Lincoln County School District

Path to Recovery Plan

Revised 7-29-2020- Directive 028, 7-28-2020 revisions. Directive attached.

Level of Community Spread (as determined by state and local health officials)	**Substantial Spread** RECOMMENDATIONS ~~Phase 1~~	**Minimal/Moderate Spread** RECOMMENDATIONS ~~Phase 2~~	**Low/No Spread** RECOMMENDATIONS ~~Phase 3~~ (no current state guidance)
Practicing Prevention	District/School Considerations: • Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols • Encourage COVID-19 testing CDC Guidance • How to Protect Yourself and Others • COVID-19 Symptoms • COVID-19 and Children • Communication Tools • Center for Disease Control Guidance for State and Local Health Officials and School Administrators for School Responses to Flu. Crisis Contacts: Rural Mobile Crisis Response Team (RMCRT) (702) 486-7865 Safe Voice: 1-833-216-SAFE (7233) http://safevoicenv.org/ Lincoln Counseling and Supportive Services (LCSS) (775) 962-8089 Grover C. Dills Medical Center (GCDMC) (775) 726-3171 Nevada Department of Education Nevada's Path Forward: A Framework for a Safe, Efficient,	District/School Considerations: • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Clean/disinfect frequently touched surfaces at least daily and shared objects after each use • Provide masks and other appropriate PPE to staff and students* • Allow students and staff to bring hand sanitizer and face masks/coverings to use from home • Take steps to ensure all water systems and features are safe. • Turn off water fountains, or ensure a way to receive water is no contact to fill water bottles, and allow students and staff to bring water bottles from home. • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff. • Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings. *District will follow state directives.	

	and Equitable Return to School Buildings http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2020_Documents/Nevada_Path_Forward.pdf Return to School • Established a Return to School Committee • Roadmap for Wellness	-7-28-2020, 028 Directive stated above.	
Transporting Students	School buildings are closed: No transportation	District/School Considerations: • Provide hand sanitizer for students and bus drivers • Provide face masks for bus drivers; ~~allow~~ students must ~~to~~ wear face masks~~/coverings~~ • Follow 028 directive • Screen students and bus drivers for symptoms of illness and utilize spaced is seating (to the extent practicable) • Pick up students at school locations when possible, to easy staff assisting with temp checks • Eliminate field trips • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households CDC Guidance • What Bus Operators Need to Know	
Entering School Buildings	School buildings are closed; districts should require only that essential staff report in-person to carry out functions that are absolutely necessary. District/School Considerations: • District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential	District/School Considerations: • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols • Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (see When a Child, Staff Member, or Visitor Becomes Sick at School) • Mark spaced lines to enter the building and designate entrance and exit flow paths • Screen students and staff (to the extent practicable): • Take temperatures ideally before entering buildings	

	business and keep in-person reporting to an absolute minimum during school closures Nevada Department of Education Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings LCSD Emergency Operations Plan -2020	• Isolate and send home if internal temperature over 100.4°F (38°C) • Consider safety and privacy concerns (confidentiality should be maintained) • Establish a protocol for visitors/volunteers: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers • Establish a protocol for student pick/drop up: staggered entry and release (by grade, family, etc.)	
Serving Meals	School buildings are closed. District/School Considerations: Practice established social distancing protocols. Provide PPE to participating staff NDE Guidance Nevada Department of Education Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings *Subject to USDA meal waiver approval	District/School Considerations: • Allow student hand washing before and after meal service • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use • Conduct cleaning of cafeterias and high-touch surfaces throughout the school day Alternative Serving Models: • Serving meals in classrooms • Serving meals in cafeterias with: • Spaced serving lines (marked on floors) • Spaced seating (utilize outdoor space as practicable and appropriate) • Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils.	
Transitioning	School buildings are closed.	District/School Considerations: • Limit mixing between groups (to the extent practicable) • For class changes and other transitions throughout the school day: Provide additional time for transitions (utilizing state seat time waiver to extend transition period) • Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students • Plan staggered class (ex: by hall, odd/even room numbers, grade) • Have the same group of students stay with the same staff (all day for young	

