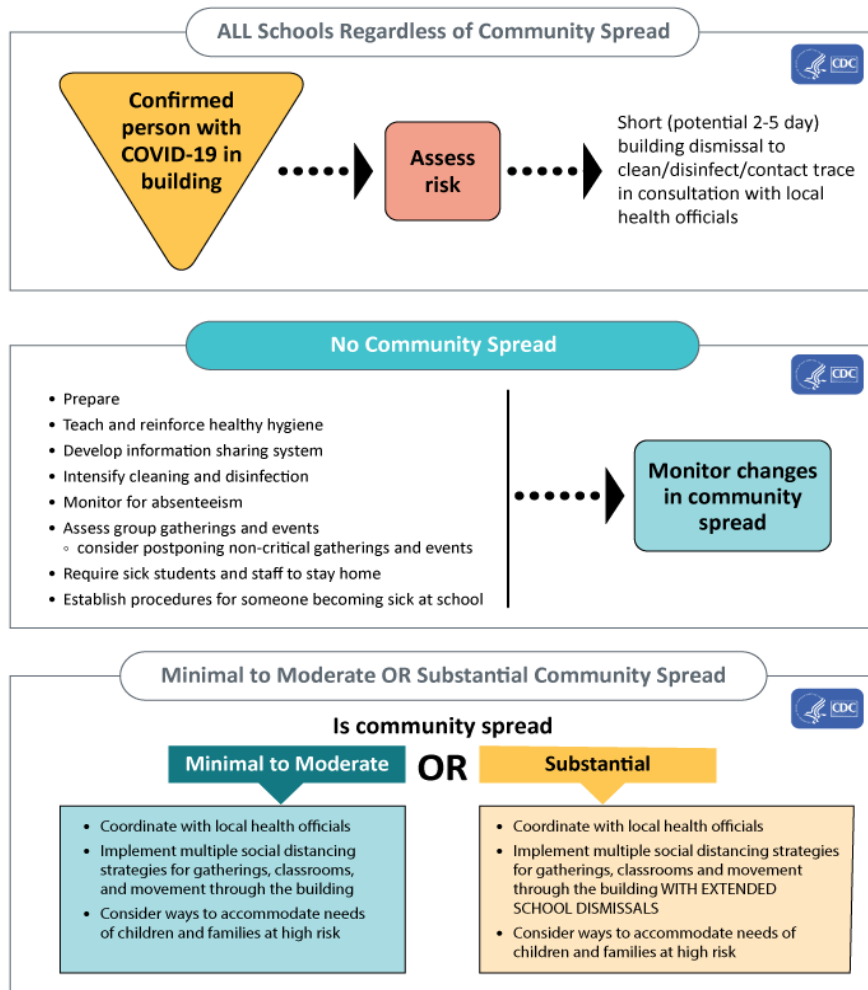
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[linked here](#) that districts could use to assist in a screening plan. The following is a list of additional considerations for screening.

- What resources (e.g., funding, facility, technology, human) will you need to effectively and efficiently conduct pre-screen testing for all employees?
- How will you screen students, staff, and other individuals who may visit school campuses to ensure they are healthy and not exhibiting signs of illness?
- How often will screening take place?
 - If feasible, consider conducting daily health checks (e.g. temperature screening and/or [symptom checking](#)) of staff and students safely, respectfully, and in accordance with any applicable privacy laws or regulations.
- Where will the screening take place?

Screenings should be conducted safely and respectfully, and with measures in place to ensure confidentiality and in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.

If there is a confirmed case:



Districts and schools should communicate to staff, parents or guardians, and students that it is critical to be up to date on all required immunizations. Adding a measles outbreak to an already stressed school and community system would be extremely challenging. Districts and schools should connect with local and state health authorities to determine the impact of clinic closures and health insurance loss on regularly scheduled

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student vaccinations to determine if additional community and school immunization strategies are needed before school starts. For additional information on school requirements, visit Immunize Nevada at <https://immunizenevada.org/NVSchoolRequirements>.

COVID-19 CIRCUMSTANCES

According to the CDC, it is 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 the school suspects a case(s) of COVID-19:

1. Please place a face mask on the staff member (or student) 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.

Please 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.

SUGGESTED RESOURCES

[CDC Guidance for Schools—Screening](#)

KEY CONSIDERATIONS: Physical Hygiene

According to the CDC, handwashing is especially important and is one of the best ways to protect and prevent from getting sick as well as spreading germs. Learning when and how you should wash your hands to stay healthy is essential.

- How will you communicate and teach [personal hygiene](#), especially to younger students?
- How can you work with families to reinforce personal hygiene at home?

Hand Hygiene and Respiratory Etiquette

Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.



- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover [coughs and sneezes](#) with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Cloth Face Coverings

Teach and reinforce the use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#)⁸.

Note: [Cloth face coverings](#) should not be placed on:

- Children younger than two years old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face-covering without assistance

[Cloth face-coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face-coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.

Supplies

Support [healthy hygiene](#) behaviors by providing supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

⁸ Centers for Disease Control and Prevention. (n.d.). Use of cloth face coverings to help slow the spread of COVID-19. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

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COVID-19 CIRCUMSTANCES

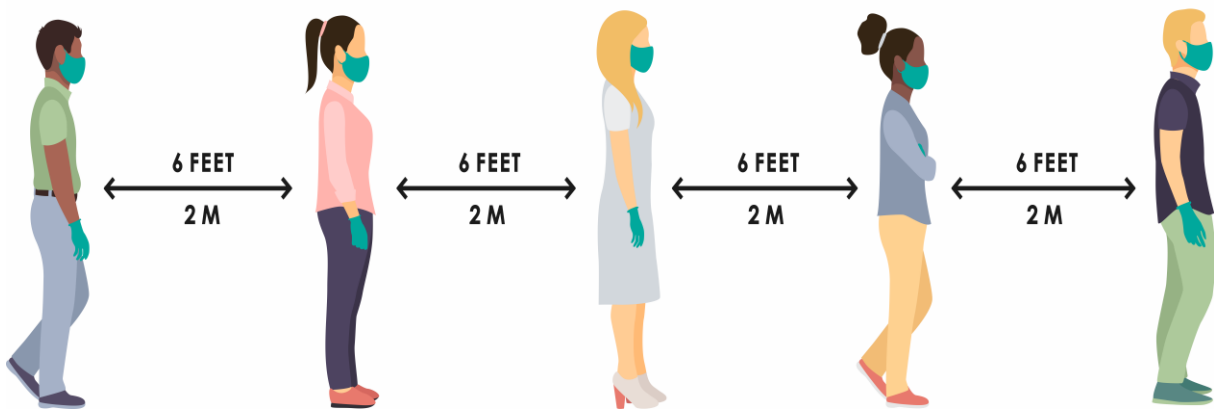
According to the CDC, COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing and [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles. Schools may consider implementing several strategies to encourage hygiene behaviors that reduce the spread of COVID-19.

KEY CONSIDERATIONS: Social Distancing

[Social distancing](#), also called “[physical distancing](#),” means keeping space between yourself and other people, which is one of the best tools we have to avoid being exposed to viruses and slowing the spread. [Schools may consider implementing several strategies](#) to encourage behaviors that reduce exposure by practicing the following:

- Stay at least 6 feet (about 2 adult arms' length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

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



Additional considerations include, but not limited to:

- How will you ensure social distancing, handwashing, and other safety protocols within a school facility to mitigate spread?
- How will you provide appropriate social distancing for educators and staff who are in a high-risk category for infection?
- How will you group (maximum number) of students with staff?
- How will you adjust student transportation to meet social distancing requirements? *More considerations related to transportation can be found in the Logistics section of this document.*
- How will you use inside and outdoor space to help address social distancing protocols?

SUGGESTED RESOURCES

[CDC Guidelines for Social Distancing](#)

Nevada's Path Forward Framework [DRAFT]

HUMAN RESOURCES

District and school staff in all roles and at all levels are integral to emergency planning and response. Districts and schools must consider their roles as employers, policymakers, and trainers when addressing the human resources aspects of response and recovery.

