Re-opening Plan

2020-2021

Aligned to Guidelines and Recommendations from the
Center for Disease Control and Prevention,
Southern Nevada Health District,
and the Nevada Department of Education.

Table of Contents

Dear Doral Parent(s)/Guardian(s),

On July 20, 2020, the Doral Re-opening Plan was approved by the Doral Academy of Nevada Board. This plan includes a hybrid model for learning as well as a full distance learning option. Please note there is a change in the Doral calendar; the start date for students is now August 24, 2020. This calendar change will allow staff time to better prepare for the re-opening in August. Additional time will be given for teachers to participate in training on Remote Live Instruction (RLI). Please see the video link below created by our Florida Affiliates demonstrating the model we are seeking to replicate.

https://futureclassroom.page.link/demo

Classroom of the Future

This is "Classroom of the Future" by Colēgia on Vimeo, the home for high quality videos and the people who love them.

futureclassroom.page.link

The creation of the Doral Academy of Nevada Re-opening Plan involved a group of diverse stakeholders and took three months to develop. The process incorporated two parent and two staff surveys, and involved 160 stakeholders, inclusive of 59 parents. Stakeholders reflected expertise in a wide range of areas, e.g. health and human resources, mental health, community relations, government affairs, business owners, law enforcement, education, etc. We at Doral truly believe that we are stronger together.

The Doral Re-opening Plan has been designed to be a document that will be continuously updated, providing additional tools and resources for parents and teachers, e.g., FAQ sheets and training videos. As we move forward, please continue to visit your school's website for the most updated information.

Thank you,

Doral Academy of Nevada Administration

COMMUNICATION

Communication

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

Introduction

COVID-19 is a global pandemic that has required all aspects of society to adjust how they operate in order to protect the most vulnerable populations. Schools across our nation from preschool through college are having to make changes and evolve in order to protect students, parents, and staff from being exposed and potentially exposing others. We as a Doral System appreciate and value the input and insights given to us by a variety of stakeholders, from parents, to teachers, to community partners. Our plan going forward has gone through rigorous vetting and development, and our successful implementation of this plan as a school community will ensure that we will be able to come back all together once it is deemed safe by the CDC and local government. We cannot wait for that day to arrive. Until that day comes, this is our plan for re-opening and how we will communicate with all of our stakeholders.

Communication

Our plan will be communicated to parents using the traditional methods of Infinite Campus messages, emails, posts on our web pages, and informational sheets including Frequently Asked Questions (FAQ's), along with infographics from the CDC and our local government. Schools will conduct daily monitoring of their site email account to promptly address any questions or concerns specific to COVID and the school community. In addition to this traditional communication we propose hosting several virtual meetings via Zoom so that parents and stakeholders can come to us with questions and concerns regarding the re-opening plan and the safety of their children. Questions can be submitted before the meetings so that these meetings are a focused effort to communicate and allow stakeholders to be heard, valued, and connect as a community during this trying time.

The plan will also be shared with all staff members electronically, followed by Zoom calls to gather additional feedback and address any concerns or questions from the educator's perspective.

Finally, a unifying video message from our administrative staff will be filmed and sent out to school system wide highlighting why we are doing this and the basic synopsis of our pathway forward. It will also reinforce that this is temporary, and we will get through this time because we as a Doral System are stronger together.
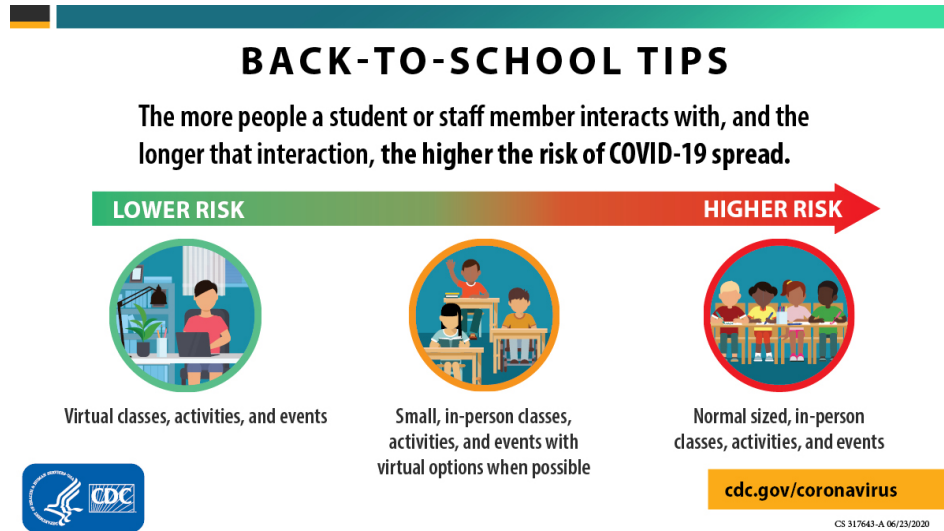
The approved plan and ways to protect our community will be sent out via email, school website, and Infinite Campus messages with links to resources and information from the CDC and local governments. Signs and infographics will also be posted on campus for students and staff to remind them of the methods and importance of social distancing, hygiene, and face coverings.

All information and official state updates will be posted on the school website, sent out through email and Infinite Campus messaging. Site-based weekly updates will be sent out via Infinite Campus messaging and through a Parent Newsletter.

If a member of the school community tests positive for COVID-19 we will follow the advice of the local/state health department regarding reporting and the probability and duration of school closure. The response to an infected individual in a school building will be handled on a case-by-case basis.

The Doral System will move into the different phases of re-opening based on the guidance of the Governor and State Superintendent. If we must move back into a full Phase I (distance learning) parents will be notified via infinite campus messaging, email, parent newsletter, and the school website. Instructions for 100% distance learning will be made available through these communication channels.

An addendum to the Student/Parent Handbook will be developed to communicate any specific changes in response to the COVID-19 re-opening plan. For example, student expectations for online conduct and protocols will be outlined, along with the proper care and appropriate use of technology. The additional handbook will be posted on the school website and emailed to families.

RE-OPENING

RE-OPENING APPROACH

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

- Doral Academy's re-opening plan is based on Nevada's Path Forward Framework, Phase 2: Silver State Stabilization. In order to limit our building capacity to 50% and maintain social distancing guidelines, we have outlined a tiered approach to bringing students on campus. Our buildings will open to provide in-person instruction 4 days per week and simultaneous synchronous Remote Live Instruction (RLI) 4 days per week, and asynchronous Distance Learning 1 day per week. Fifty percent of students will receive in-person instruction for two of the four days while 50% will participate in synchronous RLI for two of the four days per week and the cohorts will rotate by day. For those whose parents have opted out of face to face instruction, they will be given the option of 100% instruction via RLI and Distance Learning. All staff will report to campus each day.

- Doral Academy will request adjustments to our calendar to allow for 5 additional days of professional development for teachers to provide training in response to teacher and student needs pertaining to online learning, family engagement, Google classroom, online curriculum and COVID-19 protocols. Wednesdays will be dedicated to responsive professional learning for teachers and cleaning/disinfecting. Student instruction will consist of enrichment or practice activities on Wednesdays.

  For students whose families are not comfortable with them returning to school, or who are identified as "vulnerable populations" we will offer the option of Remote Live Instruction and Distance Learning via synchronous and asynchronous lessons, content and practice. Students in this cohort will maintain a place on a traditional class roster and have primary instruction, practice and communication with their teacher.

