

Overview and Purpose of this Document

Background

Under Emergency Directive 022, all charter schools must develop re-opening plans for the 2020-21 school year that contemplate instruction offered through:

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

Re-opening plans must be based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and include a Path Forward Program of Distance Education¹ in accordance with the minimum requirements set forth by the Nevada Department of Education (NDE).

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

Forms

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

Resources and References

School Re-Opening

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

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

- Nevada Interscholastic Activities Association Re-Opening Guidance: <https://nvhealthresponse.nv.gov/wp-content/uploads/2020/06/NIAA-Reopening-Guidance-6.9.20.pdf>

Face Coverings

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

School Name: Founders Classical Academy of Las Vegas (FCALV)

COMMUNICATION

COMMUNICATION

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

FCALV will communicate reopening information via letters from the Superintendent-Principal and directed to the entire school community. These letters will define the progress and details of the Nevada Path Forward plan as well as modified school procedures for opening of school. The mechanism for distribution will be Infinite Campus and school website email lists. The correspondence will be posted in clear view on the homepage of the FCALV website at foundersacademylv.com.

FCALV has created a direct link email for the school's community to ask questions and share concerns about the current Covid-19 public health emergency and resources, the school's Nevada Path Forward plan, and greater details into the school's reopening schedule and required procedures. The direct link email is nvpathforward@fcalv.net.

FCALV will communicate actions for keeping the community safe through regular correspondence by letter from the Superintendent-Principal. Additionally, the school's assistant principal will be the point of contact for the development of a plan for school safety and cleaning protocols. The assistant principal will articulate in the Nevada Path Forward plan and in sections of the Superintendent-Principal correspondence specific actions that the school is taking to address the requirements of public health officials for the safe reopening and maintenance of facilities, including institutionalized cleaning procedures that will be implemented during the school day and after hours, deep- cleaning activities to be completed in the absence of the school community.

The assistant principal will communicate best practices and rationale for the control of the spread of infectious disease and share actions that individuals can take to protect themselves and others, sharing correspondence and recommendations provided by state health officials.

FCALV is committed to a minimum of weekly community correspondence from the Superintendent-Principal, providing important reminders and updates during the implementation of the plan. Although English Language Learners' families make-up less than 10% of the school's population, FCALV is committed to translating the Superintendent-Principal correspondence to Spanish to improve communication of and encourage participation in the Nevada Path Forward plan.

RE-OPENING SCHOOL BUILDINGS

RE-OPENING APPROACH

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

Plan A: Hybrid-Type Learning Model, a Limited Full-Time Distance Learning Program for Medically-Approved Individuals as defined and detailed in FCALV’s *Nevada Path Forward* plan.

FCALV will reopen in a hybrid-type learning model of “in-person instruction following strict social distance protocols,” combining an in-person instruction day followed by a work from home day. The decision to move to a hybrid-type model will ensure the school building(s) and classrooms are at half capacity, will promote social distancing, and will result in a new, modified schedule and calendar.

After the review of surveys, discussions, and directives of the state and local governmental agencies, FCALV staff will implement a hybrid-type model of 5.5 hours of direct instruction two to three days per week. The calendar will be temporary and only implemented under the guidelines of Directive 022 until it is rescinded or modified by Governor Sisolak.

FCALV will request a calendar adjustment with the NDE. FCALV has attached a draft calendar, reflecting the school year under Directive 022.

Below are additional specifics about the contemplated **20-21 Draft (Directive 022) Calendar** and the proposed FCALV hybrid-type model:

- 1) The hybrid-schedule of in-person, student school hours will be Monday – Friday -- 7:30 a.m. to 1:00 p.m. Teacher work hours will be Monday – Friday -- 7:00 a.m. to 3:00 p.m. The additional 1.5 hours will be specifically for distance/hybrid learning and communication with students/parents. Teachers may utilize this time for grading and preparation of at-home learning materials.
- 2) Hybrid-schedule students will attend school in-person on alternating RED and BLUE days for 5.5 hours Monday - Friday. In general, Monday-Thursday will be consistent while Friday will alternate between a RED and BLUE day designations. Again, the additional 1.5 hours will be focused on at-home activities related to homework connect to the in-person day’s instruction.
- 3) Full-Time Distance Learning and Hybrid-Schedule at-home learning activities will be through paper packets with the support of teachers via Google classroom. Full-Time Distance packets will be distributed in a weekly carline; Hybrid-Schedule packet will be distributed on in-person days.
- 4) Hybrid-schedule students will be expected to work from home on at-home days with teacher support --instructional videos and/or materials on Google Classroom. In clarification, if the student is assigned the RED calendar, then the student will attend school on the RED day and work at home via Google Classroom on the BLUE day.
- 5) Full-Time Distance Learning will only be offered to COVID-19 positive, quarantined, and students with a high- risk family member in the home with Medical Verification.

