# TABLE OF CONTENTS

Overview and Requirements 1
Guiding Principles for Reopening Schools 1
Academic Goals 1
Encouragements 1
Declaration of Emergency Directives 2
Learning Models 2
Health and Safety 4
Human Resources 7
Transportation 10
Facilities 10
School Nutrition Program 11
Information Technology 12
Social Emotional Supports 12
Travel 13
Athletics and Activities 13
Family and Student Resources 13
Continuity of Education Plan 14
Overview of the Plan 15
Health & Hygiene Expectations 16
Expectations for Teaching and Learning 16
Communication Tools and Strategies 17
Access (Devices, Platforms, Handouts) 17
Staff General Expectations 18
Student Expectations 18
Instructional Expectations for DCSD Distance Learning Students 19
Instructional Expectations for DCSD Students Participating in On Campus Instruction 20
Attendance/Accountability 20
Special Education – IEP/504 21
Evaluations Under IDEA 24
English Language (EL) Supports 24
Gifted and Talented Education 25
Douglas County School District Contacts 25
Resource Links 25
COVID-19 Outbreak Response Plan 26
Before Coming to School 27
While at School 27
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive COVID-19 Case(s)</td>
<td>30</td>
</tr>
<tr>
<td>Release Back to School</td>
<td>30</td>
</tr>
<tr>
<td>DCSD COVID-19 Daily Self-Screening Tool</td>
<td>31</td>
</tr>
<tr>
<td>DCSD Parent Guide – Commitments</td>
<td>32</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>33</td>
</tr>
<tr>
<td>Quad-County COVID-19 Outbreak Response Guidelines for Schools</td>
<td>37</td>
</tr>
<tr>
<td>Updates to this Document</td>
<td>39</td>
</tr>
<tr>
<td>Background</td>
<td>40</td>
</tr>
<tr>
<td>Reports of Illness</td>
<td>40</td>
</tr>
<tr>
<td>Controlling the Spread of Illness</td>
<td>41</td>
</tr>
<tr>
<td>Determination of Outbreaks and School Closures</td>
<td>43</td>
</tr>
<tr>
<td>Appendix A: COVID-19 Symptom Screening Forms</td>
<td>46</td>
</tr>
<tr>
<td>Appendix B: School Script – COVID-19 Symptom Screening</td>
<td>48</td>
</tr>
<tr>
<td>Appendix C: Illness Report Log</td>
<td>50</td>
</tr>
<tr>
<td>DCSD School Athletics-Activities Reopening Plan</td>
<td>52</td>
</tr>
<tr>
<td>Governor Sisolak’s Emergency Directive – 022</td>
<td>54</td>
</tr>
<tr>
<td>NIAA Guidance Summary</td>
<td>54</td>
</tr>
<tr>
<td>Pre-Participation Physical Evaluation</td>
<td>55</td>
</tr>
<tr>
<td>Academic Eligibility</td>
<td>55</td>
</tr>
<tr>
<td>DCSD Plan for All Activities – Phase 2</td>
<td>56</td>
</tr>
<tr>
<td>Update11, 2020-21 Adjustments to Sports Seasons due to COVID-19 Pandemic (NIAA)</td>
<td>61</td>
</tr>
<tr>
<td>Memo – Tah-Neva Athletic League Sports Season Change</td>
<td>62</td>
</tr>
<tr>
<td>DCSD Reopening – Frequently Asked Questions</td>
<td>62</td>
</tr>
<tr>
<td>Douglas Nevada Online – Frequently Asked Questions</td>
<td>73</td>
</tr>
<tr>
<td>Douglas Nevada Online – Family Information – Students K-3rd Grade</td>
<td>78</td>
</tr>
<tr>
<td>Douglas Nevada Online – Family Information – Students 4th – 5th Grade</td>
<td>81</td>
</tr>
<tr>
<td>Douglas Nevada Online – Family Information – Students 6th – 8th Grade</td>
<td>84</td>
</tr>
<tr>
<td>Douglas Nevada Online – Family Information – Students 9th – 12th Grade</td>
<td>88</td>
</tr>
<tr>
<td>Library Reopening Considerations and COVID Response</td>
<td>94</td>
</tr>
<tr>
<td>DCSD School Library Guidelines and Recommendations for Circulation of Materials &amp; Library Use</td>
<td>95</td>
</tr>
<tr>
<td>DCSD Site-Based Reopening Checklist</td>
<td>96</td>
</tr>
</tbody>
</table>
OVERVIEW AND REQUIREMENTS

As required by the State of Nevada and the Nevada Department of Education, the Douglas County School District was required to develop a plan for reopening schools. These plans were required to address three scenarios, full in person instruction, full distance education (including plans for rolling closures), and a hybrid plan that meets the current restrictions of social distance, group gatherings, and building capacities. The guidance was provided to a reopening committee for the requirements for these plans, which was used to develop a trajectory for moving forward. The input and guidance provided by this committee were used to develop a local comprehensive plan that would allow for smooth transitions between the three scenarios, full in person, full distance, and hybrid. This reopening plan was approved by the School Board on July 21, 2020 and can be found here.

OUR GUIDING PRINCIPLES FOR REOPENING SCHOOLS

- To the greatest extent possible, minimize risk for all students and staff
- Promote equity and accessibility to learning for all students
- Maintain high academic expectations for all students
- Provide instructional delivery systems to meet the needs of all students
- Foster positive relationships and interactions
- Utilize all federal, state and local health related guidelines
- Promote communication that is transparent and consistent
- Ensure financial feasibility
- Consider community impact

OUR ACADEMIC GOALS

- Through EPIC Learning, refine the vision for our learners to continue their education through a blended learning model and to make certain that it is coupled with our district vision, which is to not only inspire, empower and prepare our students, but to create and maintain an innovative learning community.
- Basic and social emotional needs of students and staff must be met in order to optimize student learning.
- All students must have equitable access to effective instruction and standards-based grade level learning.
- Standards based grade level instruction must occur with in-school instruction and distance learning models.
- Learning Communities and other learning opportunities are critical to build capacity within and among all stakeholders and to ensure continuous improvement.

WE WILL ENCOURAGE

- We encourage parents to screen their child(ren) at home with temperature checks every morning. We encourage staff to do the same.
- We encourage parents to keep their child(ren) home if they show symptoms of illness. We encourage staff to do the same.
- We encourage parents to transport their child(ren) to/from school when possible to minimize crowding on our school buses.
- We encourage parents to reinforce the importance of wearing face-coverings at school with their child(ren) in an effort to minimize risk to their peers, teachers, and other staff.
- We encourage parents to provide reusable face-coverings for their child(ren) if possible. DCSD will provide reusable masks for parents that are unable to do so.
- We encourage parents who enroll their child(ren) in Douglas Nevada Online to select this option for a minimum of a semester at a time.
- We encourage parents to open an account in Infinite Campus (IC) to ensure access to communication and student information.
- We encourage parents to update all student information in IC, with a focus on ensuring “household” information is correct. DCSD is committed to ensuring students within the same family attend school on the same days, regardless of their grade level. Accurate information within IC will assist DCSD in this process.

DECLARATION OF EMERGENCY DIRECTIVES

Directive 022 – [Click Here to View Directive]
Nevada Declaration of Emergency Directive 022 requires school districts to develop plans for reopening school buildings, providing instruction, and related activities for the 2020-21 school year based on Nevada’s Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings. The District shall communicate their plans to their school communities, including parents and staff, and present their plans for the 2020-21 school year to the Board of Trustees in a public meeting at least twenty (20) days before the first day of the 2020-21 school year.

Each District shall develop three (3) plans that offer instruction through:
1. In-Person instruction following physical distancing protocols; or
2. Distance Education under an approved Path Forward Program of Distance Education; or
3. A combination of Distance Education and In-Person instruction (aka Hybrid Model)
4. DCSD will add an additional plan for full online instruction – Douglas Nevada Online

Directive 024 - [Click Here to View Directive]
- Governor requires use of face coverings in all community settings
- Face coverings are required for students and staff, with medical exceptions and exceptions for children 9 years of age or younger. Recommendation is use of masks for all

Directive 028 - [Click Here to View Directive]
- Less than 50% occupancy
- Three (3) feet physical distancing for students in preschool through 8th grade.
- Six (6) feet physical distancing for students in 9th through 12th grade and staff.
- Districts can request variance to physical distancing restrictions
  - The district or school can demonstrate the existing requirements impermissibly restrict educational opportunities for students; and
  - Community transmission rates are sufficiently low that it can be determined that it will not endanger students or staff.
- All Kindergarten through 12th grade students and all school staff must wear cloth face coverings while on school buses, in school buildings, or on school campuses unless they can produce documentation from a medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.

LEARNING MODELS – MANDATED BY DECLARATION OF EMERGENCY DIRECTIVE 022

Model 1 – In-Person Learning Model
- Douglas County School District must have in place In-Person Learning, in which enrolled students attend school throughout the week receiving face-to-face instruction within the building.
- Increased precautions in place to minimize risk. Currently, we must adhere to State Phase 2 reopening requirements for schools.
  - physical distancing of 6 feet
  - Use of Personal Protective Equipment (PPE)
  - Restrictions on close contact activities
  - Enhanced cleaning and hygiene protocols
- No groups of more than 50 persons in an appropriately sized space or 50% capacity of the listed fire code capacity of a single space

Model 2 – Distance Learning Model
- Douglas County School District must have an option for families to receive high quality standards-based instruction without coming into schools due to school closure.
- DCSD **EPIC Learning**, built on standards-based instruction and the utilization of learning plans and playlists, meets this requirement.
  - Instruction must be supported by qualified certified teachers
  - Students and instructional staff must have access to devices and the internet
  - Teachers must receive ongoing professional learning support
  - Students eligible for free/reduced priced lunch must have access to food
- This option is available to all families under several scenarios:
  - In the event of a student, or group of students, being excluded from school due to suspected or confirmed COVID-19 exposure
  - In the event a school is temporarily shut down due to outbreak
  - In the event the school district is temporarily shut down due to outbreak

Model 3 – Hybrid Learning Model
- If In-Person Learning is not available to all because of space and staffing limitations, Hybrid Learning must be available to families.
- A Hybrid Learning Model is one that combines elements of both In-Person and Digital/Distance Learning. In Douglas County, we are referring to a learning model in which students are receiving In-Person instruction for one day and Digital/Distance instruction the next day, alternating every other day.
- Even when Hybrid Learning is employed, families with known medical, social, and academic vulnerabilities may receive additional supports. This may include but not necessarily limited to:
  - Students receiving interventions or special education services
  - Students living in transition or in foster care
  - Students new to the country and/or with English Language Learner requirements
- While in the actual school setting, all provisions of In-Person Learning (e.g. physical distancing, use of PPE, etc.) remain the same.
- While participating in Digital/Distance Learning, all provisions of distance learning (e.g. certified teachers, access to food, etc.) remain the same.

Model 4 – Douglas Nevada Online
- Douglas County School District must have an option for families to receive high quality standards-based instruction without coming into schools. DCSD’s online school, Douglas Nevada Online.
- Online Learning is an option for students K-12.
- Edgenuity will be the online curriculum utilized in Douglas Nevada Online.
- This option is available for families that request **full-time** distance learning.
- DCSD will provide a certified teacher to work with students and families.
- This option provides an opportunity for students to work at their own pace and schedule.
- Secondary students who select this option will have access to grade level material, and may recover credit or earn more credit than they would in a traditional model if they work hard.
- In the future, DCSD will conduct outreach to local families who are currently home schooling their child(ren) and may be interested in Douglas Nevada Online as a school option.
HEALTH AND SAFETY

Overview
No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach will be used. Students will self-screen and remain home if any illness symptoms are present. Enhanced cleaning & hygiene protocols will be used at school sites which will include frequent cleaning of high touch surfaces. Everyone will be required to wear a face-covering when on school district property. Exceptions may be made for certain individuals, medical reasons, and specific activities. The District recognizes that there are times when the use of face coverings may not be practical. The District will provide one reusable face coverings for every student and staff member. Students and staff may bring their own face coverings in lieu of a district supplied mask. Social distancing will be practiced in all locations. The classroom will have 3 feet between students in grades K-8 and 6 feet between students in grades 9-12 when possible, passing periods and recesses may be staggered, and lunch will take place in routines that allow for all guidelines to be followed. All students may observe 3 feet of social distancing while riding the school bus. Staff will keep 6 feet social distancing between students and other staff members, when possible. Variances have been approved for certain close contact activities.

SB4 From the 32nd Special Session of the Nevada Legislature
Many staff members may be concerned about their personal liability while performing their work duties as a result of SB4. This new law has no impact on the personal liability of educators whatsoever. As always, school employees continue to be covered under negotiated agreements and policy while working within the specifications of their job descriptions and emergency work duties. There is no need to fear personal liability while following all state and district safety protocols, policies and procedures.

Medical Impact of COVID-19 on Student and Employee Health and Wellness
The risk of spreading COVID-19 increases as students and staff members have close contact or prolonged interactions with increasing numbers of people. COVID-19 is mostly spread person-to-person by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread when inhaled or spread to hands from a contaminated surface and then making hand contact with the eyes, nose, or mouth, causing infection.

When interacting with students who are not suspected or confirmed to have COVID-19, the Centers for Disease Control (CDC) recommends following everyday prevention actions. Therefore, personal prevention practices such as social distancing; handwashing; hand sanitizing; not touching eyes, nose, or mouth; wearing cloth face coverings; staying home when sick; and environmental practices, such as frequent cleaning and disinfection of frequently touched surfaces, are important principles that are covered in this guide.

Requirements Related to Health and Wellness
To lower the risk of infection transmission, schools must promote healthy behaviors that reduce the spread of illness. More details on many of these requirements follow this list.

1. Educate students, staff, and visitors about health promotion and illness prevention practices.
2. Provide a clean, safe, and healthy educational environment for students, staff, and visitors.
3. Exhibit and enforce social distancing measures.
4. Inform and enforce handwashing and hand sanitizing protocols.
5. Wear and require cloth face coverings.
6. Implement Procedure for Visitor or Employee Entry on a School Campus or District Facility Property.
7. Collaborate with district administration and health officials as needed for contact tracing a COVID-19 Exposure or Case Positive Student or Employee Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home.
To practice social or physical distancing:

- Adults and high school students stay at least 6 feet (about 2 arms’ length) from other people. Elementary and middle school students may observe 3 feet distancing. All students may observe 3 feet distancing while riding school buses.
- Do not gather in large groups and avoid close contact with other people (close contact is being within 6 feet of another person for 15 minutes or longer).
- Stay out of crowded places and avoid mass gatherings.
- Use distance learning methods for general assemblies, special events, and other activities that would avoid large gatherings of 50 or more students.
- Social Distancing: Keep a Safe Distance to Slow the Spread

Handwashing

- Handwashing and the use of alcohol-based hand sanitizers helps to prevent infections and reduce the number of viable pathogens on the hands. Access to handwashing supplies is essential. These supplies include soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.
- Handwashing is the single most effective infection control intervention (CDC).
- Hand hygiene is performed by washing hands with soap and water for at least 20 seconds or using hand sanitizer with 60-95 percent alcohol content until the product dries. If hands are visibly soiled, use soap and water.
- Staff members should perform hand hygiene frequently including, but not limited to:
  - Before and after site check-in procedures.
  - Before and after contact with any student.
  - Contact with potentially infectious material.
  - Before putting on and after removing Personal Protective Equipment (PPE), including gloves, to remove any pathogens that might have been transferred to bare hands during the removal process.
- Additional Resources on Handwashing:
  - When and How to Wash Hands [https://www.cdc.gov/handwashing/when-how-handwashing.html](https://www.cdc.gov/handwashing/when-how-handwashing.html)
  - Handwashing videos [https://www.cdc.gov/handwashing/videos.html](https://www.cdc.gov/handwashing/videos.html)
Cloth Face Coverings
While cloth face coverings are not considered PPE, they are useful to prevent the spread of disease. Face coverings may be challenging for students (especially younger students) to wear in all-day settings, such as school. 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 PPE. Cloth face coverings should be washed daily in a washing machine.
- Face coverings must be worn by staff and visitors.
- Individuals should be frequently reminded not to touch the face (eyes, nose, or mouth) at any time, including while wearing a cloth face covering and to wash their hands frequently.
- Information should be provided to staff on proper use, removal, and washing of cloth face coverings.

Note: Cloth face coverings should not be placed on:
- Children younger than 2 years old.
- Anyone who has trouble breathing, is unconscious, is incapacitated, or has a disability that prevents them from wearing a cloth face covering or otherwise unable to remove the cloth face covering without assistance.
- Students unable to wear a face covering due to medical concerns not addressed in the exemption portion of the Nevada Medical Advisory Guidance, will require a note from a medical professional.

Cloth face coverings must be worn at all times per the aforementioned requirements and guidelines. Noncompliant staff and students are subject to discipline and visitors will be required to leave school and/or district property. Students will be required to participate in full time distance education should noncompliance continue.

Volunteers
Under normal circumstances, DCSD welcomes volunteers and visitors to campus. We know parent and volunteer support is a critical component of our community engagement and partnership. Unfortunately, the COVID-19 pandemic is a difficult time for all of us. Times have changed quickly and dramatically due to the virus. Minimizing risk to our students and staff is our number one priority, and we must do everything we can to prevent the spread of this disease and protect our students, teachers, and staff. As a result, DCSD will restrict parent and volunteer visitation during the school day until further notice. Regular volunteers who work with the Backpack Buddies program will be permitted in our school buildings but will be required to follow the visitor protocol.

At times, we know parents may need to drop off an item for their child during the school day. If this situation arises, we will require parents to report to the school’s main office to leave the items. When entering the building, parents must be wearing a face covering and sanitize hands upon entry. Visitors with fever greater than 100.4, congestion, dry cough, breathing difficulties, sore throat and/or chills should NOT enter our school buildings or offices. It is extremely important that you do NOT come to our schools or offices if you are sick.

Visitors
Our visitor protocol is as follows:

1. Seek approval for the visit from school administration 24-hours prior to the visit.
2. Arrive wearing a face covering.
3. Sanitize hands upon entry.
4. Submit to a temperature check.
5. Comply with physical distancing norms.
Screening Tools

For Students and Staff
Students and staff will use the DCSD COVID-19 Daily Self-Screening Tool prior to entering a DCSD facility.

Human Resources

Overview
Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits.

The American Academy of Pediatrics strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.

DCSD is committed to supporting all employees and is committed to supporting staff members on a case-by-case basis, while complying with applicable negotiated agreements, policies, laws and procedures.

All employees should monitor their health and stay home when sick. Employees who have medical conditions and/or circumstances which may prevent them from returning to work are encouraged as soon as possible to:

1. Consult with a medical provider (as applicable)
2. Contact Human Resources
3. Based on eligibility, employees may have the following options available:
   - Unpaid Leave of Absence (per applicable negotiated agreement)
     - In collaboration with our employee groups, DCSD would be willing to waive any deadlines within the Unpaid Leave of Absence contract provision.
   - Leave through the Family and Medical Leave Act (FMLA)
   - Leave through Families First Coronavirus Response Act
     - Emergency Paid Sick Leave Act
     - Emergency Family and Medical Leave Expansion Act

Employees may be required to work outside their typical job responsibilities or regular sites.

School Calendar
The school calendar has been updated to reflect the changes to professional development days and the adjusted student start date. The school calendar for 2020-2021 is located here.

Substitute Procedures
School sites are responsible for providing lesson plans for substitutes. Please ensure that any procedures and expectations, required as part of the school’s distance education plan, are clearly articulated. Substitutes are expected to contact sites directly for any additional details regarding assigned jobs. Long-term and vacancy substitutes will continue to receive the appropriate provisions to Infinite Campus of all assignments (virtual or face-to-face).

Short term substitutes will adhere to the following guidelines:

- All jobs require access to a telephone to make contact with students at the end of the day.
  - Be welcoming, upbeat, friendly, and encouraging.
  - If the student asks about assignments from their teacher, try to assist the student. If you are unable to help, refer them to their teacher for support.
- If the student wants to discuss topics other than educational related topics, gently remind them that the purpose of the call is for assistance with schoolwork.
- If the student exhibits or expresses any personal mental health concern, e.g., suicidal ideation, you must:
  - Take the concern seriously.
  - Contact the school counselor or school administrator
  - Document all communication regarding the concern.
- Options available for mobilizing support to support the student and family include:
  - SafeVoice: 1-833-216-SAFE (7233) for anonymous reporting
  - Mobile Crisis Response Team: 1-775-782-5126
  - National Suicide Prevention Hotline: 1-800-273-8255
  - Nevada Educator Performance Framework (NEPF) Teacher and Administrator Evaluation

**Teacher and Administrator NEPF Evaluations**
Teacher and administrator NEPF evaluation expectations and timelines are anticipated to remain the same for the 2020-2021 school year per NRS 391.685 and 391.705.