		children and as much as feasible for older children)	
Conducting Large Group Gatherings	School buildings are closed. District/School Considerations: Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order	District/School Considerations: • Comply to the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order • Discourage the congregation of students in parking lots and common areas • Stagger the schedule for large group gatherings (i.e. recess and school meals) • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing	
Supporting Teaching and Learning	School buildings are closed. District/School Considerations: • Implement a Distance Learning Plan/Empower LMS • Distribute printed instructional packets/ materials and district/school communications along with meals; designate and communicate collection/drop off points Resources • Digital Learning Plan template (Empower LMS, Modern Teacher) • Deploying Devices, Ensuring Connectivity, and Expanding Access • Distance Learning Resources • Individualized Digital Learning Plan for students with disabilities • Educator's Guide to Safe and Effective Video Conferencing (Education Week) • LCSD WiFi locations across Lincoln County • Equity Considerations During and After COVID-19 School Closures • Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators • Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers • Nevada Department of Education Nevada's Path	District/School Considerations: • Survey families to gauge which students may want to conduct their schooling virtually with LCSD Distance Education Program for the 2020-2021 school year; schools will offer their own online curriculum through LMS/Summit (Emergency Distance Education) or enroll students through LCSD Regular Distance Education Program (OddesyWare/ Edgenuity) Traditional Instructional Model • Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision. • Use the master schedule to balance class numbers as much as possible • Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Limit physical interaction through partner or group work • Establish distance between the teacher's desk/board and students' desks • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Establish an academic baseline: Administer formative assessments toward the start of the school year (NWEA MAP) • Conduct meetings with teachers to identify where students are academically • Use Social and Emotional resources Hybrid Instructional Model • Hybrid models should only be implemented if absolutely necessary and	

		after factoring in additional logistical requirements/costs as well as day care requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs • Employ Hybrid when students or classrooms need to be home due to illness or COVID testing. • A/B schedules- only if absolutely necessary Alternating Days: Group A Students – Monday/Wednesday and Group B Students – Tuesday/Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable	
Supporting Teaching and Learning	Professional Learning for Teachers • Empower LMS training • Modern Teacher PD • Supporting Students with Disabilities/Language Learners Online American School Counselor Association • School Counseling During COVID-19: Online Lessons and Resources School Library Media Specialists • School Media Specialists Can Help During Crisis (School Library Journal) • Digital Resource Ideas (GLMA)	Professional Learning for Teachers • Empower LMS training • Modern Teacher PD • Supporting Students with Disabilities/Language Learners Online Prepare for potential future distance/remote learning by increasing current blended learning: Develop a digital learning plan Integrate virtual learning practices: • digitizing lessons (modern curriculum in Empower LMS) • requiring a certain number of online assignments for each grading period • Provide virtual learning-specific professional learning for educators: • Making the Shift to Online Teaching and Learning • Supporting Students with Disabilities Online	
Protecting Vulnerable Populations * Vulnerable Populations --	School buildings are closed. See Entering School Buildings for district/school staff guidance. District/School Considerations:	District/School Considerations: • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and	

Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.	Workers Don't Report to Work Due to COVID-19. Contact Sharon Dirks sdirks@lcsdnv.com for employee interactive process. Nevada Department of Education Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Press_Releases/2020_Documents/Nevada_Path_Forward.pdf CDC guidelines and updates-CDC website and NDE/state guidelines/updates National Association of School Nurses • Role of school nurses, providing care, and participating in return to school planning Employee Assistance Program available to all staff members	state privacy laws. Contact Sharon Dirks sdirks@lcsdnv.com for confidential interactive employee process. • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances • Offer an Employee Assistance Program to all staff members	

District will follow all state directives and NDE guidance. Board is approving plan with the Superintendent's ability to adjust as the state or NDE direct local school districts.

Lincoln County School District

Path Forward Program for Distance Education School Year 2021

Goal

Our top priority is to continue to provide high-quality learning opportunities that are accessible to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities. With these goals in mind, our District reopening plan, and the school plans that are derived from it, will comply with the most current guidance from national, state, and local government authorities who are providing guidance around best practices for reopening schools. This means that we will have to allow for flexibility in a situation that is ever-changing. There will be plans in place to allow for in-person instruction, hybrid instruction and distance instruction when school starts in August.

Teacher Training & Support

LCSD plans to have the Empower Learning Management System (LMS) ready by teacher start date, 8/13/20. The LMS will provide an online platform which will house learning plans and student resources that can be accessed from anywhere that has an internet connection. The use of the LMS and Summit Learning will provide teachers and students support in implementation of a hybrid and/or distance education model that will continue high-quality teaching and learning in a variety of settings.