- 6) Households will be designated RED or BLUE – Families will have opportunity to request the RED or BLUE calendar.
- 7) MS and HS students will attend their A-DAY schedule during SEM 1 and their B-DAY schedule during SEM 2 with a maximum of four courses per semester. These four courses will consolidate two semesters of curriculum requirements into one semester.
- 8) In a two-day RED/BLUE period, MS/HS students will receive 74 minutes of instruction per period.

Hybrid MS/HS Schedule

Period 1	7:30 – 8:44 (74 min)
Period 3	8:48-10:02 (74 min)
Period 5	10:06-11:20 (74 min)
Lunch	11:20-11:42 (22 min)
Period 7	11:46-1:00 (74 min)

- 9) K-3 will have social distanced lunches in the MP Room; all other grades will have lunches in their assigned classrooms. Teachers will monitor lunches. Hot lunch is temporarily suspended and will not be served until further notice.
- 10) Students will report directly to classrooms each morning upon arrival at 7:10 a.m with expected morning and afternoon carlines of approximately 20 minutes.
- 11) *Centurions* before- and after-care will be available.
- 12) Masks are “required” of staff and students (10 years old and older). Masks are “strongly encouraged” of students (9 years old and younger). Medical exemptions will be allowed per Directive 024.
- 13) Band and Choral music courses will adjust to “Music Appreciation.”
- 14) MS/HS PE classes and ES specials will be offered with no locker room usage; therefore, 7-12 students will not dress for PE in the required uniform but instead remain in the school uniform.
- 15) Art and Computer classes will be offered with no sharing of materials or computer accessories without proper disinfection between users.
- 16) To the highest degree possible, ES specials teachers will provide instruction in the regular classroom and not in the specials classroom to limit unnecessary exposure of students in the hallways.

FCALV will provide instruction using the hybrid leaning model for all students other than those who are Covid-19 diagnosed, are in quarantine, or are personally or have a household family member that is medically certified as a “vulnerable population’ by a licensed physician.

FCALV is cognizant and prepared to address concerns and make accommodations for students and families who share households with “vulnerable populations.” FCALV will make every effort to accommodate students and families to allow the most access the instruction and regular contact with certified teachers. If a household contains an individual with a Covid-19 diagnosis, is in quarantine, or is medically certified as a “vulnerable population’ by a licensed physician, FCALV will make every effort to provide a high-quality distance education program monitored both instructional aides and certified teachers.

FCALV recommends that the community communicate with licensed physicians and be prepared to present a statement from their family doctor or specialist indicating that a student or family member in the household has a Covid-19 diagnosis, is in quarantine, or is medically certified as a “vulnerable population.’ A ‘household’ is defined as the address noted in the *Infinite Campus* database that is directly related to the student’s physical place of residence.

The return to school after a term of distance learning due to Covid-19 diagnosis, quarantine, or a medically certified as a “vulnerable population’ request in a household will demand a document signed by a licensed physician stating the individual student or employee may return to the school building for direct instruction without restrictions.

Again, FCALV is prepared to implement the hybrid learning model; however, further directives from state and federal governments may result in a return to a full-time distance learning program and/or a return to full-time regular school utilizing the traditional schedule and an updated GBOD and NDE approved calendar.

Backup Option B:

Plan B – Full-Time Distance Learning Program for All students as defined and detailed in the Emergency Program of Distance Learning in response to school closures by state officials on March 20, 2020. The Distance Learning Program is fully articulated in the Academics section of this plan.

The Full-Time Distance Learning Program will be available in both as an alternative to the hybrid-type program in Plan A and for Covid-19 diagnosed, quarantined, and in households of vulnerable populations and to all students in case of a future state directive for school closure and a return to Full-Time Distance Learning for all students.

Full Distance Learning K-6

- This model will consist of 100% off campus learning. This model requires adult supervision and assistance with Google Classroom and organization of materials.
- Parents and/or guardians will be required to pick-up and drop-off all materials weekly on the designated dates and times provided by the school. This will be done through carline.
- Students will be expected to go on Google Classroom daily, watch the lessons, and complete the corresponding activities by the due dates assigned.
- All work assigned by teachers and supported by the Google Classroom platform will be assessed and graded.
- Due dates will be set by teachers, and expectations will be high that students will exercise virtue, taking responsibility for daily assigned work and demonstrating perseverance in their efforts.
- No instruction or assignments will be given for any of the specials (art, music, PE, computers).