**Student Teacher, Practicum Student, and Observation Student Placements**
Principals should continue to work with colleges and universities in the placement of student teachers, practicum students, and observation students. These students are able to work in distance education, and university supervisors will be collaborating with mentor teachers to ensure these students are successful. If you have questions or need assistance, please contact Human Resources.

**Not Permitted to Ask Employees for Medical Information or Medical History**
The following sections are applicable to employees whose positions cannot be completed from home. Supervisors are NOT permitted to ask employees for medical information or medical history. In the event an employee whose position cannot be completed from home indicates that they may be unable to report to work or are requesting to work from home, make the following statement:

“If you are requesting to work from home or feel you are unable to report to work because you are pregnant or because you may have a medical condition or disability, you need to contact Human Resources. You do not need to disclose to me what your medical condition/disability is, but you may have to provide more detailed information about the reason for your request to that office.”

If the employee discloses that they are unable to return to work for another reason, the checklist below will assist you in providing information to the employee on their available options and points of contact for further assistance.

**Employee COVID-19 Exposure Guidelines**
This guidance is provided to communicate consistent processes and procedures for employees diagnosed or exposed to COVID-19, as well as determine when an employee is eligible to return to work.

**Education Staff Health Trust**
This new program will allow all school employees free testing for COVID-19. Information from the Nevada Department of Education is forthcoming. We will update all employees as soon as this is available.
Determining When Employees Need to Remain at Home

Employees must remain home and contact their immediate supervisor if any of the following are true:

- The employee has been in close contact (within 6 feet for 15 minutes or longer without cloth face coverings) with a person known to have COVID-19.
- The employee has been caring for a household member with COVID-19.
- The employee has a fever of 100.4 F or higher.
- The employee has COVID-19 symptoms or has received a positive COVID-19 lab test result.
- Common symptoms include: fever, chills, shortness of breath/difficulty breathing, muscle pain, headache, sore throat, new cough, or new loss of taste or smell.

Gathering Information and Tracking Exposure

If an employee remains home due to the criteria above, the following CONFIDENTIAL information must be provided to the supervisor and Human Resources.

<table>
<thead>
<tr>
<th>Full name of employee (including middle name)</th>
<th>Date of suspected or confirmed COVID-19 exposure</th>
<th>List of illness signs and symptoms, if applicable</th>
<th>Date of COVID-19 test, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date signs and symptoms started, if applicable</td>
<td>Who you have been in close contact with (6 feet or less for 15 minutes or more without cloth face coverings)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Human Resources will enter the information into the Employee COVID-19 Illness Tracking database at and may not disclose this information to any other person.

Note: Outside what’s allowed via the negotiated agreement, employers shall not require a COVID-19 test result or a healthcare provider’s note for employees who are sick to validate their illness, qualify for sick leave, or to return to work. However, if an employee wishes to provide a document or email from a licensed health care provider approving the employee to return to work, that is acceptable.

Verification and Contact Tracing

If exposure to other employees is possible, the supervisor will provide a list of prolonged contacts (persons within 6 feet for 15 minutes or longer without cloth face coverings).

Employee Concerns and Support

DCSD offers all employees a resource for support at no cost to the employee. KEPRO is the district’s Employee Assistance Program (EAP) offering confidential, professional support 24 hours per day, 7 days a week. For more information or to schedule an appointment, contact KEPRO toll free at:

1-833-430-6028 or go online to www.EAPHelpLink.com. Enter code: POOLPACTEAP

Employee COVID-19 Testing

In response to medical conditions associated with COVID-19 (coronavirus), the Nevada Division of Insurance issued an emergency regulation regarding testing.

- If a covered member has been exposed to, or are experiencing systems of the virus, it is essential to know as soon as possible whether they have the virus to limit exposure to others and to obtain any needed medical attention or treatment. Accordingly, effective March 5, 2020, our self-insurance plan will not require payment a deductible, coinsurance, or co-payment for a provider office visit, urgent care center, or emergency room visit when the purpose of the visit is to be tested for COVID-19 in accordance with CDC guidelines.
- Please notify Hometown Health as soon as possible if you receive services from an out-of-network provider. Members will not be required to pay a deductible, coinsurance, or copayment for COVID-19 testing.
Members will not be required to pay a deductible, coinsurance, or copayment for the COVID-19 immunization (vaccine) when it becomes available.

Members may receive non-formulary prescription drugs when a formulary drug is not available to treat the medical condition; this does not apply when a therapeutic alternative is available. Non-formulary prescription drugs require prior authorization in order to cover the medication; standard prescription drug cost sharing applies based on plan design.

This will remain in effect until the Nevada Division of Insurance withdraws or rescinds the emergency regulation governing COVID-19 (or it expires). Contact Human Resources if you have any questions.

COVID-19 Accommodations and Leave Options: Administrator Guidelines

There are options for employees to consider if they are seeking time off or a leave of absence that are COVID-19 related. Please be sure employees have information on the Family First Coronavirus Response Act (FFCRA). Employees can also contact our Human Resources department for information or questions regarding FFCRA.

- FFCRA Employee Rights Poster
- FFCRA Frequently Asked Questions
- DCSD Administrative Regulation 334
- FFCRA Employee Request Form

TRANSPORTATION

The following precautions will be taken on all DCSD bus transportation:

- Consistent with the Governor’s Directive 024, we will require the use of face coverings for staff members, visitors, and students, while in DCSD buildings, buses, and on properties. There may be medical exemptions.
- Appropriate signage and seat markings will be placed on each bus.
- Students will be assigned seats
- Air flow throughout the bus will be increased by opening roof hatches and selected windows. Bus vents will be open, and fans will be on for increased airflow during inclement weather.
- Hand sanitizer will be available on all DCSD buses.
- Bus drivers will disinfect handrails, seat tops, and entrance doors between runs.
- Bus drivers will clean and disinfect each bus at the end of the route.
- DCSD encourages students to practice physical distancing at bus stops.

FACILITIES

Overview

As issues arise in school buildings, work with the school’s assigned Principal to evaluate the situation and take action to resolve the issue. While the Principal is the first point of contact, please contact Maintenance/Custodial teams with any issues that are not resolved in a timely manner.

Sanitation and Cleaning for Staff Equipment Sharing

The custodial along with school staff members will disinfect all staff equipment, including but not limited to, front office phones, front office computers, copy machines, refrigerators, microwaves, coffee makers, all staff workroom equipment. The DCSD Custodial Supervisor will assign the tasks for the custodial night crew, using process cleaning, with disinfecting procedures for all, including but not limited to, classroom computer keyboards and mice, phones, printers, copy machines, door handles, light switches, tables, countertops, handles, sinks, and drinking fountains inside the classrooms. Custodial staff will have all supplies necessary for these cleaning efforts.
Confirmed positive COVID-19 Custodial Facilities Cleaning:
In the case a positive COVID-19 event directly affects a school, the Principal and the Custodial Supervisor initiate a disinfectant clean protocol for that campus in compliance with CDC recommendations as enumerated on the following website:


School Lobbies

- School lobbies should remove all guest seating and should have guests wait in a single file line with 6-feet between each individual.
- Guests who cannot fit within the space should wait outside of the building following the same 6-feet separation between individuals.
- Schools should apply tape to the floor approximately 3′-0″ - 4′-0″ in front of the reception counter in order to identify a safe distance for the public to stand when approaching the front office staff.

School Offices

- School offices should be adjusted to allow for 6-feet of separation between desks in all areas.
- Individual offices should remove guest seating unless large enough to allow for social distancing.

Restrooms

- The number of occupants in a restroom should be limited to the number of stalls in any given restroom. For restrooms with multiple urinals, every other urinal should be used to allow for proper social distancing.
- Signs should be hung in each restroom showing the proper method for washing hands.

Facility Use Agreements
Third parties will be required to follow facility use guidelines, including cleaning and sanitation. They must follow all restrictions and governor directives. Third parties must provide a plan to each principal outlining how they will comply with all the requirements. Facility use may be revoked at any time for non-compliance or increased risk reasons.

SCHOOL NUTRITION PROGRAM

Meal Service plans are being developed to ensure healthy and nutritious meals are distributed while maintaining safe and efficient practices. The School Nutrition Program will align with the sites and accommodate the needs depending on which model best fits them.

The following options are available:
- Meals in the Classroom Service
- Modified Cafeteria Service
- Mobile Cart - Grab n’ Go Service
- Meals To-Go Service
- Food Distribution Service

The School Nutrition Program will continue to provide Breakfast and Lunch daily, regardless of instruction model.

DCSD students will return to Free, Reduced and Full Paid Eligibility Status (Pre-COVID Federal Regulations).

Requirements will be followed according to State Phase guidelines. If school closures occur, food distribution will resume at sites similar to previous service and food security needs.
INFORMATION TECHNOLOGY

- DCSD currently has approximately 5,455 students enrolled.
- DCSD currently has approximately 805 staff members.
- DCSD currently has approximately 8,000 devices (Chromebooks).
- All 4-12 students will be assigned a take-home device at the start of the year.
- All K-3 students will use a device from the classroom Chromebook cart during In-Person Learning and they will be provided a surplus device to take home. The surplus device should stay at home.
- DCSD is procuring cellular wireless hotspots to provide to families who live in areas within Douglas County without wireless access.
- Primary grade level classrooms are equipped with technology that enables teachers to deliver distance learning from the classroom.
- Secondary grade level classrooms are being upgraded with document cameras/webcams to allow for delivery of distance learning.
- All school sites have adequate Internet bandwidth to deliver distance learning from the classroom.
- DCSD plans to provide high quality Chromebook devices to teaching staff. The device will be equipped with a quality webcam, microphone, and additional processing power to accommodate delivery of distance learning.
- DCSD plans to implement a “soft phone” for teachers to communicate with families and students.

SOCIAL EMOTIONAL SUPPORTS

Providing social-emotional supports to students must be a collaborative effort within our DCSD school sites to ensure supports are in place and woven together with all facets of the student learning. This involves the following people:

- Administrators
- School Counselors
- School Social Workers
- General and Special Education teachers
- Support Staff
- Families
- Community Partners

DCSD provides the following resources:

- CASEL’s- Reunite, Renew, Thrive: SEL Roadmap for Reopening School
- CASEL’s- Remote learning and reopening webinars and supports
- Second Step’s- Online curricular supports and training videos
- CASEL and Second Step’s- Trauma Informed Care practices for student and staff
- Nevada Department of Education- resources and supports through the Office of Safe and Respectful Learning

We value our community partnerships:

- Partnership Douglas County
- Suicide Prevention Network
- Tahoe Youth and Family Services
- Social Services
- Food Closet
- Carson Valley Medical Center Behavior Health Outpatient Clinic
- Carson Tahoe Behavior Health Services
- Washoe Tribe Healing Center
- Mobile Crisis
TRAVEL

DCSD has a travel ban outside the state of Nevada. “State guidelines direct Nevadans to avoid non-essential travel and adhere to self-quarantine and monitor health for 14 days after arriving or returning to Nevada. School- and district-sponsored out-of-state travel should be suspended until further notice.” In addition, DCSD still has a travel ban outside the state of Nevada for district-sponsored events.

ATHLETICS AND ACTIVITIES

Douglas County School District will follow the NIAA guidance for all sanctioned sports. Effective July 24, 2020, the NIAA issued the 2020-21 Adjustment to Sports Seasons due to Covid-19 Pandemic document which has suspended all games and contests of sanctioned sports for all of its member schools until either further guidance or until January 2, 2021. All middle school sports will follow the similar timeline and guidelines.

See the NIAA guidance for out of season regulations, playoff considerations, and further details.

Please reference the following link: Nevada Interscholastic Activities Association.

FAMILY AND STUDENT RESOURCES

Overview
Families were given the opportunity to participate in a distance learning experience survey from the spring of 2020. Results from this survey indicated that many families felt overwhelmed with the use of technology, organization of schoolwork (especially for multiple students at different schools), and the volume of different platforms being used to communicate and assign work.

Tips for Communicating with Families
Feedback from the family survey indicated that families with students who attended multiple schools felt overwhelmed with the variation in communication methods used from school to school. With this in mind, the recommendation is to use Infinite Campus and Remind as the primary communication method for the 2020-2021 school year. Parents can sign up to receive text messages in addition to emails and phone calls in Infinite Campus and Remind.

Tips for Communicating with Students and Families During Distance Learning

- **Stick to One Tool**: Choose one communication tool rather than sampling a few. For the ease of families, we are suggesting that Infinite Campus is the main tool used with families. With many families having students in multiple schools, it becomes difficult for them to manage multiple platforms.

- **Be Consistent**: Stick with the plan you create up front. If you tell families you will send messages each Friday, you must send those messages. It helps build predictability and can be integrated into a family routine.

- **Share Expectations**: Develop a communication plan that share that plan with families. Be sure that students and families know the minimum requirements for checking in and how they get in touch if they run into challenges.

- **Set Boundaries**: Let families know when you will be available for contact. Set office hours and let students know how long it will take to respond. For example, a response will happen within 24 hours.

- **Include Teacher Name and School**: This is how... “Email from Silverton Middle School...”

- **Google Translate**: Google translate can be used to translate communications into school languages. You can use this for things you create as well as teach teachers and students how to access these tools.
OVERVIEW OF THE PLAN

Our goal is to develop a vision for our learners to continue their education through a blended learning model and to make certain that it is coupled with our district vision, which is not only to inspire, empower and prepare our students, but to also create and maintain an innovative learning community. We infused those ideals into a rapidly growing mission to provide engaging and authentic standards-based remote learning experiences for our students. Rather than use pre-packaged instructional programs and have students sit in front of screens all day working through the same activities, Douglas County School District (DCSD) treated the current Phase 2 mandate as an opportunity to take steps towards realizing our vision for modern teaching and EPIC learning.

Our top priority is to ensure that DCSD learners and their families are able to continue with formal teaching and learning similar to that which would occur in a classroom setting. DCSD’s primary goal is to provide carefully designed and relevant distance learning experiences in which our learners and their families will continue to receive multiple opportunities for exceptional social, emotional, and academic learning and support.

Phase 2: Teachers will spend the first week building relationships and sharing their Standard Operating Procedures (SOP’s) with students to create a community within their hybrid learning model. Throughout the hybrid model, teachers will provide direct and virtual feedback on student work. They will also provide feedback to students on both their performance and their level of engagement. During Phase 2, DCSD’s focus will continue to be on supporting students’ academic, social, and emotional wellness while maintaining home and school balance.

Distance Learning is the overall term for any educational practices that occur in the event of a prolonged school closure. It is important that students have the opportunity to maintain and develop skills while away from their customary school environment. DCSD has chosen to provide a hybrid of direct instruction on site and distance learning beginning on August 17, 2020. Within the process of Distance Learning teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers will assess the learning of their students and make adjustments to instruction based upon student progress. In order to receive grades and credit, students must meet state mandated attendance regulations and complete the course requirements.

This Distance Learning plan is aligned with DCSD’s teaching and learning pedagogy for all learners. Our teachers will generate a sequence of resources and/or activities for students to complete, using a Distance Learning “Learning Plan”. All instructional activities will be aligned with the critical skills and concepts of the Nevada Academic Content Standards.
HEALTH AND HYGIENE EXPECTATIONS

Students & Families are encouraged to:

- Screen their child(ren) at home with temperature checks every morning.
- Keep child(ren) home if they show symptoms of illness (call school to report absence).
- Transport their child(ren) to/from school when possible to minimize crowding on our school buses.
- Contact the teacher if they have trouble with “Learning Plans”.
- Reinforce the importance of wearing face-coverings at school with their child(ren) in an effort to minimize risk to their peers, teachers, and other staff.
- Provide reusable face-coverings for their child(ren) if possible. DCSD will provide reusable masks for parents that are unable to do so.

Teachers and staff will:

- Screen themselves at home with temperature checks every morning.
- Stay home if they show symptoms of illness (call supervisor to report absence).
- Reinforce the importance of wearing face-coverings at school with their students to minimize risk to their peers, teachers, and other staff.
- Adhere to face covering requirements.
- Provide a face covering to students who forgot to bring their own.
- Adhere to proper protocols if a student shows symptoms of illness.
- Educate students on the proper use of Personal Protective Equipment (PPE) and the benefits of frequently washing hands and establish schoolwide protocols to reinforce this practice.
- Collaborate with custodial staff to ensure that appropriate supplies are available in the classroom for cleaning and disinfecting.

EXPECTATIONS FOR TEACHING AND LEARNING

Students will be expected to engage in distance learning through a combination of synchronous and asynchronous activities.

- Synchronous learning takes place in real-time among multiple people. Learners do not have to be together in a physical location, it can take place through chat or video conferencing in a virtual classroom. Synchronous learning enables learners to ask questions and receive answers, as well as collaborate freely with other learners in real-time.
  - For example, learners who engage in a live webinar with an educator through a service like Google Meet are learning while the educator is explaining. This can allow learners to ask questions and interact with the teacher.

- Asynchronous learning is learner-centered, enabling learners to complete course material whenever they choose, and from any location (includes virtual or traditional in-school settings). Learners may still share thoughts and questions with instructors and fellow learners, though they may not receive an immediate response.
For example, learners watching a recorded video of an educator explaining something is asynchronous learning because the video is a recording and that explanation is not happening at the same time as the viewing. This means learners can pause the video and replay portions of the lesson they may not understand.

All students will have an ability to access and participate in distance learning. This may include access to the technology necessary to participate in distance learning including a Chromebook, and Internet connectivity as needed. The District will develop a plan to provide solutions for students without access to such technology.

Learners are responsible for attending daily, completing assignments, responding to feedback from teachers, communicating with their teachers, and turning in assignments during in-person and distance learning.

COMMUNICATION TOOLS AND STRATEGIES

Distance Learning information and expectations are communicated to learners and their families through recorded messages from administration, emails, phone calls, District website postings, social media and messaging systems.

In order to implement the DCSD Continuity of Education (COE) Plan, the DCSD will:

- regularly update a Distance Learning Resources Page can be found on the DCSD Website
- provide a link to this site on each school’s webpage.
- provide welcome and introductory communications from the DCSD superintendent, building principals, teachers, and instructional support personnel on this site.
- ensure teachers are publishing new “Learning Plans” on a regular basis. “Learning Plans” will be updated weekly, as needed.
- provide consistent communication to families using teacher landing pages which will be accessible through the school and district website.

Teachers are required to make daily contact and communicate with all learners by providing feedback on assignments. Teachers will assess student daily participation and engagement. Google Meet, electronic communication, and email are among the tools faculty/staff will use to communicate with all learners and their families.

ACCESS (DEVICES, PLATFORMS, HANDOUTS)

Access to ALL student “Learning Plans” will be located on the DCSD Distance Learning page. Every learner may access their “Learning Plans” from the landing pages for each teacher or within their teacher’s Google Classroom. Every student in the District was provided with a Chromebook. The District will work with families with DCSD students who do not have internet and may provide
them with an option for connectivity to their homes. Learners are responsible for completing assignments, responding to feedback from teachers, communicating with their teachers, and turning in assignments during in-person and distance learning. Teachers will provide synchronous instruction through Google Classroom.

**STAFF GENERAL EXPECTATIONS**

The goal of blending synchronous and asynchronous learning is to respect everyone’s ability to access and participate amidst the challenging circumstances we all face. We know our learners and teachers will approach this new hybrid/distance learning environment with the same resilience, patience, and enthusiasm with which they approach any challenge or opportunity placed before them.

Consistent student/teacher communication is **KEY**. General expectations for certified staff are that they will create “Learning Plans” for learners with both synchronous and asynchronous instructional activities that do not exceed the maximum daily and weekly participation time, communicate with learners and families via email, phone calls, Google Meet or other electronic communication, assess evidence of student learning and student engagement, engage in professional training and staff meetings, and provide progress and grade reports on student mastery of learning.

**STUDENT EXPECTATIONS**

**Elementary School**

During distance learning, elementary school students will be expected to engage with instructional content in “Learning Plans” as described below:

- **ELA:** A maximum of 45 minutes of daily instructional activities.
- **Math:** A maximum of 45 minutes of daily instructional activities.
- **Computer Science:** A maximum of 60 minutes of weekly instructional activities.
- **Science/Social Studies:** A maximum of 60 minutes of weekly instructional activities.
- **Specials:** (physical education, Art, Music, guidance, etc.): A maximum 60 minutes combined for all subjects of weekly instructional activities.

