



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

Local Educational Agency: Hillsborough County School District

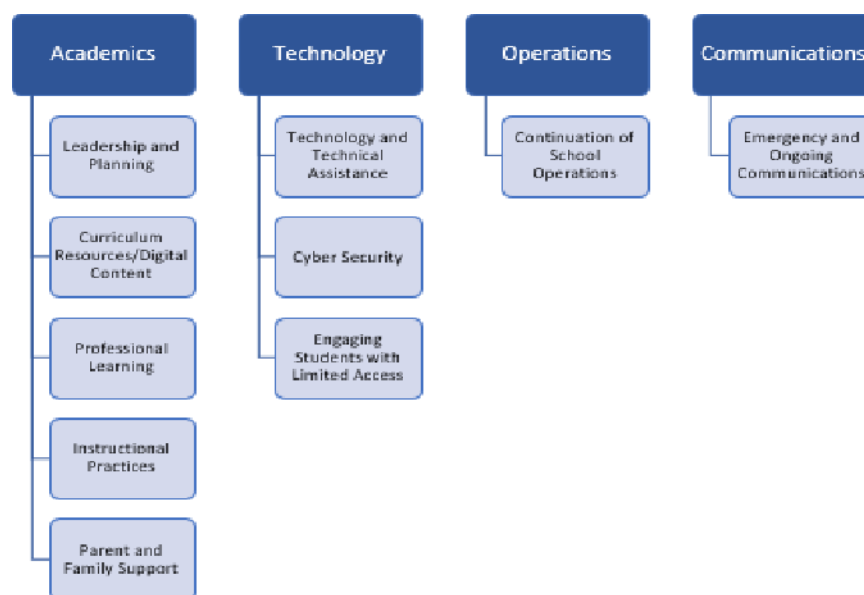
Charter School: Lutz Preparatory School

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

ICP Framework Components

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



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

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

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

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

ACADEMICS

Component 1: Leadership and Planning

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

1) Cross-Functional Planning Team

Lutz Preparatory School (LP) personnel that serves as our cross-functional planning team include:

- Administration
- Student Services Coordinator
- Guidance Counselor
- School Nurse
- Licensed Mental Health Therapist
- MTSS Instructional Specialists (2)
- ESE Instructional Specialists (2)
- Speech/Language Pathologist (1)
- Gifted Education Instructor (1)
- Data Instructional Specialist (1)
- Grade level Team Leads

2) Desired outcomes or goals of the ICP

Summarize and notate the instructional plan implemented at LP to include:

- Whole child instruction focusing on a balance of academics, leadership, goal setting and developing students character to be a positive influence to others
- Intentional focus on mental health and social skill instruction; provided by school guidance counselor and instructional staff
- Partnerships with parents and community members to support student leadership teams initiatives (community service projects)
- Identify skill mastery gaps through assessments (iReady, easyCBM, classroom assessments, etc.)
- Create intentional time in master schedule to address achievement gaps
- Implemented time in master schedule to provide collaboration amongst teachers with shared student groups
- Instructional planning to specifically meet student needs presented from the data
- Individual student goals and instructional plan created off of individual data
- School, grade level, classroom, and individual goals are developed, monitored, and tracked weekly
- Specifically chose (and will be choosing) research-based curriculum to provide differentiated instruction

3) Critical Success Factors (CSFs)

- Administer progress-monitoring assessments on a bi-weekly and/or monthly basis
- FSA student achievement to gauge curriculum and drive instruction
- Maintain "A" School Grade by increasing student learning gains
- Decrease the number of students needing Tier 3
- Expand successful community events, athletics, performances, summer camps, and enrichment opportunities

4) Action Plan for CSFs

- LP's CSF includes setting school-wide K-8 goal that all students will show growth in iReady
- Perform fidelity checks for accountability of delivered instruction focusing on skill deficits
- Conduct data chats and PSLT meetings every 6-9 weeks to review and assess progress
- Review of school, grade level, classroom, and individual goals for measuring achievement
- Continual core instruction and 4 professional development days dedicated to whole child learning and Leader in Me leadership building

- Providing students with mental health counseling services; frequency to be determined by the guidance counselor and or contracted mental health therapist. Access to services on a daily, weekly or monthly basis.
- Continued partnership to influence other community entities through leadership events.