Full Distance Learning 7-12

- This model will consist of 100% off campus learning. This model may require adult supervision and assistance with Google Classroom and organization of materials.
- Parents and/or guardians will be required to pick-up and drop-off all materials weekly on the designated dates and times provided by the school. This will be done through carline.
- Students will be expected to go on Google Classroom daily, watch the lessons, and complete the corresponding activities by the due dates assigned.
- All work assigned by teachers and supported by the Google Classroom platform will be assessed and graded.
- Students need to be sure they are completing work each day for every class on their current schedule.
- Due dates will be set by teachers, and expectations will be high that students will exercise virtue, taking responsibility for daily assigned work and demonstrating perseverance in their efforts.

Backup Option C:

Plan C – Full-Time Regular Traditional as defined a future directive of state officials to open schools to allow for full-capacity building(s) usage.

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

Screening for Staff

- FCALV staff and their family members will complete a mandatory temperature check and brief questionnaire when reporting to school each morning. The north entry will have a kiosk as will the health office and assistant principal’s office. A daily log will be kept.
- It is required of all FCALV staff to report if they, their child or any other household member is ill, COVID-19 positive (even if asymptomatic) or had contact with anyone diagnosed to be COVID-19 positive.
- If an FCALV staff member or any member of their household is ill, COVID-19 positive, or COVID-19 positive/asymptomatic, then an immediate quarantine of 10 to 14 days for said employee and any household member(s) will be imposed as prescribed by a medical doctor or the local health authority.
- Retesting and written documentation from a medical doctor or local health authority clearing said individuals from COVID-19 will be required before return to the FCALV campus for school or work.

Screening for Students

- FCALV will have 4 arrival points-of-entry for screening students in the mornings as they arrive to school in carline.
- 4 staff members will be at the west side doors and arriving students will cue up at social distancing marks.
- If a student has a temperature of 100.4 or higher, they will be divided by grade level and asked to report the designated “holding “areas”. (K-5 to the Gym and 6 – 12 to the Multi-Purpose Room)
- Designated areas will observe social distancing protocols and a staff member will recheck their temperature 15 minutes later.
- Students cleared will report to their classrooms and the students whose temperature remains at or above the cut-off mark will then be referred to the FCALV Health Office for dismissal to their homes.
- It is required of all FCALV parents and guardians to report if they, their child or any other household member is ill, COVID-19 positive (even if asymptomatic) or had contact with anyone diagnosed to be COVID-19 positive.
- If an FCALV parent/guardian or any member of their household is ill, COVID-19 positive, or COVID-19 positive/asymptomatic, then an immediate quarantine of 10 to 14 days for said parent/guardian and any household member(s) will be imposed as prescribed by a medical doctor or the local health authority.
- Retesting and written documentation from a medical doctor or local health authority clearing said individuals from COVID-19 will be required before return to the FCALV campus for school or work.

PHYSICAL HYGINE

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

Hygiene and Respiratory Etiquette

- FCALV’s faculty will review the CDC’s recommendations and instructions for both hand washing hygiene and respiratory etiquette with their students on the first day of school and each Monday thereafter.
- CDC posters will be at all bathrooms and hand washing stations to reinforce these protocols.
- FCALV has moved to touchless paper towel dispensers and touchless water refill stations and has ubiquitous hand sanitizer dispensers throughout the facility.

Face Coverings

- Face coverings or non-restrictive alternatives such as a face shield, will be mandatory for all FCALV staff and students except those exempted in Governor Sisolak’s Emergency Directive 024.
- For children ages 9 and younger face coverings will be strongly encouraged.
- Students and staff with a medical condition or disability will be encouraged and assisted with a non-restrictive alternative appropriate to each individual case. Medical documentation for exemptions will be required.

- FCALV will provide its vulnerable populations and employees with the appropriate PPE for each individual. FCALV will provide free, size-appropriate school logo face covering (masks) to all students and employees; moreover, all school community will be offered a free mask if one is needed or requested.

SOCIAL DISTANCING

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

Maintaining Social Distancing (SD)

FCALV will implement and achieve the Governor's Emergency Directives by operating at 50% capacity with a hybrid- type model and schedule.

SD will also be reinforced with:

- Recesses will be restructured implementing staggered scheduling, designated play areas, and some recesses will be left up to the discretion of the individual classroom teachers using their designated play areas.
- Students will be instructed to use designated lanes in the hallways for passing as well as social distancing intervals. Young students will be taught by their teachers and aides how to estimate and keep a 6 foot distance.
- new PE protocols.
- grades 4-12 will have lunch in their classrooms and,
- a staggered schedule and new floor plan for tables will be implemented for the K-3 lunches in the multi- purpose room.

