



Quest's Path Forward:

**A Plan for a Safe, Efficient, and Equitable
Return to School Buildings**

Re-Opening of Quest Committee

Name	Role
Janelle Veith	Principal
Jackie Working	Student Support Director
Richard McNeel	Director of Operations
Jean Jones	Human Resources
Katie Secord	Licensed Personnel
Nancy McMillen	First Aid Safety Assistant
Ty'Shann Hawkins	MS Teacher
Christina Norman	MS Teacher
Elizabeth Sanford	ES Teacher
Jessica Henry	ES Teacher
Becky Watson	ES Teacher
Crystal Whitfield	ES Teacher
Mia Lee	Parent
Miranda Sierra	Parent
Scarlet Pablo	Parent
Courtney Zimmerman	Parent
April Johnson	Parent
Raven McSwain	Parent
Melissa Hester	Support Staff
Sharon Maynard	Counselor
Asbury Edens	Community Partner-Champions

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July 2020

Quest Staff, Families, and Community Members,

The Nevada Department of Education (NDE) Path Forward Framework provided a background for which Quest created a plan forward with a return to school buildings. At the state level, state health officials, district superintendents and staff, charter school leaders, school safety experts, and others created a re-opening committee. That committee produced "Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings." With the Governor's directives for legal requirements and the Nevada framework for guidance, Quest created a plan that is responsive to our own school community.

At the school level, the committee involved stakeholders to include, as appropriate:

- Classroom teachers
- Building administrators
- Other licensed educational personnel
- Support staff
- Parents
- School personnel with expertise in social-emotional health
- School personnel with expertise in emergency planning
- School health personnel
- As relevant, other officials and community members

In the coming weeks and months, Quest will continue to partner with stakeholders to respond to continually changing environments and concerns. Thank you to all in the Quest community for your patience, support, and positive spirit. Quest will work hard to ensure our students are provided a safe, equitable, and accessible learning environment to become leaders of today and tomorrow.

Sincerely,

Janelle Veith
Principal

Quest's Plan and Layout

Quest's plan includes the establishment of a school re-opening committee. This committee will continue to support the school community throughout the plan's creation and implementation.

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

- Quest must determine, in collaboration with health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of our local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of the Quest 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

Quest advocates for equitable access for all students to the highest quality public education, while supporting school educators and staff. 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.

HOW TO USE THE PLAN AND ITS LAYOUT

This Plan intends to cover major areas for school building opening. The plan begins with background information regarding the importance of family engagement, communication, emergency management and how to establish continuity of operations and emergency operation plans.

The Plan then addresses five key components:

1. Reopening of school buildings
2. Logistics
3. Human Resources
4. Academic Learning Plan
5. Wellness and Recovery

FAMILY AND COMMUNITY ENGAGEMENT

Re-opening plans created after a complex public health crisis require a collective approach. It is critical to engage, educate, and empower all families and staff at every level of the decision-making process to ensure our re-opening plan is responsive to their voice and needs and address specific challenges in the Quest community. For families to fully invest in a re-opening plan, it is important for them to have a seat at the table and be empowered to implement the plan. Engaging and collaborating with families and staff members throughout the planning and implementation process will help support re-opening efforts and result in a stronger and more sustainable plan.

COMMUNICATION

Communication is important throughout the planning and implementation process to be transparent about the decision-making process and provide clear directions on 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 conflict with established laws and this plan's stated goals.

Quest will utilize the following ways to communicate: providing updates via school website; text messaging; and email communication to educators, families, students, community members, and other key stakeholders. Additional communication methods will include social media (Facebook, Instagram, Twitter) and communication platforms such as Infinite Campus and Microsoft Teams. Consistent, accurate information regarding policies and procedures is needed to keep everyone safe:

- Posted signs in highly visible locations, such as the school entrances and 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 morning announcements on reducing the spread of illness to K-8 students and staff
- Include messages and videos about behaviors that prevent the spread of illness when communicating with staff and families on school websites, in emails, and on school social media accounts.
- Disseminate CDC print and digital resources from the CDC's communications resource 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

EMERGENCY MANAGEMENT

Emergency management is a critical component of organizational leadership and a plan must be in place to implement and communicate with stakeholders.

Quest will maintain a communication system that will ensure to reach all stakeholders. The first line of communication will be through Infinite Campus. Then, announcements will go through Microsoft Teams. Third, social media platforms and then the school website.

Continuation of Operations Planning

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

If Quest is closed to students for learning, it will remain operational in part. To determine the appropriate level of operations and to ensure functionality, the School Safety Committee will develop a standard operating procedure for essential functions and processes.

Quest utilizes the Federal Emergency Management Agency (FEMA) for instruction on planning for continued operations. This includes using the school's COOP plan and working with the local health authority.

Emergency Operations Planning

Emergency Operation 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). Quest's EOP includes the necessary elements of: communications, resources and assets, safety and security, staff responsibilities, utilities.

Nevada Requirements for Crisis and Emergency Response for Schools

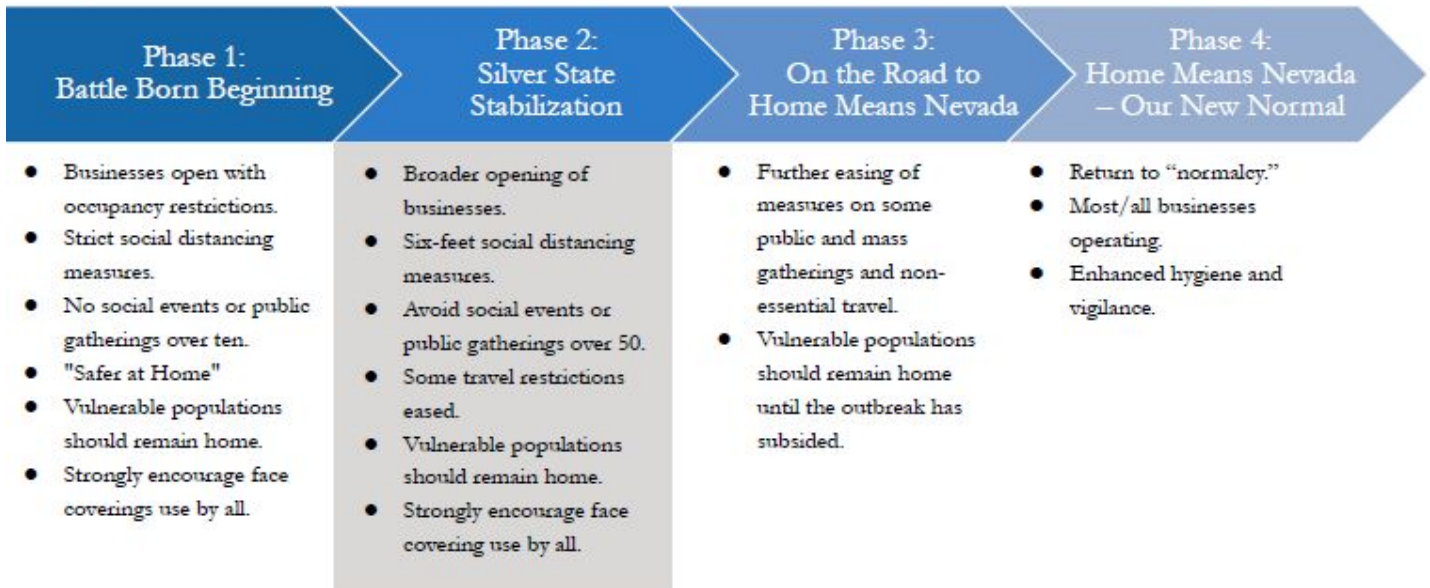
Nevada charter schools are required to have school EOPs that meet the federal definition of a high-quality school EOP; in addition to Nevada Revised Statutes (NRS) requirements.

- NRS 388.229-.26 Public Schools

RE-OPENING SCHOOL BUILDINGS

This section provides information regarding the re-opening of school buildings and facilities to staff, students, and the public. The top priority is the health and safety of students and school personnel. Nevada has a “Nevada United: Roadmap to Recovery” that utilizes phases to reopen the state. It begins with Phase 0: Stay at Home (most restrictive) and ends with Phase 4: Home Means Nevada-Our New Normal (least restrictive).

