



# FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2023-2024

**Local Educational Agency**

Broward County School District

**Charter School**

Imagine School at Broward - 5024

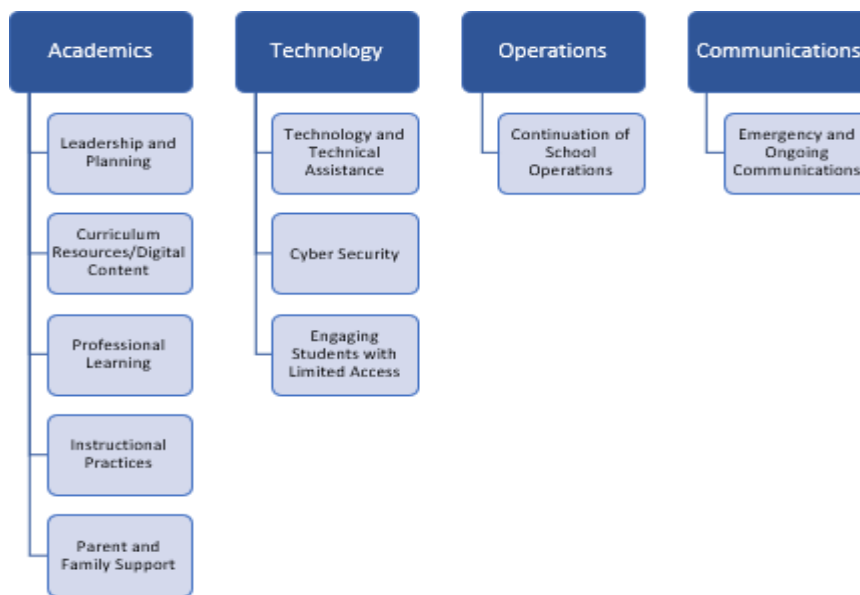
**Submitted by**

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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](mailto: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.

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

# ACADEMICS

## Component 1: Leadership and Planning

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

- **Specify LEA or charter school personnel who will serve on a cross-functional planning team.**

The Imagine School personnel serving on the cross-functional planning team will be the school principal, assistant principal, dean of students, academic coach, guidance counselor, ESE Specialist, character development lead, school development lead, and technology personnel. In addition, the school will also have support from the regional academic and operations team that includes the regional director, academic director, and technology director. The ICP will be activated in times designated by the school district or state when school closure is needed in cases of emergency or health crises.

- **Identify desired outcomes or goals of the ICP.**

The desired outcome for the ICP is to reduce the disruption in learning for our students impacted by COVID-19 by providing alternative, distance learning assignments during school closure or intermittent quarantining. In addition, the desired outcome of the ICP 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. This plan will prioritize the success for all students and provide the necessary access and support for educators and students to ensure high quality teaching and learning in a any environment. Additionally, the school will ensure that academic achievement will remain as high as possible in all environments.

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

Continuous Student Learning: Clear expectations, processes, and procedures to leverage technology usage during school closure and while in brick-and-mortar environments and provide leadership by expanding, improving and innovating learning opportunities for students and educators.

- Access to a teacher able to provide direct instruction, small group instruction and individualized instruction with access to curriculum and instructional materials with the continuity of instructional supports, IEPs, tutoring, counseling, etc.
- Any student who needs to quarantine will experience learning from the platform of Google Classroom.
- Through Google Classroom, students will engage in daily Google Meets lessons using live synchronous or asynchronous instruction from their Imagine teachers.
- Lessons will utilize the Florida standards-based content and curriculum.
- All students will be required to complete and submit assignments to demonstrate their learning in all learning environments.
- K-8 students will also be required to spend time engaging in adaptive practice sessions for core content via STAR, Lexia, and/or Successmaker.

- K-8 teachers will conduct and report regular progress monitoring in Reading and Math using STAR, Renaissance Reading & Math Assessments, and Lexia and Successmaker, as an additional progress monitoring measure.
- All students will have the opportunity to interact with teachers and peers daily and in the event of distance learning in daily, scheduled lessons via Google Meets.
- In addition to presenting lessons for all core subjects for students K-8, teachers will provide small group instruction and/or one-on-one instruction to address student needs as they emerge. In the event of distance learning, teachers will use Google Meets breakout meeting rooms.
- Students will have the opportunity to interact with a homework helper remotely.
- Teachers will encourage the use of interactive documents to engage peer networks and encourage peer-to-peer interaction. This will facilitate the development of social relationships among our students and their peers. Daily use and discussion with Positivity Project.
- To facilitate teacher/student and teacher/parent communication and interaction, Imagine teachers will designate regular office hours for parents and students.
- Each student will be monitored for attendance, engagement, and achievement. In the event of distance learning, Imagine teachers will also reach out to students individually to make an intentional effort to build the teacher/student relationship as well as to screen for any changes to the student's status. This will include an effort to identify any emerging social/emotional needs requiring further attention from school staff. Students with IEPs, 504 plans or students designated as English language learners will continue to receive every accommodation and related services to which they are legally entitled.

Resource Fidelity: In the event of distance learning, students to work consistently in a remote learning environment, they will each need to access digital content and related web-based technology systems on a regular basis maximizing the existing school instructional resources.

Imagine Schools will make every effort to ensure that our students' education continues uninterrupted. While distance learning poses several challenges to both teachers and students, Imagine's Instructional Continuity Plan (ICP) allows teachers the continued flexibility in delivering content and communicating with students in the manner that is the most familiar and effective to ensure continuity of service. Below are the two distance learning options currently planned in the event of distance learning.

