



December 22, 2021

Department of Education
700 E. Fifth Street
Carson City, NV 89701

RE: SB 215

To Whom it May Concern:

Rainbow Dreams Academy is submitting the following proposed Emergency Distance Learning Plan per the requirements of SB 215 in the event of a mandatory campus shutdown due to COVID-19:

General Information

The emergency closure of schools during COVID-19 Pandemic have required school leaders, educators, students and families to quickly pivot to Distance Learning for All in order to ensure the safety and health of our students, staff, and their families during periods of increased viral activity or severity. As we have transitioned to a more comprehensive distance learning program it has become clear that certain academic, operational, and support systems need to be in place at all times to ensure educational equity.

Our planned program is designed to transition seamlessly between in person and distance learning with students following the same curriculum schedule and relying heavily on technological supports including pre-recorded supplemental materials. Additionally, guidance is provided to parents or caretakers desiring to reinforce the material presented in the synchronous and asynchronous learning. Small groups work will transition digitally to small groups and self-directed learning for students not actively engaged in small group sessions. Supplemental learning sessions, either small group or one on one will be available to ELL, IEP, and 504 student populations.

The Emergency Distance plan will maintain consistent hours and content of our in-person sessions. Rainbow Dreams has already acquired the necessary laptops and tablets needed for our entire student body in the event of an emergency closure. Each student is assigned a laptop at the beginning of the school year which is available for home use should the student's family or public emergency require that they continue in distance education. The laptop is also used in-person in classrooms if in-person learning is available to help our students familiarize themselves with the device and use expectations in the event of an emergency closure. Internet hotspots are also available upon request. Each teacher will already have in place an information page for their classroom via Class Dojo and Google Classroom and have established regular communication with their student's families through email, Infinite Campus, or by phone. Students will be able to log into their class and participate online in a virtual setting should a county stay at home order take place. There will be no break or changes in our standard scheduling.

We are estimating a cost of \$6000 maximum for internet hotspots to be made available for students and faculty without internet services. An additional budget of \$2000 is set aside for items more prone to wear and tear such as charging cords.

Please see the attached sample schedule and sample lesson plan. If you have any questions feel free to reach out to me.

Thank you,



Janice D. Henry
Principal/Executive Director

Example Distance Learning Lesson Plan

Date	Lesson/Activity
Monday	<p>Reading and Writing</p> <p>My Daily Journal</p> <ol style="list-style-type: none"> 1. Give your child a special notebook to use as a journal. Explain that she can write and draw her thoughts, ideas, and feelings in her journal. 2. Invite your child to write in her journal each day. Give your child time to think about what she would like to record. Allow plenty of time for her to scribble, draw, or write. Ask open-ended questions. You might say, <i>What adventure did you have recently that you would like to put in your journal?</i> 3. Encourage her to write her name on each entry. <p>Included in this packet</p> <ul style="list-style-type: none"> • Mailing Letters/Enviar Una Carta, LearningGames 179
	<p>Mathematics</p> <p>Can You Find It?</p> <ol style="list-style-type: none"> 1. Explain that you will give your child directions that will help her find an item in your home. Talk about positional words like near, in, far, under, on top of, next to, etc. You might say, <i>If I asked you to look for the clock, I would say to look above the stove.</i> 2. Offer as many clues as it takes to help your child find the item. Talk about how it's used and where it is located. <i>You found the coat hook in the hallway next to the door. What do we use the hooks for? Yes, we hang our coats, daddy's hat, and mommy's umbrella.</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • Stepping Stones/Camino de Piedras
	<p>Social-Emotional/Prevocational Skills</p> <p>Actively Listening to Children</p> <ol style="list-style-type: none"> 1. Notice when your child is experiencing strong emotions such as frustration, anger, excitement, and sadness. 2. When you notice these emotions, move your body close to your child and get on their level. Make eye contact and offer a gentle touch to let them know you are listening. <i>I see that you are feeling angry. Can you tell me what happened?</i> 3. Repeat back what you hear them telling you through words or actions. Use words to describe how your child is feeling, e.g., frustrated, annoyed, disappointed, excited, proud, or embarrassed. <i>You look frustrated because your tower fell. You spent a lot of time building it.</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • Showing Concern/A mi me importa lo que sienten otros, LearningGames® 126

Tuesday

Reading and Writing

The Name Game

1. Write the name of every person in your family on individual index cards or strips of paper.
2. Hold up the name cards and hide some letters with your fingers. Slowly reveal the letters so your child can guess the name. *I uncovered the first letter of the name. Do you know whose name it is?*
3. As you reveal more letters, ask questions about the letters your child sees. *What letter do we see next? It makes the /r/ sound. Yes! It's Grandma!*
4. Continue with the rest of the name cards. Consider making name cards for other friends and family members or even characters from your child's favorite books!

