



Quest's Path Forward:

**A Plan for a Safe, Efficient, and Equitable
Return to School Buildings
2021-2022**

Table of Contents

Table of Contents	2
Letter from Principal	3
Quest's Plan and Layout	4
Engagement, Communication, and Emergency Management	5
IN PERSON LEARNING: Health and Safety	7
IN PERSON LEARNING: Student and Staff Well Being	17
IN PERSON LEARNING: Accelerating Student Learning	20
DISTANCE EDUCATION: Students Unable to Participate in Person	22
DISTANCE EDUCATION: Supporting Students	29
DISTANCE EDUCATION: Emergency Closure	32
Appendix A: Medical Exemption Form	39
Appendix B: Full Time Distance Learning Agreement	41
Appendix C: CDC Poster Guidance	47
Appendix D: Visitor Questionnaire and Acknowledgement	48

Quest's Path Forward: A Plan for a Safe, Efficient, and Equitable Return to School Buildings in 2021-2022 and Beyond

February 2022

Quest Staff, Families, and Community Members,

The Nevada Department of Education (NDE) Path Forward Framework provided a background for which Quest created a plan forward with a return to school buildings in the 2020-2021 school year that was responsive to our school community. We have learned a lot and grown in many ways. As is recommended, we are to periodically (every six months at a minimum) revisit this plan to ensure that we are keeping up to date with the latest mandates, directives and recommendations. This is so that we continue to have a Path Forward Program to ensure success for our students.

Background for the SY2122 Path Forward Plans: Superintendent Jhone Ebert and (NDE) requested the submission of a Path Forward Program for the 2021-2022 school year. There are three key components and requirements to our school's reopening plan.

1. Charter Schools are responsible for determining certain COVID-19 mitigation measures and therefore, must develop plans for how they will ensure the safe reopening of school buildings. This plan addresses health and safety as well as how the school will respond to the impact of COVID-19 on students' opportunity to learn.
2. Pursuant to Emergency Directive 044 and guidance provided by the Nevada Department of Education on May 28, 2021, charter schools must develop Path Forward Program Distance Education Plans for the 2021-22 school year. This plan addresses how the school will provide distance education to students who are unable to learn in person. These students must provide documentation from a medical professional related to a condition that would be compromised by attending school in-person or be quarantined on the advice of local public health officials.
3. Senate Bill 215 from the 2021 Legislative Session now requires the governing body of each charter school to "develop a plan for conducting a program of distance education for at least 10 school days in the event of an emergency that necessitates the closing of all public schools in this State." This plan establishes an emergency distance learning plan to be implemented in the event of a major emergency. This way schools are more prepared to tackle any sudden closures, similar to what was experienced in spring 2020 because of the pandemic.

On February 10, 2022 Governor Sisolak released a Declaration of Emergency- Directive 052. In this Directive, the Governor terminated Directives 024, 045, 047, 050 and 051. He also terminated Sections 2 through 5 inclusive of Directive 048 and Section 3 of Directive 028. Any provisions of all Directives not addressed in Directive 052 would remain in force as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency. He also noted that Section 7 of Directive 048 expires at 12:01

a.m. on February 27, 2022. He also required (in Section 4 of Directive 052) each county school district, charter school and private school to adopt a COVID-19 mitigation plan that must include:

1. A policy on whether or under what circumstances face coverings will be required for students and staff while in school buildings or on school campuses;
2. A regular COVID-19 testing program for students and staff or volunteers, including but not limited to coaches, leaders, and advisors. If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed;
3. A method for detecting school-wide outbreaks of COVID-19 and a plan for responding and mitigating the outbreak.

The plan must not conflict with any face covering requirements or other COVID-19 mitigation measures imposed by county governments or local health authorities.

The plan must be submitted to the local health authority. The plan does not become effective unless it is approved, in writing, by the local authority.

Effective at 12:01 a.m. on February 27, 2022 if the plan is approved in writing by the local health authority, the provisions of Section 06 of Directive 048 no longer apply to the entity that submitted the approved plan.

Irrespective of of any plan adopted by a county school district, charter school or private school pursuant to this section of Directive 052, that if a local health authority determines that a school-wide outbreak of COVID-19 is occurring and is not being adequately mitigated by the school district, charter school or private school, the applicable local health authority may require the mandatory and immediate use of face coverings for all students and staff in the affected school building(s) and any additional mitigation measures deemed necessary by the local health authority for that school or school building(s). In such an event, the face covering requirement and any other mitigation measures remain in effect until the local health authority determines that the outbreak is closed.

As such, Quest is hereby updating this plan to be in compliance with Directive 052 with the intent to file this plan for approval by the local health authority as required under Section 4 of Directive 052.

Thank you to all in the Quest community for your patience, support, and positive spirit throughout the past two years. Quest will continue to work hard to ensure our students are provided a safe, equitable, and accessible learning environment to become leaders of today and tomorrow.

Sincerely,

Janelle Veith
Principal

Quest's Plan and Layout

Quest's plan is responsive to our school community and written with lessons learned throughout the pandemic. On July 9th, 2021, the CDC issued updated guidance on safe school openings, which have been incorporated in this document. Additionally, updates have been included based on the requirements of Section 4 of Directive 052 which was issued on February 10, 2021.

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

- Quest must determine, in collaboration with health officials and to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of our local community.
- Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of the Quest community.
- CDC guidance documents are meant to supplement, not replace, any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

EQUITY STATEMENT

Quest advocates for equitable access for all students to the highest quality public education, while supporting school educators and staff. Equity means the learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

HOW TO USE THE PLAN AND ITS LAYOUT

This Plan intends to cover major areas for the 2021-2022 school year as well as the new requirements set forth in Senate Bill 215 from the 2021 Legislative Session as well as any local health district or State or Federal requirements. SB 215 requires the governing body of each charter school to “develop a plan for conducting a program of distance education for at least 10 school days in the event of an emergency that necessitates the closing of all public schools in this State.” This plan establishes an emergency distance learning plan to be implemented in the event of a major emergency.

The Plan addresses six key components:

1. In Person Learning: Health and Safety
2. In Person Learning: Student and Staff Well Being
3. In Person Learning: Accelerating Student Learning
4. Distance Education: Students Unable to Participate in Person
5. Distance Education: Supporting Students
6. Distance Education: Emergency Closure

COMMUNITY ENGAGEMENT

Re-opening plans created after a complex public health crisis require a collective approach. It is critical to engage, educate, and empower all families and staff and ensure our re-opening plan is responsive to their voice and needs and address specific challenges in the Quest community.

Regardless of the challenges and changes, Quest will ensure students are academically growing through research based best practice instruction and rigorous standards for performance. Quest will adhere to our Mission and Vision to grow leaders for today and tomorrow.

Mission

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

Vision

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

COMMUNICATION

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

- Posted signs in highly visible locations, such as the school entrances and restrooms, that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).
- Broadcast regular morning announcements on reducing the spread of illness to K-8 students and staff
- Include messages and videos about behaviors that prevent the spread of illness when communicating with staff and families on school websites, in emails, and on school social media accounts.
- Disseminate CDC print and digital resources from the CDC's communications resource main page.
- Ensure student- and family-facing materials are reader-friendly and available in a language all community members can understand.
- Create opportunities for staff training, both overall for pandemic response and tailored to different roles

EMERGENCY MANAGEMENT

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

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

Continuation of Operations Planning in an Emergency Closure

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

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

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

Emergency Operations Planning

Emergency Operation Plans (EOPs) are developed by a collaborative planning team with clearly defined roles and responsibilities to help responders understand the situation at hand, as well as identify and prioritize threats (hazards and risks). Quest's EOP includes the necessary elements of: communications, resources and assets, safety and security, staff responsibilities, utilities.

Nevada Requirements for Crisis and Emergency Response for Schools

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

- NRS 388.229-.26 Public Schools

IN PERSON LEARNING: Health and Safety

Quest recognizes that the health and safety of students and staff is of the utmost importance. Quest will seek data, guidance, recommendations, and/or approval from the Southern Nevada Health District, the Center for Disease Control, the Nevada Department of Education, and the Nevada Governor’s Office. Quest will continually work with its families, staff, leadership and Board to implement Covid-19 mitigation protocols that are the safest for its in-person students and staff at any point in time. Ultimately, Quest will use all available scientific information to help make a determination on these matters.

According to the USDE COVID-19 Handbook (U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, Washington, DC, 2021. This report is available on the Department’s website at <https://www2.ed.gov/documents/coronavirus/reopening.pdf>), K-12 schools can open safely for in-person instruction when strictly implementing prevention strategies. The CDC K-12 Operational Strategy emphasizes the importance of using a combination of layered prevention strategies to avoid COVID-19 transmission in schools, including:

1. Universal and correct wearing of masks.
2. Physical distancing.
3. Handwashing and respiratory etiquette
4. Cleaning and maintaining healthy facilities, including ventilation improvements.
5. Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or Tribal health departments.

”While each of these strategies is important, emphasis should be placed on the universal and correct wearing of masks and physical distancing.”

CDC’s operational strategy then advises on how to use the thresholds determined by these metrics as a first step in planning to implement prevention strategies in elementary and middle school level learning:

Levels of Community Transmission	
At low (blue) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities can occur with physical distancing to the greatest extent possible.
At moderate (yellow) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Sports and extracurricular activities should only occur in person if physical distancing of 6 feet or more can be maintained.
At substantial (orange) levels	K-12 schools open for in-person learning if they strictly implement the previously listed five key prevention strategies, including masking and physical distancing of 3 feet or more. Cohorting is recommended when possible. Sports and extracurricular activities should occur only if they can be held outdoors with physical distancing of 6 feet or more.