- Under a hybrid learning model, we will utilize an Infinite Campus programming that keeps family households on the same cohort track while limiting classroom capacities to 50 percent of maximum occupancy. For each hybrid cohort we will provide Remote Live Instruction 2 days per week and 2 days of in-person, on-campus instruction per week. For families that opt for the completely online instructional cohort, they will have access to online, synchronous and

asynchronous instruction during both cohort sessions. Doral will explore options to provide daily supervision of students of Doral faculty and staff with limited resources.

- Kinder students will attend face to face classes four days a week for half day sessions. Each class will be divided into two cohorts whereas one group attends the morning session and the other group attends the afternoon session.

  Student cohorts:

  Cohort A students will attend Face to Face Monday/Thursday. *Tuesday/Fridays will be designed for students to stream RLI*.

  Cohort B students will attend Face to Face Tuesday/Friday. *Monday/Thursdays will be designed for students to stream RLI.*

  Cohort C students will attend via RLI and Distant Learning.

  Wednesdays will be reserved for continued, responsive professional learning for teachers and cleaning/disinfecting the school building and materials. All students will be participating in asynchronous Distance Learning on that day

  Doral is pursuing before and after school options that comply with CDC guidelines for K-8 students.

- **Plan A**: Hybrid model with an option for full-time remote learning. Students will attend in-person instruction on campus 2 days per week and will participate in synchronous Remote Live Instruction 2 days per week. Doral students will participate in one of 3 cohorts on either Monday/Thursday or Tuesday/Friday or participate in full-time remote instruction. Wednesdays will be reserved for continued, responsive professional learning for teachers and deep cleaning the school building. Student instruction will be via Distance Learning. Families choosing the online cohort (C) must commit to full-time remote instruction for the duration of the quarter. Families choosing the hybrid cohort have the option to move to the online cohort, but would need to remain with this cohort for the duration of the quarter. Any requests for moving cohorts will require review and approval from the campus principal.

  Backup Option B: If a shift to 100% Remote Live Instruction is warranted, teachers will move to full-time remote online instruction for all cohorts. Teachers will utilize digital instructional platforms for class meetings and lessons, Google classroom, virtual assignments and digital curriculum.

  Students will continue to interact with their classroom teachers as they serve as the primary instructor.

  Backup Option C: In the event that school buildings are able to fully open, Doral will transition to a less restrictive model.

  If a change in our approach is warranted, Doral's Administration will reconvene the Emergency Operations Plan Committee to update the current plan, determine the most efficient means for a smooth transition and disseminate changes to all stakeholders.

PHYSICAL HEALTH SCREENING

- *How will you screen staff and students?*

VISITOR RESTRICTIONS Doral Academy will not allow normal visitation to our campus until the re-opening date. Only staff are allowed on campus during preparation for re-opening. Upon re-opening Doral will limit the amount of outside visitors that are on our campuses. All visitors will be expected to wear a mask.

EMPLOYEE SCREENING AND PROTOCOLS

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, we will be requiring employees to complete a self-screening survey which includes answering a set of questions related to COVID-19 exposure and symptoms including:

- Cough
- Shortness of breath or difficulty breathing
- Chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Nausea/Vomiting/Diarrhea
- Feeling feverish or a measured temperature greater than or equal to 100.3 F
- Known close contact with a person who is lab confirmed to have COVID-19
- Have recently traveled to areas of high risk
- Have recently been in high risk environment (i.e. large crowds)

Staff will submit a screening survey every Monday and then affirm with a signature each morning of the work week that nothing has changed, and if it has changed, they are responsible for notifying their supervisor immediately. In addition, if a staff member is out of work during the week, they must complete the screening survey again. All confidential surveys will be collected for the week and kept on file in the administrative offices. [See Appendix A: Teacher Screener]

HEALTH PROTOCOL:

If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, they may be asked to leave work and go home or to the nearest health center.

Employees returning to work from an approved medical leave should contact the Principal. They may be asked to submit a healthcare provider's note before returning to work.

If an employee has been diagnosed with COVID-19, they may return to work when they have met the following criteria outlined by the Southern Nevada Health District:

Symptom-based strategy:
• At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND**
• At least 10 days have passed since symptoms first appeared.

Test-based strategy:
• Resolution of fever without the use of fever-reducing medications AND **i**mprovement in respiratory symptoms (e.g., cough, shortness of breath); **AND**
• Negative results from at least 2 consecutive COVID tests collected at least 24 hours apart.
If an employee has symptoms that could be COVID19 and do not get evaluated by a medical professional or tested for COVID19, it is assumed that you have COVID19 and may not return to work until the above criteria have been met.

STUDENT SCREENING AND PROTOCOLS

Doral will be relying heavily on parent and guardian participation in screening their child and mitigating the risk if their child has been exposed to COVID-19. The expectation is that if a student exhibits symptoms or has been exposed they stay home and follow the CDC and SNHD guidelines for returning to school when they recover or are found to be virus free. A screening protocol for students will be provided to families via website and newsletter. Parents will be asked to review this protocol each day. [See Appendix B: Student COVID 19 Questionnaire]

All staff, visitors, and students will have their temperature checked upon arrival to campus (before entering the building).

Parents will be asked to review this protocol each day, which includes a daily temperature check.

If a student becomes sick at school, they will be screened by the health office. If the student exhibits any of the COVID-19 symptoms, the parent/guardian and emergency contacts will be contacted to pick up the student from school and encouraged to seek medical care. A student will require medical clearance before returning to school. Parents will be asked to provide current phone numbers and email addresses for their household, in addition to three emergency contacts.

See the Academic section for information on access to distance education if a student has tested positive for COVID-19 or has been mandated to quarantine by a medical official.

PHYSICAL HYGIENE

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

According to the CDC, COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices are important principles. Doral will promote the following to reinforce proper hygiene and behaviors that reduce the spread of the virus.

Stop the spread of germs
that can make you and others sick!

Wash your hands often

Wear a cloth face cover

Cover your coughs and sneezes

length of 1 jump rope
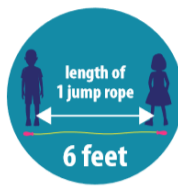
6 feet

Keep **6 feet** of space between you and your friends

Hand washing:

- **Wash your hands** often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.

- **Use hand sanitizer** if soap and water are not available. Use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.

- **Soap and water** are the best option, especially if hands are visibly dirty.

- **Avoid touching** your eyes, nose, and mouth with unwashed hands.

*CDC approved handwashing signs will be posted in all restrooms at all sinks located on campus. [See Appendix C: Posters and Signage]

Cover your coughs and sneezes:

- **Cover your mouth and nose** with a tissue when you cough or sneeze.

- **Throw away used tissues** in a lined trash can.

- **Immediately wash your hands** with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.

*CDC approved signs will be posted around the school in highly visible locations to help prevent the spread of germs. [See Appendix C: Posters and Signage]

 Face Coverings:

- **Face coverings must be worn** when on campus by all K-12 students and staff.

- **Reinforce** the appropriate way to wear face coverings.

  - Face Covering should cover your nose and mouth.

- **Remember** to not touch the mask.

Families will be strongly encouraged to practice proper face covering edict with students before they return to school.