Included in this packet

- *Letters In My Name/Las Letras de mi nombre, LearningGames® Card 149*

Mathematics

The Long and Short of It

1. Put a collection of ribbon pieces, yarn, or strips of paper of the same width, cut to different lengths, in a jar or container. Take two ribbons and invite your child to take two more and place them on the floor in front of him.
2. Talk about the similarities and differences between the ribbons. Talk about which piece is longer or shorter.
3. Show him how to line up the ribbons to compare the lengths. Explain that length means how long something is.
4. Invite him to find ribbons that are equal or the same, shorter, and longer than his.

*Throughout the day, use comparison words (longer, shorter) to talk about the lengths of objects around the house and outdoors. For example, *Look at how much longer my shadow is than yours!*

Included in this packet

- *Playing with Many Sizes/Juguemos con distintos tamaños, LearningGames® 124*

Social-Emotional/Prevocational Skills

Talk About Feelings

1. Gather several pictures of people expressing a variety of emotions. You may use photos of family members or cut out pictures from magazines.
2. Look at the pictures with your child and ask them how they think the person is feeling such as happy, excited, frustrated, nervous, lonely, furious, apprehensive, worried, sad, angry, etc. *What do we see in this picture? Yes, the boy is crying while his mommy puts a bandage on his knee. How do you think he's feeling?*
3. Encourage your child to think about the causes of those feelings. *You noticed your brother laughing in this picture. Why do you think he's so happy?*

Included in this packet

- *How About You?/Y tú qué me cuentas?, LearningGames® 156*

Wednesday	<p>Reading and Writing</p> <p>Asking Questions</p> <ol style="list-style-type: none"> 1. When learning or talking about something new with your child, invite him to think of questions they would like to learn about the topic. 2. Talk about the words <i>who, what, when, where, why, and how</i>. Explain that they indicate a question is being asked. <i>These words tell us that a question is being asked. Let's think of a few questions that begin with these words.</i> 3. Record your child's questions on paper and discuss ways to research the questions. <i>We have many new questions to explore. How can we find answers to our questions?</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • <i>Who, What, Where?/Quién, Qué, Dónde? - LearningGames® Card 136</i>
	<p>Mathematics</p> <p>Sorting & Classifying</p> <ol style="list-style-type: none"> 1. <i>Show your child materials containers or a muffin tin for sorting, along with items to sort, such as different-colored blocks, toy cars, silverware, or crayons. Ask your child to describe the objects: How are these things alike? How are they different?</i> 2. <i>Ask your child to sort the objects by color, size, shape, or another characteristic.</i> 3. <i>Ask questions once the objects are sorted: How are the objects in this box the same? In this group, which object is the smallest? Which group has more?</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • <i>What's It For?/Para qué sirve eso?, LearningGames® Card 116</i>
	<p>Social-Emotional/Prevocational Skills</p> <p>Talk About Feelings</p> <ol style="list-style-type: none"> 1. Gather several pictures of people expressing a variety of emotions. You may use photos of family members or cut out pictures from magazines. 2. Look at the pictures with your child and ask them how they think the person is feeling such as happy, excited, frustrated, nervous, lonely, furious, apprehensive, worried, sad, angry, etc. <i>What do we see in this picture? Yes, the boy is crying while his mommy puts a bandage on his knee. How do you think he's feeling?</i> 3. Encourage your child to think about the causes of those feelings. <i>You noticed your brother laughing in this picture. Why do you think he's so happy?</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • <i>Seeing Feelings/Percibir las emociones, LearningGames® 106</i>

Thursday	<p>Reading and Writing</p> <p>Storyboard</p> <ol style="list-style-type: none"> 1. Divide a sheet of paper into four parts by drawing a line down and across the middle. 2. Invite your child to create a storyboard. Explain to your child that a storyboard tells a story by using pictures and words. 3. Ask your child to dictate a story. Write parts of the story at the bottom of each of the four boxes on the paper. Invite your child to add an illustration to each box to accompany the text. <p>Included in this packet</p> <ul style="list-style-type: none"> • First, Next, Last/Primeró, Después, Finalmente - <i>LearningGames</i>® 167
	<p>Mathematics</p> <p>Nursery Rhyme Count</p> <ol style="list-style-type: none"> 1. Sing the song <i>Mary Had a Little Lamb</i> with your child. 2. Give her a collection of small objects, e.g., cotton balls, pom-poms, coins. Explain that she will pretend that the objects are little lambs. Ask her to listen carefully to the song because it will tell her the number of lambs she will count. 3. Sing an altered version of <i>Mary Had a Little Lamb</i>. Invite your child to count the “lambs” as you sing together. Sing the last line slowly until your child has finished counting. <i>Mary has three little lambs, Little lambs, little lambs, Mary has three little lambs, Let’s count them as they go. One, two, three.</i> 4. Repeat the song several times using a different number of lambs for your child to sing and count. <p>Included in this packet</p> <ul style="list-style-type: none"> • <i>Showing What I Know/Soñarlar lo conocido, LearningGames</i>® 109
	<p>Social-Emotional/Prevocational Skills</p> <p>Talk About Feelings</p> <ol style="list-style-type: none"> 1. Gather several pictures of people expressing a variety of emotions. You may use photos of family members or cut out pictures from magazines. 2. Look at the pictures with your child and ask them how they think the person is feeling such as happy, excited, frustrated, nervous, lonely, furious, apprehensive, worried, sad, angry, etc. <i>What do we see in this picture? Yes, the boy is crying while his mommy puts a bandage on his knee. How do you think he’s feeling?</i> 3. Encourage your child to think about the causes of those feelings. <i>You noticed your brother laughing in this picture. Why do you think he’s so happy?</i> <p>Included in this packet</p> <ul style="list-style-type: none"> • <i>I Wonder How She’s feeling/Me pregunta cómo se siente ella, LearningGames</i>® 169