5) Process for Evaluating the ICP

Utilizing our school's cross-functional planning team, evaluation of the following areas will determine the effectiveness of the ICP:

- Annual Report and Annual Site Review Summary
- Student progress monitoring data
- Staff participation in professional development opportunities
- Student success on formal assessments
- Parent, Instructional and Non-Instructional Survey
- Success of Student Led Community Service Projects
- Percent of students showing academic needs for intervention
 - number of students qualifying for intensive or small group interventions based on formal assessment data should decrease after receiving interventions with validity and fidelity
- Input from data chat discussions led by core instructional staff members

Component 2: Curriculum Resources/Digital Content

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

1) Desired Outcomes, Goals, and Instructional Strategies of the Remote Learning Program

- continue offering high quality education
- focus on closing achievement gaps as needed
- support social-emotional needs of students and staff
- intentional scheduled time to make connections
- provide staff training to assist in the transition from brick & mortar to the chosen elearning platform
- survey families to ensure students have access to technology; provide rented devices to those in need
- expand community events and extracurricular activities for all learners (provided virtually)

2) Learning Management System (LMS) providers

- LP's current LMS provider is Canvas.
- The school will provide refresher trainings as deemed necessary.
- LP utilizes GoGuardian as a LMS to monitor student work/usage.
- iXL will be used specifically for 5-8th grades, with individual student accounts for necessary interventions
- iReady will be used for K-8 grade diagnostic, growth monitoring and instructional and intervention purposes

3) Cross-functional Team

- Team will consist of Principal, Assistant Principals, Student Services Coordinator, IT Director, Facilities Manager
- LP's grade level team leads will monitor, make recommendations, and provide feedback to guide performance and/or modifications as necessary.
- Administration will oversee the process and lead team meetings to make recommendations and modifications.

4) Ongoing Training and Professional Learning

- Trainings offered during PrePlanning, teacher work days, early release days, team meetings, and faculty meetings
- Communications shared on Hillsborough County Public School's PD courses

5) Planning Times for Teachers & Instructional Staff

- Trainings offered during PrePlanning, teacher work days, early release days, team meetings, and faculty meetings
- Communications shared on Hillsborough County Public School's PD courses
- LP offers internal mentors based on level of expertise and/or context of coaching needed

Component 3: Professional Learning

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

1) Leaders & Teacher Survey Opportunities

Lutz Prep surveys teachers and non-instructional staff yearly on what platforms, trainings, and strategies were useful and/or recommendations on what additional resources staff felt were of value.

2) Professional Learning Opportunities

- Trainings offered during PrePlanning, teacher work days, early release days, team meetings, and faculty meetings
- Communications shared on Hillsborough County Public School's PD courses
- LP offers internal mentors based on level of expertise and/or context of coaching needed

3) Implementation of Professional Learning

- Professional learning opportunities are provided on an ongoing basis to the following groups: All faculty, Grade level, Teams, Vision/Mission (Leader in Me), Vertical team planning, Action teams, Administration
- Examples include but not limited to: HCPS trainings and courses, Multiple Leader in Me Trainings, Assessment and Evaluation, Data and Collaboration, BEST Standards Trainings, Curriculum Alignment, Inclusion Training, Bay Care Partnerships, TUF Mental Health Instruction, TGH Safe/Healthy Environment, Virtual Learning Platform-Canvas
- Professional development points will be awarded and tracked through the District Management System

4) Assessing Effectiveness of Professional Learning

- quarterly progress reports
- mid-year grade level team meetings with administration
- survey teachers on technology use and programs requested
- review of iReady Data Reports and desegregation
- review student data every 6-8 weeks with grade level teachers when monitoring MTSS
- Admin, IT manager, and Student Services Coordinator review and identify programs and apps in search of research-based, usage, and data that support requests
- budget to provide those that will enhance the effectiveness of current and future professional learning effort

Component 4: Instructional Practices

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

1) Educators Needs Relative to Hybrid Teaching Experience & Expertise

Lutz Prep is prepared to offer access to instruction through multiple models of learning. These may include: hybrid, elearning, and in person modes of instructional delivery. During the 2020-21 school year, these models of learning were offered due to the state of emergency. If future events occurred to present the need for these, Lutz Prep is prepared to use these delivery methods and alter strategies as needed to engage all students.

