**Innovations International Charter School of Nevada**

**Proposed Reopening Plan**

**K – 12 Plan**

**2020 - 2021**

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# Re-Opening Plan Template

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| **School Name:** Innovations International Charter School of Nevada K-12 Plan |
| **COMMUNICATION** |
| **COMMUNICATION**   * *How will you communicate important information to families about the re-opening process?* * *How will you communicate with students, families, staff and other stakeholders about the actions your school will be taking to keep people safe and healthy?* * *How will you communicate with students, families, staff and other stakeholders about the actions individuals should take to protect themselves and others?* * *What is your plan to ensure that Parents receive general updates regarding the district/school’s implementation of distance education at least weekly? If English Learners comprise at least 10 percent of the student population, the school will be required to make these weekly updates available in any language that is the native language of at least 50 percent of English Learners enrolled in the charter school.* |
| * Composing a comprehensive communication plan for educators, families, students, community members and other stake holders that leverages media and social media outlets, updating the school’s website, text messaging, using Class Dojo, using email, calling families, and using the United States Postal Service as a means of communication are all critical in the efforts to keep parents informed concerning the reopening of school process. Since Innovations has many Spanish speaking families, all announcements will be made in English and Spanish. * Including the methods utilized in the above response, Innovations will also post signs in highly visible locations (English and Spanish) to help keep people safe and healthy. Information of this nature will involve the current state of health, efforts the school is making to keep students safe, preventative measures that can be taken to keep everyone safe, anticipated timelines for school reopening, key changes in school policies and practices, and where to find services and supports throughout the community for the families. * Besides using the school’s website, posters throughout the campuses, school newsletters, text messages, and phone calls home, the school will send reminders for ill individuals to stay at home. Health guidelines from the CDC and directives from the Governor’s office will also be shared so parents are aware at all times. * The most critical part for ensuring parents received at least weekly information regarding Innovations’ implementation of distance education must leverage multiple communication methods. These could include: (a) posting information throughout the school, in houses of worship, and in public buildings frequented by the families; (b) using U.S. Postal mail to send out messages and critical information; (c) using parent emails to deliver timely information; (d) placing phone calls, using social media announcements, placing text messages, and using Class Dojo; and (e) using Infinite Campus and other technology communication platforms to relay messages in English and Spanish.   It is critical for Innovations to keep in mind that a large portion of our families speak Spanish with little or no English. Face-to-face information will be shared by a translator if needed. The remainder of the parents will receive copies of written material in both English and Spanish in order to cover the clientele served by the school. |
| **RE-OPENING SCHOOL BUILDINGS** |
| **RE-OPENING APPROACH**   * *How will your school building(s) re-open (see options in section 6 of Directive 022 and within the Path Forward Framework)?* * *Will the school request a calendar adjustment as part of your re-opening approach?* * *How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations”?* * *Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?* * *What circumstances/scenarios will warrant a change in the approach?* * *If a change in approach is warranted, how will that transition be made?* |
| Plan A: Utilizing the information shared in Nevada’s Path Forward Framework, it is noted that page 6 outlines the Center for Disease Control and Prevention’s discussion of the importance of schools considering the adjustments to the reopening of school guidelines to implement what is feasible, practical, acceptable, and tailored to meet the needs of the community it serves. Directive 022 section 6 notes that a school may use distance education, in-person instruction following strict social distancing protocols, or a combination of distance education and in-person instruction when reopening the schools.   * Innovations will use a hybrid type approach utilizing three cohort groups for working with its students. This hybrid approaches uses in-person instruction following strict social distancing protocols and a supplementary technology-based learning process to provide instruction to its students five days a week. Two days a week, students will be scheduled to attend in-person classes with their assigned grade level teacher. Three days a week, they will be provided a hybrid learning structure using supplementary technology-based instruction. Students will be divided into three cohorts. A Day Cohort will attend in-person learning with their assigned teacher on Tuesdays and Wednesdays with technology-based learning on Mondays, Thursdays, and Fridays. B Day Cohort will attend in-person learning with their assigned teacher on Thursdays and Fridays with technology-based learning on Mondays, Tuesdays, and Wednesdays. C Day Cohort will be reserved for students to learn fully from a distance learning model. Mondays may be considered optional learning lab days where students who are struggling can be asked to attend for additional assistance with licensed teachers and paraprofessionals. At the start of each day, students will have a temperature check and be asked how they are feeling in order to determine whether they should remain in school. All critical guidelines and directives for returning and remaining in school will be followed. * Innovations will not be requesting a calendar adjustment as part of its reopening approach. The school board and staff wish to begin school as planned on August 10, 2020. * For families and students who are not comfortable having their children return to school due to feeling as if they are a vulnerable population, Innovations will offer the distance education portion of its hybrid learning to engage and instruct the students. Daily scheduled Google Meet sessions and/or the video streaming of lessons will help these children to accumulate credit and grade level academic content. * Students identified as English Learners, those with special needs who have an IEP, or those with a Section 504 Plan will receive additional in-person instruction using the tutors and/or specialized staff within the building on the days they are not scheduled to be in-person on campus. This allows for a flexible, individualized scheduling of students in order to know that the school does not exceed the 50% capacity allowed for students in classrooms. The Literacy Specialist also will look at summative and formative assessments to determine who currently have or should be on an RTI plan being as they are in the bottom 40 percentile as students, so that they will receive additional in-person assistance. * The hybrid approach that Innovations has elected to follow involves the classroom teachers instructing 50% or less of their classroom students on the selected Cohort Days. All students will have the ability to receive the information and methodologies of the lesson from the teacher each day. While he/she is instructing students face-to-face in the classroom, there will be live, synchronous streaming of the lesson where the other half of his/her students are working from a computer using Google Meet. This provides for immediate feedback, supervised guided practice, and quick remediation of skills misunderstood or questioned. The critical measure of this plan is to work on last year’s missing skills while introducing and helping students master the current grade level’s critical standards. The plan also provides time for sanitizing the classrooms and buildings, minimizing the amount of time that students are passing or moving throughout the building, and minimizing the large groups of children being scheduled in specific areas of the building. Lunches will be served to the children in classrooms in order to continue to minimize crowds of students being clumped together. Students will have elective area classes, but still within the 50% population of students in any assigned classroom instructional area. Social distancing and wearing of face coverings will be mandatory throughout the building and will be commensurate with the state, local, and federal guidelines concerning the virus. * The change in this approach will be dictated by the governor’s directives. If there is a mandatory school closure, the school will move to a total distance learning model as we did at the end of the 2019 – 2020 school year. If the viral spread should decrease substantially, the school will then look to see if more of a traditional in-person instructional plan can take place. * If a change in approach is warranted, the transition will be made through parental contact, student contact, and staff contact. Since the students will be working from assigned computers during the day, parents can elect to take them home to assist in the educational process. Those who have no Internet can either work with the school to see if assistance can be made or as we did last year, packets of materials by instructional week can be disseminated to students and families. Doing it this way, teachers will then follow up with texting and Class Dojo to get the parents on a Smart Phone for a Google Meets lesson. |
| Backup Option B:   * This option lends itself to another hybrid form of education for students and families. In this option, the students will attend school two-days a week and work from home three-days a week. Two days will be instructional days with the teachers and the remaining work to be done in a Google Meet session. Once day a week, teachers will contact their students for a one-on-one instructional program. This will be done each Monday allowing for in-person attendance on Tuesdays and Wednesdays by one group and Thursdays and Fridays by the other group. * Innovations will not be requesting a calendar adjustment as part of its reopening approach. The school board and staff wish to begin school as planned on August 10, 2020. * For families and students who are not comfortable having their children return to school as they feel as if they are a vulnerable population, Innovations will offer the distance education portion of its hybrid learning to engage and instruct the students. Daily scheduled Google Meet sessions and/or the video streaming of lessons will help these children to accumulate credit and grade level academic content. * Students identified as English Learners, those with special needs who have an IEP, or those with a Section 504 Plan may receive additional in-person instruction using the tutors and/or specialized staff within the building on Mondays as needed and/or invited by the teacher. The Literacy Specialist also will look at summative and formative assessments to determine who currently has or should be on an RTI plan being in the bottom 40 percentile as students, so that they will receive additional in-person assistance. * The change in this approach will be dictated by the governor’s directives. If there is a mandatory school closure, the school will move to a total distance learning model as we did at the end of the 2019 – 2020 school year. If the viral spread should decrease substantially, should get much better, the school will then look to see if more of a traditional in-person instructional plan can take place. * If a change in approach is warranted, the transition will be made through parental contact, student contact, and staff contact. Since the students will be working from assigned computers during the day, parents can elect to take them home to assist in the educational process. Those who have no Internet can either work with the school to see if assistance can be made or as we did last year, packets of materials by instructional week can be disseminated to students and families. Doing it this way, teachers will then follow up with texting and Class Dojo to get the parents on a Smart Phone for a Google Meets lesson. |
| Backup Option C:   * This option would be the mandated closure of the school by the Governor. In this case, all instruction would take place via distance education with the school providing computers and/or learning materials/packets sent to students to complete. This option would require teachers to fully utilize Google Classroom, Google Meet, Google Chat, and all other elements of the online program to educate the students. * Innovations will not be requesting a calendar adjustment as part of its reopening approach. The school board and staff wish to begin school as planned on August 10, 2020. * For families and students who are not comfortable having their children return to school as they feel as if they are a vulnerable population, Innovations will offer the distance education portion of its hybrid learning to engage and instruct the students. Daily scheduled Google Meet sessions and/or the video streaming of lessons will help these children to accumulate credit and grade level academic content. * Students identified as English Learners, those with special needs who have an IEP, or those with a Section 504 Plan may receive additional distance learning instruction using tutors and/or specialized staff within the building. The Learning Strategist will also look at summative and formative assessments to determine who currently have or should be on an RTI plan as they are in the bottom 40 percentile as students, will receive additional assistance. Students will be invited to attend a Google Meet or Google Chat to get this extra instruction. * The change in this approach will be dictated by the governor’s directives. If there is a mandatory school closure, the school will move to a total distance learning model as we did at the end of the 2019 – 2020 school year. If the viral spread should decrease substantially, the school will then look to see if more of a traditional in-person instructional plan can take place. * If a change in approach is warranted, the transition will be made through parental contact, student contact, and staff contact. Since the students will be working from assigned computers during the day, parents can elect to take them home to assist in the educational process. Those who have no Internet can either work with the school to see if assistance can be made or as we did last year, packets of materials by instructional week can be disseminated to students and families. Doing it this way, teachers will then follow up with texting and Class Dojo to get the parents on a Smart Phone for a Google Meets lesson. |
| **PHYSICAL HEALTH SCREENING**   * *How will you screen staff and students?* |
| * Students and staff will have a quick temperature check upon entering the school each day. If there is a fever of 100.4 degrees or higher in any individual, they will be denied entry and set home for the day. Questioning and an observation of the individual might also look for a cough, shortness of breath, chills, muscle pain, sore throat, loss of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea as possible COVID signs. Individuals with these symptoms will be removed from the general population and put in a containment room with staff supervision while parents or family members are called to come to school to pick them up. |
| **PHYSICAL HYGINE**   * *How will you address and reinforce hand hygiene and respiratory etiquette?* * *How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.* |
| * Teaching and reinforcing handwashing with soap and water for at least 20 seconds will be one of the ways to address hand hygiene. Staff will be asked to monitor this process to ensure students are completing the process correctly. If soap and water are not readily available, a hand sanitizer will be available for us. Innovations will make available hand sanitizer kiosks in prominent locations in the building to assist in the hand hygiene process. * Respiratory etiquette will include staff members teaching students to cover coughs and sneezes with a tissue. If a tissue in unavailable, they will be taught to cough or sneeze into their inside arm/elbow area rather than out in the general environment. Once the sneeze or cough is completed, students will again be encouraged to wash their hands. * Face coverings for the students to be provided by Innovations will be school customized neck gaiters. These will fit over a child or adult head and be labeled a part of the school uniform that must be worn daily. The gaiters will allow for each student to wear his/her gaiter daily without loss or being picked up by another child for use. Neck gaiters will also be made available to staff in the building. The first gaiter will be provided by the school with more to be purchased on an as needed or desired basis. The face coverings will be used by the staff during the instructional day but lowered during drink getting time and mealtime to allow for food and beverage intake. Once eating and drinking are completed, face covers will be replaced. Children ages 2 to 9 are strongly encouraged to wear face coverings while in public areas and children 10 and above are required to wear face coverings. This is why Innovations will make it a mandatory portion of the school’s uniform policy. For the younger children and/or adults who feel confined with a neck gaiter, face shields can be utilized. This allows for a covering of the face without material directly constricting the nose and mouth area. The school will have a supply of disposable face masks and the face shields in the classroom. Parents will be encouraged to regularly wash and disinfect the neck gaiters as will the staff be asked to disinfect the face shield used. There are exemptions to the wearing of face coverings as outlined by the State. Current guidelines outlining these exceptions will be closely followed. |
| **SOCIAL DISTANCING**   * *How will you maintain social distancing in line with the Path Forward Framework, Governor’s Emergency Directives, and Nevada Department of Education guidance?* * *How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?* |
| * In order to help students with social distancing, it will be necessary to teach them about the importance while also coding the learning environment and other open areas within the school. In the classrooms, student desks will be set to accommodate the 50% or less allowed in a classroom. This could mean masking tape on the floor to mark where the desks/chairs go and where the students should be seated. In the hallways and other areas, labeled circles each 6 feet can be used to help direct where students stand and walk. * Classrooms will be set with just what is necessary for the teaching process, avoiding clutter and extra furniture in order to provide more space in the classroom. * In order to accommodate mealtime, students will eat with their same group in the classrooms and then be escorted by small groups outside for a short recess. Teachers will have a duty-free lunch but be asked to manage their students on the playground for recess time. * In order to assist with the social distancing of adults, Innovations will change its pickup and drop off procedures. The school will use PikMyKid program whereby parents will not be allowed or need to be in the building. They will be in an assigned car line. They will signal the teacher that they are outside for their child via the PikMyKid app and the students will be dismissed and monitored for safety. Visitors to the building will not be allowed in unless they have a set meeting and then they must come on time or be rescheduled. All visitors entering the building or anyone who exits, and returns must have a temperature check and disinfect before going throughout the building and they will be required to wear a face covering. * The transition when necessary to prevailing guidelines will be determined by the guidelines and the general health of the city. If more space is needed for social distancing, then desks/chairs will be moved. If less space is needed, some of the students in the computer laboratories could be brought back into the regular classroom. However, once the school year gets started, Innovations will look to be as consistent as possible for the parents, staff, and families. Innovations will have a team of individuals who will be responsible to assist with the social distancing and sanitization process to keep everyone safe. |
| **HUMAN RESOURCES** |
| **STAFF RETURN TO WORK**   * *How will staff return to work?* * *How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?* * *How will your staffing approach ensure strong implementation of your overall re-opening approach?* * *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?* |
| * The organizational situations and guidance related to COVID-19 will need to continuously evolve and require change and adjustments to school procedures. The H.R. Director will establish an open and transparent line of communication with employees via email, phone, postal mail, and text to ensure they have all current information. All employees will be encouraged to ask any and all questions they have concerning procedures and conditions in the work environment. * Employees are expected to notify the H.R. Director if they were isolated at home due to a positive COVID-19 diagnosis, had a potential exposure to COVID-19, or stayed home to care for a family member or other individual. If an employee is suspected of, diagnosed with COVID-19 or have stayed home to care for a family member or other individual, a questionnaire must be completed with the H.R. Director and the individual to record information obtained about the situation concerning their ability and desire to return to work. The goal is to determine if the employee is eligible to return, based on the CDC guidance and to set a date for the employee to return. Unless guidance provides a change of policy, Innovations will not require a COVID-19 test result or a healthcare provider’s note for employees who are sick to validate their illness, qualify for sick leave, or return to work. It is expected that an employee who has tested positive for COVID-19 will self-quarantine for 14 full calendar days and present themselves as symptom free (no longer having a fever or using fever reducing medication and no respiratory symptoms) for at least 3 days before returning to work. Based on the employee’s answers to the 14 -day isolation and the 3 days without a fever, the H.R. Director can then set a return to work date for the employee. This date should be mutually agreed upon between IICSN and the employee. If the employee has a return to work order from his/her physician, Innovations can accept this and put it on file. However, this will not be a mandate for the employee. * Innovations will also work with the school’s physical environment to ensure the staff workplace is ready for all who will return. The employees who have symptoms should notify the H.R. Director of their symptoms and be encouraged to stay home. All workspaces are to be cleaned and disinfected. This includes all such areas as offices, bathrooms, common areas, classrooms, and electronic equipment on a routine basis. Employees will be asked to wash their hands often with soap and water. If this is not possible, a hand sanitizer will be readily available as well. Physical barriers such as clear plastic sneeze guards can be made available in the offices when dealing with the public, using Pro-ULV dry misters for open areas and classroom cleanings, posting hand-washing signs in all restrooms, and providing employees with up-to-date education and training on COVID-19 risk factors and protective barriers may also be made available. Employees will be asked to enforce workplace social distancing, limit all group gatherings to under 10 people and keep conversational distances of at least 6 feet. Employees will be asked to follow the Governor’s directives for face coverings. Innovations will provide neck gaiters or face shields for staff who are in need. Staff may also wear ones they bring from home, so they are comfortable during the day. Face coverings must be properly fitted to cover the mouth and nose, must be properly worn, must be cleaned and/or disposed of daily if applicable. * All employees must remain diligent about checking their health status and symptoms before leaving for work. If any employee does not feel well or is displaying symptoms, they should remain at home. As long as the employee does not have a temperature or display other symptoms, they should be diligent about self-monitoring throughout the workday and at home. * Innovations acknowledges that some employees may be fearful of work or identified as a vulnerable population. Under the Families First Coronavirus Response Act (FFCRA) an employer with fewer than 500 employees such as the school, must determine if a vulnerable employee or one caring for a vulnerable individual is eligible for paid sick leave under the Emergency Paid Sick Leave Act Portion of FFCRA. This sick leave has a window of April 1, 2020 to December 31, 2020 and an employee is eligible for sick leave regardless of the length of employment with the school. To be entitled to sick leave pay, the employee’s need to stay home must be due to his/her particular vulnerability to COVID-19, or the particular vulnerability to COVID-19 of an individual for which the employee is a caregiver/ prevent the employee from working or teleworking; and be upon the advice of a healthcare provider. Under FFCRA, Innovations must provide up to two weeks of paid sick leave which is equivalent to 80 hours of paid sick leave for a full-time employee or for part-time employees this would be equivalent to the average number of hours worked by the employee for a two-week period. The regular rate of pay is applicable for this time. * Individuals who express a desire or need to remain at home, must have the opportunity to explore working from home if appropriate, available paid or unpaid leave options. These determinations must be specific and depend upon individual job responsibilities and circumstances. Employees who are not authorized for telework may request to use available paid leave where appropriate or request an unpaid leave of absence. Employees who have exhausted all available leave options but have a serious underlying medical condition and/or are within the age group deemed to be most vulnerable by the CDC, may contact the H.R. Director to request an accommodation. Employees who request an accommodation may be granted additional unpaid leave as an accommodation. The H.R. Director and administration are expected to examine all potential workforce configurations and if necessary, develop shifts or other phased approaches for returning employees to the school. * Innovations does not wish to lose a valuable employee during the COVID crisis. Reasonable accommodations can be used to reduce or eliminate the direct threat by engaging in the interactive process with the employee. If possible, Innovations will work to adjust work schedules and/or duties or offer telework to fearful or vulnerable employees. Employees who cannot be approved for telework (working from home or other off- site location) because of their job functions, will have the opportunity to explore available paid or unpaid leave options, depending upon their individual circumstances. * One of Innovations’ strong points is the manner in which we use Professional Learning Communities to cross-train and share information among the staff. Licensed and support staff train extensively before and during the school year on the academic needs of the students, school safety, and technology in order to provide an inclusive educational environment. In this hybrid model, support staff will work alongside that of the classroom teachers daily in order to ensure that what is being taught in the general classroom is reinforced and supported through the use of the school computer laboratories. Itinerant staff, the EL staff and the Special Education staff will also work alongside the general education teachers to deliver the daily content of the lessons. Support staff and the licensed staff will also have extensive training this year on safety measures and sanitation measures being put into place to protect all stakeholders. Innovations will add an additional staff member this year to sanitize the school, especially the common areas, and monitor social distancing needed to discourage the spread of germs. All staff will work to keep the students and themselves safe, limit the number of outside visitors to the school, provide an orderly dismissal process, and keep the students in small groups of cohorts in order to minimize the spread of germs. * In order to prepare for staff absences, Innovations will continue to work with Kelly Educational Services to provide quality substitute teachers as needed. Before the substitutes enter the building, the H.R. Director will coordinate efforts that are being used by Kelly to screen its staff while commonly sharing the school’s procedures for ensuring a substitute teacher is healthy enough to be in the building. The school will also provide for assistance to the substitute teacher through grade level colleagues as a support system for following teacher lesson plans and distance learning in the computer laboratories. The school will provide the substitute with PPE if he/she does not bring what is required. The H.R. Director or administration will be responsible for meeting with the substitute in order share the specifics for how to work through the day within the building. This will assist in a smooth transition process. |
| **GOVERNING BODY AND SCHOOL LEADERSHIP ROLE**   * *How will you share consistent and up-to-date information with your governing body and school leadership?* * *How and to what extent will the governing body and school leadership weigh in on key decisions?* |
| * The governing body’s role during the COVID-19 pandemic remains to ensure that leadership is doing what is in the best interest of the students, within the parameters of the law, policy, and the charter contract. This includes continuing to be engaged by regularly receiving information about the school’s academic, organizational, fiscal, and health and safety conditions outside of the meetings. It is Innovations’ leadership responsibility to keep the board informed of critical issues and provide up-to-date information about the school process. This can be done through emails, text massages, phone calls, virtual meetings, newsletters, and monthly meetings. * A high performing charter governing body focuses on student achievement, acts strategically, recruits effective school leader(s), raises and uses resources wisely, fiscally oversees the school, and fulfills all compliance expectations of the sponsor. The governing body and the school leadership are responsible for following and making themselves knowledgeable about all policies, directives, and procedures that arise concerning COVID-19. Knowing that things on this level are in continual motion, it will be critical for both entities to be in continual communication on all matters. Following the Nevada Open Meeting Law Requirements, board meetings will be scheduled, information to be presented and discussed with the board, public comments to be taken into account, and the collection of board votes to make decisions on items needing action. Establishing and maintaining a strong collegial relationship will be critical to the success of the school for the upcoming school year. * Other additional considerations for the board are the adoption of emergency resolutions as needed to adjust or suspend policies, ensuring the board’s meetings are recorded, review and prioritize immediate action items on agendas, review and provide input concerning technology plans and the proposed professional development plans recommended by the school’s leadership, and review and approve the proposed reopening plan prior to submission to the sponsor and the State. |
| **LOGISTICS** |
| **FACILITIES MANAGEMENT**   * *What adjustments will be made to the facility or use of the facility to support your re-opening plan and to minimize the risk of spreading COVID-19?* * *How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?* |
| * Addressing the safety and security for Innovations’ campuses is essential. This includes the cleaning and disinfecting process as well as monitoring access to any room or space within the facility. Innovations will follow the CDC, State and district guidelines for misting and sanitizing the facility. In order to minimize this while still being safe, there will be a limited movement of students throughout the school day. This ensures social distancing while providing time for common areas such as restrooms to be kept clean and disinfected. It is the intent of Innovations to utilize RT-qPCR testing to validate the cleanliness of the facility while targeting areas of concern. Samples of common areas and classrooms can be obtained by swabbing or through the utilization of a Educate Confident testing and a Smart Test App to tack results of surfaces tested, consolidate testing results into concise reports, identify sanitization trends, and deliver real time results to assist in making any corrections or for detecting possible sanitation concerns that could lead to a possible health problem for the school. * Young children are frequently thirsty and asking to get a drink from the water fountain. As this is a potential place for the spreading of droplets, Innovations will be purchasing and installing Naiad bottle filling stations. These filtered water stations will allow students to fill water bottles they bring from home, rather than putting their mouths on the water fountains themselves. * Reconfiguring classrooms to accommodate a 50% reduction in furniture and desks for student learning, preparing infrastructure and technology for multiple computer laboratories, and in hanging posters, wall reminders, and distance stickers on the floor to remind students of where to stand for social distancing. The school is also securing PPE for students and adults in need. Each staff member and student will also be presented with IICSN logoed neck gaiters to be used during the day during human interaction. * The school will also limit the time and number of visitors to the building. In the past, the school has hosted before and after school programs, family engagement evenings, concerts, field trips, assemblies, and much more. These sorts of events will be provided now in a virtual manner in order to continue to work with the families while minimizing large groups of people. The before and after school programs will be held with 50% of the applicable children in the program and done in such a manner that parents and children have to register for specific days/times to get the additional tutoring for the students. * The frequency of the cleaning and sanitizing of various parts of the facility will follow the CDC guidelines posted for schools. Minimally, restrooms will be cleaned after classes are scheduled for restroom breaks, during and after lunch periods, and before and after the school day. Other parts of the facility that are open spaces can be cleaned on a scheduled morning and afternoon session. * Nightly deep clean procedures will be followed by our janitorial service to prepare for school each day. CDC guidelines for school cleaning will be followed and monitored for changes. |
| **NUTRITION SERVICES/BREAKFAST & LUNCH**   * *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?* * *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?* * *How will the school ensure that students have access to nutrition services to which they are entitled?* |
| * Based on state and local health department guidelines, Innovations will follow the proper social/physical distancing requirements for serving meals to students. Less students attend the Before School Program than the regular day, so Innovations will seek to serve a Grab and Go Breakfast in the cafeteria for those in need before the regular school hours. There is an understanding that 50% occupancy and a six-foot social distancing guideline is in effect, so students will be given 20 minutes to eat the breakfast and then be moved to other tutorial areas in the school as needed. For students needing Breakfast After the Bell, the Grab and Go Breakfast will be taken to the classroom or computer laboratory for food and drink consumption. Necessary markings will be installed to encourage appropriate social distancing and a staggered shift for students to get meals will be put into place to keep the guidelines firm and limit student interaction. Staff members will be on duty to ensure guidelines are followed. * Lunches at the school are staggered times in serving various grade levels with the youngest children eating first. In order to keep the students together and allow for a minimization of movement, lunch counts will be taken in the mornings with food and beverages being delivered to the classrooms at the assigned lunch times. * The classrooms, lunchroom, and the computer labs will be cleaned before and after the meal consumption each day to limit the spread of germs. * Innovations receives its meals from the Clark County School District. The guidelines for storage, cooking, and serving of food from the district are very regimented and rigid. Food safety protocols, production logs, time and temperature logs, and food inspection are all part of the daily duties of the kitchen staff. These time and temperature logs will be adhered to for the serving of meals for the classrooms as well. Staff who do not need to be in the kitchen will be discouraged from being thee. Personal Protective Equipment and frequent handwashing will be stressed for the kitchen staff to follow the CDC guidelines at the time. This ensures that hair nets, beard guards, gloves, face coverings, and chef coats are to be worn in order to limit germs and to increase cleanliness. It is expected that staff members working in the kitchen will be responsible for keeping their hygiene to the necessary standard to handle and serve the food as well as keeping their workstations up to code as well. * Innovations is a CEP school as it has a 98% poverty level. All students eat for free each day. The staff will ensure that students place their orders, take a lunch and breakfast count, and are served what the nutritional guidelines deem are critical each day. |
| **TRANSPORTATION/ARRIVAL & DISMISSAL**   * *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?* * *If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?* |
| * Innovations does not have a bus system for its students. However, it is working with PikMyKid to organize pick up and drop off of students that utilizes a car line, parent announcement of car line placement, a computer application that alerts the teacher the parent is in the car line, and a series of security staff to monitor the students exiting the building to get into or out of the car to leave or come to school each day. This minimizes parents and siblings being in the school, congested in the hallways waiting for their children. The PikMyKid system will then be a daily report of student entry and dismissal from the school in order to track student safety. * The school does not provide transportation for its students. |
| **ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**   * *How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?* * *If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.* |
| * Innovations will follow the tenets outlined in the NIAA Guidance Document to organize and hold its elementary, middle school, and high school sports/athletic activities. It will offer no extra-curricular activities outside of sports at this time. * The following are the NIAA Guidelines for Phase 2 Reopening.   **Pre-Workout/Contest Screening:**   * All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check. * Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 (see Appendix II for sample Monitoring Form). * Any person with positive symptoms reported should ***not*** be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional. * Vulnerable individuals (over 65, pre-existing health conditions) should ***not*** oversee or participate in any workouts during Phase 2.   **Limitations on Gatherings:**   * + No gathering of more than 10 people in a single indoor space. Up to 50 individuals may gather outdoors for workouts.   + If locker rooms or meeting rooms are used, there must be a minimum distance of 6 feet between individuals at all times. Efforts should be made to encourage students and coaches to limit the use of locker rooms when at all possible by arriving ready for workouts and showering at private residences.   + Workouts should be conducted in “pods” of students with the same 5-10 students always working out together. Smaller pods can be utilized for weight training. This ensures limited exposure if an individual develops an infection.   + There must be a minimum distance of 6 feet between individuals at all times, whether indoors or outdoors. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Appropriate social distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.   **Facilities Cleaning:**   * Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases. * Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.). * Weight equipment should be wiped down thoroughly before and after each individual’s use of equipment. * Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.   **Personal & Clothes/Equipment Hygiene:**   * + Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.   + Hand sanitizer should be plentiful and available to individuals as they transfer from place to place as well as at all practices and contests.   + Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat transmission onto equipment/surfaces.   + Students should be encouraged to shower and wash their workout clothing immediately upon returning to home.   + There should be no shared athletic towels, clothing, or shoes between students.   + Students should wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.   + All athletic equipment, including balls, should be cleaned intermittently during practices and contests.   + Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use.   **Physical Activity:**   * Lower risk sports practices and competitions may resume (see Potential Infection Risk by Sport below). * Modified practices may begin for Moderate risk sports. * Maximum lifts should be limited, and power cages should be used for squats and bench presses with spotters standing at each end of the bar.   **Hydration:**   * All students shall bring their own water bottle. Water bottles must not be shared. * Hydration stations (water cows, water trough, water fountains, etc.) should ***not*** be utilized.   **Contests**  1.Potential Infection Risk by Sport (modified from United States Olympic and Paralympic Committee – Sports Medicine recommendations)  **Higher Risk**: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. *Examples: Wrestling, football, boys’ lacrosse, competitive cheer, dance*  **Moderate Risk**: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can’t be cleaned between participants.  *Examples: Basketball, soccer, water polo, ice hockey, field hockey, girls’ lacrosse, crew with two or more rowers in shell, 7 on 7 football, swimming relays, volleyball\*, baseball\*, softball\*****,*** *gymnastics\* (if equipment can’t be sufficiently cleaned between competitors), tennis\*, pole vault\*, high jump\*, long jump\**  \*Could potentially be considered “Lower Risk” with appropriate cleaning of equipment and use of masks by participants  **Lower Risk:** Sports that can be conducted with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. *Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, single sculling, cross country running (with staggered starts)*  In all phases, teams should suspend pre-game and post-game handshakes/high-fives/fist bumps.  2.Transportation to events - Schools must consider social distancing requirements when scheduling contests and events for the fall. Social distancing (as required by state or local health department) will need to be maintained on buses/vans. Thus, multiple buses/vans and/or parental/guardian transportation will likely be needed.  3. Social distancing during Contests/Events/Activities  a. Sidelines/benches – appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.  b. Who should be allowed at the events? Group people into essential and non-essential groups. Those allowed to attend would first be those in the essential group. If gathering limits and/or direction from local health authorities won’t allow all essential personnel to be in attendance, holding the contest may not be practical. Allowing non-essential personnel should only be done in compliance with gathering limits, capacity of facility to allow for proper social distancing and in consultation with local health authorities.  \* Essential: Athletes, coaches, officials, event staff, medical staff and security  \* Non-essential: Media, spectators, vendors  \* Innovations typically offers the following sports in alignment with the NIAA and the VAC.  Elementary: Flag football, volleyball, soccer, and basketball  Middle School: Volleyball and basketball  High School: Volleyball, soccer, and basketball  The school will evaluate how many students have an interest in each sport and seek to follow the guidelines for practice and competitions that utilize face coverings, screenings, and social distancing at all levels. |
| **INFORMATION TECHNOLOGY**   * *What technology resources are necessary to implement your re-opening plan?* * *How will you ensure that the school has all necessary technology resources to support your re-opening plan?* * *What actions will you take to expand access to technology and internet connectivity for students, families and educators?* |
| * Information technology within the logistics of what it will take to reopen Innovations relates to the network, bandwidth, hardware, software and the special needs of the families, students, and staff involved. In a pre-emptive attempt to prepare for a distance learning and/or hybrid approach, our IT specialist has worked with Cox Communications to increase the bandwidth of each campus. We have added additional routers in order to allow students to work and receive the Internet throughout the building. Our hardware needs are being met through the ESSR funds to provide new and efficient laptops and web cameras for each of the instructional staff to provide for speed, access, synchronous learning, and for the addition of more interactive learning for the students. * Student needs for one-on-one computer use is being addressed by supplying classrooms at the upper levels and computer laboratories at the lower levels with devices that can house online learning through Google Classroom, Google Meets, and with the online software that has been purchased or is offered as a complimentary piece of the curriculum currently in use. * Over the course of the summer, teams of teachers and support staff have been cleaning, inventorying, and assigning computers to classroom and/or to students. In the event the school is mandated to close, there will be a seamless movement to fully distance learning as the process and procedures for Google Classroom Meet, and the Chat room will have been used, taught, and monitored through the use of the computer laboratories or the classroom sets of computers in carts for the secondary classes. * To expand the access to technology and the Internet connectivity, a reference would be made to the State of Nevada’s Guidance Memorandum 20-05 issued by Dr. Jhone Ebert on June 24, 2020. On page 2 under the heading of Minimum Requirements for Path Forward Programs of Distance Education: Minimum Requirements for Implementation (3) All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity or a plan to provide accommodations for students without access to such technology. In that same document, page 4 (3) under the Minimum Requirements for Distance Education Plans it notes that the school district or charter school will expand access to technology and Internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence. Innovations will also make available supplementary technology-based learning whereby students may access the school building weekly for instruction, Internet access, and additional learning. * Innovations will make every effort to ensure students have access to technology hardware, programming, software, teacher instruction, Class Dojo, text messages to parent smart phones, and Google Classroom, Meets, Chat and much more. It cannot at this time promise to pay for the Internet for individual homes as the impending budget shortfall will create many hardships. However, the staff at Innovations will ensure that students receive paper correspondence or packets weekly to cover what is being learned in class. Those with the paper packets will also be scheduled to join the classes on Google Meets through smart phone devices owned by their families or receive one-on-one tutorial assistance through the staff and our Title I tutors employed to help with challenge areas of instruction. Paper correspondence will include samples and complete directions for how to complete the work each week. There will be teacher notes sent home as well to help with the completion of the work through samples and instructional dialogue. Work will be sent each Monday whereby the parents can return the previous week’s work while obtaining the current week’s work all in one trip. If a family is unable to come to the school to get and return work, Innovations will make every effort to ensure the work is delivered to the homes. All student work will be graded on work completed as it aligns with grade entry and accountability for learning standards and in alignment with the necessary accountability records used for Infinite Campus. |
| **WELLNESS AND RECOVERY** |
| **SOCIAL-EMOTIONAL LEARNING – TIER 1**   * *How will the school provide tier 1 (universal) social emotional supports to students?* |
| * When students, educators, and support staff return to the school, there will be many social, emotional, and behavioral health needs aligned with academic concerns. Innovations will count on its counselors, administration, Learning Strategist and staff to help families to feel welcomed, validated, and supported as the school begins its operations for the 2020 – 2021 school year. * During the first week or two back at school, the counselors will be asked to administer a Needs Assessment with students to receive feedback for structuring their grade level lessons and to be able to pull students to work with them. At the same time, a Needs Assessment will be sent home and collected back at school from the families; or completed via an online survey to determine what the school can do as a whole to assist the parents and families enrolled. * Under Tier I, the following are areas where the school, its staff, administration, and counselors can be assistive to families: (a) social-emotional learning, (b) trauma resources, (c) family engagement, (d) reteach, remind, and acknowledge prosocial behaviors, (e) focusing on the positive and positive behavioral supports, (f) communication, (g) health and safety/updated COVID-19 information, and (h) normalizing feelings and emotions. Multiple resources will be used to accomplish these goals with the families and with the students. Community resources will be made available to families as well. |
| **TRAUMA-INFORMED PRACTICES – TIERS 1-3**   * *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?* * *What tier 1 (universal) trauma-informed practices will be in place?* * *What tier 2 and tier 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?* |
| * Innovations acknowledges that each individual who has experienced COVID-19 has done so with different experiences and in a different manner. The school is committed to supporting all students, staff, and families to help with soothing and developing the emotional well-being of all involved. This will be done through a multi-tiered approach where the counselors will work on core lessons for all students in the building. From there, teacher observations, counselor interactions, and needs assessments will help to identify students who need more targeted support and those students who need more intensive individualized intervention practices. Similar methods will be considered when working with the adults, regardless of whether they are staff members or family members of students in the school. It will be in the school’s best interest to monitor students, staff, and families by developing an intermittent needs assessment/survey throughout the year to receive periodic feedback so the counselors, teachers, and administration can continue with a strategic plan that emphasizes and acknowledges positive feedback and rewards rather than a punitive behavior management program. * In a Tier 1 universal system of trauma-informed practices, the licensed staff and support staff will utilize the following tenets as a base plan. These are: (a) practice compassion, (b) prioritize the physical safety of the entire school community, (c) identify and distribute resources to help with additional screening, assessment, and treatment for traumatic stress symptoms, (d) ask that adults model behaviors that are positive supports for students and colleagues, (e) utilized supports within the school to enhance interactions and relationship building, and (f) follow the latest public health recommendations. The school will also ensure that students establish a daily learning routine to accommodate learning in the proposed hybrid approach, provide information and instructional elements in digestible amounts for students, encourage students to ask questions, and actively focus on individual needs in order to re-establish the learning focus of the school that was lost at the end of the previous school year. Essentially, teachers in the classrooms and the paraprofessionals in the computer laboratories will be the first line of defense in recognizing the needs of their students as they utilize positive behavioral supports and seek further assistance through the RTI process and/or counselor referral process. * Tiers 2 & 3 require more targeted and intensive individualized assistance for students, staff, and families. In these tiers, the counselors become more instrumental. Here, the counselors can reach out to the families and offer resources from the community. They can work with individual students and families on issues of importance while being a safe and trusting resource and guide for school support. The school can prepare resource guides that can be presented to the families. In private conversations, the counselors will be asked to talk about crises in a trauma-sensitive manner, foster resilience and healthy coping strategies, plan teaching activities that help to build support and lesson stress in the classrooms, and use national and community experts to ensure support strategies are culturally inclusive and sensitive. Innovations has been working with strategies for the past two years on children in complex trauma and children with PTSD. The curriculum used in the school using Character Counts and the Five Pillars of the Wings Program from the Collaborative for Social Emotional Learning. * One of the key points to Tiers 2 & 3 will be to work with community and state agencies to establish a referral pathway form basic need to mental health services. Both of the school counselors will be the point people for this referral system. The counselors will also continue to take the lead for completing suicide protocols and intervening for individuals who are suffering from grief and loss. The counselors will also be asked to model and train teachers on beginning and intermediate level skills that can be used in the classrooms to help students in need. The administration will look for a variety of professional development training that can be offered staff during weekly PLC meetings in order to help teachers adjust and to help them to help their students in the classrooms. |
| **ACADEMICS – Path Forward Plan of Distance Education**  ***(required for all schools not already approved by the Nevada Department of Education to provide full-time distance education to 100% of students)*** |
| **INSTRUCTIONAL APPROACH**   * *How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?* * *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?* * *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?* * *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?* * *How will teachers be accessible to students through the internet or by phone during the school’s regular instructional hours?* * *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?* |
| * Distance education for the students will be provided through the use of Google Classrooms, Google Meet, and Google Chat. The teachers will establish meeting times daily with students in the core subject areas using Google Meet. Parents will be reminded through Class Dojo that a meeting is taking place at a specified time with the meeting code posted to allow students to enter. The class will be synchronous and asynchronous in order to allow for students to see the teacher instruct and to allow for a follow-up review of the lesson as needed. Specialized student services and the counselor will also conduct synchronous learning. They will be provided the opportunity to enter the classrooms of the teachers while the classes are taking place and then set up follow-up times with the parents to reinforce the skills just instructed. They will also have Google Meet and Google Chat sessions available through their Google Classrooms to assist with learning needs. * For the students who do not have Internet access, the school will provide accommodations in the form of distributing paper correspondence and then the collection and redistribution of paper correspondence. The skills that are being taught weekly will be pulled from the consumable curriculum used by the teachers These will be put into a packet with the notes of the teacher for what he/she is teaching for the week. Samples of teacher instruction and modeling of standardized skills will be put with the packets in order to ensure students see what has been covered online. The teachers will also reach out to the students via telephone, Class Dojo, and text messages to clarify questions, offer suggestions, and reteach as necessary. For families that are homebound without transportation, the school will utilize support staff to deliver and pick up work to be returned to the teachers for grading. As an additional method for helping all students with supplementary technology-based learning accommodations, the school will develop and staff multiple computer labs during the instructional days. Students having specialized needs, those who utilize English as their second language, and those who have no Internet access, will be provided time to attend school on their supplementary technology-based learning days to utilize the computer labs to receive their online instruction and to complete the necessary work and testing to receive and master grade level standards. * For students who are quarantined, the school will use the above described distance learning strategies. Teachers will contact the parents to make arrangements and to inform families of the instructional time or to deliver the packets for the week. The packet delivery will not be one where the staff member is entering the home. The home will be called once the staff arrives and packets will be distributed to the front doors, thereby eliminating contact. * The school will continue its practices put into place for the end of the 2019 – 2020 school year for accountability. First, the teachers will fill out a daily student contact log. This log is coded to show how the teacher contacted the student. Next, the teacher will post a daily question that has to be answered to ensure the student is online and following the lessons. Then, the teacher will fill out a daily time assurance log showing what was done for the day, who was contacted, and how the lessons were conducted. While much of this appears to be repetitive, it is critical as follow-up documentation that varied methods were used to contact and structure student learning. * The teachers will set specific times each day where they are conducting synchronous lessons using Google Meet. The teachers also reach out to small groups or individual students using Google Chat each day. This allows students and teachers to interact daily together. The teachers are also available through Class Dojo and text messaging with the parents to arrange times for students to interact and receive assistance. Our teachers suspended the usual school hours in the distance learning this year in an effort to help all students. If parents are unable to reach teachers during the regular hours, they make appointments with the teachers at times that are beneficial to the families as well. * Adjustments to elective area classes are similar to those utilized in the core content classes. These teachers conduct synchronous and asynchronous lessons to classrooms of teachers. Many of them conduct a full lesson and stream their teaching to classrooms of students. These asynchronous classes are in conjunction with the synchronous Google Meet classes conducted by the core content teachers. The counselors, EL teachers, and Special Education teachers follow the same venues of synchronous, asynchronous, and phone call, texting, and Class Dojo appointments with the families in order to ensure all students are contacted and serviced to meet their individual needs. |
| **MEETING STUDENT NEEDS**   * *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?* * *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction?* * *How will the school meet students’ academic needs based on this determination?* * *How will the school continue to evaluate the efficacy of their plan to meet students’ needs and adjust, as needed?* |
| * Innovations is well aware that the needs for English Learners, students with special needs with IEPs and students with 504 plans should continue with their specialized instruction and supports. Initially, IEP and 504 teams must review and update the IEPs and 504 plans for these students to address education and health services being presented in a distance education model. Questions to be considered in the amending of the IEP and 504 plan would be any medical considerations brought to light for the student, the distance education accommodations necessary to meet the student needs, and an outlining of how the school and parent plan to deliver and receive the required compensatory services. For students receiving itinerant support, further considerations will be made and adjusted within the 504 plans or IEPs for their services as well. During the mandated meetings, a long discussion will be made to determine the best distance learning model and time expenditure to be utilized to support the students. It will be critical to get the parents’ feedback and support in order to ensure they are equal partners sharing in the education of their children. The EL Department and academic teams put together, including teachers, administration, the literacy specialist, and the counselor will consider language levels from the WIDA, test scores from formative and summative assessments, family support, EL classroom support measures, and classroom performance levels to determine the skills and WIDA Can Do Statements to be addressed for academic achievement for individual students to meet their needs. * Each student at Innovations has a Personal Education Plan. In this plan, summative and formative test scores are posted yearly to show student growth. Innovations uses Exact Path as a formative assessment with all students. Quarterly the students take a reading, mathematic, and language arts assessment. The assessment is then reviewed by the teacher with a learning path set to help the students to work on challenging academic standards. If the child works on the standards and continues to have difficulty, the teacher is signaled through the program that more in-person instruction is needed before the child can progress. From the onset of the school year, the quarterly assessments for baseline performance and academic growth are measured and compared for each student. This assessment would be one method for evaluating the efficacy of the school’s distance learning plan. Teachers are also mandated to give weekly guided practice after instruction. Anecdotal records from the student daily contact logs can be compared to see what effect time on task and teacher intervention have on student academic achievement. Progress reports, formative and summative testing, student work completion, conferencing, and attendance at Google Meetings will all be tracked to look for patterns. Work presented to students via printed correspondence will be graded and tracked for completion and concept mastery. This, in conjunction with daily/weekly phone conversations will be tracked on the daily student contact logs to determine the effectiveness of the programs. All of these data sets will be presented at PLC meetings and discussed to determine the program’s effectiveness. Teachers will conduct weekly Google Meets with the administration in their PLC meetings in order to discuss student and program concerns or benefits. Grade levels will be asked to select a teacher leader to work with and call upon to assist with problems or concerns between PLC meetings. Teacher leaders will assist with the distance learning delivery model and supplementary technology-based instruction to troubleshoot as needed. All information will be presented to administration and discussed for further adjustments as needed. * It is the intent of Innovations to provide the hybrid approach described in this plan as the main instructional approach for the 2020 – 2021 school year. Moving to a distance education model with students learning from home would be used in the instance of a mandatory school closure by the Governor or for students whose parents are unwilling to return their students to school. All of the procedures and accountability measures described in this plan would be utilized. However, when it was time for students to receive additional assistance or to be assessed, it would be arranged with the parents for the children to be brought into an in-person, face-to-face instructional setting so a true performance picture of the student’s abilities could be obtained. This would allow for the teacher, specialized student staff, literacy specialist, or the counselor to observe the student’s performance and obtain a more realistic performance score. Once all of the information was analyzed and presented, a phone call or Google Meet would be set to discuss the continued options for the student’s learning. * As noted throughout this section, Innovations will use a variety of summative and formative assessments to determine the efficacy of its plan. It will also put forward surveys for parents and families, staff members and licensed teachers, and the governing body to determine what worked well and what did not go well. These data will be analyzed and used to adjust the plan as needed to refine the distance learning process. |
| **ATTENDANCE AND ENGAGEMENT**   * *How will the school track student attendance in Infinite Campus?* * *How will the school engage parents and families to communicate and reinforce the importance of attendance?* |
| * Innovations will follow the guidelines set forth by the district and state for keeping attendance in Infinite Campus. Adjustments will be made to allow the school to fit its model within the accepted student accounting procedures. The school will also keep a paper trail of all students through the use of its daily student contact logs so a full accounting of contact made and the method for which the student interacted with the teacher is intact and reported. * The school will communicate with the parents via letters, phone calls, text messages, Class Dojo and the setting of virtual parent meetings to reinforce the importance of student attendance. The school will also ensure that this information is on the school’s website. Attendance is addressed in the Parent-Student Handbook to also be updated on the website. |
| **PROFESSIONAL LEARNING**   * *What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19?* * *Will the school request additional professional development days and if so, how will these professional development days be used?* |
| * Innovations will be seeking to complete more training throughout the school year on the provision of high-quality distance learning models. This will be done throughout the PLC process as well as virtual training. At this time, the school is hesitant to bring in speakers as this would be very difficult for speakers to present multiple sessions within a given day in order to accommodate social distancing guidelines. The school will look to utilize vendors approved by the state and those whose curriculum we use to provide support. * Innovations’ Assistant Principal is also an expert and our administrator for the Google Classroom Suite for Educators. Her expertise will be tapped to assist in the development of in-person and virtual training for our hybrid and distance learning models. * Our Literacy Specialist will work with the Reach for Reading and Go Math curriculum representatives to assist the teachers in using the online content support. The school will also work with Pearson, the iLit provider for coordinating its online content with a smooth transition to Google Classroom. The school will also work with Rosetta Stone to provide and support foreign language learning for the secondary campus. * The Security Director and the Administrator will continue to work with the Southern Nevada Health District and RNs across the area to help with training involving health and safety requirements related to the prevention and spread of COVID-19. These materials will be provided in English and Spanish for the school families. These can be accessed through Google Documents, newsletters, direct mailings, or virtual lessons for all stakeholders presented through a video streaming to allow for the accommodation of meeting family schedules. * The administration and counselors will work to refine professional development around the topics of social emotional health and trauma with its staff. This has been information shared over the last two years as the school has noted an increase in children in trauma in the building. Further professional development will be shared concerning this same sort of trauma during a pandemic and social distancing and how these have affected children and adult’s methods for dealing with stress and coping. * At this time, the school will not be requesting additional professional development days. It is believed the original calendar provided for three days after the four scheduled prior to the start of the new school year. It is also noted that professional development is shared weekly through PLC meetings and much more efficient with small groups of individuals. |
| **SUPPORTING PARENTS/FAMILIES**   * *What resources will be provided to parents/families so that they can support students?* |
| * Innovations is committed to assisting families and parents with resources to support the students. First, in either the hybrid model or the full distance learning model, the school will work to provide learning manipulatives, resource sites, consumable materials, and class notes so parents and students can work through presented materials. If the model for distance learning is necessary, the school will allow students to take an assigned laptop home and guide the parent where to obtain the Internet, but it will then have to send paper correspondence to the students without the Internet as the school’s budget will not allow this fiscal support for parents. The parents will be directed to areas where the Internet can be accessed, to include sitting in their cars in the school’s parking lots. The families will also be notified that students can attend school on their supplementary technology-based learning days to utilize the technology hardware and software and the Internet connections in order to be successful in their lessons. The school will also look to find community partners to help provide Internet for families, but to date, this has not been a fully developed process. * Innovations will ensure that students and families get a full instructional process from the teachers on Google Meets, Google Classrooms, and Google Chats. Parents will be invited and reminded of the Meet/Instructional sessions so the parents and students can see synchronous lessons developed to cover content area standards. * Innovations’ counselors will also make sure there are community resource agency lists available for a variety of assistance for families in need. These will be written in Spanish and English, posted in the counselors’ Google Classrooms and forwarded to parents upon request. * Innovations will seek to have monthly virtual family engagement lessons or discussion forums with educators available to answer parent questions or to model lessons causing parents frustration. This would be an optional attendance by parents but could also be viewed as a streaming video that parents can stream at their open times. * Innovations will seek to provide updated information and resources to parents as they become available. The school acknowledges that what is happening today is new and will take consistent flexibility and resilience for all of the staff and families at the school. Administration will seek to keep all information posted and presented to all of its stakeholders. |