**Middle School**

During distance learning, middle school students will be expected to engage with instructional content for a maximum of 45 minutes daily in each subject area aligned with their school schedule: Math, Science, ELA, Social Studies, Physical Education, Electives. When providing synchronous instruction via Google Meets, the meeting will be scheduled during the same time slot scheduled in the school’s master schedule for in-person instruction.
High School
During distance learning, DHS students on a block schedule will be expected to engage with instructional content for a maximum of 70 minutes daily in each subject area aligned with their school schedule: Math, Science, ELA, Social Studies, Computer Science, Health, Physical Education, Electives. For a course that meets daily, students will be expected to engage with instructional content for a maximum of 45 minutes daily. When providing synchronous instruction via Google Meets, the meeting will be scheduled during the same time slot scheduled in the school’s master schedule for in-person instruction.

During distance learning, GWHS, AAHS, and JHS students will be expected to engage with instructional content for a maximum of 45 minutes daily in each subject area aligned with their school schedule: Math, Science, ELA, Social Studies, Computer Science, Health, Physical Education, Electives. When providing synchronous instruction via Google Meets, the meeting will be scheduled during the same time slot scheduled in the school’s master schedule for in-person instruction.

INSTRUCTIONAL EXPECTATIONS FOR DCSD DISTANCE LEARNING STUDENTS

Teachers will provide . . .
- Access to “Learning Plans”, available with links in both the teacher landing page and in the teacher’s Google classroom.
- An explanation of daily assignments including which assignments must be turned in and when the assignments are due. The number of assignments to be graded and shall follow the guidance found for teachers in DCSD Board of Trustees Policy 513 as well as Administrative Regulation 513.
- Grading of assignments in accordance with DCSD Board of Trustees Policy 513, as well as Administrative Regulation 513 (no pass/fail).
- Instructions for how to access instructional materials and lessons.
- Instructions on how to submit assignments.
- Feedback on student work, where applicable.

Students will...
- Engage with their learning plan to include:
  - Watching standards-aligned direct instruction videos that teachers share. These videos will provide students with new content, processes, procedures, and/or expectations for learning.
  - Completing content tasks.
- Respond to feedback from their teachers when appropriate.
- Be responsible for turning in assignments by the due date.
- Contact the teacher if they have trouble with any assignment, or if they request an extension.
- Participate in Google Meetings when assigned during the same time slot scheduled in the school’s master schedule for in-person instruction.
Attend daily according to the student’s schedule during the same time slot scheduled in the school’s master schedule for in-person instruction.

INSTRUCTIONAL EXPECTATIONS FOR DCSD STUDENTS PARTICIPATING IN ON CAMPUS INSTRUCTION

Teachers will provide...
- Access to “Learning Plans”, available with links in both the teacher landing page and in the teacher’s Google classroom.
- An explanation of daily assignments including which assignments must be turned in and when the assignments are due. The number of assignments to be graded and shall follow the guidance found for teachers in DCSD Board of Trustees Policy 513 as well as Administrative Regulation 513.
- Grading of assignments in accordance with DCSD Board of Trustees Policy 513 as well as Administrative Regulation 513 (no pass/fail).
- Instructions for how to access instructional materials and lessons.
- Instructions on how to submit assignments.
- Feedback on student work, where applicable.

Students will...
- Attend school in accordance with their assigned Group 1 or Group 2 Cohort.
- Engage with their learning plan to include:
  - Watching standards-aligned direct instruction videos that teachers share. These videos will provide students with new content, processes, procedures, and/or expectations for learning.
  - Completing content tasks.
- Respond to feedback from their teachers when appropriate.
- Be responsible for turning in assignments by the due date.
- Contact the teacher if they have trouble with any assignment, or if they request an extension.
- Participate in Google Meetings when assigned during the same time slot scheduled in the school’s master schedule for in-person instruction.

ATTENDANCE/ACCOUNTABILITY

Attendance: Student participation in the hybrid and/or distance learning is mandatory. Active participation and engagement will be monitored through daily attendance and check-ins.

Attendance is taken daily in every face-to-face class, hybrid learning session, or virtual/distance learning session. Teachers are required to keep complete and accurate records of student attendance for all classes taught – by day (elementary) or period (secondary). Absences must be reported and submitted daily in Infinite Campus for each face-to-face class or
virtual/distance learning session. Attendance and contact must also be reported within Infinite Campus on a daily/by-period basis as outlined below.

For each Attendance & Contact scenario/setting:
- Attendance is to be taken daily for each class or period class.
- Attendance - Absent and Present mean absent or present for that day/period.
- Contact – Absent will mean that contact did not occur for the day/period; Present will mean that contact did occur for the day/period.

To document student attendance and contact while participating in Distance Learning/Virtual Learning:
- Google Forms will be used to generate daily/period attendance assignments. Teachers will record daily/period attendance in Infinite Campus.
- Standard daily attendance recording times are the same for In-person attendance and Distance Learning/Virtual learning. (EG) by XX AM for elementary, before the end of the class period for secondary.

Accountability: All DCSD learners are expected to engage in distance learning with their teachers, related service providers, and support staff. All students will be expected to complete all assignments from their “Learning Plans”. Teachers will evaluate the evidence of learning students submit and they will provide meaningful feedback to their students.

Grading and Reporting: Grading and reporting will be in compliance with DCSD Board of Trustees Policy 513, as well as Administrative Regulation 513.

SPECIAL EDUCATION SUPPORTS – IEP/504

During this unprecedented time, the Douglas County School District (DCSD) seeks to ensure equitable educational opportunities while prioritizing the health and well-being of students, families, and all staff.

DCSD and Special Services understands there may be exceptional circumstances that could affect how a service is provided. If questions arise, please refer to this document and site administrators for answers. Site administrators will then contact the Special Services Office for guidance.

The IDEA, Section 504, and Title II of the ADA do not specifically address a situation in which elementary and secondary schools are closed for an extended period (generally more than 10 consecutive days) because of exceptional circumstances, such as an outbreak of a particular disease. The Office of Civil Rights and Title II of the ADA have put out guidance to states and districts to consider and follow, given the closure of schools and the curriculum being prepared and provided to all students.
If schools are operating on a hybrid or full distance learning model, and the Local Education Agency (LEA) continues to provide educational opportunities to the general student population, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of Free Appropriate Public Education (FAPE). (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). State Educational Agencies (SEAs), LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).

Such contingent provisions may include the provision of special education and related services online or virtual instruction, instructional telephone calls, and the use of other curriculum-based instructional activities and materials.

The expectation is that all special education staff will work collaboratively with the general education staff to provide appropriate content to students with an IEP or a 504 plan. We are asking all special education staff to deliver the specially designed instruction (SDI) in Individualized Education Plans (IEP) to the extent possible regardless of whether schools are operating on a hybrid or full distance learning model, both of which are dictated by responses from the Governor and State Health Officials. This may be a daily check-in through a phone call, email, and or video chat. This may be a check-in every other day as would happen in the high school setting (A vs. B schedule days). Please see outlined expectations and look closely at each child’s SDI. If special education teachers are finding it difficult to fulfill the amount of SDI as written, the IEP team should carefully review the specific goal areas and determine if the IEP was calculated to accurately reflect how much time needs to be focused on attaining that specific goal. This is especially important if the SDI is delivered in a general education classroom. The amount of time delineated should reflect how much time the goal area is worked on with the special education teacher in the general education classroom. In some cases, SDI written in IEPs are reflective of the amount of time the special education teacher is in the general education classroom, not the amount of time needed to achieve the goal. If there is a disconnect, the IEP team should revise and discuss the amount of time that is more reflective of how much time should be devoted to that specific goal area. Finally, only the special education teacher can deliver SDI; paraprofessionals cannot. It is imperative that you have completed the most current progress reports (using your data collection) and have communicated this to parents. IEP teams will refer to this data when the state-imposed school closures are lifted.

Case managers are required to collect data on students’ goals and objectives. Keep in mind ALL students require re-teaching not just students on IEPs. IEP teams will reconvene as needed, on an individualized basis, to determine how FAPE was provided and if all services of the IEP were delivered. The Department of Education understands there may be exceptional circumstances (connectivity, parental cooperation, etc.) that could affect how a service was provided. IEP/504 teams would be required to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements. This means we need you to do
your best to provide a FAPE, SDI, and related services as best you can, to limit the amount of owed compensatory services.

Specific & Important Guidance to IEP/504 teams:

- During the COVID-19 pandemic, home visits will be strictly prohibited. There will be no exceptions. Minimizing risk is a high priority for our staff and students.
- While in a Hybrid Model, DCSD guidance clearly stipulates the need for physical distancing per the Governor's directives and the CDC. Physical distancing guidance is 3 feet for students pre-k through 8th grade and 6 feet for students in high school and adults at all levels.
- Teachers will collaborate and provide appropriate content based on specific student needs.
- Content provided to all students must be accessible to everyone. Students may need alternative access to assignments (paper handouts instead of Google Classroom assignments). Teams need to be able to problem solve accessibility issues. Additionally, this work should be developmentally appropriate and aligned to present levels of performance.
- Teachers who are responsible for students with moderate to severe disabilities and early childhood education will have prep materials in a virtual format.
- Teachers must use Google Meet to meet with students virtually. Please follow this link for instructions on using Meet:
  - https://support.google.com/a/users/answer/9300131
  - https://meet.google.com
  - Students and parents may need directions on how to access this. The instructions should be provided with the materials you are sending.
  - PDC is currently working on parent training modules to help with access issues
  - Use your time efficiently by working with groups of students who are working on similar tasks/skills. Ensure you have parents return a completed Parent Consent for Virtual Group Instruction.
- All site RNs and Health Aides are available by email. Please contact them first with any health-related questions. Jen Tyndall (Chief Nurse), please contact her at 775-782-5136 x1824.
- Annual IEPs and 504 meetings may be held over the phone, virtually, or in-person as appropriate, with all required team members present for the duration of the meeting, until these precautions are lifted in response to health concerns in DCSD, no exceptions. PLEASE REMEMBER the notice timelines still apply. IEPs that were not held in the Spring need to be rescheduled as soon as possible. Phase 2 regulations allow for in-person meetings with safety precautions in place. In-person meetings must allow for 6-foot distance and face coverings must always be worn by all participants. Virtual participation by some or all members of the team is completely acceptable.
- Special education teachers will be available to assist students with assignments from the general education teachers, as they would be during a typical school day as indicated in the SDI of the IEP. This is applicable to any co-teach and/or co-facilitated classes.
Special education teachers and related service providers can deliver SDI over the phone, through email contact, or by video conferencing. Please consider FERPA when delivering services. Teachers can have group video conferencing sessions given the parents have provided consent using the Parental Consent for Virtual Group Instruction. Videos will need to have closed captioning enabled for students that have hearing impairments. Please keep in mind that reading levels vary.

All SDI minutes, related services minutes, and any accommodations provided must be documented. A log should be kept charting the service provided, how it was provided, and the total number of minutes for each student on the caseload. Case managers, related service providers, and school psychologists must document the delivery of SDI for each student using the SDI Log.docx. If IEP teams determine there are services that are seemingly impossible to provide, please have the LEA contact Special Services for guidance.

IEP teams will continue to collect data and report progress at the same rate as the general education setting on all goals and objectives. Percent of progress must be reported on the progress report in the comments section.

Questions and concerns that arise shall be addressed by IEP teams to include the LEA at school sites. Site staff are responsible for working with IEP teams to solve issues. LEAs can contact Special Services for guidance.

EVALUATIONS UNDER IDEA

With regard to all outstanding evaluations, which were not completed prior to mandated school closure, families were contacted and provided a prior written notice explaining that a new timeline will be initiated when school resumes. The evaluations could not be completed during school closure because a face-to-face assessment, data collection, and/or observation is required.

For validity and reliability concerns, DCSD teams are guided to conduct in-person assessments to the best of their abilities. Appointments should be scheduled, and PPE should be in place.

ENGLISH LEARNER (EL) SUPPORTS

DCSD is committed to addressing the needs of K-12 English Language Learners (ELL) during Remote Learning through the following procedures:

- ELL and their families will receive routine communications from DCSD’s certified English as a Second Language (ESL) teacher and classroom teachers.
- ELL will be provided with instruction through the use of “Learning Plans” and Google class meetings available on the remote learning site by their certified ESL teacher.
- ELL communicate regularly with their ESL teacher and receive content support when necessary.
- ELL will engage in daily ESL instruction aligned with Nevada’s English Language Development Standards for English Learners and state Common Core academic standards.
- DCSD will provide all necessary technology resources for ELL.
- ELL student learning modifications are addressed in the areas of assignments, materials, lesson presentations, and demonstration of understanding.
- Classroom teachers and DCSD’s certified ESL teacher communicate and collaborate regularly to provide necessary learning modifications and support for enabling ELL’s to engage in grade-level instruction.
- DCSD provides or exceeds Good Faith Efforts for Access and Equity to provide for the continuity of education for DCSD’s ELL population.

**GIFTED AND TALENTED EDUCATION (GATE)**

The GATE teacher will provide support for students who qualify for the GATE program. GATE/enrichment opportunities will continue to be offered, in addition to their general education curriculum. This support will be provided in a variety of ways; Direct Instruction, “Learning Plans”, Google Classroom, virtual class meetings, school email correspondence, and phone calls (if needed), etc.

**DOUGLAS COUNTY SCHOOL DISTRICT CONTACTS**

Keith Lewis, Superintendent – klewis@dcsd.k12.nv.us
Joe Girdner, Executive Director of Human Resources – jgirdner@dcsd.k12.nv.us
Jeannie Dwyer, Executive Director of Special Services, Area 1 – jdwyer@dcsd.k12.nv.us
Brian Frazier, Executive Director, Area 2 - bfrazier@dcsd.k12.nv.us
Rommy Cronin-Mack, Executive Director, Area 3 – rcronin@dcsd.k12.nv.us
Melissa Rains, Executive Director, Area 4 – mrains@dcsd.k12.nv.us

**RESOURCE LINKS**

Remote Learning Website - clever.com
Plan Purpose

The Douglas County School District COVID-19 Outbreak Response Plan is designed to assist in planning for a safer reopening of schools for the 2020-21 school year. As a district, we recognize the importance of returning students to school campuses for in-person instruction, as well as a need to minimize risk for our students, staff, and our communities. The purpose of this plan is to provide a framework for COVID-19 outbreak response at Douglas County School District (DCSD). We recognize this plan must be adaptable and will be subject to review as we learn more about COVID-19.

Table of Contents

Before Coming to School
   Utilizing the DCSD COVID-19 Daily Self-Screening Tool  1

While in School
   Sending sick/symptomatic students to the school nurse or health aide  1
   Isolating sick/symptomatic students  1
   Sending sick/symptomatic students home or referral for COVID-19 testing  1
   Sending sick/symptomatic Staff Members home or referral for COVID-19 testing  3

Positive COVID-19 Case(s)
   Positive Test Process  4
   Positive Cases and Close Contacts at School  4

Release Back to School  4

DCSD COVID-19 Daily Self-Screener Tool  5

Frequently Asked Questions  6

COVID-19 Outbreak Response Guidelines for Schools  7
BEFORE COMING TO SCHOOL

Families will play a major role in the safety of our students and school buildings by taking an active role making screening part of your morning routine. The Centers for Disease Controls and Prevention suggest that parents or caregivers should be strongly encouraged to monitor their child(ren) for signs of infectious illness every day. As a result, parents or caregivers are asked to do the following every morning prior to your child(ren) leaving for school.

1. Take your child(ren)’s temperature.


3. Keep your child(ren) home if they show symptoms of illness, and notify the school nurse or health aide as soon as possible to report your child(ren)’s absence.

4. Reinforce the importance of wearing face coverings at school with your child(ren) to minimize risk to peers, teachers, and other staff.

WHILE AT SCHOOL

Sending Sick/Symptomatic Students to the School Nurse/Health Aide

1. Teacher will call the Health Office ahead of releasing a sick/symptomatic student to the School Nurse or Health Aide.

2. The Teacher may determine if the student needs to be escorted to the Health Office or if they may go unassisted, depending on the individual student.

3. Once the student reaches the Health Office, they will enter when the School Nurse or Health Aide calls them in so that no more than 1 student is inside the Health Office at a time.

Isolating Sick/Symptomatic Students

1. Each DCSD school will have a designated “isolation room” near the Health Office in which suspicious cases of COVID-19 can safely wait in while the parent arrives to pick the student up.

2. Inside the isolation rooms, chairs and/or beds will be physically distanced at least 6 feet apart and either the School Nurse or Health Aide OR the Custodian will disinfect this room throughout each school day.

Sending Sick/Symptomatic Students Home or Referring Students for Screening

1. If a student exhibits symptoms of COVID-19:
   - School should immediately separate the symptomatic student from everyone else.

   - UPDATED Nurse/Health Aide calls parent/guardian to ask if they had any contact with a known COVID-19 case.
- UPDATED If YES
  - Student’s parent/guardian should pick up the student immediately.
  - Parent/Guardian can contact the Quad-County COVID-19 Hotline, Monday through Friday, 8:30 a.m. to 4:30 p.m. at (775)283-4789 for COVID-19 testing.

- UPDATED If No
  - Follow the school’s illness management policy.

2. COVID-19 testing at the Health Department is free. COVID-19 testing at private medical facilities (i.e. doctor’s office, emergent care facilities, etc. may incur costs).

Management of Symptomatic Students During COVID-19
Sending Sick/Symptomatic Staff Members Home or Referring Students for Screening

1. **UPDATED** If a staff member exhibits symptoms of COVID-19 and has **no** known exposure to a confirmed case of COVID-19:
   - Individuals who are sick should go home and not return until they have been symptom free for 24-hours without medication.

2. **UPDATED** If a staff member shows up to school with symptoms of COVID-19 and has a known exposure to a confirmed case of COVID-19:
   - Individuals who are sick should go home and contact the Quad-County COVID-19 Hotline, Monday through Friday, 8:30 a.m. to 4:30 p.m. at (775)283-4789 for COVID-19 testing.
   - The individual should self-quarantine at home and not return to campus until symptoms have resolved.

3. COVID-19 testing at the Health Department is free. COVID-19 testing at private medical facilities (i.e. doctor’s office, emergent care facilities, etc. may incur costs).

Management of Symptomatic Staff Members During COVID-19
POSITIVE COVID-19 CASE(S)

Positive Test Process

1. Carson City Health and Human Services (CCHHS) is notified of a positive test result for any resident of Carson City, Douglas, Lyon, or Storey Counties.

2. CCHHS will notify the positive case and ask them to self-isolate in their home.

3. CCHHS will ask the case who they have been in close contact with and where they have been while they were infectious.

4. Close contacts are notified of a possible exposure. The case’s name will not be revealed to the contacts.

5. CCHHS keeps in contact with the case to monitor their disease and will notify the case when they can be released from self-isolation.

Positive Cases and Close Contacts at School

1. If a student or staff member tests positive and lives in Carson City, Douglas, Lyon, or Storey Counties:
   - They are asked to follow directions from CCHHS, the local health partner for the Quad-Counties, and isolate at home until CCHHS tells them they can return to school.
   - Students and staff who were in the classroom with the individual 2 days before they felt sick, until the time they were isolated, may be asked to self-quarantine for 14 days after last exposure date while monitoring for symptoms of COVID-19.

2. If a student or staff member is a close contact of a case:
   - Follow directions from CCHHS. This may include self-quarantining and/or being tested.
   - Continue to monitor for symptoms of COVID-19.
   - Other students and staff members do not need to self-quarantine unless they were told they were a close contact of case.

RELEASE BACK TO SCHOOL

1. Individuals with positive COVID-19 test results will be asked to follow directions from Carson City Health and Human Services (or their Physician) on when they may be released back to school.
DCSD COVID-19
Daily Self-Screening Tool

For the health and well-being of those around you, ASK these questions EVERY DAY BEFORE leaving home.

Have you or has anyone in your household had any of these symptoms in the last 24 hours?

1. New respiratory symptoms*
   (cough and/or shortness of breath)
2. Vomiting and/or diarrhea
3. Fever (temperature of >100.4°F at rest)
4. Loss of smell or taste*
5. Two or more of these symptoms*:
   ✓ sore throat ✓ chills
   ✓ headache ✓ abdominal pain
   ✓ muscle pain ✓ fatigue
   or body aches

*New symptoms are different than symptoms of ongoing health issues such as asthma, allergies, reflux, or COPD.