NEVADA'S PHASE REQUIREMENTS



Summer 2020

Quest, in Phase 2 as declared by the Governor, will follow social distancing protocols and visitor protocols as described below. Most interactions with the public should be by phone or online. If access is required to building, access must be by appointment only. In Phase 2, the recommended group size increases to less than fifty people (<50). Work locations must still provide the appropriate size teams to support working social distance, personal space between individual employees, and continuing to support the use of masks. As of June 27th, face masks are mandatory for all employees.

Quest has Plexiglass for the front office to serve as an additional physical barrier along with face mask usage. The Safety Team leads are expected to review plans for common areas such as break rooms, bathrooms, workrooms, etc. so as to enforce the proper protocols based on group size and social distancing. In addition, the safety team must also develop plans for potential visitors and the public reception areas within the work location and facility. Appropriate and focused planning for visitors must be undertaken and include the necessary forms, signage and social distancing requirements.

All individuals should continue to monitor their health and symptoms (fever, shortness of breath, etc.). Any individual who does not feel well or is symptomatic (fever, shortness of breath, etc.) should remain at home and away from others. Under no circumstances should any employee with any symptoms report to the workplace (Appendix C: CDC Poster Guidance).

When in public or at work, all persons should maximize physical distance from others. Work locations will provide the appropriate size teams to support social distance and the personal space between individual employees should also be observed. All staff members should monitor to avoid those circumstances that do not allow for appropriate physical distancing. Again, every individual is responsible for the safety and health of themselves and fellow employees.

Individuals should continue to practice good hygiene. Employees must wash their hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.

All individuals feeling sick should stay home. Under no circumstances should an employee go to or stay at work if they feel ill. Employees should contact and follow the advice of their medical provider. In addition, employees and supervisors should stay in contact and communicate often and openly discuss any return to work to support the health of other employees.

All business with the public, whenever possible, should be conducted over the phone or online. In cases where this is not possible, the following requirements should be in place to include following Quest visitation policies.

- All buildings must have proper signage and social distancing materials placed in visible and appropriate locations to ensure safety of employees and visitors.
- Person(s) requiring access to our building, offices and facilities must do so only with a scheduled, pre-arranged appointment (This does not include employees conducting regular business).
- Ensure public reception spaces where appointments could gather to ensure appropriate physical distancing (6ft). These numbers should be stringently monitored for compliance.
- Any additional furniture/seating that would support more than that number of visitors should be removed.
- Visitor Questionnaire and Acknowledgement forms must be uniform and copied in advance and provided to every visitor upon arrival (Appendix D: Visitor Questionnaire and Acknowledgement).
- All Visitors requesting an appointment must be explicitly informed of the following requirements.
- Visitors must be explicitly informed that they will be asked questions about their health, visitation requirements for social distancing and the requirement to use a mask or face covering.
- Visitors must be explicitly informed they may have to submit to a temperature check. Persons with a temperature above 100.4 will be rescheduled.
- Visitors must be explicitly informed they will have to answer a Visitor Questionnaire and acknowledgement prior to or immediately upon entering the building or office location. The form and its requirements should be explained.
- Visitors must be explicitly informed that they are expected to be on time for the scheduled appointment.
- If the visitor is more than 5 minutes late for the appointment, then the appointment may be rescheduled for another date and time.
- Visitors must be explicitly informed that access to the facility will be denied if they fail to complete the Visitor Questionnaire and Acknowledgement, feel sick or do not have a mask or face covering.

Requesting an Appointment: All Visitors requesting an appointment must be explicitly informed of the following requirements.

- Visitors must call upon arrival to the location to ensure the lobby or location are prepared for their arrival. If the visitor is more than 5 minutes late for the appointment, then the appointment may be rescheduled for another date and time.
- While on the phone, persons with an appointment must explicitly state that they feel well and are asymptomatic (no fever, shortness of breath, etc.). If they cannot meet this criteria, they must be rescheduled.
- While on the phone, persons with an appointment must be reminded of the requirement for social distancing and confirm they have a mask. If they cannot meet this criteria, they must be rescheduled.
- Visitors must be explicitly informed that they may have to submit to a temperature check and will be required to answer a Visitor Questionnaire and Acknowledgement prior to or immediately upon entering the building or office location. Failure to do so will prevent the visitor from keeping their scheduled appointment.

Return of Staff and Educators to Buildings with Social Distancing

Staff and educators will be given information, education, and training in what to expect upon return to the workplace. Frequent emails as well as Facebook Live events have been used to communicate with staff over the summer. Optional trainings are scheduled for staff regarding best distance learning practices. Before staff returns, communication reviewing the social distancing guidelines, daily health screening protocol, and mask requirement will be shared.

Return of Students to Buildings with Social Distancing

TRAINING: Students and families will be given information, education, and training on what to expect when students return to buildings with social distancing. Training videos will be released during the week prior to school to train students and families on new policies and procedures for health, safety, and social distancing.

SCHOOL SUPPLIES: Students will be required to have individual school supplies as there will not be sharing of community supplies. This includes student headphones.

WATER BOTTLES: The drinking fountains are off during Phase 2. Therefore students will need to bring a reusable water bottle that is labeled with their name.

First Week of School: August 10-14

The hybrid learning option Quest will begin the school year with will depend on the current phase of recovery that Nevada is in at that time. That phase will determine what the first week of school will look like. Please find descriptions of opening week within each plan. To prepare for the first week, informational emails and videos will be released. The emails and videos will go over safety protocols and what to expect at school. As Nevada is in Phase 2, school is planning on reopening with Phase 2 restrictions.

School Year 2020-2021

REQUIREMENT FOR REOPENING PLAN: Implement contingency plans to provide distance education as public health protocols require, including but not limited to:

- a) Full-time distance education for all students as a result of a school building closure; and
- b) A hybrid learning model to accommodate social distancing requirements while providing instruction to all students.

Nevada's school building closures in the Spring of 2020 were mandated by the Governor's Declaration of Emergency Directives 022 and there is no flexibility for local decisions that would supersede the Governor's orders. Quest will follow all legal mandates issued from the Governor and Superintendent of Public Instruction. During the pandemic, Quest will follow a blended learning model with one of three plan options depending on restrictions and phases from the Governor and local and state health officials.

Quest decided on which reopening is best for our community through a process involving all stakeholders. A re-opening committee was formed and members met regularly and will continue to meet on an as-needed basis to advise on the best course of action. Parent and family feedback was provided through online surveys regarding priorities, options, and concerns for the upcoming year. Additionally, the school safety committee met regarding the CDC Guidance for the School decision tree. When closure authority is returned to the local level, the safety committee will incorporate that guidance into the decision-making process. Information from the committee and survey were shared through emails to families and posted on the school website. During the school year, if there is a potential need to close again, the safety committee will convene to make decisions and recommendations to the school board.

Transition Between In-Person Instruction, Full-Time Distance Education, and Hybrid Learning Models

REQUIREMENT OF REOPENING PLAN: Transition between in-person instruction, full-time distance education, and hybrid learning models as necessitated by public health conditions.

Transitions will occur based on the public health conditions in Nevada as determined by the Governor and Southern Nevada Health District. If during the school year there is a statewide re-opening for all students and staff, Plan A will be implemented (possibly Phase 3, Phase 4, or later). If there are restrictions on class size and capacity, Quest will transition to Plan B (Phase 2). If the state closes school buildings, Quest will transition to Plan C (Phase 0 or 1). Transitions between Plans will occur so that the least restrictive plan can be utilized while staying within mandated guidelines. When a change of health conditions occurs, the Principal will notify the Quest School Board of the change and recommended transition. Once approved through the Board, the school community will be notified of any plan transitions through Infinite Campus announcements via email, phone calls, and postings on Facebook and the school website. This adaptation of movement between phases is critical for success in an evolving pandemic. **Nevada has been operating under Phase 2 during the summer and it is expected that the school year will begin in Phase 2. That means Quest will begin the school year with PLAN B unless new updates occur.**

There may be times throughout the school year where there may be a possible exposure or positive individual. Quest will notify the Southern Nevada Health District and follow their directives on transition to full

distance for quarantining of students, groups of students, or the school for a specified length of time. This type of transition specific to Quest, would be announced just as a transition was noted above through Infinite Campus to the affected student population. Any student at Quest who is quarantined on the advice of local public health officials will receive access to distance education.

Plan A: Blended Learning-School In Person with ability to Opt-In for Full Distance Learning

Plan A is the preferred plan to implement in the blended learning model. In this plan, all students attend in person except for students who opted-in to full time distance learning for health and safety reasons. All full time distance students will sign the Distance Learning Agreement (Appendix A). Students attending school in person will follow social distancing protocols and safety measures described in this plan.