As they have done in their classrooms, teachers have the choice and flexibility to deliver content to students through digital resources (with teacher direction to focus on specific skills instruction) or through teacher-identified and vetted resources, or through a combination of both. This practice will continue in the event of any school closures. Teachers are encouraged to continue using those resources with which they have become familiar and adapt them to the current distance learning model. For those teachers who may need guidance on what online resources they can use to address their specific subject area or program, this ICP can provide that guidance.

#### TEACHER-DIRECTED INSTRUCTIONAL MODEL (Via collaboration/communication tools)

- Teacher-provided resources/instructions
- Instruction recorded or live sessions through digital platforms such as Google Classroom, Zoom, Class Dojo or other teacher-selected tools
- Student communication through phone, email or other digital platforms selected by teacher
- Use of teacher-selected materials (e.g., digital links, print materials, Imagine-adopted textbooks)

#### ONLINE INSTRUCTIONAL MODEL (Teacher-assigned, self-paced, personalized practice)

- Resources accessed through school-initiated portal
- Instruction provided through licensed online content resources (e.g., Lexia, Renaissance)
- Personalized instruction through menu-drive activities allowing for self-pacing, monitoring of student time on task and task completion
- Student communication through licensed online content resources, phone, or other digital platform selected by the teacher.

Clear Roles and Responsibilities: Having a well-defined and actionable plan to implement in the event of remote learning and provides students, families, and school staff the confidence to be successful. At the core of successful planning is the active engagement of a cross-functional team representing the various functions within the school community.

Students:

- Dedicate appropriate time to learning, using the time-on-task recommendations or as guided by teacher(s)
- Record usernames and passwords for instructional resources accessible via the district portal and/or website
- Sign into online platform daily to document attendance and receive information on live and recorded classes, assignments, and resources
- Identify a comfortable and quiet space to learn and study
- Engage in online learning activities being offered by teachers and/or provided through online resources
- Submit all assignments by due dates established by teachers

Families:

- Update school with most current contact information (address, phone number, email address)
- Identify and test device and internet access at home; contact school if there is a need for a device and/or internet access for at-home use
- Monitor school communications for up-to-date information regarding school closures, instructional continuity plans, and digital learning resources. Visit the school website at [www.imagineschoolatbroward.org](http://www.imagineschoolatbroward.org), read the Parent Update and view ClassDojo/Parent Square message from the school
- Ensure learners know all usernames and passwords for instructional resources and encourage participation in digital learning offerings
- Maintain communication with teachers, school counselors, and administration
- Engage in conversations regarding assignments
- Monitor time spent engaging in online and offline learning
- Support healthy living and emotional balance by providing time for physical activity and play

Teachers:

- Develop high-quality distance learning lessons/assignments for students to address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction
- Implement appropriate ESOL strategies for English Language Learners and provide appropriate accommodations for students with disabilities and students with Section 504 plans
- Observe established office hours to communicate with and provide feedback to students, facilitate digital lessons, and answer student questions
- Provide instructional resources and materials through digital learning platforms, Zoom, or Class Dojo
- Communicate regularly through ClassDojo, among other channels, with parents and families regarding expectations and student progress; if students are not engaged in the lessons and

assignments, teachers should contact the parents and the school counselor or school administration

- Participate in professional development, PLCs, Open House, and learning sessions intended to support distance learning
  - Monitor school communications for up-to-date information regarding school closures, instructional continuity plans, and distance learning resources
- **Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.**

#### Continuous Student Learning

Action Plan: School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

At Imagine Schools, of utmost importance to all our stakeholders (leaders, teachers, staff, parents and students) is our mission to provide high-quality instruction and an equitable education for all students, including those in vulnerable populations. Our school is committed to ensuring that every student continues their learning and receives their additional services required by law in a safe and healthy environment in all learning modalities.

**All students with an IEP, EP, 504 Plan, RTI or identified as ELL, will continue to be provided all necessary services and specific accommodations in their plan to ensure they receive a free and appropriate education.** These students will be monitored closely by the appropriate teams and they will meet regularly to determine if students are regressing and what additional or supplemental supports are needed. The school will consider an **EP Review meeting** to discuss and possibly revise current EP goals with parents and appropriate staff if deemed necessary for gifted students who may have regressed academically. The team will collaborate on creating an intervention plan that focuses on closing the achievement gaps by providing scaffolding of target skills that will help the student meet EP goals.

Protocols: School leaders create and sustain a context for learning that puts students' learning first.

Execution Steps: Structures and processes exist to support shared leadership in which all staff have collective responsibility for student learning.

Digital learning will provide instructional continuity for students who may become ill or may need to be quarantined.

- Teachers will post their lessons so students may review them at a later time
- Teachers will provide "digital" office hours and opportunities for small-group instruction.
- Students will be provided with multiple communication channels to teachers and school counselors
- Parents and students will have on-demand access to training content, troubleshooting, and technology support available on the school website and other appropriate channels

These methods allow students to engage in the learning experience, campus connections, and community. It provides for an easy transition back to face-to-face instruction when parents are comfortable sending their children back to school for face-to-face instruction.

#### Resource Fidelity:

Action Plan: In the event of distance learning, there is a sustainable vision for a culture of online and blended learning, that is understood, embraced and embedded across the school community, and is informed by a strong student and parent voice.

All teachers follow pacing guides provided by the district and use them to stay on track with instruction.

Protocols: Strategic planning is guided by relevant research and use of data in continuous, proactive and informed by key stakeholders.

Continual use of progress monitoring and quarterly assessments to drive data chats and student achievement assures all protocols are followed.