*CDC approved signs will be posted around the school in highly visible locations to demonstrate the proper way to wear a mask. [See Appendix C: Posters and Signage]

SOCIAL DISTANCING

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

Social distancing is an effective way to prevent potential infection. Doral employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminate contact with others.

Traffic flow signs and 6 feet markers will be installed to signify appropriate distancing. Doral will maximize outdoor space, multiple entry points, and large meeting spaces to help address social distancing.

See additional plan documentation for how social distancing will be handled during specific activities (i.e. lunch)

The Doral System will move into the different phases based on the guidance of our Governor and State Superintendent. We will adhere to any changes made in regards to the social distancing guidelines. Parents will be notified via infinite campus messaging, email, parent newsletter, and the school website if any changes need to occur.

HUMAN RESOURCES

STAFF RETURN TO WORK

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

- All staff were provided a survey on July 2, to determine any staff members who would not be able to return to the building full time due to personal health concerns or immediate family health concerns.
- Data was collected from families which indicated that approximately 22% of families would prefer to access distance learning full-time during the Phase II implementation. Due to this, elementary staffing will be adjusted to accommodate 100% online instruction for those students. A list of preferred substitute teachers who have close ties with the community will be placed on a "Call to Action" list to fill day to day openings. The Instructional Coach(es) will work closely with the substitute teachers on those days to ensure continuity of instruction.
- Site supervision of Remote Live Instruction is being explored for the children of Doral employees during the school day to accommodate teachers who need to work on days that their child(ren) do not attend in person instruction.
- Each campus will put procedures into place for teachers to share their lesson plans and provide access to their instructional resources and materials in the event of an unexpected absence so that Instructional Coaches and Administrators can support substitute teachers.

    o Grade-levels and/or departments will develop sets of emergency plans for substitutes to allow for differences in pacing while grade-levels and the Instructional Coaches work to determine appropriate instruction.

- Filling vacancies or openings will be completed by site administration, in collaboration with the approval of the Chief Academic and Operations manager to ensure fiscal responsibility.
- Approved vacancies will be advertised by Academica through the school's website as well as Teachers-Teachers and/or Indeed recruiting websites.
- Each campus will explore the reallocation of duties among existing support staff due to unexpected absences to ensure all duties are covered.

The following changes to the Staff Handbook are being made by the Academica legal department and the revised language will be distributed to all schools prior to the report date for teachers to return for the 20-21 school year.

- **Families First Coronavirus Response Act (FFCRA)** – the policy should follow the federal guidelines and expires on December 31, 2020, unless the benefits are extended by the federal government.

- **Exposure Policy –** Policy regarding employee exposure including the following:

    o Require Employees to complete Employee Pandemic Questionnaire to identify employees with non-medical reasons for possible absence during a pandemic (Questionnaire is ADA compliant and available upon request from Academica)

    o Administration may send employees home if they display Covid-19-like symptoms

    o Administration may ask employees who report feeling ill at work, or who call in sick, questions about their symptoms to determine if they have or may have Covid-19

    o School may require each employee to have their temperature taken prior to working each day/week

    o Require employees to report travel to any area under a Level-3 travel restriction

    o Follow CDC recommendations regarding self-quarantine related to exposure

    o Require certain person protective equipment (PPE)

- **Discrimination/Harassment based upon disability or race/national origin perceived to be affiliated with Covid-19** – this will simply add language to the current discrimination and harassment policies to include any discrimination/harassment based upon disability or race/national origin perceived to be affiliated with Covid-19.

- **Paid Time Off** – Addition to the current PTO policy which may include the following:

    o Requirement for employees who are sent home because they are exhibiting Covid-19 symptoms to use PTO until they satisfy at least one qualification for Emergency Paid Sick Leave or EFMLA leave.

- **Licensed Employee Evaluations**

    o Temporarily suspend any requirement to use student standardized testing results in teacher or administrator evaluations until such data is available.

    o Continue to require scheduled observations and evaluations whether the employee is providing distance or in-person instruction.

- **Lunch/Prep time accommodations**

    o Update Handbook policies to reflect additional teacher duties/responsibilities during an altered lunch delivery process

- **Substitute Coverage related to Covid-19**

    o Update notice periods to ensure teachers immediately notify administration of any positive COVID 19 test which may require an extended absence from the campus.

- **Updates to reflect Expectation during hours of duty during Hybrid/Blended Instruction**

- **Expectations of Distance Education/Transition back to Distance Education**

- **Policy regarding arrival and departure of employees**

    o This policy will put employees on notice that their arrival and departure times may be changed by administration to accommodate and facilitate any required staggered starts.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

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

- Doral Administrators meet weekly via conference call on Tuesdays to get updates from the Chief Academic and Operations manager to provide input on up to date information. A "Weekly Communicator" email is sent to all administrators by the Executive Office each Thursday to provide information as well as updates on changes and due dates by the State of Nevada, Charter Authority, etc. Administrators met with the Chief Academic and Operations manager on June 16, June 24, and July 1, and July 13 to discuss the re-opening plan. The meetings included site administrators, Literacy Coordinator, Special Education Facilitator, Nursing Supervisor, Parent, Communications Director for Academica, Intellatek (technology services).

- Lead teachers or department chairs from each campus were consulted and were included in the design of the plan

- The Re-opening Plan will be shared with the Doral Board of Directors on July 20, 2020, at 5:00 PM via a Zoom Board Meeting. Prior posting of agendas and material will be available following all Public Meeting guidelines.

- The task of writing the Re-opening Plan was divided among the administrators at each campus and input was sent to the Executive Office no later than July 13, 2020.

- Communicating plans for unexpected school closures due COVID??

    o Site based administrators will communicate with the Chief Academic and Operations Officer regarding an exposure to a positive case of COVID. The Chief Academic Officer, site-based administrator, and attorney from Academica will consult with the Southern Nevada Health District and the Head Nurse of our Contracted Nursing Service Provider to determine if closing the school is necessary.

    o The Chief Academic Officer will communicate with the Board of Directors regarding the closure of the school and the timeline for re-opening the building.

The site-based administrator will communicate to staff and parents regarding the closure of the school, the expectations for instruction while the school building is closed, and the timeline for returning to the building.

Key decisions will be made in a collaborative manner among school leaders across school campuses with the Chief Academic and Operations Officer. Input from various stakeholders will be gathered as appropriate. Additionally, all information will be shared with the Doral Board of Directors to gain input and feedback, as appropriate, to ensure decisions have buy-in and approval.

LOGISTICS

FACILITIES MANAGEMENT

- *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?*
- *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?*

- In order to minimize the risk of spreading COVID-19, Doral Academy of Nevada has made adjustments to facilities and the use of facilities. Data was used from parent surveys to identify students as a part of Cohort A, Cohort B, or Cohort C. Cohorts A and B will physically come to the school facility to engage in learning two times each week, while students in Cohort C will engage in online instruction only. This will reduce the number of students physically in our facility by 50% each day. In addition, designated entrances to the facility will be used, allowing staff to ensure students are wearing face coverings and are socially distanced. Once in the school facility, signage will direct students to walk through hallways, CDC posters will be visible throughout the school building to remind staff and students to follow appropriate protocols to minimize the risk of spreading COVID-19, such as the wearing of face coverings and frequently washing hands. Sanitizing stations will be placed throughout the school to encourage appropriate practices.