Transitions

- FCALV will negotiate and implement changes in our school culture by closely working with the SPCSA Communications Plan and subsequent guidance and in conjunction with the new Gubernatorial edicts.
- The FCALV community realizes that new transitions are needed to response to the ever-changing health conditions and that our protocols and procedures will either be relaxed or increased.

HUMAN RESOURCES

STAFF RETURN TO WORK

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

FCALV employees will return to work (the school building) as directed as explained in the opening of school letter (defined in contract), ensuring that the opening of school letter articulates the specific time of arrival and reporting location. Upon arrival, employee meetings will be in intentional small group settings, limiting exposure between staff. This primary opening meeting will focus on social distancing, single room occupancy, and safe practices such as handwashing, face coverings (masks), and disinfection of workspaces. Employees will have opportunity to speak to the school’s administrative team and nurse about concerns and best practices in response to Covid-19 symptoms, prevention, and reporting. Employees will also be provided information on employee arrival protocols,

temperature checks, regular hand sanitization options, and employee restroom and lounge use and cleanliness.

The key is to ensure employees have information and knowledge about procedures and protocols to ensure a uniform enforcement of procedures as students return to school. The goal is to create a safe work environment for employees as they confidently lead students through the opening of school. This knowledge, communication, and focus on consistency procedures will ensure employees and the school community are comfortable and confident in the school's strategies to limit exposure to infectious disease while creating the most positive experience for the school's community of parents and students.

The focus is always compliance the directives of state officials and a commitment to public health.

FCALV puts this public health emergency and the directives of state officials as its priority. FCALV is cognizant that it is charged with the responsibility to educate students; however, that will not be at the expense of public health. FCALV will address employees the concerns with information and a willingness to make additional accommodations.

Vulnerable employees of greater risk to infectious disease will work in cooperation with the school administration to develop additional safety protocols and exceptions to ensure as safe workplace. If needed, job duties may be adjusted to better protect vulnerable employees from additional exposure and possible infection.

FCALV is fortunate that it is a single-site charter school with a strong mission, shared values, and cooperative culture. FCALV employees and community take seriously our commitment to the school's virtues as defined in its Pillars – Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance. FCALV will discuss with its employees and community that protecting employees and students in the school setting is aligned with the school's core beliefs – that we are *honest* about our health status, *respect* others as not to attend school if one has been Covid-19 exposed or symptomatic, *courageous* enough to discuss our concerns and share in

solutions, demonstrate *integrity* in being forthright and open with our community, be a good *citizen* in our contributions to safe behaviors that result in a healthy school, *cooperate* with others as we communicate concerns as institute new safe campus protocols, be *responsible* with our own behaviors and how we can affect others, and model perseverance as we accept that some things will change to better ensure the safety of all in our school's community.

The key for employees is having clear and concise expectations from the administration as to employee's duties and responsibilities, student expected behaviors and procedures, and parental communication to support the school's plan. The key is to articulate a clear plan for the employee's day and how the plan differs from the regular school day.

FCALV educational goal is to provide a quality classical education, utilizing a hybrid model of alternating RED and BLUE days to ensure six feet of social distancing, half capacity of the school building(s), and employee and students mask/face-covering requirements as defined by state officials.

This will also demand that physical health and safety as it relates to Covid -19 will, at times, trump classical classroom instruction in terms as offered activities and student interactions. Additionally, the school community must be fully invested in the importance of school procedures that ensure a campus is clean and disinfected regularly and systematically with appropriate machinery to complete activities both during school and after school hours. These cleaning protocols must be institutionalized and methodical to protect the health of our school community.

To ensure a solid comprehension of the school's reopening plan, the school will need to ensure the school community understands the activities and requirements of in-school and at home-school days.

The following areas in-school attendance days will demand consideration: student arrival and departure; classroom

instruction; student lunch; restroom use; hallway behaviors; ES specials classes and MS/HS electives; ES playground and MS/HS Physical Education, and visitor protocols and expectations (parents, PTO members, classroom aides, repair technicians, and other guests).

The following areas on at home-school attendance days: student attendance, student preparation, student packets, students contact, and Google Classroom.

The final focus will be employee assessment and student evaluation. Under the hybrid model, the administration will need to clarify the expectations for teacher’s and student’s participation and academic requirements for at home- school. Teachers will be teaching differently as they frontload instruction in advance of limited support to students on at home-days. The administration will ensure teachers and students are prepared to meet the challenges of at-home school, recommending activities that are appropriate to the skill level of students to expect basic competency with limited teacher support. Moreover, the school will utilize Google Classroom as its sole online platform, monitoring student access to technology and internet access and assisting with these issues with loaned technology (Chromebooks).