Execution Steps: There are high levels of teacher collaboration which focus on improving the effectiveness of teaching and learning with online and blended learning strategies.

Imagine Schools use both horizontal and vertical planning to best oversee the effectiveness of distance learning strategies.

#### Clear Roles and Responsibilities:

Action Plan: Establish a cohesive plan for intentional processes and practices for teachers to facilitate high levels of student learning.

Protocols: Schools work with teachers to create a system for active involvement in the construction and application of knowledge.

- Our students have three benchmark assessments using Renaissance Star Enterprise Assessments for grades K-8 and with FAST for grades 3-8.
- School will conduct this initial measure within the first two weeks of school.
- School will use STAR Early Literacy/FLKRS to assess our incoming Kindergarten students.
- STAR Enterprise Assessments from Renaissance Learning are norm-referenced and highly reliable measures that will assist teachers with planning and addressing each student's individual needs.
- Every school's Instructional Leadership Team, including the Academic Coach assigned to each campus, will assist teachers in this process of data disaggregation and planning for prescriptive on a regular basis.
- In addition to this fall benchmark, STAR Enterprise assessments are administered throughout the school year.
- Testing windows are identified as December for the winter window, and May for the spring window.
- Lexia will be utilized as an additional progress monitoring data point.
- We will also use these assessments more frequently to closely monitor our struggling students.
- All assessment results will be available upon request to each sponsoring district or ordered by the FDOE.
- In addition to predicted proficiency related to our Florida state standards by grade level, we also use STAR data to assess and monitor student growth.
- Data is analyzed by grade level and ESSA subgroups to determine the Student Growth

#### Percentile (SGP).

- SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques.
  - The SGP score compares a student's growth from one period to another with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history.
  - SGPs range from 1–99 and interpretation is similar to percentile rank (PR) scores: lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.
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- Through our MTSS and RTI programs, tiered support will be deployed for identified students.
  - Teachers will use evidence-based resources to target additional, prescriptive instruction for students based on STAR data results.
  - If a student presents with a deficiency in reading, the student will first be screened for skill gaps in phonemic awareness or phonics.
  - If a deficit is demonstrated, students will receive targeted interventions focused on the mechanics of reading prior to addressing any other component.

Execution Steps: Assessments used to align curricular content to guide instructional decisions and monitor student learning.

- **Develop a process for evaluating the effectiveness of the ICP.**

#### Continuous Student Learning

Evaluation: Systematically gather evidence to monitor student achievement.

We systematically gather evidence throughout the year to monitor student achievement through the four benchmark assessments given during the year as well as continual progress monitoring and a variety of other assessments (i.e. i-Ready, STAR, etc.).

To determine the effectiveness of the ICP, we use the end of year assessments given in May compared to the baseline assessments given in the fall.

#### Resource Fidelity:

Evaluation: Systematically gather evidence to monitor fidelity of the resources.

We will continually gather evidence to monitor fidelity of resources through the use and constant monitoring of assessment data, disaggregation of data and communication between teachers, the School Academic Coach and Principal during frequent data chat meetings.

#### Clear Roles and Responsibilities:

Evaluation: Systematically gather evidence to monitor the intentional processes and practices used by schools and teachers to facilitate a high level of student learning.

#### Teachers:

- Administer Initial beginning of the year STAR assessment to determine baseline student level
- Administer frequent progress monitoring assessments using online tools purchased with curriculum of the various subject areas and adjust lesson plans accordingly
- Administer additional assessments using school-purchased programs such as Lexia, etc.



- Print and assess reports provided by above assessment tools
- Attend meetings to discuss data provided by the above assessments

### **School Academic Coach**

- Oversee assessment data
- Disaggregate data as appropriate for each grade level, each teacher, and each subject
- Organize and plan meetings with grade level teachers to review data and make changes as needed
- Provide visual chart to show growth and/or areas needing improvement by grade level for ease of understanding

### **Principal:**

- Attend and facilitate data meetings between the grade level teachers and school academic coach
- Continue review of lesson plans to ensure required changes are made for any accommodations identified in data chats meetings
- Monitor progress of data to ensure identified changes are being effective

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

- **Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.**

During the 2023-2024 school year, teachers may be asked to temporarily deliver instruction remotely using Google Classroom and Zoom if the school, classroom, or individual students face emergency disruptions due to requirements to quarantine. To ensure continuity of learning for students, all teachers should have a Google Classroom course template prepared for students to access remotely.

The desired outcome for the ICP is to provide top quality instruction and education and to reduce the disruption in learning for our students impacted by COVID-19 by providing alternative, distance learning assignments during school closure and/or during quarantine. This plan will prioritize the success for all students and provide the necessary access and support for educators and students to ensure high quality teaching and learning in a virtual environment.

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

The LMS provider for the school is Google Classroom. This platform has been in use and is familiar to our school community of learners, teachers, leaders, and parents. Google classroom allows teachers to personalize the learning experience for students. Students also learn 21st-century problem-solving and the skills they'll use in their future careers, with accessibility features that help every student do their best work.

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

The cross-functional team at the school site will monitor the performance of the LMS through teacher check-ins. Additional support is provided through the regional technology director as needed. Academic coaches will also assist teachers where modifications or improvement are needed to support student learning and teacher instructional needs.

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

Teachers are supported in the LMS through the school academic coaches and technology team at the school site. Any new hires are provided training at the beginning of the school year through a technology intensive to acclimate them to the LMS. New teachers are also supported at monthly new teacher meetings to continue their growth in accessing the LMS platform and utilizing it to support student learning. In addition, individualized support sessions will be held on an as needed basis to support any needs teachers may have in utilizing the platform for student learning.