Plan A will be implemented when the Governor and state department of education allow school capacity above 50%. Quest will default to this plan as soon as it is allowable under the state rules. At this time, it is unknown if the capacity threshold for schools will increase in Phase 3 or Phase 4 or beyond.

For the first week of school, all students will begin with the regular scheduled school day of 8:30 a.m. to 3:00 p.m. Those students that opted in to full time distance learning will receive an appointment time to pick up their instructional technology and materials on Monday, August 10th.

Plan B: Blended Learning-Week In Person/Week Distance Learning with ability to Opt-In for Full Distance Learning

Plan B is the second choice. In this blended model, 50% of students attend full time in person one week while the other 50% attend virtually for one week. The following week, the groups would rotate. Groups will be designated to be in the “blue group” or “green group”. The schedule is attached in Appendix B. During this Plan, students who opted-in to full time distance learning for health and safety reasons will continue to be allowed.

Plan B will be implemented when the Governor and state department of education allow school buildings to be open up to 50% capacity and no more than 50 people in a gathering in one area. For example, Phase 2 for Reopening allows school buildings to be open with the restrictions of 50% capacity.

For the first week of school, the first week of August 10-14 would look different in this model. On Monday, August 10th, the green group of students would attend in person from 8:30 a.m.-10:30 a.m. and be virtual in the afternoon. The blue group would be virtual in the morning and attend in person from 1:00 p.m.-3:00 p.m. This will allow the school to logistically distribute technology and information so all students may become successful from the first day as well as disinfect high touch surfaces between groups. For the remaining days of the week, to maximize understanding of the new virtual platforms, expectations, and to build community, groups will alternate days. The green group would attend full day on Tuesday and Thursday. The blue group would attend full day on Wednesday and Friday. THIS IS FOR THE FIRST WEEK ONLY.

In Plan B, due to some students exercising the option to be in full time distance learning along with varying room capacity, there may be a possibility of available seats in school for particular students to attend school every week during Plan B. When this occurs, Quest will prioritize offering additional in person time. For operational efficiency and stability, children of school staff will be given the first priority for available seats. Next, Quest will prioritize with an equity lens. The Student Support Team (SST), will give preference to students at high-risk based on academic, behavioral, and social emotional data. This equity lens designates students with an IEP, 504, or EL plan as high need for full time instruction. Parents will be notified of the

possibility through the Student Support Director and will need to accept or decline within 24 hours of the offer. Once seats are full at 50% capacity, no additional seats would be offered to ensure compliance with the 50% capacity mandate.

Plan C: Full Time Distance Learning

Plan C is the third option. This model is full time distance and virtual learning for all students. The curriculum Quest implements is available both in person and online through the curriculum platforms, accessed through our Microsoft Teams platform. If a transition to Plan C is necessary, students will be familiar with all online components for success.

Plan C will be implemented when the Governor and state department of education determine school buildings must be closed. For example, Phase 0 and Phase 1 for Reopening mandate school building closures. For the first week of school, all students will begin with the regular scheduled school day of 8:30 a.m. to 3:00 p.m. virtually. Students will receive an appointment time to pick up their instructional technology and materials on Monday, August 10th.

Logistics:

- Physical Health Screening Plan
 - Employees
 - Daily-temperature screening and symptom checking
 - Screening will occur upon entry to the building. For privacy of medical information, elementary school employees will be screened in the HR office and middle school employees in the front office room. Medical data will not be shared.
 - Students
 - Daily-temperature screening and symptom checking
 - Screening will occur in the car line drop off. Thermal temperature will be taken and the parent/guardian will complete the symptom check. Once complete and no temperature, symptoms, or possible exposure is determined, the student(s) may exit the vehicle and proceed into school. At this time, the symptom check will be done on paper. The school is looking into various apps or digital means to complete this task.
 - Visitors
 - Every visit-temperature screening and symptom checking
 - Screening will occur when the visitor enters the lobby. A sign on the door will notify the visitor of the screening requirements if they enter the building.
 - No volunteers will be allowed in Phase 0, 1, or 2 of Nevada's Reopening Plan.
- Immunizations-Office staff will communicate to staff, parents or guardians, and students that it is critical to be up to date on all required immunizations.

Schedules:

- Drop off and Pick times are the same for middle school and elementary school. Drop off will occur between 8:00 a.m. and 8:30 a.m. Pick up will begin at 3:00 p.m.

- Drop off will be car drop off only. Students will remain in their car until completing a health screen and temperature check. For students that live within a 1 mile radius and have a walking permission slip, an outdoor screening line will be enforced and temperature checks will be conducted. Parents will be responsible for completing online health screen surveys before their child arrives.
- Pick up will be car pick up only. Quest will continue our school policy of silent dismissal. There may not be any congregation of parents/guardians outside the school. Students will only be released to those in vehicles. For students that live within a 1 mile radius and have a walking permission slip, they will be released to walk home once car pick up is complete.

Social Distancing:

Social distancing, also called “physical distancing,” means keeping space between yourself and other people, which is one of the best tools to avoid being exposed to viruses and for slowing down the spread. Quest will not have gatherings larger than 50 people at a time. As is possible, staff and students will be asked to stay out of crowded places and avoid mass gatherings. Staff not in a classroom setting will stay at least 6 feet from other people. In the classroom setting, staff will stay at least 6 feet from other people but when not possible, must wear a cloth face covering. As of the Nevada Governor’s directive on June 26th, 2020, face coverings are REQUIRED until further notice. Additional information regarding social distancing may be found in the logistics section of this document.

Classroom Organization:

- Classrooms have been configured in a way for maximum social distancing, 6 feet, within the confines of the classroom. Students will face the same direction during instruction.
- The maximum number of students with staff will be determined utilizing room capacities (see “Logistics” section for capacities)

Physical Hygiene:

- Handwashing
 - Teach and reinforce handwashing with soap and water for at least 20 seconds
 - 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
- Sneezes/Coughs
 - Teach and reinforce coughing and sneezing with a cover (tissue) or if one is not available, into your elbow
 - Encourage staff and students to throw used tissues in the trash and hand wash immediately with soap and water for at least 20 seconds
- Cloth Face Coverings

Quest will teach and reinforce the use of cloth face coverings. Face coverings will be worn by staff and students, (required for adults and children over 9 years old or in 4th-8th grade, strongly encouraged for children under 9) as feasible (and/or required through the Governor’s directives) and are most essential in times when physical distancing is difficult. If a child under 9 does not wear a face

covering, the child will be required to wear a face shield. Individuals will be reminded frequently not to touch the face covering and to wash their hands frequently.

Cloth face coverings should not be placed on children younger than two years old, anyone who has trouble breathing or is unconscious, and 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 equipment.

- Information regarding hygiene will be shared with families through email regarding handwashing, coughing/sneezing, and proper use, removal, and washing of cloth face coverings.

Supplies

Quest will 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 for staff and no-touch/foot-pedal trash cans.

Protocols for Self-Isolation for individuals who are sick or who have come in contact with someone who is sick.

- 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, confirmed COVID-19 patients can return 10 days after recovery or 72 hours after symptoms resolve-whichever is longer.
- If Quest suspects a case(s) of COVID-19:
 1. A face mask will be placed on the staff member or student immediately regardless if she/he has symptoms or not.
 2. Isolate the case in a separate room.
 3. Notify parent/guardian
 4. Contact our local/state health department as soon as possible.
 5. Create a list of all (students and staff) who could have been exposed (contacts).
 6. Consider hospitalization for those with severe symptoms.
- Quest will follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.
- Students that require quarantine or need to comply with stay at home medical orders will be accommodated with full-time distance learning for the required number of days.
- Staff that require quarantine or need to comply with stay at home medical orders will be addressed with the HR office.

HUMAN RESOURCES

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

Staff Return to Work

- Year-round and summer hourly employees have been working throughout the school closure and will continue to do so observing all social distancing guidelines. Employees have been briefed on safety protocols and measures that are required in Phase 0, 1, and 2 of Nevada's reopening.
- 10 month employees will return to work on August 3rd, 2020.
- Vulnerable populations: The needs of our vulnerable population will continue to be managed utilizing leave options or ADA accommodations. Quest will identify and address administrators, teachers, and other staff who are identified as "vulnerable populations" through health questionnaires.
- In the case of staff absence due to COVID 19 or other reasons, substitute teachers will be contacted by Human Resource and will ensure substitute teachers on an as needed basis. All substitute teachers will complete a health screening when they arrive and will receive training prior to the beginning of the school year on safety protocols alongside full time staff.
- All employees must continue to monitor their health and stay home when sick. An employee acknowledgement questionnaire tracking form will be used to track COVID 19.
- All staff will be required to return to work. If an employee is unable due to ADA, further discussions will be addressed. Administrators will continue to be responsible for creating, implementing, and communicating worksite plans.

