FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2021-2022

Local Educational Agency   ALACHUA COUNTY PUBLIC SCHOOLS

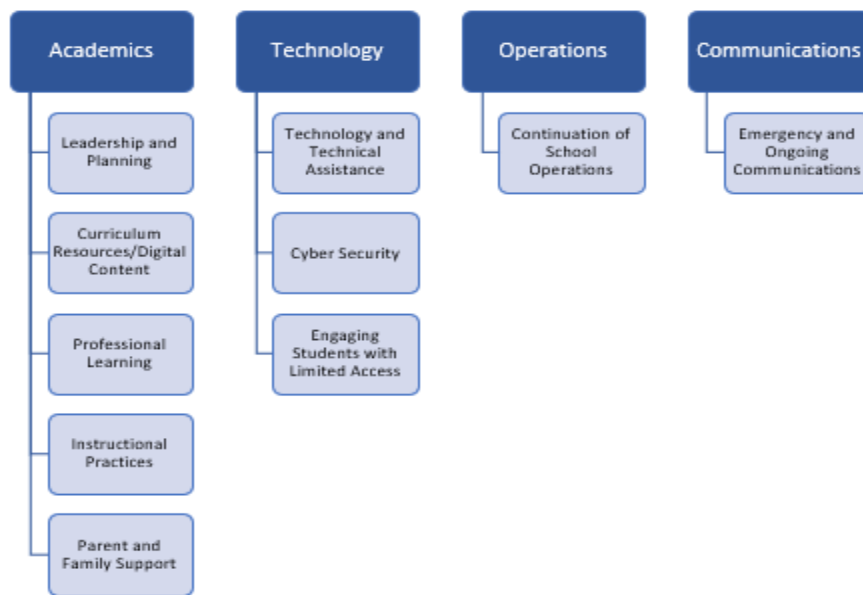**Charter School**   RESILIENCE CHARTER SCHOOL

Submitted by   JENNY HILL. DIRECTOR

The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Florida Local Educational Agency (LEA) to develop and refine their own Instructional Continuity Plan (ICP). LEAs and charter schools are encouraged to review the content in this portal and use it to support their ICP development. For questions about this information or the process of developing your ICP, please reach out to instructionalcontinuityplan@fldoe.org.

ICP Framework Components

The graphic below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the graphic: Academics, Technology, Operations and Communications.

The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to LEAs and charter schools to assist in designing and refining ICPs across the state of Florida.

For each component, LEAs and charter schools will create and insert their plan in the designated fields for the corresponding ICP components. LEAs and charter schools may also include supporting documents for each component if necessary.

LEAs and charter schools will use this document to create their plans and, upon completion, transfer the information to the ICP Portal between 9/24/21 and 9/30/21.

Charter School organizations who are not considered one of Florida's LEAs will use this ICP template to create and submit their plans to their LEA.

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: Specify LEA or charter school personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP.

Specify LEA or charter school personnel who will serve on a cross-functional planning team:

The Director, The Associate Director, School Community Specialist, Intervention Specialist, Family Liaison, I.T. Manager, Two full-time teachers, and School Counselor will serve on the planning team.

Identify desired outcomes or goals of the ICP.

The goal of the ICP is for student safety and academic growth and staff well-being and professional development be maintained at the highest levels possible throughout the duration of any critical situation requiring implementation of this plan.

Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.

The critical success factors will be student and staff physical and mental/emotional safety (determined through surveys and data analysis of incident reports) and student achievement on standardized tests and benchmark/progress-monitoring assessments.

Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.

The ICP will be created by the above team.
The ICP may be executed at the discretion of the Director (or Associate Director or School Community Specialist as Designees) at any time they deem necessary for student/staff safety or best outcomes.
The person executing the ICP will alert the Board Members of the ICP's implementation.
The content of the ICP will be reviewed by the team to determine any updates needed in light of the situation at hand.
The ICP will then be disseminated to families via email and the school website.
The CSFs will be evaluated regularly by the team to determine adjustments needed to the ICP.

Develop a process for evaluating the effectiveness of the ICP.

After each execution of the ICP, students, staff and families will be surveyed to give feedback on the various elements of the ICP.
The team will review the survey results and update the ICP using the feedback data as well as student achievement results.

Component 2: Curriculum Resources/Digital Content

The language in the ICP should: Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.

Students will continue demonstrating academic progress throughout the time of the ICP implementation

Students will be ready to move to the next grade level by the end of the academic year

Teachers will use blended learning strategies to engage students during remote learning

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.

Canvas will be used as the primary LMS

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.

The team will monitor the performance of the LMS using feedback from students, families and teachers.

The school will work with the Technology Coordinator for ACPS, to request any modifications to the Admin level of Canvas

The school administrators will make Sub-Admin changes as needed

Domenic Durante of the UF College of Education may also serve as an advisor on Canvas course design

Provide ongoing training and professional learning ensuring new hires are included. Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

The Lead Teacher(s) will provide mini-trainings to staff on Canvas features and tools, researching best practices online

The Lead Teacher(s) will provide onboarding training to new hires unfamiliar with Canvas

The Administrative Team will determine any mandatory design elements or settings to be applied across all courses, and will communicate these to teachers

Resilience staff will register for district-provided trainings as needed.

Teacher learning within Canvas will be scaffolded and supported along with the scaffolds and supports provided to students, allowing teachers adequate time to become familiar with the software

Component 3: Professional Learning

The language in the ICP should: Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.

Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.

Provide for implementation of professional learning for educational staff.

Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

- Lead Teacher(s) will survey all Canvas users and all remote/hybrid instructional staff to determine prior knowledge and relevant professional development needed
- The team will determine frequency of re-surveying staff to update PD needs
- PD will be offered in small segments so as to ensure understanding and retention, with time to implement new knowledge in course design and remote learning instruction prior to learning new skills
- Participants will be surveyed and outcomes (student achievement, student/parent survey results on effectiveness of remote learning instruction and LMS, staff survey results) will be assessed to determine effectiveness of professional learning

Component 4: Instructional Practices

The language in the ICP should: Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Identify needs of educators relative to online and hybrid teaching experience and expertise.

Determine which teachers have extensive background in these delivery models, and which will need more help.

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.

Implement professional learning about best practices for hybrid teaching for educational

staff. Assess the effectiveness of delivery methods and alter strategies as needed to

engage all students.

Lead Teacher(s) will survey all Canvas users and all remote/hybrid instructional staff to determine prior knowledge and relevant professional development needed

The team will determine frequency of re-surveying staff to update PD needs

PD will be offered in small segments so as to ensure understanding and retention, with time to implement new knowledge in course design and remote learning instruction prior to learning new skills

Participants will be surveyed and outcomes (student achievement, student/parent survey results on effectiveness of remote learning instruction and LMS, staff survey results) will be assessed to determine effectiveness of professional learning

Domenic Durante of the UF College of Education may also serve as an advisor on Canvas course design and best practices in digital/hybrid/blended learning models

Component 5: Parent and Family Support

The language in the ICP should: Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Identify the household technology capabilities and needs of students and their families.

Establish effective two-way lines of communications with parents and families of students using a variety of media.

Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.

Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Technology

Families will be surveyed online about their home internet and computer capabilities

The school will purchase sufficient mobile hotspots to ensure all students have internet access where they are learning

Students enrolled in remote/hybrid learning courses will be provided with a school-owned laptop or Chromebook sufficient to meet the technology requirements of their courses

Parent communications will be held via Skylert (phone/email/text alerts), Remind, and via text messaging directly between staff and families so real-time support can be provided to students as needed when they are out of the classroom

The Family Liaison will develop a virtual training model for families to communicate best practices in remote learning with a focus on creating distraction-free home learning environments and strong parental monitoring of student engagement, work submission and grades

Mental Health & Social Emotional Support

We are aware of the likelihood of increased mental health needs for students during any dramatic disruption of our school and home lives

We will have a social worker and counselor on staff available to work with students on campus or remotely

We will conduct general evaluations of student mental health needs at the beginning of and throughout the school year

Teachers and counseling staff will design project topics & classroom structures considering the immediate and relevant needs of students, such as mental health support, maintaining social connections in spite of physical distancing, understanding & responding to the impact of COVID-19 on our families, schools & communities, adjusting to unexpected change, dealing with grief & loss, & understanding the scientific and systemic needs for such dramatic change in the way school looks & feels.

Staff are prepared to provide increased social-emotional support for all students and to help them process the significant losses we are all experiencing in this incredibly challenging time.