KEY CONSIDERATIONS: Staff Return to Work

- How will you determine which staff are willing/able to return or gather data on who will be able to return?
- How will you address staff who are unable to or are uncomfortable with returning?
- How will you identify and address administrators, teachers, and other staff who are identified as “vulnerable populations”?
- How will you ensure you have the capacity to respond to staff attrition or extended and extensive staff absences with substitute teachers and other professionals?
- How will you make accommodations that are appropriate for various employee groups if the Emergency Family and Medical Leave Act is no longer in effect?
- What plans are needed for employees who may have to stay home to care for children or elders when schools, childcare, and eldercare programs close due to a pandemic?
 - Encourage employees to make plans for childcare. Families may be able to develop support systems when childcare is needed (e.g., two-to-three families work together to supervise and provide care for a small group, five or less, of infants and young children while their parents are at work).
- What plans are needed to support employees in staying home when sick or when caring for a sick family member?
- What provisions or guidance will be provided regarding extended sick leave to staff for those that are ill or are caring for a sick family member? The sick-leave policy should take into consideration the recommendation that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve. Sick-leave policies should take into consideration that individuals may not be able to produce doctors' notes if the healthcare system is stressed.
- Incorporate flexible work hours and schedules while also utilizing employee spacing techniques to reduce crowding and proximity (e.g., staggered shifts, telecommuting, teleconference meetings, separate office spaces).

SUGGESTED RESOURCES

[CDC Guidance People at Higher Risk](#)

KEY CONSIDERATIONS: Governing Body Role

- Does the superintendent/school leader send regular updates to the governing body to keep them informed on district/school operations?
- Is there a structure or process in place to accurately and consistently respond to questions from governing body members?

KEY CONSIDERATIONS: District and School Leadership Role

- Do you have your Leadership Team sharing the same information to ensure clear and consistent messages?

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- Is there an FAQ site established to answer common questions for families and the public?
- How are families getting regular communication on planning?
- Is there a process in place to debunk inaccurate information so that it does not create panic or a misinformation vacuum?

KEY CONSIDERATIONS: Communication

- What information is critical for stakeholders to be aware of?
- What are the most effective ways to communicate with stakeholders?
- How will the district manage incoming questions and requests for information?

CHECKLISTS

Identify which district and school staff will not return for the 2020-2021 school year

- Determine hiring needs:
 - For existing positions*
 - For new and/or additional positions*
- Establish recruitment and hiring processes:
 - Develop remote recruitment and hiring practices as needed*
- Explore reassignment of existing staff
- Explore reallocation of duties among existing staff
- Determine which staff qualify as medically vulnerable (e.g., due to age, compromised immune system, pregnancy, etc.)
- Develop contingency plans in the event of:
 - Additional school building closures*
 - Staff quarantine, illness, and/or leave*
- Determine which staff will report and which, if any, will work remotely (e.g., based on role, exposure risk):
 - When schools reopen*
 - If additional school closures occur*
- Set expectations for remote work
- Offer professional learning opportunities to staff
- Consult with the state education agency regarding adjustments to principal and teacher evaluation processes
- Collaborate with labor unions or professional associations on issues related to collective bargaining agreements

Legal Considerations Checklist

- Adopt a resolution suspending policies that conflict with statutory waivers or extensions granted by the Governor
- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for compliance or accountability purposes
- Ensure civil rights dispute resolution activities continue, even if on an altered schedule
- Consult regularly with labor unions

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- Address potential pandemic-related liability issues pertaining to students, families, staff, and/or vendors
- Ensure the district and schools collect and report data and information in a FERPA- and HPA-compliant manner

Governing Body Role Checklist

- Adopt emergency resolutions as needed (e.g., fund emergency expenditures, adjust policies)
- Consider conducting public meetings via videoconferencing or streaming
- Make recordings of public meetings available
- Post board meeting schedules, agendas, and resolutions in advance
- Post board meeting minutes in a timely manner
- Determine the need to change any scheduled board elections
- Consider having a way in which public comment can be submitted that is easy for the public; such as a special email address
- Review agendas to prioritize items that need immediate attention and action; lower priority presentations may be moved back

District Leadership Role Checklist

- Monitor the latest information
- Set up a team to filter information to avoid multiple documents that may overwhelm task forces and committee; use only from reliable sources
- Establish regular communication with relevant agencies at the federal, state, and local levels-be sure there is a two-way communication process established
- Confirm guidelines for reopening and be sure they are presented far in advance of school re-opening
- Schedule media interviews to get the word out; use social media to communicate where the plans can be found
- Form a district committee to plan for and oversee the reopening process, including but not limited to:
 - Classroom teachers*
 - Building administrators*
 - Other licenses personnel*
 - Support staff*
 - Parents*
 - Union representatives*
 - District/school personnel with expertise in social-emotional health*
 - District/school personnel with expertise in emergency planning*
 - School nurses*
 - As relevant, local public health officials and emergency managers*
 - Representatives from key stakeholder groups*
 - External partners to provide necessary technical assistance*
 - Athletics and activities representatives*
- Consider the need for similar school committees to oversee reopening at the building level:
 - In the absence of school committees, ensure regular communication with schools regarding reopening plans*

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- Set objectives and establish a timeline for completion; consider back mapping from the anticipated first day of school
- Define roles and allocate responsibilities so there is no duplication and waste of valuable time
- Review and revise district and school emergency plans based on lessons learned during recent school closures; look at Continuity of Operation Plans
- Always keep vulnerable populations front of mind-Children in Transition, Foster, Detention Centers, special education, Native populations, racial/ethnic minorities, immigrant populations unequitable
- Create contingency plans for reopening scenarios:
 - Schools open on the scheduled date and remain open
 - Schools open on the scheduled date but subsequently close due to renewed concerns about any virus or disease
 - Schools open, but on a delayed date
- Hold regular meetings with:
 - Committee members
 - Key stakeholder groups (e.g., to assess needs, understand concerns, solicit input, and share information)
- Issue regular updates to the community

CHECKLIST RESOURCES

Council of Chief State School Officers (CCSSO), [Restart and Recovery Plan: Addressing Building Safety, Cleaning and Monitoring](#) (May 5, 2020).

Washington Association of School Administrators (May 2020) Coronavirus Disease 2019 (COVID-19) Hanover Research K-12 [District Reopening Checklist](#).

Missouri School Board Association (2020). Center for Educational Safety [Pandemic Recovery Considerations Re-Entry and Reopening of Schools](#).

COVID-19 CIRCUMSTANCES

Per the Governor's Declaration of Emergency Directive 005 Section 29: "County School District and Charter School administrators, licensed educators, and other staff shall continue to provide vital services and distance education to Nevada's students as directed by the State Superintendent of Public Instruction and provide such services under the direction of their superintendents and charter school leaders throughout the period of the school building and district office site closure; and

- Shall be paid in accordance with local collective bargaining agreements;
- May be reassigned as necessary to support students, including support with distance learning and the instructional needs of children, food distribution, and other emerging needs; and
- May perform duties while away from school buildings and district office sites, including from their homes."

The Emergency Directives allow the flexibility for school and district employees to go to school and district building sites as needed to support their essential work, including for educators to pick up materials from their classrooms. Any gatherings must adhere to current social distancing and public health orders.

⁹ Governor Sisolak's Emergency Directive 005: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/03/Declaration-of-Emergency-Declaration-005.3-20.20.pdf>

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LOGISTICS

The approaches in this section are a collection of processes and actions for consideration when bringing students, educators, and staff back to physical school buildings. Both processes and actions for returning to school campuses should be considered in each one of the below scenarios.

- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

Planning should be approached in a methodical context for the safety and security of students, educators, and staff. In this section, the components are:

- Facilities Management
- Nutrition Services
- Transportation
- Athletics
- Information Technology

KEY CONSIDERATIONS: Facilities Management

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.

Will the district/school need to request an alternative calendar to accommodate social distancing and provide support to all learners (i.e., the District’s regular school calendar; a year-round type model where different grade levels track in and out on a schedule for a few days or weeks at a time; a Multi-Track Year-Round calendar; a Double Session calendar, etc.)?