Safety

To ensure the safety of all staff, procedures have been put into place.

- To ensure that there is a capacity to respond to staff attrition or extended and extensive staff absences with substitute teachers and other professionals, Quest will utilize the substitute teachers that have been trained with the staff prior to the school year starting. If there is a vacancy beyond what the school can manage, Kelly Staffing Services would be utilized.
- *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?* The FMLA provides a means for employees to balance their work and family responsibilities by taking unpaid, job-protected leave for certain reasons. The Act is intended to promote the stability and economic security of families as well as the nation's interest in preserving the integrity of families
- *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?* Staff can use available PTO and employees are encouraged 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).

Existing laws (such as FMLA) allow for employees to be able to take leave when needed utilizing available PTO. As noted above, where substitute personnel will be required, Quest will fill the openings with substitute employees. Supporting documentation may be required.

- *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 will take into consideration the recommendation that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve. Employees will be required to provide documentation of doctor visits if more than 72 hours.

Professional Development

REQUIREMENT OF REOPENING PLAN: Provide and ensure participation in professional learning for educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses.

Staff will be provided professional development prior to the school year beginning to address both the health and safety requirements related to the prevention of the spread of COVID-19 and other illnesses and how to deliver high-quality distance education.

Training for health and safety will be provided by the Quest Safety Team as well as from our safety partner, Compliance Science. Training for high-quality distance education will occur during professional development the week before school begins. Optional training will begin at the end of July. Beginning August 3rd, educators and staff will have mandatory training in 2020: Education During the Pandemic (August 3rd), Whole Child Mindset (August 4th), Distance Learning Best Practices Part I (August 5th), and Distance Learning Best Practices Part II (August 6th). Additionally, Quest has partnered with Microsoft which provides tailored distance learning training to staff and faculty. This training began in March 2020 and will continue into the 2020-2021 school year.

Leadership Team Role

The Leadership team at Quest meets weekly. The team shares the same information so the messaging to all stakeholders is clear and consistent. Additionally, the school leader distributes a weekly newsletter to all staff and the office manager sends out family communication.

Governing Board Role

The school leader will send regular updates to the governing body to keep them informed of school operations through a bi-weekly email. Governing board members with questions may contact the school leader who will accurately respond to questions.

Frequently Asked Questions

A FAQ site is available on the Quest website under the “Parent Resources” then “Distance Education” tab. In order to provide accurate information and debunk inaccurate information so that it does not create panic or a misinformation vacuum, informational videos will be released in the weeks leading up to the school opening. Additionally, the parents on the school re-opening committee will serve as parent liaison for other families with questions and concerns.

LOGISTICS

Logistics encompass processes and action necessary for physical school building re-openings in multiple scenarios. Both processes and actions for returning to school campuses should be considered in each one of the scenarios below.

1. Total statewide re-opening for all students and staff.
2. Partial re-opening based on local decision-making and approval from local health agencies.
3. 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.

The components for logistics include:

1. Facilities Management
2. Nutrition Services
3. Transportation
4. Athletics
5. Information Technology

Facilities Management

Facilities are all-inclusive of any structure 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.

Quest will support social distancing and provide support to all learners by following Quest’s state approved regular school calendar. This calendar meets all requirements as outlined below. According to Nevada Administrative Code, “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

Use of Facilities

External entities will be allowed to use Building 1 (4025 N. Rancho) in accordance with current lease agreements or current contracts and acknowledgement of adhering to health and safety standards put forth by the Governor's directives. New external groups will not be allowed to use the facilities until at a minimum of Phase 4.

Classroom and School Usage

Class changes will be 'static' when practical. If the schedule determines that class changes would be 'fluid', tables and high touch surfaces would be wiped down prior to another group's entry. Students will line up using social distancing and hallways will be one way each direction. There will not be passing periods where students commingle and do not go directly to class. All schedules must be adhered to in case the school must facilitate contact tracing. Before the school year begins, the facilities department will be responsible for ensuring distance and flow paths throughout the buildings, marking floors, and walls as appropriate. Communicating and ensuring outreach methods to students and parents for notification of above will be done by the Registrar/Office Manager.

Restroom usage policies that maintain social/physical distancing will come from the Safety Committee. The office staff will monitor the restrooms in building 1 and 3. Signage will be marked on the floor for where to wait for the restroom to become available. The PE teachers will be responsible for adhering to the restroom policy in building 4. In building 2, markings will be provided on the floor and teachers will maintain a restroom log.

Playgrounds and gym use will require physical distancing for activities. Playground accessories (such as a jump rope) will be kept by each class and sanitized daily to avoid any cross contamination. In the gym, high touch surfaces will be wiped between every class. On the playground, there will not be contact activities, for example there will be no basketball/football/tag. Cooperative games such as hopscotch, four square, and other activities will be implemented. Upon entering the building from recess, all students will receive hand sanitizer.

Quest will utilize pre-designated entry and exit plans. For the elementary, entry will occur at the southwest corner of building 1. Students will remain in cars until their health screening. Once out of the vehicle, students will proceed to the southeast entrance for handwashing/sanitizer and then follow the path in the hallway until they reach their classroom. All students will follow the same walking pattern and it is one way. In the middle school, entry will occur in the southwest entrance. Cars will pull up next to the east side of the dirt lot. Once students have had their health screening, they will proceed in one direction to the southwest middle school entrance. Once inside the building, students will follow the same walking pattern and it is one way to their advisory class.

During pick up, the same hallway patterns will be used in the opposite direction. Students will not leave until their vehicle is at the front of the queue. Staff not in a classroom will be responsible for various spots along the exit route to ensure students and staff adhere to social distancing requirements.

Schoolwide-based procedures for staff, students, and parents or guardians will be communicated through email, phone calls, flyers, and social media. Quest will determine, based on local health department guidelines, the gradual relaxation of the initial guidelines including social/physical distancing measures.

Capacity in buildings and rooms is important to identify. Based on local Health Department guidelines, social/physical distancing requirements were followed to determine allowable seating within each classroom. Below is a disaggregated list of room capacity.

Quest Room Capacity

Room Type	Code Capacity	Pre-Covid Student Capacity	Covid Reduced with 50% Student Capacity
Kinder-Rm 104	35	25	17
Kinder-Rm 105/106	25	22	12
1st grade	33	25	16
2nd grade-Rm 205, 207	33	25	16
2nd grade-Rm 202	29	25	14
3rd	30	25	15
4th	33	25	16
5th	33	25	16
MS-Math	30	27	15
MS-ELA	30	27	15
MS-Science/SS/Health	30	27	15
MS-Music	29	25	14
Gym	100+	100+	50

Cleaning and Sanitation Standards

The Facilities department, working with the safety committee, has determined the definition, frequency, and need of ‘deep cleaning’. Quest will complete frequent cleaning and disinfecting of door handles, faucets, keyboards, tables, desks, shared objects, etc. High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.

Libraries, gyms, and playgrounds are off limits unless they are sanitized between groups. Quest will provide hand sanitizers in every room and common areas. Teachers and staff will ensure proper supervision, especially with elementary students.

Quest Facilities will ensure the safe and correct application of disinfectants and keep products away from children. Supplies needed include: hand soap, sanitizer that contains 60% or higher alcohol, paper towels, disinfectant wipes, no-touch trash cans, and EPA-approved disinfectants against COVID-19.

In classrooms, students’ belongings will be separated from others’ in individually labeled containers in grades K-2. In grades 3-8, students’ belongings will remain in their backpack, which will hang behind their chair.

Staff will utilize UV light sanitation wands on high-touch surfaces daily.

Nutrition Services

Quest has been and will continue to maintain nutritional services throughout all partial closing of facilities. If there are full closing of facilities, Quest will continue to maintain nutritional services until Clark County School District utilizes food pick up sites to ensure continuity of food services. Quest will continue to operate the 2020-2021 school with a special provision, Community Eligibility Provision (CEP) to streamline meal counting and claiming as well as maximize the number of students receiving free meals.

Based on current state and local health department guidelines, Quest will consider social/physical distancing requirements. While in Phase 2 and possibly 3, seating will be in a classroom versus the cafeteria to avoid large gatherings.