If you answer YES to any of these:

- Do NOT go to school/work.
  You and everyone in your home should isolate at home until cleared to return to school/work.
- Contact your school/supervisor.
- Call your healthcare provider or Carson City Health and Human Services (CCHHS) COVID-19 Hotline (775) 283-4789

If you answer NO to all of these:

- Go to school/work.
- Continue to monitor your health.

If you or anyone in your household:

1. Is WAITING for COVID-19 test results;
2. Is DIAGNOSED with COVID-19 by TESTING POSITIVE;
3. Is DIAGNOSED with COVID-19 by a healthcare provider but is NOT TESTED;
4. Has been told by CCHHS TO ISOLATE; or
5. Has SYMPTOMS (above), has NOT SEEN a healthcare provider, has NOT BEEN TESTED, and is monitoring symptoms at home.

If you or anyone in your household have been exposed to a close contact who is positive for COVID-19 or you have other COVID-19 related questions; contact the CCHHS COVID-19 Hotline at (775) 283-4789.

You or someone in your household has or may have COVID-19:

- Do NOT go to school/work.
- Communicate with your school/supervisor.
- Visit CCHHS online for information: GetHealthyCarsonCity.org
- You and everyone in your household must ISOLATE at home until
  1) everyone is symptom free (without medication) for 1 day (24 hours), AND
  2) at least 10 days have passed since the first symptom. (The 10-day period starts over each time someone in the household shows symptoms.)

Douglas County School District – 7/30/2020
Parents and guardians will play a critical role in the reopening of Douglas County School District for the 2020-21 school. In an effort to keep our students and staff safe and our schools open, we need parents to commit to do the following:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔞</td>
<td>Check the temperature of your child(ren) at home every morning before they leave for school. If they have a fever of &gt;100.4°F at rest, keep your child(ren) home from school.</td>
</tr>
<tr>
<td>📑</td>
<td>Complete the DCSD COVID-19 Daily Self-Screening Tool every morning before your child(ren) leaves for school.</td>
</tr>
<tr>
<td>🏡</td>
<td>Please keep your child(ren) home if they or anyone in your household had any of these symptoms in the last 24 hours: has new respiratory symptoms (e.g. cough and/or shortness of breath), vomiting and/or diarrhea, a fever of &gt;100.4°F at rest, loss of smell or tastes, or two or more of the following symptoms: sore throat, headache, muscle pain or body aches, chills, abdominal pain, or fatigue.</td>
</tr>
<tr>
<td>🧐</td>
<td>Ensure your child(ren) has a face-covering to wear before they leave for school. Reinforce the importance of wearing face-coverings properly (over mouth and nose) at school to minimize risk to their peers, teachers, and other staff.</td>
</tr>
<tr>
<td>🚗</td>
<td>Transport your child(ren) to and from school when possible to minimize crowding on our school buses.</td>
</tr>
<tr>
<td>📚</td>
<td>Open an account in Infinite Campus (IC) to ensure access you can access student information and communication regarding your child(ren).</td>
</tr>
<tr>
<td>📞</td>
<td>If your child(ren) test positive for COVID-19, please call the DCSD Chief Nurse, Jen Tyndall, at (775) 781-5159.</td>
</tr>
</tbody>
</table>
FREQUENTLY ASKED QUESTIONS

What is contact tracing?
Contract tracing is the process for identifying people who have an infectious disease (a case) and their contacts (people who may have been exposed) to stop the disease from spreading.

What is a close contact?
For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. If a student or staff member is a close contact of a case, they are advised to follow directions from Carson City Health and Human Services (CCHHS), which may include self-quarantining and/or being tested and continue to monitor for symptoms of COVID-19. Other students and staff members do not need to self-quarantine unless they were told they were a close contact of a case.
How does contact tracing work?
Contact tracing works in the following manner: 1) An infected person shows symptoms and tests positive, making them a case., 2) The health department asks case who they have been in contact with., 3) Contacts are notified of their exposure and risk for infection. Contacts self-quarantine for 14 days., and 4) The health department follows up with contacts for 14 days. If a contact becomes a case, they have been home and prevented the disease from spreading more.

What will happen if someone at my child's school tests positive for COVID-19?
If there is a confirmed case of COVID-19 within the district, we will follow direction from the Douglas County Health Officer, Carson City Health and Human Services, and the Quad County Emergency Group. The school district will notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws. This may include closing a classroom or school(s) within the district for a period of time. In such instances, DCSD is prepared to quickly shift to full distance learning for students who are impacted. Many of our new procedures are designed to support contact tracing should a confirmed case occur. This will assist the Health Department with quickly identifying and contacting individuals who may have been exposed.
What will happen if my child is exposed to COVID-19 at school?
Exposure potentially occurs when a person is within six feet of an infected person for fifteen minutes or longer. The school district will notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws. The local health department performs contact tracing and notification of individuals who may have been exposed. It is essential that parents cooperate with contract tracing and respond accordingly if contacted by health officials. The school district is taking steps to minimize risk and prevent exposure but cannot guarantee that your child will not be exposed at school.

Should a student or staff member come to school while waiting for the results of a COVID-19 test?
No, students and staff members may not return to school while awaiting results of a COVID-19 test. If the results of the test return negative, but the student or staff member is still symptomatic, they may not return to school until they have been symptom-free for at least 24 hours without medicine.

What will happen if a student or staff member becomes ill from COVID-19?
If a student or staff member tests positive for COVID-19, they are asked for follow directions outlined by the Carson City Health and Human Services, the local health partner for the Quad-Counties, and isolate at home until CCHHS tells them they can return to school. Students and staff who were in the classroom with the individual two (2) days before they felt sick, until the time they were isolated, may be asked to self-quarantine for 14 days after last exposure date while monitoring for symptoms of COVID-19. Contact your school nurse/health aide and report the illness. This confidential health information will only be shared with those having a legitimate interest in your child’s education, which would be the school administration and classroom teacher.

What if a student, family, or staff member is instructed to quarantine?
You must follow the lawful orders of the health department and fully cooperate. Younger people may experience the virus differently; some may have only mild symptoms while others require medication and/or hospitalization. If your child is physically able to participate in distance learning and complete assignments while awaiting negative test results, arrangements will be made with your school’s administrator to continue distance learning. If your child is symptomatic and unable to complete assignments, your school will mark these as excused absences in accordance with district policy.
## Updates to this Document:

<table>
<thead>
<tr>
<th>Date of Update</th>
<th>Name:</th>
<th>Summary of Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/10/2020</td>
<td>Lauren Staffen, Cari Rioux</td>
<td>First version of document completed</td>
</tr>
<tr>
<td>8/12/2020</td>
<td>Jeanne Freeman</td>
<td>Revision to appendix C; finalization of document</td>
</tr>
</tbody>
</table>
Background

This guidance document is intended to protect the health and wellbeing of our students, staff, school communities, and families in the Carson City, Douglas, Lyon and Storey Counties. The guidance is based on the best available evidence at the time of its creation. As new information regarding COVID-19 emerges, this guidance may be updated as needed and the date of the update will be noted on the document. This document is intended to apply to all K-12 schools and community-based educational organizations, which may include public, charter, private, or homeschool co-ops throughout the Quad-County region.

Early decisions on school closure by public health experts around the country were based heavily on knowledge and experience with influenza, a disease for which school-based transmission is a significant factor in the community-wide spread of illness. While scientific data for COVID-19 is still limited, published studies suggest that the epidemiology of COVID-19 is distinct from that of influenza. Specifically, studies suggest:

- COVID-19 disease prevalence among children is lower than in adults, and children who contract COVID-19 are more likely than adults to be asymptomatic or to have very mild symptoms.
- Multisystem inflammatory syndrome in children (MIS-C), a severe condition associated with COVID-19, remains rare.
- Furthermore, in several studies, children were less likely to be the first case within a household, suggesting that child-to-adult transmission may be less frequent than adult-to-child transmission.
- In other countries, where schools remained open or have recently reopened, cases in schoolchildren have been associated with few secondary cases in the school, suggesting that child-to-child transmission may also not be as significant as with influenza.
- Analysis of data broken down further by age shows that these trends are seen more in younger children compared to teenagers, whose disease patterns more closely parallel those of adults.

These key findings have important implications for how we think about infection risk and play an essential role in guiding our recommendations for preventing transmission in educational settings. Specifically, these findings suggest that COVID-19 transmission in these settings is likely to be less widespread than influenza transmission, that adult-to-child transmission is greater than child-to-child

Reports of Illness

Incoming Illness Reports

For an individual school site, absences are typically reported by a parent, guardian, staff member, or student either by phone or electronically. Due to the COVID-19 response, Carson City Health and Human Services (CCHHS) has created a COVID-19 Symptom Screening Form (Appendix A) for schools to use to record reported absences due to illness, along with a script that can be used to guide staff through the conversation (Appendix B).
While the individual taking the report is not expected to diagnose any particular condition, the symptoms are logged so that early detection of an outbreak can be identified. It is within the guidelines of the Health Information Portability and Accountability Act (HIPAA) for symptom information to be requested by the school staff.

**Reporting Illnesses to Carson City Health and Human Services**

CCHHS may request that illness reports be submitted daily throughout the duration of the COVID-19 response. This information may also be submitted to the Nevada Division of Public and Behavioral Health (DPBH) if requested. CCHHS has provided an Illness Report Log (Appendix C) for each school to fill out based on the results from the COVID-19 Symptom Screening Form (Appendix A) that schools can use to track reported absences.

The Illness Report Log (Appendix C) should be emailed to: illnessreport@carson.org

**Controlling the Spread of Illness**

**Exclusion Criteria**

Students or staff who are sick with contagious illnesses should not attend school, but most illnesses do not require the same level or length of isolation that COVID-19 does. Excluding students from school for longer than what is called for in existing school policies (e.g., fever free without medication for 24-hours) based on COVID-19 symptoms alone risks repeated, long-term unnecessary student absence.

Symptom screenings will identify only that a person may have an illness, not that the illness is COVID-19. Many of the symptoms of COVID-19 are also common in other childhood illnesses like the common cold, the flu, or seasonal allergies.

School staff should use the information collected on the COVID-19 Symptoms Screening Form (Appendix A) and the criteria below to determine how long the student/staff should be excluded:

1. **Do symptoms include the following?**
   - Feeling Feverish or has Fever (>100.4°/38°C)
   - Any Difficulty Breathing, like shortness of breath or wheezing
   - Cough (New onset or worsening of chronic cough)
   - Chills and/or muscle aches
   - Chest Pain
   - Sore Throat
   - Nausea and/or Vomiting
   - Diarrhea (≥3 loose stools within 24 hr)
   - Headache
   - New loss of taste and/or smell
   - Abdominal Pain

2. **Has there been any exposure to someone with COVID-19?**
   - Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
Someone in the household is isolating for or sick with COVID-19 or COVID-19-like symptoms

If the individual reporting the absence/illness answers YES to any of the symptoms listed on the form, but NO to any exposure questions, the person should be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).

If the individual reporting the absence/illness answers YES to any of the symptoms listed on the form, and YES to any exposure questions, the person should be referred for evaluation by their healthcare provider or can contact the Quad-County COVID-19 Hotline (775-283-4789) for a COVID-19 test.

**Re-Admittance Criteria**

*Based on CDC guidance, schools should not require submission of testing results as a part of return to school policies.* Students who have received a negative test result should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.

Any student or staff member that has laboratory confirmed COVID-19 may return to school once they receive a letter signed by a CCHHS Disease Investigator releasing them from isolation/quarantine.

Any student or staff member placed on quarantine as a direct contact with a laboratory confirmed case of COVID-19 may return to school once they fulfill their quarantine period as outlined in the quarantine letter provided to them.

**Isolation of Ill Students and Staff**

It is important to isolate any individual who is reported to have symptoms of illness if that individual is to remain on site for any period of time. This can be accomplished by moving the sick individual to a location that will be unoccupied during isolation, preferably in an office or room near where the individual will be exiting the school grounds. Ensure that the symptoms are logged on the Illness Report Log (Appendix C) for the day and that all pertinent information is filled in. Follow appropriate precautions to reduce the spread of illness to staff and students who may be in the proximity and interacting with the sick individual. Sanitize the high touch areas and any table or chair within the space occupied by the sick individual following their departure and prior to entry of the space of other students or staff. It is recommended to stagger occupancy of isolation areas by sick individuals when possible.

**Closure of Rooms and Buildings**

For any vomiting or fecal incidents in a classroom or other areas, the classroom or area shall also be closed and sanitized prior to being reoccupied. During outbreaks, rooms may be closed by Nevada Department of Health and Human Services (DHHS) or the school district superintendent if cases are linked to room occupancy or if the layout of the room does not allow for adherence to CDC guidelines to
control and prevent the spread of infection. In all cases, rooms must be sanitized following protocol for the specific illness as outlined in current school policies and procedures.

**Cleaning and Disinfecting**
Staff/personnel should ensure that desk surfaces are cleared of items at the end of the day to facilitate janitorial staff’s ability to rapidly disinfect surfaces without having to remove student and teachers’ possessions.

If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available at [https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19). Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
- Additionally, diluted household bleach solutions can be used if appropriate to disinfect surfaces. Follow manufacturer’s instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing ½ cup of bleach per one gallon of water.
- Avoid using splash-less, color-fast, or bleach with fragrance as those include additives that make them unsafe for food contact surfaces as some districts and schools may be using classrooms for nutrition services.

**Cleaning and Disinfecting After Illness in School**
If it has been less than 7 days since the sick student/staff member has been in the school:
- Close off any areas used for prolonged periods of time by the sick person.
- Wait 24 hours before cleaning and disinfecting to minimize potential for others being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces (e.g. doorknobs, drinking faucets, keyboards, touchscreens, and hallway handrails).

If the school has been unoccupied for at least 7 days, or if it has been 7 days or more since the sick student/staff member used the facility, additional cleaning and disinfection is not necessary. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.
Other Personal Protective Measures

Hand Washing
Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your eyes, nose and mouth with unwashed hands. Get staff and students into the habit of handwashing.

Physical Distancing
Avoid close contact by putting an appropriate distance between yourself and others. Remember that some people without symptoms may be able to spread the virus. Keeping an appropriate distance from others is especially important for people who are at higher risk of getting very sick. Practice social distancing whenever possible. The health department recommends avoiding congregation of large crowds during recess, lunch, and at the beginning and ends of the day. Implement a strategy for your school that can minimize risk due to staff and students gathering.

Face Coverings
Cover your mouth and nose with a cloth face cover when around others. You could spread COVID-19 to others even if you do not feel sick. Everyone should wear a cloth face cover when they have to go out in public, for example to the grocery store or to pick up other necessities. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance. The cloth face cover is meant to protect other people in case you are infected. Do NOT use a facemask meant for a healthcare worker.

Cover Coughs and Sneezes
If you are in a private setting and do not have your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. Throw used tissues in the trash. Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with hand sanitizer that contains at least 60% alcohol.

Please refer to Governor Sisolak’s mandate as well as the CDC guidelines for additional information on this everchanging COVID-19 response. If you have further questions regarding school operations during this time, please contact your local health authority for more information.

Determination of Outbreaks and School Closures
In most instances, a single case of COVID-19 in a school would not warrant closing the entire school. Community spread and how much contact the person with COVID-19 had with others, as well as when such contact took place, need to be considered. These variables should also be considered when determining how long a school, or part of the school, stays closed. If the spread of SARS-CoV-2 within a school is higher than in the community, or if the school is the source of an outbreak, administrators...
should work with local health officials to determine if temporarily closing the school building is necessary.

The decision to close schools for in-person learning will involve public health, the school districts, county health officers, and emergency management, and will consider factors, such as:

- The importance of in-person education to the social, emotional, and academic growth and well-being of students;
- The level of community transmission;
- Whether cases have been identified among students and staff;
- Other indicators that local public health officials are using to assess the status of COVID-19 in their area; and
- Whether student and staff cohorts have been implemented within the school, which would allow for the quarantining of affected cohorts rather than full school closure.¹ ²

Determination of a school-related outbreak will be determined by CCHHS in collaboration with the Nevada Department of Health and Human Services (DHHS) Division of Public and Behavioral Health (DPBH).

Additionally, schools may be closed under the following criteria:

A. Directives from the Governor of the State of Nevada, Nevada DHHS, DPBH in collaboration with CCHHS, or determinations by the school district superintendent or charter/private school leader.
B. Indeterminate or high risk of school-wide exposures to highly infectious diseases or diseases with high risk of serious illness such as COVID-19. Schools may also be closed for uncontrolled outbreaks exceeding 30 days.

Re-opening of schools that have been fully closed will be determined by the appropriate state entity.

Appendix A: COVID-19 Symptom Screening Forms
## COVID-19 Symptom Screening Form

Name: ___________________________ Grade: ________________ Date: ___________________

Date Symptoms Started: _______________ Date of Last Symptom: ___________________ □ Ongoing?

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Yes</th>
<th>No</th>
<th>Unk</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Feverish or has Fever (&lt;100.4°/38°C)</td>
<td>FF</td>
<td>Yes</td>
<td>No</td>
<td>Nausea or Vomiting</td>
</tr>
<tr>
<td>Any Difficulty Breathing, like shortness of breath or wheezing</td>
<td>DB</td>
<td>Yes</td>
<td>No</td>
<td>Diarrhea (≥3 loose stools/24hr period)</td>
</tr>
<tr>
<td>Cough (New onset or worsening of chronic cough)</td>
<td>C</td>
<td>Yes</td>
<td>No</td>
<td>Headache</td>
</tr>
<tr>
<td>Chills or muscle aches</td>
<td>CH</td>
<td>Yes</td>
<td>No</td>
<td>New loss of taste and/or smell</td>
</tr>
<tr>
<td>Chest Pain</td>
<td>CP</td>
<td>Yes</td>
<td>No</td>
<td>Abdominal Pain</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>ST</td>
<td>Yes</td>
<td>No</td>
<td>Other Symptoms:</td>
</tr>
</tbody>
</table>

### Other Symptoms:

Page 47

Edited: 8/12/2020 JF
Appendix B: SCHOOL SCRIPT – COVID-19 Symptom Screening
**SCHOOL SCRIPT – COVID-19 Symptom Screening**

Questions to ask when individual calls to report medical absence:

Name: ___________________________________________ Grade: _____ Date: ________________

Date Symptoms Started: _______________ Date of Last Symptom: _______________ □ Ongoing?

1. Do **symptoms** include the following?

<table>
<thead>
<tr>
<th>Feeling Feverish or has Fever (&lt;100.4°/38°C)</th>
<th>Yes</th>
<th>No</th>
<th>Unk</th>
<th>Feeling Nausea and/or Vomiting</th>
<th>Yes</th>
<th>No</th>
<th>Unk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Difficulty Breathing, like shortness of breath or wheezing</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
<td>Diarrhea (≥3 loose stools within 24 hr)</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
</tr>
<tr>
<td>Cough (New onset or worsening of chronic cough)</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
<td>Headache</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
</tr>
<tr>
<td>Chills and/or muscle aches</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
<td>New olfactory (Smell) and Taste Disorder(s)</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
</tr>
<tr>
<td>Chest Pain</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
<td>Abdominal Pain</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>Yes</td>
<td>No</td>
<td>Unk</td>
<td>Other Symptoms:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Has there been any **exposure** to someone with COVID-19?

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
- Someone in the household is isolating for or sick with COVID-19 or COVID-19-like symptoms

If **YES** to symptoms, but **NO** to exposure:

- Excuse from school for [INSERT EXISTING SCHOOL ILLNESS MANAGEMENT POLICY (e.g., until symptom-free for 24 hours without fever reducing medications)].

If **YES** to symptoms, and **YES** to exposure:

- Refer for evaluation by their healthcare provider or have them contact the Quad-County COVID-19 Hotline (775-283-4789) for a COVID-19 test.

Please end the call with:

[Insert your school’s procedures for an absent student or positive COVID Case. This could include online learning, distance learning, or any other policies you have instituted due to the response.]

