

## **BCPS Instructional Continuity Plan 12-16-22**

### **Component 1:**

- 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.

Broward County Public Schools (BCPS) Cross Functional Planning Team consists of representatives from the Divisions responsible for providing academic direction, school oversight, student development, and supporting functions including information technology and communications. Specific member titles are provided below:

- Chief Academic Officer
- Deputy Superintendent of Teaching and Learning
- Teaching and Learning Directors
- Chief Information Officer
- Chief Communications Officer
- Elementary Learning Director
- Secondary Learning Director
- Applied Learning Director
- Innovative Learning Director
- Classroom Technology & Desktop Support Director
- IT infrastructure Director

Additional personnel will be brought in as needed to address the needs of specific sub-populations including Students with Disabilities (SWD), English Language Learners(ELLs), Lowest Performing Quartile(LPQ), Free/Reduced Price Meals (FRPM), Gifted, Career & Technical Education (CTE) students, and Students Not Making Adequate Academic Progress (SNMAAP) under progress monitoring. Planning involves regular consultation and dialogue with representative teacher groups, building level administrators, and parent organizations.

The desired outcome of the Instructional Continuity Plan is to provide a coherent framework, with role specific guidance, to ensure that students receive high-quality instruction whether they, or their peers, are engaged in brick-and-mortar or remote learning, that transitions between these modalities do not cause interruptions in the momentum of student learning, that student interventions and support services are adaptable to modality, and that parents and teachers are able to maintain open channels of communication and collaboration.

Specific sub-goals needed to reach the articulated outcomes include ensuring that systems, training, and monitoring systems are in place for:

- Each student can be monitored for attendance, engagement, and achievement.

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- E teacher can provide common standards-based Tier 1 instruction, differentiated support, and request, and receive, supplemental support for students or themselves.
- Teachers and administrators can progress monitor and intervene as appropriate with
- Parents to have transparency to student progress, mechanisms for requesting assistance, and processes for escalating concerns.

The critical success factors across the learning modalities for the ICP are:

1. Access to a teacher able to provide direct, whole group instruction, collaboration with peers, small group break-out, and the ability to provide individualized feedback as needed.
2. Access to curriculum and instructional materials.
3. Continuity of instructional supports, Individualized Education Plans (IEPs), tutoring, therapy and other
4. Continuity of teacher access to professional learning, professional learning communities, and opportunities for peer collaboration.
5. Ability of school administrators to plan, support, monitor, and provide feedback on instruction.

The underlying infrastructure needed for these critical success factors is:

- End-user digital devices available to students, teachers, and administrators.
- Connectivity to high-speed data/internet service through the end-user device.
- Secure, authenticated, and rostered access to video/audio classroom-based broadcasting and collaboration services for two-way participation in real-time communication individually or as part of a group.
- Secure, authenticated access to properly rostered resources, data systems, and educational productivity applications for learning, assessment, and artifact creation.

BCPS successfully developed the infrastructure to meet the critical success factors during the previous eighteen months. Additionally, BCPS has expanded its participation in the Verizon Innovation Learning Schools (VILS) program (<https://www.browardschools.com/Page/51381>) and has been able to disseminate best practices from previous VILS cohorts.

Action plan develop is based on the determination of exemplar strategies drawn from BCPS practices during SY 2020/21, practices successfully implemented in LEAs across the state of Florida, and successful, comparative local conditions from across the United States.

Each campus has a local committee of innovative educator experts that together bring expertise in student engagement via virtual environment, curation of digital resources, teacher peer support, and student assessment. Campus administrators work with this team to promulgate best practices and promote dialogue with the faculty. Action plans are developed

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by grade level at the elementary level and at the course/department level at the secondary level. The Executive Leadership Design Team will meet daily to ensure the plan is being executed as designed and implemented successfully. The design team addresses questions from the faculty via email (Outlook) distribution, audio/visual meetings (Teams), group text discussions (Teams/Yammer), and via phone call.

ICP effectiveness is determined by the following factors:

- Student attendance which is high and establishes quick intervention for chronic absenteeism.
- Frequent, high-quality feedback on levels of student achievement using the teacher gradebook and FSA correlated progress monitoring.
- Levels of student achievement, learning gains, and decreasing achievement disparities between student sub-populations.

### **Component 2:**

- 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.

BCPS will provide the full array of programmatic services required by law during any period of eLearning, hybrid, or brick-and-mortar instruction. Any period of eLearning will provide students with daily live interactions with teachers for instruction, supplemental academic services, and any specialized services. As BCPS moves through curriculum adoption cycles, digital learning is taken into account when procuring new materials as part of the adoption process. This was evident in the most recent English Language Arts (ELA) where both print and digital instructional materials, assessments, and learning environment platforms were non-negotiable. See **Attachment** for curriculum that will continue to be implemented in the remote environment.

BCPS currently uses Instructure Canvas as its LMS and will continue to do so. By continuing to use Canvas during brick-and-mortar instruction, teachers and students enhance their knowledge and skills using the technology platform as part of everyday instruction. This makes transitioning to a remote learning environment more seamless.

The Chief Academic Officer, Innovative Learning Department, and Digital Projects Team members are responsible for monitoring the performance of Canvas and make recommendations for improvements or modifications with input from parents, teachers, and school-based administrators.

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Ongoing training and professional learning for all staff, including instructional, non-instructional, and administrative new hires, can be found on the Innovative Learning site <https://airtable.com/shrfd4k3jsBlTjG0/tbl06ieFcwftZAcc9> as well as in Learning Across Broward (LAB), the district's professional development online system. All academic departments have integrated technology for teaching and learning into their current offerings and/or are offering PD through virtual methods to demonstrate how technology can be used both for student and adult learning.

Guidance, Resources, and Training on Best Practices can be found in Elementary and Secondary Learning Canvas courses for teachers, administrators, and support staff. The Instructional & Digital Materials team strives to provide BCPS with information regarding instructional materials that support 21st Century teaching and learning. Instructional & Digital Materials are accessible online (<https://www.browardschools.com/Page/39457>). The Instructional Technology website opens the digital doorway for all learners in the district, including students, teachers, and staff, through customized training, modeling, and ongoing support. Instructional Technology Facilitators work with schools to develop pathways to personalized learning through the various digital programs, tools, and resources throughout the district. Specifically, the Teacher Playground lists BCPS approved digital content and platforms. District-approved software licenses can be viewed at: <https://tinyurl.com/BCPSApprovedSoftware>.

Additional guidance can be found on:

- BCPS Learning Never Closes at <https://www.browardschools.com/learningnevercloses>
- Elementary Learning Department: <https://www.browardschools.com/Page/65314>
- Secondary Learning Department:  
<https://browardschools.instructure.com/courses/852789>
- Quarantine Instruction: <https://www.browardschools.com/Domain/21321>
- Video on-demand: <https://view.streamvued.com/v2api/tab/innovative/publicPage>
- Digital Learning Teacher Guidebook: <https://www.browardschools.com/Page/39457>

Guidance on effective online assessment strategies is also provided to teachers. The schedule for administering local progress monitoring assessments is posted on our testing calendar available on the BCPS website at <https://www.browardschools.com/Page/39035>. Progress monitoring resources are utilized in eLearning, hybrid, or brick-and-mortar instruction. Training is available to ensure effective implementation of assessment tools in a remote learning or hybrid environment. Effective online, formative assessment opportunities provide teachers with insight into planning applicable instruction and/or interventions to meet the various needs of learners.

In elementary, middle, and high school classrooms, the Poly Studio Video Bar has been placed so teachers can simultaneously interact with students who are in class and those who are remote. The video bars have built-in microphones and cameras that enable students at home to hear the conversations happening in the classroom while seeing their teacher as she/he

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moves around the classroom. BCPS will continue to respond to the requests and needs of teachers to have these cameras installed in their classrooms as indicated by survey results.

Instructional staff are supported throughout their training and implementation of digital content to be used within Canvas during planning times as well as direct support/coaching during instruction if needed. Schools and/or teachers reach out to the department overseeing the Canvas content to schedule support.

New teachers are invited to participate in the New Teacher Academy (NTA) offered during the summer and three more times during the school year. NTA orients new hires to curriculum, assessment, Canvas, Microsoft Teams, as well as accessing digital content via Clever.

Substitute teachers are oriented to the process of logging into Clever and participating in the webinars/workshops shown below. These webinars/workshops orient substitute teachers to the process of using Canvas and Microsoft Teams to support classroom instruction.

- Getting Started with Canvas (Mandatory Participation)
- Teams for Web Conferencing (Mandatory Participation)
- Beginner's Guide to eLearning (Optional Participation)

Planning time is allocated daily to ensure that teachers and instructional staff are familiar with the curriculum and digital content, are successful with implementation, and can continue to refine their knowledge and skills pertaining to Canvas and Microsoft. District and school-based support staff provide coaching during planning times before/after school, during school planning time, as well as during designated planning days, and the summer. Teachers can request support at any time from various departments. Training and professional learning is scheduled on individual digital content so that learning is tailored to the particular application and staff are supported in effective implementation of the curriculum/content within Canvas.

The Instructional Technology team, Elementary, and Secondary Learning Departments, support all learners in the district, including students, teachers, administrators, and support staff, through customized training, modeling, and ongoing support. Facilitators work with schools to develop pathways to personalized learning through the various digital content, programs, tools, and resources throughout the district. Professional learning is conducted after school, on teacher planning days, and during the summer.

Instructional Technology Training has been organized into three eLearning Playlists (Beginner, Intermediate, and Advanced).

- **Beginner eLearning Micro-credential:** Webinars and workshops categorized under this playlist orients new hires to BCPS district-wide digital applications and supports their ability to integrate Canvas, Microsoft Teams, curricular applications, and the SEPA app into classroom instruction.
- **Intermediate eLearning Micro-credential:** This level supports participants ability to build upon prior knowledge and begin to target the use of BCPS digital applications to enhance student learning as it relates to the Technology Integration Matrix (TIM) five

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interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, goal-oriented. Learning at this level is focused on helping participants to meaningfully integrate district-wide applications in the Canvas Learning Management System and move teachers' use of technology from Entry, through Adoption and into Adaptation as defined by the [Technology Integration Matrix \(TIM\)](#). Learning at this level is also designed to help teachers design learning opportunities to support students' active engagement of using technology, collaboration, and using technology to connect new information to prior learning.

- **Advanced eLearning Micro-credential:** Promotes participants' knowledge and use BCPS digital applications at the mastery level. Learning at this level is focused on helping the teacher design learning experiences that support students' choice of technology tools and encouragement of the innovative use of technology to facilitate high-order learning activities that may not be possible without the use of technology. BCPS digital application use is focused on participants' ability to design learning experiences that support students' use of technology to link learning activities beyond the classroom, set goals, plan activities, monitor progress, and evaluate their own learning on a consistent basis.

### Component 3:

- 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.

Professional Development Standards & Support (PDSS) conducts evaluation activities that advance the district's efforts to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and impacts on student outcomes that result from professional learning and training activities. All professional learning is linked to an Innovation Configuration (IC) or Master Plan (MP) that defines the outcomes and expectations of professional learning. PDSS works with the accountable departments to oversee all MPs and ICs in the district. All MPs and ICs include desired outcomes and performance measures which are informed by a needs assessment. Needs assessments are informed by multiple data sources: the results of the District's Professional Learning Survey, data reports generated from the professional learning management system Learning Across Broward (LAB), district data, community data, and feedback from participants in specific activities designed to develop the capacity of District PL providers and facilitators. MPs and ICs are evaluated at least bi-annually, through a Mid-Year and End-of-Year review process to review and update the plan, determine the degree of learning implementation, impact on teacher practice or job performance, and student outcomes. Each professional learning and training activity offered through LAB includes evaluation measures

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that identity immediate impact and implementation of learning. Feedback is gathered from instructional staff and leaders multiple times annually, i.e., spring and fall surveys, annual PLC feedback surveys, professional learning feedback requirements for all learners upon completion of each professional learning session. In addition to multiple survey opportunities, each school site is required to create a Professional Development Team each Fall. The site-based PD Team is required to survey professional learning needs of all staff and create a plan to access professional learning targeted for the self-identified needs of all staff. All district high schools may vote to request up to 10 additional planning days to be used solely for professional development in addition to the planning days set aside by the approved district calendar to target specific learning needs of staff.

Seasons of Learning (SoL) is a collaboratively designed, year-long professional development initiative that starts in June of each year after school closes for the summer. As a noted best practice, SOL is designed by District professional learning content experts to address the needs and objectives of continued growth and development for teachers and staff in Broward County Public Schools. District departments engage in coordinated efforts to design professional learning opportunities that align to the District's Strategic Plan and focus on teacher aspirations for year-round learning and implementation of acquired knowledge and skills to have a direct correlation to the work teachers do in their classrooms to impact and increase student achievement. SOL also offers learning opportunities to non-instructional staff to advance their knowledge and skills, as well. The district lists professional development opportunities provided and planned to support teachers and leaders in implementing the following:

Innovative and virtual learning modalities; Interventions to support students in various learning modalities; and Technology needs (especially new learning management systems)

Authentic Professional Learning Communities that align with the Florida Professional Learning Standards and the District's Strategic Plan providing an ongoing, collaborative process through which adult learners establish a structure (Data Teams, Lesson Study, Collaborative Inquiry or Action Research) for professional growth and development focused on results using a cycle of continuous improvement. The work of PLCs is undertaken through reoccurring cycles of disciplined, collaborative inquiry. Teachers are provided sufficient time through this ongoing cycle of learning to identify areas of need, share best practices, elicit critical feedback, and implement their new learning with students directly impacting student achievement.

Administrators are also provided time on a monthly basis to meet with their colleagues during their PLCs to discuss goals and best practices directly relating to their school's PLC goals.

BCPS professional development offerings, professional learning community collaborations, and other support systems are adjusted to account for the unique challenges that teachers encounter in school, at home, or in a blended classroom environment. Examples of these supports include:

- Robust professional development opportunities offered for in-service points through District's PD management system (Learning Across Broward) on best practices in delivering instruction in our innovative and virtual learning modalities. All options are categorized as "eLearning" for ease of identification.
- Microsoft Bookings application used to assist individual teachers at a time that is convenient for them on topics of interest to them

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[\(https://outlook.office365.com/owa/calendar/InnovativeLearningDepartment@browardcountyschools.onmicrosoft.com/bookings/\)](https://outlook.office365.com/owa/calendar/InnovativeLearningDepartment@browardcountyschools.onmicrosoft.com/bookings/)

- Robust digital ecosystem designed for interoperability between multiple digital applications through a single-sign-on functionality called the Clever LaunchPad where teachers and students can access their instructional and digital materials with one click.
- Curriculum and technology experts co-facilitating the instructional delivery to both remote and in-class students via Teams.
- Designing and delivering self-paced Canvas courses so that teachers can learn about technology integration at their own convenience.
- Tech Meet Up – Quarterly professional development event delivered collaboratively with our vendor partners via Microsoft Teams channels presenting a variety of digital tools and how to use them in our innovative and virtual learning modalities. Participants can attend multiple sessions during the event.
- Office of Academics provides classroom teachers with model lessons, co-teaching opportunities, and broadcast lessons (distance learning teachers at one site broadcasting instruction to classrooms around the District) to assist teachers with not just content delivery but also student engagement strategies.
- Distance Learning Teacher Series – District-based teachers augment traditional curriculum with a set of programs delivered to multiple classrooms simultaneously through distance learning equipment. Participation in the series allows receiving teachers to be mentored and brings interesting and exciting activities to students. Distance Learning Teacher Series was implemented as a collaborative teaching model and supplemental to classroom instruction. The lessons are centered around standards and often include other grade-appropriate content.

A critical element of the evaluation process is to listen to the voices of instructional, administration, and non-instructional professionals who engage in courses throughout the year. Therefore, at the conclusion of each academic year, PDSS invites all employees to complete an anonymous survey regarding their PL and training experiences during the current academic year and to gauge their needs for the following year.

### **Component 4:**

- 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.

The BCPS ICP model has been designed with the successes and lessons learned from previous distance learning and hybrid periods. To ensure successful instruction in an online or hybrid



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educational environment, educators need to possess expertise in the use of Canvas, Broward County Public School's learning management system. This expertise includes, but is not limited to, the creation of a virtual classroom hub for students, the uploading and presentation of student activities, assignments, and assessments, the ability to create connections/links to core and supplemental instructional materials, and the development of a communication process for student access to teacher feedback. Additionally, educators need to build experience in the use of audio and video hardware components, such as LCD projectors and Polycom cameras, in order to create a seamless interaction between the physical and virtual classrooms.

Determination of the backgrounds of teachers in online and hybrid delivery models will begin at the school level via teacher observation, surveys, and teacher-to-teacher discussion in PLCs and departmental meetings. Observation of teachers will occur in both face-to-face and virtual circumstances to best determine the school-based experts as well as those in need of assistance with the transition to online and hybrid instructional pedagogy.

Professional learning opportunities for educators in need of expanding their expertise in online and hybrid instruction span three main areas of support: Use of Technology Hardware and Programs, Development and Design of Virtual Classrooms, and Teaching Pedagogy for the Digital Environment. District support departments, with input from school-based educators and administrators, develop and deliver professional learning opportunities in all areas, as well as provide ongoing support with both synchronous and asynchronous help sessions and webinars. District support departments develop model online and hybrid classrooms for use as demonstration showcases of best practices in instructional delivery

The Innovative Learning Department Monthly Newsletter informs district staff of updates related to digital instructional materials and strategies:

[https://browardschools.instructure.com/courses/1350106/pages/issue-cover-september?module\\_item\\_id=95116747](https://browardschools.instructure.com/courses/1350106/pages/issue-cover-september?module_item_id=95116747). In addition, as participants expand their digital teaching abilities, they earn digital badges through Badgr to indicate their level of e-learning expertise.

BCPS has provided and is expanding its extensive array of professional supports for teachers to support students in at-home and in-school learning modalities. These include synchronous and asynchronous training, collaborative spaces, and consultation on-demand sessions. Examples of these supports are included on **Attachment**.

The effectiveness of delivery methods is determined through virtual classroom visits by school-based and district-based administrators and support personnel. Continual use of data tracking digital instructional materials assists in providing feedback on the effectiveness of instruction as well and will provide insight into the needed adjustment of instructional strategies, the continual usage of effective strategies and materials, and guidance as to what additional professional learning may be needed at the school and district level. Surveying students, teachers, and stakeholders regarding the effectiveness of the instruction and the engaging

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quality of the education being received in the classroom will serve as an additional assessment and guide to the improvement of online and hybrid instructional delivery.

### **Component 5:**

- 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.

The district identifies household technology needs through family surveys and school-based outreach by teachers, social workers, and school support staff. Transition to remote learning involves providing touch screen laptops or iPads to all students, grades PK through 12, with an identified need in order to access their instruction and curricular materials and ensure continuity of instruction. Through a partnership with internet providers, internet hotspots are provided to families in need. As part of the commitment to support families and employees engaging in distance learning, the district has a dedicated technical support line to assist with computer-related issues and needs, including operating a computer device, obtaining a computer device, and using academic platforms or programs. Communication with parents and families is supported through a variety of media, including the district's parent mobile app for real-time information on district events and resources, students' academic performance, and attendance, BCPS website, social media, parent link phone and text messages, news releases, parent advisory committees/groups, and the district's LMS - Canvas.

Communication to families who speak one of the district's top languages is translated (Spanish, Haitian Creole, and Portuguese). Interpreters are available in multiple languages through the district or approved vendors to ensure parents/guardians receive timely information. Families who speak another language can contact the Bilingual Parent Outreach Office for support/assistance. A canvas course has been created with resources for these families to assist with language acquisition: <https://browardschools.instructure.com/enroll/WYCL9Y>

In support of two-way communications with families, families are encouraged to utilize the Canvas messaging function, Teams Channels and Chats, outreach via phone, text, or email. Family surveys include an option to request individualized targeted support from a district representative. The Student Services Dept. contacts families directly based on the requests and supports their specific needs. The district will provide schools and families with a standard two-

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way communication toolkit, including but not limited to two-way communication tools with expectations around function and usage.

BCPS reinforces the universal message that “Learning Never Closes” with the maintenance of the Learning Never Closes website: [www.browardschools.com/learningnevercloses](http://www.browardschools.com/learningnevercloses). With this “One Stop Shop,” families can access training videos, sample at home learning schedules, receive guidance for creating at home learning environments, and access a suite of educational tools and resources to address the academic, physical, and social emotional needs of students and families during extended periods of at-home learning. For more personalized and interactive virtual parent learning, the district’s Parent Community Involvement Task Force created the Parent University webinar series:

<https://www.browardschools.com/parentuniversity>. Since the launch in August 2020, with more than 20,000 parents in attendance, the district has hosted six additional Parent Universities with topics ranging from “Best Practices in e-learning” to “Mental Health Resources” and “Dangers of Social Media.” Access to Parent Universities for ELL families is supported through closed captioning available in Spanish, Portuguese, Haitian-Creole, Arabic, Chinese and Vietnamese and the live chat feature provides the opportunity for parents and community members to ask questions and receive answers from district staff on demand during the presentation. Recorded sessions and aligned resources are posted on the website and more than 195,000 visitors have accessed the recordings. This site also provides a Parent Resource Guide to assist with remote learning strategies and how to access curricular resources, technology, and additional resources. The BCPS Family and Community Engagement (FACE) team works with the Children’s Services Council of Broward County, to lead the Together for Broward Back to School Family and Community Conversation. Interactive presentations from a variety of Broward partners showcase tips for creating home learning environments, highlighted family support resources within the community, and include expert Broward County Schools and Community representatives to answer questions and address specific needs. 1,500 total participants attended the August 2020 session: <http://training.cscbroward.org/training-links>. BCPS will reinforce the message that “Learning Never Closes” with additional resources on the district’s website and interactive online sessions available for families and the community.

### Family Resources:

- Canvas 411 Course (<https://browardschools.instructure.com/courses/411>) is an online Parent Information Hub to provide parents with information about BCPS digital initiatives.
- Supporting Young Learners: <http://bit.ly/SupportingYoungLearners>
- Supporting Secondary Learners: <https://browardschools.instructure.com/courses/852789>

ASK BRIA (<https://www.browardschools.com/askbria>), a free homework and tutoring service exclusively for BCPS K-12 students is available after school, four days a week to K-5 students from 3:30 to 7:30 p.m., and students in grades 6-12 from 3:30 to 8:30 p.m. Quarantined students can also benefit from quick academic support on school days between 9 a.m. to 2 p.m. and also use the homework help service after-school. This service will continue and expand during school closures.

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Protocols for providing special education services and accommodations in the event of school closures are highlighted in each student's Temporary Distance Learning Plan (TDLP), now a part of the IEP. The student's TDLP lists the services and delivery method according to a student's IEP goals and needs. Parents are provided with a TDLP Presentation as part of Parent University, school-based communications through teachers and ESE Specialists, and information for how to access their child's TDLP. All parents/caregivers of SWDs have access to the student IEP via digital access.

Teachers, school counselors, and school-based staff provide wellness outreach via parent link phone calls and text messages to families on a bi-weekly basis and provide referrals to School Social Workers following the school Multi-Tiered System of Supports/Response to Intervention model. School Social Workers provide wellness checks to students and families based on referrals of need and additional support. For special student populations with an IEP, Compliance Specialists work directly with schools to ensure that the requirements of a student's IEP are implemented. During the annual IEP meeting, a student's TDLP is reviewed and updated to ensure that IEP goals are addressed, including the continued delivery of services. Students enrolled in the homeless education program are supported by school-based homeless designees, who collaborate with the homeless education program community liaisons and school social workers to conduct outreach to the families, including needed wellness checks and connections for additional support. The Office of Title 1, Migrant and Special Programs works with school personnel to serve schools in communities of poverty, migrant students, Delinquent and Neglected Services, and other specialized student sub-populations. These services can be successfully transitioned to virtual delivery and will continue to be provided to schools, students, and parents under a variety of learning modalities.

For ELL students, the ELL Committee convenes at the beginning of the school year to discuss ESOL services (data, accommodations, grades, curriculum, program model, and educational background) and program/services designed to help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Documentation is captured in the student's ELL Plan in the district's online platform called ELLevation. The ELL Committee may be reconvened at any time to revise the student's ELL Plan regarding accommodations, strategies, or supports during the COVID-19 pandemic. ELL Supports can be found in **Attachment**.

BCPS provides teachers with notification of program membership for rostered students in Canvas via the SEPA application. This provides teachers with information on IEPs, Gifted Education Plans (EP), Section 504, ELL, health conditions, RtI-Academic, and RtI-Behavior.

### **Component 6:**

- 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).

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- 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.

Broward County Public School's Information Technology (IT) Division stands prepared to facilitate student learning both in a synchronous and asynchronous instructional modality. Our IT Division is focused on ensuring access to reliable technology for the District's staff and students. The division has distilled the challenge of access to various components:

1. Maximo Rosario, Director of Classroom Technology and Desktop Support services; Jason Greenberg, Task Assigned Director of IT infrastructure; will represent the District Information Technology Division in the Instructional Continuity Plan process.
2. The availability and validation of laptops for all students and staff & Internet access on school campus or in their residences.
3. Support for all stakeholders to successfully utilize the tools of the digital curriculum environment.
4. Conducted and continue to conduct needs assessment surveys with students and families to measure the lack of a reliable broadband service and/or a computing device at their residence.
  - a. Identified students are provided with cellular hotspots acquired through grants and partnerships with carriers
  - b. District partners with local internet service providers to communicate and provide low-cost broadband services
  - c. Communicate with the community through social media, our district website and through established parent robo-calls.
5. BCPS has several contracts following the organizations purchasing policies and procedures to deliver services to support academic initiatives.
6. Implemented Securly and Fortinet as web content filtering solutions
7. Continue to upgrade our technology and security infrastructure and applications to better support onsite or remote access for all students and staff.
  - a. *The District continues to upgrade the core infrastructure to include cabling, network equipment and access points throughout all school sites.*
  - b. *Network is monitored and supported centrally*
  - c. Roles needed to support technology:
    - i. Technical troubleshooting staff for basic operations both physical and remote
    - ii. Technical Hardware Support staff for breakage
    - iii. Network Support, software and application support
    - iv. Cyber Security Analysts

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- d. Staff is both localized and centralized and collaborate to provide support
- e. Monitor consumption and usage on WAN and Internet access to eliminate any bottlenecks that may slow down digital content access
- f. Enforcement of security monitoring on student traffic without disrupting student access

Innovative Learning partners with school administrators to develop a digital army of willing educators ready to personalize the learning experience and deliver professional development in how to use technology to create personalized learning pathways. Staff expertise by school can be found under the Digital Army tab: <https://www.browardschools.com/Page/39451>.

The ESLS Department uses the Assistive Technology referral process to determine which students will need computing devices and provides these devices in a manner that supports the digital curriculum and also complies with FAPE. For students with disabilities who require computing devices to access curriculum, the Broward County Assistive Technology Process is followed. During school closures, all students are issued computing devices through their schools.

### **Component 7:**

- 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.
1. The national and state cyber security framework standards adopted by the School Board of Broward Schools follow NIST Special Publication 800 Series.
  2. The Business Continuity Plan overview as it relates to cyber security is as follows: BCP in preparation for a cyber incident is to store daily encrypted backups with a minimum baseline of a 15-business day cycle and 3 days off site cloud retention. Offsite backups are encrypted, and they are located offsite in a cloud service or tape. Personal computers have corporate provided and secured online storage to backup personal documents and instructions and training have been provided to the staff.
  3. A Flowchart of the District's detailed Incident Response Plan highlights procedures tailored to school operations (enclosed in **Attachment**).
  4. The School Board of Broward County Policy 5306, School and District Technology Usage, with associated Information Security Guidelines, Acceptable Use Guidelines, and Data Classification Standards serve as cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.
    - [Policies Hyperlink](#)

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5. The District's security posture is multifaceted and focused on mitigating technical and operational risk associated with systems acquisition, operating procedures and information protection guidelines. Our standards are based on the National Institute of Standards and Technology (NIST) Special Publication 800-series, a broadly reviewed and accepted set of security frameworks. In brief, BCPS Cyber security:
  - Supports the mission of District. Information security's role is to protect an organization's valuable resources, such as information, hardware, and software. Through the selection and application of appropriate safeguards, information security helps the District protect its physical and financial resources, reputation, legal position, employees, and other tangible and intangible assets.
  - Is an integral element of sound management. Information systems are critical assets that support the mission of an organization. Protecting them can be as important as protecting other organizational resources, such as money, physical assets, or employees.
  - Is cost-effective. The costs and benefits of security should be carefully examined in both monetary and non-monetary terms to ensure that the cost of controls does not exceed expected benefits. Security should be appropriate and proportionate to the value of and degree of reliance on the IT systems and to the severity, probability, and extent of potential harm.
  - Is explicitly defined. The responsibility and accountability of owners, providers, and users of IT systems and other parties concerned with the security of IT systems are explicitly made.
  - Is comprehensive and integrated. Providing effective information security requires a comprehensive approach that considers a variety of areas both within and outside of IT. This comprehensive approach extends throughout the entire information life cycle.
  - Is assessed periodically. Information systems and the environments in which they operate are dynamic, and changes in the system or the environment can create new vulnerabilities which require continuous improvement.
6. The District's current Plan of Actions and Milestones for cyber security improvements is focused on maximizing ICP effectiveness. Broadly, the Plan of Actions and Milestones calls for:
  - Continuous Improvement of current Security Awareness Training opportunities
  - Continuous improvement of Password policies and user recovery options
  - An increase IT Security staff counts for improving the capacity for monitoring and incident response
  - Engaging an independent third party to provide periodic technical vulnerability assessments of our server and networking infrastructure
  - [Incident Response Plan](#)
7. BCPS BCP in preparation for a cyber incident is to store daily encrypted backups with a 15-business day cycle and 3 days off site cloud retention.
  - Offsite backups are encrypted, and they are located offsite in a cloud service or tape.

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- Personal computers have One Drive to backup personal documents and instructions and training have been provided to the staff.

### **Component 8:**

- 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.

The school principal is the point person for communication to families at each school site. School-based leadership teams work together to address and meet the needs of families with educational materials and supports for each child. Upon school closure, the Office of Communications disseminates immediate alerts to staff and families. Information is sent to principals via OSPA Central, the district's centralized hub for communication. Daily and weekly communication takes place from central office to schools and from school-based leadership to teachers and families to ensure all are equipped with the necessary information in a virtual environment. BCPS uses the BCPS Alert email and Parentlink Notification systems to do this. Two-way communication between schools and central office is available through the Microsoft channels set up.

Schools provide print materials available for pickup for students who have limited access to technology. Canvas provides multiple ways to submit work: scanning, uploads, write in responses, voice responses, etc. with a mobile app available. Teachers are encouraged to work in grade level teams or as departments to leverage expertise, provide support, and provide consistency for students. The BCPS Gradebook is digital with a Canvas integration to push grades to the gradebook when programmed. Interims and report cards are made available on the Virtual Counselor dashboard. BCPS will partner with the local internet providers to provide access to support remote learning. In addition, BCPS will loan hotspots to families needing connectivity. BCPS will continue to work towards universal connectivity for all.

BCPS established procedures to identify & intervene with students with low engagement/attendance and procedures to identify and attempt to reenroll students. Schools contact parents of students identified as vulnerable due to absenteeism and truancy to engage in remote learning; increase support to MTSS/RtI contacts and Collaborative Problem-Solving Teams to develop additional individualized interventions and strategies to improve academic performance; provide training and best practices to identify at-risk students by checking grades in BASIS/Pinnacle, implementing academic success strategies (course recovery, grade averaging, grade forgiveness), and establishing goal setting for students deficient in graduation requirement; conduct regular check-ins with the most disengaged students.



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The Homeless Education Program (HEART) works in collaboration with School Counseling & BRACE to outreach to high school seniors to determine school engagement and status for graduation. The HEART Program will monitor student attendance and grades and identify any barriers in student's home environment.

Factors such as parents who lack the computer skills needed to help younger students with their work or who are experiencing challenges due to limited English, are identified for additional support.

Family therapists work closely with students on their caseload, who have Improve Grades listed as one of their treatment goals. Therapists who can add to their caseloads review the eleventh-grade students with D's and F's and reach out to them to offer therapy services.

AmeriCorps ambassadors at select schools will be utilized to provide outreach and support to students with attendance concerns.

The Foster Care Program monitors student attendance and grades and identifies barriers in student's home environment.

Student Attendance Policy includes attendance expectations during emergency school closures resulting in the need to deliver instruction remotely. Each school is required to submit an Attendance Plan in Broward County's School Improvement Plan. Attendance Plans use a multi-tiered approach and include: 1) regularly monitoring data; 2) Engage students and families; 3) Recognize good and improved attendance; 4) Provide personalized outreach; 5) Remove barriers. The Broward Truancy Intervention Program (BTIP) has been modified to adapt to emerging needs that have been magnified due to impacts from school closures.

BCPS, through a collaboration between multiple departments, schools, community organizations, and community providers, undertakes several strategies to enhance outreach and identify Voluntary Pre-kindergarten (VPK) and kindergarten-eligible students to maximize kindergarten readiness and support long-term achievement. Social Workers & Parent Educators identify at risk families and connect them with resources, including access to early childhood education programs. School outreach includes automated phone calls to the current student population, websites, direct emails, phone calls, marquees, banners, and flyers in local businesses & organizations. BCPS works with the Early Learning Coalition of Broward County to promote all VPK programs for families throughout the community, including marketing to churches, local businesses, homeless shelters, social service agencies, health department, organizations, barber shops, libraries, etc. Child study and matriculation meetings are conducted for preschool students with IEPs to ensure the student's current social and academic needs are being met while developing a pathway for a successful transition to kindergarten. Pre-K Assessment Center reaches out to families of children referred for assessment via phone and email to schedule assessment appointments. BCPS Countdown to Kindergarten Website is where families can register to participate in programs and receive direct information about kindergarten readiness: <https://www.browardschools.com/domain/19347>

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Best practices in online special education regarding technology are widely disseminated to teachers and support staff. The following resources are utilized:

- Florida Inclusion Network Virtual Tips
- Engaging Complex Learners in a Virtual Environment Professional Learning
- Accommodations in a Virtual Environment
- Prek – Weekly sessions include sample schedules and activities for families

School leaders will refer to each student's Temporary Distance Learning Plan (TDLP) to identify methods of delivering special education services. The TDLP is a required document at all annual IEPs, reviewed and updated annually. The TDLP ensures special education services and delivery methods occur without interruption in case of a school closure. Parents and stakeholders can access their student's TDLP electronically. BCPS provides communication via presentations on TDLPs to all stakeholders. [TDLP Presentation Parent University](#). School staff continues to receive professional development in Best Practices in Online Special Education, Engaging Complex Learners in a Virtual Environment, Accommodations in a Virtual Environment. BCPS provides support meetings for ESE Teachers and itinerant staff. Technical support will be provided to teachers and support staff.

### **Component 9:**

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

School Operations Impacted by extended school closures include: Student Instruction, Food Services, School Construction, and Maintenance and the continuation of special need services and accommodations for SWD and students with a 504 Plan. Essential personnel needed to support learning continuity through remote teaching and learning includes: School-based administration, Instructional Staff, I/T Department, Food Service Staff, Communications Staff, Social Workers, and central office staff. Upon initial notification of an emergency or crisis, the following actions will take place. Initial notifications of school-based and other site-specific emergencies and/or crises include but are not necessarily limited to the Superintendent, Chief of Staff, Chief School Performance & Accountability Officer, Broward District Safety and Security Department, Risk Management Department, and the Public Information Officer. The District's Public Information Officer is responsible for employing the most effective established and

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emergent communications vehicles for informing internal and external audiences of the District's response to a crisis or emergency, including use of the news media, the District's Rumor Control Hotline, Email, the District Web site, BECON television, WKPX Radio (located at 88.5 FM) and other vehicles, as required.

BCPS' Food and Nutrition Services (FNS) department will continue meal service to students in compliance with the National School Lunch Program (NSLP) regulations. Students will have the opportunity to receive breakfast and lunch according to their meal eligibility. Two meal service models could be implemented "Grab and Go" and, when conditions become more favorable a Traditional Line Meal Service. The "Grab and Go" model packages five (5) days of meals for pick up. Various forms of identification will be used to allow parents to pick up food. Meal rosters will be used to document when the student receiving the meal package. The Traditional Meal Line Service model allows principals to schedule breakfast and lunch meal service periods. Students will proceed through the cafeteria serving line, physically distanced, with meal item offerings comparable to the "Grab and Go" model. Students will have their meal badge for recording the meal for reimbursement. See <https://www.browardschools.com/closuremealplan> for the Food and Nutrition Plan During School Closure.

Staff schedules adhere to the applicable bargaining unit agreements with flexibility to meet the demands and/or needs of students and their families. School-based administrators are provided with virtual work/learning guidance that sets the daily expectations. Support staff may be reassigned from their regular duties to assist with instruction and communication efforts. Central office personnel may be deployed to school sites during school closures to assist in carrying out the day-to-day operations at the schools.

BCPS is fortunate to have developed strong partnerships with many national, state and local non-profit organizations. These partnerships, along with the municipalities BCPS serves, may be sources of support for students and their families when BCPS alone cannot provide all that is needed. The goal is to ensure that the resources generously provided by partners are allocated appropriately and efficiently. Upon a school closure, BCPS will implement a needs assessments process to help identify the most critical resources that students and families may need to support continuity of normalcy and academic rigor.

Instructional and non-instructional staff are expected to be available to families and students during traditional school hours inclusive of providing rigorous online instruction, teleservices for SWD, and accommodations. Upon school closures, a Digital Implementation Plan that outlines how services and accommodations will be provided with be created within 14 days and shared with families. This document will supplement and not supplant the IEP or 504 Plan. Virtual IEP and 504 Plans meetings will be coordinated by the school site. District ESLS staff will be available to support the school with virtual meetings and best practices for implementing IEPs and 504s virtually. See <https://www.browardschools.com/ESLSProcedures> for Procedures During a Declared State of Emergency for the plan to provide special education services and accommodations to students in need during school closures. Mental health services will continue to be provided to students and families. Regardless of instructional delivery model, mental health support,

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mindfulness, and counseling will be provided virtually or over the phone to staff and families in conjunction with community agencies.

District staff will be deployed to provide virtual service sections to ensure continuity of services for SWD throughout the district as well as answering parent and student concerns on a BCPS hotline, Ask Bria, that can provide academic support and agency connection for family needs inclusive of food, mental health, medical services, and housing. SEDNET along with BCPS Mental Health Coordinators will ensure that students continue to receive related mental health services while working with community organizations to provide families with mental health resources and supports.

In addition, BCPS continues to survey partners on the services that they are willing to provide. Survey results will be used to develop a “heat map” that will allow BCPS staff to pair resources and student needs in real-time across the County and by I-Zone.

### **Component 10:**

- 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.

As previously described, beginning with one and referenced throughout the components, the primary stakeholder groups are students, teachers, administrators, and parents. These stakeholder groups have additional sub-groupings by level (primary, intermediate, middle, and high school), content area, specialization, and locality. These groupings cross-reference each other. Individuals often have multiple roles and sub-groupings, teachers as parents or administrators as content experts, and communication channels need be differentiated to an individual role at a specific time.

Communication channels have been opened and are deployed to specific roles. Students receive communication through the Learning Management System (Canvas by Instructure) and the application launchpad (Clever). Teachers have email (Outlook), discussion groups (Teams & Yammer), and cellular phone/text channels. Administrators have dedicated channels similar to teachers and a system dedicated to authorized directives (PIVOT). Parents have Canvas access and phone/text communications through ParentLink. A dedicated parent training service is available at Parent University: <https://www.browardschools.com/Page/54753>.

Additionally, all these stakeholder groups are served via the district web page ([www.browardschools.com](http://www.browardschools.com)) and Twitter account (@browardschools). The District also

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provides all community members with the service of dedicated mobile application at BCPS Mobile App <https://www.browardschools.com/Page/34185>.

Public information for BCPS parents and community eLearning resources, including accessing instructional resources, the learning management system, supplemental services, and additional information can be found at <https://www.browardschools.com/learningnevercloses>.

A sample of additional resources available to all families, during all modalities of school operations, include:

- BCPS Mental Health Portal: <https://www.bcps-mentalhealth.com/>;
- Families can call 754-321-HELP or visit [www.browardschools.com/Page/52426](http://www.browardschools.com/Page/52426) to be connected with support and resources;
- The Mindfulness in BCPS Canvas site provides a variety of opportunities for students, staff, and families to promote self-care and comprehensive wellness. The introductory course can be found at <https://browardschools.instructure.com/courses/868545> ;
- Students can access the College and Career Readiness for Seniors in the Canvas Commons and register at <https://browardschools.instructure.com/enroll/RTNFML> for support. Recorded webinars are available once per week and posted on the Canvas course announcements.
- Parent Information Course: <https://browardschools.instructure.com/courses/411/pages/learning-never-closes>

During periods of innovative learning, daily announcements are provided via Canvas within each school. These announcements are sent prior to the start of each school, informed by districtwide communication priorities from the previous evening, and customized to the local conditions. Communications are copied to the Office of Communication and principal supervisor for monitoring and coordination.

Information, announcements, and guidance are provided via to the web notification with urgent messages sent via Canvas announcement, text message, social media, and traditional media.