- To minimize the risk of spreading COVID-19, procedures have been put in place to clean and disinfect school facilities. Support staff have been trained by Academica in the proper cleaning and disinfecting techniques for surfaces that may be exposed to COVID-19 particles during the school day. Surfaces will be disinfected between each class period. The facility will not be open to in-person instruction each Wednesday to insure disinfecting/cleaning of in class teaching materials. In depth cleaning/disinfecting of the facility will take place each night before students and staff return to campus the following day. A Sanitation Checklist will be posted in each classroom, and designated support staff will utilize this list to maintain cleanliness throughout the day and assist in the cleaning of classroom shared materials on Wednesday.
[See Appendix C: Posters and Signage]

NUTRITION SERVICES/BREAKFAST & LUNCH

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

- Meal-time procedures have been adjusted to minimize the risk of spreading COVID-19. These procedures, made possible by the limited number of students on campus at any given time, are customized by the student population to ensure the needs of each group are met.
  - K: A pick up lunch option will be available for all kindergarten students.
  - 1-5: A designated lunch period is scheduled for grades 1-5. To ensure grouping guidelines set forth by the CDC are met, students will be divided into small groups spread throughout the multipurpose room, outdoor areas, and in classrooms.
  - 6-8: A designated lunch period is scheduled for middle school students. To ensure grouping guidelines set forth by the CDC are met, students will be divided into small groups spread throughout classrooms, outdoor areas, and multipurpose rooms; OR lunch will be provided for grab and go at the end of the school day.
  - 9-12: A nutrition break will be provided to high school students during a designated period of the school day. High school lunch will be served at the end of the day.

- All food service staff will wear face coverings and gloves in the preparation and handling of food packages. This includes setting up service in the multipurpose rooms and when delivering lunches to the classrooms. Plexi-glass partitions will be used in the multipurpose room at the contact point when students pick up their lunch.

- Students entitled to school lunches through nutrition services will have their lunches delivered to them by staff when eating in classrooms, and students eating in outdoor areas and multipurpose rooms will have designated pick up areas. Students will use a contactless payment system and social distancing measures will be followed.

TRANSPORTATION/ARRIVAL & DISMISSAL

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

- Dropoff and pickup times will remain staggered to prevent the aggregation of large groups of individuals. Playgrounds and other common areas will be closed upon arrival, and students will enter the building in a socially distanced manner, monitored by staff to ensure students are wearing face coverings. Students will proceed directly to their assigned classrooms. Communication will be shared with parents helping them anticipate the additional time that will be required for drop-off and pickup with social distancing measures in place.

- Doral Academy does not provide transportation.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

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

Athletics

1. Decreasing potential exposure to respiratory droplets is the guiding principle behind social distancing and the use of face coverings. It is also the basis of the stratification of risk by sport presented later on in this document. The use of cloth face coverings is meant to decrease the spread of respiratory droplets. As state and local COVID-19 prevalence decreases, the need for strict social distancing and the use of face coverings will lessen. Look to guidance from your state and local health departments.

a.   The Centers for Disease Control and Prevention (CDC) is additionally "advising the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others." ("Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community-Based Transmission")

b.   Recognizing the benefits and potential drawbacks of the use of cloth face coverings during conditioning and physical activity, the NFHS SMAC recommends the following:

i.   State, local or school district guidelines for cloth face coverings should be strictly followed.

ii.   Cloth face coverings should be considered acceptable. There is no need to require or recommend "medical grade" masks for athletic activity.

iii.   Any student who prefers to wear a cloth face covering during a contest should be allowed to do so.

iv.   In the absence of guidelines to the contrary, we recommend that cloth face coverings be worn by students during Phases 1 and 2 as outlined below. Exceptions are swimming, distance running or other high intensity aerobic activity. Cloth face coverings may continue to be used during Phase 3 when not engaging in vigorous activity, such as sitting on the bench during contests, in the locker room and in the athletic training room.

v.   Plastic shields covering the entire face (or attached to a helmet) shall not be allowed during contests. Their use during practices increases the risk of unintended injury to the person wearing the shield or teammates.

vi.   Coaches, officials, and other contest personnel may wear cloth face coverings at all times during Phases 1 through 3. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.)

2. Social distancing during Contests/Events/Activities

a.   Sidelines/benches - Appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.

b.   Who should be allowed at events? Group people into essential and non-essential groups. Those allowed to attend would first be those in the essential group. If gathering limits and/or direction from local health authorities won't allow all essential personnel to be in attendance, holding the contest may not be practical. Allowing non-essential personnel should only be done in compliance with gathering limits, capacity of facility to allow for proper social distancing and in consultation with local health authorities.

NIAA

1. Potential Infection Risk by Sport (modified from United States Olympic and Paralympic Committee – Sports Medicine recommendations

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys' lacrosse, competitive cheer, dance

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, soccer, water polo, ice hockey, field hockey, girls' lacrosse, crew with two or more rowers in shell, 7 on 7 football, swimming relays, volleyball*, baseball*, softball*, gymnastics* (if equipment can't be sufficiently cleaned between competitors), tennis*, pole vault*, high jump*, long jump*

*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

Lower Risk: Sports that can be conducted with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, single sculling, cross country running (with staggered starts)

In all phases, teams should suspend pre-game and post-game handshakes/high-fives/fist bumps.

2. Transportation to events - Schools must consider social distancing requirements when scheduling contests and events for the fall. Social distancing (as required by state or local health department) will need to be maintained on buses/vans. Thus, multiple buses/vans and/or parental/guardian transportation will likely be needed.

3. Social distancing during Contests/Events/Activities

      a.   Sidelines/benches - Appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.

      b.   Who should be allowed at events? Group people into essential and non-essential groups. Those allowed to attend would first be those in the essential group. If gathering limits and/or direction from local health authorities won't allow all essential personnel to be in attendance, holding the contest may not be practical. Allowing non-essential personnel should only be done in compliance with gathering limits, capacity of facility to allow for proper social distancing and in consultation with local health authorities.

      i.   Essential: Athletes, coaches, officials, event staff, medical staff, security

      ii.   Non-essential: Media, spectators, vendors. These may be prioritized in accordance with limits on the size of gatherings, ability to properly social distance in the facility, and in consultation with local health authorities.

Athletic Training Services

Athletic trainers in high schools are positioned to play a vital role as sports return following this pandemic. As healthcare professionals, they can take lead roles in developing and implementing infection control policy throughout the school. Whenever needed, state associations and their SMACs should promote the importance of athletic trainers in high schools and their role in injury evaluation, treatment and risk minimization as well as being a vital component of any return-to- school and athletics plan.

Extracurricular/Clubs Activities

CDC guidelines for the use of face coverings, social distancing, and sanitizing/hand washing will be followed during any Doral Academy sanctioned activities. Extracurricular activities will be limited to 50 participants per gathering utilizing the guidelines listed above. After school clubs and activities are encouraged to meet virtually. All extracurricular activities must be approved by site administration to ensure proper use of facilities and participant safety.

Illness Reporting

Create notification process for all event athletes, coaches, event staff, media, spectators, and vendors if the organizers/medical personnel learn of suspected or confirmed cases of COVID-19 at the event. This process should be cautious of stigmatizing infection and should protect personally identifiable information in accordance with federal and state law and local policies.

Before and After School Care (needs to be decided)

K-8: On the days that students attend in-person school, before and after school care will be provided following social distancing guidelines and hygiene protocols (masks, handwashing), including having a maximum of 50 people in designated areas. Doral Academy is exploring additional options for before and after school care.