We hope your child feels well soon and look forward to your child’s return to school.
Appendix C: Illness Report Log
Quad-County Illness Report Log

<table>
<thead>
<tr>
<th>Date Reported</th>
<th>Time</th>
<th>Initials of Ill Individual</th>
<th>Contact Number</th>
<th>Grade or Staff</th>
<th>Call-In or Onsite</th>
<th>Symptoms (Use Codes Below):</th>
<th>Date of Onset</th>
<th>Lab Test Date/Result or N/A</th>
<th>Diagnosis or None</th>
<th>Reported to CCHHS? (Y/N)</th>
<th>Date Excluded</th>
<th>Date Exclusion Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COVID-19 Symptoms Screen from CDC Codes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Abdominal pain</td>
</tr>
<tr>
<td>C</td>
<td>Cough (New onset or worsening of chronic cough)</td>
</tr>
<tr>
<td>CH</td>
<td>Chills or muscle aches</td>
</tr>
<tr>
<td>CP</td>
<td>Chest pain</td>
</tr>
<tr>
<td>D</td>
<td>Diarrhea (3 or more loose stools within a 24-hr. period)</td>
</tr>
<tr>
<td>DB</td>
<td>Any difficulty breathing like shortness of breath or wheezing</td>
</tr>
<tr>
<td>FF</td>
<td>Feeling feverish or has a fever (100.4°F or higher)</td>
</tr>
<tr>
<td>H</td>
<td>Headache</td>
</tr>
<tr>
<td>N, V</td>
<td>Nausea or vomiting</td>
</tr>
<tr>
<td>SMT</td>
<td>New loss of taste and/or smell</td>
</tr>
<tr>
<td>ST</td>
<td>Sore Throat</td>
</tr>
<tr>
<td>Other</td>
<td>Please specify</td>
</tr>
</tbody>
</table>

Please submit to illnessreport@carson.org daily, or as requested.
On June 9, 2020, Governor Steve Sisolak issued Declaration of Emergency Directive 022. Section 7 of this directive orders that, “County, school districts, charter schools, and private schools may reopen school athletic fields and facilities for student athletics training, practices, and competition in accordance with guidelines promulgated by the Nevada Interscholastic Activities Association (NIAA) and any applicable conditions set forth by directive regarding athletic events.” It should be noted that Declaration of Emergency Directive 021 is still in effect and will apply to competitions held at school athletic fields and facilities. Section 22 of that Directive states in pertinent part, “…musical performances, live entertainment, concerts, competitions, sporting events, and any events with live performances may resume, but shall remain closed for public attendance. Until this restriction on public attendance is lifted by Directive of the Governor, no spectators are to be allowed at competitions that are held at or in conjunction with NIAA member schools.

Per the Governor’s directive, Douglas County School District athletic fields and facilities may re-open. The actual opening of our fields and facilities is the responsibility of DCSD. While the most stringent restrictions have been lifted, it is critical to understand COVID-19 remains active in our local communities and extremely contagious. The phased re-opening of DCSD school athletic fields and facilities is exactly that, a phased re-opening. If a transition to a new, less restrictive phase occurs, the data shows continued positive progress in the control of the spread of the disease, transition to the next even less restrictive phase may take place. Each of the phases, however, do contain restrictions and requirements. Compliance with those restrictions and requirements is critical to progress. As DCSD schools open their athletic fields and facilities, it is incumbent upon those who supervise and control the activities at those fields and facilities, to assure compliance with the restrictions and requirements in place.

The guidance provided by the NIAA to Nevada school districts is based heavily on a document issued by the National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC), Guidance for Opening up High School Athletics and Activities issued May 19, 2020. This document and the NFHS SMAC guidance are rooted in the belief that “…it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition.” It is recognized that due to the pandemic, all students may not be able to return to athletic activity in all schools and areas of the state at the same time. It is also recognized that athletic activity may be suspended for an individual, a team, a school, or for an area of the state or the entire state, in a particular sport or several sports, as may be dictated by the need for safety resulting from the pandemic. While reservations concerning such disparities would typically be raised, the guidance here is based in the idea that students should have the opportunity to return to participation in school-based athletics and activities in any and all situations where it is safe to do so.

The purpose of the DCSD Athletic-Activities Reopening Plan is to ensure school and district administrators as well as athletic directors, coaches and athletic trainers are familiar, agree with, and able to implement and monitor compliance with all restrictions and requirements associated with the current phase. Questions and concerns are to be directed to the Superintendent’s Office and guidance received is to be implemented. Protocols may be implemented which would be more restrictive than those included in the NIAA guidance, but they are not to be less restrictive. This Reopening Plan shall remain in effect until updated.
Governor Sisolak’s Emergency Directives


- Directive 022 states Douglas County School District facilities may reopen under adherence to physical distancing and guidelines from NDE under the following circumstances:
  - Summer instruction
  - Special Education and individualized tutoring
  - Administrative activities
  - Professional development
  - Registration, IEP meetings and partnership planning

- As part of Directive 022, Douglas County School District may also reopen school athletic fields and facilities for student athletics, training and competition in accordance with NIAA conditions.

- Douglas County School District may reopen school athletic facilities to the public in accordance with all reopening guidelines and protocols.

- Douglas County School District may also keep any facilities closed at their discretion.

- Occupancy shall not exceed the lesser of 50% of the listed fire code capacity or 50 persons.

NIAA Guidance Summary

- NIAA out of season regulations are now in effect (See NAC 385B.370 and 385B.372).

- It is recommended that, with the transition to Phase 2, Douglas County School District facilities be opened in accordance with Phase 2 of the White House/CDC guidance. With schools open under restrictions for individuals, Phase 2 of the NFHS SMAC guidance is to be used when DCSD facilities are open.

- The Major Points of Emphasis are as follows:
  - Decreasing potential exposure to respiratory droplets is the guiding principle behind physical distancing and the use of face coverings. It is also the basis of the stratification of risk by sport presented later in this plan. The use of cloth face coverings is meant to decrease the spread of respiratory droplets.
  - Recognizing the benefits and potential drawbacks of the use of cloth face coverings during conditioning and physical activity, the NFHS SMAC recommends the following:
    - State, local or school district guidelines for cloth face coverings should be strictly followed.
- Cloth face coverings should be considered acceptable. There is no need to require or recommend “medical grade” masks for athletic activity.

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

- During Phases 2, it is recommended that participants wear cloth face coverings. Exceptions are swimming, distance running or other high intensity aerobic activity.
  - Plastic Shields shall not be allowed during contests. Their use during practice increases the risk of unintended injury to the person wearing the shield or teammates.
  - Coaches, officials, and other contest personnel may wear cloth face coverings at all times. 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.

- With the uncertainty of which phase of recovery will be active at the beginning of a sports season or maintained during a season, scheduling contests that require less travel when possible should be considered.

- All coaches must acknowledge they have received and read this plan. They must also agree to abide by all guidelines and expectations set forth. (see Exhibit A)

**Pre-participation Physical Evaluation**
- NIAA regulation, NAC 385B.336, states that a physical exam is good for two years provide that prior to the second year, the participant submits a completed Form E, NIAA Health Questionnaire/Interim Form without any “yes” responses on the form. This remains in effect.

- All participants must complete the DCSD Pre-Season Conditioning Form prior to participating in any school sponsored workouts.

**Academic Eligibility**
- The NIAA Board of Control authorized a one-time hardship for 10th, 11th, and 12th grade students (2020-21) to begin the 2020-21 school year academically eligible. Other than this one-time hardship, academic eligibility regulations have not changed and will be in full effect.

- Three-week grade checks remain in effect along with the eligibility requirements associated with them.

- The hardship waiver is for academic eligibility only and does not in any way effect the eight-semester limit on eligibility, the age limit on eligibility, the residence or transfer requirements of eligibility or any other eligibility requirement.
DCSD Plan for All Activities – Phase 2

- Only in-season sports (Fall) are permitted to workout at this time.
- Public and/or club use of DCSD facilities will not be permitted at this time to ensure the cleanliness and safety of DCSD students, student-athletes, and coaches.

Limitations/Restrictions

- Persons who are members of a vulnerable population (based on the CDC guidance) should not oversee or participate in any workouts during phase 2. Vulnerable populations include all individuals over 65 years of age, or anyone who has pre-existing health conditions such as heart disease, chronic lung disease, moderate to severe asthma, anyone who is immunocompromised with conditions such as cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies like RA, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications, people with severe obesity (body mass index [BMI] of 40 or higher), people with diabetes, people with chronic kidney disease undergoing dialysis, people with liver disease.

- All participants must sign the Waiver of Liability Relating to COVID-19 (see Exhibit B) prior to participating in any elective student activity. If a participant is a member of the vulnerable population, as defined above, he or she may not participate in any elective student athletic activity until or unless an accommodation plan has been provided by the participant’s health care provider, and has been received and approved by the District.

- All physicals and pre-season paperwork must be completed, as must all training materials, signatures, packets, etc.

Pre-Workout/Contest Screening:

- All coaches and participants must be screened for signs/symptoms of COVID-19 every day prior to a workout.

1. The screening includes the following:
   - Temperature Check
   - Verbal Questioning (see Exhibit C)

2. The screening will be conducted in the following sequence:
   - The Head Coach/Lead Teacher will screen all Assistant Coaches/Teachers.
   - Once cleared, the Lead Assistant/Teacher will screen the Head Coach/Lead Teacher.
   - Once cleared, each Coach/Teacher will screen pods of 10 Participants.
3. Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a participant develops COVID-19.

4. Daily screening logs must be completed, signed, and filed with the Athletic-Director or a site administrator daily. The screening log must include the following:
   - Date
   - Coach/Participant name
   - Temperature at time of screening
   - Answers to verbal questions recorded

   Any participant who tests POSITIVE to having a fever (a temperature greater than 100.4) or answers “yes” to any screener question may not participate, and is to be directed to call his or her primary physician for clearance. The participant will not be allowed to participate until cleared by a medical professional.

   All participants, students, coaches, employees are encouraged to consent to contact tracing should they test positive for COVID-19.

   Coaches and participants must immediately report any suspected or confirmed cases of COVID-19 to a site administrator, who will report it to proper authorities. It is important to use discretion and be cognizant of potential stigmatization.

**Limitations on Gatherings:**
- No locker rooms or meeting rooms shall be used for any reason.
- All gatherings are limited to 10 people in a single indoor space (e.g. gym).
- All gatherings are limited to 50 people in any outdoor space, but the gathering must be broken into pods no greater than 10 people (e.g. 5 pods of 10). Physical distancing of at least 6 feet must be practiced.
- If maintaining a distance of at least 6 feet is not possible indoors, then the maximum number of individuals in the room must be decreased until proper physical distancing can occur.
- Appropriate physical distancing will need to be maintained on sidelines and benches during practices.
- For teams/activities with more than 10 participants, workout pods/groups should be created and limited to 10 participants. The workout pods/groups should work out together and should not change day to day.
- Participants should avoid all physical contact with each other. High-fives, handshakes, hugs and related physical contact are prohibited at the beginning, during, or at the end of practice or competitions.
Facilities Cleaning

- Adequate cleaning schedules will be created and implemented for all athletic facilities to mitigate any communicable disease.

- The following equipment is deemed necessary:
  - Disinfectant wipes (compliant with CDC guidance)
  - Disinfectant spray (compliant with CDC guidance)
  - Gloves
  - Hand sanitizer (compliant with CDC guidance)

- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (athletic training room tables, bathrooms, weight room equipment, chairs, etc.)

- Weight room equipment should be wiped down thoroughly before and after each individual’s use of equipment. All equipment should be sanitized/disinfected at the end of the workout prior to storing.

- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

- Pods/Groups of participants should use the same equipment during that practice, and if sharing, it should be sanitized/disinfected before it is passed to another group/pod.

- A minimum of thirty (30) minutes is required between groups using the weight room to ensure proper sanitization/disinfecting has occurred.

Personal Hygiene & Clothes/Equipment

- Participants must arrive at practice in proper clothing for participation.

- Participants should immediately leave the facility at the conclusion of the workout.

- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.

- Hand sanitizer should be used by every student, coach, and teacher when moving from one training facility to another (i.e. from field to weight room). If a participant chooses not to use hand sanitizer, proper handwashing is required.

- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.

- Participants are encouraged to shower and wash their workout clothing immediately upon returning to home.

- There will be no sharing of athletic towels, clothing, or shoes between participants.
- Participants are to wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.

- All athletic equipment, including balls, should be cleaned intermittently during practices and contests.

- Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.

Physical Activity
- Practices and competitions for “Lower-Risk” activities, which includes individual running, throwing, golf, swimming, weight training, alpine skiing, tennis, sideline cheer (no acrobatic stunts), and cross country, may resume. Participants must maintain 6 feet physical distancing at all times.

- Modified practices for “Moderate-Risk” activities, which include basketball, soccer, water polo, 7 on 7 football, volleyball, baseball, softball, and gymnastics, may begin. Participants must maintain 6 feet physical distancing at all times.

- Conditioning and weight-training for “Higher-Risk” activities, which includes wrestling, football, competitive cheer (includes acrobatic stunts) and dance may begin. Regular and modified practice for “High-Risk” activities is prohibited. Participants must maintain 6 feet physical distancing at all times.

- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Hydration
- Participants must supply their own hydration. As the temperatures increase outside, it is imperative that participants arrive to practice with an ample hydration supply.

- Water bottles are not to be shared and hydration stations are not to be used.

Miscellaneous
- There will be no out of state travel.

- There will be no out of district contests or joint practices/workouts with other schools permitted.

- All practice/workout sessions must be scheduled and coordinated with custodial staff.

References
- Declaration of Emergency Directive 022

- Declaration of Emergency Directive 015
- Nevada Interscholastic Activities Association Re-Opening Guidance

- Guidance for Opening up High Schools Athletics and Activities
DOUGLAS COUNTY SCHOOL DISTRICT
SUPERINTENDENT’S OFFICE

Update 11, 2020-21 Adjustments to Sports Seasons due to COVID-19 Pandemic

The following was released by Bart Thompson, Executive Director of the Nevada Interscholastic Activities Association (NIAA) today, July 23, 2020.

Owing to the covid-19 pandemic and the resultant challenges faced by NIAA member schools, the NIAA has made the following adjustments to sports seasons for the 2020-21 school year.

Winter Season Sports (6 competitive weeks):
- Practice begins Saturday, January 2, 2021
- First contest may be held Friday, January 15, 2021
- Last contest Saturday, February 20, 2021

Fall Season Sports (6 competitive weeks):
- Practice begins Saturday, February 20, 2021 (all sports except Football)
- Practice begins Saturday, February 13, 2021 (Football)
- First contest may be held Friday, March 5, 2021
- Last contest Saturday, April 10, 2021

Spring Season Sports (6 competitive weeks):
- Practice begins Saturday, April 3, 2021
- First contest may be held Friday, April 16, 2021
- Last contest Saturday, May 22, 2021

Specific schedules for leagues and/or regions within the framework below will be created and implemented by the leagues and/or regions in each sport. Several options were reviewed. The NIAA staff, acting under authority granted by the NIAA Board of Control, is issuing these adjustments which are effective immediately. The adjustments were reviewed by and have unanimous support of the NIAA Legislative Commission which is made up of the superintendents of each Nevada school district with an NIAA member high school. The NIAA staff consulted closely with northern and southern league/region presidents of each of the classifications in crafting the adjustments.
Carson Valley, George Whittell, and Pau-Wa-Lu all participate in the Tah-Neva Athletic League. The league recently voted to change the middle school sports seasons for 2020-21 as follows:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Season Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Volleyball</td>
<td>December 14 – 18&lt;br&gt;January 4 – February 5</td>
<td>Tryouts &amp; Practices Games</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>February 8-12&lt;br&gt;February 22 – March 19</td>
<td>Tryouts &amp; Practices Games</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>March 22-26&lt;br&gt;March 29 – April 30</td>
<td>Tryouts and Practices Games</td>
</tr>
<tr>
<td>Cross Country</td>
<td>April 1, 8, 15&lt;br&gt;April 22</td>
<td>Regular Season Meets Championship Meet</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>April 26-30&lt;br&gt;May 6, 13, 20&lt;br&gt;May 26</td>
<td>Practices&lt;br&gt;Regular Season Meets Championship Meet</td>
</tr>
</tbody>
</table>

Note: Wrestling is not a Tah-Neva sanctioned activity. When a decision has been made regarding the dates for wrestling, this memo will be updated.
Disclaimer: The following information and responses are accurate as of the time this document was posted. The process for reopening DCSD schools is fluid and unprecedented and we will continue to do our best to give the most up-to-date information. During this time, Douglas County School District seeks to ensure equitable educational opportunities while prioritizing the health and well-being of students, families, and all staff. This document, at the time of this writing, compiles questions that DCSD has received related to the reopening of schools. This document will be updated as new information comes available.

Note: We are working collaboratively with district, county, and state health and safety officials to ensure a thorough response to the following question: 1) Will students be screened for COVID-19 symptoms? We will update our FAQ document once this information is finalized.

When will school start?
The first day of school for K-12 students will be:

- PreK programs will start on Tuesday, August 18, 2020 for the Valley and Tuesday, September 1, 2020 for the Lake.

Teachers will have three teacher workdays and five days of professional learning and preparation time to prepare for hybrid and distance learning and the new school year.

What options do I have for my child(ren)’s education?
As required by the Declaration of Emergency Directive 022, Douglas County School District was required to develop three (3) Learning Models for the 2020-21 school year. Those models include: 1) Full In-Person Instruction, 2) Full Distance-Learning Instruction, and 3) Hybrid Instruction, which includes both In-Person and Distance Learning. DCSD will be providing an additional option, which is a full online school called Douglas Nevada Online.

Based on current guidance/restrictions within the state of Nevada, Douglas County School District will open our middle and high schools, as well as a portion of our elementary schools using an A/B Hybrid Learning Model. Students will be divided into two cohorts, Cohort 1 and Cohort 2. Cohorts will alternate every other day between In-Person and Distance Learning instruction.

At the elementary level, all students in Preschool through Third Grade will attend school every day in person, with two minor exceptions involving Jacks Valley and C.C. Meneley Elementary Schools. The 3rd grade students at Jacks Valley and C.C. Meneley Elementary Schools will start school in the A/B Hybrid Learning Model for the first 6 days of school. Starting August 25th, third grade students at these two schools will transition to the in-person model where they attend school every day in person. In some instances, students may work for a period of time in a Distance Learning setting within the school. A student in this setting may be supervised by classified staff.

The District is still analyzing whether we have the capacity for all valley 4th and 5th grade students to attend school every day in person. We are working with our site administration to make this determination and will have
more information following the August 11th school board meeting. At this time, students in 4th and 5th grade will begin the year utilizing the A/B Hybrid Learning Model, alternating every other day between in-person and distance learning instruction. This is the same model being utilized at our middle and high schools.

In addition to the hybrid and elementary in-person models, DCSD is offering a new online education option, Douglas Nevada Online (DNO). This option is available for all students in Kindergarten through 12th grade. If a student chooses to enroll in Douglas Nevada Online, we ask that he/she commit to remaining enrolled in the online school for an entire semester. At the conclusion of the semester, if he or she would like to re-enroll in the in-person option at their zoned school, they are welcome to do so. Because Douglas Nevada Online is a new school, families will need to complete new registration materials for each child they wish to enroll at DNO.

**When and how will cohorts be established for the Hybrid Learning Model?**
Parents will be informed on Friday, August 7, 2020 regarding which cohort their child(ren) has been assigned to. The selection of cohorts will be an automated process within our student information system, Infinite Campus, with an emphasis on ensuring students in the same household are assigned to the same cohort while equally balancing classes. DCSD will not consider personal requests regarding cohort placement.

While we currently plan to start the year with students in preschool through 3rd grade participating in full in-person learning, students will still be assigned a cohort should there become a need for it at some point later in the school year.

**How can parents assist the school and/or district?**
Parents play a major role in the success of our local educational system. They are encouraged to do the following:

1. Screen your child(ren) at home with temperature checks every morning.
2. Keep your child(ren) home if they show symptoms of illness.
3. Transport your child(ren) to/from school when possible to minimize crowding on our school busses.
4. Reinforce the importance of wearing face coverings at school with your child(ren) to minimize risk to peers, teachers, and other staff.
5. Provide reusable face coverings for your child(ren) if possible. DCSD will provide reusable face coverings if parents are unable to do so.
6. Activate your parent account in Infinite Campus (IC) and keep all information up to date to ensure access to communication and student information.

**What if I do not have access to the Internet within my home?**
Those who do not have access to the Internet, or an electronic mobile device should contact their zoned school for help. DCSD is committed to providing equal access to learning for all students.

**Will physical distancing be required?**
In accordance with the Declaration of Emergency Directive 028, students, employees, volunteers, visitors and contractors will be expected to observe physical distancing practices. Directive 028 prescribes 3’ physical distancing for students in preschool through 8th grade. 6’ physical distancing is prescribed for students in 9th - 12th grade and school staff. While we anticipate that it may always be challenging to maintain 100 percent physical distancing of students, appropriate administrative controls will be implemented to facilitate adherence to the guidelines. Signage and other communications around our school buildings will educate students on the desired behaviors.

