



**FLORIDA
INSTRUCTIONAL
CONTINUITY PLAN (ICP)
2021-2022**

Local Educational Agency - Brevard

ACADEMICS

Component 1: Leadership and Planning

Brevard Public Schools (BPS) cross district team includes the following members

- Communications: Chief Strategic Communications Officer
- Academics: Assistant Superintendent Elementary Leading and Learning; Assistant Superintendent Secondary Leading and Learning
- Technology: Chief Information Officer
- Operations: Chief Operating Officer
- Charter: Assistant Superintendent of Elementary Leading and Learning

The desired outcomes/goals of the BPS Instructional Continuity Plan

- Flexibility and continuous learning for students
- All students will have access to standards aligned instruction:
 - Curriculum Resources to include internet-based digital options, non-internet-based digital options, and printed materials
 - Digital Access to include technology and internet access
 - Ongoing monitoring
 - Self-paced, teacher guided learning, synchronous learning, and/or asynchronous learning
- All students have access to nutritional and social emotional services
- Students receive special education services and/or therapies as indicated on the IEP
- Instructional staff and leadership are provided effective professional development based on best practices
- Consistent and effective communication methods are in place with all stakeholders
- Training for leaders, teachers, students, and families on using the learning platform and on accessing communication
- Constant monitoring of effectiveness of learning platform and protocols to include data collection and analysis/continual improvement based off feedback

The following critical success factors (CSFs) will determine achievement of the ICP desired outcomes/goals

- Successful and equitable continuity of instruction, school operations, and other related services
- Effective communication at all levels and through multiple channels, including clear guidance for all stakeholders
- Clear and easy to follow protocols for continuity of instruction, school operations, and related services
- Parent and family satisfaction with continuity of instruction and services
- Effective and timeline training and professional development by key stakeholders

BPS action plan to address the CSFs

- **Successful and equitable continuity of instruction, school operations, and other related services**
 - Continuity of Instruction
 - **Elementary:** If brick-and-mortar school settings must be closed, BPS elementary students will transition to eLearning/Distance Learning options. Standards aligned instruction will be provided following the district pacing and curriculum guides. Students with access to power and technology will be provided with instruction and student tasks through the elementary Continuation of Learning website. This website will include all subject areas and have guidance for families in implementing the learning modules. Translated resources will also be available to support families with implementation. In addition, a digital meeting platform will be used as instructional tools to support teacher/student instructional opportunities and interventions. Ongoing progress monitoring will take place using a variety of assessment tools to drive instructional decisions. All students who have access to power and internet will be provided with the iREADY Diagnostic from home following the district's assessment model of the beginning of the year, the middle of the year, and the end of the year. Students who do not have access to power and internet will use paper assessments through the iREADY LAFS and MAFS resources to progress monitor mastery of content. Interventions will be designed to support students with identified gaps in learning. The methods for intervention include both virtual, live interventions through virtual meeting platforms, as well as previously recorded videos that can be accessed through computers or through cell phones. At home intervention kits will also be provided for students without power as a method to support practice in the identified area of deficit.
 - The district will create "Moving Forward" books with aligned student tasks for each content area to support at home learning in the absence of power or digital instructional resources. The district will support schools in distribution of books to students. Students will receive instructional support through regular phone communication from their elementary school to support their instructional efforts in working through the "Moving Forward" book. In addition, videos accessible through cell phone apps such as YouTube will be utilized for on grade level instruction to support students in their implementation of standards-based student tasks.
 - Elementary Leading and Learning directors will review progress monitoring data with school leaders and identify next steps for instruction. School leaders will review data with classroom teachers and identify supports for students, as needed. In addition, the district office will review student progress and create instructional supports for students and teachers.
 - Elementary/Middle/High School students receiving instruction on a modified curriculum in self-contained VE-Supported and VE-Participatory classrooms will receive district-created "Bridge Building" books containing Florida standards access point aligned activities for each content area. Students will receive instructional support through regular communication from their school to support their instructional efforts in working through the "Bridge Building" book.

- **Elementary:** All digital instructional lessons and resources will align with the district created pacing and curriculum guides to ensure alignment with state standards. This will include utilization of all district adopted digital instructional materials. If additional resources are needed, the curriculum team will review the added resources to ensure standards alignment. In the event print materials are needed, the district will create “Moving Forward” books with aligned student tasks for each content area to support at home learning in the absence of power or digital instructional resources. The district will support schools in distribution of books to students. Students will receive instructional support through regular phone communication from their elementary school to support their instructional efforts in working through the “Moving Forward” book. In addition, videos accessible through cell phone apps such as YouTube will be utilized for on grade level instruction to support students in their implementation of standards-based student tasks.
- To maximize access for all, students with access to power and technology will be provided with instruction and student tasks through the elementary Continuation of Learning website. Student learning will be primarily self-paced within the timelines of the instructional week. Options may be available for both synchronous and asynchronous learning through virtual platforms as determined by the status of the district. If asynchronous models are in use, students will have access to web-based instruction in addition to teacher checks for understanding.
- **Secondary:** Teachers will have their digital curriculum that was adopted because it was standards aligned. It is expected that they will use that curriculum to plan and deliver standards aligned lessons. Resource teachers/ content specialists will keep their website resources up to date and available for teachers in their content to access in conjunction with their state adopted curriculum to create lessons. District Resource Teachers/Content Specialists will have office hours regularly to assist teachers with any issues. Though these office hours will be directed at assisting teachers, it will be expected that the curriculum assistant principal attends these sessions on a schedule to be determined to assure that their teachers are accessing the resource, and to familiarize themselves with digital resources available to their teachers, to become inhouse facilitators of digital curriculum in their school.
- In the event print materials are needed, teachers will be expected to have resources available in print form if/when it becomes necessary to support remote learning. This could be in addition to the digital material the students have access to as an intervention/support or when there is no power or digital access, secondary teachers will create work packets similar to what is currently created for students who are out absent and don't have digital access. The packets will be copied and stored in the front office in an organized form such that the front office personnel can retrieve work for each student. When a parent comes into the office to request their child's work, front office personnel will hand out and accept back work. Lessons to go with the work being handed out in hard copy will be recorded such that they can be accessed on phones using data that are accessible.
- All students will have access to digital tools. There is already an expectation that these tools are woven into lessons regularly so students will be familiar with the digital tools.