In the case of staff absences due to illness, FCALV will utilize its preferred substitute list of 10 NDE licensed substitute teachers first. Additionally, FCALV is contracted with *Kelley Services* to provide substitutes in the case that the school’s preferred in-house substitute list is unavailable. FCALV also has four administrators with NDE substitute licenses that could assist and two elementary school instructional aides with NDE licensure. Finally, since FCALV is a K-12 school, we can utilize our middle and high school teachers as needed to assist during their assigned preparation periods.

FCALV’s elementary schools are three classes per grade level, allowing same grade-level teachers assist substitute teachers with instructional planning and materials. FCALV’s middle and high school teachers will be available to provide content and materials assistance to substitute teachers. Additionally, if a teacher is non-symptomatic or non-ill quarantined, the teacher can assist from home via email, telephone, and /or Google classroom.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

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

Governing Body and School Leadership Role:

FCALV is a single-site charter school with a nine-member Governing Board of Directors (GBODs) with a single point of contact – the Superintendent-Principal – representative of the school’s leadership team.

The Superintendent-Principal is responsible to engage the GBODs with information and updates concerning FCALV and updates related to the Nevada Path Forward plan. The GBODs will receive all written correspondence between the school and its community. Moreover, the Superintendent-Principal will provide the GBODs a monthly update on progress and concerns with the implementation of the school’s Nevada Path Forward plan.

LOGISTICS

FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*

- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

Facility Adjustments and Improvements

To insure the FCALV Facility is deep cleaned and disinfected quickly and effectively multiple times per day, FCALV has made the following improvements and purchases:

- Adjusted HVAC system to 10% fresh air setting.
- Upgrade building air filters to MERV 8 in the spring, summer and fall and MERV 11 in the winter.
- Disinfectant cleaning of all HVAC coils.
- Purchase of 3 OSHA/EPA approved Hydrogen Peroxide (H2O2) misting/fogging machines.
- Purchase of PPE for the general public who may volunteer or visit to ensure compliance.
- Upgraded to touchless paper towel dispensers throughout facility.
- Upgraded to 9 touchless water refill stations.
- Hygiene posters and SD demarcation in all public building spaces where groups of people may congregate.
- Purchased 5 hospital grade HEPA air cleaners for specials classrooms.
- Purchase of power washer and new floor scrubbing machines.
- The purchase and installation of a dozen more strategically-located (touchless) hand sanitizer dispensers.
- Public drinking fountains will be turned off.
- The whole FCALV facility has been deep cleaned/disinfected - rugs shampooed – all surfaces wiped-down.
- New tables were purchased and a deep cleaning and disinfecting of all MPR tables has been done.
- A New map for tables in multi-purpose room to ensure social distancing.

Cleaning Procedures /

Frequency Morning Custodial

Crew Duties

- Pre-wipe all highly touched surfaces and/or fog in all public areas.
- Teachers and students grades 3-12 will be responsible for wiping down their private work spaces before and after each class.
- Teacher and classroom aides will do the same for grades K – 2.
- Fog before and after every lunch change in the multi-purpose room
- There will be a newly designed staggered lunch schedule for grades K-3 using the MPR.
- After lunch – all restrooms cleaned and fogged by the FCALV custodial crew.
- Custodial will fog all classrooms and public spaces each afternoon after carline.
- PE teachers and custodians will spray down gym equipment with H2O2 fogging after each class.
- PE Uniforms and locker rooms will not be used until further notice.

Evening Custodial Crew Duties

- Vacuum all carpeted rooms.
- Dry mop all bare floor rooms.
- Trash-out all rooms.
- All bathrooms will have a detailed cleaning and disinfecting with H2O2 fogging
- Additional H2O2 fogging will be performed for all public areas as needed after clubs, Centurions After Care (MPR and Room 102) and sports in the gymnasium.

The playground equipment will be cleaned daily with H2O2 fogging.

NUTRITION SERVICES/BREAKFAST & LUNCH

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

Meal-time Procedures

- Hot lunch service will be temporarily suspended until a new directive is conducive to it.
- All FCALV families will be required to provide a nutritious “bag” lunch for each child in their household who is attending FCALV.
- Only water will be allowed for a lunch drink for grades 4 – 12.
- We do not have onsite meal preparation facilities.
- FCALV will assess the needs of its vulnerable population and provide a lunch that meets NV state standards.
- Lunch will be in the classrooms for grades 4 – 12.
- The multi-purpose room (MPR) will be redesigned to accommodate lunch seating for grades K-3 and will utilize a staggered schedule to ensure SD.
- MPR tables are wiped down before and after each lunch with a CDC and EPA approved disinfectant.
- Students grades 4 – 12 will be responsible for cleaning and wiping down (peroxide wipes) their own work/lunch space each day under the supervision of the teacher.