**Will face coverings be required?**
Per Declaration of Emergency Directive 028, all students, employees, volunteers, visitors and contractors are required to wear face coverings at school. In accordance with Douglas County School District Board Policy 521 - Student Dress and Grooming, students may not wear face coverings which advertise or display inappropriate words or pictures or are intended to cause disruption of any school, class or activity. We encourage parents to
provide a reusable face covering that is comfortable for their child(ren). However, if you need assistance obtaining a face covering, please contact your school for assistance. Reusable face coverings will be available for students and staff, and disposable face coverings will be provided to visitors who do not have their own.

**What if I do not want my child to wear a face covering?**
The school district is required to abide by the Declaration of Emergency Directive 028 in order to open our schools. The State Health Department cited a 40 to 60 percent reduction in COVID-19 transmission when face coverings are used by all. While children may be at lower risk of infection, they may be carriers of the virus, transmitting it to school staff. DCSD has an obligation to minimize risk for staff from workplace exposure to disease.

Students with an appropriate medical release, or team identified reason in their Individual Education Plan (IEP) or 504 Plan are permitted to participate according to the current guidance.

Douglas Nevada Online is a school available for students K-12. This is a viable option for parents who do not want their child(ren) wearing a face covering at school, or for students who prefer to avoid social distancing in a school environment.

Depending on the reason for the refusal to wear a face covering, the District may choose to unenroll the student from the current school and enroll the student full time in Douglas Nevada Online.

**Can my child wear a face shield instead of a face covering?**
Students will be permitted to wear a face shield, but they are also required to wear a face covering underneath the shield.

**Will my child(ren) be required to wear a face covering outdoors?**
When physical distancing requirements can be maintained, students will not be required to wear face coverings when outside. Our school administrators have been encouraged to build in time during the school day to provide opportunities for “face covering” breaks!

**Are parents, vendors, volunteers, visitors and guests required to wear face coverings?**
Parents, vendors, volunteers, visitors and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions will not be allowed on school buses, in school buildings, or on school campuses.

**What will be different on school buses?**
DCSD buses will operate at a maximum of 50% capacity. To minimize risk on all DCSD buses, we will implement the following precautions:

1. Face coverings will be required on buses.
2. Appropriate signage and seat markings will be placed on each bus.
3. Buses will be loaded back to front and unloaded front to back to limit contact and minimize risk.
4. Air flow throughout the bus will be increased by opening roof hatches and selected windows.
5. Bus vents will be open, and fans will be on for increased airflow during inclement weather.
6. Hand sanitizer will be available on all buses
7. Bus drivers will disinfect handrails, seat tops, and entrance doors between runs.
8. Bus drivers will clean and disinfect each bus at the end of the route.

Due to capacity limitations, students will not be able to ride a friend’s bus home.

Depending on how many students need access to transportation, we may be required to modify walking zones. To help avoid overcrowding on DCSD buses, we encourage parents to transport their child(ren) when possible.

**I bring my child to school; will anything change?**
We are encouraging parents to transport their child(ren) when possible, so we anticipate an increase in parents dropping off and/or picking up students at school. You should expect some changes in procedures, but those
changes will be communicated to parents by the individual school sites. Some schools may need to assign staggered drop-off and/or pickup times and change drop-off and/or pickup locations to accommodate this increase.

**What changes will students see in the cafeteria?**
In most cases, students will eat lunch in the cafeteria on days they attend school. Students may be assigned seating according to physical distancing restrictions. Face coverings will be required while picking up food in the cafeteria line. All students will be required to either sanitize or wash their hands prior to entering the cafeteria.

It is preferred that meal payments be made via Infinite Campus; however, cash and/or checks can still be sent with your child to school.

Meal service will be a contactless serve where all foods, condiments, drinks, and silverware come from the food services staff in the cafeteria line rather than students picking up their own items. Due to the closing of salad bars, daily fruit and vegetable choices may be reduced.

**Will water fountains be turned off in the schools?**
DCSD has not received permission by the health department to turn off school water fountains. However, students will be encouraged to not use school water fountains. We encourage students to plan on bringing a water bottle to school. Where applicable, touchless water bottle filling stations will be available for students to access water throughout the day.

**How will students receive meals for distance learning days?**
Any students (Free, Reduced, and/or Paid status) are eligible to sign up for meals for the days they are assigned distance learning. The same pricing will apply as when they eat meals on campus. The prepackaged meals will be distributed as follows:

- If your student is attending class on campus that day they can sign up for meals for the next day when they will be distance learning at home.

- These meals will be packaged and available to be picked up at the end of the school day before they leave campus.

- Their meal account will only be charged if they come and pick up the meal.

**Example:** Student Z will be attending school on campus this week on M/W/F and distance learning T/TH. On Monday Student Z can sign up for breakfast and lunch for Tuesday, pick it up Monday afternoon before school is out, and eat it on Tuesday when at home.

**Bottom Line:** If your student is at a school with a hybrid learning plan, whenever your student is attending school on campus they will be able to sign up for meals to be taken home for the next day they will be distance learning. This includes when on campus on Friday meals will be available to take home for the Monday distance day.

If a student is participating in the Douglas Nevada Online school, the School Nutrition Program will be sending you a survey to gather information on the need and interest in school meals for your student/s. When school starts and you would like school meals for your student/s, we are requesting you please contact the School Nutrition Program no later than the day before needing meals at 775-782-7613 to schedule pickup times and locations.

**What changes will be implemented on playgrounds and in specials?**
To limit exposure, classroom groups will play at recess within playground zones and will rotate through different play zones throughout the week. Access to playground equipment may be limited or not available.
Scheduling for physical education, music, art, and library are being developed at the individual elementary school sites.

**What changes will be implemented in school health clinics?**
Students who develop flu-like symptoms during the school day will be isolated in a designated area and parents will be expected to come and pick them up immediately. Students sent home will not be allowed to return to school until there have been no flu-like symptoms for 24 hours.

Parents will not be allowed to enter the health clinics/offices. Nurses/Health Aides will coordinate with families that need to deliver medications to the school.

Based on CDC guidelines, you can also expect to see some changes in how we administer stocked medicines. In addition, there may be new criteria for staying home from school/returning to school.

Please reach out to your school nurse/health aide if you have specific concerns regarding your child’s medical care.

**What is contact tracing?**
Contract tracing is the process for identifying people who have an infectious disease (a case) and their contacts (people who may have been exposed) to stop the disease from spreading.

**What is a close contact?**
For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. If a student or staff member is a close contact of a case, they are advised to follow directions from Carson City Health and Human Services (CCHHS), which may include self-quarantining and/or being tested and continue to monitor for symptoms of COVID-19. Other students and staff members do not need to self-quarantine unless they were told they were a close contact of a case.

**How does contact tracing work?**
Contact tracing works in the following manner: 1) An infected person shows symptoms and tests positive, making them a case., 2) The health department asks case who they have been in contact with., 3) Contacts are notified of their exposure and risk for infection. Contacts self-quarantine for 14 days., and 4) The health department follows up with contacts for 14 days. If a contact becomes a case, they have been home and prevented the disease from spreading more.

**What will happen if a student has symptoms of COVID-19 while at school?**
If a student shows up to school with symptoms of COVID-19, the school will identify an isolation room or area and immediately separate the symptomatic student from everyone else. The student’s parent/guardian will be contacted to come pick up the student immediately. The parent/guardian is encouraged to contact the Quad-County COVID-19 Hotline, Monday through Friday, 8:30 a.m. to 4:30 p.m. at (775) 283-4789 for COVID-19 testing.

**What will happen if a staff member has symptoms of COVID-19 while at school?**
If a staff member shows up to school with symptoms of COVID-19, they will be sent home and expected to contact the Quad-County COVID-19 hotline, Monday through Friday, 8:30 a.m. to 4:30 p.m. at (775) 283-4789 for COVID-19 testing. The staff member should self-quarantine and not return to campus until symptoms have resolved.

**What will happen if my child is exposed to COVID-19 at school?**
Exposure potentially occurs when a person is within six feet of an infected person for fifteen minutes or longer. The school district does not have the authority to notify you if your child is exposed at school. This is a function of our local health department. The local health department performs contact tracing and notification of individuals
who may have been exposed. It is essential that parents cooperate with contract tracing and respond accordingly if contacted by health officials. The school district is taking steps to minimize risk and prevent exposure but cannot guarantee that your child will not be exposed at school. DCSD is not liable for such exposure.

**Should my child be sent to school while waiting for the results of a COVID-19 test?**
No, students should not be sent to school while awaiting results of a COVID-19 test.

**What will happen if my child becomes ill from COVID-19?**
If a student or staff member tests positive for COVID-19, they are asked to follow directions CCHHS, the local health partner for the Quad-Counties, and isolate at home until CCHHS tells them they can return to school. Students and staff who were in the classroom with the individual two (2) days before they felt sick, until the time they were isolated, may be asked to self-quarantine for 14 days after last exposure date while monitoring for symptoms of COVID-19. Contact your school nurse/health aide and report the illness. This confidential health information will only be shared with school administrators having a legitimate interest in your child’s education.

**What if my child/family is instructed to quarantine?**
You must follow the lawful orders of the health department and fully cooperate. Younger people may experience the virus differently; some may have only mild symptoms while others require medication and/or hospitalization. If your child is physically able to participate in distance learning and complete assignments while awaiting negative test results, arrangements will be made with your school’s administrator to continue distance learning. If your child is symptomatic and unable to complete assignments, your school will mark these as excused absences in accordance with district policy.

**What will happen if someone at my child’s school tests positive for COVID-19?**
If there is a confirmed case of COVID-19 within the district, we will follow direction from the Douglas County Health Officer, Carson City Health and Human Services, and the Quad County Emergency Group. This may include closing a classroom or school(s) within the district for a period of time. In such instances, DCSD is prepared to quickly shift to full distance learning for students who are impacted. Many of our new procedures are designed to support contact tracing should a confirmed case occur. This will assist the Health Department with quickly identifying and contacting individuals who may have been exposed.

**Will schools be open all year? Will these procedures be in place all year?**
The pandemic shifts rapidly and we do not know what the rest of the school year may bring. If cases surge, schools may be ordered to close again, requiring all students to shift to distance learning from home. If the situation improves, we may be able to abandon some elements of this plan and return to full in person learning and more normal operating conditions.

**How will the full-time online learning option work (Douglas Nevada Online)?**
The Reopening Schools Plan offers families the option of a full-time online instruction, Douglas Nevada Online, as a replacement to in person instruction within Douglas County School District buildings. Family decisions to participate in this model are made based primarily on concerns about the potential for virus exposure with attendance at a school site. If health conditions improve that would allow DCSD to resume in-person instruction for all students, the district will reassess its operating status and any additional options for families at that time.

**What are the family commitments of online instructional through Douglas Nevada Online?**
Families are asked to communicate their intent to participate in this model by August 7, 2020 and commit to continuing with full-time online instruction for at least one (1) semester. DCSD asks that families register in DNO by the aforementioned date to ensure we have adequate staffing and materials to provide a quality learning experience for your child(ren). Families should be prepared to support their children’s active participation in all online learning activities. They will need to ensure their children have adequate space, materials and technology access for their daily online instruction, requesting school assistance to provide a Chromebook and Internet service as needed. Families will need to be ready to follow the established daily learning schedule and will need
to work with school staff to arrange for their children to participate in standardized assessments and other mandated educational activities.

**Grades K–5 - Douglas Nevada Online (DNO)**

While students are engaged in online learning utilizing Edgenuity courseware, students will receive asynchronistic instruction (pre-recorded lessons that focus on essential standards in each core subject area of language arts, math, social studies and science.) Depending on the grade level, elementary students will be engaged in online learning approximately 2.5-3.5 hours per day. Additionally, Edgenuity provides the following guidance:

- **LANGUAGE ARTS** - 60-75 minutes a day. In grades K-3 Language Arts, there are 18 modules. A student should complete 1 module a week, 1 lesson a day. In grades 4-5 Language Arts, there are 6 modules. A student should complete 1 module approximately every 3 weeks.

- **MATH** - 45-60 minutes a day/ In grades K-3 Math, there are 18 modules. A student should complete 1 module a week, 1 lesson a day in grades K-1. In grades 2-3, the lesson numbers will vary, so focus on one module a week for grades 2-3. In grades 4-5 Math there are 6 modules. A student should complete 1 module in about 3 weeks.

- **SCIENCE** 30-40 minutes per module. In grades K-3 Science, there are 6 modules. A student should complete 1 module in 3 weeks. In grades 4-5 Science, there are 6 modules. A student should complete 1 module in 3 weeks.

- **SOCIAL STUDIES** 30-40 per lesson. K-1 Social Studies has 18 modules a semester. There are approximately two lessons per module, the lessons are meant to be spread over one week so that a student would complete one module a week. In Grades 2-3 there are 6 modules a semester, there are approximately 3 lessons a module, 1 lesson should be completed a week so that a student would take 3 weeks to complete a module. Fourth grade Social Studies has 18 modules a semester. Students should complete one module a week. Fifth Grade Social Studies has 6 modules a semester. Students should spend 3 weeks on each module in fifth grade.

- **ELECTIVE COURSES:** 30 minutes per lesson. Electives can be rotated each day. For example, if your student has Art and Physical Education, do Art one day and PE the next. A student can focus on one elective each day and alternate the days.

Students in K-5 will also receive workbooks for practice of concepts learned. In addition, DCSD staff will provide specialized instruction, as needed, such as ESL or special education services. The amount of special education service will be determined by IEP teams.

**Grades 6–12 - Douglas Nevada Online (DNO)**

Students who do not attend school in person will be enrolled in Douglas Nevada Online. Their progress will be monitored by licensed staff, but course content will be delivered online through Edgenuity. In addition to online readings and practice exercises, instruction and assignments may include other activities such as video tutorials and projects. All courses necessary to fulfill Standards of Learning and graduation requirements are guaranteed for students. However, it is important to note that students may not be able to participate in all courses they originally selected, including electives, honors sections and special programs. Families should recognize that full-time online instruction may not be able to support some specialized programs and course offerings that would otherwise be available to enhance student options and experiences, such as Advanced Placement (AP) and certain career and technical education (CTE) and fine arts electives. The time needed to complete coursework varies for each student but should be comparable to requirements for in-person learning. DCSD staff will also provide specialized instruction, as needed, such as ESL or special education services. The amount of special education service will be determined by IEP teams.

**If my child enrolls in Douglas Nevada Online, may he or she still play sports at another school?**

Douglas Nevada Online will not sponsor any athletics. However, under the rules of the Nevada Interscholastic Activities Association (NIAA), students enrolled in a district online school (Douglas Nevada Online) or alternative school (Aspire Academy High School) may try out for athletics at their zoned high school (Douglas High School or George Whittell High School). If the sport requires a competitive tryout, the student must make the team and to play the student must meet all eligibility requirements.
What services will my EL student receive?
EL students who normally receive a daily English Language Development (ELD) lesson, in addition to the ELA lesson per their established EL proficiency need will still be provided this lesson per NDE Title III guidelines. EL teachers and paraprofessionals will provide additional small group support for students requiring those services as determined in their ILEP plans.

Will my student still receive special education or 504 services?
Students who are served on a 504 Plan or Individualized Education Plan (IEP) will continue to receive the services outlined in their respective plans.

Will students be graded on a pass/fail system?
No. Our traditional grading system will be used for all preschool through 12th grade courses.

Is the district still offering the Jump Start program this year?
Grant funding was not received to support student tuition at Western Nevada College. However, students who have been accepted in the Jump Start program will still be able to participate in the program if they desire. Western Nevada College will determine if classes will be held online or in person and how students will be graded.

How often will classrooms be cleaned/disinfected?
Our standard Process Cleaning for Health program requires our staff to disinfect all touchpoints of the school every night and during regular school hours. We are also taking additional measures by using a dry surface antimicrobial protectant called Bio-Protect that will be put on all touch point surfaces and equipment of the schools before school starts. This product has been tested to be effective for 90 days then it will be reapplied. This product is food safety certified and safe for staff and students. If there is a wave of cases our custodial team will also use Electrostatic sprayers in addition to the regular daily disinfection process to enhance the disinfection of the schools for additional safety of the students and staff.

What cleaning enhancements are being implemented in school buildings?
Douglas County School District has worked hard to develop adequate inventory of personal protective equipment, hand-washing materials and cleaning supplies that will be available to staff. Liquid/foam sanitizer stations will be provided at every building main entrance in the school district and all students/staff members will be asked to use these dispensers when entering the school. In addition, wall mount dispensers will be positioned throughout the building and classrooms that do not have a sink for hand washing. Hand pump dispensers will also be provided for office areas.

What measures are being taken to provide the appropriate and safe Indoor Air Quality?
DCSD uses Merv-10 filters, which are recommended and will be changed at a minimum of every six months.

What social and emotional resources will be in place as students return?
We recognize the importance of providing students and staff with extra social and emotional support as they return to school this year. Expect to see special welcome activities, extra time for building relationships and establishing new routines, and focus on coping strategies.

Our counselors, social workers and school psychologists will be ready to assist students and staff in need of support. We will be sharing additional resources throughout the year and you can find suggestions on our website.

Will back-to-school and sporting events still be scheduled?
Individual schools will provide information on back-to-school events taking place in Douglas County schools. In alignment with state guidance, many of the activities have been canceled or modified to meet physical distancing requirements.
The Nevada Interscholastic Activities Association (NIAA) has announced that high school sports will not occur until January 2, 2021. Sports seasons will be approximately 6 weeks long for competition. Our middle school sports will also be changed to align with the high school schedule developed by the NIAA.

**Will students be allowed to attend field trips or out-of-district activities this year?**
The district has restricted all non-mandatory travel for students and staff until further notice. Since we do not know how long state travel restrictions will last, it would be irresponsible to pay for travel and conference fees that may not be refunded in case of cancellation. The district will not approve field trips at this time.

**What can parents do now to ensure a smooth start to school?**
Parents will play a critical role in how well their child(ren) transitions back to school this fall. We encourage parents to do the following:
1. Talk with, reassure and support their children about these changes, and the importance of social distancing and wearing face coverings.
2. Allow your child to ask questions and answer them to the best of your ability.
3. Explain the why behind wearing a face covering and have your child practice wearing it.
4. Follow recommended guidelines regarding face coverings and social distancing to help prevent a future surge in cases that might impact the start of school.
5. Help students get back into a normal schedule at least a week before school begins, such as reinstituting bedtime and wake-up routines.
6. Be sure that all your child’s immunizations are up to date, including newly required immunizations for students entering kindergarten, sixth and 12th grades.
7. Stay in close communication with your school should your health situation or return plans change.

**Can I volunteer or visit my child(ren)'s school?**
Under normal circumstances, DCSD welcomes volunteers and visitors to campus. We know parent and volunteer support is a critical component of our community engagement and partnership. Unfortunately, the COVID-19 pandemic is a difficult time for all of us. Times have changed quickly and dramatically due to the virus. Minimizing risk to our students and staff is our number one priority, and we must do everything we can to prevent the spread of this disease and protect our students, teachers, and staff. As a result, DCSD will restrict parent and volunteer visitation during the school day until further notice. Regular volunteers who work with the Backpack Buddies program will be permitted in our school buildings but will be required to follow the visitor protocol.

At times, we know parents may need to drop off an item for their child during the school day. If this situation arises, we will require parents to report to the school’s main office to leave the items. When entering the building, parents must be wearing a face covering and sanitize hands upon entry. Visitors with fever greater than 100.4, congestion, dry cough, breathing difficulties, sore throat and/or chills should NOT enter our school buildings or offices. It is extremely important that you do NOT come to our schools or offices if you are sick

**What is the DCSD visitor protocol?**
Our visitor protocol is as follows:
1. Seek approval for the visit from school administration 24-hours prior to the visit.
2. Arrive wearing a face covering.
3. Sanitize hands upon entry.
4. Submit to a temperature check.
5. Comply with physical distancing norms.

**What is the procedure when my child(ren) has a doctor/dental appointment or other off campus appointment?**
Doctor/Dental appointments and other off campus appointments are encouraged to be scheduled outside the
school day when possible. Please notify a school secretary at least 24 hours in advance of the scheduled appointment. All students returning to campus after an appointment will be required to have their temperature checked and sanitize hands before proceeding back to the classroom.