- Schools will have knowledge of which students need assistance accessing digital tools should they become necessary for learning through the survey that will be required annually. This information will be updated should a parent need to change their requirements because of a shift in homelife. Should a shift to digital learning be required, the district plan to distribute devices will be used by all secondary schools.
- Student/Family support on use of digital tools-To support students and families in their use of digital tools for instruction, district communication will advertise digital resource assistance that educational technology created and posted. Schools will have their front office staff educated in digital resources assistance and how to access it. Should a parent arrive in the front office, they will be assisted on how to get to the resources.
 - Students and families will be assisted in accessing all content through single sign on using the ClassLink Launchpad application. This resource will include FOCUS, a digital meeting platform, and all subject and grade specific online curriculum and digital resources
 - Access to digital content/communication between stakeholders-All content will be made available through single sign on using the ClassLink Launchpad Application. Focus will be the primary resource for providing remote communication between teachers, students and parents via the portal messaging tools available in the desktop and mobile app. Teachers will facilitate the remote delivery of their classroom instruction using a digital meeting platform. Additional subject and grade specific online textbook and digital resource tools will be integrated as appropriate. When synchronous lesson delivery or virtual meetings can be delivered, teachers will utilize a digital meeting platform.
- **Parent and family satisfaction with continuity of instruction and services**
 - The district ICP team will meet to review progress and implementation of the plan. Modifications will be made, as needed, to best support student learning and teacher implementation. School leaders, teachers, students, and families will be surveyed to evaluate the effectiveness of the ICP. This data will be used in conjunction with student performance data to determine any need to update the ICP.
 - **Effective and timeline training and professional development by key stakeholders**
 - The Office of Professional Development will schedule school leadership training opportunities using a train the trainer model. School leaders will be provided with a schedule to train staff on the digital resource library for self-paced learning. The district will partner with the Brevard Federation of Teachers on the expectations for staff learning.
 - The technology integrators from Educational Technology will partner with the Office of Professional Learning and the Office of Leading and Learning to create content specific professional development and instructional technology tools. Elementary teachers will receive professional development in accessing the professional learning library for self-paced learning of content area resources and the elementary instructional website. Professional learning for implementation of instructional technology resources can be found at the digital resource library. The district will provide professional learning for school leaders in the implementation of the ICP. In addition, school leaders will support implementation with professional learning on the process for implementation of the ICP with all staff members.

Tutorial videos will be created to support parents and families with implementation of the ICP.

- Training will occur during pre-planning of each year and on district professional development days, as needed. Additional training dates will be set based on modifications and/or revisions to the ICP.

Evaluation process for ICP effectiveness

- The district ICP team will meet to review progress and implementation of the plan. Modifications will be made, as needed, to best support student learning and teacher implementation. School leaders, teachers, students, and families will be surveyed to evaluate the effectiveness of the ICP. This data will be used in conjunction with student performance data to determine any need to update the ICP.
- Teachers will also be provided the opportunity to self-reflect on their implementation of the ICP through the self-evaluation process. In partnership with school leaders, teachers will review informal and formal observational data. This data will also be shared with district leaders to modify the plan, as needed.
- Ongoing monitoring of feedback from all stakeholders will drive implementation support and modifications to the district ICP. In addition, a learning component specifically for ICP training will be evaluated to track participation by teachers and administration. This allows for review of the implementation plans and feedback on the professional learning opportunities for ICP implementation.
- Cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications
 - The Leading and Learning Team will include:
 - Director, Elementary Leading and Learning-Curriculum
 - Director, Elementary Leading and Learning- Early Childhood
 - Director, Secondary Leading and Learning-Curriculum
 - The Educational Technology Team will include:
 - Director, Information Technology
 - Director, Instructional Technology
 - Teacher Technology Integrator team leads for Focus and Online Digital Content
 - The Student Services Team will include:
 - Director, Program Support
 - Director, Administrative Support
 - Director, Systems of Support
 - Director, Behavioral, Psychological, and Social Work Services

Component 2: Curriculum Resources/Digital Content

Brevard Public Schools desired outcomes/goals and instructional strategies of the remote learning program

- Elementary
 - All digital instructional lessons and resources will align with the district created pacing and curriculum guides to ensure alignment with state standards. This will include utilization of all district adopted digital instructional materials. If additional resources are needed, the curriculum team will review the added resources to ensure standards alignment.
 - In the event print materials are needed, the district will create “Moving Forward” books with aligned student tasks for each content area to support at home learning in the absence of power or digital instructional resources. The district will support schools in distribution of books to students. Students will receive instructional support through regular phone communication from their elementary school to support their instructional efforts in working through the “Moving Forward” book. In addition, videos accessible through cell phone apps such as YouTube will be utilized for on grade level instruction to support students in their implementation of standards-based student tasks.
 - To maximize access for all, students with access to power and technology will be provided with instruction and student tasks through the elementary Continuation of Learning website. Student learning will be primarily self-paced within the timelines of the instructional week. Options may be available for both synchronous and asynchronous learning through virtual platforms as determined by the status of the district. If asynchronous models are in use, students will have access to web-based instruction in addition to teacher checks for understanding.
- Secondary
 - Teachers will have their digital curriculum that was adopted because it was standards aligned. It is expected that they will use that curriculum to plan and deliver standards aligned lessons. Resource teachers/ content specialists will keep their website resources up to date and available for teachers in their content to access in conjunction with their state adopted curriculum to create lessons. District Resource Teachers/Content Specialists will have office hours regularly to assist teachers with any issues. Though these office hours will be directed at assisting teachers, it will be expected that the curriculum assistant principal attends these sessions on a schedule to be determined to assure that their teachers are accessing the resource, and to familiarize themselves with digital resources available to their teachers, to become inhouse facilitators of digital curriculum in their school.
 - In the event print materials are needed, teachers will be expected to have resources available in print form if/when it becomes necessary to support remote learning. This could be in addition to the digital material the students have access to as an intervention/support or when there is no power or digital access, secondary teachers will create work packets similar to what is currently created for students who are out absent and don't have digital

access. The packets will be copied and stored in the front office in an organized form such that the front office personnel can retrieve work for each student. When a parent comes into the office to request their child's work, front office personnel will hand out and accept back work. Lessons to go with the work being handed out in hard copy will be recorded such that they can be accessed on phones using data that are accessible.