The School offers ongoing training and professional learning for all staff including instructional and non-instructional and administrative new hires as well as ongoing opportunities for professional development for distance learning. The professional development offering for distance learning cover topics such as:

- Navigating and operating their remote classrooms
- exploring best practices for distance learning
- improving communication
- collaboration with colleagues and students.

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

All teachers have been equipped with professional development to support instruction and the LMS. Professional development sessions were provided last school year, throughout the summer months and will continue throughout the 2023-2024 school year. Academic coaching and technological assistance are provided to teachers with instructional planning, students with accessing content and instructional resources, and to parents to support their child when at home learning is needed.

Technology based professional development was implemented with all instructional staff over the summer and pre-planning at the start of 2023-2024 school year and continued in the summer of 2022 by regional technology support team:

This included training for the following Google Suite applications:

- Google Classroom (For Delivery of Instructional Materials and communication);
- Google Documents (For Collaboration and the Creation of Assignments);
- Google Meet (To Deliver Instruction and Perform Small Group Instruction/Interventions); and
- Google Forms (For Progress Checks, Exit Tickets, and Assessments).
- Quizziz
- Kahoots
- Various other software, programs, and communication tools

Some schools utilized Zoom versus Google Meets for Innovative Learning Modality and provided professional development to the teachers for its use and features. (Use of breakout rooms for student collaboration, small group support and intervention).

Professional Development in technology needs will continue to be ongoing as new staff is hired, more educational tools are presented. In addition, the need to train support staff and substitutes in utilizing the online learning systems and online curriculums for core and intervention will need to continue.

### Component 3: Professional Learning

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

- **Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.**

Each month, school leaders gather instructional team members to address school-wide goals and provide professional development opportunities depending on the needs of their teachers and staff. The PD's are based on teacher surveys throughout the school.

Exit slips and surveys are provided following each session to determine needs for the additional learning for teachers.

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

Educators are provided a multitude of learning opportunities to fit their needs, availability and best practices for adult learners. Educators have the opportunity to participate in online or face to face learning communities, including online courses and/or blended learning experiences with educators from outside their school to create shared instructional resources, brainstorm solutions, and share best practices.

- **Provide for implementation of professional learning for educational staff.**

Educational staff participate in monthly professional learning opportunities to acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. Differentiation is provided through whole group sessions, specialized learning for each academy (K-2, 3-5, and 6-8), and individualized instructional support by the academic and data intervention coaches.

The selection of PD's either webinars or videos, can be viewed on dates and times that work best for teachers.

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

All instructional staff members participate in exit surveys following each professional learning experience to check understanding and determine next steps for additional sessions. Additionally, school leaders (Principal, Assistant Principal, Academic Coach) ensure the effectiveness of the PD by entering/zooming into virtual lessons and providing feedback.

Imagine Schools continues to offer teachers opportunities for professional development during this time. Some of these include topics such as:

- navigating their remote classrooms
- exploring best practices for distance learning
- improving communication
- collaboration with colleagues and students

## Component 4: Instructional Practices

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

- **Identify needs of educators relative to online and hybrid teaching experience and expertise.**

Teacher needs in the Learning Management System (LMS) (i.e. Google Classroom, Class Dojo, Zoom) vary based on their level of expertise in utilization of digital content and instructional resources for learning. A teacher survey is provided to all teachers to gauge their readiness to access the LMS and deliver instructional lessons to students. Teachers on staff during the 2021-2022 have utilized these LMS and will be able to support team members with planning and instructional delivery of subject area content in 2023-2024 in the event of school closure.

- **Determine which teachers have extensive background in these delivery models, and which will need more help.**

Ensuring teacher readiness is a significant factor to success. One best practice is to identify early adopters and involve them in the development of cohorts of teacher learning communities. Leaders enlist teacher leaders on campus to support fellow teachers and help them feel more comfortable during any transitions in learning. A needs assessment of professional learning for digital resources and instructional models is essential to ongoing professional development. Create a culture of sharing where teachers share best practices and resources through collaboration.

- **Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.**

All professional development offered to teachers is available and shared with teachers for continuous improvement. Guidance is provided through feedback to teachers from leaders observing the implementation, resources are provided in professional learning communities, and training is offered through comprehensive support online platforms and face to face opportunities.

- **Implement professional learning about best practices for hybrid teaching for educational staff.**

Best practices for hybrid teaching are provided to educational staff through delivery of workshops and ongoing professional learning communities. Feedback is provided to support educators during the implementation of new resources and learning models. Principals, assistant principals, team leads, and coaches create a structured approach to ensure all educators have a foundation for individualized feedback.

- **Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.**

Progress monitoring data from student assessments will provide leaders with a gauge of effectiveness. Every teacher has the ability to provide just-in-time remediation to prevent students from falling behind by using formative assessments and progress monitoring to make data-driven instructional decisions.

## Component 5: Parent and Family Support

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

- **Identify the household technology capabilities and needs of students and their families.**

Student households are surveyed to determine the technology needs and capabilities for each family. Surveys are collected and stored digitally. If parents do not respond to the survey, personal phone calls are made to identify the support needed for families in the event of school closure. In the 2021-2022 school year, students in grades kindergarten through eighth grades who needed a mobile device to complete school assignments requested and checked one out through their schools if they must quarantine and need a device to access remote instruction. In the event of distance learning for the 2023-2024 school year, this practice will continue. For the 2023-2024 school year, all middle school students were issued a school owned Chromebook for use at home and in school.