**How will meetings or conferences be held?**
All parent meetings including PTO, PTA, Booster Club, Back to School Nights, and Parent-Teacher Conferences will be scheduled virtually until further notice. Individualized Education Program (IEP) meetings will be held virtually to the extent possible. There may be occasions when an in-person meeting must occur. In such instances, the visitor protocol must be followed.

**Will there be any changes in the attendance policy?**
DCSD continues to work within state guidelines regarding student attendance. For the 2020-21 school year the following attendance process will be used, pending changes made by the Nevada Department of Education.

- Attendance will be taken in every face-to-face class, hybrid learning session, or virtual/distance learning session.
- It is expected that students actively participate in In-class instruction and demonstrate at least one daily participation requirement per course for that day or period. All students must have attendance taken daily for each class or period class whether scheduled for In-class or Virtual/Distance Learning.
- Students participating during Virtual/Distance Learning will be required to complete a daily assignment and submit the information through Google Classroom per teacher instructions. During Virtual/Distance Learning this daily assignment will indicate a student’s positive attendance for the day or course and will show that contact has been made between the student and teacher for that day.
- Absent and Present mean absent or present for that day or partial day (elementary) or for that period or class (secondary).
- If a child(ren) is sick or has been restricted from attending school by the Health Department, parents must notify the school office to report the absence(s).

In addition, we will be eliminating any attendance recognitions that could encourage students to attend school when they are not feeling well.
Disclaimer: The following information and responses are accurate as of the time this document was posted. This situation is fluid and unprecedented and we will continue to do our best to give the most up-to-date information.

During this unprecedented time, the Douglas County School District (DCSD) seeks to ensure equitable educational opportunities while prioritizing the health and well-being of students, families, and all staff.

This document, at the time of this writing, compiles questions the DCSD has received relating to Douglas Nevada Online and its services and programming. This document was developed in conjunction with the Douglas County School District Continuity of Education Plan 2020 as we work collaboratively to re-open schools and provide families options during the COVID-19 pandemic.

Is Douglas Nevada Online (DNO) the same as homeschooling?

Douglas Nevada Online (DNO) is NOT the same as homeschooling. When parents choose to homeschool their child, parents assume the sole responsibility of providing curriculum and teaching their students and thereby providing their individualized instruction.

Douglas Nevada Online (DNO) is a virtual school operated by the DCSD. The instruction and curriculum are provided virtually using Edgenuity courseware and supported by Highly Qualified Licensed DCSD teachers.

How do I register my student for Douglas Nevada Online?

A registration packet can be picked up at any DCSD school, the District Office, or downloaded from the DCSD website. We are requiring that the entire registration packet be completed and returned via dropoff at the District Office, faxed to 775-782-3162 or emailed to Deborah Johnson at djohnson@dcsd.k12.nv.us. Students currently enrolled in DCSD schools will not be required to provide proof of residency, a birth certificate, or immunization records. Please do not return the completed registration packet to your zoned school. Please call 775-782-7170 if you have questions or need additional information. All registrations must be received by Friday, August 7, 2020 4:00 PM.
Will students who enroll in Douglas Nevada Online be provided with chromebooks?  
Yes, DCSD will arrange for chromebooks to be assigned to DNO students and picked up by parents. Once registration closes, registered families will receive information on how to acquire a chromebook for their registered student.

I read that K-5 students in Edgenuity can be provided with workbooks at an extra cost. Do parents have to pay for this?  
There are workbooks available to use along with the online curriculum in K-5 and DCSD has purchased these for students. Once registration closes, registered families will receive information on how to access these materials.

Can a high school student enrolled in Douglas Nevada Online still take electives courses at Douglas High School?  
No. Students may not be enrolled in two schools at the same time.

What elective options are available to my student in Douglas Nevada Online?  
As compared to a comprehensive high school, elective options are more limited in the online school. The instruction and curriculum are provided virtually using Edgenuity courseware and supported by Licensed DCSD teachers. For electives, students will be able to choose from:

- Art History
- Career Plan & Development
- Chinese 1 & 2
- Computer Science and Applications
- Environmental Science
- Expository Reading and Writing
- Financial Math
- French 1, 2, & 3
- German 1 & 2
- Health Science Concepts
- Introduction to Art
- Introduction to Business
- Introduction to Communication and Speech
- Introduction to Health Science
- Introduction to Information Technology
- Lifetime Fitness
- Literacy
- Medical Terminology
- Online Learning and Digital Citizenship
- Personal Finance
- Psychology
- Sociology
- Spanish 1, 2, & 3
What Advanced Placement courses are available to my student at Douglas Nevada Online?
The following Advanced Placement options are available:

- AP Calculus AB
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP French Language & Culture
- AP Human Geography
- AP Psychology
- AP Spanish Language & Culture
- AP US Government & Politics (1 semester)
- AP US History
- AP World History: Modern

Will a student who completes high school at Douglas Nevada Online receive a Douglas High School Diploma?

UPDATE - DCSD Seniors (2020-21) who complete high school at Douglas Nevada Online and who attended ASPIRE Academy High School, Douglas High School, or George Whittell High School during the 2019-20 school year will be allowed to graduate with the senior class of the school they attended last year. This provision will be for the 2020-21 school year only.

For students new to DCSD or who are in grades K-11 (2020-21), it is important to understand Douglas Nevada Online is its own school and students who complete their required graduation credits at DNO will receive a Douglas County School District diploma from Douglas Nevada Online. Douglas Nevada Online will hold its own graduation festivities.

If all students have to go back to virtual instruction due to a health order, will all students be using Edgenuity?
No. Only students enrolled at Douglas Nevada Online, or students who are enrolled in Edgenuity as part of their traditional school program will work in Edgenuity.

Can my child switch schools after the semester begins?
It will be better for students to remain consistent in one schooling option. After school begins, requests to change will have to be handled on a case by case basis. Secondary students have minimum instructional time requirements they need to meet in order to earn credit. Switching between schools may impact their ability to earn credit and ultimately graduate on time.

What if I do not get my registration in on time? Will I be starting at my regular school?
Students who are currently enrolled in DCSD schools will remain enrolled in those schools and should watch for information from that school about reopening plans for that specific school.
How will a student’s IEP/504 be implemented in Douglas Nevada Online (DNO) School?  
Who will be the case manager?

Douglas Nevada Online (DNO) School is a school where all students attend virtually. DNO is operated by DCSD and available to all students in our district. Therefore, students enrolled in DNO will have a case manager and the IEP must be followed, including all accommodations and related services. Teams may need to revise IEPs/504s for students receiving instruction through the online format. The students’ needs may be different in this setting versus the on-site setting. Edgenuity allows for accommodations and 1:1 access to a general education teacher. A special education teacher will be available to consult with the general education teacher and will set virtual appointments to deliver SDI. A counselor will be available to consult for 504s. Related services providers will set virtual appointments to address specific goal(s) and objectives. Paraprofessional support written into an IEP will also be provided virtually.

Once I register my student, what is the next step? When will I receive more information?  
The week of August 10th, 2020, registered families will receive an invitation to participate in an orientation. There will be a virtual option for this meeting.

How much time will my elementary student spend in front of a screen when working in Edgenuity?  
**UPDATE:** Depending on the age, elementary students will be engaged in online learning approximately 2.5-3.5 hours per day. Additionally, Edgenuity provides the following guidance:

- **LANGUAGE ARTS** - 60-75 minutes a day.  
  In grades K-3 Language Arts, there are 18 modules. A student should complete 1 module a week, 1 lesson a day. In grades 4-5 Language Arts, there are 6 modules. A student should complete 1 module approximately every 3 weeks.

- **MATH** - 45-60 minutes a day  
  In grades K-3 Math, there are 18 modules. A student should complete 1 module a week, 1 lesson a day in grades K-1. In grades 2-3, the lesson numbers will vary, so focus on one module a week for grades 2-3. In grades 4-5 Math there are 6 modules. A student should complete 1 module in about 3 weeks.

- **SCIENCE** 30-40 minutes per module.  
  In grades K-3 Science, there are 6 modules. A student should complete 1 module in 3 weeks. In grades 4-5 Science, there are 6 modules. A student should complete 1 module in 3 weeks.

- **SOCIAL STUDIES** 30-40 per lesson.  
  K-1 Social Studies has 18 modules a semester. There are approximately two lessons a module, the lessons are meant to be spread over one week so that a student would complete one module a week. In Grades 2-3 there are 6 modules a semester, there are approximately 3 lessons a module, 1 lesson should be completed a week so that a student would take 3 weeks to complete a module. Fourth grade Social Studies has 18 modules a semester. Students should complete one module a week. Fifth Grade Social Studies has 6 modules a semester. Students should spend 3 weeks on each module in fifth grade.
• **ELECTIVE COURSES:** 30 minutes per lesson. Electives can be rotated each day. For example, if your student has Art and Physical Education, do Art one day and PE the next. A student can focus on one elective each day and alternate the days.

*If my child enrolls in Douglas Nevada Online, may he or she still play sports at another school?*

**UPDATE:** Douglas Nevada Online will not sponsor any athletics. However, under the rules of the Nevada Interscholastic Athletic Association (NIAA), students enrolled in a district online school (Douglas Nevada Online) or alternative school (Aspire Academy High School) may try out for athletics at their zoned high school (Douglas High School or George Whittell High School). If the sport requires a competitive tryout, the student must make the team and to play the student must meet all eligibility requirements.
Family Information – August 12, 2020

- **Contact Information** – DNO School Number - 775-392-1480
  - Gavin Ward, Principal – gward@dcasd.k12.nv.us
  - Crespin Esquivel, Assistant Principal 6-12 – cesquive@dcasd.k12.nv.us
  - Sean Ryan, Assistant Principal K-5 – sryan@dcasd.k12.nv.us

- **What is DNO?**
  - DNO is a K-12 DCSD online public school. If you have enrolled your child in DNO, your student is no longer enrolled in any other school in the district.

- **Chromebooks**
  - Chromebooks
  - Edgenuity is the online curriculum used at DNO. This curriculum can be accessed through any device with Internet. However, DCSD will provide your student with a Chromebook if needed.
  - To obtain a DCSD Chromebook, you can pick one up from your zoned school beginning Thursday, August 13th.
  - Chromebooks for families new to DCSD will also be available for pick up at the school zoned for your address beginning August 13th.
  - Schools are sending out information about the times when Chromebooks will be available for pick up.

- **Student Edgenuity Log in Information**
  - This information is not yet available. Further communication will be coming out very soon.
• Infinite Campus Parent Portal
  o If you have never set up a parent portal in Infinite Campus, please contact the school number at 775-392-1480. Because DNO is a completely virtual school, it is essential that families make sure all the contact information in Infinite Campus us accurate and up to date.

• Food & Nutrition Information
  o School meals are still available if your student attends DNO. DCSD has created an interest form; families interested in school meals are asked to complete the form below. If you have any questions about the school nutrition program please call the school nutrition office at 775-782-7613
  o The form: https://forms.gle/BvXXi3kbjHDPFnjp7

• Student Schedules and Login Information for Edgenuity
  o DCSD is still completing this work and will be getting that information out as so as we have it. Please watch for another message from us soon.

• Elementary Students and the Need for a Learning Coach
  o A learning coach is a parent, family member, or another adult that is at home with the student while the student is going through their courses. It will be important for the success of your elementary student that you are prepared to provide this support for your DNO student.
  o More information: http://learningcoach.accelerate.education/knowledgebase/myrole/

• Role of DCSD Teachers
  o DCSD teachers will monitor student progress in Edgenuity.
  o Attendance in Edgenuity will be monitored though student progress as well as with at least one direct check in with the teacher once a week.
  o Teachers will hold regular office hours and be available for families for support and assistance as needed.
  o Students who receive additional supports through an IEP, or who are English Learners, will be contacted by a case manager to provide those services and supports.

• Elementary Student Courses
  o Each student will be enrolled in language arts, math, science, and social studies. Depending on the age, elementary students will be engaged in online learning approximately 2.5-3.5 hours per day. Additionally, Edgenuity provides the following guidance:
  o LANGUAGE ARTS - 60-75 minutes a day.
    In grades K-3 Language Arts, there are 18 modules. A student should complete 1 module a week, 1 lesson a day.
- **MATH** - 45-60 minutes a day
  In grades K-3 Math, there are 18 modules. A student should complete 1 module a week, 1 lesson a day in grades K-1.

- **SCIENCE** 30-40 minutes per module.
  In grades K-3 Science, there are 6 modules. A student should complete 1 module in 3 weeks.

- **SOCIAL STUDIES** 30-40 per lesson.
  K-1 Social Studies has 18 modules a semester. There are approximately two lessons a module, the lessons are meant to be spread over one week so that a student would complete one module a week. In Grades 2-3 there are 6 modules a semester, there are approximately 3 lessons a module, 1 lesson should be completed a week so that a student would take 3 weeks to complete a module.

- **ELECTIVES** – Each student will also take two elective courses. Electives require between 30 and 60 minutes a week. This semester, students will take:
  - Kindergarten: PE and Arts & Crafts
  - 1st Grade: Health and Arts and Crafts
  - 2nd Grade: PE and Arts and Crafts
  - 3rd Grade: Health and Art

- **Student Workbooks**
  Edgenuity’s core curriculum in reading/language arts, math, science and social studies has workbooks for students. These will not be available to DCSD until Friday, August 21st and families will be able to pick them up the following Monday. In the meantime, DCSD will send out PDFs of the workbook pages for the first two weeks of instruction as well as have copies available for families to pick up.
Family Information – UPDATE August 12, 2020

Welcome to DCSD’s new school, Douglas Nevada Online. When creating a new school, there are many moving parts, and DCSD staff is working tirelessly to make sure all of those parts are functioning to benefit students. We know there are still many questions and as we are able to answer those, we will get that information out to you as quickly as we are able.

- Contact Information – Douglas Nevada Online (DNO)
  - School Phone Number - 775-392-1480
  - Gavin Ward, Principal – gward@dcsd.k12.nv.us
  - Crespin Esquivel, Assistant Principal 6-12 – cesquive@dcsd.k12.nv.us
  - Sean Ryan, Assistant Principal K-5 – sryan@dcsd.k12.nv.us

- First Day of School for DNO
  - Monday, August 17, 2020

- What is DNO?
  - DNO is a K-12 DCSD online public school. If you have enrolled your child in DNO, your student is no longer enrolled in any other school in the district.

- Chromebooks
  - Edgenuity is the online curriculum used at DNO. This curriculum can be accessed through any device with Internet. However, DCSD will provide your student with a Chromebook if needed.
  - To obtain a DCSD Chromebook, you can pick one up from your zoned school beginning Thursday, August 13th.
  - Chromebooks for families new to DCSD will be also be available for pick up at the school zoned for your address beginning August 13th.
  - Schools are sending out information about the times when Chromebooks will be available for pick up.
• Student Edgenuity Log in Information
  o This information is not yet available. Further communication will be coming out very soon.

• Infinite Campus Parent Portal
  o If you have never set up a parent portal in Infinite Campus, please contact the school number at 775-392-1480. Because DNO is a completely virtual school, it is essential that families make sure all the contact information in Infinite Campus us accurate and up to date.

• Food & Nutrition Information
  o School meals are still available if your student attends DNO. DCSD has created an interest form; families interested in school meals are asked to complete the form below. If you have any questions about the school nutrition program please call the school nutrition office at 775-782-7613
  o The form: https://forms.gle/BvXXi3kbjHDPFnpj7

• Student Schedules
  o DCSD is still completing this work and will be getting that information out as so as we have it. Please watch for another message from us soon.

• Elementary Students and the Need for a Learning Coach
  o A learning coach is a parent, family member, or another adult that is at home with the student while the student is going through their courses.
  o More information on the expectations for a learning coach: http://learningcoach.accelerate.education/knowledgebase/myrole/
  o Additional parent learning resources: http://www.virtualschoolresourcecenter.com/resources/parent-learning-coach-resources/

• Role of DCSD Teachers
  o DCSD teachers will monitor student progress in Edgenuity.
  o Attendance in Edgenuity will be monitored though student progress as well as with at least one direct check in with the teacher once a week.
  o Teachers will hold regular office hours and be available for families for support and assistance as needed.
  o Students who receive additional supports through an IEP, or who are English Learners, will be contacted by a case manager to provide those services and supports.
• Elementary Student Courses
  o Each student will be enrolled in language arts, math, science, and social studies. Depending on the age, elementary students will be engaged in online learning approximately 2.5-3.5 hours per day. Additionally, Edgenuity provides the following guidance:
  o LANGUAGE ARTS - 60-75 minutes a day.
    In grades 4-5 Language Arts, there are 6 modules. A student should complete 1 module approximately every 3 weeks.
  o MATH - 45-60 minutes a day
    In grades 4-5 Math there are 6 modules. A student should complete 1 module in about 3 weeks.
  o SCIENCE 30-40 minutes per module.
    In grades 4-5 Science, there are 6 modules. A student should complete 1 module in 3 weeks.
  o SOCIAL STUDIES 30-40 per lesson.
    Fourth grade Social Studies has 18 modules a semester. Students should complete one module a week. Fifth Grade Social Studies has 6 modules a semester. Students should spend 3 weeks on each module in fifth grade.

• ELECTIVES – Each student will also take two elective courses. Electives require between 30 and 60 minutes a week. This semester, students will take:
  ▪ 4th Grade: PE and Keyboarding
  ▪ 5th Grade: Health and Keyboarding

• Student Workbooks
  o Edgenuity’s core curriculum in reading/language arts, math, science and social studies has workbooks for students to practice their content. These will not be available to DCSD until Friday, August 21st and families will be able to pick them up the following Monday, August 24th. In the meantime, DCSD will send out PDFs of the workbook pages for the first two weeks of instruction as well as have copies available for families to pick up beginning Monday, August 17th.
Welcome to DCSD’s new school, Douglas Nevada Online. When creating a new school, there are many moving parts, and DCSD staff is working tirelessly to make sure all of those parts are functioning to benefit students. We know there are still many questions and as we are able to answer those, we will get that information out to you as quickly as we are able.

- **Contact Information – Douglas Nevada Online (DNO)**
  - School Phone Number - 775-392-1480
  - Gavin Ward, Principal – gward@dcsd.k12.nv.us
  - Crespin Esquivel, Assistant Principal 6-12 – cesquive@dcsd.k12.nv.us
  - Sean Ryan, Assistant Principal K-5 – sryan@dcsd.k12.nv.us

- **First Day of School for DNO**
  - Monday, August 17, 2020

- **What is DNO?**
  - DNO is a K-12 DCSD online public school. If you have enrolled your child in DNO, your student is no longer enrolled in any other school in the district.

- **Chromebooks**
  - Edgenuity is the online curriculum used at DNO. This curriculum can be accessed through any device with Internet. However, DCSD will provide your student with a Chromebook if needed.
  - To obtain a DCSD Chromebook, you can pick one up from your zoned school beginning Thursday, August 13\textsuperscript{th}.
  - Chromebooks for families new to DCSD will be also be available for pick up at the school zoned for your address beginning August 13\textsuperscript{th}.
  - Schools are sending out information about the times when Chromebooks will be available for pick up.
• Student Edgenuity Login Information
  o This information is not yet available. Further communication will be coming out very soon.

• Infinite Campus Parent Portal
  o If you have never set up a parent portal in Infinite Campus, please contact the school number at 775-392-1480. Because DNO is a completely virtual school, it is essential that families make sure all the contact information in Infinite Campus is accurate and up to date.

• Food & Nutrition Information
  o School meals are still available if your student attends DNO. DCSD has created an interest form and families interested in school meals are asked to complete the form below. If you have any questions about the school nutrition program please call the school nutrition office at 775-782-7613
  o The form: https://forms.gle/BvXXi3kbjHDPFnp7

• Student Schedules
  o DCSD is still completing this work and will be getting that information out as soon as we have it. Please watch for another message from us soon. Schedule change requests will close at 3:30 PM on Monday, August 24th.

• Student Orientation to Edgenuity
  o https://www.edgenuity.com/video-library/?vid=5978276525001

• Role of DCSD Teachers
  o DCSD teachers will monitor student progress in Edgenuity.
  o Attendance in Edgenuity will be monitored through student progress as well as with at least one direct check in with the teacher once a week.
  o Teachers will hold regular office hours and be available for families for support and assistance as needed.
  o Students who receive additional supports through an IEP, or who are English Learners, will be contacted by a case manager to provide those services and supports.

• Enrollment commitment
  o To create this new school, DCSD has had to reallocate teaching and staffing resources. No enrollment changes into other DCSD schools will be accepted until the end of the semester.