- All students will have access to digital tools. There is already an expectation that these tools are woven into lessons regularly so students will be familiar with the digital tools. Schools will have knowledge of which students need assistance accessing digital tools should they become necessary for learning through the survey that will be required annually. This information will be updated should a parent need to change their requirements because of a shift in homelife. Should a shift to digital learning be required, the district plan to distribute devices will be used by all secondary schools.
- Training will occur during pre-planning of each year and on district professional development days, as needed. Additional training dates will be set based on modifications and/or revisions to the ICP.

Student/Family support on use of digital tools

- To support students and families in their use of digital tools for instruction, district communication will advertise digital resource assistance that educational technology created and posted. Schools will have their front office staff educated in digital resources assistance and how to access it. Should a parent arrive in the front office, they will be assisted on how to get to the resources.
- Students and families will be assisted in accessing all content through single sign on using the ClassLink Launchpad application. This resource will include FOCUS, a digital meeting platform, and all subject and grade specific online curriculum and digital resources

Access to digital content/communication between stakeholders

- All content will be made available through single sign on using the ClassLink Launchpad Application. Focus will be the primary resource for providing remote communication between teachers, students and parents via the portal messaging tools available in the desktop and mobile app. Teachers will facilitate the remote delivery of their classroom instruction using a digital meeting platform. Additional subject and grade specific online textbook and digital resource tools will be integrated as appropriate. When synchronous lesson delivery or virtual meetings can be delivered, teachers will utilize a digital meeting platform.

Cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications

- The Leading and Learning Team will include:
 - Director, Elementary Leading and Learning-Curriculum
 - Director, Elementary Leading and Learning- Early Childhood
 - Director, Secondary Leading and Learning-Curriculum

- The Educational Technology Team will include:
 - Director, Information Technology
 - Director, Instructional Technology
 - Teacher Technology Integrator team leads for Focus and Online Digital Content
- The Student Services Team will include:
 - Director, Program Support
 - Director, Administrative Support
 - Director, Systems of Support
 - Director, Behavioral, Psychological, and Social Work Services

To provide ongoing training and professional learning ensuring new hires are included

- The Content Specialists and Resource Teachers from Leading and Learning will partner with the technology integrators to provide ongoing professional learning in use of digital curriculum resources. The formats for professional learning will include, but not be limited to, recorded webinars, live virtual planning/coaching sessions, and individual and grade level support meetings. Topics for professional learning will include utilization of digital tools within the district adopted instructional materials, as well as use of intervention resources for English Language Arts and mathematics. All recorded sessions will be hosted in the professional development library for teacher and school leader access throughout the school year.
- Teachers will utilize the digital resources and frameworks that are already included in our instructional pacing guides and with our “Learning at Home” website, so professional development will be included in all school and district PD opportunities. Upon hiring of new staff, school-based personnel will be responsible for initial training efforts. The resource library will be available for all staff for “on demand” style professional learning. A video overview will be provided for instructional staff to be shared each year during preplanning week.
- ESE Program Support Content Specialist/Resource Teachers will coordinate with technology integrators to include training resources for ESE teachers and therapists to utilize features of the digital platform, blended learning, small group instruction and therapies.
- Technology integrators will train new hires on tech tools required for single sign on and FOCUS use. The Office of Professional Learning and Development will partner with Educational Technology and Leading and Learning to create a library of training resources. In addition, the district ICP plan will be embedded within the New Teacher Orientation and the New Teacher Manual. Teachers will also have access to the district’s ICP under the teacher resource tab within the professional learning catalog management system, ProGOE.

Planning time for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports. e.g., coaching

- Brevard Public Schools uses a collection of technology tools to support on-line teaching and learning that includes ClassLink, FOCUS, and a digital meeting platform. Each August District Professional Development Day has sessions to support teachers in providing distance or hybrid learning. The New Teacher Academy in August and October will share resources and access to

trainings that support ICP supports. In addition, teachers can access on-demand professional development to support implementation of the district's ICP on two of the teacher workdays (one held each semester). An additional opportunity will be provided for school based professional development on the February 2022 Inservice Day. Principals also can utilize three early release Fridays per semester to provide training to their staff to support the district ICP.

Monitoring of the LMS for technical issues

- The Director of Information Technology will facilitate monitoring the applications used to support remote learning and proactively identify issues that need to be addressed by the Network Operations Group to ensure continuous access to instruction. The Directors of Leading and Learning will monitor curriculum supports that need to be created and/or delivered. The Director of Instructional Technology will facilitate creation and delivery of training on blended learning and the use of remote teaching applications and will monitor technology help desk call logs to identify staff support needs. Technology integrators will work with Human Resources and Leading and Learning to determine how to integrate current curriculum resources into the technology tools. Training will be delivered in a method that can be retained digitally for future needs by either struggling users or new users.

Delivery Model use for self-paced learning, teacher guided learning, synchronous learning and asynchronous learning

- Elementary
 - Students with access to power and technology will be provided with instruction and student tasks through the elementary Continuation of Learning website. Student learning will be primarily self-paced within the timelines of the instructional week. Options may be available for both synchronous and asynchronous learning through virtual platforms as determined by the status of the district. If asynchronous models are in use, students will have access to web-based instruction in addition to teacher checks for understanding. Students and parents will utilize the student's FOCUS account to monitor student progress and maintain communication with the student's teacher.
- Secondary
 - All secondary teachers will post assignments on their FOCUS account. The model of online learning will also be accessible through FOCUS to support students in accessing the lesson. This will allow parents and students to easily track expectations for student achievement. The student's teacher is the best line of contact for any questions about an assignment or digital platform. Attendance will be tracked through FOCUS, and schools will monitor the daily attendance for intervention and student support. School counselors, social workers, IEP case managers, and administrators will continue to support students, parents, and teachers to ensure the best possible education during an emergency.

