



Innovations International Charter School of Nevada

Path Forward Program of Distance Education and Plan for the Safe Return to In-Person Learning and Continuity of Services 2021-2022 School Year Directive 052 COVID-19 Mitigation Plan

Introduction

The United States Department of Education established interim final requirements for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARPESSR) Fund, under section 2001 of the American Rescue Plan Act of 2021. The requirements clarify how local education agencies must meet the statutory requirements to develop a plan for the safe return to in-person instruction and continuity of services and for how state education agencies would work with the local education agencies to develop and submit these plans.

The Nevada Department of Education began fulfillment of its responsibilities under these requirements with Guidance Memo 21-02 released on May 28, 2021. The memo provided details concerning the Nevada Department of Education's role in the submission of Innovations International Charter School of Nevada's plan for the safe return to in-person learning and continuity of services and the requirement that plan also fulfills under Governor Sisolak's Declaration of Emergency Directive 044 for offering distance education and developing plans for a Path Forward Program of Distance Education for the 2021-2022 school year.

Under the current Directive 052 from Governor Sisolak, Innovations International Charter School shall adopt a COVID-19 mitigation plan. The plan must include:

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

Section 4 of the Governor's Declaration of Emergency Directive 052 implementation, dated February 14, 2022, from the State of Nevada provides updated guidance which prescribes that plans must be posted to websites and revisited every six months. This memo also outlines that current plans do not become effective until they are updated, submitted, and approved in writing by the local health authority. This plan will be subject to reevaluation in three weeks once Innovations has updated the K-12 guidance for schools.

The following pages contain information of how Innovations intends to meet the requirements for the Plan for Path Forward Program of Distance Education and Plan for the Safe Return to In-Person Learning and Continuity of Services.

Requirement: All districts and schools must submit a Plan for a Path Forward Program of Distance Learning for the 2021-2022 School Year.

For the 2021-2022 school year, Innovations offers parents/guardians the following learning models:

- Innovations' Elementary Campus, grades K-5 will offer two (2) cohort choices for its students for the 2021-2022 school year. Cohort A will encompass a hybrid instructional format integrating in-person instruction with a distance learning/digital instructional day. Cohort B will use a distance education learning format with students attending school virtually using the distance education definitions outlined in SB 215 section 1.5, "distance education means synchronous or asynchronous instruction which is delivered by means of video, computer, television, or the Internet or other electronic means of communication, or any combination thereof, in such a manner that the person supervising or providing the instruction and the pupil receiving the instruction are separated geographically for a majority of the time during which the instruction is delivered."
- Innovations' Secondary Campus, grades 6-12 will offer two (2) cohort choices for its students for the 2021-2022 school year. Cohort A will encompass a hybrid instructional format integrating in-person instruction with a distance learning/digital instructional day. Cohort B will use a distance education learning format with students attending school virtually using the distance education definitions outlined in SB 215 section 1.5, "distance education means synchronous or asynchronous instruction which is delivered by means of video, computer, television, or the Internet or other electronic means of communication, or any combination thereof, in such a manner that the person supervising or providing the instruction and the pupil receiving the instruction are separated geographically for a majority of the time during which the instruction is delivered."
- Cohort B will use distance education instruction for the following:
- Any charter school student who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance education
- All county school district students must have an ability to access and participate in distance education at the request of their parent/guardian through a process to be established by the district
- Cohort A will use a 'hybrid learning' defined as any arrangement under which a district or 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 distanced education on a regular schedule. Schools may, but are not required to, consider the following approaches to implementing hybrid learning:
- Prioritizing in-person instruction for student most negatively impacted by COVID-19, including students from families experiencing poverty, students of color, English learners, students with disabilities, student experiencing homelessness, children and youth in foster care, and migratory children
- Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction
- Determining that certain grade levels or courses are better suited to in-person instruction or distance learning
- Considering documented students and family medical circumstances
- Cohort A the proposed hybrid approach uses in-person instruction following strict social distancing protocols and a technology-based learning process to provide instruction to its students five days a week. Four days a week, students will be scheduled to attend in-person classes with their assigned grade level teacher. One day a week, they will be provided a hybrid/digital learning structure using technology-based instruction. Cohort A students at grades K-5 and 6-9 will attend in-person learning with their assigned teacher on Tuesday – Friday of each week the school is in session with technology-based/digital learning on Mondays. Students in grades 10-12 will attend in-person classes one day/week and be provided a hybrid/digital learning structure using technology-based instruction four days/week.

- Cohort B will be reserved for students to learn fully from a distance learning model. Mondays will be coordinated with Cohort A's digital learning days whereby virtual meetings, tutorial sessions, pre and post assessments and test preparatory lessons will be offered to students utilizing additional assistance with licensed teachers, paraprofessionals, itinerant staff, and tutors.

Innovations International Charter School of Nevada acknowledges that all mandates set forth by the CDC, the State of Nevada, the Southern Nevada Health District, the Clark County School District and its own Governing Body members will be followed with fidelity to the highest extent possible. Administration will remain current and informed and will remain flexible in disseminating procedures and policies to all stakeholders involved with the school.

Requirement: In implementing Path Forward Programs of Distance Learning, districts and schools must ensure students participating in distance education have access to the technology necessary to participate in distance education, such as access to a computer and Internet connectivity, or plan to provide accommodations for students without access to such technology.

Innovations will continue to support a 1:1 environment in which every student is provided a school-owned device, regardless of the learning model in which the student is enrolled. Innovations has made the commitment to purchase and continue to purchase laptops in order to supplement existing school inventory for issuing a device to every student expressing a need. A limited number of devices will be maintained centrally for enrollment increases, replacements, and emergency needs as the inventory is available.

Innovations will subsidize Internet connection for families without in-home Internet connectivity who are currently enrolled at the school for the 2021-2022 school year. These will be through the use of hotspots that additionally provide the appropriate Children's Internet Protection Act (CIPA) required content and filtering technology. In support of this program, a Family Support Technician has been made available for families to contact for guided assistance during the school year.

Requirement: Any district or charter school who has documentation from a medical professional related to a condition that would be compromised by attending school in-person or is quarantined on the advice of local public health officials must have an opportunity to access and participate in distance learning at the request of their parent/guardian through a process to be established by the school.

All students may participate in full-time distance education in a joint coordination with the school's hybrid education program. At the time of registration for the 2021-2022 school year, parents/guardians were given the opportunity to select either full-time distance education or the hybrid distance education of digital learning and in-person learning for the current school year. The hybrid approach that Innovations has elected to follow involves the classroom teachers instructing up to 100% of their classroom students on the selected days of the week that school is in session. 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. Social distancing and wearing of face coverings, building sanitizing and other CDC, SNHD, and State mandated mitigations will be followed in order to keep the school community and environment safe.

Requirement: A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once during the instructional day. If a student's lack of access to a telephone or Internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher must attempt contact via other means once per week and maintain a record of attempts to communicate.

- Elementary school students will engage in a combination of synchronous lessons, digital lessons, small group learning, interventions, and accelerated learning opportunities in reading, language arts, writing, mathematics, science and social studies. Students in grades K-2 will engage in a minimum of 60-90 minutes of real time sessions per day. Student is grades 3-5 will engage in a minimum of 90-120 minutes of real-time sessions per day. Students may need to attend additional small group instruction depending on their academic progress.
- Secondary students will engage in a combination of all real-time session, digital lessons, small group learning, intervention, and accelerated learning opportunities in all courses. Students will engage in a minimum of 60-90 minutes of real-time sessions per week per course.

All full time distance education students are required to attend the full duration of all synchronous lessons through the use of the cameras on the laptops throughout each session and must be available for all real-time synchronous learning during the school's instructional day.

Two-way communication with the student's teacher (s) is critical for academic growth. Each teacher will provide contact information to the H.R. Director and schedule virtual office hours with the families on a weekly basis. Parents/Guardians are encouraged to use this time to discuss academic progress and student engagement. The school's counselors are also readily available to help and support Innovations' families.

Requirement: The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs, and students with Section 504 Plans.

Innovations will continue to support English Language Learners by preparing all educators to effectively provide instruction focused on teaching content and language simultaneously during distance learning. Innovations will also provide special education and related services to students with disabilities in accordance with the student's IEP and provide reasonable accommodations in the Section 504 Accommodation Plans.

All students with disabilities or a Section 504 Plan will:

- Receive the services or accommodations outlined in the IEPs or Section 504 Plan
- Continue to collect on-going progress monitoring data and document time spent addressing student goals
- Continue to communicate proactively with the parent/guardian regarding their child's needs
- Continue to receive related services during the school year either virtually or in-person
- Receive additional instruction either virtually on in-person using teaching assistants and/or tutors, or with itinerant staff on the days they are in the building or in a synchronous classroom.

Requirement: Licensed teachers and/or licensed substitutes must be accessible to students through the Internet or by telephone during the school's regularly schedule instructional hours.

Two-way communication with the students' teacher(s) is essential. Each teacher will provide contact information and schedule virtual office hours. Parents/Guardians and students are encouraged to use this time to discuss academic progress and student engagement. School counselors are also readily available to support families.

Requirement: Students participating in distance education must receive access to the nutrition services to which they are entitled.

Based on state and local health department guidelines, Innovations will follow the proper social/physical distancing, face covering mandates, and cleaning procedures when serving meals to students. 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. Meals will be served in the lunchroom utilizing social distancing, face covering mandates, and cleaning procedures in place as the school year progresses.

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 there. 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.

Requirement: Districts and schools must use a consistent method in Infinite Campus for recording contact with students participating in distance learning, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

Teachers are required to take attendance daily. Daily attendance must be taken in Infinite Campus, the state designated student information system for class record books. Traditional attendance coding of P: present, A: absent, or T: tardy will be utilized and enabled during in-person instruction at school. During distance education, teachers will utilize virtual attendance indicating student participation. This tool also resides in the same area of Infinite Campus within the Teacher Instruction Tools.

A student is considered present/participating for an attendance day and class based on the definitions below

- The student makes progress in their classwork leading toward mastery of the Nevada Academic Content Standards (NVACS) and/or a course's completion that can be verified through a learning management system or other means; and/or
- The student participates in a real-time class session (e.g., attends the live Google Meet); and/or
- The student meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the student's progress in the particular course.

Plan for the Safe Return to In-Person Learning and Continuity of Services

On February 25, 2022, the CDC recommended moving to a new system of COVID-19 Community Indicators based on the following criteria.

- New hospital admissions with confirmed COVID-19/100,000 people and percent of inpatient beds occupied with COVID-19 patients selected as best candidate
- ICU beds occupied, new hospital admissions/100 beds, test positivity and metrics reflecting percent change eliminated
- New cases retained as a potential candidate to assess performance as a leading indicator

The new metrics are better indicators over community transmission and better identify regions that will experience severe outcomes three weeks later. With the adoption of the new COVID-19 Community Indicators, Innovations will implement the following mitigation strategies to align with the new categories.

New Cases*	Community Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

* (per 100,000 population in the last 7 days)

Level of Transmission	Innovations Guidelines and Expectations
Low	<p>Innovations will provide stakeholders with information and opportunities for staff and students in regard to current vaccines and boosters</p> <p>Innovations will continue to maintain and improve ventilation in indoor spaces</p> <p>Innovations will continue to provide access to resources where COVID testing can be obtained</p> <p>Innovations will offer the Test to Stay Program for staff and students who have been exposed to positive individuals</p> <p>Innovations will utilize a sick room for symptomatic students for at least the remainder of the 2021-2022 school year</p> <p>Staff or students who are returning from a confirmed positive COVID-19 diagnosis or exposed to a positive individual will be required to wear a mask</p> <p>Innovations will continue to have staff monitor temperatures and daily symptoms before entering the school</p> <p>Innovations will continue to require parents/guardians to assess their child's daily health before sending them to school</p>

	<p>Innovations will ensure that quarantine and isolation guidance is upheld in accordance with local health authorities and the CDC</p> <p>Innovations will continue to promote good handwashing and respiratory etiquette</p> <p>Innovations will adhere to daily cleaning of its campuses</p> <p>Innovations will continue to assist students and staff who are immunocompromised</p> <p>Buildings, events, and activities will be at 100% capacity</p> <p>Innovations will coordinate with state and local officials to determine any changes in to be made in mitigation policies</p> <p>Outdoor facility use is currently acceptable without restrictions, indoor facility use will be approved on a case-by-case basis</p>
Medium	<p>Innovations will follow the mitigation strategies outlined in the Low Community Indicator with the additional changes:</p> <p>Innovations will limit capacity at indoor events to 75% capacity</p> <p>Innovations will continue to request that staff and students who are unvaccinated or not up to date on vaccinations voluntarily test prior to participating in identified and high risk activities</p> <p>Innovations will quarantine based on core groups</p> <p>Innovations will increase the frequency of cleaning of high touch surfaces</p>
High	<p>Innovations will follow the mitigation strategies outline in the Low and Medium Community indicators and will also implement the following additional mitigation strategies:</p> <p>Innovations will require students to return to the status of cohorts/classrooms to limit the spread of COVID-19</p> <p>Innovations will require playground equipment to be sanitized between uses</p> <p>Innovations will require in-person meetings to be converted to a virtual format</p> <p>Innovations will continue to limit visitor's to the building only allowing those who are most critical to the function of the school</p> <p>Innovations will continue to increase the frequency of all mitigations, handwashing, sanitation, social distancing, and masking in order to keep the school safe</p>

	<p>Students will not be permitted into the building if they have a temperature</p> <p>Innovations will quarantine students who become ill during the day awaiting a parent pick-up</p> <p>Innovations will require field trips to follow current guidance from the local health district</p>
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Requirement: The requirement clarifies that Innovations' plan must include how it will maintain the health and safety of students, educators, and other school staff, and the extent to which it has adopted policies and a description of any such policies on each of the CDC's safety recommendations including:

- *Correct Wearing of Masks*
- *Modifying facilities to allow for physical social distancing*
- *Handwashing and respiratory etiquette, cleaning and maintain facilities, including improving ventilation, contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments*
- *Diagnostic and screening, and COVID-19 testing*
- *Efforts to provide vaccinations to school communities*
- *Appropriate accommodations for children with disabilities with respect to health and safety policies*
- *Coordination with State and local health officials*

Innovations has established policies and systems to address each of the CDC's safety recommendations in alignment with the Southern Nevada Health District and in consideration of state and local requirements and guidance. These are outlined below.

Category	Plans and Procedures
Staff daily health assessment	<p>Staff may contact the H.R. Director to report exposures, symptoms, or positive COVID-19 test results. The cell phone for notify the Director is available on a 24-hour/day basis</p> <p>If a staff member shows any symptoms or conditions, he/she is to remain at home and contact a medical provider for guidance</p> <p>Staff will utilize their personal physicians, community organizations, or in-home monitoring systems to report their symptoms, exposure, and/or positive COVID-19 lab results</p> <p>Staff will need to disclose any symptoms and to have their temperatures taken daily to enter the work area and/or remain on duty</p>
Student daily health assessment	<p>Parents will need to check their children for symptoms or conditions prior to sending the child to school. These relate to the signs or symptoms related to COVID-19 described by the CDC</p>

	<p>If a student shows any symptoms or conditions, the parent/guardian is to keep the child at home and contact a medical provider for guidance</p> <p>Parents/guardians are encouraged to report all student exposures, symptoms, and/or positive COVID-19 results to the school</p> <p>COVID-19 testing opportunities for students and information for parents/guardians are also provided by office staff to the parents as needed</p> <p>Students will need to have their temperatures take daily to enter the school and/or remain in classes for the day</p>
<p>COVID-19 testing for exposed systematic staff, students, or household members</p>	<p>COVID-19 testing services, including BinaxNOW rapid testing and RT_PCR COVID-19 testing for both symptomatic and exposed students, staff, and household members are offered throughout the city and can be purchased in local stores. Individuals in need of testing will be pointed in those directions.</p> <p>COVID-19 testing sites are Clinical Laboratory Improvement Amendments certified with the Department of Health and Human Services and operate in collaboration with SNHD. All laboratory results are reported electronically to SNHD and the State of Nevada.</p>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Innovations works closely with the SNHD to prevent the spread of disease in school and monitor any outbreak activity in the community. Contact tracing is part of the process of supporting patients with suspected or confirmed infection. In contact tracing, COVID nursing staff and SNHD staff work with families or staff members to help them recall everyone whom they have had close contact with during the timeframe while they may have been infected. Administration may be asked to assist with providing this information as well.</p> <p>Administration will notify exposed or potentially exposed individuals as quickly as possible. Notification to the families of students recommended for quarantine, including letters and phone calls will be placed from the school.</p> <p>Contacts are only informed that they may have been exposed to COVID-19. There is no release of the identity of the person who may have exposed them. Contacts are provided with education, information, and support to understand their risk, as well as information on what they should do to separate themselves from others who are not exposed, monitor themselves for illness, and the potential of spreading the infections of others, even if they themselves do not feel ill.</p> <p>During times of increased transmission and COVID-19 reported positive cases, SNHD recommends prioritizing contact tracing efforts to the most vulnerable populations. Prioritizing Contact Tracing Efforts outlines the plan to contact trace students with medically fragile conditions, as well as staff in job categories that are at increased risk for contracting and spreading COVID-19. Prioritizing will only be used during times when resources cannot meet the demand of positive, symptomatic, or exposed cases. All COVID-19 cases will be reviewed utilizing available resources as quickly as possible.</p>

<p>Test to Stay Program</p>	<p>The Test to Stay Program is a voluntary practice consisting of contact tracing and serial testing to allow school associated close contacts who are not up to date with their vaccines to continue working or attending school during their quarantine period. While the school cannot demand that staff utilize this program, it will continue to use layers of protection as well as masking of contacts during their quarantine period. These layers are integral for minimizing the impact of the quarantine and limiting school absences after a COVID exposure.</p> <p>If staff or students do not agree to the testing, they will be quarantined on the most up to date guidance put forward by the CDC and the SNHD at the time.</p> <p>For individuals to participate in the Test to Stay Program, there are specific criteria that must be met in accordance with the local health officials. There are: (a) staff can contact the H.R. Director after exposure and will be notified if they meet the criteria for the Test to Stay Program and (b) parents/guardians can contact the H.R. Director for information regarding the program and to see if their student qualifies.</p>
<p>Ensuring CDC quarantine and isolation guidance is upheld</p>	<p>Innovations requires staff to report symptoms, report their vaccination status, and to have their temperatures taken each day upon entering the building to work. If there are symptoms, a fever, and recent exposure to an infected person, they are guided to remain at home, take a test, and/or see a local health care provider prior to returning to work. Isolation and quarantine times to match those put forward by the CDC and the SNHD are followed.</p> <p>Innovations requires the students and parents to report signs, symptoms, and fever to the school prior to attending. Sick students may remain at home while they seek assistance and follow any isolation or quarantine times. When a student or parent/guardian reports symptoms, exposure, or test positive for COVID-19, a quarantine or isolation process takes place to ensure other students at the school are not infected. If the symptoms or fever begin during the school day, they are isolated and monitored by the school's FASA while the parents are called to come and remove them from school. Daily monitoring is then completed to check on a child who may be ill in order to ensure they are receiving needed assistance.</p>
<p>Circumstance where face masks are required</p>	<p>Based upon approval from the SNHD aligned with Directive 052 from the State of Nevada and collaboration with the state and local officials, Innovations will no longer continue the universal masking as a mitigation strategy and will implement the following adjustments to the mask policy.</p> <ul style="list-style-type: none"> • Face Mask Use After Exposure <ul style="list-style-type: none"> . Vaccines are up to date: <ul style="list-style-type: none"> + Staff and students may return to school as long as they are asymptomatic + Staff and students must wear a mask for 10 days after exposure + Staff and students are encouraged to test

	<ul style="list-style-type: none"> for COVID on day five if possible . Vaccines are not up to day <ul style="list-style-type: none"> + Staff must stay home for five days + After returning to school, staff and students must continue to wear a mask for five additional days + Staff and students encouraged to test for COVID on day five if possible • Face Mask Use After Testing Positive <ul style="list-style-type: none"> . Staff and students must stay home for five days . After returning to school, staff and students will continue to wear a mask for five additional days . Symptoms must have improved and staff/ students must be without a fever for 24 hours without the use of fever reducing medication to return to school/work on day six • Cluster and Outbreak Masking <ul style="list-style-type: none"> . Innovations will continue to contact trace and identify individuals in the school that are symptomatic, exposed, or who test positive for COVID-19 . If a cluster or outbreak is identified, the school will communicate these findings to the sponsor and the local health authority and quarantine individuals on a case-by-case basis . Individuals, classrooms, or cohorts identified as close contacts will follow the Face Mask Use after Exposure guidelines for masking as outlined above <p>As community health conditions improve, these recommendations may be relaxed if allowed under state and local guidance. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.</p> <p>Schools staff have been provided with guidance that requires face masks to cover the individual's face from the bridge of the nose to snugly under the chin and fit against the sides of the face with no gaps for air to enter or exit.</p>
<p>School related cluster and positive outbreak activity, reporting, and communications</p>	<p>Innovations utilizes the national Council of State and Territorial Epidemiologists' Standardized COVID-19 School Surveillance Guidance for Classification of Clusters and Outbreaks along with the COVID-19 Quarantine and Isolation Guidance for guidance and reference.</p> <p>This guidance notes that a K-12 school associated with COVID-19 case (s) (confirmed or probable) is defined as:</p>

- A staff or student who is physically present at the school /work site or participating in a school sanctioned activity within 14 days prior to an illness onset (or a positive COVID-19 test result) or within 10 days after illness onset (or a positive COVID-19 result)

A K-12 school associated cluster is defined as:

- Multiple cases comprising of at least 10% of the students, teachers or staff within a specified core group or
- At least three cases within a specified core group meeting criteria for a probable or confirmed school associated COVID-19 cases with symptom onset or positive COVID-19 test result within 14 days of each other and
- No likely known epidemiologic link to a case outside of the school/work site

A K-12 school associated outbreak is defined as:

- Multiple cases comprising at least 10% of students, teachers, or staff within a specified core group or
- At least three cases within a specified core group meeting criteria for a probable or confirmed school associated COVID-19 cases with symptom onset or positive COVID-19 test results within 14 days of each other; who were not identified as close contacts of each other in another setting outside of the school setting and
- Epidemiologically linked in the school setting or a school sanctioned activity

Note: COVID-19 cases who may have shared exposure on school grounds and are from different households are included. Case counts for school related outbreaks include those associated with before and after school programs.

Identifying Outbreaks Within Schools:

- Site administrators are notified daily of all students and staff who are isolated or quarantined
- H.R. Director confers with administrators to determine if 10% of students, teachers, or staff within a specified core group or at least three cases within a specified core group meet criteria for a probable or confirmed school associated COVID-19 outbreak.
- A core group includes, but is not limited to, extracurricular activities, cohort groups, classrooms, before and after school care
- A school sanctioned activity is defined as a voluntary activity sponsored by the school or an organization sanctioned by the administration. Extracurricular activities include, but are not limited to, preparation for and/or involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- Per Directive 052, if the local public health authority becomes aware of a school/work site that is experiencing an outbreak and has implemented the agreed upon mitigation measures, the local public health authority may require the mandatory and immediate use of face coverings for all students and staff in the affected school

	<p>building(s) and any additional mitigation measures deemed necessary by the local health authority.</p> <p>Declaration and Notification of Outbreaks in Schools/Work Sites: Outbreak declarations must be reported immediately to the local public health authority, the SNHD, the Governing Board, and the charter school sponsor. Administration will notify those listed in the previous sentence. Communication will be formulated for parents/guardians and staff of the outbreak and mitigation responses by the Governing Board. Communication with families and the community is crucial to ensure they understand the reason for the closure and what is being done to address the outbreak.</p> <p>Mitigation Response: Innovations will collaborate with the SNHD to determine the appropriate outbreak response, which is not limited to:</p> <ul style="list-style-type: none"> • Core group quarantine • Universal school masking • Proper sanitation • Increased ventilation • Changing HVAC filters in the rooms and building • School building/work site closure • Possible suspension of athletic events and/or school gatherings both on or off the school campus <p>Outbreak Monitoring: Parents/guardians will be encouraged to continue to report any students who become symptomatic or test positive for COVID-19 to the H.R. Director. Staff are to report symptoms or positive COVID-19 results to the Business Office. Staff will continue to monitor case numbers at the school site to determine when the epidemic curve starts to decline.</p> <p>Closing an Outbreak An outbreak ends when the number of newly reported illnesses drops back to baseline or under 10% of students, teachers, or staff within a specified core group or at least 3 cases within a specified core group. Once the baseline of COVID-19 has been achieved for two incubation periods (28 days) the outbreak will be declared closed by the SNHD. The SNHD may also declare that an outbreak is over by using different measures depending on known information of the outbreak. For example, if the outbreak was known to be Omicron, the medium incubation period is lessened and the SNHD may determine the outbreak is over before 28 days. This is subject to changed based on new scientific information and detailed information from the outbreak.</p> <p>Notification of Outbreak/Closure The administration will inform families and staff via Google, Class Dojo, school website, email, and/or phone calls when the outbreak has been contained and email school activities may resume.</p>
<p>COVID-19 testing for staff and students, that are not up to date on</p>	<p>During periods of medium to high transmission, Innovations will require students in identified activities and athletics who are not up to date on</p>

<p>COVID-19 vaccinations or who are unvaccinated</p>	<p>vaccines, or who are unvaccinated to test weekly for COVID-19. Staff who are not up to date will be asked to participate in mandatory testing. Vaccine requirements are rapidly changing, so the latest guidelines are:</p> <ul style="list-style-type: none"> • All team and activity; staff and students; coaches; volunteers; team managers, and activity advisors participating in the identified activities will be asked to participate in weekly COVID-19 testing if they are not up to date on vaccinations. • Identified participants must complete their COVID tests during the week of the competition/participating with verified results obtained. If a student does not participate in testing, he/she will be ineligible until a negative COVID-19 test is provided to the athletic director and/or activities leader or until the student resumes weekly COVID-19 testing. • Student athletes who refuse to test for COVID-19 are ineligible for practice and competition until a negative test is provided or the student resumes weekly COVID-19 testing • Cheerleaders who refuse to test for COVID-19 are ineligible for practice and competition until a negative test is provided or the student resumes weekly COVID-19 testing • Students who are enrolled in an identified elective class during the school day who refuse to test will remain enrolled in the class, but are ineligible for competitions and/or participation in after school events aligned to their elective class/activity until a negative COVID-19 test is provided or the student resumes weekly COVID-19 testing. • School personnel will communicate the schedule with the families for assigned weekly testing days and times at the school's site. • The school will be responsible for notifying administration when students and staff plan to travel outside of the county for school activities. The need for testing will be determined by one or more multiple factors to include community transmission rate or requirements of the facility
<p>Modifying facilities to allow for physical distancing</p>	<p>As local guidelines no longer restrict building capacity to account for COVID-19, capacity limits will revert to the maximum allowed by fire code. If local health recommendations change, Innovations will adjust to ensure capacity limits account for appropriate social distancing.</p> <p>At this time, Innovations recommends, whenever possible, students in the cafeteria, multipurpose room, auditorium, and other large common areas practice three feet of social distancing between peers and six feet of social distancing between students and adults. During periods of high transmission, unless otherwise noted, the following will be implemented:</p> <ul style="list-style-type: none"> • Students are seated with peers who they are seated with during the instructional day to limit additional student exposure • Students are transitioned out of the cafeteria or multipurpose room as soon as possible to the alternate location to maintain social distancing • Outdoor mixed cohorting is allowed in period of low to medium transmission

	<p>The health office has been established to take care of student needs that cannot be addressed in the classroom. The management of moderate to severe first aid injuries, medication administration, and specialized procedures such as diabetic care, are handled in the health office to prevent possible cross-exposure risk with sick students.</p> <p>An area for students with possible COVID-19 has been established away from the health office. The sick room is identified with appropriate signage. Use of this alternative room is preferable to use for sick room health services delivery. The management of mild to severe illness, including students with fever or signs and symptoms is handled in the sick room to prevent public cross exposure risk with healthy students and staff. All employees who are assigned to work in the sick room are medically cleared and fit tested for an N95 respirator.</p> <p>As community health conditions improve, these recommendations may be relaxed. If health conditions deteriorate, these recommendations may be relaxed. If health conditions deteriorate, these recommendations will be adjusted to align with state and local guidance.</p>
Handwashing and respiratory etiquette	<p>Staff and students are encouraged to wash for at least 20 seconds or sanitize hands regularly, especially before and after check-in procedures, between classes or activities, and when working with children or supplies.</p> <p>Students and staff are encouraged to wash hands/use hand sanitizer often such as:</p> <ul style="list-style-type: none"> • After coughing, sneezing, or blowing nose • After using the restroom • Before eating or preparing food • Before and after touching face • Prior to boarding a school bus or other public transportation • Before and after providing routine care for another person who needs assistance • Before putting on and after removing gloves • After touching frequently touched areas <p>Any staff member who is working in the sick room, conducting aerosolized medical procedures, and/or working closely with students in specified conditions must wear an N95 respirator while performing their work. Additional personal protective equipment may also be required but does not require all the steps for the Respiratory Protection Program.</p>
Cleaning and maintaining healthy facilities	<p>In an effort to maintain a safe and clean learning environment for students and staff, under the direction of a head custodian, custodial personnel perform disinfectant light duty activities daily in each classroom and common areas throughout the facility.</p> <p>COVID-19 Facilities Disinfecting</p>

	<p>In an effort to be efficient and supportive when a COVID-19 positive case is identified and/or suspected, the school administration will work with the custodial staff to determine the proper disinfecting application.</p> <ul style="list-style-type: none"> • The custodial staff will immediately utilize the electrostatic misters to disinfect problematic areas occupied by the person who is sick or diagnosed with COVID-19 within the last 24 hours. • To clean smaller areas, smaller electrostatic misters will be used and followed up with sanitizing the area affected. • Daily disinfectant cleaning of high traffic areas, including but not limited to, the sick room, health office, hallways, classrooms, restrooms, and other rooms utilized will be cleaned and disinfected using the electrostatic misters and cleaning materials. <p>In addition to performing regular maintenance and repairs to heating, ventilation, and air conditioning equipment, Innovations has taken proactive actions to place HEPA filtered systems in all offices and classrooms to circulate and clean the air. Air filters are changed, heating and cooling units are also cleaned. HVAC systems have been inspected to verify outdoor air intakes are working and where possible, indoor air intake rates have been increased.</p>
Efforts to provide vaccinations to school communities	<p>Vaccination centers are currently available in collaboration with the SNHD and other community partners to provide vaccination opportunities for students, staff, and the school community outside of the school's facility. Outside community vaccination opportunities are also advertised in media and social media and messaging of such are shared with parents.</p>
Appropriate accommodations for children with disabilities with respect to health and safety policies	<p>With regards to medically fragile student populations, IEP teams work with the school nurse/FASA, licensed health care providers, and parent/guardian to determine if it is in the best interest of the child to return to school. Students with immunosuppression may be at increased risk during an outbreak of COVID-19 because they are at risk for health complications.</p>
Coordination with State and local health officials	<p>Innovations collaborates with the SNHD to discuss School Reopening Criteria and determine any changes to quarantine requirements.</p>

Requirement: The plan must describe how the school will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

Academic Needs

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 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 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 2020 – 2021 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.

Social Emotional Needs

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 2021 – 2022 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.

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 from 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 to help teachers adjust and to help them to help their students in the classrooms.

Health

Innovations has a required well room/FASA office for daily health needs and a sick room for students who appear to display COVID-10 symptoms. These two locations have an additional air purifier to assist with any possible droplets in the air. Students and their families are encouraged to follow the daily symptom check prior to leaving their homes to eliminate potential exposures before arriving on campus.

The allowance of visitors in the building is limited in order to lessen additional exposure to possible germs from COVID-19 as once the students are in the building, the electrostatic misting system is used to sterilize common areas and hallways. Temperatures are taken for each student each morning prior to get out of the car to enter the building. This enables sick children to be sent home immediately for further health care.

In the classrooms, staff are asked to maintain a seating charter to facilitate accurate seating charts o facilitate contact tracing and notification if the need be. If individuals are up to date on vaccines, and not experiencing symptoms, they will not be required to quarantine, but will have the chance to participate in voluntary COVID -19 testing.

If the positivity rate is within medium or high community transmission rates, Innovations will implement mandatory testing for staff based on SNHD recommendations and community transmission metrics outline previously in this document.

Nutrition

Based on state and local health department guidelines, Innovations will follow the proper social/physical distancing, face covering mandates, and cleaning procedures when serving meals to students. 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. Meals will be served in the lunchroom utilizing social distancing, face covering mandates, and cleaning procedures in place as the school year progresses.

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 there. 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.

Requirement: An LEA must periodically, but no less frequently than every six months, review and, as appropriated, revise its plan until September 30, 2023. The LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months. The revised plan must address each of the aspects of safety currently recommended by the CDC.

The development of this plan was informed by many hours of feedback from stakeholders throughout the community. As the reopening plans for the 2020-2021 school year were required to be approved by the Governing Board, all recommendations were presented in a public Board meeting with much input from parents/guardians, students, teachers, principals, community members, elected officials, and representatives of community groups serving a wide variety of stakeholders. Though individual opinion on aspects of reopening schools varied greatly, the overwhelming feedback from our community has been clear: open schools while keeping our students and staff healthy and safe.

In addition, this plan was presented to the Governing Board in a public meeting to encourage and allow for public comment before submission.

In collaboration with a small planning team, Innovations will coordinate the efforts of a broad range of community partners to collect and organize input directly from their constituencies and members. Among other questions, we will ask, "What should be true for our kids once these funds have been deployed?" "How will we fill the academic gaps created by distance learning?" "How will we help students, families, and staff members who are suffering from emotional trauma?"

Leveraging community partners to conduct the input sessions will increase the degree of authentic participation while providing data and feedback in a consistent manner.

Requirement: The plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to the parent.

This document will be translated into Spanish and will be provided in alternative formats if requested.