In a partial reopening of schools, Quest will distribute lunch meals to each classroom and students will eat in their classroom. For breakfast, students will pick it up on their way into the school and eat in their classroom. This will limit student contact. No meals will be served buffet or family-styled. Meals will be in pre-packaged boxes or bags for each individual.

The Facilities Manager will communicate with vendors to anticipate changes to menus and the necessary new food items, sanitation supplies, packaging supplies, etc. Quest Facilities will procure any equipment necessary (carts, temperature control bags, etc.) as needed for the modified meal distribution model.

Staff will continue to follow cleaning protocols that have a high frequency of disinfecting of high-touch areas throughout the day.

Transportation

Quest does not operate with a bus system or other school-provided transportation. At this time in Phase 2, no field trips are permitted. When field trips are allowed in a later phase, bus reservations will consider bus capacity and physical distancing requirements. Teachers and staff will monitor loading and unloading.

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 guidance 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) provides guidance for planning and carrying out conditioning, workouts, practices, and competitions as re-opening occurs throughout three phases. Nevada schools should follow the Nevada Interscholastic Activities Association (NIAA) and Sports Medicine Advisory Committee (SMAC) guidance and all related Directives communicated by the State of Nevada. 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, and competitions.

- Athletics present challenges in many of the same areas addressed elsewhere in this document. Issues regarding 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 athletic programs.

- It is strongly recommended that schools, and the leagues that administer the competitions, in the case of Quest, the Nevada Choice Sports Athletics Association (NCSAA), engage with state and local health departments to develop policy promoting coordinated approaches for return to activity for middle school and youth sports.

- The guidance provided by the NIAA, SMAC, and NCSAA will be thoroughly reviewed before any re-opening of an athletic program. The NIAA, SMAC, and NCSAA 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.

- Provisions for monitoring and holding accountable those educators who conduct athletic programs to remain within the guidance are essential.

- The Quest athletic committee will train coaches regarding the phased re-opening, limits on allowable activities in the different phases, and requirements such as social distancing is essential before any sports commence.

- o 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 ensuring compliance.

- o 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, etc.

REQUIREMENT OF REOPENING PLANS: Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence.

Quest will expand access to technology and internet connectivity for students, families, and education. Quest will have families complete an Information Technology Survey prior to the school year beginning to identify the need for accommodations. This will include information on devices that can be used for student learning as well as access to internet connectivity. In the Spring, Quest provided and checked out technology for all students that had a need. Families were also allowed to park in the school's covered parking area for connection to the school wifi if connectivity was needed. Families were also given information regarding wifi access points such as libraries and the school district roving wifi busses. The school also will connect families with internet providers with school student rates. Families that have an economic hardship may contact the school for further individualized options. As a last resort, Quest will ensure paper correspondence is available as well.

ACADEMIC LEARNING PLAN

Schools should be prepared for multiple operating scenarios during the 2020-21 school year as outlined in section 6 of Directive 022, including Distance Education, in-person instruction following strict social distancing protocols, or a combination of in-person and distance learning.

The academic plan that Quest will utilize for the 2020-2021 school year is a blended learning model. Within that model, there are three plans, Plan A, Plan B, and Plan C to account for and address multiple scenarios. Depending on the phase of recovery that the state is in will determine which blended learning model will be implemented at that time. Beyond transitioning when phases of recovery change, Quest will seek additional guidance regarding transitioning between these scenarios.

Regardless of the blending learning model plan (A, B, or C), Quest will ensure students are academically growing through research based best practice instruction and rigorous standards for performance. Quest will adhere to our Mission and Vision to grow leaders for today and tomorrow.

Mission

Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.

Vision

Quest Preparatory Academy provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.

Content Delivery: Curriculum

Teachers will continue to follow their yearlong curriculum maps to ensure coverage of Nevada Academic Content Standards. Teachers will continue to utilize the curriculum supports:

ELA: My Perspectives (6-8), CKLA (K-5)

Math: Into Math! (K-8)

Science and Social Studies: Discovery Education (K-8)

Supports: Dreambox (Math K-8), Achieve 3000 (ELA 3-8), Smarty Ants (ELA K-3)

Attendance

REQUIREMENT FOR REOPENING PLANS: Track student attendance and engage parents/families regarding the importance of attendance in a distance education setting.

Quest will track daily attendance in its student information system, Infinite Campus. This will ensure Quest utilizes a consistent method for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through Microsoft Teams, which serves as the learning management system. Attendance in Infinite Campus will also have students coded by the method of the school model-full distance, full in person, and week on/week off.

For students on campus, attendance is taken normally and marked in Infinite Campus within fifteen minutes of the start of the day. For students that are in a virtual setting, students will interact with staff daily through Microsoft Teams. On the Advisory/Homeroom Teams page, students in virtual setting will respond to a daily prompt that will open at 7:45 a.m. each morning. To track attendance, the registrar will continue to monitor and notify parents of absences, truancy, or chronic absenteeism. Additionally, the Student Support Team meets weekly regarding student supports and the chronic absenteeism rates and students are tracked weekly.

Quest will engage parents and families regarding the importance of attendance in a distance education setting in a variety of ways. Before the school year begins, families will be given informational material through emails, Facebook Live, and phone calls to discuss the importance of attendance. Parents and families who are attending school via distance education will be given a **Parent Agreement and Acknowledgement of Responsibilities** to read, review, and sign. This agreement outlines the responsibilities of all stakeholders in a successful distance education setting. Throughout the school year, office staff will continue to send out communications regarding the importance of attendance while learning at home.

Each student will be contacted via electronic means or by telephone by a licensed teacher, generally their advisory or homeroom teacher, or licensed substitute teacher at least once per session day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week.

Identifying Student Academic Need

REQUIREMENT OF REOPENING PLANS: Determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary.

Quest will determine students' academic needs as a result of the pandemic and provide support as necessary. Quest will continue the assessment protocol of prior years where all students are assessed to determine a baseline of where each student is achieving. NWEA MAP Growth assessments will be utilized for K-8 Reading, K-8 Math, and 3-8 Science within the first 15 school days. On September 18th, the Professional Development Day will be dedicated to analysis of assessments and planning to provide support and needs based on results. Teachers will create both class goals and individualized goals for student growth.

The Leadership and Student Support Team will look at grade and school level trends and provide instructional support and coaching for teachers to assist student academic needs being met. Students that are

identified as high risk will be brought to the weekly Student Support Team to put response to intervention support in place.

Student progress will be monitored with exit tickets at the end of classes and intervention time will be dedicated to meeting the individual needs of students. MAP Growth assessments will be administered again in November/December to identify growth and additional supports needed.

Quest Distance Learning/ Digital Education Plan

Quest realizes the uncertainty of the pandemic for the 2020-2021 school year. Because of this, Quest has planned to operate with three blended learning plans, depending on which phase of recovery the state of Nevada is in. Under all three blended learning plans, there is an option or requirement for distance learning. The overview below explains the distance learning plan for Quest.

Overview Of Distance Learning Plan at Quest

Quest understands the need for continuous learning among its students despite school closures and will be implementing a distance learning plan that aims to meet this need. The teacher-directed instructional model is a hybrid of asynchronous and synchronous learning to create a structure where learners complete their work at their own pace and also have a particular time to meet with their classroom teachers for instruction and receive support when completing their work. It also has components of the online curriculum in printed format to ensure access to materials for all. To add to this, the plan to provide synchronous distance learning will occur through interaction during live lessons. This is critical for engagement, understanding of course material, and communication.

The online learning platform of Quest is Microsoft Teams, which provides for secure communications between teachers and students. Zoom Video Conferencing is also available through Microsoft Teams. Teachers are trained on best practices with distance learning using Zoom and are integrating all distance components through Teams. Zoom provides a simple and robust communications platform. The integration of Teams and Zoom allows teachers to use the functionality of Zoom in a secure environment established through the integration of Zoom into Teams and by requiring Microsoft Teams/Office 365 authentication. Students will continue to use their textbooks, both print (if needed) and online versions to support their learning.

Goals

1. Provide a supportive mode of learning through distance education for all students to grow and be successful.
2. Provide equitable access to those students without access, ensure equity, and provide for students with disabilities and English learners.

Content Delivery: Recommended Time on Task

K-1: Students should be engaged in academic activities for approximately 2 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

2-5: Students should be engaged in academic activities for approximately 3 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc.