Component 3: Professional Learning

Brevard Public Schools (BPS) process for surveying school staff to determine professional development needs

- The Office of Professional Development will create a survey to collect data on use of digital instructional tools, selection of digital platforms, use of tools to support parental engagement, and for holding IEP meetings and parent conferences.

BPS professional development schedule and content

- The Office of Professional Development will schedule school leadership training opportunities using a train the trainer model. School leaders will be provided with a schedule to train staff on the digital resource library for self-paced learning. The district will partner with the Brevard Federation of Teachers on the expectations for staff learning.
- The technology integrators from Educational Technology will partner with the Office of Professional Learning and the Office of Leading and Learning to create content specific professional development and instructional technology tools. Elementary teachers will receive professional development in accessing the professional learning library for self-paced learning of content area resources and the elementary instructional website. Professional learning for implementation of instructional technology resources can be found at the digital resource library. The district will provide professional learning for school leaders in the implementation of the ICP. In addition, school leaders will support implementation with professional learning on the process for implementation of the ICP with all staff members. Tutorial videos will be created to support parents and families with implementation of the ICP.

BPS efforts to continuously improve the process and provide relevant opportunities in the future

- To best assess the professional development needs of district staff, a school specific survey will be conducted. School leaders will also provide the district directors with observational feedback aligned to the professional learning needs of teachers through current collaborate meeting structures to determine next steps within the ICP. School based leaders may utilize existing professional development days and early release Fridays to conduct professional learning. To evaluate the effectiveness of the professional development, teachers and administrators will have the opportunity to provide feedback after training modules have been completed. Additional surveys will be developed to gauge the need for additional training after initial implementation of professional development. A cross functional team of district directors will meet to discuss the feedback provided by teachers and school leaders in order to discuss appropriate next steps for our district to ensure our readiness for any future school or district closure. After each occurrence of the ICP needing to be initiated, a committee will seek out feedback from teachers, students, and parents on the effectiveness of the instructional platforms and resources that were utilized.

Component 4: Instructional Practices

Brevard Public Schools' (BPS) process to identify the needs of educators relative to online and hybrid teaching experience and expertise

- The district will survey school-based leadership and staff on their current knowledge related to online and hybrid teaching. The district will also gather data on current use of online and hybrid teaching resources. School leaders will provide the district directors with observational feedback aligned to the professional learning needs of teachers. Professional development will be tiered to meet the entry point of the teacher in relation to online instruction. Tiered professional development for teachers will include using tools to support hybrid instruction and using technology resources such as microphones and cameras. Based on survey results, tiered professional development for teachers on using the instructional apps and launchpad to support instruction will also be provided. The district will analyze data from the Elementary Hybrid Teacher Convening to build capacity among teacher groups using teacher leaders who have effective practices in digital and/or hybrid instruction. Consultation with district technology integrators will identify teacher leaders and levels of support needed. In addition, school leaders will provide the district directors with observational feedback aligned to the professional learning needs of teachers.

Guidance, resources, and training on the best practices for distance/hybrid education delivery for those needing assistance

- Educational Technology will create a library of resources to support distance/hybrid learning for use during district closure. In addition, webinars and recorded professional learning resources are available on each content area's webpage. Virtual support sessions will be available to classroom teachers in each content area to support, coach, and problem solve for distance/hybrid education, as well as for guidance on implementation of resources. In addition to creating videos/webinars on resources, teachers will be provided videos on how to use the professional development library to support instructional delivery with specific content area digital resources. Teacher leaders will be identified through the Hybrid Teacher Convening to provide peer mentors to teachers needing additional assistance. The following website and resources are samples.
 - Website of tech resources for teachers developed and updated based on monitoring of support requests:
<https://sites.google.com/share.brevardschools.org/tech-tools-for-teachers/home>
 - Help website for parents and students updated continuously based on monitoring of support requests:
<https://sites.google.com/share.brevardschools.org/techttoolsforparentandstudents/home>

Assessing the effectiveness of instructional delivery

- The district will identify teachers' learning needs relative to online and hybrid instructional delivery. School leaders will observe instructional delivery and use of online and hybrid instructional tools. This feedback will be used to design next steps for teacher practice, as well as drive the instructional decision-making process.

- School and district leaders will review progress monitoring data to determine the effectiveness of instructional practice on student outcomes. Plans to support teacher professional learning will be created and/or modified based on the impact of instruction on student learning.

Guidance resources and training on the best practices for distance learning and hybrid instructional delivery will be provided

- In collaboration with the technology integrators, the content specialists and resource teachers will design tiered professional learning to address the varied needs of teachers. The content specialists and resource teachers will host virtual modeling of practices, utilization of digital instructional resources, and provide question/answer sessions to provide guidance.

BPS will assess the effectiveness of delivery methods and alter strategies as needed to engage all students

- School and district leaders will review progress monitoring data to determine the effectiveness of instructional practice on student outcomes. Plans to support teacher professional learning will be created and/or modified based on the impact of instruction on student learning. School leaders will observe instructional delivery and use of online and hybrid instructional tools. In addition, school leaders will observe student engagement as a focus during observation. This will include support for core instruction, intervention, and acceleration opportunities. This feedback will be used to design next steps for teacher practice, as well as drive the instructional decision-making process.

BPS will review virtual lessons and websites to ensure alignment with state and LEA curriculum standards

- All instructional lessons and resources will align with the district created pacing and curriculum guides to ensure alignment with state standards. If additional resources are needed, the curriculum team will review the resources to ensure standards alignment.

BPS will structure the academic school day and teacher planning opportunities

- Depending on the situation requiring the implementation of the ICP, the district will determine the selected option for instruction to include synchronous and asynchronous eLearning opportunities. In either setting, the district will design the template for the instructional day overview with standards aligned instruction occurring. To align with the requirements outlined in the Brevard Federation of Teacher contract, planning time will be provided during the teacher's workday. During this time, the teacher can enhance the instructional resources and practice implementation. In addition, collaborative planning time will be allocated during the work week.

Component 5: Parent and Family Support

Brevard Public Schools (BPS) will identify the household technology capabilities and needs of students and their families

- Families will be surveyed yearly to determine technology resources available within the home. The survey will be included in both the initial enrollment process and in the annual registration packet that is completed by every family in the district.

BPS will establish effective two-way lines of communications with parents and families of students using a variety of media

- Communication will come from the district and from the individual schools, so it will be important to have consistency from both the district and from the schools. The district will use several platforms to get our message to families – including our website, social media, and Blackboard. The website will be a clearinghouse of information, social media will include two-way communications via direct messages and comments, and Blackboard will be a direct message to a family's phone and/or email. Social media will be used to give real-time updates as well to answer questions from families. Schools and teachers will use the school website and social media as well to engage families. Products like Google Docs will also be useful for teachers to inform and to talk with families. The district will also use local media as an avenue to get our message to families.

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

- Equipped with high-quality instructional materials, families play a key role in shaping the instructional process when learning occurs outside of school through an Instructional Continuity Plan. It is important that Brevard Schools identifies parents' responsibilities associated with an Instructional Continuity Plan and provides parents with the necessary knowledge needed to support their role. First, a checklist will be shared with all parents as to how they can best structure a learning environment at home. (This checklist will include such things as creating a learning zone, limiting/removing distractions, setting a schedule, etc.). Next, Parent Expectations outlining their role and responsibilities relative to supporting an Instructional Continuity Plan will be shared with parents along with directions (written/video formats) on how to access all instructional resources. All supporting documentation will be available in translated forms to include Spanish, Haitian Creole, Portuguese, and Arabic. The expectation will be set that teachers reach out to parents on a regular basis (regular outreach and wellness checks) to answer any questions they may have about the content being taught, their child's progress, and/or further ways they can support their child's learning.
 - Help website for parents and students updated continuously based on monitoring of support requests:
<https://sites.google.com/share.brevardschools.org/techttoolsforparentandstudents/home>

BPS will develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need

- Utilizing the district's gradebook and communication platforms, the Office of Exceptional Student Education sends correspondence to parents to explain the provision of specialized instruction, including how services may be delivered. In consultation with the local department of health, the district will use the same communication platforms to provide information regarding the district's health and safety plan to include any procedures and the district's reopening plan. The correspondence also includes the person to contact with any questions or issues that may arise.
- If school closures occur, students with disabilities will be provided the services on the Individual Educational Plan (IEP) to ensure a free and appropriate education to the maximum extent possible utilizing the district approved online platform. The district will ensure all students with disabilities have access to technology (ex. devices and internet access, etc.).
- If internet and cellular infrastructure are damaged and there is significant building damage which will prevent students from receiving instruction safely in a building, students will be provided with paper copies that, to the maximum extent possible, address specially designed instruction and related services.
- Upon student return to traditional schooling, progress monitoring data collected will be reviewed through the MTSS process. IEP teams will reconvene if the data warrant consideration of additional, extended school year and/or compensatory education services based on the circumstances.

BPS will develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families

- Mental Wellness Supports: BPS Mental Wellness Pathways allow for multiple ways for students in need of social/emotional/mental wellness supports to be identified and connected to supports when school is in session or shut down. District Student Services provided all mental health referral forms in electronic format for school-based staff to electronically submit referrals for students in need. Parents/guardians can make referrals to school-based student services staff whether school is in session or school is shut down, including referrals to outside providers who provide telehealth for students outside of school hours or when schools are shut down.
- In addition, BPS will continue to reach out to parents and caregivers to engage and re-engage families related to positive school attendance and student success. School-based leadership teams will closely monitor attendance on an ongoing basis. Action will be taken at the school level by the teacher and or members of the attendance leadership team at three and five unexcused absences. Attendance team members and social workers will work to address needs at sites with high percentages of chronically absent or students coded whereabouts unknown. Timely interventions are expected at the school level before elevating the case to our district attendance/truancy team. When referring a case to truancy, it will be expected that face-to-face meetings have taken place at school or home to troubleshoot barriers preventing the student from attending school. Root cause interviews, mentors, and access to outside providers are examples of some of the interventions that may be put in place. If school-based interventions are ineffective, a member of the district truancy team will begin working with the

family. When all efforts prove to be ineffective, a process is in place to refer the family to Truancy Court where we will work with a judge to mandate school attendance and participation in programs for the family to cope with the barriers preventing the student from attending school regularly.

- BPS collaborates with the local Mobile Response Team (MRT) from Brevard Cares. The MRT responds to family homes/residences in the community and provides on-demand and on-site crisis intervention to children and families in Brevard County 24 hours a day, 7 days a week. Families can contact the MRT through 2-1-1 or through their school's counselor or social worker when schools are shut down.
- The District SRI consultants are on call and consult when students are in crisis and at risk of self-harm. During school shut down, SRI consultants will engage the MRT to provide crisis intervention supports for students in their home or community location.
- The District Crisis Team social workers are on call and support staff and provide crisis response virtually when schools are shut down. The Crisis Team engage community supports to provide grief supports as needed, such as Hospice of St. Francis or BPS contracted outside providers for students not able to receive supports in school.
- In the event of school shut down, BPS Media alerts in multiple formats will be shared with families, including information for 2-1-1 MRT, wellness resources, how to contact schools to make mental health referrals, and how to connect to outside provider telehealth providers.

BPS will 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

- Students with an IEP will follow grade level or course curriculum with applicable accommodations. ESE teachers will provide direct services and/or supports in collaboration with the content area teacher. Instructional materials will be provided through a variety of formats (online, paper and pencil, manipulatives). The ESE teachers will work with the general education teacher to provide scaffolding and specially designed instruction so that progress toward IEP goals continues and gaps in learning are minimized. Activities and independent work will be provided to focus on goal attainment.
- The ESOL/Title III Department has made all necessary documents in a deliverable Word format, in English, Spanish and Haitian-Creole, and is working towards making the forms into fillable PDFs to acquire/add the necessary data elements and signatures. In addition, information is shared by the ESOL Parent Liaison via telephone communications, video conferencing and Al Dia Today newspaper.
- Homeless Students in Transition have the right to immediate enrollment. The family may continue to attend their school or origin for instructional continuity. Transportation will be

provided if necessary. Access to counseling, lunch at no cost, school supplies, and academic tutoring are made available to all Students in Transition.

TECHNOLOGY

Component 6: Technology and Technical Support

Key Brevard Public Schools (BPS) Educational Technology members to the ICP planning process will include

- Chief Information Officer
- Director, Information Technology
- Director, Instructional Technology
- Director, Management Information Services
- Manager, Projects and Technology

Additionally, key BPS Leading and Learning members to the ICP planning process will include:

- Assistant Superintendent of Elementary Leading and Learning
- Assistant Superintendent of Secondary Leading and Learning
- Director, Elementary Curriculum
- Director, Secondary Curriculum

Technology infrastructure

- BPS provides a robust technology infrastructure that is appropriate for synchronous remote learning, asynchronous remote learning, and in-person learning. BPS provides resiliency with two disparate datacenters, internet connections, and internet paths. The robustness of our network infrastructure is evaluated continuously through the use of bandwidth monitoring tools. Monitoring is done at the district level for internet connections and aggregate WAN connections, as well as at the school level for individual school WAN connections. BPS targets no more than 60% utilization on any connection, ensuring we have bandwidth to fail to a secondary path if needed and providing adequate room for bursts of additional bandwidth utilization. Circuits are upgraded as needed, as well as periodically to prepare for future use and growth. Robustness of our server-based infrastructure is evaluated continuously based on performance counters. We target no more than 80% utilization on all services, expanding capacity as needed to maintain not only our services, but some additional headroom for bursts of usage and growth. Hardware is upgraded as needed, as well as periodically to maintain current systems.
- The need for internet access is determined by our survey completed as part of the registration process that is completed annually by every family in the district. If it is determined internet access must be provided, BPS has partnered with T-Mobile to provide cellular wifi hotspots as needed.
- To determine which students will need devices, for the 2021-2022 school year, BPS shall conduct informal surveys as needed to discover which students require computing devices to maintain instructional continuity. For future school years, families will be surveyed yearly.

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

- Students will be provided with the required device(s) devices to access instruction per their IEP. This includes students requiring devices due to visual impairments, deaf/hard of hearing impairments, and others. Students with a communication device at school, identified by the Assistive Technology team, will utilize the same device at home to maintain continuity of instruction and communication application.

BPS web content filtering solution for all devices used by students and staff

- Web content filtering is provided through our firewall appliance while devices are on campus and through a client application when they are off campus. Filtering policies have a baseline district-wide configuration and schools can choose to filter students more strictly if they wish.

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

- The roles needed to support instructional technology in a remote learning model include:
 - Customer service call center support provided by help desk team
 - Teacher training and support provided by teacher technology integrator team
 - Monitoring and troubleshooting of digital instructional resources provided by teacher technology integrator team
 - Network Operations Group will monitor and maintain datacenter and network resources.
 - School based technology associates will provide technical support for teachers, students, and staff.
 - Management Information Systems will monitor and maintain the student information systems.

Component 7: Cyber Security

National and state cyber security framework standards

- Brevard Public Schools is a member of the MS-ISAC and strives to maintain the Center for Internet Security (CIS) Controls as our cyber security framework.

Business continuity plan

- Our business continuity plan was developed in partnership with our internet provider, a local 3rd party datacenter, our backup provider, and our cloud provider. In the event of partial or total loss, BPS has several options to restore core and ancillary functionality. A decision tree is in place that leverages variables associated with the nature of service loss and includes specific role assignments.

Incident response plan

- Our incident response plan was developed as part of a cyber security grant awarded by IBM. IBM's cybersecurity team analyzed our environment and workforce and built out a comprehensive incident response plan that clearly assigns roles and responsibilities to BPS staff and partners. In the event of an incident, there is a notification decision tree followed by a response plan. All incidents conclude with a remediation and reflection for the purposes of future prevention. Also included is an incident tracking system for records and future planning.

Cyber security-related policies and procedures

- All cyber security-related policies and procedures may be found on our public facing web page. The direct URL is [BoardDocs® PL](#).

Current security posture and plan for improvements

- Brevard Public Schools cyber security is currently rated as "Advanced" by a 3rd party monitoring and auditing firm. Our current plan of action is to maintain the "A" ratings in all areas rated as such and improve all other areas with the goal of achieving an "A" rating. Focuses areas of improvement include desktop software, mobile software, and patching cadence and consistency. Milestones for these areas will follow the standard letter grading system, working until all areas are rated "A."

Component 8: Engaging Students with Limited Access

Brevard Public Schools (BPS) team to communicate with families about efforts being provided

- The Government and Community Relations (GCR) team will take the lead in communicating with families about the efforts to provide education and support for their child(ren). The point person is the Chief Strategic Communications Officer supported by:
 - Senior Coordinator
 - Media & Public Relations
 - Supervisor, Marketing & Outreach
- The Educational Technology team will support the communications systems needed includes:
 - Chief Information Officer
 - Director, Information Technology
 - Director, Instructional Technology
 - Director, Management Information Services
 - Manager, Projects and Technology
- GCR will use the BPS website, social media, Blackboard messages, traditional media, and local schools to push out messages regarding available support for families. GCR will also engage with United Way and other advocacy groups to use them to get BPS's message to families. GCR will also engage with our Partners in Education to determine needs that they can fill.

BPS communication plan to identify needs and ensure supports

- To communicate early and often with students and parents to identify needs and ensure support, initially, GCR will send out a survey to parents to gauge their needs and how best to serve the family. They will follow that up with weekly updates on support that is available to families. This will be communicated using Blackboard, social media, the BPS website, and teachers' tools like Focus.
- Leading and Learning directors will meet with school leaders to communicate updates from the district level. During these meetings, expectations will be created for communication to the teacher, staff, family, and community levels. Due to the need for clarity in messaging, all school leaders will be provided with detailed information and timelines for sharing with stakeholder groups. BPS currently partners with T-Mobile to supply cellular to wifi hotspots to students identified in the registration survey with limited or no internet access at home.

BPS plan to ensure engagement with special education services providers to deliver needed support and resources to educators, learners, and families

- Collaborate with the student providers to schedule ESE services throughout the school week
- Ensure the provision of direct therapy/ESE services through the district's approved virtual platform
- Ensure therapists maintain full documentation of therapy services in Accelify

- Participate in IEP/Eligibility meetings in coordination with school personnel. Instructional staff will coordinate all IEP and Re-evaluation meetings and will coordinate with the appropriate zoned school staff
- Collaborate with both ESE service providers and school personnel, including the general education teacher, to determine how to best meet the students' needs, as documented on the IEP

BPS best practices implemented for online special education will include

- Case manager for each student who will act as the point person for communicating with families to answer questions and provide support on instructional materials provided during closure.
- Instructors of students with disabilities will utilize flexible scheduling to assist students with disabilities with instructional content and delivery.
- Interact with students daily using digital portals to build relationships with families.
- Instructional materials provided in a central location easily accessible to all students.
- ESE teachers/therapists and ESE Support Specialists ensure student access to all learning materials and instruction.
- Diversify the content delivery method to engage learners- Videos, recordings, audio, presentations
- Diversify the response delivery methods to engage learners- role play, group discussions.
- Utilize chat features for Q&A sessions and feedback in the virtual platform to maintain a 2-way interactive lesson and clarify misunderstandings
- Increase use of visuals to explain new concepts- Interactive whiteboard, Diagrams, illustrations, graphic organizers, and infographics

OPERATIONS

Component 9: Continuation of School Operations

Brevard Public Schools (BPS) facets of school operations impacted by extended school closures and the essential personnel needed to support learning continuity

- Academics
 - Communication
 - Technology
 - Student Services
 - Food Services
 - Transportation
 - Facilities
 - Human Resources/Finance.
-
- The following essential personnel are needed to support learning continuity through remote teaching and learning by facilitating cross-team communication and coordination to ensure that internal dependencies are addressed in a timely and comprehensive manner. Anything not defined in this section can be found in the BPS District Continuity of Operations Plan at <https://drive.google.com/file/d/1j9Y56q0dnS7HzQKNyBfyxqeYuLW5cdD/view?usp=sharing>.
- Academics
 - Assistant Superintendent Elementary Leading and Learning
 - Assistant Superintendent Secondary Leading and Learning
 - Director, Secondary Leading and Learning
 - Director, Elementary Leading and Learning

 - The Academics team is responsible for:
 - Determining priority and phasing of restoring academic functions and classes.
 - Planning locations/staffing/resources requirements for restored academics.
 - Purchasing required resources for restored academics.
 - Notifying faculty and staff of assignments, location, and schedules.
 - Activating and administering restored academics.
 - Planning and administering full reconstitution of academics.
-
- Communications
 - Chief Strategic Communications Officer
 - Senior Coordinator
 - Media & Public Relations
 - Supervisor, Marketing & Outreach

 - The Communications team is responsible for:
 - Activation and implementation of the District and School level communications plan.

- District and School level internal communications.
- District and School level external communications.
- Technology
 - Assistant Superintendent/Chief Information Officer
 - Director, Management Information Systems
 - Director, Information Technology
 - Director, Instructional Technology
 - Manager, Informational Technology Products
 - The Technology team is responsible for:
 - Assuring that critical ET functions are restored during the continuity phase.
 - Reconstituting ET functionality.
- Student Services
 - Assistant Superintendent Student Services
 - Director, Compliance and Administrative Support
 - Director, Student Services Program Support
 - Director, Systems of Services
 - Director, Alternative Site, Programs and Discipline
 - Director; Behavior, Psychological and Mental Health Support
 - The Student Services team is responsible for:
 - Assuring that student special health needs are restored during the continuity phase.
 - Reconstituting student health functionality.
 - Providing student records as requested.
- Food Services
 - Chief Operating Officer
 - Director, Food & School Nutrition Services
 - Manager, District Operations
 - Manager, District Nutrition
 - Supervisors, Field Operations
 - The Food Services team is responsible for:
 - Coordination of the cleanup and repairs to the damaged food service facilities and work areas.
 - Recovery of food service operations at the designated recovery/alternate locations.
 - Full reconstitution of food services.
- Transportation
 - Chief Operating Officer
 - Director, Transportation Services

- Assistant Director, Transportation Services
- Supervisor, Geographic Information Services

- The Transportation team is responsible for:
 - Acquiring and coordinating resumption of transportation support.
 - Assisting in logistics of resourcing the alternate work facilities.
 - Planning and implementing transportation support for alternate work facilities.

- Facilities
 - Assistant Superintendent Facilities Services
 - Director, Plant Operations & Maintenance
 - Director, Planning & Project Management
 - Director, Environmental Health & Safety

 - The Facilities team is responsible for:
 - Assessing physical damage to facilities and support infrastructure.
 - Acquiring and coordinating the occupation of all alternate work facilities.
 - Coordinating reconstitution of facilities and infrastructure for normal district operations.
 - Ensuring continuity of sanitation facilities throughout recovery and reconstitution phases.

- Human Resources/Finance
 - Deputy Superintendent/Chief Human Resources Officer
 - Chief Financial Officer; Director
 - Professional Standards & Labor Relations
 - Director, Professional Learning & Development
 - Director, Accounting Services

 - The Human Resources/Finance team is responsible for:
 - Determining priority and phasing of restoring human resources, payroll, purchasing, accounting, and financial functions.
 - Planning locations/staffing/resources requirements for restored human resources areas of responsibility.
 - Purchasing required resources for restored human resources, payroll, purchasing, accounting, and financial functions.
 - Activating and administering restored human resources, payroll, purchasing, accounting, and financial functions.

Schedules and work hours expectations

- The Assistant Superintendent of Elementary Learning and Learning will review ICP plans submitted by charter schools to identify work hours and expectations of staff during a school

closure. Human Resources will communicate work hours to any BPS staff who are designated to support their students and staff.

BPS plan to provide food services to students and families in need during school closures

- During school closures, the Office of Food and Nutrition Services (FNS) will provide continuity of meals to students and families based on the United States Department of Agriculture (USDA) Meal Flexibility Waivers that are in effect at the time of school closure.
- Additionally, in the event of a pandemic or emergency, to reduce food insecurity in the community, FNS will set up food distribution operations within the parameters set by the Florida Department of Agriculture and Consumer Services (FDACS). The following resources are necessary to support the food distribution initiative:
 - Equipment such as food storage racks for use during the preparation of meal components and storage of prepared meal packages;
 - Equipment such as rolling carts, flatbeds, and/or dollies to transport meal packages to the designated food distribution location (car loop or bus loop);
 - Equipment such as mobile refrigerated food storage cabinets and/or coolers to hold meal packages at the proper temperature, and to transport meal packages to the designated food distribution location.
- In the event of a school closure, meals will be distributed curbside for students enrolled at the school. Depending on the length of closure, multiple days' worth of meals may be distributed at one time. FNS will coordinate pick-up days, times, and location (car loop, bus loop, or other) with the school administration. If the kitchen of the closed school cannot be utilized, meals will be packaged at a neighboring school and transported to the closed school. If the closed school cannot be utilized as the distribution site, a neighboring school will be selected as the distribution site with the approval of Cabinet. Parents will be required to bring a form of their child's identification if their child is unable to accompany them. FNS staff will adhere to coronavirus protocols to ensure the safety of the staff and parents.
- In the event of several school closures, FNS may open multiple schools as curbside distribution sites. Meals will be available to both students and the community by serving all children ages 18 and under. FNS will coordinate pick-up days, times, and location (car loop, bus loop, or other) with the school administration. Parents will be required to bring a form of their child's identification if their child is unable to accompany them. An electronic registration system may be utilized to effectively plan and expedite meal service. FNS staff will adhere to coronavirus protocols to ensure the safety of the staff and parents.
- FNS will partner with Government and Community Relations (GCR) to communicate information regarding curbside pick-up for school closures, and with District Security to ensure a safe curbside operation.

- Transportation Services will support food services in delivering meals. They will create a plan to complete inspections and repairs that are behind or on hold due to reduced transportation of students due to school closures.
- Procurement and Distribution Services will identify District staff that require P-Card increases due to school closures. They will ensure Procurement staff are available, as needed, to assist with agreements and procurements related to school closures and ensure Distribution Services staff are available, as needed, to assist with receiving and deliveries related to school closures.

BPS plan to provide special education services and accommodations to students in need during school closures

- The needs of the student, as documented in the IEP, will drive the services required for students with disabilities. The following strategies are included in the plan for continued services for students with IEPs:
 - Send materials aligned to IEP goals and grade level standards in accessible formats.
 - Regular check in with students to monitor progress, answer questions, and provide support based on instructional materials provided during school closure.
 - Interact with students regularly using digital portals
 - Recorded lessons sent to students to view (regular check in for Q&A about the recorded lesson).
 - Utilize digital resources in core curriculum as well as Learning Ally and Snap & Read to help students access on grade level material.
 - For students working on access points, Unique Learning Systems can be used to deliver and monitor assignments as well as performance.
 - Teachers and/or therapists can provide services and therapies virtually
 - Documentation of interactions, services, and lessons during student school closure.
 - Open communication lines with parents through district platform, phone calls, and/or email.

Outreach plan to community organizations to provide comprehensive support to students and families during school closures

- GCR will utilize social media and digital meeting platform meetings to conduct outreach to community organizations to ensure sure they are kept updated on support needs for BPS students and families. Initially, this will be accomplished by hosting weekly meetings with frequency increasing or decreasing based on real-time need. GCR will also engage with the Brevard Schools Foundation to utilize their resources and connections.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

BPS stakeholder groups and communication channels

- The following communication channels will be used for the various stakeholder groups within the school community:
 - Families
 - Website
 - Social media
 - Blackboard
 - Focus
 - Staff
 - Email
 - Videos
 - Virtual meeting platforms
 - Website
 - School Board, Local Delegation, City Leaders
 - Email
 - Website
 - Community groups
 - Email
 - Website
 - Social media
 - Virtual meeting platforms
 - Videos
 - Partners in Education
 - Phone calls
 - group email
 - virtual meeting platforms

Roles and responsibilities of district and school personnel assigned to communicate with stakeholder groups

- Government and Community Relations will take the lead in communicating with families, staff, school board, local delegation, city leaders, community groups, and Partners in Education. The schools will take the lead communicating with families on school-specific topics.
- Leading and Learning directors will meet with school leaders to communicate updates from the district level. During these meetings, expectations will be created for communication to the teacher, staff, family, and community levels. Due to the need for clarity in messaging, all school leaders will be provided with detailed information and timelines for sharing with stakeholder groups.

Scope of communications

- The scope of communications to stakeholders will include an overview of the current situation, essential information for parents and staff, FAQs, and best practices for families to contact their school. Schedule will be determined as needed.

Published guidance

- Published guidance for all stakeholders will be accomplished by creating a web page to host vital information for families and staff, like our current COVID-19 webpage.

Schedule of communication

- Communications to families, staff and community will be sent through all channels as new information is gathered. In addition, a specific communication will be sent at the start of the week (Monday) to preview what to expect and at the end of the week (Friday) to provide a recap and to also look forward to the following week. These will be sent out early in the day, so parents and staff have time to absorb the information.
- At the beginning of any shutdown, communications will be scheduled daily so that all updates are provided to stakeholders as soon as possible. If the shutdown continues for an extended period, the communication schedule will be reviewed to ensure messaging still has an impact on the audience.