INFORMATION TECHNOLOGY

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

- Chromebooks, laptops, iPads, tripods, earbuds, document cameras, Zoom, Google Classroom, electronic textbook licenses, projectors, teacher desktop computers, and IT support are needed to be able to seamlessly transition between in-person instruction and online instruction models.

- We are encouraging all students to bring their own devices. School devices can be provided for students to borrow as needed. We will utilize the purchasing budget for needed technology items.

- Surveys will be administered to students, families, and educators to determine technology and internet connectivity needs. Solutions will be provided by the school on a case-by-case basis using all available community resources.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

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

Doral Academy's comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students.

Introduction information such as, who they are, what support is available, contact information, and live/virtual hours will be shared with staff, students and families. Counselors and SSP's will provide the following supports:
- **Counsel** individually with students/staff in brief sessions
- **Teach** guidance lessons
- **Conduct** small group counseling sessions
- **Consult** with parents and families regarding concerns
- **Consult** with teachers
- **Provide** information on community resources for families
- **Provide** support during personal crisis
- **Promote** a positive and safe school climate

The Counseling team will provide a weekly counselor corner newsletter to share with staff, students and families through e-mail, social media sites, school websites, Doral Wellness page, and classroom home pages, that will include:

- Resources and links
- Social Emotional Learning Lessons – combination of recorded videos from the counseling team doing a lesson then activities to blend home and school Social Emotional Learning (games, activities, how to stay in touch with friends, etc.)
- Family activities
- Strategies on how to stay engaged with others through social distancing

The Doral Academy's counseling team strives to be visible, proactive, and provide positive support for all staff and students. *Lunch with the Counselors* will serve as an opportunity for staff and students to connect with the counseling team. (In- person and virtual options will be provided.)

Resources:

https://www.youtube.com/watch?time_continue=241&v=6iShfsDCH7g&feature=emb_logo

TRAUMA-INFORMED PRACTICES – TIERS 1-3

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

- Staff development focused on self-care, life balancing, and boundary setting (work, emotional, home, family, etc.)
- Send a survey to staff, students and families about their needs as we plan to go into the 2020-2021 school year.
- Small groups (virtual and in-person) will be created based on survey results.
- Connect with teachers for recommendations on families and students to check-in/follow-up's.
- Make information on how to contact the counseling team available through e-mail, social media sites, school websites, Doral Wellness page, and classroom home pages.

Tier 1

- Presentations for trauma-informed classroom support for teachers
- Mini-lessons for students across all grade levels teaching about empathy surrounding COVID-19 and varied experiences.
- School Nurses will send an introduction letter to reassure parents they can contact the school nurse at any time with questions and concerns.
- School Nurses will call parents of students with significant health problems to offer reassurance and recommendations
- Provide an article to families from the National Association of School Nurses (NASN) and the National Association of School Psychologists (NASP) on how to talk to their children about Covid-19 plus information from NASN on how to keep their children safe.
- Schools will help families with food insecurity and provide referrals to community resources.

Tier 2 and Tier 3

- Counseling team will provide small groups (virtual and in-person)**,** parent support**,** individual support for students and staff**,** and weekly check-ins with staff. In addition, behavioral interventions will be provided to better meet the educational needs of students who have experienced trauma.
- Nurses are going to receive training in Trauma-Informed Practices as they apply to school nursing. Information will be shared with teachers and staff.
- A multi-disciplinary committee will be formed to address student needs as a whole (broad recommendations to staff) and to assist specific students, families, and staff who are experiencing significant emotional/mental stress. This committee may consist of an

administrator, counselor, social worker, school psychologist, school nurse, teacher...whoever the school decides. Teachers and other staff would contact this committee with their concerns. The committee could implement a plan to assist the student and/or family. The committee would continue to send out information periodically to staff with suggestions to keep them aware.

Resources:
https://www.youtube.com/watch?v=I0JcKrGvEN4&feature=emb_logo
https://www.learnersedge.com/trauma-informed-classroom-1
https://learn.nctsn.org/course/index.php?categoryid=39
https://resilienteducator.com/collections/trauma-informed-school-practices/

Cycle of Trauma

Trauma
↓
Emotional/Psychological Damage
↓
Behavioral Problems
↓
Punishment
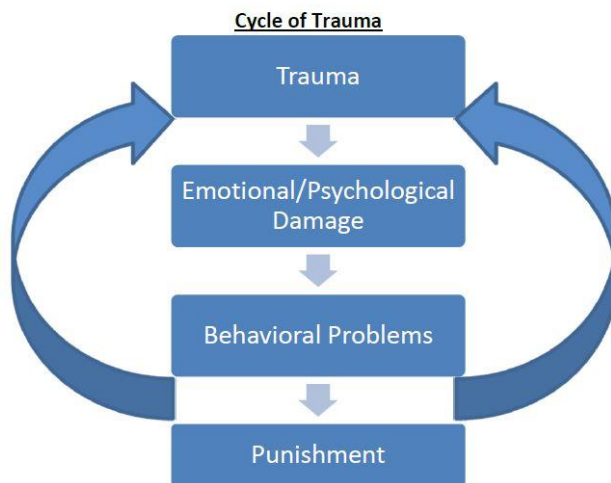
ACADEMICS

INSTRUCTIONAL APPROACH

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

- The safety and well-being of our students, families, and staff is our number one priority at Doral Academy of Nevada. Doral Academy is planning for various scenarios for instructional delivery based upon the impact of COVID-19 on our community at any given time. Depending on the status of the guidance and directives at the time, Doral Academy has established an instructional plan which will allow students to participate in a quality educational experience, whether they attend on the school campus, participate in distance learning, or a combination of both. We have followed and will continue to follow the information and guidance provided by the following agencies as we plan for the re-opening of schools in the Fall of 2020: Office of the Governor, the Nevada Department of Education (NDE), the Nevada Charter School Authority (SPCSA), the Center for Disease Control and Prevention (CDC), the World Health Organization (WHO), as well as the Southern Nevada Health District (SNHD).

  Our academic plan allows for a quick transition of the educational delivery model at any given time, while providing a seamless educational experience for students, regardless of the location of the instruction.

  Instruction will be provided using a blended learning approach which is a combination of synchronous and asynchronous teaching and learning. This approach requires the use of technology, access to the internet, web conferencing tools (Zoom), and a learning platform (Google Classroom or Canvas).

  > **Synchronous Instruction (Remote Live Instruction or RLI)**
  > In synchronous learning, students and teachers work together at the same time either in a face to face environment or in a virtual classroom setting. Typical synchronous instruction involves teacher-led or facilitated in-class lessons and class discussions.

Asynchronous Instruction (Asynchronous Distance Learning)
In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and teachers are not necessarily interacting in real time. Schoolwork that students perform on their own time typically include: viewing pre-recorded online classroom lessons at home, completing assignments, and collaborating with other students via secure message boards; such as Google Classroom or Canvas.

INSTRUCTIONAL DELIVERY MODELS:

Our academic plan allows for a quick transition of the instructional delivery model at any given time, while providing a seamless educational experience for students, regardless of the location of the instruction.