At high (red) levels	Elementary schools open for in-person learning with strict adherence to prevention strategies, including masking. <u>Physical distancing of 3 feet or more should be required</u> . Cohorting is recommended when possible. Middle schools that can use cohorting, can operate in person with 3 feet or more of distance with strict adherence to all prevention strategies (including masking). Schools that cannot use cohorting should ensure 6 feet of distance between students in classrooms and continue to use 6 feet of distance between students outside classrooms and throughout the school, as previously recommended.
<i>The total number of new cases per 100,000 people can be calculated by adding the number of new cases in the county (or other community type) in the last 7 days divided by the population in the county (or other community type) and multiplying by 100,000</i>	

HEALTH

Quest will address key CDC recommendations based on the current guidance in the following health areas:

1. Use of Face Coverings
2. Handwashing and Respiratory Etiquette
3. Cleaning and Maintaining Healthy Facilities
4. Improving Ventilation
5. Contact Tracing
6. Diagnostic and Screening Testing
7. Efforts to Increase Access and Awareness to Vaccinations
8. Appropriate Accommodations for Children with Disabilities with respect to health and safety policies

1. Use of Face Coverings

Quest will follow the guidance of the CDC, SNHD, and SPCSA for guidelines requiring face coverings with awareness of the current level of community spread using CDC thresholds as indicators.

According to the CDC, a critical mitigation strategy is consistent and correct universal mask use. When teachers, staff, and students who are not fully vaccinated consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- Indoors: Mask use is recommended for people who are not fully vaccinated including students, teachers, and staff. Children under 2 years of age should not wear a mask.
- Outdoors: In general, people do not need to wear masks when outdoors. However, particularly in areas of substantial to high transmission, CDC recommends that people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

Quest will use universal masking of unvaccinated individuals while in levels of substantial and high community transmission. While providing vaccination documentation is voluntary, vaccination documentation must be provided to Human Resources (staff) and to the Registrar (students) to not wear a mask. Quest is supportive of people who are fully vaccinated, but choose to continue to wear a mask, as a personal choice or because they have a medical condition that may weaken their immune system. With vaccination status, Quest will use the

same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information will comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination will comply with all relevant state, tribal, local, or territorial laws and regulations.

As community transmission levels fluctuate throughout the year, the school leader and Governing Board designee will meet and coordinate with the school safety team regularly to update the mask policy to adjust to local conditions and recommendations/requirements of the SNHD, state of Nevada, and CDC. Community transmission levels will be monitored weekly. Any update to the mask policy or COVID-19 related policies will be communicated to the school community through a schoolwide email and notice home to parents.

The narrow subset of students with disabilities who cannot wear a mask because of their disability, or cannot safely wear a mask, might still be able to attend school safely if other prevention strategies can be followed, including, for example, correct masking for others who work or learn with them and physical distancing. Adaptations and alternatives, such as additional facial protections can be considered for educators and other students working with or learning with such students in addition to physical distancing. IEP/504 students may not be required to wear masks based on individual needs.

As of February 10, 2022, the Governor's Emergency Directive 052 in Section 3 has terminated the existing requirement of face coverings in county school districts, charter schools and private schools established in Section 4 of Directive 028 and in Sections 2 through 5, inclusive, of Directive 048, which applied to school districts, charter schools and private schools in counties of 100,000 or more.

Following that lead, Quest will no longer as of February 11, 2022 require face coverings for visitors, staff or students except where there is proof of an outbreak of COVID-19 in one or more campus buildings until it is determined that the outbreak is over, or if any local health authority or the state of Nevada requires that there be mandatory face coverings either due to an outbreak at Quest or for some other reason such as a surge in local COVID-19 cases.

For the purposes of this plan, an outbreak is defined as **two** or more laboratory confirmed (detection of SARS-CoV-2 RNA in a clinical specimen using a molecular amplification detection test.) COVID-19 cases among students or staff with onsets (use symptom onset date whenever available, if a symptom onset date is not available then use specimen collection date for the the first specimen that tested positive) within a 14-day period, who are epidemiologically linked (meaning present in the same setting such as a classroom within 14 days prior to the onset of symptoms), do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

If an outbreak is determined to have occurred, Quest will immediately contact the local health authority, The Southern Nevada Health District (SNHD), for guidance. At a minimum the exposed cohort may be required to wear face coverings until at least 5 days have passed or quarantine based on the SNHD recommendations. It should be noted that if the local health authority requires more restrictive actions, such as a longer period for face coverings, or for more cohorts or the entire school to wear face coverings or be quarantined or another more restrictive measure, then Quest will follow the more restrictive action.

2. Handwashing and Respiratory Etiquette

Individuals should continue to practice good hygiene. Employees must wash their hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces. All students, staff, and visitors will be required to utilize hand sanitizer upon entering the school building. Quest will continue to promote proper personal hygiene to include:

- Avoid touching your eyes, nose, or mouth
- Wash your hands with soap and water for at least 20 seconds
- Keep 6 feet of physical distance from others
- Avoid contact with others if within 6 feet
- Wear a cloth face mask covering in public (if unvaccinated)
- Avoid traveling if you are sick
- Stay home if you are feeling ill
- Get medical care as needed

Quest will have an abundance of signage promoting positive physical hygiene. For example, each restroom mirror will have a sticker reminding students to wash their hands for at least 20 seconds. These visual cues will be incredibly helpful, especially for visual learners. In the event that a student may not be implementing safe and healthy hygiene practices, staff will re-educate the student and inform the student's parents.

- Handwashing
 - Teach and reinforce handwashing with soap and water for at least 20 seconds
 - Increase monitoring to ensure adherence among students and staff
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used
- Sneezes/Coughs
 - Teach and reinforce coughing and sneezing with a cover (tissue) or if one is not available, into your elbow
 - Encourage staff and students to throw used tissues in the trash and hand wash immediately with soap and water for at least 20 seconds
- Cloth Face Coverings
 - Quest will teach and reinforce the correct use of cloth face coverings.
 - Individuals will be reminded frequently not to touch the face covering and to wash their hands frequently.
- Information regarding hygiene will be shared with families through email regarding handwashing, coughing/sneezing, and proper use, removal, and washing of cloth face coverings.

3. Cleaning and Maintaining Healthy Facilities

Quest will make multiple adjustments to clean and maintain healthy facilities to minimize the risk of COVID-19. This will include:

- Hand sanitizer pumps will be placed on walls in various locations throughout the campus.
- There is an increase in signage enforcing social distancing and healthy personal hygiene in hallways and classrooms.
- There are visual cues on the floor showing where to stand, wait, and move.
- There are decals in restrooms reminding individuals to wash their hands.

- Occupancy capacity signs are placed in each classroom.
- Desks will be arranged to be socially distanced to the furthest extent possible. Desks will be marked to show which ones are assigned to which students.
- Furniture that is difficult to clean will not be utilized or replaced.
- All air filters will be monitored and replaced as needed. HVAC vendors service the school multiple times throughout the school year.
- Students will be required to have individual school supplies. This includes student headphones.
- All shared items, such as athletic balls, will be cleaned accordingly.
- There will be limited use of the water fountain. Students and staff will be encouraged to bring their own water bottles.
- All emergency plans will be adjusted to accommodate social distancing guidelines while maintaining the necessary safety, urgency and precaution.

In each building, staff will check the cleanliness of the campus to ensure a safe and healthy environment. All restrooms will be monitored regularly throughout the day to ensure cleanliness. High touch points, such as water fountains, sink heads, door knobs, and student desks, will be cleaned regularly by Quest staff. Shared materials will be limited as much as possible, and they will be cleaned and sanitized after each use.

In the event of a pandemic scare or a positive COVID-19 diagnosis, the school has been equipped with an electrostatic sprayer that will disinfectant on contact when used. After this has been used in a space, that area will be disinfected and suitable for occupancy.

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

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

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

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

Quest will support healthy hygiene behaviors by providing supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings for staff and no-touch/foot-pedal trash cans.

4. Improving Ventilation

Improve facility cleaning and ventilation to the greatest extent possible, including, minimally, by opening windows and doors and using fans where safe and feasible; routinely and consistently cleaning the facility, particularly hightouch or shared surfaces; conducting assessments or audits of existing ventilation systems; and

developing a ventilation improvement plan, which may be based on tools from CDC. Quest can schedule incremental checkpoints to ensure plans for updating ventilation are going according to schedule and increase the frequency of changing ventilation filters.

5. Contact Tracing

For any student and/or staff that has tested positive for Covid-19, the Safety Coordinator will conduct an investigation. In the investigation, they will determine which students were in close contact with the positive individual and share the results with the Principal. Close contact is defined as within 6 feet for a total of 15 minutes. The Safety Coordinator will connect with the Southern Nevada Health District (SNHD). The Safety Coordinator will share the names of close contacts, their contact information, and parent information if the close contact is a student. From there, the Safety Coordinator will contact the Southern Nevada Health District. At that point in time, the length of quarantine will be determined. The Safety Coordinator will share that information with the principal. The principal will have the Registrar message the appropriate families.

6. Diagnostic and Screening Testing

Staff and students (and their parents) will self-screen their physical health daily. Under no circumstances should any employee with any symptoms report to the workplace (Appendix C: CDC Poster Guidance). If any student is not feeling well and having any symptoms, that person will need to stay at home.

Any individual who does not feel well or is symptomatic (fever, shortness of breath, etc.) should remain at home and away from others. Staff and students should only return to school when there are no remaining symptoms. If a student or staff member chooses to go to school while ill (no matter the illness), they will not be allowed in the classroom. For students, the parent will be contacted to take the student home and will not be allowed to return until they are symptom-free. For staff, they cannot return until they are symptom-free. In the event that a student or a staff member feels ill during the school day, they will be removed from the classroom. They will be asked relevant questions pertaining to their health and assessed by a staff member with a touchless thermometer and if necessary, another staff member will cover their classes.