TRANSPORTATION/ARRIVAL & DISMISSAL

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

Arrival and Dismissal Procedures

- Arrival releases will be adjusted from 30 cars to 15 – thereby limiting the children arriving to school to 50% of the norm. They will then cue up at SD marks to have a temperature at the west doors before entering.
- FCALV utilizes the “PIKMYKID” Application and system, thus regulating dismissal to groups of 50 children or less.
- FCALV does not provide transportation and all field trips will be postponed until a new emergency directive conducive to them is passed.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

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

Athletics and Extracurricular Activities

- Currently, all PTO and Student Leadership activities are postponed or tentatively scheduled for spring 2021.
- FCALV strictly abides by the guidelines as set forth by the NIAA. We are currently at phase 2 and these are posted on our website for our community.
- Currently, volleyball and cross country are underway utilizing the NIAA “Phase 2” protocols for conditioning, practices and games listed below.
- Long distances for travel games will be great reduced during Phase 2.
- Face coverings for all athletes not performing highly aerobic activities will be worn at all time in compliance with Gubernatorial Emergency Declaration 024.

NIAA Phase 2 Protocols for Sports

Pre-Workout/Contest Screening:

- All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check.
- Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 (see Appendix II

for sample Monitoring Form).

- Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional.
- Vulnerable individuals (over 65, pre-existing health conditions) should not oversee or participate in any workouts during Phase 2.

Limitations on Gatherings:

- County school districts, charter schools, and private schools that reopen school buildings or facilities must ensure that occupancy shall not exceed the lesser of 50% of the listed fire code capacity of a single space within a school site or fifty persons in an appropriately sized space that enables all social distancing requirements to be satisfied. These limits apply to outdoor fields and facilities as well as indoor facilities.
- If locker rooms or meeting rooms are used, there must be a minimum distance of 6 feet between individuals at all times. Efforts should be made to encourage students and coaches to limit the use of locker rooms when at all possible by arriving ready for workouts and showering at private residences.
- Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures limited exposure if an individual develops an infection.
- There must be a minimum distance of 6 feet between individuals at all times, whether indoors or outdoors. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Appropriate social distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.

Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- Weight equipment should be wiped down thoroughly before and after each individual’s use of equipment.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

Personal & Clothes/Equipment Hygiene:

- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.
- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning to home.
- There should be no shared athletic towels, clothing, or shoes between students.
- Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.
- Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.

Physical Activity:

- Lower risk sports practices and competitions may resume (see Potential Infection Risk by Sport below).
- Modified practices may begin for Moderate risk sports.
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Hydration:

- All students shall bring their own water bottle. Water bottles must not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.

INFORMATION TECHNOLOGY

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

- Students will need to access Google Classroom with their school provided Google account from a desktop, laptop or mobile device from home.
- FCALV will take requests via telephone or email for school Chromebooks to be used at home from parents/guardians based on level of need. Teachers will be supplied with requisite tools and accounts to provide distance learning.
- FCALV will supply families with Chromebooks based on the level of need and the supply that the school has. FCALV will direct families who lack internet connectivity to local internet providers ([Cox](#) / [CenturyLink](#)) who provide affordable home internet/telephone to qualifying families.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

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

Upon returning to school, the counselor will instruct all teachers to engage their students in a writing assignment. The writing assignment will be age-appropriate and should entail the student's feelings and thoughts regarding the pandemic and how the student is dealing with it. Should the teacher feel that any student's writing needs to be investigated further, the counselor will speak with the student one-on-one to assess the student's mental health. The counselor will also be available on campus during the school day for any student who needs support.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

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

The counselor will continually be in touch with school administrators and teachers to gauge the mental health of students and staff. If any student or staff member, at any time, need to speak with the counselor, he/she will be allowed to do so.

The counselor will have a list of referrals for staff, students or families who need more intensive support.

ACADEMICS – Path Forward Plan of Distance Education

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

INSTRUCTIONAL APPROACH

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

Regardless of the instructional approach, FCALV is committed to its mission-to provide a rigorous classical education with instruction in the principles of moral character and civic virtue. It is important for all stakeholders to understand and continue implement our mission during these difficult times.

Question 1

Instruction will be provided through a hybrid-type model or full-time distance learning model.