Instruction & Resources would include:

- All core subjects available for online access
 - Scheduling adapted per the age and ability of student maturity
- MTSS Interventions – Differentiated Instruction
- ESE/Speech & Language Services
- Gifted
- Electives
- Instructional Office Hours
- Progress monitoring and assessment

Through weekly grade level meetings, teachers provided feedback of needs and successes. Hybrid models of instruction will vary depending on the needs of our students, families and teachers. Options to work from home or in the classroom will be presented for certain age groups and departments. All classroom instructors will have access to IT Support, instructional coaching, and peer feedback. Using a team approach, each grade level will determine the best hybrid model that works for their students (ie. Google classroom, live zoom sessions, recorded sessions)

If full remote instruction is deemed necessary, educators will transition to their homes with laptops and cameras to lead lessons through zoom. Our Director of Instructional Technology will support each teacher in this transition.

2) Identify Teachers' Experience with these Delivery Models:

Using self-reflection and team planning, teachers are able to reach out for help from peers or from the administration team. The Director of Instructional Technology, along with our Instructional Support Team (team leads, administration, student services coordinator, intervention specialists) will provide support as teachers request it.

3) Guidance, Resources & Training for Distance/Hybrid Learning

- Our Administrative team will meet on a weekly basis to provide the necessary supports for all teachers. In addition, our Team Lead model provides a coaching layer for new and veteran team members.
- Planning time is scheduled for all team members to collaborate together
- Additional team planning time is scheduled monthly during Tuesday staff meeting times
- Vertical team planning is scheduled monthly during Tuesday staff meeting times

4) Professional Learning/Best Practices for Hybrid Teaching

- Monthly fidelity checks to observe teachers using cameras, computers, screens, microphones, etc.
- When appropriate, concerns will be addressed with teachers and revisions will be made as needed.
- System and process revisions will be made as needed

5) Assessing Delivery Methods

Using the Dr. Marzano's Focused Model program for feedback and evaluations, teachers will participate in collaborative evaluations through iObservation online tool.

Component 5: Parent and Family Support

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

1) Identify Student Household Technology Capabilities:

- Lutz Prep surveys families to identify those who have technology needs.
- Tablets are loaned for students in Kindergarten, First Grade and Second Grade.
- Students in Third through Eighth Grade are loaned laptops or chrome books.

2) Effective Two-way Lines of Communication:

- Families, are encouraged to become approved volunteers to allow them to visit our campus in person for classroom activities, field trips and community events.
- Teachers use Canvas to communicate daily with families in grades 3-8
- K-2 classrooms use multiple communication platforms for example, ClassDojo, Planner, Email and written notes
- To accommodate our new normal, Zoom options are provided for all conferences
- All parents have access to email any party at Lutz Prep

3) Providing Guidance & Direction to Create Conducive Learning Environments:

- Student Services Coordinator is accessible for conferences, email communication and phone communication
- Student services team is available for in-person and Zoom conferences to provide information, develop plans, and assist with academic planning for students success
- The classroom teacher will communicate and as needed gain support from student services team member to in-person or zoom conferences.
- Whether the learner is attending school on campus or in a hybrid format, intervention groups will be scheduled for math, reading and writing interventions as needed. Small group and individual times will be shared and coordinated by grade level.
- Athletes are also monitored for eligibility status, based on grades, quality points and homework completion.
- Reading Summer camps will be available on campus

4) Protocols for Providing Special Education Services & Accommodations:

- ESE Teachers will meet with students weekly following a schedule based off of each student's individual IEP plans.
- Teachers will track 504 accommodation use weekly for every student with a 504 plan
- Speech/Language Services will be offered on a weekly basis as guided by individual IEP plans
- During virtual delivery of instruction, a list of additional accommodations and services are generated for Student Services Team members to implement. These include additional Zoom instructional sessions and home technology support