Quest is now offering COVID-19 rapid testing on site for any staff or students that requests testing based on exhibited symptoms. This includes staff or students that are at school that exhibit symptoms or that are not currently at school with symptoms that are staying at home as required when symptoms exhibit. Staff and students with symptoms that are staying home are allowed to be provided with drive through rapid testing with an advance scheduled appointment. If a positive result occurs, then the usual protocol will be followed, including contacting the local health authority (SNHD) and advising the positive case regarding required quarantine time as well as the contact tracing investigation.

Additionally, Quest is currently requiring all unvaccinated employees to take a weekly scheduled COVID-19 Polymerase Chain Reaction (PCR) laboratory test. This test is being conducted by an outside agency, and typically takes 24 to 48 hours to obtain results, but is more accurate than a rapid-test.

All individuals feeling sick should stay home. Under no circumstances should an employee go to or stay at work if they feel ill. As mentioned above, Quest offers COVID-19 rapid tests for any staff or students exhibiting symptoms. Employees should contact and follow the advice of their medical provider. In addition, employees

and supervisors should stay in contact and communicate often and openly discuss any return to work to support the health of other employees.

Spaces have been created in the Elementary School and the Middle School for temporary isolation. If a student or staff member is diagnosed with a contagious or infectious disease, the person will be required to self-quarantine, and the Southern Nevada Health District will be contacted. Quest will work in consultation with medical and public health experts, the State Public Charter School Authority, and the Nevada Department of Education to determine the extent of testing in the school and if a closure is necessary.

- Physical Health Screening Plan
 - Employees
 - Daily (to be completed by the employee) -temperature screening and symptom checking
 - Employee shall notify Human Resources of a elevated temperature or symptoms
 - Students
 - Daily (to be completed at home) -temperature screening and symptom checking
 - Parents/guardians will be provided the checklists of symptoms to self screen their child(ren) at home in the morning before the school year begins.
 - Visitors
 - Every visit-temperature screening and symptom checking using form in Appendix D.
 - Screening will occur when the visitor enters the lobby. A sign on the door will notify the visitor of the screening requirements if they enter the building.
 - Volunteers will not be allowed during substantial or high levels of community spread. The safety committee in conjunction with the school leader and governing board designee will provide guidelines for visitors when there is low or moderate community spread.
- Immunizations-Office staff will communicate to staff, parents or guardians, and students that it is critical to be up to date on all required immunizations.

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

- COVID-19 Circumstances: According to the CDC, it is recommended that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve, as COVID-19 symptoms can be similar to flu-like symptoms. Recovered, confirmed COVID-19 patients can return 10 days after the first day of symptoms or positive test (if no symptoms) or 72 hours after a fever resolves-whichever is longer.
- If Quest suspects a case(s) of COVID-19:
 1. A face mask will be placed on the staff member or student immediately regardless if she/he has symptoms or not to include confirmed vaccinated individuals.
 2. Isolate the case in a separate room.
 3. Notify parent/guardian.
 4. Contact our local/state health department as soon as possible.
 5. Create a list of all (students and staff) who could have been exposed (contacts).
 6. Consider hospitalization for those with severe symptoms.

- Quest will follow the advice of the local/state health department regarding reporting, isolation of cases/quarantining contacts, environmental disinfection, individual hygiene, and the probability of school closure.
- Students that require quarantine or need to comply with stay at home medical orders will be accommodated with full-time distance learning for the required number of days.
- Staff that require quarantine or need to comply with stay at home medical orders will be addressed with the HR office.

7. Efforts to Increase Access and Awareness to Vaccinations

Quest has and will continue to strongly encourage students, families and staff members to get their vaccinations if they are of age and health abides. Quest will also utilize the CDC recommended strategies below:

1. Partner up on COVID-19 vaccine-related activities in your community. Example: Inform parents through a school’s communication channels about the dates and places of COVID-19 vaccination events or on-going clinics. Send out electronic sign-up links for parents to register their child and/or themselves for a COVID-19 vaccination appointment.
2. Arm school staff with resources for answering general COVID-19 vaccination questions during pre-service training.
3. Promote vaccine confidence among students, parents, and guardians.
4. Promote well-child visits for routine health needs.
5. Make COVID-19 a teachable moment.

8. Appropriate Accommodations for Children with Disabilities with respect to health and safety policies

Accommodations for Children with Disabilities:

If students and staff have one of the disability types listed below, they might be at increased risk of becoming infected or having unrecognized illness.

- People who have limited mobility or who cannot avoid coming into close contact with others who may be infected, such as direct support providers and family members.
- People who have trouble understanding information or practicing preventive measures, such as hand washing and social distancing.
- People who may not be able to communicate symptoms of illness.

Quest will work with families of children with disabilities to see if in-person learning is the best option. If it is, then campus leadership will work with each family to develop an action plan that is both academically enriching and safe and healthy.

SAFETY

Use of Space: Social Distancing & Capacity Quest will follow the guidance of the CDC, SNHD, and SPCSA when it comes to social distancing requirements and room capacity limits.

Social distancing, also called “physical distancing,” means keeping space between yourself and other people,

which is one of the best tools to avoid being exposed to viruses and for slowing down the spread. As is possible, staff and students will be asked to stay out of crowded places and avoid mass gatherings. Students will maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as indoor masking. In the classroom setting, staff will stay at least 6 feet from other people but when not possible, must wear a cloth face covering and have a physical barrier as feasible.

Quest will work with educators, facility staff, and leaders to identify sufficient safe space that allows for physical distancing, making adjustments as needed to classroom layouts. Educators have been given time before the school reopening to redesign their classroom space and develop and coordinate new routines among staff to support physical distancing.

All staff members should monitor to avoid those circumstances that do not allow for appropriate physical distancing. Again, every individual is responsible for the safety and health of themselves and fellow employees.

Capacity in buildings and rooms is important to identify. Quest has measured each of its classrooms and spaces and identified the full capacity limit and can adjust accordingly to any percentage required by appropriate authorities. School events will be planned utilizing capacity numbers that allow for appropriate distancing and will require RSVPs.

Space Dividers Quest has Plexiglass for the elementary and middle school front office to serve as an additional physical barrier. When students are unable to adhere to 3 feet physical distancing in classrooms, space dividers will be utilized as feasible.

Traffic: Drop Off and Pick Up: Drop off will be car drop off only. For students that live within a 1 mile radius and have a walking permission slip, an outdoor screening line will be enforced and temperature checks will be conducted. Parents will be responsible for completing online health screen surveys before their child arrives. Pick up will be car pick up only. Quest will continue our school policy of silent dismissal. There may not be any congregation of parents/guardians outside the school. Students will only be released to those in vehicles. For students that live within a 2 mile radius and have a walking permission slip, they will be released to walk home once car pick up is complete.

Classroom and School Usage

Class changes will be 'static' when practical. If the schedule determines that class changes would be 'fluid', tables and high touch surfaces would be wiped down prior to another group's entry. Students will line up using social distancing and hallways will be one way each direction. There will not be passing periods where students commingle and do not go directly to class. All schedules must be adhered to in case the school must facilitate contact tracing.

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

Playgrounds and gym use will require physical distancing for activities. Playground accessories (such as a jump rope) will be kept by each class and sanitized daily to avoid any cross contamination. In the gym, high touch surfaces will be wiped between every class. Cooperative games such as hopscotch, four square, and other activities will be implemented. Upon entering the building from recess, all students will receive hand sanitizer.

Quest will utilize pre-designated entry and exit plans. For the elementary, entry will occur at the southwest corner of building 1. Once out of the vehicle, students will proceed to the southeast entrance for handwashing/sanitizer and then follow the path in the hallway until they reach their classroom. All students will follow the same walking pattern and it is one way. In the middle school, entry will occur in the southwest entrance. Cars will pull up next to the east side of the dirt lot and students will proceed in one direction to the southwest middle school entrance. Once inside the building, students will follow the same walking pattern and it is one way to their advisory class. During pick up, the same hallway patterns will be used in the opposite direction. Students will not leave until their vehicle is at the front of the queue. Staff not in a classroom will be responsible for various spots along the exit route to ensure students and staff adhere to social distancing requirements.

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

FOOD SAFETY

Quest will continue to operate the 2021-2022 school with a special provision, Community Eligibility Provision (CEP) to streamline meal counting and claiming as well as maximize the number of students receiving free meals. Based on current state and local health department guidelines, Quest will consider social/physical distancing requirements and may utilize seating in a classroom versus the cafeteria to avoid large gatherings.

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

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

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

VISITOR POLICY

All business with the public, whenever possible, should be conducted over the phone or online during substantial and high levels of community spread. In cases where this is not possible, the following requirements should be in place to include following Quest visitation policies.

- All buildings must have proper signage and social distancing materials placed in visible and appropriate locations to ensure safety of employees and visitors.
- Person(s) requiring access to our building, offices and facilities must do so only with a scheduled, pre-arranged appointment (This does not include employees conducting regular business).
- Ensure public reception spaces where appointments could gather to ensure appropriate physical

distancing. These areas should be stringently monitored for compliance.

- Any additional furniture/seating that would support more than that number of visitors should be removed.
- Visitor Questionnaire and Acknowledgement forms must be uniform and copied in advance and provided to every visitor upon arrival (Appendix D: Visitor Questionnaire and Acknowledgement).
- Visitors must be explicitly informed that they will be asked questions about their health, visitation requirements for social distancing and the possible requirement to use a mask or face covering if current conditions require it.
- Visitors must be explicitly informed they may have to submit to a temperature check. Persons with a temperature above 100.4 will be rescheduled.
- Visitors must be explicitly informed that they are expected to be on time for the scheduled appointment.
- If the visitor is more than 5 minutes late for the appointment, then the appointment may be rescheduled for another date and time.
- Visitors must be explicitly informed that access to the facility will be denied if they feel sick or do not have a mask or face covering if it is required at the time.