Adjusted Student Start Date:

• Students will start on August 26th. State approved Professional Development days counted as days in session: August 18, 19, 20, 24, and 25. Licensed staff and instructional support professionals will engage in professional learning with the 5 additional Processional Develop days the state will allow as counted in session. Training will consist of:

- training on the use of the LMS,
- developing and loading learning plans in the LMS,
- training on virtual playlists using the LMS or Summit,
- training on health and safety requirements related to COVID-19 and other illnesses and
- training on social and emotional wellness of staff and students.

Distance Education

The Distance Education Path Forward for Lincoln County School District, which includes both the hybrid and the total distance education options, is intended to be used if:

- a student cannot return to the school setting because of health reasons,
- a student or group of students are quarantined on the advice of local public health officials,
- a hybrid learning model is necessary to accommodate social distancing requirements while providing instruction to all students,
- a school wide or district wide closure is ordered, or the
- in the event we are required to transition between in-person instruction, full-time distance education, and hybrid learning models, as necessitated by public health conditions and/or student health needs

Hybrid Learning - is defined as any arrangement under which a school district or charter school is providing in-person instruction concurrently with distance education either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios under which all students are alternating between in-person instruction and distance education on a regular schedule.

Parent Choice within the hybrid model

- For families of middle school and high school students that choose the hybrid model, they will have an additional choice of remaining in their hometown for in-person support. Both Pioche Elementary and Caliente Elementary are willing to supervise students while they receive their virtual instruction from the middle/high schools of their choice.

Attendance

The attendance requirements for Path Forward Programs of Distance Education are adapted from distance education course attendance requirements in NAC 387.193. These requirements apply when a district/school is offering full-time distance education to all students; NDE will be working with district and school leaders to determine an approach and promulgate guidance regarding attendance in hybrid learning models. Currently, there are three ways a pupil may demonstrate attendance in distance education:

1) The pupil makes regular weekly 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
2) The pupil participates in a real-time class session; and/or
3) 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.

If the pupil demonstrates any one of the three criteria, the pupil is considered present for the whole week. If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the whole week. Infinite Campus will be used for recording of contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system. The schools will track student attendance and engage parents/families regarding the importance of attendance in a distance education setting.

Food Service

Students will receive access to the nutrition services to which they are entitled in both the hybrid and distance learning models.

Transportation

Non-bus option

As a way to allow middle school and high school students in the Northern part of the county to remain in their hometowns, thereby avoiding the need to bus, there will be opportunities for those students to choose a hybrid model of learning in which they can receive in-person support from licensed teachers/paraprofessionals during the school day within the elementary

school setting, while being engaged in the instructional components offered in the hybrid models in the middle school/high school of their choice.

Bussing

In order for the District to transport students to and from school morning bus stops for student pick-up will be located on school property in order to facilitate temperature checks prior to boarding the bus (Caliente Elementary School and Pioche Elementary School),

- students will have their temperature checked prior to boarding (those with a temp greater than 100.4 will not be allowed on the bus),
- students and bus drivers will wear cloth masks or face shields, and
- Protocols at the time of school start will dictate how many students will be on the bus
    - students from families living in the same household will be allowed and asked to sit together

Standard Operating procedures for teachers of hybrid or distance learning models:

A licensed teacher will contact and provide instruction to every student on a daily basis via electronic means or telephone.

When utilizing Zoom or other virtual platforms, teachers will ensure their manner of dress and the environment from which they are teaching meet the professional standards of the regular classroom.

Teachers will develop plans to meet the educational needs of all students, including students who: have Individualized Education Programs, 504 plans, and are English Learners.

Teachers will plan for all students to have the opportunity to access and participate in high-quality hybrid and/or distance education. Such access may include the use of/access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology.

Licensed teachers and/or licensed substitutes will be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

Parents will receive regular updates (weekly minimum) regarding the school's implementation of hybrid and/or distance education.

Determine students' academic and social-emotional needs resulting from the COVID-19 pandemic and provide interventions and support as necessary.

Provide assistance and advice to parents/families so they can support students participating in distance education.

Grading will be consistent with current school handbook and procedures

Standard Operating Procedures of the students:
Will be set by school in accordance with grade level.