5) Outreach & Wellness Checks Conducted:

- Teacher referrals for student concerns are share with Administration
- Increased parent communication and written recommendations to improve student success are sent home to concerned students families
- In Person conferences an Zoom conferences conducted with families of concerned students
- Progress monitoring plan put in place for at risk students
- Mental Health Counseling offered to students at risk
- Parent Trainings for Resilience from LIM Contracted Coach Sharla Austin

6) Plan to Support Special Student Population

- Monthly Fidelity Checks by Student Services Team Member
- Attendance monitored monthly/quarterly
- Grade level Data Chat meetings discuss interventions, data, progress monitoring and goal setting. This process continues for all on-campus and hybrid learners (if applicable).
- Tier 2 & 3 Students monitored Bi-Weekly for progress from Intervention Specialist
- ESE Teachers will meet with students weekly following a schedule based off of each student's individual IEP plans.
- Teachers will track 504 accommodation use weekly for every student with a 504 plan
- Speech/Language Services will be offered on a weekly basis as guided by individual IEP plans

TECHNOLOGY

Component 6: Technology and Technical Support

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

1) Technology Staff Members Key to the ICP Planning Process:

- IT Director
- Systems Administrator
- IT Support Specialist
- Specialized Outside Consultants

2) Robustness of the Technology Infrastructure:

- Lutz Prep provides an array of robustness, for delivering synchronous and asynchronous learning
- All faculty and staff have access to 10 gig backbone internet across all four buildings, and school issued computers along with web cameras and microphones
- Wide range of web-based educational services, which can be accessed across multiple platforms, to follow along with lessons delivered by our staff
- Device loaner program
- Our onsite network equipment is backed up regularly and tied to battery backups in the event of a power outage.

3) Students In Need of Devices:

- Lutz Prep surveys families to identify those who have technology needs.
- Tablets are loaned for students in Kindergarten, First Grade and Second Grade.
- Students in Third through Eighth Grade are loaned laptops or chrome books.

4) Survey Students & Families:

Conduct web-based and email surveys, wherein students and families have the opportunity to indicate any technology needs. All device needs are provided by Lutz Prep.

5) Provide Devices Supporting Digital Curriculum: (Complies with Free and Appropriate Public Education (FAPE))

Provide up-to-date devices capable of handling all-digital curriculum and computer-based testing.

6) Identify & Implement Web Content Filtering Solution:

To safeguard our students, staff, and network resources from potentially harmful internet content, as well as to meet the requirements of the Children's Internet Protection Act (CIPA) Lutz Prep deploys technology-based solutions to filter all internet access originating from the school's network, including both secured and unsecured networks.

This policy delineates disallowed content, establishes a mechanism to address new content filtering questions and appeals, and establishes responsibility for enforcement.

Additional technical support is provided to faculty to manage students' devices with "GoGuardian".

7) Roles Supporting Technology in a Remote Learning Model:

- Technology support during a remote learning model is provided, led and supported by the IT Director and administration.
- Help Ticket system for staff to submit technical work requests to be fulfilled by IT Director

Component 7: Cyber Security

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

1) Identify Recommended National & State Cyber Security Framework Standards:

The NIST standards help guide Lutz Prep in implementation of risk management in order to meet the requirements of the Federal Information Security Modernization Act (FISMA).

2) Business Continuity Plan:

Lutz Prep contracts with Ideal Network Solutions that oversees and maintains our business technology department. We will be adopting a business continuity plan during the 2022-23 school year.

In general, our plan will:

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

We currently have a Lutz Preparatory School Technology Plan that will supplement the development and adoption of a more inclusive continuity plan. The focus of the IT Plan is to utilize it as a tool to support the school vision, being mindful in keeping the focus on learning and not technology. Respecting the complexities and magnitude of this initiative requires ongoing and continual analysis, monitoring, restructuring, planning, and implementation of policies and procedures. Taking a more in-depth view of the variety of student and instructional needs will guide our next steps.

3) Incident Response Plan:

- Preparation:
Incident response team consists of an IT Consultant, Systems Administrator, and IT support. The incident response team will follow the incident response plan in safeguarding our critical systems, confidential and sensitive assets. As a preventative measure, all students are required to sign a technology use agreement that provides clear expectations of acceptable and unacceptable uses of technology as an LP student.
- Identification:
Our school technology committee is made up of IT Consultant (Ideal Network Solutions), school wide grade level team, student technology squad and IT Director. The IT Consultant and our IT Director continually monitors our IT systems and logs for anything contrary to normal operations and procedures. The student technology squad assist in day to day hardware operations. Grade level support teachers assist with student needs and identification of issues. In addition, we have various network monitoring systems that notify us in the event of an incident intrusion. If the incident response team detects an incident, we source additional information and evidence confirming the nature of the incident and its level of severity. Additionally, we have a system to identify incidents through the use of a work order that the IT manager and/or facilities manager receives through live notifications. Based off of the notification from staff, IT and facilities directors can provide guidance for best next steps.
- Containment:
Depending on the severity of the incident, the incident response team will respond with short-term containment, leading to long-term containment and rebuilding of a clean system and network.
- Eradication:
The incident response team will identify the root cause of the threat and eliminate all malware. In addition, establish proactive measures to avoid similar threats in the future.

4) Cyber Security-related Policies & Procedures Safeguarding the Information System and IT infrastructure:

Cyber Security Policy

- It is the plan of the IT Department to support secure network systems, processes, and procedures, and to protect all personally identifiable or confidential information that is stored, on paper or digitally, in school facilities or on school-maintained servers, computers and networks. This plan supports efforts to mitigate threats that may cause harm to the school, its students, or its employees.
- Has installed and distributed and maintained spyware and virus protection software on all relevant school-owned equipment, ie. servers, workstations and laptops. (Trend Micro/Windows Defender)
- With the help of Network consultants shall ensure that all security-relevant software patches (relevant workstations and servers) are applied within 30 days and critical patches shall be applied as soon as possible.
- Data loss or compromises can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be completely preventable.
- All persons (students, guests) who are granted access to the school network are expected to be cautious and aware of suspicious communications and unauthorized use of school devices and the network. When an employee or other user becomes aware of suspicious activity, he/she is to immediately contact the IT department with relevant information.
- It is the plan of the IT department to fully conform with all federal and state privacy and data governance laws, including: the Family Educational Rights and Privacy Act
- Professional development for staff and students regarding the importance of network security and best practices are included in the procedures.

5) Executive Summary of Current Security Posture:

The school's cybersecurity strategy prioritizes detection, analysis, and response to known, anticipated, or unexpected cyber threats, effective management of cyber risks, and resilience against cyber incidents. Resources include: Ideal Network Solutions, Google Supports, Frontier and other outside IT consultants.

The school continuously strives to meet or exceed the industry's information security best practices and applies controls to protect our students, faculty, and staff.

- Prevention: Activities in this category are targeted around preventing an attack that can result in ransomware and other security incidents.
 - Updates/Patches — Install critical Windows operating system and application updates.
 - Antivirus
 - User awareness training.
 - Disable local administrator access — By removing local administrator access from end users, staff prevent the proliferation of ransomware between computers on the schools network.
 - Email filtering — Block malicious emails before they reach users.
 - DNS security settings (SPF/DKIM) — Use to determine if email is spoofed to look like it is from a legitimate user.
- Detection: The current thought in cybersecurity is to assume there is already a breach. Provide annual training for staff with best practices on system security.
 - Endpoint Protection — software exists on all Windows computers, reports back to the cloud, and allows staff to monitor and respond to potential attacks minutes after they occur
 - Firewall
- Mitigation: IT staff must determine how many users are affected, which users are impacted, and what devices are involved. We partner with Ideal Network Solutions to assist with mitigation measures once a concern is identified.
 - Limited permissions/least privilege — All staff and student provided devices operating with lower level permissions.
- Remediation: Once detection and mitigation efforts are underway, IT staff must take measures to bring systems back to a known "clean" state. This may involve the removal of bad files, users, or malicious content and the restoration of known good file content from backup.
 - Backups — Backup copies of information are stored in multiple locations.
 - Antivirus/Anti-malware — These tools often clean the malicious software automatically
 - Device Management — Reconfigure, reload, re-image.

6.) Current Plan of Actions & Milestones for Cyber Security Improvements:

Plan of actions for the 2021-24 school years will include the following but not limited to:

- Implement GoGuardian monitoring to keep students safer online
- Strengthen our web based educational services with offering new services
- Additional layers of protection services (Barracuda)
- Additional features on to the existing services ie. Multi-factor authentication
- Implement Office 365 Cloud Backup

Component 8: Engaging Students with Limited Access

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

1) Service Provider Team & Point Person for Communication:

The Team of Service Providers for communication to K-8 Families at Lutz Prep includes the Principal, Assistant Principals, Student Services Coordinator, Classroom Teachers, Special Services Team, Office Staff, and IT Director. These team members can be reached via email, phone, zoom or in-person conferences.

2) Plan to Communicate Early & Often:

Lutz Prep communicates through weekly grade level newsletters, school-wide community NewsFlash, Parent Link, personal phone calls, Canvas, ClassDojo, Written Communication (planner/notes). Email communication is always accessible for parents to any Lutz Prep party.

3) Leadership is Engaged with Special Education Service Providers:

Student Services Coordinator communicates and receives all communication of student's needs. Student Services Team partners with the District supports. The Hillsborough County Charter Office provides support and consultation on all student cases related to special education. The school psychologist, social worker and staffing specialist review all data and documentation for child study team meetings, evaluations and eligibility meetings. Families are updated in a timely manner for all scheduled meetings.

4) Implementing Best Practices Online:

Student Services Teachers are up to date on best practices for special education services and are able to move from in-person to on-line instruction in a fluid, consistent manner.

OPERATIONS

Component 9: Continuation of School Operations

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

1) Facets of School Operations Impacted by Closures, Including Essential Personnel to Support:

- access to data, curriculum, school supplies and materials
- network reliability
- human resources
- student enrollment
- marketing and community outreach
- facilities and maintenance
- financial management
- support services
- athletics and extracurricular activities
- extended day education

2) Communicate Expectations Related to Schedules & Performance During Closures:

- Schedules for instruction will be modified and communicated to families by teachers.
- Expectations of performance is scaffolded and is altered based off of the ability of students per their maturity
- Cleaning, maintenance and grounds services are scheduled in preparation to reopen school following a closure

3) Food Services:

- Lutz Prep admin staff would communicate with contracted vendor regarding school closure dates so they can provide informed communications to LP families.
- Food service Vendor would communicate with families prior to reopening school site.
- Food services would discontinue during school closure period

4) Plan to Provide Special Education Services/Accommodations:

- Students with IEPs will continue to receive services.
- These services will be offered through virtual learning options using Zoom links.
Student Services teachers will create and communicate a schedule to support individual needs per the IEP plan.
- Additional support time will be scheduled on an individual basis

5) Outreach to Community Organizations to Provide Comprehensive Support:

Lutz Prep will utilize the school guidance counselor and our contracted Mental Health Therapist to provide students support as needs arise.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

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

1.) Stakeholder Groups & Communication Channels:

The following stakeholders have an interest in the success of our school and community as a whole. Communication channels are described below.

- District Office Staff: The following communication channels are used: email, video conferencing, Charter's Link, EdConnect, Microsoft Teams, phone calls and site visits.
- Board of Directors: The following communication channels are used: email, video conferencing, and phone calls
- Administration: The following communication channels are used: email, video conferencing, phone calls, and daily/weekly face-to-face meetings
- Teachers, faculty and staff: The following communication channels are used: email, video conferencing, Canvas (LMS for students/families), phone calls and daily/weekly face-to-face meetings.
- Assistant Principals: The following communications channels are used: email, video conferencing, Canvas, phone calls, daily/weekly face-to-face meetings.
- Students and families: The following communication channels are used: email, website postings, newsletters, Canvas (LMS for students/families), phone calls, zoom meetings and face-to-face meetings.
- Community Businesses/Regulatory bodies. These Stakeholders may include, but are not limited to: State and Local Officials, Florida Department of Education (FLDOE), Center for Disease Control, Department of Health, local fire and police department. The following communication channels are used: email, website postings, Florida Safe Schools tools, and phone calls.