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

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

IN PERSON LEARNING: Student and Staff Well Being

Quest will meet students' social, emotional, mental and physical health needs and provide access to a safe and inclusive learning environment through a focus on wellness and recovery. The school will support educator and staff well-being throughout the year utilizing specific strategies.

WELLNESS AND RECOVERY

As we work to reduce the spread of COVID-19 and move through this pandemic, social emotional connectedness is critical. The pandemic has caused a whirlwind of feelings within oneself. Therefore it is critical for Quest to make sure that the needs of its people are met. Quest will embed and integrate social and emotional learning (SEL) into all academic subjects onsite or via remote learning for both students and staff. When it comes to students, those needs most likely also include socioemotional needs and the trauma that can be triggered by a pandemic. For Quest, the wellbeing and mental health of staff and students are of the utmost importance.

Emphasize Social and Emotional Learning

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

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

Teach Coping and Resilience Skills

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

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

Determining Student and Staff Social Emotional Needs

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

The first two weeks of school will be focused on building community with the staff and students through our Leader in Me program. The school experience will be something not felt for well over a year and therefore Quest believes building communication and community will provide an environment to continue to monitor social emotional needs.

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

Monitor Staff and Students

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

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

SUPPORTING STAFF AND STUDENTS

Quest will provide ongoing support to staff, students and families for their social and emotional needs. Quest will proactively encourage every person on campus to talk with people they trust about their feelings and concerns. Quest leadership will work to build strong relationships with staff, students, and families.

Supporting Students: Social-Emotional Learning - Tier 1

Quest will utilize multiple tier 1 social emotional support for its students. These supports include:

- School-wide expectations, procedures, and problem solving skills
- Positive systematic reinforcements
- Culturally responsive practices
- Data-based decision making
- Community partnerships
- Journal writing
- Art activities
- Daily classroom meetings
- Mindfulness practices-example: learning positive self-talk
- Monthly focuses on the 7 Habits through the Leader in Me program

Supporting Students: Trauma-Informed Practices - Tier 2-3

For students, it will be important for staff to recognize which students have more significant needs that require a more immediate response, as well as students who have emerging symptoms that require monitoring over time.

Quest has to work and make decisions with these social emotional needs in mind. Universally, Quest will use the tier 1 trauma-informed practices & interventions provided above as a first step. If students are identified that need additional support, additional practices will be used.

For more targeted and intensive support, Quest will use these tier 2 & tier 3 interventions:

- Weekly reflection meetings
- Practice problem solving skills
- Creating a “calm down toolkit”
- Anxiety/grief support groups
- One-on-one weekly meetings between student and counselor
- Virtual home visit between student and counselor
- Behavior contract
- Restorative justice
- Use of empathy in multiple forms

Supporting Educators and Staff

Quest supports the mental health and wellbeing of its educators and staff. They are the driving force behind the success of the students and the campuses. Also, it will be important for Quest to consider educators who have experienced hardships during this time due to health concerns, personal losses and other factors. Quest will focus on three main bedrocks in helping teachers.

1. Foster wellness. Quest has and will continue to educate staff about mental health and encourage open conversation about the challenges people are experiencing, employees may be more likely to access care when needed. Quest will reach out to a wellness provider to consider hosting virtual mindfulness or discussion sessions. Quest will promote the importance of healthy sleep. Quest will encourage staff to serve as valuable resources to one another by sharing strategies for coping with the pandemic.

2. Provide training. Quest acknowledges that staff members may have different levels of ability with using virtual platforms and new learning technologies. Quest has been and will continue to offer training and technical support for new job demands. This may help to reduce stress.

3. Model healthy behavior: Quest will encourage all school leaders to take care of their own physical, social, and psychological needs. By doing so, they serve as role models and set the tone that it is acceptable and necessary to take care of oneself.

IN PERSON LEARNING: Accelerating Student Learning

Quest will address the impact of COVID-19 on students' opportunity to learn, including implementing strategies for accelerating learning, effectively using data, and addressing resource inequities.

Quest is well aware of the potential negative effect of the school closures and the distance learning program with limited hours of instruction provided to students since March 2020. Because of this, structures must be put in place to ensure the students have a safe environment at school while mitigating the pandemic and that academic time in person be maximized to accelerate student learning.

Impact of COVID-19 on Students' Opportunity to Learn: Identifying Student Academic Need

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

The Leadership and Student Support Team will look at grade and school level trends and provide instructional support and coaching for teachers to assist student academic needs being met. Students that are identified as high risk will be brought to the weekly Student Support Team to put response to intervention support in place.

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

Effectively Using Data

Implementing Assessments Quest will begin the school year with a comprehensive plan to diagnose and identify student needs. Quest will use every tool available to identify student needs and the learning gaps. Some of these tools include but are not limited to Brigance Screener for Kindergarten, NWEA MAP Fall assessment, classroom level benchmark assessments, and hearing & vision screenings.

Pairing Data with Instruction The teachers will look at the beginning of the year data during the Student Success Team (SST) meetings and prepare a comprehensive plan to meet the student needs. Schools will make the intervention groups during the first SST meeting by the beginning of September. Tutoring and intervention services will be provided during the school day and after school time. Quest will utilize a wide range of programs to accelerate learning and close the achievement gap. Some of the intervention programs include but are not limited to Smarty Ants, Achieve 3000, Dreambox, and Moby Max.

In-Person Learning & Special Populations Special populations such as SPED, EL, and immigrant students will continue to receive services from licensed teachers. These groups will be identified and services will be provided in accordance with the Nevada State and Federal requirements and guidelines. Students will be served in their own groups and grant funds and other funds will be used solely to service these students. In addition, Quest will offer after school tutoring, starting in November. After school tutoring will be offered to identified intervention students at no cost.

Strategies for Accelerating Learning

Accelerating learning as a strategy means that we are not remediating, rather, we are looking forward to what students will need to know to succeed the next day, week, or year and focusing solely on those skills. Quest staff will utilize multiple strategies to accelerate learning to include providing effective Tier I instruction, targeted instruction and support for Tier II and III, and using “just in time” instruction and min-lessons that allow teachers to figure out the crucial skills and pieces of knowledge students must have in hand to prepare them for tomorrow.

Provide Core Content Delivery with Fidelity: Tier I Curriculum

Teachers will continue to follow their yearlong curriculum maps to ensure coverage of Nevada Academic Content Standards. Teachers will continue to utilize the curriculum supports that are rated as highly effective through EdReports.org:

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

Math: Into Math! (K-8)

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

Targeted Instruction and Support for Tier II and III

Teachers will utilize targeted supports through utilization of programs that are individualized to the student’s current level of achievement. Then small group lessons and intervention can also be focused on standards and skills that students need.

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

“Just in Time” Instruction

Another best practice Quest will use to slow down learning loss is to give students a “just-in-time strategy” where interventions and scaffolds happen right as they encounter grade-appropriate materials and demonstrate a need. Providing students with multiple entry points to the content, scaffolds, and differentiated instruction is important in making grade-level content more accessible and rigorous.

Just-in-case scaffolding—providing hints and supports to all students even when they have not demonstrated the need for it—creates issues of both access *and* equity. When you provide scaffolding to students before they have the opportunity to make sense of a challenging task on their own—without the extra help—they are inhibited from developing productive perseverance. All too often, so much support is provided through the initial scaffolding that the cognitive demand of the task is significantly decreased. If this sort of scaffolding is provided up front for students who struggle, then these same students are denied access to cognitively demanding tasks. When access is denied, equity becomes an issue.

DISTANCE LEARNING: Students Unable to Participate in Person

Quest will ensure that any student who falls into the one of the categories listed below is able to participate in distance education that meets the requirements established for a Path Forward Programs of Distance Education.

1-Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person

2-Students who are quarantined on the advice of local public health officials

Quest has created a distance learning plan for the 2021-2022 school year. Quest recognizes that there may be families that need to keep learning in a virtual environment. The distance learning plan is specifically designed for students:

- With medical accommodations limiting them from attending in-person learning, as determined by a medical health professional.
- Who tested positive for Covid-19.
- Identified as close contacts of Covid-19.
- Affected by school closures and/or tightening government health protocols.

Quest is dedicated to maintaining high expectations and strong academic achievement for all students, whether full-time in-person or full-time distance learning.

1-Students who have documentation from a medical professional related to a condition that would be compromised by attending school in-person

High-Risk Medical Exemption Process

If a student or an individual has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form (provided in Appendix A) may be completed in order to participate in distance online learning at home for the 2021-2022 school year.. A health care medical professional must complete the exemption form and email it to Quest at m.hester@questlv.com. Quest will review the form, and either approve or deny within one week of receiving the request. All medical exemption requests will be subject to verification. Parents/guardians will be notified by campus leadership when the form has been verified and accepted.

In the event that getting a physician's wet signature is not possible (due to moving from a different region or other similar circumstances), a letter from the physician on letterhead will suffice. Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would. There may be times, like for important assessments, where students may need to be on campus. During these times, a safe, socially-distanced environment will be set up for the students to be in with a minimum of 6 feet physical distance. Every person will wear a mask in these environments and complete health screenings.

Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of first semester - which will be determined on a case-by-case basis. Those individuals who are at higher

risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to: asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, or liver disease. During the school year, if public health conditions worsen and/or students develop certain health conditions that may qualify for a high-risk medical exemption, families can reach out to school leadership to discuss joining full-time distance learning.

Full-time distance learning will only take place for high-risk students whose exemption form has been approved. Once eligible for the Distance Learning (DL) program, students will be assigned to the class of the teacher that is designated at the grade level for hybrid instruction, meaning providing instruction to some in person students and some distance students.