The following sections of Nevada Administrative Code may be referenced regarding calendars:

“Except as otherwise provided in subsection 5 (alternative programs) and except for a school calendar that accompanies an alternative schedule approved pursuant to NAC 387.125, a school calendar must contain at least 180 school days in session. This period must be divided into 10 school months which contain not more than 20 potential school days per month. The first day of the first school month is the first day of attendance by pupils.” – NAC 387.120

“Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and time between activities, but not including the time allowed for lunch:

Grade	Period
○ Kindergarten	120 minutes
○ 1 and 2	240 minutes
○ 3 through 6	300 minutes
○ 7 through 12	330 minutes” – NAC 387.131

- Who will be responsible for overall maintenance during daily operations?

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- How will you determine if external entities will be allowed to use outdoor facilities, fields, playgrounds, etc. (e.g., teams, clubs, and other groups within the school community)?
- Will all students and staff be brought back at one time or gradually starting with a small group before expanding?
- What data will be used and who will be involved/consulted in the decision-making?
- How do you ensure buildings and facilities are cleaned and ready to welcome students?
- Who is responsible for and at what intervals will the need be to investigate adjustments to HVAC systems to maximize indoor air quality?
- What [steps](#) will be taken to ensure that all water systems and features are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water?
- Are there any parts of your campus that you need to close to students in the interest of health and safety (e.g., playgrounds)?
- How will the following considerations be examined and resolved?
 - Not enough classroom space for social distancing (i.e. desks to be 6-feet apart)
 - Closing or limited use of cafeterias and playgrounds
 - Extended time for the use of facilities
 - Teachers rotate rather than students to reduce corridor/hallway traffic
 - Playgrounds and field usage – cleaning standards
 - Building systems and equipment cleaning standards

Classroom and School Usage

Determine if class changes will be 'Static' when practical (students remain in the room, teachers change classrooms) or 'Fluid' (Students change classrooms)

- If 'Fluid' period/topic changes occur, determine:
 - If locker use is allowed; if not, secure the lockers from use
 - Who is responsible for ensuring distance and flow paths through the facility, mark floors, walls appropriately?
 - Who is responsible for ensuring communication and outreach methods to students and parents for notification of above?
 - Who is responsible for ensuring a "Use of Restroom" policy that maintains social/physical distancing?
- Who is responsible for ensuring if pre-designated entry and exit plans will be used?
- Who is responsible for ensuring pre-designated drop-off points for buses, parents?
- Who is responsible for ensuring "spacing and flow" through hallways, cafeteria, and open seating areas require markings to keep social/physical distancing?
 - Install necessary markings
 - Who is responsible for ensuring post signage within restrooms on proper hygiene practices?
- How will the school-based procedures for staff, students, and parents or guardians be communicated?

CHECKLIST

- Determine the following:
 - Extended time for the use of facilities
 - Playgrounds and field usage – cleaning standards
 - Building systems and equipment cleaning standards

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- Teacher rotation rather than students to reduce corridor/hallway traffic, maintain consistent groups to facilitate contact tracing if necessary
- Based on local Health Department guidelines, determine social/physical distancing requirements, if any, to determine allowable seating within each classroom. If feasible, install necessary markings.
- Determine, based on local health department guidelines, the gradual relaxation of the initial guidelines including social/physical distancing measures
- Determine Cleaning & Sanitation Standards:
 - Determine definition, frequency, and need of 'deep cleaning' and develop a restroom rotation schedule
 - Frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc.
 - Keep libraries, gyms, and playgrounds off-limits unless they can be sanitized between groups.
 - Require hand washing at regular intervals
 - Provide hand sanitizer in every classroom and common areas, but ensure proper supervision especially with elementary students
- Ensure the safe and correct application of disinfectants and keep products away from children. Supplies needed include:
 - Hand soap
 - Sanitizer that contains 60% alcohol
 - Paper towels
 - Disinfectant wipes
 - No-touch trash cans
 - [EPA-approved disinfectants against COVID-19](#)
- Keep each child's belongings separated from others' and (if possible) in individually labeled containers, cubbies, or areas.
- [Outdoor areas](#), such as playgrounds should receive normal routine cleaning, but they typically, do not require disinfection.
- Do not spray disinfectant on outdoor playgrounds - it is not an efficient use of supplies and is not proven to reduce the risk of COVID-19 to the public.
- High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

KEY CONSIDERATIONS: Nutrition Services

Districts and schools have been and should continue to maintain nutritional services throughout all partial and full closing of facilities.

- Based on state and local health department guidelines, consider social/physical distancing requirements, including appropriate seating within the cafeteria and other areas where students and staff gather for meals.
- Consider a short- and long-term plan of action to distribute meals to students.
- Communicate with vendors the anticipated changes to menus and the necessary new food items, sanitation supplies, packaging supplies, etc.

Nevada's Path Forward Framework [DRAFT]

- What coordination is to be done with school administrators to standardize the established meal service model to the greatest extent possible throughout the district/school community?
- What equipment/supply needs (i.e. carts, temperature control bags, etc.) for modified meal distribution models are there?
- Is there an ability to serve meals in alternate locations? (gymnasium, library, and open classrooms)

CHECKLIST

- If the cafeteria is to be used, install necessary markings to encourage appropriate social/physical distancing; schedule meals in shifts to reduce the number of students in the cafeteria at one time
 - Consider whether breakfast and lunch meals should be served and consumed in classrooms to limit student contact
 - Consider children with [food allergies](#)
 - If food is offered at any event, consider pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.
 - Communicate the importance to students of avoiding the sharing of food and utensils
 - Limit unnecessary staff and visitors in food service areas.
 - If feasible, grid off sections for common spaces and lunch areas to help separate students.
 - Remove self-service, including salad bars, buffet lines, and family-style service.
- Food safety protocols, including time and temperature controls, should be adhered to for meals delivered to spaces outside of cafeterias
- Consider limiting “offer versus serve” service models to 9-12 grades only
- Consider operating a special provision (i.e. Provision 2 or Community Eligibility Provision (CEP)) to streamline meal counting and claiming as well as maximize the number of students receiving free meals
- What Personal protective equipment (PPE) will be used by Nutrition Services staff?
- Do updates need to be made to cleaning and sanitation protocols?
 - Determine the frequency of deep cleaning
 - Frequency of disinfecting of high-touch areas throughout the day

COVID-19 CIRCUMSTANCES: Nutrition Services

Student nutritional services is led by the Nevada Department of Agriculture (NDA) who has received approval for waivers from the United States Department of Agriculture (USDA) to support schools and communities in providing meals to children in areas experiencing school or district closure in response to COVID-19. Nevada has implemented the following USDA COVID-19 waivers through direct communication and guidance with National School Lunch (NSLP) Summer Seamless Option (SSO) and Summer Food Service Program (SFSP) sponsors, Child and Adult Care Food Program (CACFP)

- Congregate feeding requirements waived
- Meal service time requirements waived
- Meal pattern requirement waived
- Distributing meals to parent/guardian w/out presence of children
- Educational or enrichment activity requirements applicable to NSLP Afterschool Snacks and Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals and Snacks waived
- Deadlines relating to Community Eligibility Provision reporting and election
- Onsite monitoring requirements for state agencies waived
- Non-area eligibility waived for underserved area

Nevada's Path Forward Framework [DRAFT]

On May 15, 2020, The USDA extended the above nationwide waivers through August 31, 2020.

SUGGESTED RESOURCES

[CDC Guidance for Schools-Food Service](#)

[Southern Nevada Health District Food Establishment Guidance](#)

KEY CONSIDERATIONS: Transportation

For students who get to school on a bus or through other district or school-provided transportation, [processes and protocols](#) need to be established to ensure the health and safety of employees and students.