2.) Roles & Responsibilities of School Personnel:

Clarification is provided below on the roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

- Principal leads all communication to our Board of Directors, including: academic achievements, learning gains, progress monitoring, leader in me, as well as other critical matters of focus.
 - Administration team leads all communication that is directed to teachers/faculty and students, including: academic achievements, learning gains and progress monitoring. Regular and urgent communication is also communicated to parents to provide academic and student-centered updates.
 - The Principal corresponds with the District, FLDOE, and Safe School services on all state/local educational, safety and health concerns. Updates are also provided regularly to the Board of Directors.
 - Through in-person, email and video conferencing options, teachers, faculty and staff communicate regularly with students and parents regarding the academic achievements, learning gains, monitored progress, curriculum and well-being of their students.
 - Administration team communicates regularly with students and parents regarding student discipline, academic achievements, learning gains, monitored progress, electives, and Leader in Me. The AP oversees the Safety Committees initiative and compliance requirements.
 - Annually and as needed, the Administration team updates the Florida Safe Schools Assessment Tool (FSSAT).
 - Testing Coordinator Team provides all training, coordination and execution of student assessments.
- Administration, the collective group of the CEO, Principal and departmental Directors, who communicate updates in specific school areas, such as: clinic notices, security measures, technology, emergency protocol, inclement weather updates, Leader in Me, academic achievements, learning gains, and monitored progress.

3.) Scope of Communication with Stakeholder Groups:

The scope of communications is outlined below by Stakeholder Group

- District Office Staff: The Charter's Link website tool to used year-round to upload and track all regular, and required compliance documentation that is provided by school Administration. Including, but not limited to, quarterly financials, school calendar and logistical details, Board of Directors documents, safety and health certifications.
- For emergency situations and other urgent matters, email and phone calls are executed to execute plans and procedures
- Board of Directors: Administration meets with the Board of Directors and its Finance committee on a monthly basis and additionally as needed to address urgent matters. Meetings take via zoom. Agendas are set, topics are presented and reviewed thoroughly, and include but are not limited to: school financials, academics, faculty updates, compliance review, campus redevelopment, and safety/security. These meetings are subject to Sunshine Law and open to the Public.
- Administration: Admin meetings are held weekly with the Administration and support team.
- Teachers, faculty and staff: Weekly staff meetings to communicate needs, updates, and initiatives
- Administration may hold meetings or send emails to communicate grade level information, leader in me updates, PTA information, technology updates, parent partnership initiatives, safety and security notifications, and campus logistics.
- Students and Families: Communication with families is carried out regularly with a weekly News Flash. Additionally, specific topics are emailed as needed. Student led conferences for students to share their successes with families
- The school website also contains important links for our parents and community at-large.
- Teachers conduct conferences with families to discuss their students' progress. These are done face-to-face or through zoom. Ongoing follow ups may continue through the school-year as needed, via email, phone call, or face-to-face.
- Community Businesses/Regulatory bodies: These stakeholders provide a partnership with our school. Some examples include:
 - State and Local Officials
 - Florida Department of Education (FLDOE)
 - Center for Disease Control and Department of Health
 - Local Fire and Police Departments
 - BayCare
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D. Published Guidance:

Guidance for stakeholders and ICPs published on the school's website, leading up to and throughout the duration of extended school closures.

Our website is www.lutzprep.org . Our most current updates are posted on the website. Information such as the school calendar, student athletic forms, parent/student handbooks, Canvas link, Fortify Florida link, parent link, COVID reporting link, absentee link, school store, new flashes, Board of Director meeting notes and links, etc.

In addition to posting on our website, we email regular updates and additional details via email to our stakeholders.