6-8: Students should be engaged in academic activities for approximately 4-5 hours daily. The remainder of the day could be spent reading, exercising, drawing, coding, listening to music, etc.

Equity and Access

Quest's student population has varying situations and circumstances. Quest will offer devices for checkout to families who request for them. Our teachers' survey to their students' parents will also help Quest identify students' access to the internet and connectivity. Quest will also identify those families lacking appropriate devices used for distance education (A cell phone is not adequate technology for school work. Tablets, computers, and laptops will be needed). Quest aims to strengthen communication with these students via phone.

Response to Intervention

Quest will continue to hold weekly Student Support Team meetings to monitor and support students academic, social-emotional, and behavioral concerns. Weekly intervention classes will be held for Tier II and Tier III students.

Special Education Support/EL Support

The program of instruction at Quest provides appropriate education for English Learners, students with Individualized Education Programs (IEPs), and students with a 504 Plan. Special education students will be provided services/support in accordance with their IEPs. Parents of students whose individualized education plan (IEP) receiving services other than speech only will be contacted and given schedules for when the special education staff will be providing for their child via Zoom or phone when the child is on a distance education schedule. Students' assignments may also be adjusted as an additional means to provide learning accommodations and/or modifications. Additionally, the speech therapist will survey students on her caseload to determine how many of them are capable of receiving teletherapy. With parent consent, she will then provide services to those students who have access to a device and internet on an individual basis. Assessments administered by the psychologist and/or the school nurse must be done in person and by appointment. Schedules will be communicated to the parent if their child is on the list for assessment.

Additionally, The EL teacher will provide daily phone/video support to students and their families in the EL program. Supplemental packets for learning English, as well as a list of enrichment activities, will be sent home weekly so that the student and his/her family can continue to practice English skills.

Parent/Family Assistance

REQUIREMENT FOR REOPENING PLANS: Provide assistance and advice to parents/families so they can support students participating in distance education.

Quest will provide assistance and advice to parents and families on how they can better support their child's success and participation in distance education. Before the school year begins, families will be given informational material through emails, and required "Zoom" Parent Training Nights. Parents and families

attending distance education at Quest will be given a **Parent Agreement and Acknowledgement of Responsibilities** to read, review, and sign that outlines the responsibilities of all stakeholders in a successful distance education setting. Throughout the school year, the Student Support Team will continue to send out communications regarding ways to assist and support their child while learning at home. The Principal will continue to hold monthly “Coffee with the Principal” meetings with parents and families and will incorporate assistance/advice to support students.

WELLNESS AND RECOVERY

As we work to reduce the spread of COVID-19 with physical distancing and distance education models, social emotional connectedness is critical. Quest will embed and integrate social and emotional learning (SEL) into all academic subjects onsite or via remote learning.

Emphasize Social and Emotional Learning

Quest will emphasize social and emotional learning throughout the school year. Effective teaching and learning are highly connected to relationships, and therefore, the leadership team will model support and encourage teachers and school staff to find ways of building connections and relationships with each other and their students in various scenarios. In the elementary school, a round table is held at the beginning of the day to work on building school community, safety and respect. In middle school, this will occur in Advisory. In the distance learning environment, the morning check in at 7:45 a.m. will be focused on social and emotional learning. Quest also adheres to the 7 habits of highly effective people as modeled in *Leader in Me*. Adults and children are taught how to be leaders of self and leaders of others.

Quest has a Sunshine Committee that works to build community. The committee provides input about how to celebrate missed and upcoming milestones and creates next steps. While rallies and assemblies are not yet possible, morning announcements through Microsoft Teams video, visual bulletin boards, and newsletters will provide ways to express school values and continue to build the sense of school community.

Teach Coping and Resilience Skills

Quest utilizes the Second Step program for social emotional learning and anti bullying curriculum. These lessons provide ways for the community to learn empathy, problem solve, and use coping strategies. Training on the Second Step program will be provided to staff during pre-service.

Quest utilizes Positive Behavioral Interventions and Supports (PBIS) to focus on prosocial skills and to ensure that as soon as someone show signs of struggling there is support ready. The Student Support Team uses the PBIS framework along with a Multi-Tiered System of Support (MTSS) when supporting students' needs.

Determining Student and Staff Social Emotional Needs

REQUIREMENT FOR REOPENING PLAN: Determine students' and staff members' social emotional needs as a result of the COVID-19 pandemic and provide support as necessary.

For staff, a social-emotional needs universal screener will be conducted on the first day that staff returns. The leadership team will analyze the staff's need for support before the first day of school and what may be needed when students return. For students, social-emotional check-ins will occur during advisory or morning roundtables. Teachers may refer students who may need a higher level of support to the guidance counselor.

The first week of school will be focused on building community with the staff and students. The school experience will be new for all and therefore Quest believes building communication and community will provide an environment to continue to monitor social emotional needs.

For students that are referred to the counselor as needing additional support, the student will be referred to the Student Support Team to determine support and structure needed.

Monitor Staff and Students

Quest will monitor staff and students by allowing listening sessions and communicate how lessons learned will be incorporated into the school improvement processes. If students, staff, or families are struggling, a process for support will integrate the MTSS framework to help assess social-emotional well-being and identify needs for supports. The counselor will schedule regular check-ins with those with an identified need.

The Student Support Team will use data to drive decisions and address equity. The SST will regularly review data for needed adjustments and support. The SST will work with community and state agencies and utilize referral pathways from basic needs to mental health services.

APPENDIX A:

FULL TIME DISTANCE LEARNING AGREEMENT

This learning agreement was created for those who opt to attend distance learning full time when there is an opportunity to attend classes in-person. Parents and students who choose this option must read through this section, complete the required documents for full-time distance learning, and maintain requirements to stay in this learning setting. Full time distance learning will be conducted one semester at a time.

Participant Roles

Elementary (K-5)

1. Student:

Students are to take an active role in their learning. Students must participate in discussions, live or through discussion boards on Microsoft Teams, and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.

2. Parent/Guardian:

Parents are critical for their child's successful participation in the online/distance learning setting. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Middle School (6-8)

1. Student:

Students are primarily responsible for their learning. They must take the initiative to log in to the school-assigned portal, participate in live discussions or discussion boards on Microsoft Teams, and complete and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.

2. Parent/Guardian:

Parents are critical for their child's successful participation in the online/distance learning setting. They are responsible for their student and for providing support for their student's learning. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades and participation reports. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Parent Responsibilities

Attendance is taken each time the student logs in online in the approved Microsoft Teams platform. The parent shall be responsible for their child's school attendance as required by law. Quest Preparatory Academy's school Policy states that "In order to receive credit for the term, 90% attendance is required in each assigned class". If the student is absent for any reason, parents must ensure that the child completes make-up assignments for all absences from their teachers upon return to their online academic program. If a student has excessive absences of more than 9 days, the parent will be notified and will be responsible to appear before the Student Support Team for an attendance review in order to provide information relating to their child's absences and to support prescribed activities. A full-time Quest distance education student with excessive absences and/or failing status will be recommended for transfer to the brick-and-mortar setting.

Monitoring Student's Assignments and Assessments

In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding their students through the curriculum, submission of work/assignments, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure that they participate in the school-wide and state tests.

Appropriate Devices for Learning

Parents who opt to have their child attend Quest as a full time distance education student must ensure that their student is equipped with the appropriate learning device. Cellular phones are not permitted. Tablets, iPads, laptops or Chromebooks may be used for as long as they are able to connect to the internet. Devices must also be able to produce audio output at an appropriate volume as some lessons require students to watch and/or listen to their teacher or an audio or video.

Quest may be able to check out devices to students whose parents agree and sign the Acceptable Use Agreement for Quest devices. Since the number of devices are limited, checkout will be on a first come, first served basis when there is a documented need. Quest is also willing to work with families regarding securing internet service at a more affordable price.

Parent/Legal Guardian and Learning Coach Identification

Identification of parent/legal guardian must be confirmed when student information is discussed. The parent/legal guardian must be present and produce identification for activities involving enrollment, withdrawals, and change of address/contact information. Only the parent/legal guardian who enrolls the student may withdraw or transfer the student. A learning coach, or a person that supports the individual's learning while in the distance education setting, is usually the parent/legal guardian. Any person identified as the student's learning coach that is not the student's parent/legal guardian must have a Permission for Release of Records and/or Information from Records signed by parent and learning coach authorizing Quest Preparatory Academy to discuss the student's information with the learning coach.