Hybrid Model for K-6

- Consists of 5.5 hours of direct instruction, on campus, two to three days per week. Student school hours will be Monday-Friday 7:30am-1:00pm. Teacher work hours will be Monday – Friday -- 7:00 a.m. to 3:00 p.m. The additional 1.5 hours (without students) will be specifically for distance/hybrid learning, communication with students/parents, grading and preparation of learning materials.
- During direct instruction on campus, the focus of instruction will be ELA, math, and history. Students will receive homework as usual. Students will attend their specials (art, music, PE, computers) with modifications to abide by the social distancing and safety protocols. No homework or out of class assignments will be given for any of the specials.
- On the days the students work from home, they will be expected to watch instructional videos and complete the assignments on Google Classroom. These videos and assignments will contain new material to ensure our students don't fall behind with the grade level expectations. Students will need to watch one math, one ELA, and one history lesson and complete the corresponding assignments before the return to school the next day.
- Science concepts will be introduced briefly in the classroom; however, most of it will be completed independently at home through paper packets and/or Google Classroom.
- All work assigned by teachers and supported by the Google Classroom platform will be assessed and graded.
- Due dates will be set by teachers, and expectations will be high that students will exercise virtue, taking responsibility for daily assigned work and demonstrating perseverance in their efforts.

Hybrid Model for 7-12

- Consists of 5.5 hours of direct instruction, on campus, two to three days per week. Student school hours will be Monday-Friday 7:30am-1:00pm. Teacher work hours will be Monday – Friday -- 7:00 a.m. to 3:00 p.m. The additional 1.5 hours (without students) will be specifically for distance/hybrid learning, communication with students/parents, grading and preparation of learning materials.
- Students will attend their A-DAY schedule during SEM 1 and their B-DAY schedule during SEM 2 with a maximum of four courses per semester.
- In a two-day RED/BLUE period, MS/HS students will receive 74 minutes of instruction per period.

Hybrid MS/HS Schedule

Period 1	7:30 – 8:44 (74 min)
Period 3	8:48-10:02 (74 min)
Period 5	10:06-11:20 (74 min)
Lunch	11:20-11:42 (22 min)
Period 7	11:46-1:00 (74 min)

- During direct instruction on campus, students will be taught as usual following their A-DAY/B-DAY schedule. Homework may be assigned as usual.
- On the days the students work from home, they will be expected to watch instructional videos and/or complete assignments on Google Classroom for each class they are taking. These videos and/or assignments will contain new material to ensure our students don't fall behind with the grade level expectations. All assignments need to be completed before the return to school the next day.
- Band and Choral music courses will adjust to "Music Appreciation."
- PE – No locker room – No PE Uniform Dress.

Full Distance Learning K-6

- This model will consist of 100% off campus learning. This model requires adult supervision and assistance with Google Classroom and organization of materials.
- Parents and/or guardians will be required to pick-up and drop-off all materials weekly on the designated dates and times provided by the school. This will be done through carline.
- Students will be expected to go on Google Classroom daily, watch the lessons, and complete the corresponding activities by the due dates assigned.
- All work assigned by teachers and supported by the Google Classroom platform will be assessed and graded.
- Due dates will be set by teachers, and expectations will be high that students will exercise virtue, taking responsibility for daily assigned work and demonstrating perseverance in their efforts.
- No instruction or assignments will be given for any of the specials (art, music, PE, computers).

Full Distance Learning 7-12

- This model will consist of 100% off campus learning. This model may require adult supervision and assistance with Google Classroom and organization of materials.
- Parents and/or guardians will be required to pick-up and drop-off all materials weekly on the designated dates and times provided by the school. This will be done through carline.
- Students will be expected to go on Google Classroom daily, watch the lessons, and complete the corresponding activities by the due dates assigned.
- All work assigned by teachers and supported by the Google Classroom platform will be assessed and graded.
- Students need to be sure they are completing work each day for every class on their current schedule.
- Due dates will be set by teachers, and expectations will be high that students will exercise virtue, taking responsibility for daily assigned work and demonstrating perseverance in their efforts.

Question 2

If FCALV students do not have access to computers, they will be provided a Chromebook. If students do not have access to the internet due to financial hardships, their parents/guardians will be directed to Cox or Century Link who provide affordable home internet/telephone to qualifying families.

Paper copies of all lessons/activities must be picked up at the school weekly.

Question 3

If students are quarantined on the advice of local public health officials, their parents need to notify the school via telephone and provide the appropriate written documentation to the school. Once the school receives an official note from their doctor stating they need to be quarantined, distance learning will begin.

Question 4

Teachers will be required to post information and respond to students daily on Google Classroom. These correspondences will be logged.

Question 5

Teachers are available from 1:30-3:00 Monday-Friday to answer emails, phone calls, and/or questions on Google Classroom.

Question 6

Upon arrival and departure from class, students will wipe their desk/table and chair with a disinfectant wipe and follow all regular safety protocols already in set in place.

Students in PE will not go into the locker room to dress out for PE. All equipment used will be wiped down with disinfectant wipes after use.

Band/Choir will now become music appreciation classes to avoid the spread of COVID-19.