Parent Considerations for Full time Distance Learning with a Medical Exemption

Parents/guardians are asked to consider the following information when seeking full-time distance learning (DL) for their student:

- Students will only be allowed to switch back to in-person learning at the end of each semester, which will be determined on a case-by-case basis and with public health protocols in mind.
- If a full-time distance learning student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the real-time synchronous sessions. If a parent/guardian has a question or needs assistance, they should not interrupt a lesson.
- A student participating in full-time distance learning who qualifies for free and reduced lunch, may receive meals at the school at no cost.
- Successful candidates for full-time distance learning have demonstrated positive attendance and grades during the previous year of school. All full-time distance learning requests are subject to approval by the school leadership.
- Students will be expected to attend and have their cameras on for the full duration of real-time sessions during the school's instructional day.
 - Kindergarten - 2nd grade will have a minimum of 60-90 minutes of real-time sessions daily.
 - 3rd - 5th grade will have a minimum of 90-120 minutes of real-time sessions daily.
 - Middle School will have a minimum of 60-90 minutes of real-time sessions per week per course.
- Full-time distance education elementary students must have an adult at home readily available to support their learning.
- Students will be required to attend school face-to-face for designated activities and assessments.
- Some courses/classes may not be offered through full-time distance education.
- Parents will initiate communication with the teacher as soon as concerns arise.
- Parents will assist students in planning a time schedule for long-term assignments.
- Make-up work is available to all students. Students are responsible for asking teachers for the make-up work upon returning to class. Students will receive credit for satisfactory make-up work, including tests, after an absence, but may receive a zero for any make-up work, including tests, not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines. Exceptions may be granted by the teacher in extenuating circumstances.

2-Students who are quarantined on the advice of local public health officials

Quarantined Students & Distance Learning

Any student at Quest who is quarantined on the advice of local public health officials will receive access to distance education.

Covid-19 Positive & Close Contacts -Full-time in-person students who have tested positive for Covid-19 must quarantine as determined by their campus leadership. Proof of a positive test should be provided to campus leadership. Contact tracing will be conducted to determine if there are any close contacts on campus. Full-time in-person students who have been identified as Covid-19 close contacts (from the school, SNHD, or personal connection for any case) must quarantine as determined by their campus leadership. A student's quarantine can be for two weeks (most of the time) but can be longer depending on different factors. During a student's quarantine, a Chromebook or laptop will be provided if needed. School leadership will communicate the next steps for distance learning with families. Students are required to follow all procedures as stated by their teachers and leadership. Students are expected to attend class every day. Students should let teachers and front office staff know if they will be absent. Teacher(s) will try to connect with the student daily. Students may return to school from their quarantine on the agreed upon date. If the student is not symptom-free at the end of their quarantine, the quarantine will be extended for the safety of everyone. Once symptom-free, they may return to in-person learning.

Quarantined Groups - We foresee there being two types of quarantines for full-time students: 1. Whole Class/Entire School Quarantine 2. Individual/Limited number of Students

When the entire class / school needs to be quarantined, students will be placed in Distance Learning with their in-person teacher. All work/activities will be accessed via Microsoft Teams, and instruction will be synchronous through Microsoft Team meetings. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning. When only a limited number of students need to be quarantined, students will be assigned to the dedicated DL teacher's classroom. Attendance will be taken in Infinite Campus. All assignments will be turned in via Microsoft Teams.

Quest Distance Learning Education Plan

Overview

Goals

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

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

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

Full-Time Distance Learning

The school will make a schedule based on the number of DL eligible students from each grade level. Teachers will regularly review and revise the curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and meeting all students' needs. Classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework. Students will have access to Microsoft Teams and other DL instruction programs and resources. Students will be provided a Chromebook to take home. Students will also be provided internet service if need be. If an entire class goes under quarantine, the regular teacher will provide virtual instruction to the class. All work/activities will be accessed via Microsoft Teams, and instruction will take place via Teams Meetings. If the assigned teacher cannot provide instruction, the entire class may receive instruction from another teacher who is providing Distance Learning. Teachers will make at least one entry per week for each subject in the Infinite Campus Gradebook. The DL homeroom teacher will communicate with families each day via email, video conferencing, or phone calls. The communication will be documented in Infinite Campus or via a spreadsheet. If a student cannot be accessed via phone, video conferencing, or email, in that case, the dedicated DL teacher will need to find other ways of interacting with the family and record all communication and details.

Content Delivery: Recommended Time on Task

The instructional schedule may need to be revised/revisited throughout the year but the schedule will provide for the time allocations below:

K-1: Students should be engaged in academic activities for approximately 2 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc. 60-90 minutes will be live lesson instruction each day.

2-5: Students should be engaged in academic activities for approximately 3 hours and 30 minutes daily. The remainder of the day could be spent playing, exercising, drawing, dancing, listening to music, etc. 90-120 minutes will be live lesson instruction each day.

6-8: Students should be engaged in academic activities for approximately 4-5 hours daily. The remainder of the day could be spent reading, exercising, drawing, coding, listening to music, etc. Middle school will have a minimum of 60-90 minutes of real-time sessions per week per course.

Equity and Access

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

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

During the 2020-2021 school year, Quest had a positive experience with all learning models and learned many lessons in helping our students and families. We also had experience quarantining students and/or classes. This has allowed the school community to provide a high-quality education in any setting. In the 2021-2022 school year, we will be utilizing in person instruction for all students except those that fall in the exemption categories listed previously in this section. While Quest does not anticipate a change to this learning model, we are ready to adjust to any new directive. When a change of health conditions occurs, the Principal will notify the Quest School Board designee of the change and recommended transition using previous learning models and plans from the 2020-2021 school year. Once approved through the Board (approval may be informal if time sensitive, confirmed by email and formal approval if needed at next Governing Board meeting), the school community will be notified of any plan transitions through Infinite Campus announcements via email, phone calls, and postings on Facebook and the school website. This adaptation of movement between phases is critical for success in an evolving pandemic.

Transitioning due to Public Health Conditions Worsening public health conditions can affect the learning model that is implemented. If the Southern Nevada Health District, Center for Disease Control, and/or the Nevada Department of Education enforce new directives, we will make those changes as necessary.

Additionally, the school safety committee met regarding the CDC Guidance for the School decision tree. When closure authority is returned to the local level, the safety committee will incorporate that guidance into the decision-making process. During the school year, if there is a potential need to close again, the safety committee will convene to make decisions and recommendations to the school board.

It will be a smooth transition for us due to our experience, and we are equipped to adapt to the changes. The past 15 months have shown that we are capable of supporting students with the necessary technology, communicating with families effectively, and providing high-quality instruction to students. We made a shift from in-person learning to full-time distance learning when schools were closed in March 2020. That occurred on a weekend. In a week, live instruction was taking place online. Now we are prepared to make the change overnight. This is because we prepared our staff and students for multiple scenarios. When conditions were improving, we were one of the first schools to bring back students in-person through a hybrid model. By the start of the second quarter, we were managing blue week/green week/full-distance cohorts at our school. It went smoothly because of the training that staff received and the communication between the students, families and the school. Through both models, our school implemented strict health and cleaning policies for staff, students and visitors to our campuses. We abided by any social distancing measures in the hallways and in classrooms. We provided nutrition meals during that time as well. If we are mandated to switch learning models during the 2021-2022 school year, our schools and staff members will be ready. If we are forced to shift the learning model abruptly, we will be ready to make that change immediately.

Staffing & Development for Distance Learning

Quest will utilize licensed teachers and/or licensed substitutes to be the instructors for distance education. Teachers will post the content and language objectives for each class. These teachers will create lessons and units through Microsoft Teams and online curriculum programs. Teachers will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours. Teachers will provide any support to families during distance learning. Teachers will be able to direct families to the necessary resources in support of the student's learning; they will communicate to the student the nature of the outstanding work and the time limitation for completing the work. During teacher in-service week, teachers will be receiving professional development and training on distance learning, Covid-19 protocols, and working with families through this time.

Professional Development

Provide and ensure participation in professional learning for educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses. Staff will be provided professional development prior to the school year beginning to address both the health and safety requirements related to the prevention of the spread of COVID-19 and other illnesses and how to deliver high-quality distance education.

Training for health and safety will be provided by the Quest Safety Team as well as from our safety partner, Compliance Science. Training for high-quality distance education will occur during professional development the week before school begins. Optional training will begin at the end of July. Educators will receive training on building student relationships, instruction best practices in distance learning, and Microsoft Teams training. Training will be continuous throughout the school year.

Leadership Team Role

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

Governing Board Role

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

Frequently Asked Questions

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

Attendance

Quest will track daily attendance in its student information system, Infinite Campus. This will ensure Quest utilizes a consistent method for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through Microsoft Teams, which serves as the learning management system.

Each student participating full-time in distance education will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher, generally their advisory or homeroom teacher, at least once per instructional day. If a student’s confirmed lack of access to a telephone or internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact via other means (e.g., home visit) once per week and maintain a record of attempts. Staff will use a consistent method in a Microsoft Form for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through Microsoft Teams.

Daily attendance may be satisfied in any of the following ways:

(1) The student is physically present; and/or

- (2) The pupil makes progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; and/or
- (3) The pupil participates in a real-time (synchronous) class session; and/or
- (4) The pupil meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the pupil's progress in the course.

Families may contact the main office of their campus if there is an attendance issue, such as incorrectly marked absence. Ten consecutive unexcused absences with unknown whereabouts and no contact will result in a withdrawal from Quest.

DISTANCE LEARNING: Supporting Students

Quest will ensure continuity of services, including access to necessary technology and resources, special education and EL services, and nutrition services, for students participating in distance education.