Hybrid Model: Partial Distance Learning and Partial On Campus/In Person Learning

In order to maintain social distancing of students and staff and to comply with the 50% capacity requirement, students in Grades 1-12 will be assigned to attend campus on specified days: *days:*

Cohort A: Attends campus for in-person instruction **Monday** and **Thursday**, participates in Remote Live Instruction online **Tuesday** and **Friday**
Cohort B: Attends campus for in-person instruction **Tuesday** and **Friday**, participates in Remote Live Instruction online **Monday** and **Thursday**
Cohort C: Participates in Distance Learning only, due to compromised immunity, student or family member tested positive for COVID-19, or family has selected distance learning only. These students will participate in Remote Live Instruction on **Monday, Tuesday, Thursday**, and **Friday** and Asynchronous Distance Learning on **Wednesday**.
Cohorts A, B, and C: Participate in online Asynchronous Distance Learning on **Wednesdays**.

Kindergarten: Students will attend campus for half days on Monday, Tuesday, Thursday, Friday in either AM or PM session. Option will be available for Distance Learning only if family elects to not send their child to campus.

- **Student Access to Technology**: According to our very high student participation rates with distance learning during the March-May 2020 online learning, (on average 95-100% attendance weekly), we have very few families in the Doral system who do not have access to Wi-Fi or online capabilities from home. Those families who need access to technology will be assigned a device from the school for use at home. Any family who does not have access to Wi-Fi or online capabilities will be addressed on an individual basis by school administration and counseling staff to ensure proper tools are provided, or an option for another route (such as paper correspondence) is made available to the student.

- **Access to Distance Education**: Any student who is quarantined for a health/medical issue will become a part of "Cohort C" and participate in the online learning structured and provided for those students who have selected the distance learning option only.

- **Use of a consistent Learning Management System (LMS):** We are exploring the option of implementing a consistent Learning Management System (i.e. Canvas) to provide a common dashboard for all learning platforms, such as Google Classroom, Zoom, and each school's online learning programs. The consistent platform will assist families in managing access to multiple log-ins and will display all courses in one location. This will also assist families with multiple children in various grade levels to have a consistent LMS for all grades K-12.

- **Teacher contact with students**: Attendance will be taken daily using Infinite Campus, and each teacher will keep a student attendance log tracker either on paper or using a Google Form to mark that each student either attended school in person, logged in for synchronous "live" lessons, or participated in distance learning daily. Infinite Campus will send automatic notifications via email to families notifying that their student was absent. Teachers will follow up with students and families when a student does not attend instruction live or online.

- **Accessibility of teachers**: Teachers will be accessible to students via synchronous "live" instruction Monday, Tuesday, Thursday and Friday, through questions and correspondence using Google classroom daily, by phone before school and during their scheduled preparation period, and during regularly scheduled "Office Hours".

- **Aligning common grading practices**: Teachers will check individual student progress and give students feedback on assignments throughout the week. Grade level/department teams will work together on Wednesdays on alignment and consistency of grading practices, such as common weighting of assignments and assessments.

- **Minimizing movement and transitions:** Student movement on campus will be minimized as much as possible. Many specialist teachers at the elementary level will go to the teacher's classroom to teach specialist classes in order to minimize any movement or transition through hallways to different classrooms. Others may hold classes in open available areas such as outside or MPR. When movement and transitions must occur in the building, traffic patterns will be clearly marked and monitored, such as one-way hallways or staircases, to keep traffic flow moving in one consistent direction. In addition, if classes do need to move to another location, all surfaces will be disinfected prior to the class entering and again after the students leave the classroom.

  At Elementary, Middle and High school levels, CDC guidelines will be followed for social distancing, handwashing, disinfecting surfaces and high touch areas, and the wearing of face coverings.

Students will be trained in social distancing procedures for classrooms. This will include disinfecting hands, desks, tables, chairs and any other high touch surfaces. Students will be using materials (pencils, scissors, markers, etc.) from their own personal supply. Supplies that are communal and used by many students will be disinfected in between each use. Social distancing guidelines of 6 feet will be followed in every classroom by separating desks and limiting table seating. Schedules will be reconfigured to allow social distancing in the hallways for students moving from one class to another. The schedule reconfiguration will also include time for teachers such as music, art, etc., to disinfect the classroom and high touch surfaces in between each class.

[See Appendix E: Sample Schedule for Grades 1-2]
[See Appendix F: Academic Plan Additions]

MEETING STUDENT NEEDS

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

- Individualized or small group support will be provided to EL students, students with IEPs, or 504 plans as needed and as specified in the student's individual plan. The teacher will provide direct support when the student attends school in the classroom or online through distance learning. In addition, the Special Education teacher will provide direct small group or individualized instruction through an online platform (such as Zoom) if the student is not attending school on campus. As additional support, an Instructional Assistant may be scheduled to assist a student or a small group of students using Zoom if the students are not attending school on campus.

  For eligible students (Grades 3-5) who qualify for Gifted and Talented Education (GATE), a combination of instruction delivered at the school campus by the GATE teacher and independent project-based learning (at home) will be provided to keep students challenged academically.

- Students will be assessed at the beginning of the Fall semester using screeners and diagnostic assessments. These assessments will be used by teachers to determine standards that will need to be re-taught or reviewed due to the disruption in the school year during Spring 2020. Data-driven decisions will be made among grade level teams and departments to determine instructional needs of students and how to address these needs accordingly.

- Using the Professional Learning Community model of using data to analyze student results, discuss best practices and instructional strategies, and collaborative planning with teams to provide effective instruction, our schools will target student needs. Additional support and intervention will be provided by teachers when necessary, and progress monitoring using common formative assessments and summative assessments will drive instructional decisions.

- Schools will use both formative and summative assessments to continually monitor students' needs and adjust instruction as appropriate. Students will be provided additional interventions to address instructional needs, and teachers will differentiate instruction and support to meet student needs accordingly.

ATTENDANCE AND ENGAGEMENT

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

- The State is working on attendance guidelines to be used in the Fall. Teachers will record daily attendance in Infinite Campus according to the guidelines that will be issued.

- Schools will promote the importance of student attendance using multiple communication avenues, such as school weekly email correspondence and newsletters, school website and social media, and teachers promoting the importance of attendance daily with students and through their classroom communications. School nurses and counselors will work with administrators to follow up with individual families and students who show a pattern of absences or chronic absenteeism in order to help support families at home who may be struggling with time management, transportation to school, and balancing their work responsibilities with the modified school schedule (hybrid model).

PROFESSIONAL LEARNING

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

- Professional development regarding high-quality distance education will be provided to all Doral teachers during the first two weeks of the school year prior to students returning for instruction. The professional learning sessions will be designed by our Doral system curriculum specialists, literacy specialists/instructional coaches, and lead teachers at each school who excelled at distance learning in the Spring. Teachers and Administrators will participate in professional learning on best practices for remote learning focusing on:

  - Platforms: Zoom, Google, Canvas
  - Digital competencies
  - Building community
  - Parent communication: multimodal (written, audio, video)
  - Colleague collaboration: integrating content and services, digital PLCs

- o Blended-learning lesson planning: asynchronous and synchronous instructional design
  - o Engagement- i.e. jigsaw, discussion strategies, visible thinking, multi-purpose tools (i.e. Padlet, Kahoot, Flipgrid, Code.org)
  - o Summative assessments focusing on creation
  - o Feedback and Grading

- During the first 2 weeks of school (before students return), health and safety training will also be provided to all teachers, support staff, and office personnel related to personal health and safety, cleaning and sanitization requirements for classrooms and common areas, and requirements related to social distancing, wearing of face masks, and handwashing. In addition, clear procedures, schedules, and policies will be discussed with teachers and staff to ensure the health and safety of students. This training will include policies related to the following: traffic patterns inside the school building, visitors/parent volunteers, daily wellness checks/surveys, procedures for students feeling ill, communication protocols with health office and parents, sanitation in classrooms and cleaning of classroom materials, and other logistics defined by each campus related to arrival and dismissal, lunchroom use, student restrooms, etc.