Friday

Reading and Writing

D Is for Door

1. Create two sets of alphabet cards. Write each letter from the alphabet on two different sticky notes, index cards, or pieces of paper.
2. Attach one set of alphabet cards to objects around your home that begin with the letter on the card, e.g., tape the letter D on the door, the R on the rug, etc.
3. Show your child the letter cards on the objects and talk about the letter name and sound. *This is S for sofa. It makes the /s/ sound. Sofa begins with the /s/ sound. That's the letter S.*
4. Show your child the other set of letter cards and ask him to find the object and letter that it matches and tape the letter card next to the matching letter. *You found the curved letter C. Do you remember where we saw the C? It makes the /c/ sound. Yes, it was on the /c/ computer. You may tape it next to the C for computer.*

Included in this packet

- *Search in Pairs/Buscar pares de objetos, LearningGames® 163*

Mathematics

Missing Lids

1. Gather containers with lids of various sizes and shapes (pots, plastic canisters, jars, and boxes). Put containers in one pile and lids in another pile.
2. Ask your child to choose a container and match the container to its lid. Explain that lining up the containers from shortest to tallest, or smallest to largest might help.
3. Ask your child to look for other features that might help her find the matches, for example, color, shape, and material.

Included in this packet

- *Fun at Home with Preschoolers: Let's Measure!/Diversión en casa con niños preescolares. ¡A medir cosas!, Illinois Early Learning Project Tip Sheet*

Social-Emotional/Prevocational Skills

Calm-Down Place

1. *Use pillows, books, and other calming materials to create a cozy area in your home that your child can visit when he is feeling overwhelmed or would like some time alone. This area could be in your child's bedroom or in a shared living space.*
2. *Talk with your child about ways to calm down when he feels upset or angry. Show him the calm-down place, and invite him to visit it whenever he wants to cool off, relax, or take a break.*
3. *When your child is experiencing strong emotions, remind him he can visit the calm-down place to take a break until he feels calm again. It looks like you are getting very frustrated with this game, would you like to go read a book in the calm-down place for a few minutes until you feel better?*

Included in this packet

Positive Guidance for Young Children: Take a Break and Calm Down/Guía positiva para niños pequeños. Tomemos un descanso para tranquilizarnos, Illinois Early Learning Project Tip Sheet

Example Distance Learning Schedule

Pre-K Full Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Social Sharing	Social Sharing	Social Sharing	Social Sharing	Social Sharing
8:15-8:30	Scavenger hunt	Music Activity	Scavenger hunt	Music Activity	Scavenger hunt
8:30-9:45	Science Activity	Science Activity	Science Activity	Science Activity	Science Activity
9:45-10:00	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity	Teacher-led art activity
10:00-10:15	Break	Break	Break	Break	Break
10:15-10:30	Math Activity	Math Activity	Math Activity	Math Activity	Math Activity
10:30-10:45	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity	Teacher-led read aloud/ Literacy activity
10:45-11:00	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
11:00-11:15	Group share	Maker's showcase	Group share	Group share	Group share
11:15-11:45	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
11:45-12:15	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break	Rest/ Cool-down break

12:15-12:30	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting	Welcome back/ Greeting
12:30-12:45	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity	Fine-motor activity
1:00-1:15	Small Group Math A/ Asynchronous Learning	Small Group Math B/ Asynchronous Learning	Small Group Math A/ Asynchronous Learning	Small Group Math B/ Asynchronous Learning	Whole class Math Activity
1:15-1:30	Small Group Reading A/ Asynchronous Learning	Small Group Reading B/ Asynchronous Learning	Small Group Reading A/ Asynchronous Learning	Small Group Reading B/ Asynchronous Learning	Whole Class literacy activity
1:30-1:45	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity	Art or STEM activity
1:45-2:00	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
2:00-2:15	Circle Time/Social Emotional Check in	Circle Time/Social Emotional Check in	Circle Time/Social Emotional Check in	Circle Time/Social Emotional Check in	Circle Time/Social Emotional Check in