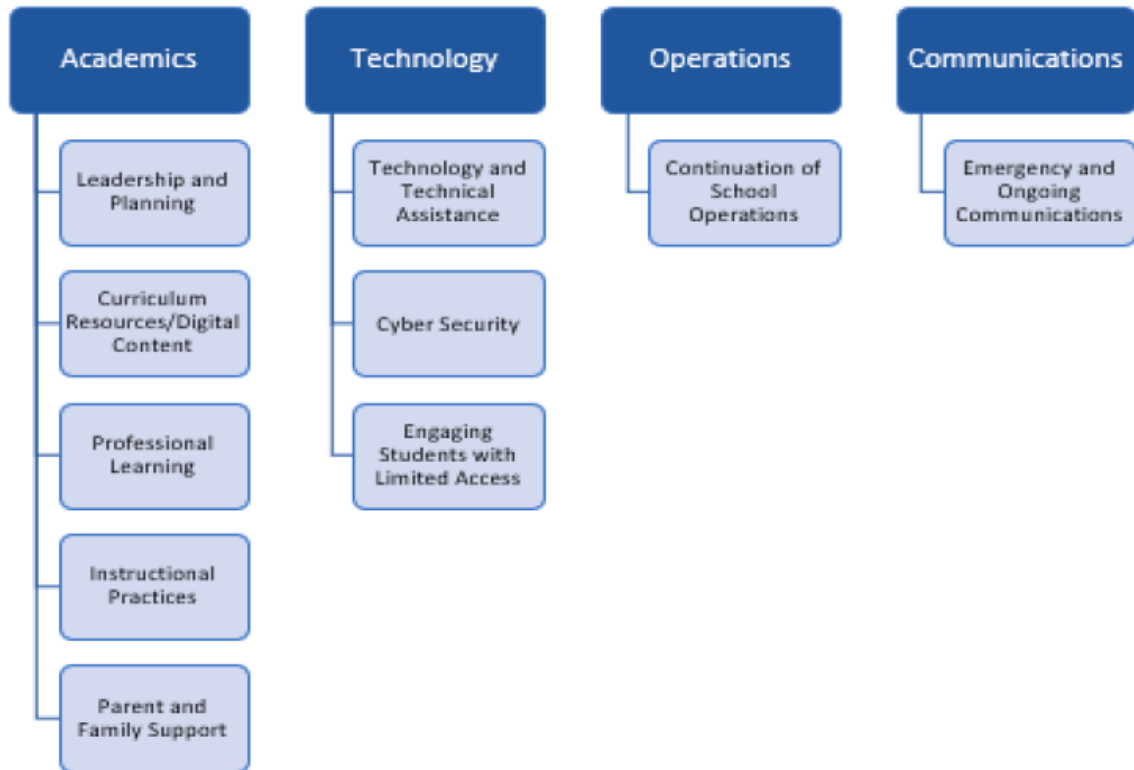


Instructional Continuity Plan (ICP)

ICP Components



PUBLIC COMMENT/FEEDBACK

Individuals who wish to provide feedback, comments, or input on the ICP can email mbenet@academica.org.

Academics

Leadership and Planning Team

The cross-functional planning team will consist of tiered structured, upper-level personnel, including a governing board member, network administrators, network support personnel, school site administrator, educational service provider, and IT support personnel.

The primary purpose of the ICP is to ascertain that effective learning continues for all students throughout the academic year.

Goal Success Factors:

All students will engage in meaningful learning through in-person or Remote Live Instruction (RLI) to reduce the academic learning gap, meet and/or exceed grade-level expectations.

Action Plan:

The ICP will be activated when an emergency crisis occurs that disrupts the learning environment. The ICP will be submitted to the LEA, posted on the school website, and available to all stakeholders. The Leadership and Planning team will be responsible for coordinating school personnel training to implement the plan's execution with fidelity.

Evaluation Process:

The school will monitor and report attendance, progress monitoring, and staff instructional practices in an emergency. The school will report and track daily student attendance via their Learning Management System (LMS) and Student Information System (SIS). The school will report and track students using multiple progress monitoring tools such as F.A.S.T., i-Ready, and school grades. Staff instructional practices will be monitored through walkthroughs to ensure all students engage in meaningful learning through in-person or Remote Live Instruction (RLI) to reduce the academic learning gap and meet and/or exceed grade-level expectations.