- Doral Academy will request 10 days of professional development with teachers prior to students returning to campus and throughout the year in order to plan, participate in training (listed above), and prepare and maintain classrooms for social distancing.

SUPPORTING PARENTS/FAMILIES

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

_____

- Doral Academy will be using several approaches to enable parents to help support their students. They include office hours with teachers, virtual parent workshops and parent support from our counselors and Marriage and Family Therapists. Parents will receive communication via emails and social media. Administration and counselors will be available as needed to provide support for individual families or groups as needed.

- Teachers will provide communication to parents on units of study that are planned and how parents can support learning at home.

- Parent guidance will be provided to relative to the Learning Management System (LMS), including how to navigate online learning, resources to assist parents with time management, setting up routines/schedules at home, etc.

Appendix A-Teacher Screener

Please fill out form Monday and the day after returning from an absence. Please initial for the rest of the days that nothing has changed, and notify your supervisor if symptoms have changed.

If you reply YES to any of the questions below, STAY HOME and follow the steps below:

Step 1: Notify your school administrator

Step 2: Notify your SESS Lead Supervisor if SESS employee

Step 3: Notify your healthcare provider

Step 4: Provide doctor's documentation of medical release to work immediately

Name: _____ **Date:** _____

Name of Doral Campus: _____

Have you recently traveled to areas of high risk for COVID 19 within the last 14 days?

Yes   No

Have you recently been in high risk environments (large crowds etc.) within the last 14 days?

Yes   No

Do you have a fever (temperature over 100.3) without having taken fever reducing medications?

Yes   No

Do you have NEW loss of smell or taste?	Yes	No
Do you have a sore throat?	Yes	No
Do you have shortness of breath?	Yes	No
Do you have a headache?	Yes	No
Do you have muscle aches?	Yes	No
Do you have a cough?	Yes	No
Do you have chills?	Yes	No
Do you have a NEW rash?	Yes	No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, or loss of appetite in the last 14 days?   Yes   No

Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19 in the last 14 days?

Yes   No

Have you been asked to self-isolate or quarantine by a medical professional or a local health official in the last 14 days?   Yes   No

Signature: _____

If any of the above symptoms can be attributed to a pre-existing condition. Please speak to your administrator and provide medical documentation.

Initial to verify there have been no changes notify your supervisor if there has been a change.

_____Tuesday _____Wednesday _____Thursday _____Friday

Appendix B- Student COVID 19 Questionnaire

Expectation: Parents take the students' temperature prior to school attendance every day.

Please Review with your student prior to school on Monday or before returning to school after any absence.

If you reply YES to any of the questions below, STAY HOME and follow the steps below:

Step 1: Notify your school's health office and your student's teacher

Step 2: Notify your healthcare provider

Have you recently traveled to areas of high risk for COVID 19 within the last 14 days?

Yes   No

Have you recently been in high risk environments (large crowds etc.) within the last 14 days?

Yes   No

Do you have a fever (temperature over 100.3) without having taken fever reducing medications?

Yes   No

Do you have NEW loss of smell or taste?	Yes	No
Do you have a sore throat?	Yes	No
Do you have shortness of breath?	Yes	No
Do you have a headache?	Yes	No
Do you have muscle aches?	Yes	No
Do you have a cough?	Yes	No
Do you have chills?	Yes	No
Do you have a NEW rash?	Yes	No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, or loss of appetite in the last 14 days?   Yes   No

Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19 in the last 14 days?

Yes   No

Have you been asked to self-isolate or quarantine by a medical professional or a local health official in the last 14 days?   Yes   No

If your student starts to feel sick during school, they are to tell a staff member immediately.

If students present with symptoms at school parents and/or emergency contacts will be notified until an adult can be reached to come pick up the student from school and take them to a medical care provider for evaluation and/ or treatment.

Appendix C- Posters and Signage

Stop the spread of germs
that can make you and others sick!

Wash your hands often

Wear a cloth face cover

Cover your coughs and sneezes

length of 1 jump rope

6 feet

Keep **6 feet** of space between you and your friends

Appendix D

Daytime Disinfecting
Doral Campuses

Restroom Disinfecting

Perform the following tasks as listed:

- Pick up all trash from the floor and flush all toilets/urinals.
- Spray all toilets, urinals, and sinks inside and out with Brady Non-Acid Disinfectant.
    - After one-minute, wipe off all areas with a clean cloth.
- Spray all soap, paper towel, and toilet paper dispensers with Brady Non-Acid Disinfectant.
    - After one-minute, wipe off all areas with a new clean cloth.
- Spray all mirrors with Brady Non-Acid Disinfectant.
    - After one-minute, wipe off all areas with a new clean cloth.
- Spray all bathroom stall handles and all door handles with Brady Non-Acid Disinfectant.
    - After one-minute, wipe off all areas with a new clean cloth.
- Remove all trash from restroom.

Hallway Disinfecting

Perform the following tasks as listed:

- Spray all drinking fountains (interior/exterior) and bottle fill stations with Brady Non-Acid Disinfectant.
    - After one-minute wipe off all areas with a new clean cloth.
- Wipe all handrails and door handles leading to the main entrance and playground with Clorox Hospital Grade Hydrogen Peroxide Wipes. Let area air dry.
- Wipe down the elevator buttons with Clorox Hospital-Grade Hydrogen Peroxide Wipes. Let air dry.
- Wipe down Kinder and main playground equipment with Clorox Hospital-Grade Hydrogen Peroxide Wipes. Let air dry.

Recommended Products

➢ Brady Non-Acid Disinfectant – **1-minute contact time** ($35.99 per case / 6-containers per case)

➢ Clorox Hospital-Grade Hydrogen Peroxide Wipes – **1-minute contact time** ($38.99 per case 6containers per case)

Doral Academy
Daily Restroom Sanitation

DATE	TIME	NAME	P/U TRASH	TOILETS URINALS SINKS	DISPENSERS	MIRRORS	WIPE COUNTERS	STALL AND DOOR HANDLES	EMPTY TRASH
	8:00 AM								
	9:00 AM								
	10:00 AM								
	1:30 PM								
	2:45 PM								
	EOD								
	8:00 AM								
	9:00 AM								
	10:00 AM								
	1:30 PM								
	2:45 PM								
	EOD								
	8:00 AM								
	9:00 AM								
	10:00 AM								
	1:30 PM								
	2:45 PM								
	EOD								
	8:00 AM								
	9:00 AM								
	10:00 AM								
	1:30 PM								
	2:45 PM								
	EOD								
	8:00 AM								
	9:00 AM								
	10:00 AM								
	1:30 PM								
	2:45 PM								
	EOD								

EOD – End of Day

DORAL ACADEMY OF NEVADA
HOURLY DISINFECTING OF CLASSROOMS
UPPER SCHOOL

Classroom disinfecting to be done by teacher "A, B" day instruction:

1. Desks and chairs are to be divided into "ODD and EVEN" grouping that will coordinate with instructional periods during the school day (zero period will be considered Even)
2. Students in Even periods, 0, 2, 4, 6, will use the EVEN desks and chairs and the students in Odd numbered periods, 1, 3, 5, will use the ODD desks.
3. After each period the teacher will spray the desks and chairs that were just used with HALT. The students entering the room for the next period will sit in the dry desks and chairs. Example, zero period (EVEN) ends. The teacher sprays the EVEN desks and chairs with Halt. Student entering the room for 1st period (ODD) will sit in the odd desks and chairs.
4. The teacher will also spray the door jamb where students may have touched it as they entered and exited the room.
5. Maintenance personnel will refill spray bottles as needed.
6. Teachers will initial each period after disinfection is completed.