Hotspots to access the Internet are available as part of Project 10 Million through T-Mobile. Families whose children qualify for the Free/Reduced Lunch program are eligible to receive a hotspot device. These hotspots are available for distribution on a “one device per family” basis and are subject to availability. Supplies are limited. School will share up to date information as it becomes available.

Families may apply for the Emergency Broadband Benefit, a federal program that provides a discount of up to \$50 per month towards broadband service for eligible households. Several internet service providers participate in this program including Xfinity, ATT and Verizon. Parents encouraged to check companies for up to date information. School will share up to date information as it becomes available.

Comcast's Internet Essentials continues to be available to the community at a rate of \$9.95 per month + tax. There are no credit checks, term contracts, or cancellation fees. Internet Essentials will provide subscribers download speeds of up to 50 Mbps and upload speeds of up to 5 Mbps. This program will support the federal Emergency Broadband Benefit program for cost reduction. Comcast does require an application and supporting documents in order to meet eligibility.

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

Communication with student families occurs in a variety of ways. Text alerts, social media accounts, email blasts, ParentSquare, parent updates, ClassDojo and the school website will host information to inform and advise parents with the most up-to-date information.

The school utilizes Class Dojo in every classroom. Class Dojo allows parents, teachers, and students to communicate with one another on a regular basis. It helps with language barriers by providing instant translation. Parents can reach students on any device while getting fast responses and notifications. Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.

Literature, online resources, and school support videos are provided to assist families in the development of a learning environment for students to create a distraction free zone for online learning such as

- create a learning space for the student
  - make a schedule and stick to it
  - reduce distractions
  - create a classroom calendar to keep track of assignments
  - get plenty of exercise
  - look for accessibility features to complement the technology in your home
  - make contact with your child's teacher
  - look for ways to remove barriers to learning
- **Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.**
    - The school will communicate with staff and parents on the protocols for providing special education services and accommodations for students in need.
    - Students with IEPs will participate in scheduled Google Meets/Zoom with their Support Facilitator.
    - Support Facilitators will reach out to families and set a time with them, for when the Support Facilitator will work with the student, based on the minutes on their IEP, as well as their goals.
    - Families will be provided a schedule of instructional meetings by the teacher of record.
    - The IEP team will determine whether compensatory services are required, based on data collected, and an interim IEP meeting will be held to address any needs and services on an individual basis.

**All students with an IEP, EP, 504 Plan, RTI or identified as ELL, will continue to be provided all necessary services and specific accommodations in their plan to ensure they receive a free and appropriate education.** These students will be monitored closely by the appropriate teams and they will meet regularly to determine if students are regressing and what additional or supplemental supports are needed. Our school is committed to ensuring that every student continues their learning and receives their additional services required by law in a safe and healthy environment in all learning modalities.

- Our Imagine school will schedule an ELL committee meeting with parents and appropriate staff to review student data, interventions and support for any ELL student's reading, writing, listening, or speaking skills that have regressed.
  - ELlevation strategies will be used by teachers to target the instructional needs of their ELL students by connecting their content area topics to their student's specific language levels.
  - ELL students also have access to daily lessons from the school.
  - Performance and utilization data from student's progress on the lessons will be monitored and factored in their level of support as far as an intervention plan.
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- **Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.**

Students and their families, during a time of school closure, will be contacted by a school leadership team member to identify any academic, safety, or social/emotional needs or any other health concerns they may have. Parents will be able to communicate with the school principal and teacher daily for matters related to academic, safety, or social/emotional needs.

Classroom teachers attempt initial contact of each of these families to assess barriers to school attendance or those needing wellness checks. For those families whose initial contact cannot be made, or initial contact is made but the student still does not attend, a referral is submitted to the leadership team for enhanced outreach. School guidance counselors and social workers may be used to attempt further communication and help determine if additional support services need to be in place for the family to ensure a safe return to school. Truancy plans and academic contracts to assist students may be established to check-in on a daily/weekly basis and monitor the student's progress emotionally and academically – also to establish student/parent accountability and partnership with the school.

The school leadership team attempts to communicate with identified families by accessing additional contact information and making home visits when necessary (\*reports of high COVID cases may put this measure on hold) but if the numbers are low this would be an option to reach those families. The school problem-solves with the families and assists in removing barriers to school attendance.

**Parents will continue to be contacted daily by direct phone calls to obtain justification for every**

**unexcused absence. When absences are related to technical difficulties, the school will continue to outreach to these families to see what support is needed. Schools do their best to troubleshoot and provide IT support, provide device access/repair, and when necessary hard copies of the materials are available for them to pick up at the school to complete. Students with recurring technical difficulties are highly encouraged to return to brick and mortar. Absences due to technical difficulties are excused per school attendance policy this year.** For students who are minimally engaged in the virtual platforms, brick and mortar enrollment is strongly encouraged. Results of this outreach are reported and documented by the school leadership team. Continued support and guidance are provided to the families by the school for as long as needs exist that prohibit engagement in school.

- **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.**

Teachers will monitor daily student usage and lesson performance for special student populations. Teachers will complete an Assignment Tracker for special student populations which includes plans, outcomes, and contact with parents and students. Teachers will schedule times with identified students struggling with core content lessons. Teachers will collaborate with the ESE, ELL and other special student populations to ensure students are fully supported.