Information Technology

Technology Access For any students without access to such technology, school leadership will work with families to ensure technology is accessible. Families will have to complete a form to borrow the technology for the school year. If approved, students will be provided with a hotspot and a Chromebook at no cost to the family. Parents of DL students will be able to set up their Infinite Campus Parent accounts at the beginning of the year and monitor their student's progress and see all upcoming assignments, tests, and due dates throughout the school year. Families will receive training by a Quest staff member on how to use the technology if needed. If technology is not working properly at any time throughout the school year, families are encouraged to contact their teacher. Families will have to return the technology at the end of the school year. Technology will have to be in good working condition. If deemed to be not in good condition, families may be required to reimburse the campus (at leadership's discretion). If there are greater issues in technology (i.e., internet service provider shutdown, blackout, etc.), distance learning can be done through paper correspondence.

Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology.

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

Resources

Quest will provide resources to students and assistance and advice to parents/families so they can support students participating in distance education.

Student/Family Communication Students are required to check in with their teachers each day. Whether through email, a phone call, or (video) messaging through a learning management system and/or Teams, it will count as an interaction for the day. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problem to the teacher, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the eight-week progress report. Such conferences may be handled by telephone, in person, or via written communication. If families and/or students call teachers, it has to be a viable conversation about academics to count as a present attendance mark. If not answered, a voicemail message should be recorded. A teacher will respond within 24 hours. If a student emails a teacher, the teacher will respond within 24 hours. Email communication sent on Fridays after 12:00 p.m. should expect a response by close of business on the non-holiday business day. If a student has not communicated with a staff member for 5 days in a row, a home visit will take place. If a family communicates that they are in need of resources,

campus leadership, the teacher and the community outreach coordinator will work together to provide resources.

Quest will provide assistance and advice to parents and families on how they can better support their child's success and participation in distance education. Before the school year begins, families will be given informational material through emails, and required virtual Parent Training Nights. Parents and families attending distance education at Quest will be given a *Parent Agreement and Acknowledgement of Responsibilities* to read, review, and sign that outlines the responsibilities of all stakeholders in a successful distance education setting. Throughout the school year, the Student Support Team will continue to send out communications regarding ways to assist and support their child while learning at home. The Principal will continue to hold monthly "Coffee with the Principal" meetings with parents and families and will incorporate assistance/advice to support students.

Special Education and EL students

Response to Intervention

Quest will hold weekly Student Support Team meetings to monitor and support students' academic, social-emotional, and behavioral concerns. Teachers will continue to implement intervention sessions to their students attending classes in-person. For those who are attending classes virtually and are part of the Tier II and III groups, weekly online intervention classes will be held for those students.

Special Education Support/504/EL Support

The program of instruction at Quest provides appropriate education for English Learners, students with Individualized Education Programs (IEPs), and students with a 504 Plan. Special education students will be provided services/support in accordance with their IEPs. Parents of students whose individualized education plan (IEP) receiving services other than speech only will be contacted and given schedules for when the special education staff will be providing for their child via Zoom or Microsoft Teams when the child is on a distance education schedule. Students' assignments may also be adjusted as an additional means to provide learning accommodations and/or modifications. Additionally, the speech therapist will work with the school registrar to identify which students receiving speech services are approved to attend classes virtually. With parent consent, the speech therapist will then provide services to those students virtually. Assessments administered by the psychologist and/or the school nurse must be done in person and by appointment. Schedules will be communicated to the parent if their child is on the list for assessment.

Additionally, if an EL student is attending classes virtually. The EL teacher will provide daily video support to the student and his/her family. Supplemental packets for learning English, as well as a list of enrichment activities, will be sent home weekly so that the student and his/her family can continue to practice English skills.

Nutrition Services

Students will receive access to the nutrition services to which they are entitled, to the extent nutrition services are generally provided by their charter school. Quest only serves lunch and breakfast to K-8 students at its campus. For virtual students to receive their lunch, the student and/or a family member will need to visit the campus during a designated lunch period set by the campus administration. The school will then provide a lunch meal. A lunch meal will be not provided to anyone arriving before or after the designated lunch period, unless at the discretion of school administration.

Important Note: When picking up, stay in your vehicle. Food services will bring the meals to your vehicle.

No meals will be served buffet or family-styled. Meals will be in pre-packaged boxes or bags for each individual.

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

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

DISTANCE LEARNING: Emergency Closure

Quest will ensure that all students are able to continue to learn through distance education in the event that school must be closed due to the effects of the COVID-19 pandemic or another major emergency that necessitates the closure of school for at least 10 consecutive days.

Emergency School Closure Learning Plan

Quest recognizes that there may be emergency situations that shut down a school for an extended period of time. Examples of emergency situations could include, but not limited to, a pandemic, a facility issue, or a natural disaster. Quest is committed to providing a high-quality education to its students and has developed this emergency school closure learning plan. This plan will be made available to all staff, families, and students. This plan will succeed in delivering instruction online to meet students' elective and general education requirements. The purpose of this plan is to empower and prepare students for success by enabling them to access quality online instruction. This plan will act as a guide to improve learning and enhance student success. It is also aimed to fulfill all applicable rules, regulations, and policies stipulated by the Nevada Department of Education and the US federal government. Quest will continue to use email, Infinite Campus, and the school website for normal communications with parents, students, and teachers. This plan is developed for at least 10 consecutive days of implementation.

The Emergency School Closure Learning Plan will utilize the elements of the Distance Learning Plan for Covid-19 to include information from the previous two sections in this document and utilize the same goals.

Goals

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

Education Management System

Infinite Campus will continue to be used as the Student Information System (SIS). It will be the primary source of grading, attendance accounting and information distribution to students and families. Although the legal attendance requirement is 1 contact per student per week, the site is requiring teachers to take attendance daily on an Excel Sheet to address "absent" students on an ongoing basis. Teachers are required to enter grades at least one time per week.

Primary Online Learning Platform

Microsoft Teams (Teams) will be used by every teacher to relay classroom content and deliver classroom instruction. Each teacher at the beginning of the year will add all students to their Teams and have school leaders as owners of the Team. This will also allow for a quick transition for content delivery and provide access for staff to ensure students and parents have access to all needed information. Teachers will upload videos, assignments and related information for student use as well as hold live lessons and office hours with

Teams meetings. In addition to Microsoft Teams, teachers will continue to use Into Math, CKLA, MyPerspectives, Discovery Education, Smarty Ants, Achieve 3000, Dreambox, MobyMax, and various software that was previously implemented for classroom use. Microsoft Teams is the teleconference method being used by teachers for classroom instruction.

Student Materials, Technology, Supplies Distribution

A student survey will be delivered to families to determine technology needs at the start of each school year. Chromebooks will then be distributed to families at a time, date, and location, which will be communicated right away to families when an emergency closure is announced. Additional supplies will also be distributed for select classes during this time. Additional Outreach Emails will be sent weekly with details regarding drive-through lunch options for students. Quest will work with its vendor to deliver types of meals (hot, cold, etc.) that best serves its students during that time.

Academic Progress Tracking

The Student Support Team created a Google Form for staff to report students who are disengaged or not showing progress in specific courses. The Student Support Team then reaches out and develops action plans for getting students back on track.

Staff Communication

The administration has created Microsoft Teams for staff, action teams, and PLCs chat groups for specialized administration and colleague support. Action teams, PLCs, and all staff Teams meetings are scheduled weekly as well as emergency staff meetings when necessary. How-to videos for curriculum, lesson planning, grading, and other web-based programming are provided or created as needs are expressed by teachers. School Leaders are included as teachers/owners on all Microsoft Teams to aid in student learning when needed. Teachers are required to contact parents via email or video conference call as an additional means of communication with students and parents. Weekly Department and Staff Meetings are held via Google Meet or Zoom. Principals will join weekly planning meetings scheduled by the Central Office and SPCSA and update their staff accordingly. A tech team has been established that allows teachers to reach out with any instructional technology questions they may have.

Attendance

The Administrative team created attendance tracking sheets where teachers enter attendance as they interact with students. Initially, teachers will reach out to the families if the students do not check-in or turn in their assignments. After some attempts, if the issue continues, teachers will inform administrators. The administration will reach out to families whose child(ren) does not check-in by Wednesdays. Registrars enter attendance for the school by the end of Friday for each week and submit a detailed list to the Student Support Director and Principal for further reporting.

Special Education Program

The Special Education Department within Quest recognizes the unique needs, strengths, and challenges of each of its special education students and families. In our attempt to provide the best-individualized plan of specialized instruction during this situation, we strive to consider factors that hinder inclusion, accessibility, and

equity such as technology, family socio-economics, language and culture, and parental obligations outside of the home. Therefore, a multimodal approach to student and family support has been put into place.

Initial Preparation

Prior to the transition to online instruction, in anticipation of the need to fully move to online instruction, all special education teachers were provided with an introductory training to online instruction that included modes of communication and instruction, asynchronous vs synchronous instruction, preventing miscommunication within the virtual environment, and tips for online classroom management.

Primary Online Platforms

- Microsoft Teams
- Into Math
- CKLA and MyPerspectives
- Discovery Education
- Smarty Ants/Achieve 3000
- Dreambox
- Site-specific supplemental platforms

Practical Issues

- IT facilities and support – especially if running state-wide modules & work across parent/guardian schedules may require tutor flexibility
- Some functionality is impaired on mobile devices
- Institutional usernames and passwords to access all platforms
- Upkeep of system – maintaining links etc.
- Monitoring student engagement Requires a similar amount of tutor time

Special Education Specific

- Progress Monitoring Systems
- Paraprofessionals and Supports
- Virtual and Related Services and Coordination
- A Dedicated Special Education Person to Monitor Student Progress & Report to Team
- Related Service Providers

Related Services

Related Service providers will continue to provide related services using online learning platforms, for the seamless continuation of face to face service delivery, when the student and parent have access to the required technology. For parents who do not have the required technology for electronic service provision, related service providers will make weekly contact with the parent to offer continued support such a recommended strategies to implement at home, connecting parents to helpful resources, and gathering information which may be beneficial for the case manager and/or special education staff to know in order to support the student in their virtual classroom environment through modification and accommodations. Related Service Providers will maintain a weekly log of services provided, communication made or attempted, and medium by which

communication was made. Further, qualitative information will be included to alert Quest special education administration to ongoing concerns or themes which need support. A special education administrative staff with Quest will collect weekly records of communication between the related service providers, students, and parents, and determine areas that need further support, based on the data.