Curriculum Resources/Digital Content

Remote Goals:

All students will engage in meaningful learning through in-person and/or Remote Live Instruction (RLI) to reduce the academic learning gap, meet and/or exceed grade-level expectations. The school's delivery model will offer both in-person and Remote Live Instruction (RLI) models (if CDC allows) to ensure that meaningful learning and growth are being made and provide different layers of support to every student. The school will continue to offer a full array of services required by law so that every family can be comfortable with the student's outcomes. In regards to RLI, most classrooms are equipped to provide asynchronous and synchronous instruction as needed. This technology will allow students joining through RLI to receive the same quality instruction from the same teachers as the in-person students, receive the necessary supports and tutoring that they were receiving in-person, and collaborate with their peers in real-time. This will include student assessments which will follow the same criteria and security as

in-person assessments and the proper guidance. Teachers and support staff will adapt the instruction to guarantee that every student masters the necessary standards and skills to succeed. This will be based on the assessments completed by in-person and RLI students.

Curriculum and Instruction:

Schools will have access to multiple applications, state-adopted curriculum, and online resources through Colegia, a secured LMS system. These include but are not limited to Google Classroom, Microsoft TEAMS, i-Ready, and State adopted digital textbooks and resources. Platforms such as Zoom and Microsoft TEAMS will deliver instructional strategies and monitor student engagement. Additional programs such as Microsoft Office Suite and other collaboration programs will be provided to all students. Resources, programs, and different software will be added periodically while giving teachers and users the necessary guides and support to fully benefit from the new resources. B.E.S.T. Standards will be implemented throughout instructional delivery.

Learning Management System:

The school will continue to use its own LMS, Colegia. Through Colegia, Remote Live Instruction (RLI) will work primarily online with live, real-time synchronous instruction. Through this synchronous instruction model, students will receive the same instruction as their brick-and-mortar peers. Instruction will take place primarily online with live, real-time synchronous instruction. The RLI students will be able to engage and collaborate with the students attending the classes in person and help to the same standard. Through this synchronous model, students will be receiving the same instruction from the same teachers at the same time as their in-person peers. This has been shown to keep the students engaged and continue focusing on academic, social, and emotional growth. Colegia will allow teachers to contact every student and parent who is attached to their class and message them. Additionally, students and parents will receive immediate updates on assignments that are due, class blog posts those students can reply to, and school updates that would require the students' or parents' input. Colegia will allow teachers to create in-house tests and assessments with additional security features to ensure that students submit accurate tests and projects. Additionally, the assessments feature will help teachers measure standard mastery for every in-person and RLI student. The assessment section will allow teachers throughout the school to communicate and focus on specific student needs while seeing the overall growth of the students.

Evaluate LMS:

The Leadership and Management Team will meet and evaluate the implementation of the LMS. The school will be trained to use the Colegia Support and Help Desk features. There will be training and support to ensure teachers, parents, and students updated on the different features included in Colegia. Stakeholders will be allowed to provide meaningful feedback for improvement and/or modification as needed. The Leadership and Management Team will evaluate the new features that are added into the LMS, including assessment creation and security features.

Professional Development for LMS:

All current teachers have been trained to utilize Colegia. Additional features and ongoing improvements will be accompanied by video tutorials and pdf guides available to all users, including parents and students. Professional development will be provided to all staff to improve the quality of instruction by helping teachers feel more comfortable with the innovative learning models. Professional development will train educators on how to best use the digital equipment in their classrooms, provide extra resources and tips to help students who are not progressing as much as they could be, better assist Multilingual students, how to best assist students with Section 504 plans and IEP accommodations, and ensure that students are engaged and learning when they are in the classroom, in person, or online. As teachers feel more comfortable in their classrooms and leverage technology, they can hold their students accountable for making academic, social, and emotional growth every second they are together. Initial and ongoing professional development will be provided through Zoom and breakout rooms to support instruction and intervention, Google Classroom, implementation of B.E.S.T. Standards, and additional applications and strategies to engage learners in RLI and brick-and-mortar. In brief, teachers and parents will be given the necessary resources and guidance to help keep their children accountable by constantly communicating with the school through the LMS.

Professional Learning

Surveys:

Working closely with Doral Leadership Institute, a professional learning system will conduct surveys on an ongoing basis to ascertain the professional learning needs of instructional personnel. The network will offer specific professional development to increase the proficiency of all instruction delivering lessons in all modalities, including in-person and RLI. This specific professional development will include, but will not be limited to, Colegia, Google Classroom, i-Ready, clear touch and smartboards, camera tracking, best practices on Zoom, how to succeed as a first-year teacher, using technology to enhance communication, etc. Continuous professional development will be available for all staff to increase the effective use of technology and instructional resources. Professional learning opportunities for school leaders and staff will be designed, keeping in mind best practices for adult learners. Administrators and instructional staff surveys will identify their professional learning needs. The effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future will be assessed on a regular basis.

Professional Development:

RLI was successfully implemented in the school previous years. However, the school will receive additional RLI and Classroom of the Future support and professional development sessions. These sessions will allow educators to become familiar with the RLI modality of instruction. Professional development will continue to be provided to educators to effectively reach students using both RLI and brick-and-mortar instruction in a synchronized environment. A teacher guide will be available through a secure platform with information on how to access all of the benefits out of RLI and Classroom of the Future. Content-specific professional learning

will be ongoing. Shared lessons, tips, and features will be continually shared. Professional development will be provided to all staff to improve the quality of instruction by helping teachers feel more comfortable with the innovative learning models. Professional development will train educators on how to best use the digital equipment in their classrooms, provide extra resources and tips to help students who are not progressing as much as they could be, better assist ELL students, how to best assist students with Section 504 and IEP accommodations, and ensure that students are engaged and learning when they are in the classroom, in person, or online. As teachers feel more comfortable in their classrooms and leverage technology, they can hold their students accountable for making academic, social, and emotional growth every second they are together.

Teachers will continue to receive professional development to learn about different strategies and tips that can be implemented to help every student, regardless of learning modality, continue succeeding. These professional development trainings will include but are not limited to B.E.S.T. Standards, ESOL training, reading and math strategies, training on using Colegia, training on Classroom of the Future, Google Classroom, TEAMS, effective strategies for Tier 2 and Tier 3 students, and program-specific training. Professional development will be offered during Professional Development Days, PLC meetings, afterschool, teacher planning periods, and asynchronous (on-demand videos) and synchronous online sessions. Particular support will be provided to new educators to the teaching field and beginning teachers. Instructional Coaches will be asked to monitor the implementation of best practices shared through professional learning. Teachers will have access to tutorials, workshops, and guides on how to access the full components of specific programs, software, and different technologies. These videos will be updated regularly, and teachers will be alerted when there is something new to view or a workshop to attend.

Evaluate PD:

Partnership with Doral Leadership Institute will continue to survey staff and provide relevant professional learning opportunities to improve the quality of instruction and improve academic outcomes. Professional learning efforts will be evaluated by analyzing student data to identify focus areas to maximize student learning outcomes. Formal and informal teacher evaluations and walkthroughs will be conducted with fidelity to ensure the continuity of the educational plan. Best practices and guides are available to all teachers and staff members through a secure and authenticated portal.

Instructional Practices

Desired Outcome:

Identify and implement best practices in instructional effectiveness to ascertain learning gains for all students.

Needs Assessment:

Teachers' learning needs relative to online hybrid instruction will be identified through targeted surveys, virtual walkthroughs, and analysis of student academic progress.

Expertise Determination:

All teachers, staff, and administrators have received months of training using the Colegia platform and will be encouraged to attend all future sessions, watch all the tutorials, recorded workshops, and guides that they have access to 24/7. The school will ask for demonstrations, PD sessions, walkthroughs, and other forms of support if the administrators believe that it is necessary. Every session that has been done has been uploaded to a shared platform for every teacher, staff member, and administrator to reference. After a new feature is rolled out, a guide and a video tutorial will be released to accompany the feature to ensure a successful rollout. A "Best Practices" worksheet will be included with Colegia and Classroom of the Future to help every staff member feel more comfortable with the LMS and the technology that they are now equipped with. Parents and students also have access to tutorials and guides available to them. Inhouse experts will be used to expand the pool of resources to train staff. All teachers' schedules will provide for adequate planning time. Additionally, the school will 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.

Resources:

Guidance resources and training for distance/hybrid educational delivery will be available through the secure LMS platform (Colegia), emphasizing how to engage students virtually through RLI and Classroom of the Future. Content-specific professional learning will be ongoing, and will be intended to provide teachers with the best practices and the necessary tools to support high-quality instruction. School administrators will review virtual lessons and digital classrooms (Google Classroom) through formal and informal teacher evaluations and walkthroughs to ensure alignment with state curriculum standards.

Delivery Methods:

Vertical and horizontal planning and a mentoring teacher program will ensure that all instructional staff members are equipped with the knowledge and skills to support successful distance learning. To support distance learning, various applications and resources housed in Colegia, such as Zoom, Google Classroom, I-Ready, Edgenuity, etc., will be provided. Remote Live Instruction (RLI) will be primarily online with live, real-time synchronous instruction. Through this synchronous instructional model, students will receive the same instruction as their brick-and-mortar peers. Instruction will take place primarily online with live, real-time synchronous instruction. The RLI students will be able to engage and collaborate with the students attending the classes in person and help to the same standard. Through this synchronous model, students will be receiving the same instruction from the same teachers at the same time as their in-person peers. This has been shown to keep the students engaged and continue focusing on academic, social, and emotional growth.

Training Plan:

Teachers will continue to receive professional development to learn about different strategies and tips that can be implemented to help every student, regardless of learning modality. These professional developments include but are not limited to reading and math strategies, training on using Colegia, training on Classroom of the Future, Google Classroom, TEAMS, and effective strategies for all learners. The school will ensure that all teachers are preparing students to use the different digital tools properly to ensure their proficiency in distance learning. The digital tools include, but are not limited to, Colegia, Google Classroom, Zoom, etc. Students and teachers will have access to video tutorials, workshops, and guides on how to get the most out of specific programs, software, and different technologies. These videos will be updated regularly, and teachers and students will be alerted when there is something new to view or a workshop to attend.

Evaluate:

The effectiveness of delivery methods will be evaluated by utilizing progress monitoring tools to identify areas of focus needed to maximize student learning outcomes. A variety of progress monitoring tools will have the ability to ensure secure assessments so that students are submitting truthful representations of their mastery, including but not limited to proctored assessments, browser lock, plagiarism detector, etc. Strategies to engage students will be altered as needed through formal and informal teacher evaluations and walkthroughs.

Parent and Family Support

Parent and Family Support Desired Outcome:

The school will provide the necessary tools and assistance to engage all stakeholders to achieve desired outcomes. At the beginning of the year, parents and guardians will be provided with the necessary information and steps on how to create a Colegia account, how to attach their child's account to the parent portal, and how to use the Colegia App to ensure all communication, assessments, and updates are sent to the cellphones and computers. In addition to the initial onboarding of the parents/guardians, parents/guardians will have the ability to message the Colegia Help Desk and ask for support to ensure that the family feels comfortable with the platform and resources. Parents/guardians will have access to online resources, including video walkthroughs in English and Spanish, and the ability to message administrators to view what the child has submitted for assignments and different projects. This level of communication and involvement will allow parents/guardians to hold their children accountable and help their children grow academically, socially, and emotionally. If a parent/guardian is having an issue with the LMS, they can access the Help Section and send the Support/Help Desk a message that will be answered in a timely fashion.

Tech Needs:

In order to determine the technological capabilities of the students and their families, the school will conduct surveys through multiple formats, including paper-based, digital, and phone calls, etc.

Communications:

The school will establish streamlined two-way communication with parents and families of students using various media such as phone calls, email, communication Apps, website announcements, social media posts, hotlines, printed announcements, and newsletters. The parent portal will provide additional areas of support and access to parents. After a parent enters an encrypted student pin, they will be attached to their child in the parent portal. From this point, parents will receive immediate notifications from the school in messaging, updates as blogs, and other different forms of communication. A parent will be able to see what assignments their child has yet to complete and can message teachers or administrators of the school. All of the communication will be managed by the LMS. Parents can receive immediate notification from the school and teachers regarding new activities that will be taking place or even tips on how to help the child succeed. Parents will receive these notifications on both their computers and their cellular devices. Additionally, parents will have the ability to start private conversations with their child's teachers and administrators of the school, which will assist in a higher level of accountability for the child.

Environment:

The school will provide guidance and direction to students, parents, and families on creating a distraction-free learning environment by providing guides and tips through newsletters, blogs, Parent Workshops through Zoom, and "How-To" instructional videos posted to the school's website.

ESE Services:

The school will establish streamlined two-way communication with parents and families of ESE students using various media such as phone calls, email, communication Apps, website announcements, social media posts, hotlines, printed announcements, and newsletters. The school will work with ESE families that require a more individualized form of communication to ensure clarity on all special education services and accommodations entitled to ESE students by IDEA.

Wellness Checks:

Working in conjunction with Mental Health experts, the school's leaders will develop a communication protocol that includes instructional and support staff responsibilities to conduct regular check-in or wellness calls to students and families while working remotely for extended periods. These calls will help school personnel understand and address student anxiety, depression, loneliness, frustration, or other health and safety issues. An effective outreach or communication protocol will ensure students' and families' connectedness during extended periods of remote learning. The school will have a database and an attendance clerk who works with the administration and tracks students who are not attending school either in person or through RLI. The schools will contact these students and their families to better understand what obstacles are preventing the student from attending school. The school's mental health designee will perform necessary interventions and meet regularly to ensure all students are immediately identified and provided with the necessary resources to encourage attendance. If these outreach strategies do not have a positive impact, and the student continues to miss school or is not engaged with the learning, there will be a wellness check, a home visit, or both. Continued support and guidance will be provided to the families for as long as needed to guarantee the student is engaged with learning.

Special Populations Consideration:

The school will address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care. Specialized instruction will continue to be provided by adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the student that result from his/her disability and to ensure access to the general curriculum. The content may be adapted by providing accommodations and modifications during lesson delivery. The methodology may be adapted by reviewing the student's IEP and choosing the evidence-based method to ensure individualization to make academic progress. The delivery of instruction will be discussed at IEP meetings to ensure a Free and Appropriate Public Education. Students who attend school in-person will receive ESOL services as usual. There will be both pull-out and push-in support to ensure that students are continuing to grow socially, emotionally, and academically. Students who attend school through Remote-Live Instruction will also receive the ESOL services to help them achieve their goals. The Remote Live Instruction students may receive additional help in-person (by coming to campus on specified days and times) or through Remote-Live Instruction. Students who choose to receive the support through Remote-Live Instruction will join breakout rooms where they will receive personalized instruction with an ESOL Certified or Endorsed teacher, and they will also be able to get extra support while in class. The school will identify students that are homeless and first ensure their basic needs are being met (food, clothing, hygiene, shelter). Students will receive school supplies and technology from having the materials and equipment to access their education wherever their temporary housing situation may be.

Students who attend school in person will receive additional support such as before or after school tutoring and afterschool care services. Students who attend school through Remote-Live Instruction will receive additional help in-person (by coming to campus on specified days and times) or through Remote-Live Instruction. Students who choose to receive the support through Remote-Live Instruction will join breakout rooms to receive interventions on identified areas of need. Activities will be conducted to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Technology

Technology and Technical Support

Tech Support Members:

The technology staff members responsible for the ICP planning will include: The school principal, onsite school technology specialist, the Reading and/or Math coach, and any third-party vendor contracted to provide curricular or infrastructure support.

Infrastructure:

The technology staff members will be responsible for determining the robustness of the technology infrastructure are the school site technology specialist and/ or any third-party vendor contracted to provide infrastructure support. The monitoring of the synchronous and asynchronous instructional support will be divided using the following tiers:

Tier 1 Support (School):

The Classroom Teacher – The Classroom Teacher will provide the student with basic level support such as password reset, access to a classroom instructional program, and informing the parent and student of the supportive resources.

The School Student Tech Team- The school will assemble a Student Technology Teams to collaborate with the School's Technology Specialist primary user supports both for their devices and application usage. The Student Technology Team will have amplified support for the students' experiential knowledge with basic user support.

The School's Technology Specialist- The School's Technology Specialist will be responsible for providing the school with multiple tiered supports for students, teachers, parents, and staff. The supports will include computer software and hardware support, cyber security, and monitoring of the school's infrastructure.

Tier 2 Support (Contracted Services):

As an example, Tier 2 support is typically provided by a consultant. The school has a contract with Layer 8 Solutions for Tier 2 Support. Those supports will consists of:

1. Escalation assistance
2. Enterprise-level troubleshooting and support
3. Network design and cabling
4. 21st Century classroom design and installation
5. Server deployment and implementation
6. Phone system deployment and support
7. Technician recruitment and staffing
8. School site technician supervision and review
9. Procurement assistance
10. Product research and analysis
11. Foodservice point of sale software
12. Best practices dissemination
13. Technical Training
14. Large scale deployments
15. Remote site support
16. New school turn-up

Device Needs and Internet Access:

Surveys will be available to parents indicating the need for a device and the connectivity to the internet with the appropriate support apps. Students who receive free and reduced lunches will receive resources to connect families with businesses offering internet services at a reduced price. If a device is needed, students and their families will arrive at their respective schools and check out a device. Policies will continue for the school that has a 1:1 device policy. The school will ensure that all devices have internet connectivity and provide the students with cyber security protocols.

Device Distribution:

The school will establish device distribution protocols using face-to-face delivery, walk up and/or predetermined methods tailored to the school's needs. Check out, and Check-in procedures will be used to maintain device accountability, property inventory, and direct user support if there is a loss or a repair.

Web Filtering:

Devices connected to the school's managed network will be filtered using two tiers of filtering:

1. Onsite Firewall/Content filter running "Endian" software.
2. DNS level content filtering using service "Clean Browsing" and/or "Open DNS."

Devices not connected to the school's managed network will be filtered using DNS level content filtering using service "Clean Browsing" and/or "Open DNS."

Personnel Needs:

In the event schools are required to provide students with a remote learning environment, the schools will utilize School Technology Specialist, Technology Coach (if available), Reading and or Math coaches to meet student needs.

Cyber Security

Security Framework:

The National Institute of Standards and Technology (NIST) Cybersecurity Framework will adopt LEAs and Charter Schools. In addition to helping manage and reduce risks, the framework's goal is to improve communications between internal and external organizational stakeholders.