Grade level teachers will assist in providing accommodations for lessons provided to students. Teachers will be responsible for modifying assignments, as appropriate, to meet the needs of the students. Teacher of record for ESE students will document contact time with students, all outcomes, progress monitoring data, and concerns on student log, as well as all accommodations provided to the student. Teachers will include the ESE Coordinator and principal on all communication with families and scheduled meetings. With this level of support in place, should a student continue to struggle, or not make progress toward their goals, an interim meeting will be held, so that the IEP team can discuss the data collected and determine how to amend the IEP, to ensure that the student makes progress and continues to be successful.

Our School will ensure all special student population meetings continue as scheduled via Google Meets and/or zoom. The ESE/ELL coordinator and principal will verify instruction to ensure services are being provided. Our school will provide continued communication with parents to answer any questions and ensure any concerns are being addressed immediately. The ESE/ELL Coordinator will closely monitor the fidelity being captured. Families will receive a progress report every quarter, to keep them informed on the progress their student is making toward their goals.



## TECHNOLOGY

### Component 6: Technology and Technical Support

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

- **Identify the technology staff members who will be key to the ICP planning process.**

School leadership teams will work with the Regional Technology Director, School Based Technology personnel, the Corporate Technology Director and the technology teacher.

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

The school has developed a robust technology infrastructure for delivering synchronous and asynchronous instruction. The school uses a dedicated Fiber connection with a minimum speed of 500 mbps. The school is using a Microsoft Windows domain. A Windows domain is a form of a computer network in which all user accounts, computers, printers and other security principals, are registered with a central database (Active Directory) located on one or more clusters of central computers known as domain controllers. The school has 3 Domain controllers (1 physical and 2 virtual).

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

In the event of distance learning, student households will be surveyed to determine the devices needed and capabilities for each family. Surveys are collected and stored digitally. If parents do not respond to the survey, personal phone calls are made to identify the support needed for families in the event of school closure. Families that need devices for their students in order to complete their assignments will be able to pick up their computer at the school during set times depending on their specific grade level at the school. Students and parents electing this option will be required to sign a Distance Learning Contract that outlines school expectations for student success. For the 2023-2024 school year, middle school students were given school owned Chromebooks for use at home and at school.

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

Student households are surveyed to determine the internet access needs and capabilities for each family. Surveys are collected and stored digitally. If parents do not respond to the survey, personal phone calls are made to identify the support needed for families in the event of school closure.

Families that need internet access for their students in order to complete their assignments will be directed to the following internet providers:

**Comcast's Internet Essentials:**

Comcast's Internet Essentials is free to new customers. New customers will receive 60 days of complimentary Internet Essentials service, which is normally available to all qualified low-income households for \$9.95 a month. Additionally, for all new and existing Internet Essentials customers, the speed of the program's Internet service was increased to 25 Mbps downstream and 3 Mbps upstream. That increase will go into effect for no additional fee and it will become the new base speed for the program going forward. School will share up to date information as it becomes available.

**Access from AT&T Program:**

AT&T offers internet access for qualifying limited income households at \$10.00 a month through their Access from AT&T Program. They are also offering new Access from AT&T customers two months of free service. School will share up to date information as it becomes available.

Imagine Schools continues to appeal at the local, state and federal level to encourage internet providers to open their WiFi networks to provide free internet access to our families.

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

Each device will be prepared by school staff to support the digital curriculum and comply with Free and Appropriate Public Education.

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

GoGuardian is installed to monitor, manage, and filter every school device on the network to protect our students from harmful content and eliminate unwanted distractions. The school utilizes a Sophos SG330 firewall to protect its network from intruders. The Sophos SG Series appliances are designed to provide the optimal balance between performance and protection. This firewall is configured with Intrusion protection, Email Protection, Network Protection, Web Protection, Webserver Protection, Wireless Protection and Endpoint Antivirus protection. This firewall is set up using best practices and is auto-configured to install updates. This firewall monitors inside and outside traffic and warns of any potential attacks. This firewall also complies with the Children's Internet Protection Act (CIPA) by filtering website traffic. CIPA is a requirement of many State and Federal programs. Ports open to the outside world are 80 (web traffic), 443 (secure SSL traffic), and 1723 (VPN traffic).

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

The Regional Director of Technology, School-Site Technology Director and Technology Teacher will support technology in a remote learning model. Additionally, the school principal will oversee and support the technology personnel.

## Component 7: Cyber Security

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

- **Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.**

The Sophos firewall also complies with the Children's Internet Protection Act (CIPA) by filtering website traffic. CIPA is a requirement of many State and Federal programs. Ports open to the outside world are 80 (web traffic), 443 (secure SSL traffic), and 1723 (VPN traffic).

- **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.**

The school uses GoGuardian to assist student instruction on devices. GoGuardian also notifies admin staff of any inappropriate use of the devices.

- **Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.**

The Windows Administrator accounts are well guarded with complex passwords. Per best practices, we have very limited access to the Administrators groups for users. Group policies (GPO) on security for staff and students are also applied across the domain to all servers and computers that are part of the Domain. User accounts are set up as regular members and not administrators (best practice), this prevents a user that has been compromised from being able to run and install malware or viruses. Each domain computer has a local copy of malware and antivirus software running in addition.