Special Education Teacher

Each special education teacher will provide pull out service minutes using asynchronous Classes and synchronous Classes, Microsoft teams, supplemental online options, and progress monitoring to ensure work towards IEP goals. Special Education teachers will be available from 8:00 am - 3:00 pm Monday to Friday. Each teacher will set a schedule similar to that found in their brick and mortar classroom. This schedule will be communicated individually with parents/guardians and students. A flexible option will also be available. Special education teachers will monitor student progress, attendance, and assignment completion. Special education teachers will maintain a weekly log of services provided, communication made or attempted, and medium by which communication was made. Further, qualitative information will be included to alert Quest special education administration to ongoing concerns or themes which need support. A special education administrative staff with Quest.

Paraprofessionals

Paraprofessionals and their assigned case managers will be in contact throughout the week, in order to plan and provide the support required for the student and their family to meet the week's objectives. An initial learning objective will be established for each new week, as co-designed by the case manager, student, and parent. This learning objective will be communicated with the paraprofessionals, who with the case manager, will develop a plan of action on how to measurably support the student within and outside of special education instruction, to include preparation of materials, modifying assignments, pre and reteaching, and the electronic dissemination and collection of materials. Each paraprofessional will provide push-in service minutes using asynchronous Classes and synchronous Classes, monitoring and assisting with general education Microsoft Team classrooms, student support, and supplemental online options. Paraprofessionals will be available from 9:00 am - 3:00 pm Monday to Friday. Each paraprofessional will set a schedule similar to that found in their brick and mortar school. This schedule will be communicated individually by both the paraprofessional and special education teacher to parents/guardians and students. A flexible option will also be available. Instruction Special education support services are provided by both synchronous and asynchronous methods. Online learning platforms in use include Google Classroom and Zoom. Other methods of instruction and communication include Skype, FaceTime, email, and telephone. Teachers and support staff are required to be available between the hours of 8 am-3 pm during the school day, and as otherwise scheduled by the parent and teacher. Direct instruction is provided to address the previously designated areas of eligibility, as well as the support provided through push-in services, the modification of general education assignments, and ongoing accommodations. Special education teachers are in weekly contact with the general education classroom teachers to provide continued collaboration and planning.

Parent/Guardian Communication

Parents were individually contacted by their case managers or a campus-based special education representative with a cursory description of what to expect over the coming weeks, the opportunity to schedule a phone call for

Q&A, and methods by which parents could contact their campus support person. Additionally, parents were further queried as to their digital savvy and accessibility.

Progress Monitoring

The Quest special education teacher will be designated as the individual responsible for collecting weekly progress monitoring, comparing the data against the student’s goals, and ensuring that intervention decision making reflects the needs based on the data. This individual will also provide any necessary professional development, coaching, or other support to teachers, with best practices for designing effective and efficient progress monitoring tools within the virtual learning environment.

Individualized Education Programs (IEPs) All annual IEP meetings will be held using GoToMeeting and scheduled by the case manager. Each family will have the option to sign electronic permission to share documentation if they would like documents shared via email. All required documentation will be sent via US Postal Service.

Student-Specific Decision Making

Parents will be contacted weekly to determine student-specific needs. An IEP team meeting will be scheduled for any discussion impacting the IEP or change in services or placement. Based on student and parent needs, strengths, and accessibility, examples of instruction may include:

- *Asynchronous Microsoft Team session between staff, parent, and student, whereby a specific skill is targeted and remediated through evidenced-based activities, such as phonological awareness exercises that target rhyming, blending, and so forth.
- *An individual activity in which the parent can supervise the student in independently completing several worksheets in a skill area in which the student was close to the target.
- *Hands-on materials, created by school staff or by parents in coordination with school staff, whereby the student can exercise practicing a new skill in math or sentence construction with parents submitting photos of the finished product.

Elementary Approximate Time Frames for Learning	
<ul style="list-style-type: none"> ● Students are responsible for visiting their teacher’s Microsoft Team for online assignments on a daily basis ● Students will attend virtual class as specified in each teacher’s email ● Students will have assignments from each teacher with specified due dates ● Counselors will be available to support students with academic, social, or emotional needs. Students or Parents must initiate contact by email 	
<i>Approximate Time Per Subject</i>	<i>Subjects</i>
K-2: 20-25 minutes/day	Reading, Writing, Math, Science, Social Studies connections as appropriate
3-5: 25-30 minutes/day	Reading, Writing, Social Studies, Math, Science
K-5: 30 minutes/week	Physical Education, Music
Independent Learning (varies)	Independent reading, Board games & challenges with math/strategy/critical thinking.

Middle School Approximate Time Frames for Learning

- Students are responsible for visiting their teacher’s Microsoft for online assignments on a daily basis.
- Students will attend virtual classes as specified by the teacher's instructions.
- Students are responsible for turning in all assignments by their due date.
- Assignments will be graded and posted to the Infinite Campus Gradebook.
- Resources vary by class and lesson, but will include links to videos, graphic organizers, scanned material to read and engage with, and suggested additional reading materials including ebooks.
- Students can communicate in real time with their teachers during their office hours.
- Students are encouraged to be proactive in reaching out to teachers when they have questions or they are unclear about expectations.
- Counselors will be available to support students with academic, social, and/or emotional needs. Students or Parents can initiate contact by email or phone.

<i>Approximate Time Per Subject (includes synchronous and asynchronous)</i>	<i>Subjects</i>
60 minutes/day	English Language Arts, Math
45 minutes/day	Science, Social Studies
15 minutes/day	Electives, Leadership
Independent & Self-Directed (time varies)	Read for pleasure, be active, explore personal interests/passions

Summary of Teacher Expectations

Accounts - Teachers will ensure they are up to date on all their accounts

- Microsoft Email Accounts Set
- Microsoft Teams created - Shared with Admin as owners
- Microsoft Team Classroom Set-Up - All students have accessed your class
- Teacher Communication Portal (Microsoft Teams, Infinite Campus, etc.)

Teacher Availability - Teachers will be responsive to all stakeholders

- Teacher Hours of Availability - 8:00 am - 3:00 pm (for student/parent questions and guidance)
- Respond to student, admin, colleague questions within the hour during standard hours of availability
- Respond to emails and phone communication within 24 hours - Check SPAM folder daily
- Document responses to parent/student concerns on a communication log

Daily/Weekly Contact, Instruction, and Engagement

- Teacher/Student Contact Options - At least once per day elementary, once per week middle school
- Option 1 - Video Conference (Microsoft Teams)
- Option 2 - Work Packets w/ Google Voice or Phone Communication
- Option 3 - Online Chat (Teams Chat, Channel discussion, or Other)
- Videos, packets, links, activities uploaded to Microsoft Teams (Daily)

Teachers will adapt their instruction to online platforms working with families to ensure that students are receiving a quality education without adding any additional stress at home. Teachers consider the following

time frames when they assign work: Elementary: 1-2 hours Middle: 2-3 hours. Security is a high priority, especially when the system involves many users. If a staff member identifies a security problem in the meetings, emails, or computers notify your administrator immediately

Grading

IC Gradebook must be updated with the current week's grades prior to the following Monday. All teachers must enter and post the grades weekly according to grade level/department

- Elementary: at least 1 grade for core courses (i.e., reading, writing, math, science) and 1 grade for social studies each week
- Elementary Specials - at least 1 grade per week
- Secondary: 2 grades for each core content area taught (English, Math, Social Studies, Science), including electives

Guidelines for Parents Supporting Distance Learning

Quest will share guidelines and tips with parents. An example list of recommendations is given here. Provide support for your children by adhering to following guidelines:

1. Follow instructions from the school.
2. Establish routines and expectations
3. Take an active role in helping your student process and own their learning
4. Encourage physical activity and/or exercise
5. Monitor how much time student is spending online
6. Monitor student's social media use, especially during school closure.
7. Cyberbullying: the use of electronic communication to bully a person including sending, posting, or sharing negative, harmful, false, or mean content about someone else.

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

What should you do if you're being bullied?

- Do not respond to harassment or threats--this may encourage the bully.
- Keep a record of messages received (print or take screenshots).
- Reach out to parents, teachers, counselors, and school administrators.
- Block communication from the bully (if possible).
- Do not participate in cyberbullying (even in response to a bully).
- Ask for help if you are being cyberbullied.
- Stand up if you see somebody being cyberbullied

APPENDIX A:

Medical Exemption Form

Quest Academy: High Risk Exemption Form Page 1 - Information

If a student or an individual has a high-risk medical condition*, a Medical Certification for COVID-19 High Risk Exemption Form may be completed in order to participate in distance online learning at home for the 2021-2022 school year.

Students who are out on a high-risk medical exemption may not participate in any in-person learning, face-to-face extracurricular or on-campus activities, including field trips, competitions, and athletics (as a participant or spectator without prior approval). This is because it would open them up to possible exposure to COVID-19, just as being in the classroom on campus would. Once approved for distance learning, students will only be allowed to switch back to in-person learning at the end of each quarter - which will be determined on a case-by-case basis and with public health protocols in mind.

Distance learning will consist of your student working individually on assigned work through different learning platforms, such as Microsoft Teams, Ed Learning (Into Math), Discovery Education, and MyPerspectives. Students will check in daily with their teacher for progress check-ins, checking for understanding of the lessons, academic goal setting, assessment preparation, etc.

**Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, or liver disease.*

Procedure for submitting a medical exemption form:

- Please see the next page for the form.
- Fill in your child's name, grade, campus, and the parent-related information.
- Have your licensed health care provider complete and sign the form.
- Turn in the completed form to the front office staff.
- For siblings, one form must be completed for each sibling.
- If the student's medical physician cannot be reached for signature (i.e., moved to Las Vegas from another state), a letter from the physician on letterhead will suffice in place of the form

All medical exemption requests will be subject to verification. form must be completed and signed by a licensed health care provider and is subject to verification.

Parents/guardians will be notified by campus leadership when the form has been verified and accepted.

Quest Academy: High Risk Exemption Form Page 2 - Medical Certification

Student Name:	Grade:
The High-Risk Exemption is due to the health of: <i>(circle one)</i> Student Sibling	
Parent/Guardian Name:	Email:
Parent Signature:	Phone Number:

Should a student be required to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, this medical certification form will need to be submitted in order for the student to be considered for remote learning.

Completed forms should be submitted to the Quest Registrar office via email to m.hester@questlv.com , to claim the high-risk exemption for COVID-19. Forms must be signed by a licensed health care provider and are subject to verification. Parents/Guardians will be notified when the form has been approved.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows: Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions including, but not limited to, asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

For High-Risk Student, a Medical Professional Must Complete the Section Below

Health Care Provider's Name:

Health Care Provider's Address:

Type of practice/Medical specialty:

Phone:

Email:

1. Does the named student have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above?

Yes _____

No _____

2. Please provide the medical diagnosis of the underlying condition for the student.

Signature of Health Care Provider

Date:

Received by: _____

Date: _____

APPENDIX B:

FULL TIME DISTANCE LEARNING AGREEMENT

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

Participant Roles

Elementary (K-5)

1. Student: Students are to take an active role in their learning. Students must participate in discussions, live or through discussion boards on Microsoft Teams, and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.
2. Parent/Guardian: Parents are critical for their child's successful participation in the online/distance learning setting. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Middle School (6-8)

1. Student: Students are primarily responsible for their learning. They must take the initiative to log in to the school-assigned portal, participate in live discussions or discussion boards on Microsoft Teams, and complete their work at the highest possible level of quality. Students must request for help when needed, establish a schedule for learning and completing tasks, and take responsibility for meeting deadlines.
2. Parent/Guardian: Parents are critical for their child's successful participation in the online/distance learning setting. They are responsible for their student and for providing support for their student's learning. This includes providing a suitable learning environment, encouragement, and appropriate level of assistance with the subject content when possible. Parents have access to many aspects of the school, including grades and participation reports. It is expected that parents monitor their child's academic activities daily through direct supervision. Parents must also maintain weekly contact with teachers, returning any calls/text/emails within 24 hours.

Parent Responsibilities

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

Monitoring Student's Assignments and Assessments

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

Appropriate Devices for Learning

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

Quest will check out devices to students whose parents agree and sign the *Acceptable Use Agreement* for Quest devices. Quest will work with families regarding securing internet service to ensure student access.

Parent/Legal Guardian and Learning Coach Identification

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

Student Identification

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

Student Responsibilities

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

Attendance

Regular participation in classes is critical to student success. This will help to keep students motivated and keep them in touch with their teachers and peers. *Virtual attendance* is taken each school day in two ways: **all students must sign in to the attendance portal daily before noon**. Attendance in online subject/class portals, submissions of assignments/tasks, and assessments are also monitored. Students must log in to their

subject/class portals for substantive participation daily. Teachers and/or administration will contact students by email and phone if they do not appear to be engaging frequently or making satisfactory progress in their classes. If such efforts do not succeed in re-engaging the student, the parent will be notified in writing of a meeting with the Student Support Team and may receive a visit from the counselor, administrator or law enforcement (NRS 392.144).

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

Excused/Unexcused School and Class Absences and Tardiness

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

Truancy

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

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

1. Written Notice to Parents

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

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

2. Truancy Meeting with the Student Support Team and Report

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

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

- d. The principal or designee will ask the parent to sign the TM-SST report.

Students who are aware that they will not be able to participate in distance education due to travel or other commitment must be on or ahead of pace and notify their teachers and the school office at least two weeks in advance of the planned absence, and discuss the completion of assignments and pacing beforehand. In the case of prolonged emergency absence, the student and/or parent should notify the school administration as soon as possible. Parents may be required to provide notarized documentation when warranted.

Academic Integrity

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

Student Contact and Disenrollment Policy

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

- 1) If the student does not submit the expected number of assignment(s) within a period of five (5) consecutive days, the student and parent(s) will receive an electronic letter notifying them of the student's unacceptable pace for submitting assignments.
- 2) If the student does not respond to the letter by submitting the appropriate number of assignments within five (5) days, the teacher(s) will make a telephone call to the student/parent(s).
- 3) If the student does not respond by submitting all required assignments within fourteen (14) days of the initial letter, Quest will assume that the student does not intend to remain in the distance education setting, and the student will be administratively disenrolled. ***Once a student is transferred out of the full distance education setting, transferring back to the full distance education setting may not take place until the student demonstrates consistency in all subjects while in the regular classroom setting or is required due to Covid-19 directives.*** Case by case evaluation is conducted.

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

Full Time Distance Education Student Expectation Summary

Because of distance education's unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, daily submission of work, and communication are essential. It is the student who determines his or her own level of success. Students must expect deadlines for their work and expect to work hard, but at their own pace within the set guidelines. They will log in for attendance to the school each day and will respond to teachers' questions and prompts as they work through different classes. They'll use discussion boards and other communication tools to work with teachers and other students. These tools, which may have been used for social purposes, will be used for genuine academic communication to support learning goals. Students are expected to work to receive grades/credits required to move up to the next grade level. To remain as a full time distance education student at Quest, a student must earn grades of C or higher in each subject, maintain consistent pacing in every class, communicate successfully with teachers, and participate in all standardized and school-wide assessments. Those who fail to meet the minimum continuation

requirements will be referred to the Student Support Team to discuss their educational goals in an educational setting better suited to their learning style.

Time and Learning Requirements

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

Minutes Per Day (Synchronous and Asynchronous)		
Subject	Elementary	Middle
ELA	120 min.	70 min.
Math	90 min.	70 min.
Science	30 min.	45 min.
Social Studies	30 min.	45 min.
Other	15 min.	15 min.

School Calendar

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

Academic Counseling

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

Proctored Assessments

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

Parent Agreement and Acknowledgement of Responsibilities Health Exemption Full Distance Education

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

I understand that Quest full distance education with a health exemption is a full commitment and requires my child to meet all conditions that foster a successful online education. During distance education, school staff will monitor the conditions below:

Conditions defining a successful online student:

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

If at any time it is determined by Quest Preparatory Academy that my child is not meeting expectations for online education, a Student Support Team meeting will be conducted with the parent/guardian and student to develop an action plan to support student achievement and success.

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

Parent/Guardian Signature & Date

Parent/Guardian Name (Print)

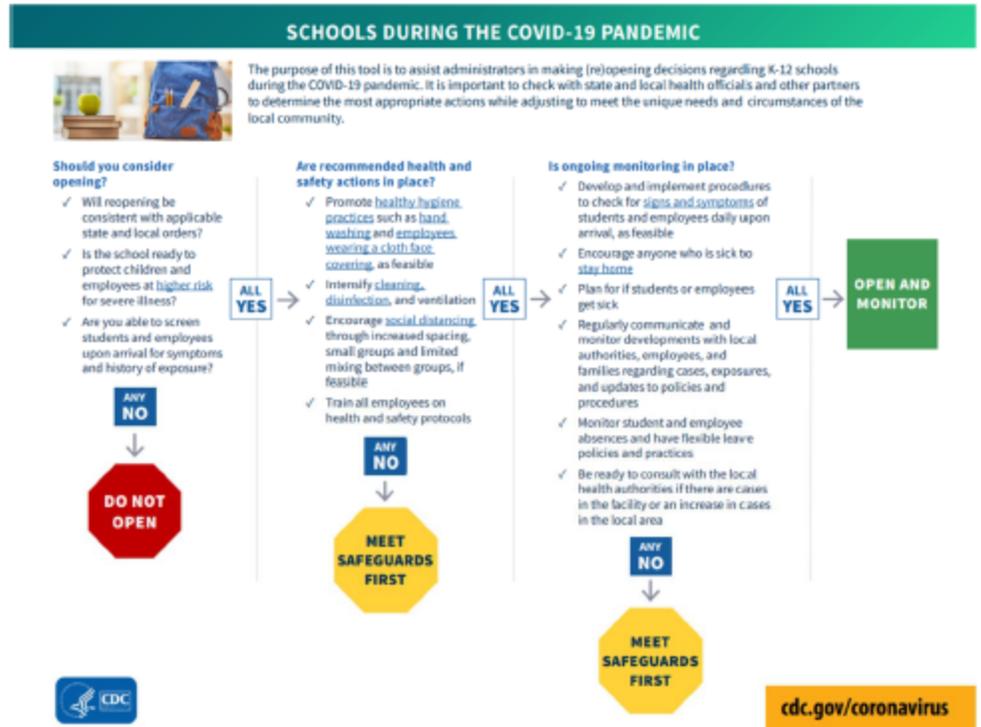
Student Signature & Date

Student Name (Print)

APPENDIX C

CDC Reopening Guidelines

CDC GUIDANCE ON OPENING SCHOOLS



APPENDIX D



VISITOR QUESTIONNAIRE AND ACKNOWLEDGEMENT

First Name	Last Name	Cell Phone	Email

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

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

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

Signature Date

For Office Use Only

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

Time Departed:
Temp: