

Terrace Community Middle School

FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

Hillsborough County Public Schools

Terrace Community Middle School

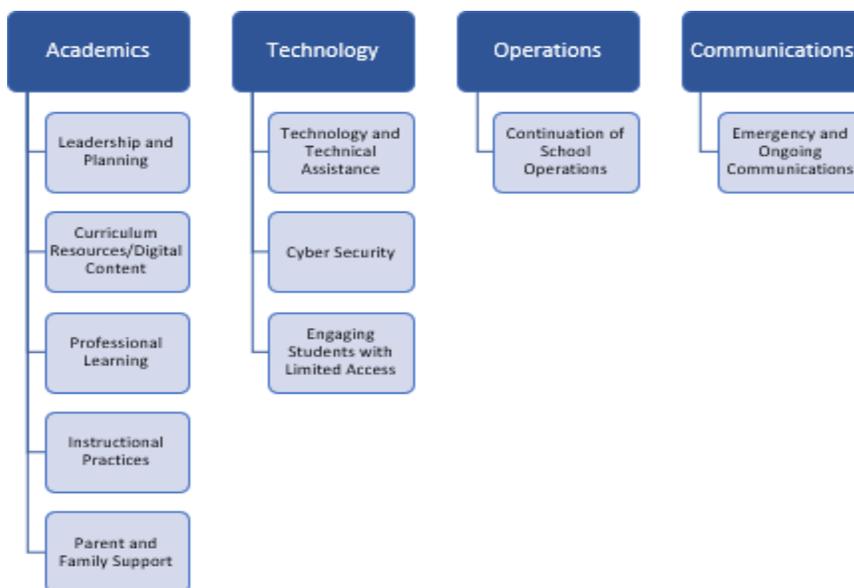
Tahvia Shaw

[TAKE THE INSTRUCTIONAL CONTINUITY PLAN SURVEY](#)

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 Terrace Community Middle School Cross-Functional Planning Team is responsible for execution of the plan and includes the following individuals and their roles:

Principal: Tahvia Shaw
6th Grade Level Administrator: Cecilia Diaz
7th Grade Level Administrator: Daniel Oswald
8th Grade Level Administrator: Odalis Pena
Guidance and Mental Health: Jessica Wahnnon
Technology: Olivia Hill
Facilities and Operations: Scott LaBaw
Finance: Matthew Gonzalez
Communications: Samantha Kahn
Science Curriculum Leader: Elizabeth Mila
Mathematics Curriculum Leader: Jacqueline Graham
History Curriculum Leader: Johann Wahnnon
ELA Curriculum Leader: Jason Canonaco
Elective Courses Leader: Vivian Canaday

Identify desired outcomes or goals of the ICP.

The purpose of this Instructional Continuity Plan is to address how Terrace Community middle school will resume operation during any event that could disrupt normal school operations or any major school closings. The education of our students is critical to the success of a thriving society. TCMS takes this responsibility seriously recognizing the important role education plays in our community.

The goals of the TCMS 2021 – 2022 ICP Include:

- All students will have access to the educational program offered by TCMS.
- All students will have devices and Wi-Fi access to receive instruction remotely.
- All students will have access to the LMS used as the clearinghouse for all instructional content, communication, and progress monitoring.
- All students who receive academic support by way of an IEP, EP, 504 or ELL services will continue to receive the accommodations and supports outlined in their plans.
- All students will continue to receive monitoring through an MTSS program.
- All student services will continue as needed, such as mental health, social work and nutrition.
- All students will be assessed each nine-weeks to ensure that students are making adequate progress in the curriculum. Parents will be given communication on a regular basis through weekly newsletters, email blast and ParentLink phone messages.
- All stakeholders will receive surveys to gauge needs, expectations, and evaluation.

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

The success of the instructional continuity plan relies primarily on the school infrastructure that allows for the smooth transition into and out of multiple learning modalities. It is critical to have a learning management system that can

provide methods for delivering instruction, capturing assignments and responses, and communicating with students and parents. Other important factors include instructional technology and devices, as well as, student services, including support for students who receive ESE, 504, ELL and Gifted services.

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

Action Plan					
Project Name: <u>Instructional Continuity Plan</u>					
Objectives	Task	Person Responsible	Resources	Timeframe	Success Criteria
To establish a cross-functioning planning team	<ul style="list-style-type: none"> Recruit staff member who represents all areas of school operations. 	Principal	Stipend for team members to compensate extra work time to complete the project. Funding source TCMS budget	10 weekdays – July 1 – 15	Completed and submitted Instructional Continuity Plan
To evaluate the current instructional program	<ul style="list-style-type: none"> Review state standards possible pair down instruction to focus only on primary standards. Save supplemental standards for later. Each curricular area should create a new scope and sequence. 	<ul style="list-style-type: none"> All Curriculum Leaders Grade Level Administrators (6th, 7th, 8th) 	All instructional resources CPALMS Curriculum Maps Assessment data	10 weekdays – July 19 – 30	Comprehensive narrative on the instructional program at the school.
To determine Student Service Needs	<ul style="list-style-type: none"> Determine how best to provide student services, ensuring FAPE at a time when there is a substantial school closing. 	<ul style="list-style-type: none"> Principal Grade Level Administrators (6, 7, 8) Guidance 	State and federal laws that govern FAPE. IEP's, EP's, 504's and ELL plans Mental Health plans	10 weekdays – July 19 – 30	The development of a plan to continue student service during a school closure.
Conduct a needs assessment survey	<ul style="list-style-type: none"> Provide a needs assessment that is comprehensive to include all stakeholders on remote learning needs. 	<ul style="list-style-type: none"> Principal Communication Leader All Curriculum Leaders Technology Leader 	Survey Software Email Distribution list.	10 weekdays – August 2 - 13	The development of a needs assessment survey.
Create procedures for providing instruction remotely	<ul style="list-style-type: none"> Once the needs have been identified, the team will come together to write the procedures. 	<ul style="list-style-type: none"> Principal All Curriculum Leaders Grade Level Administrators (6th, 7th, 8th) 		10 weekdays – August 16 - 30	The development of procedures the school will follow to provide instruction remotely

Develop a process for evaluating the effectiveness of the ICP

TCMS will develop evaluation tools to address the following:

Student progress monitoring

Staff participation in professional development opportunities

Student success on formal assessments

Percent of students showing academic needs for intervention

Number of students qualifying for intensive or small group interventions based on formal assessment data should decrease after receiving interventions with validity and fidelity

Stakeholder survey 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.

If Terrace Community Middle School (TCMS) is closed for any length of time due to a global pandemic, weather, building damage or other emergency situations, TCMS will make every effort to ensure that our students' educational opportunities continue while at home.

TCMS has compiled a comprehensive list of online content and digital resources. This Instructional Continuity Plan addresses how content will be delivered to students and explains some of the resources that will be used for core instruction.

Students will have access to digital materials and instructional activities to remain engaged in learning during the time school is closed

Students will have access to digital resources for core materials appropriate for various grade levels.

Teachers will design lessons, assignments, and assessments that students will be able to submit online through the LMS CANVAS.

Teachers will deliver instruction via ZOOM

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

Terrace Community Middle School will continue to use CANVAS by Instructure as the Learning Management System. The current contract expires on 7- 31 – 2024

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

The Cross-functional team that will monitor the performance of the LMS will include the following individuals:

Principal: Tahvia Shaw

6th Grade Level Administrator: Cecilia Diaz

7th Grade Level Administrator: Daniel Oswald

8th Grade Level Administrator: Odalis Pena

Technology: Olivia Hill

Provide ongoing training and professional learning ensuring new hires are included.

All teachers will receive an annual refresher course on CANVAS. The technology taskforce will provide workshops on technology use, instructional pedagogy in a digital format and provide help desk assistance.

New hires to TCMS will receive as a part of their orientation, training on the available technology, digital instructional programs, and licenses, as well as training on how to use the LMS.

The instructional team will participate in ongoing activities to evaluate the use and effectiveness of the digital instructional programs and curriculum. The team will add or delete programs in our curriculums and ICP.

The following trainings are offered, both virtually and face-to-face, each semester for teachers in supporting the use of Canvas:

Canvas for Teacher K-12

Canvas for Administrators K-12

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 instructional staff will begin planning activities for the following school year at the beginning of the fourth quarter. This will include a needs assessment. The team will decide which digital resources will be used as well as the training time needed during beginning of the school year pre-planning activities. Teachers will have access to Subject Area Leaders, Technology Director, and the technology taskforce to provide, training and coaching based on need.

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.

All staff and parents will be provided with various surveys to gather information. Surveys will be used to determine needs, suggestions, and evaluation. Teachers will receive surveys to assess the effectiveness of resources and trainings. Additionally, all stakeholders will receive a climate survey to capture their overall impressions of the school, staff, procedures, methods of operation and quality of education.

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

Majority of the training opportunities for staff will occur during the summer as well as several meetings and workshops during pre-planning. Throughout the school year staff will have the opportunity to sign -up for training through the school district and professional conferences, such as FETC.

Provide for implementation of professional learning for educational staff.

TCMS has a process for implementing professional learning for all staff. School-wide trainings are largely conducted during the preplanning activities prior to students returning to school. Subsequent training on instructional strategies, curricular resources, and school data, occur throughout the year. There are many opportunities for curriculum leaders to plan and schedule professional learning for instructional staff. Additionally, instructional staff have the opportunity

to attend district trainings, workshops and conferences.

Training Application Procedures

Step 1

The workshop coordinator/contact (person responsible for overseeing the training) must complete a Request for Training Form 14 days prior to the first class/workshop.

This form is available on the TCMS Internal Drive: School / Teacher Resources/ Professional Development / Inservice Forms/ Request for Training Form.

The school's IT Director or Principal must sign the Request for Training Form, and are advised to keep a copy of the Request for Training Form. Staff Development inquiries regarding the processed training will be directed to the contact or the administrator who signed the application.

Step 2

The Request for Training Form is approved or disapproved by the Staff Development Director.

ITD/Staff Development assigns Session Number (SN#).

ITD/Staff Development enters class on the SDHC PDS.

ITD/Staff Development returns copy to contact listed on training application.

Step 3

The school or department contact receives approved application from Staff Development. The contact then advertises class, (via flyers, email, etc.) including the SN#, name of workshop, and directs the target audience to register online.

The contact should keep the Training Form in a safe place, as it will have the PDS session number for the workshop listed. The SN number must be included in all correspondence with Staff Development and workshop participants. (This application must be returned with the workshop sign-in sheets upon completion of the Inservice).

Step 4

Procure workshop sign-in sheets from ITD/Staff Development. Complete the workshop information at the top of the sign-in sheets. Always include the workshop session number (SN) on all pages of the sign-in sheets.

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

Terrace Community Middle School has adopted an In-house training evaluation form. This form used to assess the quality and usefulness of the professional development. The information captured on these forms will be used to inform the school's administration on relevant training opportunities in the future.

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.

Faculty will come to the eLearning environment with a variety of expectations and backgrounds. Some will have experience with eLearning, others will have experience with teaching but little or no formal training or mentorship, and some faculty may come to eLearning with only a limited instructional experience.

All levels of faculty experience will be honored and provided with support and incentive for their continued participation in eLearning. It is important to acknowledge that teaching eLearning courses requires different faculty skills and strategies than those typically associated with quality classroom-based courses. Faculty who teaches eLearning courses cannot simply replicate classroom skills and techniques. Rather, they must learn how to maximize effective use of the technology, while simultaneously developing strategies that engage students and ensure that learning objectives are being met.

Faculty training is critical to the success of eLearning courses and ensuring an eLearning program of a high caliber would require participation in such training for all faculty wishing to teach eLearning courses. Training should be required for ALL faculty offering courses in an eLearning format, irrespective of previous experience, to ensure consistency of technological approach and up-to-date understanding of TCMS policy, guidelines and procedures. Training should be adjusted based on the faculty member's previous experience.

Strategy

Produce and implement a faculty development plan that provides appropriate levels of technical and pedagogical training for faculty of varying levels of ability.

Establish the eLearning Task force as PD leaders with other key faculty trainers.

Train faculty to use designated platforms for instructional delivery: Using Canvas as developmentally appropriate, teachers will be able to guide student learning using system tools.

Identify methods to ensure that all faculty are prepared to teach online.

Develop an eLearning instructional framework developmentally appropriate for each grade level. Establish a faculty peer support system.

Faculty Ownership: Faculty take responsibility for effective instruction for their eLearning course, ensuring that outcomes are equivalent to those taught face-to-face.

Develop a mechanism for providing feedback on service levels and faculty satisfaction.

Provide for ongoing educational-technology training and support through workshops, and online opportunities.

Definition

An eLearning, distance learning, online learning uses the Web: a. to deliver instruction to students who are separated from the instructor, and b. to support regular and substantive interaction between the students and the instructor, synchronously and/or asynchronously. A Hybrid environment includes partly online learning and in-class learning.

Maintain Academic Integrity

Although several national studies have shown that cheating and plagiarism are no more common in eLearning courses than in classroom-based classes, there is still a widespread perception among faculty that such practices are pervasive in eLearning courses which has led many faculty to devalue eLearning programs. The proper design of eLearning courses minimizes the possibilities for cheating, and instruction in the varied and appropriate techniques and strategies to accomplish this will be an important component of the training. This team also needs to investigate other ways to minimize cheating and track student engagement.

Develop Instructional Standards

The time demands of eLearning instruction are at least equal to, if not more than, those associated with classroom-

based courses. eLearning courses must facilitate student participation and discussion throughout the semester, and faculty must regularly monitor student work and provide feedback.

Conduct Assessment of eLearning

There are several levels of assessment that must be considered for eLearning courses. First, the quality of faculty competence and performance is important. Second, the quality of individual courses should be evaluated for both technical and substantive capacity by their respective disciplines. Third, there must be a mechanism to report eLearning success to TCMS faculty, administration and especially students. Fourth, the quality and availability of technical support for faculty and students must be evaluated

Support Services

Faculty support services (i.e.; GLAs, SALs, Specialists, Resource teachers, IT Dir)

Student support services (i.e.; Specialists, Counselor, Resource teachers, virtual media center, technology support)

Technology support services (i.e.; Canvas, Other platform support, App and web tools, communication/connectivity)

Re-Designing Instructional Materials

Two basic types of revisions we should consider with materials are changes made to the content or substance of the materials to make them more accurate or more effective as a learning tool and changes related to the procedures employed in using the materials.

Instructional Analysis and Entry Skills

Pre-Test

Objectives

Terminal objective and daily objectives, Learning Goal/Essential Question

Learning components: Instructional strategy and materials

Learning time: Time required of students; procedure, gathering materials, instructions, time on task, questions, review of work, submission of work

Revision process: Consider previous year info/data, materials flexibility, motivation, activities, assessment flexibility

Assuming that the instructor already knows students (general knowledge like grade level, abilities, able to perform simple expectations available via IPT), there is no need to analyze learners. A pre-test should give the instructor pertinent skill-set and prior-knowledge information.

Identify Instructional Goal(s)

Learners, Context, Tools, Criteria

Sample:

Original goal: Students will know the value of Civics in their everyday lives.

Revised goal: Using (available resources), students will demonstrate (specific behaviors/skills) by (required performance/product for assessment).

Conduct Instructional Analysis

Classify instructional goals: intellectual skill, verbal information, psychomotor skill (if applicable), and attitude

Verbal information: state, list, describe

Intellectual skill: identification, concepts, problem solving (think Bloom's)

Psychomotor skills: performing a physical action to achieve a specific result (plug in two circuits to ignite an LED light)

Attitude: knowing how to do something vs choosing to do it- usually a long-term goal

Evaluation of Faculty eLearning

Faculty responsible for teaching online and evaluating students' success in achieving online learning goals are appropriately qualified and effectively supported.

Examples of evidence:

Faculty take responsibility for effective instruction for an online course or program, ensuring that outcomes are equivalent to those taught face-to-face.

Faculty implement online strategies that:

Recognize and incorporate the similarities and differences between online and face to-face (F2F) instruction

Recognize the amount of work involved in preparing and teaching an online course

Build a learning environment that includes:

Regular communication with students

Prompt feedback

Student interaction and collaboration

Active learning

Student-centered learning

Effective assessment of student learning

Faculty consider a broad range of technologies to determine the most effective balance between synchronous or asynchronous modes of instruction within online courses. In choosing appropriate learning technologies, the following factors are taken into consideration:

The technologies used in online courses are selected not only on the basis of their pedagogical appropriateness in promoting student learning but also with an understanding of their impact on the capacity of computing infrastructure to support them.

Faculty regularly evaluate the learning technologies they use to determine their effectiveness in supporting their online learning objectives.

Decisions concerning the suitability of instructional technologies rest with the instructor, after consultation with the eLearning Task Force and other support units, and with their academic department or GLA.

The eLearning Task Force provides initial and ongoing support to assure faculty are appropriately trained to teach online courses including:

Training to support the development of online courses that use effective practices

Incorporation of tested effective practices in online learning pedagogy and assessment

Development of competency with the range of teaching and learning applications and technology used by the school

Ongoing professional development on the use of evolving effective practices

Ongoing access to expertise in the instructional design and development of online courses

Standards for academic integrity

Courses taught online demonstrate continuity and consistency in course standards.

Faculty are encouraged to participate in training programs provided by the school and in HCPS sponsored PD that encourage faculty to conduct research in the scholarship of teaching and learning.

Faculty teaching online courses receive the same credit toward their teaching load as do faculty who teach face-to-face courses.

Faculty use appropriate student ratings of teaching as one source of data for revisions to courses and instructional strategies (where applicable).

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.

During the summer of each year, Terrace Community Middle School will conduct a needs assessment survey. Parent will be asked to provide their technology needs and capabilities. TCMS will ensure that we have the hardware and software that will be needed to continue instruction in the case of a school closing. Additionally, TCMS will partner with local internet providers to provide internet access to student when required to work from home. During the 2020 pandemic, TCMS purchased additional devices to loan to students who needed computer at home. There were associated cost to maintaining the devices and replacement of damaged devices.

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

During the annual climate survey, parents are asked for their preferred method of communication. Currently, TCMS sends mass communication to families using the following methods:

- Email listserve
- Recorded phone messages
- Text messages
- Biweekly newsletters
- CANVAS announcement

Parents are able to respond to TCMS faculty and staff using email, canvas or phone calls.

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

During the 2020 pandemic all students and parents who chose to continue school using the eLearning Method was required to attend the eLearning orientation conducted on Zoom. Additionally, all families received an eLearning handbook which highlighted important information for the eLearning environment.

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

Students with IEP's and 504 will continue to receive accommodations and supports reimagined for the remote learning environment. TCMS will ensure that students with disabilities have equal access to the same level of education as the general student populations and will ensure provision for FAPE. To the greatest extent possible each student all related services as indicated on their IEP and 504 plans. Staff will communicate with teachers and parents the protocols in place to continue a high-level of student's services.

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

The student services staff will continue to provide all the same level of support to students and parents and will make provision for mental health assistance. TCMS will continue to focus efforts using a multi-tiered system of supports to deliver mental health services which includes Assessments, interventions, treatment, and recovery services.

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.

The ESE specialist, ELL coordinator and Guidance Counselor will work closely with parents to provide services and supports to students. Additionally, these staff members ensure that professional development is offered to provide support to teachers who work with these students. The ESE specialist, ELL coordinator, and the Guidance counselor will communicate and collaborate with parents by phone and video conferencing. Frequent communication will be given regarding student progress, accommodations and required supports.

TECHNOLOGY

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.

Olivia Hill – Technology Director

The Technology Director has an integral role in the planning, execution, and ongoing monitoring of the Instructional Continuity Plan (ICP) as it relates to technology and technical support. The Technology Director will work in collaboration with the school's designated ICP task force to ensure academic best practice, regulatory compliance, and student interventions and accommodations are addressed in an effective matter to appropriately meet the needs of our teachers, students, and families and to maximize student gains in any learning environment.

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

Modernization upgrades were implemented this school year to our technology service and infrastructure. These upgrades included partnering with a new managed enterprise network service provider, installing managed POE switches, installing battery backup supports, and replacing the existing wireless access points with a new enterprise Wi-Fi management system that significantly improved wireless coverage throughout the building.

TCMS has experienced issues with establishing and maintaining internet connectivity when multiple user devices attempt to access our Wi-Fi internet simultaneously. Efforts are currently being made to upgrade our wireless speed and bandwidth to maintain school-wide connectivity with reliability.

Recognizing the average lifespan of devices, the Technology Director will work to establish a device refresh plan that indicates the age of student devices and determines a rate of replacement and timeline to carry out the plan.

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

A majority of the students do not need devices as indicated by previous years' data including family survey responses and the number of devices loaned to students during remote learning. The data on students in need of devices will continue to be evaluated through routine survey requests and family communication. Survey submission requests will be conducted through email and phone communications.

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

Students and families will be surveyed at the beginning of the school year to identify their technology needs. Information will be compiled regarding student access to appropriate devices, internet access and any peripheral devices needed. Any determinations made regarding students' need will align with the minimum requirements our digital curriculum as well FAPE requirements.

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

Students in need will be provided devices that have been evaluated to ensure effectiveness, ease of use, and ability to meet the technical needs of the digital curriculum. Supports and accommodations including understandable directions on proper use and adaptive peripheral accessories (headphones, monitors, mice, and keyboards) will be identified and distributed as needed. Students and parents/guardians will complete a Student Device Loan Agreement for use authorization.

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

A fully managed service solution is utilized that integrates and maintains security and a firewall to protect against threats and secure remote connections. This managed solution complies with industry and government regulations including the Children's Internet Protection Act (CIPA). This secure firewall blocks potentially harmful external access restricts traffic to specific approved and appropriate websites and filters the content. This product is fully maintained and managed by our internet service provider who initiates software updates and the latest security patches.

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

All curriculum areas will have input regarding the technology needs in a remote learning model. Additionally, a task force will be created that includes at least one staff member from each curriculum area, the ESE and ESOL Departments, the Computers in Business teacher, the Guidance Counselor, the Director of Student and Personnel Services, the Technology Director and at least one administrator. The task force will work collaboratively to facilitate and monitor during implementation of the ICP. Along with supporting technology, this task force will work to discover and evaluate any additional resources students may need to complement or enhance their remote learning, including physical resources and digital materials not accessible on the internet.

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.

The National Institute of Standards and Technology (NIST) developed the Cybersecurity Framework (“The Framework”) to help organizations better manage and reduce cybersecurity risk. This voluntary framework was developed by NIST at the directive of the Presidential Executive Order 13636, Improving Critical Infrastructure Cybersecurity in February 2013. The Framework has three main components: the Core, Implementation Tiers, and Profiles. The Core provides cybersecurity activities and outcomes and guides organizations to manage and reduce their risks and was designed to complement an organization’s current cybersecurity and risk management process. The Framework Core consists of five functions: Identify, Protect, Detect, Respond, and Recover.

At the state level, Rules 60GG-2.001 – 60GG-2.006 of the Florida Administrative Code are known as the Florida Cybersecurity Standards (FCS). These standards are modeled after the NIST Framework and are comprised of the same five functions as the NIST Framework and focus on establishing standards that state agencies are to comply with to secure resources and mitigate risk.

TCMS will utilize the five functions of the NIST’s Framework Core and the FCS as a guideline for our incident response plan. These general functions, along with the categories and subcategories within each function, will be used to develop a cybersecurity framework that is designed specifically for TCMS.

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

TCMS is in the process of building a business continuity plan that focuses on preparedness for response management, maintaining critical activities, and restoring our learning environment as quickly as possible. Once created, routine reviews will take place to update necessary information.

For security purposes, details of TCMS’ business continuity plan will not be provided in this plan. TCMS’ business continuity plan will include action steps for our classroom and online learning environments. This plan will include business continuity strategies that enable alternative modes and methods to working and learning.

In general, our plan will:

- Identify key staff members and outline their roles and responsibilities
- Assess the scale, impact, and duration of the incident
- Asses if critical activities have been disrupted and decide on activating the plan
- Determine business continuity strategies to allow continuation of critical activities during disruptions
- Notify staff and communicate necessary information
- Log decisions, actions, and financial expenditures
- Follow-up with appropriate communication actions

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

Using the NIST Framework and the Florida Cybersecurity Standards as overall guides, TCMS will build an incident response plan that will reduce cybersecurity risk, quickly identify threats, and effectively minimize the overall impact. The key staff members for the business continuity plan will also be the key staff members utilized to build and carry out our incident response plan. So that, while the business continuity plan is being implemented, the key staff members will proceed with the incident response plan to recover and resume normal business operations quickly and efficiently.

Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information of the LEA's or charter school's current security posture.

Cybersecurity policies and procedures will be identified and created using the NIST Framework Core and Florida Cybersecurity Standards as overarching guidelines and aligning them to our school's incident response plan. During the Protect phase of the Core Framework, efforts will focus on management of permissions and authorizations, protection of network integrity, and authentication of user credentials and devices.

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

Current plan of action includes learning the benefits of our newly acquired managed network services as it relates to our managed Wi-Fi and our network security solution including our secure web gateway. We can then determine ways in which we can monitor and review any possible breach attempts. From there, work can focus on developing an incident response plan that works in conjunction with these managed network services.

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.

A tiered approach will be utilized to communicate with students and families. At a school-wide level, the administrative staff will work with our Director of Student and Personnel Services and our ELL Specialist to disseminate information to all families through phone, newsletter, and email communication. Administration will also work with the Technology Director to post relevant and up-to-date information for families on the school website. A team including the Guidance Counselor, ESE, ESOL, and Resource teachers will work collaboratively and at a more focused level to identify families that are to receive individualized information regarding the efforts to provide education and supports for their child(ren) and communicate that information accordingly.

The Technology Director and the Director of Student and Personnel Services will work collaboratively to create and implement a plan to reacclimatize students and families to the Canvas Learning Management System. This plan will consist of informative content to assist students and families with logging in and navigating Canvas. The content will be distributed as printed materials, electronically through emails, newsletters, and content posted on the school website.

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.

School operations in every area was impacted by the extended school closing and the hybrid learning environments. The maintenance of the school building to ensure clean and filtered air systems, continuous sanitation of work surfaces, the need for additional workspace to adequately distance students and providing 1 to 1 devices and resources caused a strain in our school budget. TCMS relied heavily on instructional technology and online resources to prevent the sharing of instructional materials.

Our Technology Director was also heavily impacted by providing technical supports to both students, parents, and staff on and off campus. There were increased needs to maintain equipment, subscribe to online content, manage the Learning Management System, provide helpdesk technical assistance, and provide professional development. The school hired on temporary help to manage the increased workload.

The Guidance Counselor responsibilities and services had to be reimagined to provide the needs for the services that are provided by that office. Most notable were attendance, mental health assistance and 504 compliances.

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

All employees of TCMS continued their schedules and job responsibilities at the same level and performance expectations as with any other normally operated school year.

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

All students with the school district of Hillsborough County were eligible for food assistance. Parents were able to pick up a week's worth of food for breakfast and lunch on Mondays at a specified location. If HCPS discontinues extending this service to charter schools' student in the district, TCMS will pick up the service for our students who are identified as Free or Reduced Lunch eligible.

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

Students with IEP's and 504 will continue to receive accommodations and supports reimagined for the remote learning environment. TCMS will ensure that students with disabilities have equal access to the same level of education as the general student populations and will ensure provision for FAPE. To the greatest extent possible each student all related services as indicated on their IEP and 504 plans. TCMS anticipates providing most services remotely through video communication. Other services will be provided through home visits.

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

TCMS will continue to work with our community partners to provide support as needed.

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.

Should there be a need for TCMS to implement the Instructional Continuity Plan, communication and execution of the plan will be under the leadership of the school principal. The principal will communicate to following stakeholders:

- Charter School Board
- Hillsborough County School District – Charter School Office
- School Staff
- Families
- Vendors
- Community Partners.

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

The principal will contact the Operating Board, Team Leaders, Department heads and the school district Charter Office, by email, phone calls and text messages. Each department head will communicate with their assigned group by way of emails, phone calls and text messages. Parents will receive communication using Blackboard Parentlink, emails, phone calls, text messages, Canvas Announcements, and social media.

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

The principal will send out the first communications to the entire TCMS community. Each team and department will coordinate the communications with their members. All subsequent communications will be coordinated with the ICP planning team and a schedule of communication will be developed with each school closing incident,

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

All pertinent school closure information will be posted and updated on the Terrace Community Middle School website www.tcmstornadoes.com