The school's email infrastructure consists of Microsoft Exchange 2016. Imagine Schools host this infrastructure in its national data center located in Sterling Virginia. Incoming and outgoing email is filtered through a Barracuda Spam Firewall 400. The Barracuda Spam Firewall 400 is an integrated hardware and software solution designed to protect from spam, virus, spoofing, phishing and spyware attacks. It leverages 12 comprehensive defense layers to provide industry-leading defense capabilities

- **Include an executive summary of the LEA's or charter school's current security posture.**

- Firewall
- The school utilizes a Sophos SG330 firewall to protect its network from intruders. The Sophos SG Series appliances are designed to provide the optimal balance between performance and protection. This firewall is configured with Intrusion protection, Email Protection, Network Protection, Web Protection, Webserver Protection, Wireless Protection and Endpoint Antivirus protection. This firewall is set up using best practices and is auto-configured to install updates. This firewall monitors inside and outside traffic and warns of any potential attacks. This

firewall also complies with the Children's Internet Protection Act (CIPA) by filtering website traffic. CIPA is a requirement of many State and Federal programs. Ports open to the outside world are 80 (web traffic), 443 (secure SSL traffic), and 1723 (VPN traffic).

- Schools internal network
- The school is using a Microsoft Windows domain. A Windows domain is a form of a computer network in which all user accounts, computers, printers and other security principals, are registered with a central database (Active Directory) located on one or more clusters of central computers known as domain controllers. The school has 3 Domain controllers (1 physical and 2 virtual). The Windows Administrator accounts are well guarded with complex passwords. Per best practices, we have very limited access to the Administrators groups for users. Group policies on security for staff and students are also applied across the domain to all servers and computers that are part of the Domain. User accounts are set up as regular members and not administrators (best practice), this prevents a user that has been compromised from being able to run and install malware or viruses. Each domain computer has a local copy of malware and antivirus software running in addition.

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

85% of malware distributes their payload through email. Imagine Schools National Technology team sends weekly spam warnings and educates its users on how to detect and report any suspicious emails.

## 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 support; Ensure that LEA leadership is engaged with special education service providers to deliver needed support and resources to educators, learners and families; Research and implement best practices in online special education.

- **Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and support for their child.**

All students with an IEP, EP, 504 Plan, RTI or identified as ELL, will continue to be provided all necessary services and specific accommodations in their plan to ensure they receive a free and appropriate education. These students will be monitored closely by the appropriate teams and they will meet regularly to determine if students are regressing and what additional or supplemental supports are needed. In the event of distance learning, leadership will communicate with families to determine traditional accommodations in IEPs and 504 plans and collaborate with the family on how these might be reimaged in a remote learning environment. Printed materials may be necessary for students with limited internet access and there must be intentional production and distribution of content for learners.

- **Develop a plan to communicate early and often with students and parents to identify needs and ensure support.**

Surveys are sent electronically to families to identify needs, ensure support, and determine how to ensure students remain connected and engaged with teachers, counselors, and other staff when face to face interactions are limited. Families who do not complete the survey will be contacted by a phone call to ensure every family has been contacted. Parents are continually encouraged to email school teachers, staff, and administration.

- **Ensure that LEA leadership is engaged with special education service providers to deliver needed support and resources to educators, learners and families.**

School leadership is engaged with special education service providers to deliver needed services and resources to educators, learners and families to meet the needs of IEP and 504 plans.

- **Research and implement best practices in online special education.**

Educating All Learners has a [website](#) that brings together straightforward accessibility information for the digital educational products educators trust to use in classrooms. This website describes each tool and the product's accessibility features. Products in this library include descriptions and validity badges such as the Learner Variability Certification, Research-Based Design Certification, and the Project Unicorn Pledge.

Instructional teaching strategies for online special education include:

1. Set up an optimal home-based learning environment. Ensure that each student has access to the necessary tools and collaborate with their parents or caretakers. In remote special education, the teacher's role includes coaching. Explain the school's goals, expectations and objectives. Provide written directions or instructional videos. Show them how to set up an effective learning environment and support their kids in the different activities.
2. Determine which IEP goals can be achieved in the remote environment. Refer to the student's IEP for required supports, sensory activities and modifications to help them in the learning process. Devise at-home tools for parents to use to help their child release tension and energy. Map the student's IEP to the available resources and adjust your teaching methods as needed to accommodate individual learning styles.
3. Have regular check-ins with families. Involve them in lesson planning, let them know how the child's IEP has been met and share their progress. Use different modes of communication to accommodate families with challenging situations (email, phone, video chat, text). Consider an on-demand interpreter for caregivers whose first language isn't English.
4. Create home learning activities that resemble the typical school day in the physical classroom. Emphasize structure and routine and provide regular breaks. Try to incorporate the student's therapy sessions, physical activity, sensory activities and life skills. Many practitioners during the coronavirus pandemic are offering teletherapy sessions.
5. Use visual cues like a schedule board. This can be offline and tactile, rather than computer-based. Think about what you use in the classroom and try to approximate this in their home environment. Use brightly colored activity images that act as prompts for students.
6. Harness the latest technology to enhance the virtual classroom experience. There are many digital tools that help to create an exciting multimedia online learning environment. The most popular of these is Zoom, a feature-rich video conferencing platform.  
Other helpful free online resources for online special education instruction include:
  - Flipgrid – Create a topic for discussion and share it with your class. Students can then record short videos to share with their teacher and classmates.
  - ReadTheory – These are personalized, adaptive reading comprehension exercises for kindergarten through high school and ESL students. You assign a passage and the student answers questions.
  - Seesaw – Seesaw is an activity library, with many built-in tools. Teachers can assign activities, which students complete and submit. They get saved in the student's journal.
  - Tate Kids – From the Tate Gallery in the U.K., TATE Kids takes students through the process of learning art, through lessons in art history and creating their own artwork.
  - TED-Ed – This resource from TED.com gives educators access to TED talks, animations and video lessons, organized by subject. Teachers can also create customized lessons.
7. Use metrics and anecdotal evidence to gauge success. Metrics include the number of logins, text messages, parent phone calls, completed class assignments or submissions and discussion posts. Note how the children are responding. Are they enthusiastic and engaged? If not, change how you present the material.