WEEK OF: _____

Day	Period	Desk/Chair	Door
Monday	0		
	1		
	2		
	3		
	4		
	5		
	6		
Tuesday	0		
	1		
	2		
	3		
	4		
	5		
	6		
Thursday	0		
	1		
	2		
	3		
	4		
	5		
	6		
Friday	0		
	1		
	2		
	3		
	4		
	5		
	6		

Appendix E

SAMPLE   Doral Academy Red Rock Elementary
Daily Schedule for Elementary Grades 1 & 2 (Monday, Tuesday, Thursday, Friday)

TIMES	Subject/ Instructional Minutes	**Student Cohort on Campus**	**Student Cohort at home** ==**Highlighted times: Students will be on Zoom for "live" synchronous instruction**==
8:10-8:35 a.m.	**Staggered arrival**	Students will go straight to the classroom (no morning recess); Student hand washing/sanitizing	
8:35-8:50 a.m.	**Morning Opening Procedures**	Pledge of Allegiance, Teachers take student attendance (in classroom and online), lunch count, school morning announcements, Morning meeting, Wellness check in, and overview of daily schedule	==**8:35 a.m. "Live" synchronous instruction on Zoom**: Students must be on Zoom by 8:40 a.m.== Students will be marked "Tardy" after 8:40 a.m. daily 4 days a week: Monday, Tuesday, Thursday, and Friday.
8:50-10:30 a.m.	**Literacy Block** (100 minutes)	8:50-9:20 a.m. **Wonders Reading Whole Group Lesson** (approximately 30 minutes) 9:20-9:25 a.m. Brain break 9:25-10:25 a.m. **Independent reading practice (centers) or small group** (Teacher-led) 10:25-10:30 a.m. Snack	==**"Live" synchronous instruction on Zoom** 8:50-9:20 a.m. **Wonders Reading Whole Group Lesson** (approximately 30 minutes) on Zoom== 9:20-9:25 a.m. Brain break 9:25-10:30 a.m. **Independent reading practice or small group** (led by instructional assistant on Zoom)
10:30-11:00 a.m.	**Intervention/ Enrichment** (30 minutes)		

Time	Subject	In-Person	Distance Learning
11:00 a.m. - 12:10 p.m.	**Mathematics** (70 minutes)	11:00-11:30 a.m. **Investigations Whole Group Mathematics Lesson** (approximately 30 minutes) 11:30-12:10 p.m. **Independent mathematics practice (centers) or small group** (Teacher-led)	==**"Live" synchronous instruction on Zoom** 11:00-11:30 a.m. **Investigations Whole Group Mathematics Lesson** (approximately 30 minutes) on Zoom== 11:30-12:10 p.m. **Independent mathematics practice or small group** (led by instructional assistant on Zoom)
12:10-12:50 p.m.	**Lunch/Recess** 20 min lunch 20 min recess/activity	**Lunch and Recess** Maximum capacity will eat in MP room (not to exceed 50 students and staff); remaining classes will eat in classrooms *See schedule for lunchroom and playground rotation (TBD)*	12:10-12:50 p.m. 20 min lunch 20 min recess/outdoor or physical activity
12:50-1:40 p.m.	**Writing** (50 minutes)	12:50-1:20 p.m. **Lucy Calkins Whole Group Writing Lesson** (approximately 30 minutes) 1:20-1:40 p.m. **Independent writing practice, writing conferencing, or small group** (Teacher-led)	==**"Live" synchronous instruction on Zoom** 12:50-1:20 p.m. **Lucy Calkins Whole Group Writing Lesson** (approximately 30 minutes)== 1:20-1:40 p.m. **Independent writing practice, writing conferencing, or small group** (led by instructional assistant on Zoom)
1:40-1:50 p.m.	**Brain break**	**Brain break and restroom break** *see schedule for outdoor rotation (TBD)*	1:40-1:50 p.m. Brain break and restroom break
1:50-2:40 p.m.	**Specials** (50 minutes)	**Specialist in classroom**	1:50-2:40 p.m. Specials on Zoom **(Optional)** *(students will participate in Specials during assigned days on campus)*
2:40-3:10 p.m.	**Science/S.S.** (30 minutes)	**Science/S.S.** Rotate subjects according to FOSS unit schedule	**Science/S.S.**

3:10-3:15 p.m.		**Pack up** *(Students at school will take home their assigned Chromebook, and pencil box w materials for home learning).* **Staggered Silent Dismissal** 3:15 Dismiss walkers 3:19 Begin Carpool dismissal	
3:19-3:35 p.m.			

Appendix F

ACADEMIC PLAN: Additions

Wednesdays of each week will be used for the following:

- **Designing Effective Instruction**: Teachers will plan instruction with grade level/department teams using the Professional Learning Community structure. (Use of student assessment results to plan differentiated instruction)

- **Participating in Professional Learning**: Teachers will participate in professional development to enhance curriculum and distance education strategies. Particular emphasis will be placed on designing lessons to maximize student engagement for a distance learning platform.

- **Aligning common grading practices**: Teachers will check individual student progress and give students feedback on assignments. Grade level/department teams will work together on consistency of grading practices, such as common weighting of assignments and assessments.

- **Communicating with Parents/Students**: Teachers will host regularly scheduled office hours for student questions or check ins. Teacher parent conferences will be held via phone or Zoom. Teachers will work in grade level/department teams to provide parent communication related to curriculum units of study and how to support learning at home.

- **Disinfecting classroom and instructional materials**: School custodial staff, support staff, and teachers will assist in cleaning and disinfecting classrooms, high touch areas, and materials and supplies.

Glossary of Terms

In-person instruction- this refers to instruction happening face to face when students are physically on campus

Synchronous Instruction/ Learning- In synchronous learning, students and teachers work together at the same time either in a face to face environment and/or in a virtual classroom setting. Typical synchronous instruction involves teacher-led or facilitated in-class lessons and class discussions.

Remote Live Instruction (RLI)- a synchronous model where students are logged into a live zoom call and the teacher is giving them live instruction from the classroom while they are logged in remotely from home or another location

Asynchronous Distance Learning- students work at their own pace and place, completing coursework within defined time limits. Students and teachers are not necessarily interacting in real time. Schoolwork that students perform on their own time typically include: viewing pre-recorded online classroom lessons at home, completing assignments, and collaborating with other students via secure message boards; such as Google Classroom or Canvas.

Face Coverings- Face coverings can be medical or non-medical grade mask or double layered cloth face covering used for the prevention of the spread of germs through breathing, talking, sneezing, coughing, or other aerosol droplets created by the nose and mouth

SNHD- Southern Nevada Health District

CDC- Center of Disease Control