- How will you determine the usage of bus transportation based on the district/school facility usage plan, school schedules, school calendar, and the number of buses and/or drivers that a school district has available? Items to consider include:
 - Frequency of transportation of students to school facilities.
 - Transportation to field trips, activities, athletic events, etc.
 - Determine potential staggering of drop-off and pick-up times
 - Reassess all general education stops to determine if they allow for proper distancing for the number of students that get on and off at the stops.
 - [Districts and schools may need to decrease stops and add longer walk distances](#) to stops to use stop areas that are safe and large enough to allow proper social distancing (i.e. parks or large lot areas).
 - Promote social distancing at bus stops.
 - Consider developing parent volunteers or district staff (i.e. Nutrition Workers, Teacher Aides, etc.) to be at the general education stops.
- What process will you use to review the capacity of the bus fleet as capacity may be severely decreased with physical/social distancing?
 - Consider minimized load counts (6 to 15 students depending on the size and seat counts on the bus). Criteria is still being developed as to what Social Distancing would look like on a bus that is only 8 feet wide. The most consistent model is having students sit in every other seat and at diagonal intervals (i.e. a student sits in the first seat on the left side of the bus. The first seat on the right side of the bus is left empty. The next student sits in the second seat on the right side of the bus and the second seat on the left side is left empty).
 - If the seatback is to be considered a barrier between elementary school students and are allowed to sit 1/seat, average seating per general education bus is 24-26 (versus 77-84).
 - There will be consistent pinch points that cannot be mitigated as there will always be less than six feet between the driver and the students (unless a moveable and temporary barrier is installed on the bus) with loading and unloading from the front of the bus. There may be a need for consistent policing of students as they load and unload to maintain the distancing. Consider using tools such as pool noodles to provide physical/visual examples of what 6 feet of distancing is for students.
- What type of training will school bus drivers need before transporting students? How will drivers be informed about new policies and procedures, including [how to effectively and efficiently clean their buses](#)?
 - District and schools should review the length of time it takes to recruit and train drivers. New drivers often do not have CDLs and rely on the district to train them and guide them through the testing process. DMV in Sparks also only schedules one CDL skills test per day.

Nevada's Path Forward Framework [DRAFT]

- Who has the responsibility to ensure that buses have the markings and signage necessary to ensure physical distancing?
- How will you ensure the safety of school bus drivers who cannot be 6 feet away from passengers as they board and disembark the bus? If funding is available, consider installing plastic barriers to provide extra protection for the driver from the students.
- How will you determine and implement guidelines for the transportation of students who are at higher risk of exposure and/or transmission of an illness?
- How will the district or school communicate screening concerns (i.e. a student was screened at school and exhibited [symptoms](#)) to drivers and transportation aides?
- Consider providing PPE to be used by the drivers and transportation aides and promote student use of [cloth face coverings](#).
- Will you require students and staff to use hand sanitizer upon boarding the bus?

CHECKLIST

- Review school bus sites for social distancing.
- Create new stops or routes, if available, to ensure students are not crowded on buses.
- Determine how to best institute social distancing on buses for your district, including signage and markings.
- Determine if you can install retractable plastic sheeting barriers for your drivers that will not disrupt their driving, view of students, or ability to respond to an emergency.
- Create guidelines for loading and unloading of certain students who require assistance.
- Create guidelines and procedures for loading and unloading students who are at high risk for exposure or transmission of illness.
- Adjust any bus routes to accommodate changes in school schedules.
- Consider providing PPE for drivers and transportation aides.
- Train all drivers and transportation aides on new procedures.
- Determine how to best train students on the new bus riding procedures and rules.
- Develop a policy regarding the frequency of both superficial and deep cleaning of buses.
- Anticipate that driver and transportation aide numbers may be diminished due to health and safety concerns.
- Review the district or school's ability to provide "after hours" transportation for athletics/activities.
- Encourage families to drop students off or walk with their student to school to reduce possible virus exposure on buses. Carpools that would mix members from different households should be avoided; or
- Consider increasing walk zones or not providing transportation.
 - There may not be enough buses or drivers to add significant routes to compensate for reduced bus capacity due to physical/social distancing
 - Keep in mind that current Federal Law ([McKinney-Vento Act](#)) requires providing transportation if school facilities are open (i.e. Youth with Special Needs, Children in Transition, English Language Learners, etc.)
- Review the length of time it takes to recruit and train drivers. New drivers often do not have a Commercial Driver's License (CDL) and rely on the district to train them and guide them through the testing process. DMV in Sparks also only schedules one CDL skills test per day.
- Review current contracts with vendors.

Nevada's Path Forward Framework [DRAFT]

- Certain vendor contracts would still need to be maintained but could be temporarily renegotiated to better define use (i.e. GPS systems would still be maintained as a locator of assets but would not necessarily need to be used for mapping requirements).
- Contracts that Districts would probably need to keep, but most like not result in a cost if items are not purchased (i.e. Two-Way radio system, GPS programs, Transportation Software programs, uniforms/rags for a shop).

KEY CONSIDERATIONS: Athletics

The [Nevada United Roadmap to Recovery](#) is reflective of CDC guidelines. It is important to note that the Nevada United Roadmap to Recovery Phase One did not address schools nor the athletic programs they sponsor. Per Declaration of Emergency Directive 015, “all kindergarten through 12th-grade school buildings are closed for onsite education for the remainder of the 2019-2020 school year.” One of the stated purposes in the directive is to prevent proximity to other persons as “...currently contraindicated by public health and medical best practices to combat COVID-19.” School buildings remained closed to onsite education in Phase One. School organized, in-person workouts regardless of the location are not to take place in Phase One.

The National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC) has issued [guidance](#) which is also reflective of CDC guidelines. It provides guidance for planning and carrying out conditioning, workouts, practices, and competitions as re-opening occurs throughout three phases. Nevada schools should follow the approved guidance outlined in the Nevada Interscholastic Athletic Association (NIAA) Sports Medicine Advisory Committee (SMAC) [<add NIAA link once approved>](#).

These considerations and the NIAA SMAC guidance are rooted in the belief that “...it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition.” It is recognized that due to the pandemic, all students may not be able to return to athletic activity in all schools and areas of the state at the same time. It is also recognized that athletic activity may be suspended for an individual, a team, a school, or for an area of the state or the entire state, in a particular sport or several sports as may be dictated by the need for safety resulting from the pandemic. While reservations concerning such disparities would typically be raised, the guidance here is based on the idea that students ought to have the opportunity to return to participation in school-based athletics and activities in all situations where it is safe to do so.

- The guidance provided by the NIAA SMAC involves screening of participants before in-person gatherings for athletic activity including but not limited to meetings, workouts, practices, competitions, etc. Screening is addressed on page 11 of this document. Consideration of how the screening is to be accomplished for athletics is critical as these types of athletic program gatherings commence before the start of classes for the school year.
- Athletics present challenges in many of the same areas addressed elsewhere in this document. Issues regarding transportation, facilities, physical health, recovery, human resources, etc. all apply to athletics and activities. Decisions on how to meet those challenges will be needed. The guidance and resources provided in the sections specifically addressing those topics will be valuable in meeting the challenges presented in re-opening athletics programs.
- It is strongly recommended that school districts, schools, and the leagues that administer the competitions engage with state and local health departments to develop policy promoting coordinated approaches for return to activity for high school, club, and youth sports.
- The guidance provided by the NIAA SMAC should be thoroughly reviewed before any re-opening of an athletic program. The NIAA SMAC guidance is to be applied in conjunction with, and not in preference to, the guidance and directives of state and local health officials and/or government officials.

Nevada's Path Forward Framework [DRAFT]

- Provisions for monitoring and holding accountable those educators who conduct athletic programs to remain within the guidance are essential.
- Budgeting considerations should be made in the event of reduced revenue from gate receipts.
- Alternate scheduling of contests may be required due to transportation and/or game official availability.
- Training of coaches regarding the phased re-opening, limits on allowable activities in the different phases, and requirements such as social distancing is essential.
 - Training is to be done in a timely manner to allow for adjustments in workout/practice plans. Requiring the submission of an overall plan before allowing activity within a phase will help in assuring compliance.
 - The plan should include minimally how adherence to limits on activity and requirements of social distancing appropriate to the phase will be accomplished.
- Families and students must be notified regarding those issues in the guidance such as the wearing of face coverings, screening procedures, the need to provide one's own drinking water container, requirements for social distancing at all times including before and after the gathering, etc. Specific training on how appropriate social distancing is to be accomplished in all the various aspects of the gathering. This would include but is not limited to the distance between individuals when not participating directly in an activity, cleaning and disinfection of equipment used, explanation and understanding of grouping, protocols during conditioning, drills, weightlifting, etc.