Student Identification

Full-time distance education students will be scheduled to come to school in person to be photographed for a picture identification. This will be used for identification during assessments, various meetings, and inclusion in the school yearbook.

Student Responsibilities

The goal of every child should be that of a "model student". A model student is expected to be present at school each and every day, follow course expectations, and demonstrate appropriate behavior and a readiness to learn. This includes getting ready for school each day. The student will adhere to Quest dress code with Quest polos and Quest spirit shirts during live instruction/Zoom video/Microsoft Teams video. Bottoms do not need to be uniform but must wear bottoms appropriate for a school setting.

Attendance

Regular participation in classes is critical to student success. This will help to keep students motivated and keep them in touch with their teachers and peers. *Virtual attendance* is taken each school day in two ways: **all students must sign in to the attendance portal daily before noon.** Attendance in online subject/class portals, submissions of assignments/tasks, and assessments are also monitored. Students must log in to their subject/class portals for substantive participation daily. Teachers and/or administration will contact students by email and phone if they do not appear to be engaging frequently or making satisfactory progress in their classes. If such efforts do not succeed in re-engaging the student, the parent will be notified in writing of a meeting with the Student Support Team and may receive a visit from the counselor, administrator or law enforcement (NRS 392.144).

To have satisfactory "attendance" in a distance education setting, work must be submitted weekly and daily login to the attendance portal is expected. Arrangements for planned absences must be made in advance and must be approved by administration at least a week prior. Proof may also be required for absences due to emergency.

Excused/Unexcused School and Class Absences and Tardiness

Reasons for excused/unexcused absences and tardiness in the distance setting are the same as those in the brick-and-mortar setting. Proper documentation/proof and/or required advanced written permission must be obtained or provided to the school.

Truancy

A pupil shall be deemed a truant who is absent from school without the written approval of the pupil's teacher or the principal of the school, unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his or her written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil (NRS 392.130(1)). Any child who has been declared a truant three or more times within one school year must be declared a habitual truant (NRS 392.140(1)).

Truancy refers to student's' unexcused absences from school. Any school absence – excused or unexcused – as well as missed classes can affect students negatively. Truancy affects students of all ages, and costs students more than their education; it costs them their future. Students with excessive absences will not meet the requirements of this program and will be recommended to transfer out of the full distance learning environment. The following steps will be taken to ensure the truancy issue is rectified:

1. Written Notice to Parents

After a student has had a minimum of five (5) unexcused absences within a calendar month, or ten (10) absences within 90 calendar days, the parents will be advised in writing of the unsatisfactory absences and the teacher/counselor may begin to process the truancy referral.

After 15 unexcused absences within a 90 calendar day period (3 consecutive months), the school principal or designee will provide a written notice to the student's parent to request their attendance at a Truancy Meeting with the Student Support Team to discuss the attendance problem and identify potential remedies.

2. Truancy Meeting with the Student Support Team and Report

The Student Support Team will hold a Truancy Meeting with the parent on the date designated in the TM-SST notification. The purpose of this TM-SST is to:

- a. Discuss the reason(s) for the student's absences;
- b. Identify and recommend potential remedies/interventions including to transferring out of full-time distance education learning;
- c. Advise parents that the student's absences may result in a complaint of truancy to be filed with the Clark County Juvenile Justice Services through a referral to a social service agency (i.e. CPS).
- d. The principal or designee will ask the parent to sign the TM-SST report.

Students who are aware that they will not be able to participate in distance education due to travel or other commitment must be on or ahead of pace and notify their teachers and the school office at least two weeks in

advance of the planned absence, and discuss the completion of assignments and pacing beforehand. In the case of prolonged emergency absence, the student and/or parent should notify the school administration as soon as possible. Parents may be required to provide notarized documentation when warranted.

Academic Integrity

Quest expects a full commitment to academic integrity from each Quest student. More information on academic integrity can be found on the Quest Family Handbook.

Student Contact and Disenrollment Policy

Only through continuous communication can students be successful in a distance education environment. It is essential that the student and teacher maintain regular contact. At any point during enrollment, students may be disenrolled if there is no communication with an assigned teacher(s) for 10 consecutive days. To ensure that our students are aware of this commitment, the three-part process below will be followed:

- 1) If the student does not submit the expected number of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive an electronic letter notifying them of the student's unacceptable pace for submitting assignments.
- 2) If the student does not respond to the letter by submitting the appropriate number of assignments within seven (7) days, the teacher(s) will make a telephone call to the student/parent(s).
- 3) If the student does not respond by submitting all required assignments within fourteen (14) days of the initial letter, Quest will assume that the student does not intend to remain in the distance education setting, and the student will be administratively disenrolled.

Once a student is transferred out of the full distance education setting, transferring back to the full distance education setting may not take place until the student demonstrates consistency in all subjects while in the regular classroom setting or is required due to Covid-19 directives. Case by case evaluation is conducted.

(Disclaimer: It is the responsibility of the student/parent to be informed of Quest Preparatory Academy's Family Handbook policies. The Quest Family Handbook can be accessed at <https://www.questlv.com/quest-family-handbook.html>).

Full Time Distance Education Student Expectation Summary

Because of distance education's unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, daily submission of work, and communication are essential. It is the student who determines his or her own level of success. Students must expect deadlines for their work and expect to work hard, but at their own pace within the set guidelines. They will log in for attendance to the school each day and will respond to teachers' questions and prompts as they work through different classes. They'll use discussion boards and other communication tools to work with teachers and other students. These tools, which may have been used for social purposes, will be used for genuine academic communication to

support learning goals. Students are expected to work to receive grades/credits required to move up to the next grade level. To remain as a full time distance education student at Quest, a student must earn grades of C or higher in each subject, maintain consistent pacing in every class, communicate successfully with teachers, and participate in all standardized and school-wide assessments. Those who fail to meet the minimum continuation requirements will be referred to the Student Support Team to discuss their educational goals in an educational setting better suited to their learning style.

Time and Learning Requirements

The amount of time students spend on courses will vary from student to student, and even subject to subject. However, students will have the time they need to complete the assignments/tasks (within reason). On average, students should expect to approximately spend the following minutes per subject:

Elementary

ELA	120 mins.
Math	90 mins.
Science	30 mins.
Others	30 mins. each

Middle School

ELA	75 mins.
Math	75 mins.
Science	45 mins.
Social Studies	45 mins.
Others	45 mins. each

School Calendar

All academic subjects must be completed by the end of the school year. Full time distance education at Quest adheres to the school calendar established by Quest Preparatory Academy. Those failing to earn the necessary credits/grades for grade promotion will be assessed and may be referred to be transferred out of the full distance education program, and/or may be referred for grade level retention.

Academic Counseling

Quest's full time distance education students and/or their parents may view their grades on Infinite Campus. Quest's counselors are available to support, encourage and help monitor the success of our full time distance education students. Although any questions about the specifics of a subject should be directed to the particular teacher, any general questions about the school or the student's education may be redirected to the guidance counselor. Guidance counselors may also contact the student and their parent for other referrals such as truancy or failing grades.

Proctored Assessments

For security and test validity purposes, Quest reserves the right to ask any full time distance education student to complete an exam at the school campus. Exemptions/special arrangements will be made for students who are sick or on quarantine. Quest shall ensure that safety and disinfecting protocols are followed before, during and after the student's arrival/departure.

Conditional Enrollment/Re-enrollment Agreement

Full Distance Education

As the parent(s)/guardian(s) of _____,
(Print Student's Name and Grade)

I understand that Quest full distance education is a full commitment and requires my child to meet all conditions that foster a successful online education. During the first 21 days of my child's enrollment, he/she will be evaluated by teachers and staff based on those conditions listed below.

Conditions defining a successful online student:

- 1) Submit daily attendance
- 2) Consistent parent/guardian supervision of student
- 3) Maintaining pace in all classes and submitting required work
- 4) Daily engagement in all classes
- 5) Establishing regular communication with all teachers via email, phone and/or text
- 6) Earning and maintaining passing grades of C or higher
- 7) Earning appropriate credits/standards for end of year grade promotion
- 8) Participating in all schoolwide and district standardized testing
- 9) Honoring all rules and procedures established by Quest Preparatory Academy for student conduct, academic integrity, and netiquette

If during the initial 21 days, it is determined by Quest Preparatory Academy that my child is **not recommended** for online education, he/she will be recommended to pursue a different instructional venue and will be transferred out of the full distance education setting.

Meeting the listed conditions is a requirement for continued enrollment in the full distance education environment.