• Middle School Electives
  Elective opportunities for middle school are very limited.
  o 6th grade students will all be scheduled into:
7th grades students will all be scheduled into:
- Online Learning and Digital Citizenship
- Financial Literacy

8th grade students will be scheduled into:
- Online Learning and Digital Citizenship
- A second course of their choosing. Families will need to complete this form: https://forms.gle/RegkSdFG9G3YirRN8

DCSD is working to acquire more options for middle school electives for the second semester. Course descriptions for middle school electives are here:

- MS Spanish 1
- MS French 1
- MS Career Explorations

This full-year course prepares middle and high school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of each student’s skills and interests.

- MS Literacy

Literacy is designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

- MS Financial Literacy (semester)

In this one-semester students learn about personal finance, budgeting and planning, institutions and investing, credit, and college and career options.

- Online Learning and Digital Citizenship (semester)
In this one-semester course, students develop essential study skills for academic success, such as staying organized, managing time, taking notes, applying reading strategies, writing strong papers, and researching and properly citing information. Explicit modeling and ample practice are provided for each study skill to support student mastery. Instruction on how to be a responsible online learner is threaded throughout the course, and these skills are directly addressed in lessons on cyberbullying, staying safe online, and learning how to be a digital leader. A basic understanding of software and hardware and how to troubleshoot common technology issues are also taught. By the end of the course, students will have the tools they need to be academically successful in both traditional and digital learning environments.
Welcome to DCSD’s new school, Douglas Nevada Online. When creating a new school, there are many moving parts, and DCSD staff is working tirelessly to make sure all of those parts are functioning to benefit students. We know there are still many questions and as we are able to answer those, we will get that information out to you as quickly as we are able.

- **Contact Information – Douglas Nevada Online (DNO)**
  - School Phone Number - 775-392-1480
  - Gavin Ward, Principal – gward@dcsd.k12.nv.us
  - Crespin Esquivel, Assistant Principal 6-12 – cesquive@dcsd.k12.nv.us
  - Sean Ryan, Assistant Principal K-5 – sryan@dcsd.k12.nv.us

- **First Day of School for DNO**
  - Monday, August 17, 2020

- **What is DNO?**
  - DNO is a K-12 DCSD online public school. If you have enrolled your child in DNO, your student is no longer enrolled in any other school in the district.

- **Chromebooks**
  - Edgenuity is the online curriculum used at DNO. This curriculum can be accessed through any device with Internet. However, DCSD will provide your student with a Chromebook if needed.
  - To obtain a DCSD Chromebook, you can pick one up from your zoned school beginning Thursday, August 13th.
  - Chromebooks for families new to DCSD will be also be available for pick up at the school zoned for your address beginning August 13th.
  - Schools are sending out information about the times when Chromebooks will be available for pick up.
• Student Edgenuity Login Information
  o This information is not yet available. Further communication will be coming out very soon.

• Infinite Campus Parent Portal
  o If you have never set up a parent portal in Infinite Campus, please contact the school number at 775-392-1480. Because DNO is a completely virtual school, it is essential that families make sure all the contact information in Infinite Campus is accurate and up to date.

• Food & Nutrition Information
  o School meals are still available if your student attends DNO. DCSD has created an interest form and families interested in school meals are asked to complete the form below. If you have any questions about the school nutrition program please call the school nutrition office at 775-782-7613
  o The form: https://forms.gle/BvXXi3kbjHDPFnjp7

• Student Orientation to Edgenuity
  o https://www.edgenuity.com/video-library/?vid=5978276525001

• Role of DCSD Teachers
  o DCSD teachers will monitor student progress in Edgenuity.
  o Attendance in Edgenuity will be monitored though student progress as well as with at least one direct check in with the teacher once a week.
  o Teachers will hold regular office hours and be available for families for support and assistance as needed.
  o Students who receive additional supports through an IEP, or who are English Learners, will be contacted by a case manager to provide those services and supports.

• Enrollment commitment
  o To create this new school, DCSD has had to reallocate teaching and staffing resources. No enrollment changes into other DCSD schools will be accepted until the end of the semester.

• Student Schedules
  o DCSD is still completing this work and will be getting that information out as soon as we have it.
  o To help us with this process, families of high school students are asked to complete this google form on elective choices (course descriptions are below):
    https://forms.gle/GCFnrXnsQrskyxC68
We are requesting elective preferences by complete by 4:00 PM tomorrow, August 13, 2020.

Schedule change requests will close at 3:30 PM on Monday, August 24th.

Edgenuity 9-12 Elective Course Catalog

World Languages

- Spanish 1
- Spanish 2
- Spanish 3
- French 1
- French 2
- French 3

PE

- Lifetime Fitness
  Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness equips high school students with the skills they need to achieve lifetime fitness. Throughout this full year course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

Other Electives

- Psychology
  This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an
understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

**Introduction to Art**
Covering art appreciation and the beginning of art history, Intro to Art encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this full-year course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

**Personal Finance** (semester)
This one-semester elective prepares students to navigate personal finance with confidence. The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students learn about the relationship between education, employment, income, and net worth, and they plan for the cost of college. Students then broaden their study to include banking, spending, investing, and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business.

**Introduction to Information Technology**
This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

**Medical Terminology** (semester)
This semester-long course introduces students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to healthcare settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course will provide students entering the healthcare field with a deeper understanding of the application of the
Health Science Concepts
This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

Sociology (semester)
Providing insight into the human dynamics of our diverse society, sociology is an engaging one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high-school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

Introduction to Business
In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Introduction to Career Planning and Development (semester)
Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today’s challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.
Art History
Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this full-year course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas.

Nursing Assistant
This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills.

Pharmacy Technician
This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT). Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Successful completion of the year-long course prepares the student for national certification for employment as a Pharmacy Technician.

Literacy
Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works uses a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. This course offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.
During the COVID-19 pandemic, our schools need the support of their Library Media Specialists and Media Technicians more than ever as they adapt to meet the current needs of learners in a constantly changing learning environment.

1. Translation of Practice for DCSD School Libraries

<table>
<thead>
<tr>
<th>In-Person Learning</th>
<th>Hybrid Learning</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Creates a welcoming and respectful climate and community in the library.</td>
<td>↔</td>
<td>● Designs welcoming and accessible library website and uses digital tools (such as Google Classroom) to create a virtual library community online.</td>
</tr>
<tr>
<td>● Provides opportunities for students to use the library for class-related research, individual investigation, independent reading, and personal inquiry.</td>
<td>↔</td>
<td>● Provides online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry.</td>
</tr>
<tr>
<td>● Supports and collaborates with teachers to integrate use of the library with classroom curriculum.</td>
<td>↔</td>
<td>● Supports and collaborates with teachers digitally to support the classroom curriculum and integrate the library into remote learning at their school.</td>
</tr>
<tr>
<td>● Assesses student and teacher needs and interests, as well as connections between classroom collections and the library.</td>
<td>↔</td>
<td>● Assesses student and teacher needs and interests, as well as connections between online classroom needs and the library’s ebook collection and other free ebook collections.</td>
</tr>
<tr>
<td>● Promotes independent reading for all students as part of the school’s program and the resources to support it.</td>
<td>↔</td>
<td>● Promotes independent reading for all students as part of the school’s distance learning program and the e-resources to support it.</td>
</tr>
<tr>
<td>● Stays up-to-date on the latest technologies and their use for teaching and learning.</td>
<td>↔</td>
<td>● Stays up-to-date on the latest technologies and electronic resources for teaching and learning from home.</td>
</tr>
<tr>
<td>● Provides 1:1 support for students and/or teachers at school.</td>
<td>↔</td>
<td>● Provides 1:1 support for students and/or teachers remotely.</td>
</tr>
</tbody>
</table>
● Develops library vision, mission, and goals with input from administrators, teachers, students, parents and other stakeholders.

↔

● Develops and adapts library goals and policies for remote learning and procedures.

● Promotes use of the library to teachers, students, and families to ensure that the library is a vital and active center of learning for the whole school.

↔

● Promotes use of the virtual library to teachers, students, and families to ensure that the library is a vital and active center of learning for the entire school.

● Establishes budget priorities based on assessment of needs, status of library collection, library plan for improvement, and industry trends.

↔

● Establishes budget priorities based on remote learning needs of students and staff.

● Effectively communicates the vision for the school library to the faculty, staff, families, and community.

= 

● Effectively communicates the vision for the school library to the faculty, staff, families, and community.

2. Safety Considerations
Library programming services in our district can continue to be provided in a safe manner for both library staff and students by following CDC guidelines and other recommendations for libraries.

When developing a plan for school library re-opening, as a part of in-person or hybrid learning, here are some things to consider:

➢ Library Use
  ● Number of students and staff in the library (capacity)
  ● How to keep track of and/or limit student entry to capacity
  ● Traffic flow of students in and out of the library (physical barriers or visual aids?)
  ● Use of the library before school, at lunch and breaks, after school
  ● Hand-washing or disinfectant station at entrance to library
  ● Student spacing and furniture placement
  ● Frequent sanitizing of tables and other touch surfaces (students assist?)

➢ Circulating Materials
As a part of the Reopening Archives, Libraries, and Museums (REALM) Project, scientists have found that the virus SARS-CoV-2 that causes COVID-19 is not detectable on identified items after the following time periods:

Virus Life on Circulating Materials (REALM)
  1 Day: hardcover books (buckram cloth), softback book covers, plastic DVD cases
  2 Days: archival folders
  3 Days: plain paper pages inside a closed book, mylar protective book cover jackets
  4 Days: braille paper pages, glossy book pages, children’s board books, magazine pages
● Browsing
  ■ System for browsing with minimal touching (or no browsing?)
  ■ Books that are touched, but not chosen, can be placed in a bin for sanitizing
  ■ Encourage and teach students how to search/browse books digitally on Destiny
  ■ Browsing digitally and placing book on hold for pick up, minimizes exposure for both staff and students

● Check-out
  ■ Touchless book checkout
  ■ Student self checkout
  ■ Plexiglass screen for reduced exposure

● Check-in
  ■ Book drop minimizes exposure
  ■ Decontamination of books upon return (student? librarian?)
  ■ Wait period before reshelving and checking out books to other students
  ■ Exterior/outside book drop to minimize library visits for return only

➢ Computers and Printers
  ● Library computer and/or printer use?
  ● Sanitizing
  ● Student spacing

➢ Digital Books and Resources
  ● Use of digital books and resources reduces risk for students and staff
  ● Explore ways to expand eBook offerings to students (both free and paid)

➢ Communication
  ● How will new expectations and procedures for library use and circulation be communicated to students and staff?
  ● How to share digital resources?

3. Resources

School Librarian Role in Pandemic Learning Conditions (AASL)

Translation of Practice for School Librarians (NYC Department of Education)

Reopening Archives, Libraries, and Museums (REALM) Project (IMLS)

Community, Work & School: Reopening (CDC)

Pandemic Resources for School Librarians (ALA/AASL)
The DCSD Library Media Specialist and Media Technicians met on August 6, 2020 to discuss risk-reducing procedures for the school library. Using guidance from the Center for Disease Control and Prevention (CDC), American Library Association (ALA), and the Institute for Museum and Library Services (IMLS), we created the following guidelines and recommendations for our district libraries.

In addition to the district reopening plan guidelines, such as the wearing of face coverings and appropriate social distancing, we also recommended the following procedures and protocols:

**Book Browsing**
- Upon entering the library, students will use hand sanitizer before handling materials.
- Library staff will encourage, whenever possible, digital browsing and book selection.
- We will consider other ways to reduce handling of materials, that also meet the needs of our patrons and school sites (including the use of book displays, book bins, self-checkout, etc.)

**Book Circulation**
- Upon return to the library, each item will be disinfected using a 5-day quarantine before recirculating. This time frame was determined by using guidelines from the CDC, ALA, and the REALM Project of the IMLS, with the addition of one day to ensure all potential pathogens have been eliminated.
- We are working on establishing a district-wide collection of eBooks that students at all school sites can access on their Chromebooks from Destiny. The use of digital books reduces exposure to COVID-19 and they are accessible during distance learning.

**Library Use**
- Library staff will establish, explain, and model safe library procedures for students.
- We will ensure that the room capacity, with appropriate social distancing, is adhered to.
- In order to maintain appropriate social distancing, we will use strategies such as visual and verbal cues, directional arrows, and placement of furniture that is appropriate for our patrons and school sites.

**Resources**
- [Reopening Archives, Libraries, and Museums (REALM) Project](https://realmproject.org) (IMLS)
- [Pandemic Resources for School Librarians](https://www.ala.org/aasl/COVID19resources) (ALA/AASL)
COVID-19 PREVENTION PROCEDURES

PHYSICAL MODIFICATIONS, EQUIPMENT, AND SUPPLIES

STAFFING

INSTRUCTIONAL PROGRAMS

TRAINING AND COMMUNICATIONS

VISUALS

RECOMMENDED CDC POSTERS

## COVID-19 PREVENTION PROCEDURES

<table>
<thead>
<tr>
<th>Ye s</th>
<th>No</th>
<th>Individual(s) responsible</th>
<th>Date Expected</th>
<th>Is your site ready to implement ..?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Procedures and location(s) for isolating students or staff with symptoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• During school hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff policies requiring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Face coverings or face shields be worn, and physical distancing be maintained, while on-site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Staff to stay home when experiencing any of the symptoms identified by the CDC as potential COVID-19 symptoms</td>
</tr>
</tbody>
</table>
|   |   | Student policies:  
|   |   | ● Requiring that face coverings or face shields be worn, including  
|   |   |   ○ While waiting to enter the school campus  
|   |   |   ○ While on school grounds (except when eating or drinking)  
|   |   |   ○ While leaving school  
|   |   |   ○ While on a school bus  
|   |   | ● Emphasizing students should stay 6-feet from others while at school, on the way to and from school, and at all school activities  
|   |   | ● Including responses for failing to wear a face cover  
|   |   | ● Addressing COVID-19 related bullying, harassment, or intimidation  
|   |   | ● Requiring students to stay home when experiencing any of the symptoms identified by the CDC as potential COVID-19 symptoms  
|   |   |   | Plans to provide students and staff with face coverings if they are without one  
|   |   | Procedures to restrict visitor access to the school  
|   |   |   ● Alternative means to allow visitors to conduct school business without entering the school, for example IEP meetings, parent teacher conferences, etc.  
|   |   | Procedures to minimize mixing and implement physical distancing in the following settings  
|   |   |   ● During staff arrival  
|   |   |   ● During student arrival  
|   |   |   ● Before instruction begins  
|   |   |   ● Classrooms  
|   |   |   ● Extended Day spaces  
|   |   |   ● Offices and other workspaces: attendance, nurse, principal/AP, counselor, psychologist, speech therapist, etc.  
|   |   |   ● Staff areas: copy rooms, supply rooms, message/mailboxes, staff lounges  
|   |   |   ● During meal service  
|   |   |   ● Recess  
|   |   |   ● While students are leaving campus including transition to after school practices and programs  
|   |   |   ● While staff are leaving campus  
|   |   |   ● Restrooms  
|   |   |   ● Locker rooms  
|   |   |   ● Other common spaces: specialty rooms, art rooms, physical education spaces, gym/auditorium, etc.  
|   |   |   ● Hallways/passing periods  

Page 99
Routines that require/schedule frequent hand sanitation for students and staff focusing on COVID-19 preventative measures
- After using the restroom
- Before and after eating
- When entering a classroom or office
- After taking off or putting on their facemask
- After prolonged exposure to high-touch areas
- Before and after each task when preparing food in any class

Routines that require/schedule frequent cleaning of high touch areas and surfaces in individuals' work areas, for example
- Tables
- Chairs
- Doorknobs
- Teacher area/space
- Chromebooks/electronic devices

Working with Food and Nutrition Service, plans that incorporate COVID-19 prevention measures
- Expectation that students do not share food
- Meals consumed in locations that maintain physical distancing
- Incorporates the use of hand washing or hand sanitizer immediately before students eat

When cases of COVID-19 occur with students or staff:
- Procedures for tracking student absences by individual classrooms
- Procedures for monitoring and enforcing return dates for staff or students with confirmed cases

### PHYSICAL MODIFICATIONS, EQUIPMENT, AND SUPPLIES

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Individual Responsible</th>
<th>Date Expected</th>
<th>Is your site ready to implement ..?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identified and acquired the materials, equipment, and supplies that will be needed to implement the prevention procedures outlined above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Altered classroom layouts and decluttered rooms to emphasize physical distancing and maximize capacity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Altered office, reception area, and all other common space layouts for physical distancing</td>
</tr>
</tbody>
</table>
Posted signs in meeting rooms limiting the capacity and layout for physical distancing

Printed and posted sign reminding individuals about safety and health procedures (see examples and download below)

Placed signs and/or markers to assist with physical distancing:
- “Stand here” markers where students or staff are required to assemble or wait in line
- “One way” markers to establish single direction flow in hallways
- At restrooms to:
  - Limit entry to students from specific classrooms nearby
  - Limit the number of students using it at one time
  - Indicate where to wait in line

Turned off water fountains and posted signs that they have been turned off to prevent the spread of illness

Put a plan in place to provide students with access to drinking water that does not involve the use of drinking fountains

Developed plans to frequently clean and disinfect frequently touched surfaces during the day

Developed plans to clean and disinfect classroom and office surfaces each night

Work with Custodial and Maintenance to acquire enough supplies to continue school operations without shortages or disruptions
- Disposable face coverings for students or staff who forget them-
- PPE for staff responsible for caring for sick children
- PPE associated with cleaning and disinfection
- Hand sanitizer and dispensers for main entryways, gyms, mprs, nurses, computer rooms/media center have hand sanitizer stations

Obtained all equipment needed to support students in high risk groups

<table>
<thead>
<tr>
<th>STAFFING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Responsible</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|             | Identified new job functions that will be required  
  - Ex. cleaning and disinfection, supervision, others... |
|             | Examined the impacts modified operations will have on work and working conditions |
|             | Made accommodations to protect employees in high risk groups |
|             | Made staff assignments for all prevention procedures discussed above |
|             | Obtained approval from Human Resources on changes in job duties, hours, and assignments |

### INSTRUCTIONAL PROGRAMS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Individual Resonsible</th>
<th>Date</th>
<th>Expected</th>
<th>Is your site ready to implement ..?</th>
</tr>
</thead>
</table>
|     |    |                        |      |          | Communication to families each of the options for instruction:  
  - In-person learning (when possible)  
  - Hybrid  
  - Distance Education  
  - Douglas Nevada Online |
|     |    |                        |      |          | Protocols for registration of new students |
|     |    |                        |      |          | Programing of students in Infinite Campus into cohorts to insure that:  
  - Students stay in the same cohort  
  - Cohort sizes determined by the maximum capacity for students in the cohorts learning space while maintaining physical distancing  
  - Considerations are given to align households K-12  
  - Contact tracing can be effectively implemented |
|     |    |                        |      |          | Protocols for individual student movement throughout the school  
  - Students who receive special services or other supports  
  - Students who take medications or need to visit the nurse  
  - Student who need to visit the counselor and/or social worker  
  - Students who need to visit the office |
| ☐ | ☐ | If elementary, plan locations in the school for “distance learning” students to be supervised by staff |
| ☐ | ☐ | Transition to distance learning in response to an order by public health, for example  
  - When a student and their cohort needs to quarantine  
  - When the entire school needs to close |
| ☐ | ☐ | Utilize instructional practices that allow instruction while maintaining physical distancing measures throughout the school day |
| ☐ | ☐ | Provide appropriate accommodations to protect students in high-risk groups |
| ☐ | ☐ | Plan for virtual tutoring support for students |
| ☐ | ☐ | If elementary, plan a Specials schedule where the art or music teacher travels to the classroom of students |

### TRAINING AND COMMUNICATIONS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Individual Responsible</th>
<th>Date Expected</th>
<th>Is your site ready to implement ..?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Trained all staff on general prevention measures and specific procedures and routines that will be needed</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Communicated with staff regarding policy changes related to COVID-19</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Trained staff on new student and visitor policies</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Determined how to orient students to the general prevention measures, procedures, and routines associated with each of the settings described above</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Determined how to orient parents to the general prevention measures, procedures, and routines associated with each of the settings described above</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Prepared parents for their role in the school’s instructional program</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
<td>Developed procedures for training substitute employees and contracted providers on prevention procedures and routines associated with their work, and on their potential interactions with students related to compliance with these measures</td>
</tr>
</tbody>
</table>