SUGGESTED RESOURCES

The National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC), [Guidance for Opening up High School Athletics and Activities](#)
Guidance for State Associations to Consider in [Re-opening High School Athletics and Other Activities](#)
The phases of re-opening in the NFHS SMAC guidance are reflective of the phases in the guidelines issued by the White House and CDC <https://www.whitehouse.gov/openingamerica/>

KEY CONSIDERATIONS: Information Technology

Information Technology within logistics takes planning in all three of the scenarios outlined below and consideration of an approach for each to be successful is highly encouraged. IT here in its meaning relates to network, bandwidth, hardware, and software (special needs, etc.).

- Total statewide re-opening for all students and staff.
- Partial re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

As you plan, for IT infrastructure, districts will want to discuss with their IT leadership how to best approach each element and component related to IT designated roles and responsibilities.

Approaching each scenario listed above with IT infrastructure in mind is highly encouraged.

- How will you provide devices to students and staff in accordance with the District or School's Distance Learning Plan?
- How will you work with the community to assist in students having access to high-speed Internet?
- Consider populations for special focus such as low-income families, Children in Transition, Tribal Communities, etc. Options may also include:
 - Low-cost home Internet private service provider programs

Nevada’s Path Forward Framework [DRAFT]

- Internal School access connectivity – keeping school facilities open into the evening with proper supervision
- External School drive-up/walk-up connectivity
- Portable mobile WiFi options “SmartBus”
- High-speed Hotspot Internet Access for families
- Community Access Points – Senior Centers, Community Centers, coffee shops, etc.
- Consider processes and procedures for cleaning of electronics:
 - Consider putting a wipeable cover on electronics
 - Follow manufacturer’s instruction for cleaning and disinfecting
- Provide devices to students and staff, depending on device availability

As introduced in the [Path Forward Plan](#), the Nevada Digital Learning Collaborative (NvDLC) includes staff from various offices across NDE, an expert consultant in distance education, and multiple external stakeholders. The primary objective of the NvDLC is to build an infrastructure that supports distance education across Nevada. This infrastructure is inclusive of support to increase access to technological capacity, high-quality professional development, and high-quality instructional materials.

SUGGESTED RESOURCES

[Quick Reference Guide of Key Questions for Planning Technology Infrastructure](#)

Nevada’s Path Forward Framework [DRAFT]

WELLNESS AND RECOVERY

After the immediate effects of disasters are over, behavioral health concerns are just as important to consider as physical health concerns. As our state works together to slow the spread of COVID-19, social connections are more important than ever. We know 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 co-create safe, supportive learning environments and an intervention framework where all students and adults can work through the process of coping and healing. With this in mind, we have brought together key considerations, checklists, and selected resources for districts and schools to consider.

When students, educators, and staff return to school campuses, the approaches to wellness and recovery will be similar in each one of the below scenarios.

- Total district and school re-open for all students and staff.
- Partial district and school re-opening based on local decision-making and approval from local health agencies.
- Blended re-opening that balances in-person learning with distance learning based on student population (e.g. students with disabilities, English Learners), grade level, and other considerations.

Districts and schools will want to organize needs and supports by aligning and building on existing strengths within a multi-tiered system of supports framework. Data should be used to drive decisions such as screening for elevated risk, monitoring fidelity and outcomes, and reviewing data regularly to modify and adjust as needed. The below chart is to help organize the key considerations checklists and resources regarding the many aspects of wellness and recovery.

	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

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KEY CONSIDERATIONS: Social-Emotional Learning – Tier 1

As we work together to reduce the spread of COVID-19 with physical distancing and many school and social milestones moving to online, social and emotional connectedness become critical. Schools can help embed these social elements in all phases of facility closing and opening. One key strategy is to integrate social and emotional learning (SEL) into all academic subjects onsite or via remote learning. The Collaboration for Academic, Social, and Emotional Learning (CASEL) 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. The following are key considerations, a checklist, and resources to help your district or charter school start the conversation.

- Emphasize social and emotional learning. Effective teaching and learning are highly connected to relationships, and thus, administrators can model support and encourage teachers and school staff to find ways of building connections and relationships with each other and their students in all scenarios or phases of campus opening.
- Encourage schools to create innovative ways to build school community, safety, and respect during this time of school disruption. Communicate these innovations with neighboring schools and community.
- Model empathy by scheduling time to listen, reflect, and learn from staff, students, and families and caregivers about what is working and for whom, and what is not working and for whom.
- Encourage hope by considering and discussing lessons learned during this crisis and how to apply that to ongoing school improvement.

CHECKLISTS

- Emphasize social and emotional Learning
 - Ask school staff what their needs are in implementing SEL for online and face to face teaching including ([CASEL resources can assist](#)):
 - Amount of time needed to attend to students' social and emotional learning?
 - What high quality/evidence-based SEL materials/programs do they need?
 - What PD is needed? Examples of online training:
[NDE: Online Social-emotional Training for Educators](#)
[American Institute for Research Online Module: Creating a Well-Rounded Educational Experience](#)
[Washington State's Social Emotional Learning Modules](#)
 - What additional coaching or support is needed
 - NDE's [Office of Safe and Respectful Learning Environments](#) can assist with SEL resources and specific training needs
 - Create next steps and budget to meet those needs.
 - In a remote environment, be sure to add SEL. The Collaborative for Academic, Social, and Emotional Learning (CASEL) recommends that educators incorporate SEL by doing the following:
 - Provide consistency in daily routines to reduce stress and promote positive learning conditions.
 - Use SEL programs, groups, and individualized supports developed in the “brick and mortar” setting to engage students and connect them to tools and resources for remote learning.
 - Offer opportunities for students to share and process their emotions.

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- Focus on the sequence and flow of the remote learning content, incorporating pauses, and allowing time for students to gather their thoughts and share out.
 - For more specific SEL resources for COVID see [CASEL Cares](#)
 - ☐ Innovate to build community
 - ☐ Ask school staff, families, caregivers, and students for input about how to celebrate missed and upcoming milestones and create next steps.
 - ☐ If all-school meetings, rallies, or assemblies are not yet possible, create and publish different ways to express school values and continue to build that sense of school community.
 - ☐ Add ways for school staff, students, families, and caregivers to respectfully communicate their thoughts about safety during COVID-19.
 - ☐ Create strategies to ensure students and school staff who cannot come to school physically still have meaningful ways to connect with the school community.
 - ☐ Model empathy and encourage hope
 - ☐ Consider conducting listening sessions with families, caregivers, students, and community partners to hear their perspectives consider some of the following topics:
 - What has our school done well during the past months, and what could we have done better?
 - How might you like to contribute as we prepare to transition to a new school year?
 - What will help you learn this upcoming year?
 - What can we do to make school feel even more like a community that cares about you?
- Note: Ensure your questions are trauma sensitive and do not ask participants to reveal traumatic events in public settings.*
- ☐ Create next steps based on listening sessions and consider publishing the common themes for improvement.
 - ☐ Communicate how lessons learned will be incorporated into school improvement processes.

RESOURCES

[An Initial Guide to Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community](#)

Free Curricula

[Free SEL Sanford Harmony Curriculum](#)

[Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness](#)

KEY CONSIDERATIONS: Trauma-Informed, Tier 1-3

Students and staff all experienced COVID-19 differently and will arrive back at schools with a range of emotions and behaviors. One of the key principles of Positive Behavioral Interventions and Supports (PBIS) 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. Below are some key considerations, a checklist, and resources to help begin your district or charter school's conversation around support.