DECLARATION OF EMERGENCY

DIRECTIVE 028

WHEREAS, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada, issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

WHEREAS, on March 20, 2020, I issued Declaration of Emergency Directive 005 requiring all County Districts and Charter Schools to submit a Request for an Emergency Program of Distance Education to the Superintendent of Public Instruction, and enrolling each pupil then enrolled in the County School District or Charter School in the Emergency Programs upon approval of said Programs; and

WHEREAS, Declaration of Emergency Directive 005 delegated the authority to allow county school districts and charter schools to modify existing calendars and granted the authority to the Superintendent of Public Instruction to approve calendars that fail to comply with the provisions of NAC 387.120 or NAC 387.125; and

WHEREAS, on April 30, 2020, I introduced the *Nevada United: Roadmap to Recovery* plan that outlined a phased approach to reopening Nevada businesses and industry; and

WHEREAS, on May 28, 2020, I issued Declaration of Emergency Directive 021 defining social distancing as guidance promulgated by the United States Centers for Disease Control and Prevention, including without limitation, maintaining at least six feet of physical distancing from other individuals; and

WHEREAS, the *Nevada United: Roadmap to Recovery* plan set forth a collaborative partnership between state and local governments that included the formation of the Local Empowerment Advisory Panel ("LEAP") to serve as a resource to local governments and local communities; and

WHEREAS, the Nevada Department of Education (NDE) released its *Path Forward Plan – Response to COVID-19* on April 29, 2020, and announced the creation of the Re-Opening of Schools Committee (Committee) whose members include State health officials, district superintendents and staff, charter school leaders, school safety experts, and social and emotional learning and school counseling experts who created the *Nevada's Framework for a Safe, Efficient, and Equitable Return to School Buildings* (Framework) and presented the Framework to the State Board of Education on June 4, 2020; and

WHEREAS, on June 9, 2020, the Re-Opening of Schools Committee released *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings*; and

WHEREAS, on June 9, 2020, I issued Declaration of Emergency Directive 022 requiring that county school districts, charter schools, and private schools, in consultation with the State Superintendent for Public Instruction, develop plans for reopening school buildings, providing instruction, and related activities, based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and any subsequent guidance issued by the Nevada Department of Education; and

WHEREAS, Directive 022 directed the Superintendent of Public Instruction to prescribe minimum requirements and a timeline for each county school district and charter school to develop, receive governing board approval for, and submit to the Department of Education a plan for a Path Forward Program of Distance Education and such guidance was promulgated on June 24, 2020; and

WHEREAS, on June 24, 2020, I issued Declaration of Emergency Directive 024 requiring individuals to cover their nose and mouth with a mask or face covering when in a public space with certain exemptions; and

WHEREAS, On June 25, 2020, the American Academy of Pediatrics released its *COVID-19 Planning Considerations: Guidance for School Re-entry* including the advice and guidance regarding school re-entry designed to foster the overall health of children, adolescents, staff, and communities and are based on available evidence; and

WHEREAS, Nevada Revised Statutes Chapter 385B authorizes the Nevada Interscholastic Activities Association, which is composed of all of the school districts of the State for the purposes of controlling, supervising, and regulating all interscholastic athletic events and other interscholastic events in the public schools; and

WHEREAS, county school districts, charter schools, and private schools and the teachers, staff, educators, administrators, and superintendents they employ are essential to the State's commitment to provide services for all students, including for disadvantaged populations, and Nevada Revised Statutes 388.132 declares that, "[p]upils are the most vital resource to the future of this State"; and

WHEREAS, the Chief Medical Officer has reviewed the risk of transmission in Nevada and determined that schools may reopen subject to the conditions set forth in this Directive and any subsequent directives that may be issued based on any change in the risk of transmission in Nevada; and

WHEREAS, social distancing and behavioral change measures were effective in reducing individual and community risk for spreading and contracting COVID-19, the disease has not been eliminated and measures that protect safety, wellbeing, and public health of Nevadans must remain in effect; and

WHEREAS, on July 13, 2020, Nevada's Medical Advisory Team issued recommendations related to the safe reopening of schools for the 2020-2021 school year including certain recommendations related to social distancing, school capacity, and face coverings; and

WHEREAS, circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer; and

NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and the laws of the State of Nevada and the United States, pursuant to the March 12, 2020, Emergency Declaration,

IT IS HEREBY ORDERED THAT:

SECTION 1: County school districts, charter schools, and private schools shall monitor local and statewide COVID-19 data and community transmission rates and consult with local public health officials when making determinations regarding delivering instruction through in-person, distance or hybrid learning models.

SECTION 2: County school districts, charter schools, and private schools may adopt social distancing protocols with the following minimum allowable distances, in accordance with recommendations by the American Association of Pediatricians and Nevada's Medical Advisory Team:

(1) For pre-school, elementary and middle school students, not less than 3 feet apart from other pre-school, elementary, or middle school students;

(2) For high school students and district and school staff at all levels, including pre-school, elementary, and middle school, not less than 6 feet apart from all other individuals;

(3) Regardless of age, for all passengers on school buses while on school buses 3 feet apart from other passengers and 6 feet apart from the driver.

County school districts, charter schools, and private schools may maintain social distancing protocols that are stricter than the standards in this Directive, but they may not adopt standards that are less restrictive without an approved variance.

SECTION 3: County school district, charter school, and private school leaders may request a variance for all school facilities or specific buildings among school facilities from the requirements of Section 2 of this Directive or minimum occupancy standards under Directive 021 as extended or modified by any subsequent directive so long as:

(1) The district or school can demonstrate the existing requirements impermissibly restrict educational opportunities for students; and

(2) Community transmission rates are sufficiently low that it can be determined that it will not endanger students or staff.

Variance requests will be submitted in a format prescribed by and are subject to review by the Nevada Department of Education and approval by the State's Chief Medical Officer.

SECTION 4: Face covering directives will apply to county school district and charter school settings as follows:

(1) All kindergarten through 12th grade students (regardless of whether they would be exempt from a face covering ordinance based on their age) and all school staff must wear cloth face coverings while on school buses, in school buildings, or on school campuses unless approved for an exemption under this section as follows:

a. School building administrators may approve exemptions for students:

i. Who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or

ii. Who can produce documentation from a medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.

b. School building administrators may approve exemptions for school staff who can produce documentation from a medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.

(2) Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear cloth face coverings under any circumstances or exemptions should not be allowed on school buses, in school buildings, or on school campuses.

SECTION 5: County school districts, charter schools, and private schools shall require all students and school staff to follow isolation and quarantine guidelines and instructions provided by local health officials when a positive COVID-19 case, presumptive positive case, or contact with a case or presumptive positive case occurs.

SECTION 6: County school district and charter school administrators, licensed educators, and other staff shall continue to provide vital services and instruction to Nevada's students as directed by the State Superintendent of Public Instruction and provide such services under the direction of their superintendents and charter school leaders throughout the State of Emergency; and

(1) Shall be paid in accordance with local collective bargaining agreements; and

(2) May be re-assigned as necessary to support students, including support with distance learning and the instructional needs of children, food distribution, and other emerging needs; and

(3) May perform duties while away from school buildings and district office sites, including from their homes.

SECTION 7: County school districts, charter schools, and private schools may reopen school athletic fields and facilities for student athletics training, practices, and competition in accordance with guidance promulgated by the Nevada Interscholastic Activities Association (NIAA) and any applicable conditions set forth by directive regarding athletic events.

SECTION 8: County school district superintendents and charter school leaders are delegated the authority to implement hybrid learning models through which in-person instruction is offered concurrently with distance education to accommodate social distancing requirements. District and charter school leaders may consider the following approaches to implementing hybrid learning:

(1) Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction;

(2) Prioritizing in-person instruction for students based on English Learner status;

(3) Determining that certain grade levels or courses are better suited to in-person instruction or distance education; or

(4) Considering documented student and family medical circumstances.

Districts and charter schools may not determine whether students receive in-person instruction or distance education based on perceived access to technology, at-home support, or any other considerations of means or determinations of district or school personnel not based on evidence.

Upon each school district superintendent's or charter school leader's determination of how to implement a hybrid learning model, each pupil enrolled in the County School District or Charter School shall be automatically be enrolled in the hybrid learning model.

SECTION 9: Whenever Nevada Ready! State Pre-K providers are unable serve students at statutorily required levels while complying with prevailing public health guidance and emergency directives, the providers may, without decreases in state funding, implement modified scheduling to provide prekindergarten instruction to all students currently enrolled while ensuring the health and safety of students, staff and communities.

SECTION 10: The statutory and regulatory requirements related to applications for Programs of Distance Education previously suspended by Declaration of Emergency Directive 5, Section 3 are hereby reinstated. *Path Forward Programs of Distance Education* are exempt from all statutory and regulatory requirements related to Programs of Distance Education and may provide distance education through paper correspondence.

SECTION 11: The Superintendent of Public Instruction is further delegated the authority to allow County School Districts and Charter Schools to modify existing calendars and granted the authority to approve calendars that fail to comply with the provisions of NAC 387.131.

SECTION 12: This Directive may be renewed by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 28th day of July, in the year two thousand twenty.

Governor of the State of Nevada

Barbara K Cegavske

Secretary of State

Deputy Secretary of State