Exceptional Student Education

Our ESE teacher and service providers will continue all services indicated on student IEPs

Progress monitoring & distance-learning plans can be conducted virtually

These providers are able and willing to provide services for our students either virtually or in-person, according to family preferences

IEP meetings will be conducted virtually unless there is a family barrier to doing so, in which case the meeting will occur in the school building

Student 504 accommodations will continue to be provided by teachers during distance-learning (to the extent they apply to this learning environment)

Equity & Social Justice

We are aware that our most vulnerable students & families are impacted more significantly than other students during school closures

We take full responsibility to ensure that ALL students continue receiving EQUAL opportunity to learn & grow regardless of instructional options selected by the family, income levels, home location, special needs, disabilities, English-language-learning or any other factor

Resilience will loan school laptops & headphones with microphones to all students

Resilience will assist families of distance-learning students with ensuring internet access is available at home (loaned mobile hotspots, assistance with Cox installation, etc.)

Grant funding and emergency relief fundraiser monies are available to reduce financial burden on families

Free breakfast & lunch will be available to students whether learning from home or at school

Resilience is a CEP school with free lunch for all at least through 2026 (will be reviewed for continued eligibility)

Resilience will continue to provide staff with professional development in the areas of culturally competent teaching, best practices for ensuring equity & high-quality instruction for all via distance-learning, & trauma-informed care

Component 6: Technology and Technical Support

The language in the ICP should: Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Identify the technology staff members who will be key to the ICP planning process.

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).

Survey students and families to determine which are in need of internet access and provide this access as needed.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).

Identify and implement a web content filtering solution for all devices used by students and staff.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Technology

Families will be surveyed online about their home internet and computer capabilities

The school will purchase sufficient mobile hotspots to ensure all students have internet access where they are learning

Students enrolled in remote/hybrid learning courses will be provided with a school-owned laptop or Chromebook sufficient to meet the technology requirements of their courses

Provided funding or resources allow for all students to use school laptops, this will always be the priority so that school internet monitoring and online safety protocols can remain in place for all students during distance learning

If funding or resources is limited, students without home computers will be given priority on use of school laptops

Parent communications will be held via Skylert (phone/email/text alerts), Remind, and via text messaging directly between staff and families so real-time support can be provided to students as needed when they are out of the classroom

The Family Liaison will develop a virtual training model for families to communicate best practices in remote learning with a focus on creating distraction-free home learning environments and strong parental monitoring of student engagement, work submission and grades

Go Guardian, Fortigate and Bark technology will be used to prioritize student safety and web content filtering

Technology support needs will be delegated to administrative staff and office staff as needed to redistribute staff resources in whatever ways are needed to support students and families during remote

Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.

Include a business continuity plan tailored to the LEA or charter school operations. Include an incident response plan tailored to the LEA or charter school operations.

Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.

Include an executive summary of the LEA's or charter school's current security posture.

Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Parent communications will be held via Skylert (phone/email/text alerts), Remind, and via text messaging directly between staff and families so real-time support can be provided to students as needed when they are out of the classroom

The Family Liaison will develop a virtual training model for families to communicate best practices in remote learning with a focus on creating distraction-free home learning environments and strong parental monitoring of student engagement, work submission and grades

Go Guardian, Fortigate and Bark technology will be used to prioritize student safety and web content filtering

Administrators are tasked with monitoring flags and alerts regarding possible student safety concerns

IT staff will review network and IT settings to ensure they are updated to reflect remote/hybrid learning set-up

Technology support needs will be delegated to administrative staff and office staff as needed to redistribute staff resources in whatever ways are needed to support students and families during remote learning

Any additional funding provided to public schools to support remote/hybrid learning will be used first to ensure technology needs are being met along with necessary security protocols to ensure student safety

Component 8: Engaging Students with Limited Access

The language in the ICP should: Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; Research and implement best practices in online special education.

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child.

Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.

Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families.

Research and implement best practices in online special education.

Exceptional Student Education
- Our ESE teacher and service providers will continue all services indicated on student IEPs
  - Progress monitoring & distance-learning plans can be conducted virtually
- These providers are able and willing to provide services for our students <u>either virtually or in-person, according to family preferences</u>
- IEP meetings will be conducted virtually unless there is a family barrier to doing so, in which case the meeting will occur in the school building

- Student 504 accommodations will continue to be provided by teachers during distance-learning (to the extent they apply to this learning environment)

Equity & Social Justice
- We are aware that our most vulnerable students & families are impacted more significantly than other students during school closures
- We take full responsibility to ensure that ALL students continue receiving EQUAL opportunity to learn & grow regardless of instructional options selected by the family, income levels, home location, special needs, disabilities, English-language-learning or any other factor
- The Family Liaison will take primary responsibility for working with individual families to identify unique needs and connect families with resources, either through the school or community agencies
- Resilience will loan school laptops & headphones with microphones to all students
- Resilience will assist families of distance-learning students with ensuring internet access is available at home (loaned mobile hotspots, assistance with Cox installation, etc.)
  - Grant funding and emergency relief fundraiser monies are available to reduce financial burden on families
- Free breakfast & lunch will be available to students whether learning from home or at school
  - Resilience is a CEP school with free lunch for all at least through 2026 (will be reviewed for continued eligibility)
- Resilience will continue to provide staff with professional development in the areas of culturally competent teaching, best practices for ensuring equity & high-quality instruction for all via distance-learning, & trauma-informed care

OPERATIONS

Component 9: Continuation of School Operations

The language in the ICP should: Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.

Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures.

Develop and communicate an execution plan to provide food services to students and families in need during school closures.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

School Operations

At a minimum, the following personnel will be needed during extended school building closures:
- Full-time teaching staff
- All administrators (Director, Associate Director, School Community Specialist, Family Liaison/Intervention Specialist)
- ESE teachers
- School counselor(s)
- Office manager
- IT Manager
- Food services coordinator (unless ACPS is handling all aspects of food access for charter school families)

Work schedules and responsibilities will be revised to meet the changing needs of students, staff, and families

Exceptional Student Education

Our ESE teacher and service providers will continue all services indicated on student IEPs
- Progress monitoring & distance-learning plans can be conducted virtually

These providers are able and willing to provide services for our students either virtually or in-person, according to family preferences

IEP meetings will be conducted virtually unless there is a family barrier to doing so, in which case the meeting will occur in the school building

Student 504 accommodations will continue to be provided by teachers during distance-learning (to the extent they apply to this learning environment)

Equity & Social Justice

We are aware that our most vulnerable students & families are impacted more significantly than other students during school closures

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COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

The language in the ICP should: Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.

Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

The following are communication protocols for each of the following stakeholder groups

Administrative staff

The Director has primary responsibility to deliver timely, relevant communication to the rest of the administrative team, especially concerning directives or orders from the state DOE or local school district and funding availability to support remote learning needs

Instructional staff

The Director has primary responsibility to ensure instructional staff are giving and receiving all relevant communications in a timely manner regarding their job expectations, support and professional learning needs, and feedback on student progress and support needs

IT Manager communicates with Director and instructional staff about technology setup

Students

The instructional staff, administrators, and families share responsibility for communicating with students about expectations for their learning, training in new software/hardware and protocols, and ongoing progress monitoring

Families

The administrators, instructional staff, and office manager share responsibility for communications with families

Director oversees communications for entire school

Director, Associate Director and Office Manager share responsibility in sending Skylert messages

Instructional staff communicate with families about student progress and engagement

Office Manager communicates with families about technology check-out and repairs

ESE instructors and subcontractors communicate with families and students about ESE/IEP needs, ESE services, and meeting scheduling

School counselors communicate with families about mental health needs and supports for students

Food Services Coordinator communicates with Office Manager about food accessibility for families, who then disseminates that information to admin/families

Associate Director will ensure website has up-to-date information for families

Parent communications will be held via Skylert (phone/email/text alerts), Remind, and via text messaging directly between staff and families so real-time support can be provided to students as needed when they are out of the classroom

The Family Liaison will develop a virtual training model for families to communicate best practices in remote learning with a focus on creating distraction-free home learning environments and strong parental monitoring of student engagement, work submission and grades

***IN THE EVENT THERE IS CONFLICTING OR CONTRADICTORY GUIDANCE FROM VARIOUS AGENCIES, SUCH AS THE CENTERS FOR DISEASE CONTROL AND THE FLORIDA DEPARTMENT OF EDUCATION, RESILIENCE CHARTER SCHOOL WILL FOLLOW THE PROTOCOLS ADOPTED BY THE SCHOOL BOARD OF ALACHUA COUNTY FOR ALACHUA COUNTY PUBLIC SCHOOLS.