- Emphasize the district/school's commitment to supporting all students' and staff members' social-emotional well-being by ensuring the continuum of support through the Multi-Tiered System of Supports (MTSS)

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- Monitor students, staff, and families by developing a process for those who are struggling by incorporating an integrated MTSS framework for how to assess students' social-emotional well-being and identify needs for supports.
 - Use Tier I evidence-based prevention and high-quality teaching
 - Use Tier II interventions to further assess students who show signs of mental health concerns, including trauma
 - Use Tier III to provide targeted intervention

CHECKLISTS

- Emphasize the district or school's commitment to supporting social-emotional well-being
 - Identify community partners and how they could assist district/school in providing emotional wellbeing support for students and staff
 - Leverage existing MTSS or PBIS Systems with cultural responsiveness at the core
 - Re-teach, remind, and acknowledge school-wide expectations and classroom routines/procedures (e.g., embedding prevention measures such as washing hands, coughing in the crook of an arm, and keeping hands away from face) as a way to restore school climate.
 - Provide a sense of reconnection
 - Predictability following traumatic events allows students and staff to reclaim a sense of safety within the school environment.
 - Ensure all policies and practices have been and will be equitably represented of the schools' demographics and any underserved populations.
 - Use Data to Drive Decisions and Address Equity
 - Universal screeners
 - Fidelity Measures
 - Monitor outcomes
 - Regularly review data for needed adjustments and support
 - Assess and monitor for potential inequities across systems and behavior data
 - Support students and staff either at home or onsite. Consider providing guidance on how to:
 - Talk about crises in a trauma-sensitive manner
 - Recognize normal physical, emotional, and behavioral responses to crises
 - Foster resilience and other healthy coping strategies
 - Consider [The Educator Context and Stress Spectrum](#) to support staff
 - Train all school staff with the online [Psychological First Aid \(free\) from the National Child Traumatic Stress Network](#) (6 hours) or another nationally recognized online trauma training before coming back to work.
- Teach Coping and Resilience Skills
 - Model support by practicing and encouraging staff to take time for self-care. [Self-Assessment and Planning Tool for Educator Resilience and Trauma-Informed Self-Care](#)
 - Consider teaching activities such as mindfulness, yoga, or other physical and emotional health practices to build healthy coping mechanisms. [Pure Edge Success Through Focus free curriculum](#)
 - Use national and community experts to ensure support strategies are culturally inclusive and sensitive, such as [CASEL Cares](#)
- Monitor Staff and Students

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- Fold in trauma informed practices and mental health level of care into your MTSS or PBIS framework [PBIS and Trauma Informed Schools](#) and [When School Mental Health is Integrated in MTSS \(Mental Health Technology Transfer Center Network\)](#)
- Need local support for MTSS, contact [The Nevada Positive Behavior Support Technical Assistance Center](#).
- Consider if your district should use any trauma screening tools for either universal or targeted application. Examples of free screening tools include, [Child Trauma Screening Questionnaire](#) or [Child Post Traumatic Symptom Scale](#). Ensure school staff is properly trained before administering screening tools.
- Establish or review the process for responding to a student or staff member in crisis?
 - Work with community and state agencies and establish referral pathways from basic needs to mental health services.
 - Do you have at least one staff member per school (e.g., psychologist, school counselor, social worker) as a point person for mental health concerns?
 - Do you need to establish and train a crisis management team?
 - How will you provide individualized targeted interventions and supports?
 - What materials/programs will you use?
 - How will you support students and staff who are experiencing grief related to loss or are separated from caregivers who have been hospitalized?
 - Ensure all support staff who will be working with staff, students, families and caregivers around mental health issues work within their training and licensure.
- Consider increasing training for signs of suicide risk. [ASQ Suicide-Screening Questions Toolkit](#) and [Columbia Suicide Severity Rating Scale \(screening\)](#)
- Are postvention plans in place for school communities affected by the death of a student or staff member?

SUGGESTED RESOURCES

[Mental Health Technology Transfer Center Network PD Resources](#)
[Teacher Training Module: Supporting Grieving Students in Schools](#)

Other Resources

SEL Resources

[An Initial Guide to Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community](#)
[The CASEL Guide to Schoolwide SEL](#)
[SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)
[CASEL CARES: Strategies for Being Your Best Possible 'SEL'f with Dr. Marc Brackett](#)

Free PreK-12 Curricula

[Free SEL Sanford Harmony Curriculum](#)
[Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness](#)

Trauma Resources

[Trauma-Informed Resilient Schools On Demand](#)
[Building Trauma-Sensitive Schools](#)
[Trauma-Informed SEL Toolkit](#)
[Resiliency Resources](#)
[CHILD TRAUMA TOOLKIT FOR EDUCATORS](#)
[Child Trauma Academy](#)
[6 Ways to Become a Trauma-Informed School](#)
[Creating Trauma Sensitive Schools](#)
[Addressing Grief: Tips for Teachers and Administrators](#)
[Helping Students Grieve](#)
[Tips for Teachers: Helping a Grieving Student at School](#)
[Video: What Every Teacher Needs to Know About Childhood Trauma](#)
[Childhood Trauma: Expert Answers to Tough Questions From Real Teachers](#)
[Teacher Training Module: Supporting Grieving Students in Schools](#)
[Trauma Training for Educators](#)
[27 Resilience Activities and Worksheets for Students and Adults \(+PDFs\)](#)
[Perspective | Walking the resilience road: From overwhelmed to compassion-in-action](#)

Mental Health Resources

[Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)
[4 Resources to Support Students During the Pandemic](#)
[Mental Health Technology Transfer Center Network Training and Events](#)
[Mental Health Technology Transfer Center Network PD Resources](#)
[Teacher Training Module: Supporting Grieving Students in Schools](#)
[Trauma Training for Educators](#)
[Video: What Every Teacher Needs to Know About Childhood Trauma](#)
[Childhood Trauma: Expert Answers to Tough Questions From Real Teachers](#)
[Anxiety and Coping with the Coronavirus](#)
[Supporting Grieving Children and Teens During the COVID-19 Global Health Crisis](#)
[Suicide Prevention Workshop: Postvention After Suicide](#)
[After a Suicide: A Toolkit for Schools](#)
[Supporting Grieving Students During a Pandemic](#)
[Children and Bereavement: How Teachers and Schools Can Help](#)
[School Social Work Association of America](#)
[National Association of School Nurses](#)
[National Association of School Principals](#)
[American School Counselor Association](#)
[NEA School Crisis Guide](#)

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Reporting

- Report Suspected Child Abuse or Neglect in Nevada: 1-833-803-1183
<http://dcfs.nv.gov/Tips/CA/ChildAbuse/> Clark County: 1-702-399-0081 Washoe County: 1-833-900-7233
- Suicide Prevention: 1-800-273-TALK (8255) <https://suicidepreventionlifeline.org/>
- Trevor Project Support Hotline for LGBTQ Youth: 1-866-488-7386 thetrevorproject.org
- Sexual Abuse: 1-800-656-HOPE (4673) rainn.org
- Child Sex Trafficking Text: BEFREE to 888-383-7888 <https://humantraffickinghotline.org/>
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: samhsa.gov/find-help/national-helpline
- SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting <http://safevoicenv.org/>
- Mobile Crisis Response Team: 702-486-7865 or 775-688-1670 <http://www.knowcrisis.com/>

Appendix A

Though academics are outside of the purview of the Re-Opening Committee, in its work it has come across several resources that may be valuable to schools and districts, which have been provided in an appendix to this document.

Survey on Reopening Schools

ExcelinEd created a national survey for key state officials (governors' offices, state education chiefs, and high-level department staff) from across the country to get a snapshot of how leaders are thinking about the next steps to bring students back to school. The Committee believes some of the questions presented in the survey would be helpful to school and district leaders as considerations/approaches to academics for the 2020-2021 school year and has included the relevant aspects of the survey below.

It is important to note for districts and schools to take advantage of some of the options/approaches below would require changes to statute, regulation, or guidance. Others are based on local decisions.

Reopening Schools: Timelines, Schedules, and Student Assignments

With school campuses shuttered due to COVID-19, the rate and level of quality of student instruction varies across the nation, states, regions, and even from neighborhood to neighborhood. As the 2019-20 school year comes to a close, state leaders must dedicate time to consider important questions:

- When and how should schools reopen (once it's safe from a health perspective to do so)?
- What could school schedule, student placement, and educator staffing options "look like" when we reopen?
- How should we provide supports to students, particularly those who are most in-need, once schools reopen?

Are you considering requiring or promoting a substantive change to school days/calendars?

- Extended School Days – Considering longer school days, especially over the next 1-2 years to help mitigate interrupted learning
- Extended School Year – Extending the 2020-21 school year into the following summer
- Year-round schedule – Considering year-round schools for a limited 1-2 year period

Which of the following options are you considering requiring or promoting for assigning students and teachers to classrooms?

- Hybrid model (asynchronous learning) - Some Students In-Person/Some Students Remote Some students learn in-person while others learn remotely. Some students (especially those with underlying health conditions, undergoing disease treatment, or those with at-risk family members) may continue to receive online instruction full-time. Other students may attend school on alternating days or using a staggered schedule, and experience both in-person and remote learning.
- Flex Grades in Elementary School – All elementary grades are designed as flex-grades for 2020-21. The expectation would be that every grade/class starts with a review of 1-2 months of instruction in the prior grade content.
- Teacher Looping in Elementary/Middle School - Teachers move to the next grade with their students from the 2019-20 school year, allowing teachers to pick up from where they left off in terms of

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instruction and content. This also allows teachers to use established relationships to pick up on student trauma and other issues more quickly.

- Staggered Attendance Schedules - Students learning on-campus are scheduled to attend at different times/on different days to reduce student density. Some students could attend in the morning vs. others in the afternoon, or students could attend on alternate days. This model could be implemented in conjunction with the Hybrid Model.
- Cohort-Based Schedules (Middle/High School) - Students (and teachers) are assigned to cohorts, which are scheduled to classes that are all located within the same hallway/wing/floor. This model could also include a cohort of students remaining in the same classroom all day, with teachers (rather than students) rotating to different classes.
- Proficiency-Based Groupings (Reading/Math Courses) – Students from multiple grade levels are grouped/assigned to classes based upon content taught- mainly for reading and math. This would allow students to be placed in different groups/grade levels depending on the content they need.
- Optional Repeat of Grades and/or Courses - Students (and their families) have the option to repeat the grade that was interrupted by campus closures.

How are you thinking about assessing students' academic needs and learning loss? [For example, using the spring assessment (or other assessments) as a fall diagnostic assessment to provide students, teachers, parents, and schools with an understanding of where students are starting.]

Every child will have different social-emotional, mental health, and academic needs due to the campus closures and impact of the pandemic. How are you thinking about assessing students' needs from a "whole child" perspective? [For example, requiring districts and schools to have an "intake/care" plan in place, which might include a "checklist" to help educators "triage" student needs.]

How are you planning for potential future disruptions to in-person learning? [For example, requiring districts and schools to build distance learning days into the annual calendar.]

How are you thinking about supporting students' families and communities? [For example, encouraging the transformation of school buildings into formal community hubs that consolidate services to support students and families. These services could include education (K- 12 and postsecondary), physical health, mental health, food/nutrition, social services, workforce development, etc. during non-instructional hours.]

Appendix B

Though academics are outside of the purview of the Re-Opening Committee, in its work it has come across several resources that may be valuable to schools and districts. The Re-Opening of Schools Education workgroup developed additional considerations below for districts and schools.

COVID-19 K-12 District Reopening Checklist

ACADEMIC CONSIDERATIONS

Guiding Questions:

1. Have we identified the most critical standards and competencies to address at the beginning of the year and throughout the year?
2. Does our instructional model have options for different methods of delivery and paths for student choice?
3. Does our instructional model address individual learning needs?
4. Do our assessment practices provide robust information about individual learners to allow us to personalize?

CURRICULUM AND INSTRUCTION

- Review and revise curriculum maps, instructional calendars, and lesson plans to reflect the impact of COVID-19-related school closures
- Develop contingency plans to address:
 - Additional COVID-19-related school closures*
 - Individual students affected by illness, quarantine and/or family decisions not to resend to school*
- Consult with labor unions and professional associations regarding which content staff will be expected to teach
- Communicate expectations for curriculum and instruction to students, families, and staff
- Collaborate with postsecondary institutions regarding the delivery of dual-credit courses
- Consult with post-secondary institutions and/or local partners regarding delivery of career and technical education (e.g., mentoring)
- Explore extended learning opportunities (e.g., summer school, after-school programs) to mitigate learning loss, resolve incompletes, and support credit recovery
- Inventory and identify any gaps in the district's academic interventions
- Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during the analysis of academic data collected once schools reopen
- Measure learning loss among special populations (e.g., students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically- disadvantaged students, students directly affected by COVID-19)
- Identify any other students affected by significant learning loss
- Provide targeted interventions:
 - Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports*

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- Use efficacy data and stakeholder feedback to adjust and improve interventions more generally*
- Review and revise Individualized Education Plans for students with disabilities to reflect any changes due to COVID-19-related school closures
- Provide students with disabilities with compensatory services as needed
- Facilitate teachers' efforts to share best practices for mitigating learning loss
- Encourage teachers to communicate with families about their child's academic progress
- Help families support student learning at home by sharing instructional strategies and resources

GRADING AND ASSESSMENT

- Consult with state and federal education agencies regarding adjustments to:
 - End-of-grade, end-of-course, English language proficiency, and/or other key assessments*
 - Grading policies and practices*
 - Promotion and retention criteria*
- Confirm the status of AP, IB, ACT, SAT, and similar assessments
- Communicate any adjustments to students, families, and staff and provide updated academic and assessment calendars
- Determine how to assess students' learning when schools reopen
- Conduct initial evaluations or re-evaluations of students with disabilities and English learners as required
- Develop plans to share assessment data with families and indicate how their child's achievement compares with grade-level expectations

RESOURCES AND SUPPORTS

- Facilitate teachers' efforts to share effective strategies and resources for online and offline forms of distance learning
- Survey students, families, and staff to identify strengths and development areas related to the district's distance learning efforts:
 - Adjust the district's distance learning plan in response to stakeholder feedback*
- Survey staff about instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning):
 - Identify options to create additional instructional resources internally and/or acquire materials from publishers, vendors, etc.*
 - Offer professional learning opportunities aligned with staff needs*
- Help teachers build relationships with families and encourage families to become involved in their child's learning
- Plan for opportunities to develop adult and student agency to be able to succeed in more independent learning opportunities

ACCOUNTABILITY

Guiding Questions:

1. What needs to be considered when developing the district calendar or individual school calendars?
2. How will you group students with staff?

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3. What supports need to be in place to transition students equitably to the next grade level or for graduation?
4. How do district stakeholders contribute to the review and revision of the district budget?

ATTENDANCE AND ENROLLMENT

- Consider adjusting student and staff attendance policies (e.g., excused and unexcused absences):
 - Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns*
 - Follow NRS 392 or work with NDE for waivers on attendance and reporting requirements ex.; audits, class size reduction*
- Monitor and address student and staff attendance issues
 - Consider whether changes need to be made to procedures for following up with absent students*
- Analyze current and expected enrollments at the district, school, grade, and subgroup levels:
 - Estimate the impact of any significant changes on curriculum and instruction, student supports, staffing, and other resource needs*
- Consider adjusting intra- and inter-district enrollment policies if permitted
- Decide how to handle applications to specific schools and/or programs for the 2020-2021 school year
- Provide communications outlining any changes in attendance and/or enrollment policies
- Confirm with federal and state education agencies any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes; reference the appropriate NRS/NAC

CALENDARS AND SCHEDULES

“Except as otherwise provided in subsection 5 (alternative programs) and except for a school calendar that accompanies an alternative schedule approved pursuant to NAC 387.125, a school calendar must contain at least 180 school days in session. This period must be divided into 10 school months which contain not more than 20 potential school days per month. The first day of the first school month is the first day of attendance by pupils.” – NAC 387.120

“Except as otherwise provided in this section and except for an alternative schedule approved pursuant to NAC 387.125, a school day in session must consist of the following minimum daily periods for each grade, including recess and time between activities, but not including the time allowed for lunch:

Grade	Period
○ Kindergarten	120 minutes
○ 1 and 2	240 minutes
○ 3 through 6	300 minutes
○ 7 through 12	330 minutes” – NAC 387.131

- Consult with the state education agency regarding waiver flexibility and NAC 387.120, NAC 387.125 and NAC 387.131 to adjust:
 - Academic year (e.g., start and end dates, timing, and length of breaks)*
 - School schedules (e.g., drop-off and pick-up times, bus schedules, school start and end times, class, lunch, and recess periods)*
- Based on student needs and building capacity, the district has prioritized which students and which schools will return/reopen and in what order.

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Examples:

- 1) *Work with labor unions or professional associations to set up a year-round schedule or alternative schedule.*
 - 2) *Half of the student body report Monday/Wednesday each week; online learning Tuesday, Thursday, and Friday.*
 - Other half of student body reports Tuesday /Thursday each week; online learning Monday, Wednesday, Friday.*
 - Teacher prep or professional learning on Fridays; No other professional learning days are scheduled.*
 - 3) *Start school year early August, end the first semester at Thanksgiving; December/January use for teacher training and deep clean facilities; start school late January, end 2nd semester June.*
 - 4) *Teacher lecture/content online; schedule in-person labs and/or CTE courses on-site utilizing social distancing.*
 - 5) *The school year starts at the same time utilizing online learning. Next stagger start dates for physically bringing back grade levels; ex. bring back elementary first month, middle school second month and then high school.*
- Consider the need to expand or adjust course offerings to enable students to resolve incompletes, recover credits, etc. (e.g., how to address courses not offered every term and/or school year)
 - Consider the best needs of special populations such as English Language Learners (ELL), Special needs, medically fragile, high poverty, Gifted and Talented (GATE), etc.
 - The district has identified additional ways to use local space near schools to increase the number of students who can attend school/out-of-school programs safely.
 - Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations.
 - The district has developed a plan for communicating schedules and schedule changes with families and staff.

GRADUATING STUDENTS

- Consult with the state education agency to confirm graduation requirements for seniors; follow NRS [390.600](#).
- Determine the classes/credits needed for each senior to meet graduation requirements.
- Prioritize providing seniors with the content needed to meet graduation requirements
- Offer extended learning opportunities.
- Explore alternate methods for seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency).
- Consider credit requirement waivers for seniors (e.g., non-core credits, emergency waivers for "on-track" students).
- Survey seniors regarding postsecondary plans.
- Determine which aspects of the postsecondary transition seniors need assistance with (e.g., taking the SAT/ACT, submitting school applications, scholarship submissions, filing for financial aid).
- Connect with postsecondary institutions the district's students commonly attend to discuss potential supports.
- Communicate graduation status and procedures with parents of seniors via email, newsletters, website, virtual counseling (See Communication section).

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CONSIDERATIONS FOR TRANSITIONING STUDENTS

- Transition
 - Consider support that must be in place to transition special populations from grade level to grade level or from elementary to middle school; middle school to high school.
 - Engage teachers, administration, Safe School Professionals, school counselors, school psychologists, school nurses when creating transition plans for students.
 - Research options for providing services to students through telehealth or other virtual options
 - Individual considerations must be given for McKinney Vento students, students with behavior issues, Gifted and Talented Education students (GATE).
 - Special education services (public school districts):
 - Have IEP teams review and update Individualized Education Plans for special education students and address educational and health services if a) a doctor determines it is not safe for the student to attend school, b) the School Building Closure/Distance Learning Plan/Emergency Management Operations plan.
 - Plan to deliver the required compensatory services.
- Retention
 - Modify district retention policy based on NRS/NAC and current research on the topic.
 - Determine if changes need to be made regarding promotion/retention criteria and communicate any changes with students, families, and teachers.
 - Determine supports for retained students to help ensure a successful school year.
 - Determine how schools will systematically work to understand and address learning loss among promoted students.
- Special Education Services (public school districts)
 - Students with disabilities that have a 504 plan (public school districts): Have 504 teams review and update 504 plans and address educational and health services if the School Building Closure/Distance Learning Plan/ Emergency Management Operations Plan is implemented.
- English Language Learners (ELL)
 - Have academic teams consider language level, grades, test scores, family support to determine teacher selection, ELL classroom support, etc.
- Dual Credit and Jump Start
 - Collaborate with local colleges providing college or university credit for high school students to develop an alternative plan so that students can continue to earn credit.

FINANCE

- Examine revenues:
 - Research changes in federal, state, and/or local funding.*
 - Investigate and apply for federal, state, and/or local emergency funds.*
 - Consider the impact of anticipated enrollment changes.*
 - Confirm types of activities permitted or required by different funding sources.*
 - Explore new funding opportunities (e.g., grants).*
 - The district has a clear process for monitoring and adjusting to revenue changes for the next year.*
- Examine expenditures:
 - Estimate and document COVID-19-related costs.*

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- Contact vendors to confirm the ability to supply needed items and, if so, timetables for future deliveries.*
- Create procedures to prioritize the processing of purchase orders for essential supplies.*
- The district has identified planned expenses that can be delayed.*
- Review and revise district and school budgets as needed
 - The district has created financial scenarios to understand the cost implications of various plans for re-entry. Scenarios show how resources will support students with the greatest needs. Scenarios are updated as new information becomes available.*
 - The district has identified and implemented additional cost-saving strategies, monitoring operations for efficiencies.*
 - The district provides regular budget briefings to families and other community stakeholders to promote transparency and buy-in.*
- Examine Vendor Contracts
 - Restructure current contracts if possible, and make sure new contracts address contingencies of the School Building.*
 - Closure/Distance Learning Plan.*
- Require proof of emergency plan from crucial vendors to prevent or minimize disruption in services to students.
 - Ensure contracts require proper hygiene protocols for service providers or products entering the building.*
 - Districts with active construction projects, expect an impact on the project from disruption of the economy or labor issues.*

Resources

[US Dept of Education Providing Services to English Language Learners](#)

[US Dept of Education Addressing the Risk of COVID-19 While Serving Migratory Children](#)

[Equity Considerations During and After COVID-19 School Closures](#)

[Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)

[Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#)

Appendix C

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p>Schools/childcare "What childcare facilities, K-12 schools, and colleges and universities can do to prepare for COVID-19, if the school or facility has cases of COVID-19, or if the community is experiencing spread of COVID-19?"</p>	<ul style="list-style-type: none"> • Know where to find local information on COVID-19 and local trends of COVID-19 cases. • Know the signs and symptoms of COVID-19 and what to do if students or staff become symptomatic at school/childcare site. • Review and update emergency operations plan (including implementation of social distancing measures, distance learning if feasible) or develop plan if one is not available. • Evaluate whether there are students or staff who are at increased risk of severe illness and develop plans for them to continue to work or receive educational services if there is moderate levels of COVID-19 transmission or impact. <ul style="list-style-type: none"> » Parents of children at increased risk for severe illness should discuss with their health care provider whether those students should stay home in case of school or community spread. » Staff at increased risk for severe illness should have a plan to stay home if there are school-based cases or community spread. • Encourage staff and students to stay home when sick and notify school administrators of illness (schools should provide non-punitive sick leave options to allow staff to stay home when ill). • Encourage personal protective measures among staff/students (e.g., stay home when sick, handwashing, respiratory etiquette). • Clean and disinfect frequently touched surfaces daily. • Ensure hand hygiene supplies are readily available in buildings. 	<ul style="list-style-type: none"> • Implement social distancing measures: <ul style="list-style-type: none"> » Reduce the frequency of large gatherings (e.g., assemblies), and limit the number of attendees per gathering. » Alter schedules to reduce mixing (e.g., stagger recess, entry/dismissal times) » Limit inter-school interactions » Consider distance or e-learning in some settings • Consider regular health checks (e.g., temperature and respiratory symptom screening) of students, staff, and visitors (if feasible). • Short-term dismissals for school and extracurricular activities as needed (e.g., if cases in staff/students) for cleaning and contact tracing. • Students at increased risk of severe illness should consider implementing individual plans for distance learning, e-learning. 	<ul style="list-style-type: none"> • Broader and/or longer-term school dismissals, either as a preventive measure or because of staff and/or student absenteeism. • Cancellation of school-associated congregations, particularly those with participation of high-risk individuals. • Implement distance learning if feasible.

Nevada's Path Forward Framework [DRAFT]

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