LEAs and charter schools will follow the following 5 key functions to ensure the framework is adopted:

IDENTIFY – This function includes identification of critical enterprise processes and assets, documentation of information flows, maintaining hardware and software inventory, establishing policies for cybersecurity that include roles and responsibilities, identification of threats, vulnerabilities, and risk to assets.

PROTECT – This function ensures the development and implementation of safeguards to ensure delivery of services by managing access to assets and information, protecting sensitive data, conducting regular backups, protecting devices, managing device vulnerabilities, and training users.

DETECT – This function ensures development and implementation to identify the occurrence of a cybersecurity event by testing and updating detection processes, maintaining and monitoring logs, and knowing the expected data flows.

RESPOND – This function helps to make sure appropriate action is taken regarding a detected cybersecurity event by ensuring response plans are tested and updated, as well as coordinating with internal and external stakeholders.

RECOVER – This function helps ensure resilience and restoration of capabilities or services that were impaired due to an event by communicating with internal and external stakeholders, ensuring recovery plans are updated, and managing public relations and company reputation.

Business Continuity: (Attachment #1)

Cyber Security Policies and Procedures: (Attachment #2)

Executive Summary: (Attachment #3)

Plan of Action: (Attachment #4)

Engaging Students With Limited Access

Service Team Members:

The LEP Committees will meet to discuss Multilingual Learners (MLs) update the LEP plans for each student, and discuss these plans and services with parents or guardians. Throughout this process, teachers will help them understand what services students are receiving and what additional services they can advocate for the students who seem to either not be improving academically or regressing. This is in addition to monitoring the assessment scores and grades of the MLs while also having these students Imagine learning.

The Individualized Education Plan teams will meet in person or virtually to review and revise IEPs, as state and federal laws require. All required IEP Team members will be present for a meeting to be held, and the 10-day notification with Procedural Safeguards will be provided. Each team member will bring critical information to the IEP meeting and add to the team's understanding of the student and what services the student needs. Parents/Guardians will be strongly encouraged to be involved in this process, whether via video conferencing or in person. For students who access their education through Remote-Live Instruction, we will offer several different methods to schedule annual IEP meetings or initial IEPs. In all cases, teachers will have the ability to offer their feedback and request for students to be evaluated or re-evaluated by team members. ESE students will either be receiving Remote-Live Instruction (synchronous learning), in-person learning, or a combination of both modalities. The teacher will be able to determine how a student is progressing academically. The school will determine whether the student will benefit from additional services provided through an IEP. All ESE and gifted services and strategies will be documented in the district system.

Communication Plan:

The school will look at multiple data points, including diagnostic tools, student performance, and other academic data, to identify and determine which students are demonstrating a decline in learning gains. Teachers, counselors, and administrators have notified parents of at-risk students using electronic progress reports, in-person and online conferences. The school will continue to identify at-risk students, and if they are receiving instruction in an innovative model, they will be encouraged to send a student to in-person learning. Students who are showing a decline in learning gains will be provided additional support from either their teacher or another certified educator; this includes tutoring, pull-out support, attending office hours, among others. Additional intervention programs and services will provide students continuous learning and support as needed and necessary. The school is staffed with certified professionals to meet the

needs of all students and provide adequate classes and tutoring when a student is identified to need the extra resources to continue to succeed. Students in Tiers 2 and 3 will continue to receive additional intervention in both Reading and Math. Schools identify specific times within their master schedules to support students with identified needs.

ESE Service Providers:

All service providers will be contacted to ensure they can provide related services virtually. Service providers who cannot meet this expectation will temporarily suspend their contracts until the crisis is over. Service providers that can provide therapies virtually will be assigned or continue to provide services. Meetings will be held with all service providers to review service expectations and responsibilities during the crisis. Service providers will contact parents of the virtual therapy schedule and Zoom room number. Weekly logs will be submitted to the school principal detailing all of the therapies provided.

ESE Best Practices:

Specialized instruction will continue to be provided by adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the student that result from his/her disability and to ensure access to the general curriculum. Best practices in online special education will include: (1) Developing a schedule for students that incorporates all Zoom room numbers; (2) Assisting parents with designating an area in the house as a workstation; (3) Communicating with parents the importance of minimizing noise and distractions to ensure a student can stay focused and engaged during instruction; and (4) Creating an agenda for all homework assignments.

Operations

Continuation of School Operations

Essential Personnel:

Essential personnel may include administrator(s), technology support, food service workers, maintenance and custodian staff, school health services, administrative professional, and transportation staff. School leaders must maintain school building maintenance and infrastructure.

Communicate Work Expectations:

During a school closure, a school leader must anticipate time-sensitive actions by identifying essential employees and then creating a controlled, safe, and healthy environment. Employee scheduling will require modifications to meet employer, personal, and family needs. School leaders will need to be agile to blend onsite and remote work from home. Essential employees include administration, technology support, food service workers, maintenance and custodial

staff, school health services, and administrative professionals. The school leaders must ensure the physical buildings and infrastructure are maintained to keep school operations functioning.

Food Service:

Working with the district and following the National School Lunch program distribution meal program guidelines will ensure that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages.

ESE Accommodations:

Students will be provided accommodation as outlined in their IEP. The IEP services will be provided in-person or through Remote-Live Instruction settings to the greatest extent possible. Students who can return to the in-person setting will be educated within the Least Restrictive Environment (LRE) as documented on their IEP. Students who access their education via Remote-Live Instruction will be provided their services through push-in or pull-out virtual models. For students with consultation, the ESE teacher will support the General Education teacher with appropriate instructional strategies to implement within the LRE. The ESE teacher will work in conjunction with the General Education teacher during live instruction for students with support facilitation and provide specially designed instruction with ESE students. For students with Resource Room or a pull-out delivery model, the ESE teacher will provide a separate breakout room to individualize instruction based on the nature of the disability. Supplementary aids and services will be provided via the digital platform as per the IEP to ensure access to FAPE. General Education teachers will provide accommodations identified on IEP/504 plans to ensure equal access to course instruction, materials, and evaluation. The implementation and documentation of accommodations will level the playing field and minimize the impact of the student's disability on their academic performance via digital platforms. Students who join through Remote-Live Instruction will have ESE teachers co-teach with the general education teacher. The ESE teacher will provide specially designed instruction and qualified paraprofessionals will pull students into breakout rooms to provide academic support.

Outreach:

The school will provide additional resources in partnership with the LEA to all students and families. The school-community partnerships will be with public and private entities that provide services in the areas of mental health, health, counseling, child welfare, alcohol and substance abuse. The functions of these partnerships will be to: (1) provide continuity of services across the day and year; (2) facilitate access to a range of learning opportunities and developmental supports; and (3) facilitate information sharing about specific students to best support individual learning. Cooperative Agreements and/or Memorandums of Understandings may be created to define scope of services by the community entity.

Communications

Emergency and Ongoing Communications

Stakeholder Groups:

The school's leaders will identify the personnel responsible for communicating with staff, parents, students, and other stakeholder groups.

The schools will establish streamlined two-way communication with parents and families of students using various media such as phone calls, email, communication Apps, website announcements, social media posts, hotlines, printed announcements, and newsletters. Parent/Guardian organizations such as School Advisory Committee, Parent Teacher Organizations, and/or student government will assist in outreach and communication to all its members.

Roles and Responsibilities:

Articulated roles and responsibilities of school personnel are necessary when it comes to the execution of a well-developed communication plan. Typically, principals are responsible for receiving and distributing district-level information, and school-level administrators communicate school-level information. Specific information is most often communicated to students and families by individual teachers. Multiple people within a school or district will likely be responsible for providing communications at different levels; however, school leaders will consider identifying a communication liaison responsible for ensuring the proper execution of the school's overall plan.

Scope and Schedule:

The parent portal will provide additional areas of support and access to parents. Parents will receive immediate notifications from the school in phone calls, messages, social media posts, blogs, newsletters, and other different forms of communication. Except for daily routine teacher and parent/guardian communication, the school leader will determine the frequency of communication to the stakeholders.

Guidance:

The Instructional Continuity Plan will be posted on the school's website, and a condensed hard copy will be made available upon request.

Instructional Continuity Plan

Appendices

| Attachment | Document Link |
|--|---|
| Attachment 1: Business Continuity Plan | https://layer8s-my.sharepoint.com/:b:/g/personal/isuarez_somersetcityarts_com/ERiRfOSEo1JPr6VM8wPtwQ4BcpJ-RTe-VUwFpAMDAUxUKw?e=gZ7Np0 |
| Attachment 2: Cyber Security Incident Plan | https://layer8s-my.sharepoint.com/:b:/g/personal/isuarez_somersetcityarts_com/EZ2Ht8jA02BHleFI6zNYxIEBw1r2n0GvPQ23glwSMsCcbg?e=5v0Dlv |
| Attachment 3: Executive Summary | https://layer8s-my.sharepoint.com/:b:/g/personal/isuarez_somersetcityarts_com/Ea78-E11MtNlrAxdnKstGbsBF2KPKwUTtNf_XOddWTegHw?e=m9bbk9 |
| Attachment 4: Plan of Action POAM | https://layer8s-my.sharepoint.com/:b:/g/personal/isuarez_somersetcityarts_com/EUE9fclxMNMgmU4hCRaFQoB7fzSQE8XJONREKEs2I0JHw?e=7GaRYF |

| Column | Heading | Contents—How to Complete |
|--------|--------------------------------------|---|
| 1 | Item Identifier | A unique weakness identifier used to track and correlate weaknesses that are ongoing throughout quarterly submissions within the Organization. The numbering schema for the weakness identifier will be determined by the organization. |
| 2 | Weaknesses or Deficiency | A weakness or deficiency represents any program or system-level information security vulnerability that poses an unacceptable risk of compromising confidentiality, integrity, or availability of information. Describe weakness or deficiency identified by certification/validation testing, annual program review, IG independent evaluation, or any other work done by or on behalf of the Service/Agency. Sensitive descriptions are not necessary, but sufficient detail must be provided to permit oversight and tracking. |
| 3 | IT Security Control Mapping | The Security Controls are listed in the NIST SP 800-53 and shall directly relate to the weakness identified in Column 2. For a security weakness found by means other than a security controls assessment (e.g., vulnerability test), map the deficient function into the applicable security control. |
| 4 | Point of Contact (POC) | A POC is the organization or title of the position within the Organization that is responsible for the mitigation of the weakness. Assigned responsible individuals shall be identified by name as well as organization/title. |
| 5 | Resources Required | Estimated funding and/or manpower resources required for mitigating a weakness. The source and type of funding (current, new, or reallocated) and any funding obstacles should be noted. Note: Be sure to include the total funding requirements in the Security Costs field in Column 13 of the POA&M. |
| 6 | Scheduled Completion Date | Completion dates shall be determined based on a realistic estimate of the amount of time it will take to procure/allocate the resources required for the corrective action and implement/test the corrective action. Once assigned, this date shall not be changed. If a security weakness is resolved before or after the originally scheduled completion date, the actual completion date shall be placed in the Status field. Note: This column should never be left blank, or marked TBD or Unknown. A date must be provided unless the risk is accepted. If risk is accepted, enter N/A. |
| 7 | Milestones with Completion Dates | Milestones with completion dates outline the specific high-level steps to be executed in mitigating the weakness and the estimated completion date for each step. Initial milestones and completion dates should not be changed. Changes to milestones should be placed in the Changes to Milestones field. |
| 8 | Changes to Milestones | Changes to milestones indicate the new estimated date of a milestone's completion if the original date is not met. The new date and reason for the change in milestone completion should be recorded. No changes should be made to the original data recorded in columns 6 and 7. |
| 9 | Weakness or Deficiency Identified By | This column indicates the source of the weakness (e.g., security controls assessment, penetration test, IG audit, certification testing), the reviewing agency/organization, and the date that the weakness was identified. For example: Quarterly internal security controls review on December 10, 2011 |
| 10 | Status | The status field indicates the stage or state of the weakness in the corrective process cycle. The terms available for specifying the Status are: Completed, Ongoing, Delayed, or Planned. The Completed status should be used only when a weakness has been fully resolved and the corrective action has been tested. When listing items as "Completed," also include the date of completion in this column. Note: In order for the DAA to accept the risk of an identified weakness, the PM office must document and submit a [Mitigation Strategy Report] addressing all implemented/inherited countermeasures and mitigating factors. A recommendation will be made and submitted to the DAA for approval. Once the DAA approves, the weakness may be listed as risk accepted on the POA&M to include the date the decision was made. Solutions to address the risk should be periodically reviewed to eventually close the finding out when possible. |
| 11 | Comments | Include any amplifying or explanatory remarks that will assist in understanding other entries relative to the identified weakness(es). Also include mitigating factors that will lessen the risks to the system and the network. Recommendations to downgrade a finding based on implemented/inherited mitigations should be listed here as well. The 'Comments' column shall also be used if there is a delay or change in a Milestone or Scheduled Completion Date. Additionally, the 'Comments' column shall identify other, non-funding-related, obstacles and challenges to resolving the weakness (e.g., lack of personnel or expertise, or developing new system to replace insecure legacy system). |
| 12 | Risk Level | The risk level is a ranking (HIGH, MEDIUM, LOW) that determines the impact of a vulnerability, if exploited, to the system, data, and/or program. |
| 13 | Estimated Cost | The estimated cost of correcting the weakness or deficiency. The total estimated cost (arrived at by adding up the individual estimated costs of correcting each weakness or deficiency) is entered in the Security Costs box in Section 1. |