Upon arrival and departure from computer classes, the students will wipe down the table, keyboard, chair, and mouse with a disinfectant wipe.

Our only CTE course is Business. Upon arrival and departure from class, students will wipe their desk/table and chair with a disinfectant wipe and follow all regular safety protocols already set in place.

Most art classes will be held in the students' homeroom. This will keep the students in one place to avoid unnecessary exposures. All students will be provided their own art materials (crayons, scissors, watercolors, markers, etc.).

MEETING STUDENT NEEDS

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

Question 1

As per the tentative scheduling for students returning to school, IEP students May be scheduled in the following manner as to assure they will receive their services and assistance as per each individual student's IEP.

Students at the Elementary level grades K-6 will have their day of attendance divided into the two days of attendance. K-3 will attend on one day (red) while 4-6 will attend on the next (blue) day of school. This will allow the Special Ed. teacher to attend classes with students and allow her to also provide online support for days students will not be physically in the school building.

Upper school students will be scheduled in a similar manner with grades 7-9 attending on one day (red) and grades 10-12 on the next (blue) day. Also allowing the secondary Special Ed. teacher time to provide additional assistance through online means.

Our self-contained class will be following the same schedule as those of the regular education classes with the required support as indicated in the individual IEP as well as also receiving online additional support on the days the student is not physically in school.

504 and ELL students follow the same schedule as all reg students. The Counselor is responsible for monitoring and providing additional assistance as needed or requested per each individual 504 plan. Additional assistance is often provided through the Special Education Department.

Question 2

FCALV had a distance learning plan in the Spring 2020 which was not focused on participation, but on the Nevada Academic Content Standards and curriculum; however, FCALV still fell short on covering all the required curriculum.

FCALV plans to provide some additional time for teachers to have professional conversations about what curriculum was covered and/or missed during spring 2020. These conversations need to occur vertically to determine what the students missed and where to begin instruction. An additional math teacher has been added for the 2020-21 school year. Once school begins, it is also important for teachers to conduct observations and give formative and summative assessments to determine their students' current needs/abilities.

Question 3

FCALV will meet the students' academic needs by making each day count. FCALV is going to teach its students as many days as possible because their main focus is covering the curriculum with fidelity, not providing enrichment activities. After identifying the students' deficiencies, the school will begin to scaffold these into instruction to ensure all standards are taught.

Question 4

FCALV will continue to evaluate its plan through student performance and feedback from stakeholders (surveys). Students will be continuously monitored through assessments(formative/summative) and observations. Through assessments, observations, and feedback from stakeholders, instruction can be tailored to meet the needs of the students.

ATTENDANCE AND ENGAGEMENT

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

- **Attendance:** Traditional attendance will be taken and logged into IC as usual by FCALV faculty when the students are physically present at the school.
DL learning attendance will be verified in numerous ways and logged into a live, google data base in which any faculty member having contact with students at home can easily record the contact. Attendance and participation will also be assumed when work from home is turned in and completed and will be logged into the google data base and IC appropriately.
Teachers will also continue to keep an individual attendance log of all contacts with “at home” or DL students and the medium that was used.
- **Engagement:** The principal and assistant principal of FCALV will engage the entire FCALV community by multiple methods (videos, mass emails, social media and the school website) to discuss the state requirements for attendance and engagement for the 2020-2021 school year.
Possible disciplinary measures, enforcement of truancy laws and the possibility of retention will also be discussed in the FCALV “Back to School” presentations and materials.
- FCALV will seek to have its stakeholders be an active part of this accountability process and will encourage them to communicate often with the school regarding any child’s inability to do their schoolwork while at home.

PROFESSIONAL LEARNING

- *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?*
- *Will the school request additional professional development days and if so, how will these professional development days be used?*

Question 1

Professional learning will be provided to the staff prior to the first day of school. This training will provide the staff with FCALV’s expectations for a high-quality distance education program and the health and safety requirements related to preventing the spread of COVID-19. Teachers will also be taught how to use Google Classroom and other devices that will be used to assist with distance learning. Additional professional developments are already scheduled and planned throughout the year (Access Literacy/Singapore Math). At this time, the additional staff developments will used to assess, prepare, and/or improve our distance learning program and safety to prevent the spread of COVID-19.

Question 2

At this time, FCALV will not be requesting any additional professional development days beyond the additional five that were given.

SUPPORTING PARENTS/FAMILIES

- *What resources will be provided to parents/families so that they can support students?*
- The counselor will provide a list of community resources that can be distributed to parents/families if they are in need. A bulletin will also be created and distributed by the counselor every two months. The bulletin will contain school & community information, links to articles and how to talk to kids about the current pandemic situation.