## OPERATIONS

### Component 9: Continuation of School Operations

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

- **Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.**

School operations team consists of team members in facilities, technology, food services, student services, and transportation personnel. These team members will be responsible for supporting the school instructional and operational needs during periods of school closure.

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

Our school leadership team members will communicate the expectations to all school staff employees through a variety of ways. The school leadership team will meet first to review the ICP before hosting a virtual meeting with all staff members. All staff members will be informed of the need to transition to a virtual learning platform. Expectations for lesson delivery will be shared and operational items addressed during the initial meeting. Following this initial meeting with all staff members, a team leaders meeting will be held to support each grade level and department to carry out their roles and responsibilities through the school closure period. Weekly staff meetings will be held and grade support will be provided to ensure fidelity of the ICP. School operation team members (facilities, technology, student services, and transportation department) will support instructional team members during the initial phase of transitioning to a virtual format. The school leadership team will coordinate with the school operations team to identify areas where health and safety issues need to be addressed before students return to campus.

- **Develop and communicate an execution plan to provide food services to students and families in need during school closures.**

Our school will coordinate efforts to distribute food to families on a daily basis to include both breakfast and lunch throughout the school closure period. Information on accessing food services will be communicated in a variety of ways and coordinated by the principal. Text alerts, social media accounts, email blasts, and the school website will host information to inform and advise parents with the most up-to-date information regarding access to food service during times of school closure.

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

Students with IEPs will participate in scheduled Google Meets/Zoom meetings with their ESE teacher. The ESE teachers will reach out to families and set a time with them for when they will work with the student, based on the minutes on their IEP, as well as their goals. Families will be provided a schedule of instructional meetings by the teacher of record. The IEP team will determine whether compensatory services are required, based on data collected, and an interim IEP meeting will be held to address any needs and services on an individual basis.

Teachers will monitor daily student usage and lesson performance. Teachers will complete an assignment tracker for ESE Students which includes plans, outcomes, and contact with parents and students. Teachers will schedule a time with struggling students to provide additional support. Teachers will collaborate with the Support Facilitator to ensure that the student is fully supported.

Support Facilitators will collaborate with grade level teachers and assist in providing accommodations for lessons given to students. Teachers will be responsible for modifying assignments, as appropriate, to meet the needs of the students.

Teacher of record for each ESE student will document contact time with students, all outcomes, progress monitoring data, and concerns on a log, as well as all accommodations provided to the student, and provide this information to the ESE Coordinator and school principal each week. Teachers will include the ESE Coordinator and School Administrator on all communication with families and scheduled meetings. With this level of support in place, should a student continue to struggle, or not make progress toward their goals, an interim meeting will be held, so that the IEP team can discuss the data collected and determine how to amend the IEP, to ensure that the student makes progress and continues to be successful.

Our School will ensure all IEP and 504 meetings continue as scheduled via Google Meets/Zoom. The ESE coordinator and principal will verify instruction from the Support Facilitator to ensure services are being provided. Our School will provide continued communication with parents to answer any questions and ensure any concerns are being addressed immediately. The ESE Coordinator will closely monitor the fidelity being captured by the Support Facilitator, and the teacher, to ensure that the minutes on the IEP are being met weekly, and that the accommodations are being provided, per the IEP, or 504. Families will receive a progress report every quarter, to keep them informed on the progress their student is making toward their IEP goals.

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

Community organizations will be contacted to support our families in need of medical, social and emotional support during school closures. Additional community organizations will be contacted as it is related to specific student family needs in times of personal crises related to financial, housing, and food services.



# COMMUNICATIONS

## Component 10: Emergency and Ongoing Communications

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

- **Identify stakeholder groups within the school community along with the appropriate communication channels for each group.**

School leadership will provide appropriate, clear and consistent electronic communication internally with school personnel, students, families and externally with the local community. The website will be refreshed with the most up to date information on a regular basis and outgoing messages will be delivered via email distribution lists, phone calls, text messages, and LMS communications.

Parents and students will be updated via constant contact, Parent Square app, Class Dojo, website, social media, parent updates, print and phone calls. Board members will be updated via e-mails. Teachers and staff will be updated via in person meetings, Zoom meetings and emails.

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

The principal will oversee all communications and ensure there is a phone tree diagram for relay of content.

Board members will be updated by the regional director and the school principal.

Staff members will be updated by the principal.

Parents will be communicated with by the school leadership and teachers.

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

Communication is critical to operations and continuity. Communication with student families occurs in a variety of ways and must be coordinated by the principal. Text alerts, social media accounts, email blasts, and the school website will host information to inform and advise parents with the most up-to-date information.


Parents are asked to ensure that their child's school has their correct contact information, including a current cell phone number and personal email address

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

The school website will be refreshed with the most current information for all stakeholder groups.

Imagine School at Broward seeks public comment/feedback on the updated ICP through the below Google form posted on our website. The updated Instructional Continuity Plan 2023-2024 is available on the school website and hard copies are available from front office.

## Imagine School at Broward - Instructional Continuity Plan - Public Input


debra.darling@imageschoolatbroward.org [Switch account](#) 

\* Required

Email \*

Your email

Please review the Instructional Continuity Plan on our website [www.imageschoolatbroward.org](http://www.imageschoolatbroward.org). We welcome the public's input on the plan below. You may also email [debra.darling@imageschoolatbroward.org](mailto:debra.darling@imageschoolatbroward.org) with any comments, questions, or feedback. Thank you. \*

Your answer  

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