Parent/Guardian Signature & Date

Student Signature & Date

Parent/Guardian Name (Print)

Student Name (Print)

Parent Agreement and Acknowledgement of Responsibilities Parent-Opted Full Distance Education

As the parent(s)/guardian(s) of _____,
(Print Student's Name)

I understand that Quest full distance education is a full commitment and requires my child to meet all conditions that foster a successful online education. Throughout my child's enrollment to the full distance education program, he/she will be evaluated by teachers and staff based on those conditions listed below.

Conditions defining a successful online student:

- 1) Submit daily attendance
- 2) Consistent parent/guardian supervision of student
- 3) Maintaining pace in all classes and submitting required work
- 4) Daily engagement in all classes
- 5) Establishing regular communication with all teachers via email, phone and/or text
- 6) Earning and maintaining passing grades of C or higher
- 7) Earning appropriate credits/standards for end of year grade promotion
- 8) Participating in all schoolwide and district standardized testing
- 9) Honoring all rules and procedures established by Quest Preparatory Academy for student conduct, academic integrity, and netiquette

If, after a progress reporting period, it is determined by Quest Preparatory Academy that my child is **not successful** during full distance education, he/she will be recommended to pursue a different instructional venue and will be transferred out of the full distance education setting.

Meeting the listed conditions is a requirement for continued enrollment in the full distance education environment.

Parent/Guardian Signature & Date

Parent/Guardian Name (Print)

Student Signature & Date

Student Name (Print)

Permission for Release of Records and/or Information from Records

Student's Name: _____ DOB: _____

Records to be released (Please check appropriate item(s)):

____ Psychological Report ____ Test Scores ____ Attendance Information
____ Grades ____ Health Records ____ Other (Specify)

The record(s) indicated above is/are to be released to:

Agency: _____ Contact Person: _____

Address: _____

Other Information (phone/email): _____

The purpose of this release is: _____

I hereby grant permission for the release of the above record(s) and this release is to be in effect until _____
_____ (date).

Printed Name and Signature of Parent Date

School/Agency Requesting Records

Signature of Authorized Personnel

Title

Date

Quest Preparatory Academy is subject to the Family Educational Rights and Privacy Act of 1974. All documents contained in a student's educational records, except those specifically waived, are accessible to the parents or eligible student. Personally identifiable information may be transferred to a third party only on the condition that it will not be released to any other parties without obtaining the consent of the parent or eligible student.

A COPY OF THIS AUTHORIZATION SHALL BE VALID AS THE ORIGINAL

APPENDIX B

Plan B: Week On/Week Off Schedule



School Calendar 2020-2021

August '20						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	ER	ER	ER	ER	30	31

November '20						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	ER	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	ER	22
23	24	25	26	27	28	29
30	31					

First Day of Classes (AM—Green, PM—Blue)

Labor Day—NO SCHOOL
 Professional Development—NO SCHOOL
 First Quarter Ends
 Parent/Teacher Conferences—Early Release
 Nevada Day—NO SCHOOL

Veteran's Day—NO SCHOOL
 Thanksgiving Break—NO SCHOOL

Professional Development
 Early Release (Middle School ONLY)
 Second Quarter Ends—Early Release
 Winter Break—NO SCHOOL

School Resumes
 Martin Luther King Jr. Day—NO SCHOOL

Professional Development—NO SCHOOL
 Presidents' Day—NO SCHOOL

Third Quarter Ends
 Professional Development—NO SCHOOL
 Spring Break—NO SCHOOL

Professional Development—NO SCHOOL

Early Release (Middle School ONLY)
 Fourth Quarter Ends
 Last Day of School—Early Release

Contingency Days

August 10
 September 7
 September 18
 October 9
 October 26-29
 October 30
 November 11
 November 23-27
 December 4
 December 16 & 17
 December 18
 Dec 21-Jan 1
 January 4
 January 18
 February 5
 February 15
 March 5
 March 12
 March 29-April 2
 April 5
 May 18-20
 May 21
 May 21
 May 24-26

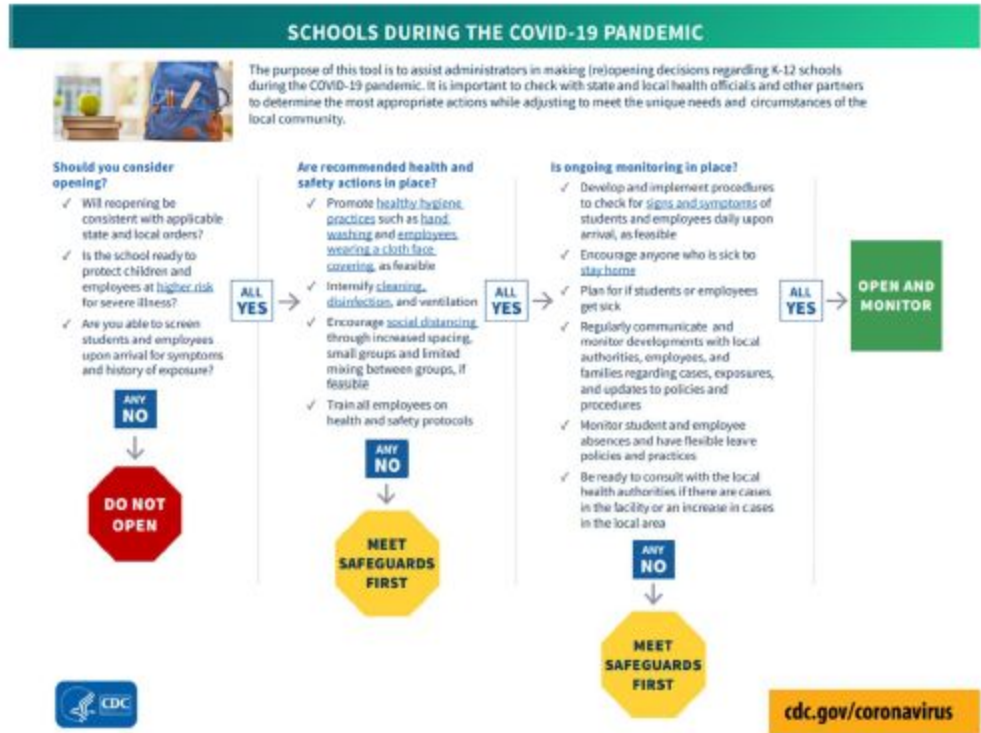
Calendar Codes	
<input type="checkbox"/>	First & Last Day of School
<input type="checkbox"/>	Group A In Seat Instruction
<input type="checkbox"/>	Group B Distance Ed
<input type="checkbox"/>	Group B In Seat Instruction
<input type="checkbox"/>	Group A Distance Ed
<input type="checkbox"/>	No School
<input type="checkbox"/>	Early Release (MS ONLY)
<input type="checkbox"/>	ER Early Release Days (ALL)
175 Instructional Days	

Date Issued: 6/24/2020

APPENDIX C

CDC Reopening Guidelines

CDC GUIDANCE ON OPENING SCHOOLS



APPENDIX D:



VISITOR QUESTIONNAIRE AND ACKNOWLEDGEMENT

First Name	Last Name	Cell Phone	Email

In accordance with the Southern Nevada Health District (SNHD) Guidelines, if you answered yes to any of the questions, you shall not be permitted entry to Quest Academy facilities. Please circle the respective answer to each question.

1. Do you have a new cough that cannot be attributed to another health condition?	YES	NO
2. Do you have shortness of breath that cannot be attributed to another health condition?	YES	NO
3. Do you have any two of the following symptoms: fever (100.4 F or higher), chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?	YES	NO
4. Have you come into close contact (within 6feet) with someone who has a laboratory confirmed COVID-19 diagnosis in the last 14 days?	YES	NO
5. Have you received a laboratory confirmed positive COVID-19 diagnosis in the last 14 days?	YES	NO

I acknowledge that **(REASON FOR VISIT)** _____ is for my personal benefit and that I will be immediately asked to leave and will be given instructions for rescheduling my visit if I become ill. In addition, if I become symptomatic and/or receive a positive COVID-19 test result within fourteen (14) days of my visit to Quest Academy Campus, I will immediately contact them at 702-631-4751 and give my name and the date of my last visit and who I met with to notify SNHD to make appropriate contact notifications during this pandemic.

Signature	Date
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For Office Use Only

Appointment Date/Time:	Building/Room	Name of Employee Handling Appointment

Time Departed:

Temp: