

Innovations International Charter School of Nevada
Ten Day School Emergency Plan for Distance Education



K – 12 Plan

2025 – 2026

Access to Technological Capacity

Innovations acknowledges that families need technology hardware and an Internet connection to ensure its students have access to distance education with the school should an emergency arise. Innovations will continue to work collaboratively with state and community agencies to combat the digital divide found in families where there is limited or no connectivity for students due to financial situations, device access, etc. This ensures that our highest-need students can access hardware as they will be able to borrow a laptop from the school and that our families who need assistance can access reliable connectivity. This includes:

- (1) Mobile hotspots, individual and community connections, and/or use of computers at the school
- (2) Collaboration with Cox Communications to provide low-cost monthly internet fees for families
- (3) Loaner laptops to enrolled students utilizing those housed at the school for in-home use

Access to High-Quality Professional Development

To ensure that all students have access to teachers and paraprofessionals who in turn have access to high quality educational opportunities, Innovations will utilize the following:

- (1) Weekly Professional Learning Communities (PLC)
- (2) Monthly Impact Team Meetings
- (3) Speakers from a variety of organizations with knowledge in areas needed to increase student performance in the school
- (4) Regional Professional Development Programs (RPDP)
- (5) Professional Educators from the University of Nevada Las Vegas
- (6) Other

State and federal funding made available to the school will be prioritized to address the urgent needs of reading, writing, and mathematics achievement. The school will also continue professional development in online synchronous and asynchronous learning and the use of Google Education and Canvas for its digital learning experiences.

Access to High-Quality Instructional Materials

To ensure that students and educators have access to high-quality instruction, Innovations has been utilizing state adopted curriculum for in-person and online synchronous learning as needed. The preferred platform for the school is Google for Education and Canvas. Additionally, the school utilizes the following items for weekly, monthly, and/or quarterly benchmarking of student growth:

Formative Assessments

- Kindergarten Entry Assessment (KEA) for kindergarten screening
- MAPS for reading and mathematics in grades K-8
- WIDA for second language students in grades K-12
- Assessments aligned with the school's adopted content area curriculum
- ACT practice testing for grade 11
- SBAC Interims (as appropriate) for grades 3-8

Curriculum

Innovations has been and will continue to utilize state adopted curriculum for educating its students in the core content areas. Additionally, the K-6 grade levels have added Savvas Literacy Components for its reading and language curriculum for the 2025-2026 school year. Innovations' students deserve an educational system that delivers strong and positive teaching and learning outcomes. An integral part of this is having high-quality content that is accessible to all its students and families.

Student Plan for Academic Improvement

The Nevada Department of Education has established six goals for the State education system to achieve by 2025. Innovations, in keeping with these goals, will continue to address the following five of six goals as outlined by the state. At this time, the school is unable to offer preschool services to young children.

- (a) All children through grade three, have access to quality early care and education
- (b) All students have access to effective educators
- (c) All students experience continued academic growth
- (d) All students graduate future-ready and globally prepared for postsecondary success and civic life
- (e) All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines
- (f) All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated

Family and Community Engagement

Innovations plans to continue its engagement and empowerment of its families in collaboration with the Governing Body and the school staff to ensure that re-opening plans are responsive to their concerns and expressed needs. Engaging and collaborating with families throughout the process will help support re-opening efforts with the result being a stronger and more sustainable re-opening plan. The Governing Body members note the importance of meeting the needs of the families and have diligently assigned Needs Assessments and personal interviews as a means for contacting and retaining information from the families served at the school.

Communication

Composing a comprehensive communication plan for educators, families, students, community members and other stake holders will be used to leverage media and social media outlets, update the school's website, incorporate text messages, use Class Dojo, use email, call families, use Google Classroom postings, and use the United States Postal Service as a means of communication. These are all critical in the efforts to keep parents informed concerning the process of reopening the school should there be an emergency closure. Since Innovations has many Spanish speaking families, all announcements will be made in English and Spanish and phone calls will be made by Spanish speaking employees.

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 SNHD 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 receive at least weekly information regarding Innovations' implementation of distance education in the case of an emergency must involve the leveraging of 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; (e) using Infinite Campus and other technology communication platforms to relay messages in English and Spanish; and (f) posting information in the teachers' Google Classrooms for parent and student access.

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.

Emergency Management

Emergency management is a critical component for the Governing Body and administration at Innovations. Whether an emergency emerges at the school, district, or state-wide level, administration needs to respond by implementing a plan and communicating this plan to all stakeholders. In some cases, the Governor may issue a state of emergency declaration that is accompanied by guidance or directives regarding the anticipated response of districts and schools. Based on such directives, Innovations must operationalize guidance according to expected standard and adopt it to the school's organization and structure. The school's Governing Body and administrative team will be prepared to enact strict standards as needed.

The keys for Innovations' re-opening of school plan are:

- (1) Maintain a communications system:
 - a. Google Classrooms
 - b. Canvas
 - c. Phone Calls
 - d. Newsletters
 - e. Text messages
 - f. School website

- (2) Establish a decision-making model based on emergency plans and based on community and industry standards
 - a. Meetings
 - b. Phone Calls
 - c. Zoom
 - d. Google Meets
- (3) Initiate a Continuation of Operations System
 - a. Innovations' Emergency Operations Plan – contains this element for both campuses – This plan is approved and completed in cooperation with SPCSA, First Responders, School Staff, Administration, and the Governing Body

Re-opening School Buildings

Thoroughly designed re-opening plans have been developed, submitted, and implemented by Innovations through the use of Guidance Memorandum 21-02 and current protocols and practices in place through the State of Nevada, SNHD, SPCSA, and the Governing Body. The selections for the emergency plan will be based from the re-opening plans in order to expedite and maintain a smooth educational transition.

For the 2025-2026 school year, Innovations is conducting education using a traditional-based, face-to-face instructional model. Students are offered a before and after school tutorial program as well as an eight-hour instructional day. Students receive whole group, small group, and one-on-one instruction with their teacher (s) of record. Those students considered to be at-risk or who have specialized educational needs also receive supplemental itinerant and/or tutorial assistance with their learning.

A lesson learned from the school closures for COVID was the development and implementation of an emergency plan for teaching and learning while losing as little instructional time as possible. Innovations emergency closure plan will closely resemble the plans in place for the FY 21 and FY 22 school years. If a need arises for an emergency closure, the school will be able to quickly enact this plan with little to no downtime for its students.

In the case of an emergency situation for the 2025 – 2026 school year, the following will be available.

Option 1:

- Innovations' Elementary and Secondary Campuses, grades K-12 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."

For an emergency as needed basis only, this distance education plan will be used as the school has not applied for the status of distance learning for preferred instruction. When COVID first came to the forefront, the school complied with all mandates. The lesson learned from these mandates involved the analysis of

student needs, performance, and academic achievement. Data indicated that the population of students enrolled in Innovations did not navigate the distance learning instructional method well. Many of our at-risk families had no computers or Internet connection. Many did not know how to navigate Google or submit work for grades using a digital format. When the COVID crisis subsided to appropriate levels, Innovations returned to face-to-face instruction for the teachers and students. The option below lends itself to approval from the Nevada Department of Education granting emergency distance education instruction to schools who are not typically distance education sites.

- 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. One 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 11, 2025.
- Innovations will offer the distance education portion of its educational plan 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 will also look at summative and formative assessments to determine who currently has or should be on an RTI plan being in the bottom 40 percentile of 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 and 2020-2021 school years.
- 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 and/or Canvas lesson.

Information Technology

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 have been 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 all learners, K-12, with laptops and/or tablets that can house online learning through Google Classroom, Google Meets, Canvas, 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 will again be 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 full distance learning as the process and procedures for Google Classroom Meet, Canvas 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. Jhoni Ebert on May 28, 2021. On page 2 under the heading of Minimum Requirements for Path Forward Programs of Distance Education: Minimum Requirements for Implementation, in implementing Path Forward Programs of Distance Education, 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. Districts and schools must provide opportunities for distance education as follows:

- (1) 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
- (2) All county school districts 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.

In addition, schools must implement Path Forward Programs of Distance Education as follows:

- A licensed teacher or substitute teacher must attempt to contact each student via electronic means or by telephone at least once per instructional day. If this is not possible, a licensed teacher or licensed substitute teacher must attempt contact via other means once per week and maintain a record of attempts.
- The program of instruction must provide appropriate education for English Learners, students with Individualized Education Programs and students with 504 Plans.
- Licensed teachers and/or licensed substitute teachers must be accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours
- Students participating in distance education must receive access to the nutrition services to which they are entitled.
- Schools must use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

- 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. At this time if ESSR money continues to present itself to the school, Innovations will work with parents to assist in utilizing and paying for T-Mobile hotspots and the school will continue to work with Cox to get lower cost Internet to its families. The staff at Innovations will ensure that students receive paper correspondence or packets weekly to cover what is being learned in class if needed. 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.

Cost Estimate

Innovations International Charter School provides for the use of tablet for grades K-2 and laptops for students in grades 3-12 to supplement and enrich instruction in the classrooms. When the previous mandatory school closure was carried out, Innovations was able to lend technology to students who did not have their own devices at home, while ensuring a 1:1 ratio for usage. This program will continue for this current school year, ensuring that all students have access to the technology they need at home if an emergency closure is necessitated. If the emergency school closure is imminent or has taken place, Innovations' families will be sent an informational letter with a form to fill out for a Technology Loan Program. The distribution of technology will be to families who have a need and will take place on campus using minimal staff as quickly as possible.

Costs for technology use for Internet access will be the responsibility of the families. However, the school will work to help them with accessing hotspots and lowered connectivity rates with Cox Communications.

Academics

Distance education for the students will be provided through the use of Canvas, 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 2025 – 2065 school year for accountability. Traditional methods of instruction using whole group, small group, and one-on-one instruction using face-to-face instruction will be utilized. However, since the teachers utilize Canvas and Google Classrooms to post discussions, assignments, and notices to parents while the students are on campus, a transition to distance learning will be easily accomplished as it will become an extension of what is being currently done

The teachers will set specific times each day where they are conducting synchronous lessons using Google Meet. The teachers will 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. 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 students. 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 to ensure all students are contacted and serviced to meet their individual needs.

Meeting Student Needs

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 had 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 MAPS as a formative assessment with all K-8 students. Quarterly the students take a reading and mathematics 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 troubleshoot as needed. All information will be presented to administration and discussed for further adjustments as needed.

Innovations will follow all mandates made by the State Department and the Governor's Office if another emergency situation should arise. Moving from its current face-to-face instruction to a hybrid or distance learning situation will become necessary upon an emergency mandate. It is the intent of Innovations to

provide the hybrid approach described in this plan as the emergency instructional approach for the 2025 – 2026 school year on an emergency as needed basis. 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 or for those students who are medically unable to attend school or who have parents opting to have their children access and participate in distance education. All procedures and accountability measures described in this plan would be utilized. However, when it is 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 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.

Supporting Parents/Families

Innovations is committed to assisting families and parents with resources to support the students. First, 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 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, Canvas, and Google Chats while in distance learning and in high-quality in-person instruction for those children in the hybrid learning plan. 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 programs available 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 and/or in-person 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 stakeholders.

Certification

Innovations International Charter School of Nevada has submitted its Path Forward Program of Distance Education to our previous sponsor no later than July 14, 2021 and will submit the plan to the SPCSA when assigned. It has met the following minimum requirements when implementing a Path Forward Program of Distance Education. These same guidelines will continue to be followed if there is an emergency ten-day closure necessitating the use of distance education for student instruction.

- Any student who has documentation from a medical professional related to a condition that would be official will receive access to distance education, including 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
- Use a consistent method in Infinite Campus for recording contact with students participating in distance education, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system
- Each student participating in full-time distance education will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per instructional day; if a student's confirmed lack of access to a telephone or Internet service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact via other means (e.g. home visit) once per week and maintain a record of attempts
- The program of instruction will provide appropriate education for English learners, students with Individualized Education Programs, and students with 504 Plans
- Licensed teachers and/or licensed substitutes will be accessible to students through the Internet or by telephone during the school's regularly scheduled instructional hours, and
- Innovations will use its same attendance procedures as its face-to-face program unless further directives are mandated by the state or its sponsor.
- If after ten (10) days, it becomes evident that it is necessary to continue the emergency distance learning, Innovations will follow the latest Re-Opening Plan that has been submitted to its sponsor and the state.