



CARING & SHARING LEARNING SCHOOL

Instructional Continuity Plan

2021-2022

INTRODUCTION

The leadership and staff of Caring and Sharing Learning School has developed a comprehensive Instructional Continuity Plan (ICP) that outlines steps to support students, teachers, and our learning community in the event a disruption in learning occurs. The 2021-2022 Instructional Continuity Plan shares information and outlines steps relative to how students will continue receiving a quality education in the event there arises a need to quarantine, close for health and safety reasons, or discontinue regular instructional procedures.

The ICP identifies the steps the school will take to ensure students and staff remain actively engaged in the delivery and acquisition of a quality education. The school will utilize technology platforms for remote learning, such as Skyward, Class DOJO, Zoom, and iReady and will provide support to ensure programs are used with fidelity. All platforms and resources will be available through school's online portal(s) currently in use. The use of DOJO and Skyward will ensure students maintain a safe and secure communication method that allows for the free flow of information between teachers and students.

The ICP also provides information about Zoom Video Conferencing, including conference expectations, which is accessible through links posted in Class DOJO. Students currently have access to electronic devices and will be provided information regarding school-based mobile device checkout if needed. Those protocol are also included in the event students need to check out devices for use during quarantine or school closures. Students experiencing technical difficulties with devices loaned, must immediately report the issue to the school at 352-372-1004 or the assigned homeroom teacher for assistance. Teachers and staff are continually offered professional development and support to ensure efficacy. Professional development courses include the use of digital instructional materials and how engaging families in a virtual or blended learning environment. Teachers may also request additional support by contacting the administrative team as needed.

The school's leadership has developed this plan to proactively address disruptions to the learning environment. In the event of school closures, additional information will be shared via phone, email, and on the school's website caringandsharingschool.com.

Curtis Peterson
Principal
Caring and Sharing Learning School



Recognizing families may need flexibility during these unprecedented times, Caring and Sharing Learning School will offer some combination of three (3) learning options if conditions require multiple learning formats. These options include: On-Site Learning, Blended Learning, and Virtual Learning.

On Site Learning

This option restores the traditional school day for students and staff. Students will return to campus and interact in person with teachers and classmates as usual. School breakfast and lunch as well as program related meals will be provided as usual. Face coverings will be required as according to both CDC, District, and/or School Guidelines. Additional health and safety protocols include symptom screenings, frequent and thorough cleaning of classrooms and common areas, increased handwashing and use of hand sanitizer, and limited common area traffic.

Transitioning to Remote Teaching And Learning

Communication is essential to the success of any online learning program. If it becomes necessary to transition to an online learning platform, Caring and Sharing Learning School will utilize email, Skyward, Class DOJO, and/or the phone alert system to maintain contact with all families. All platforms will be accessible through Class DOJO and the school's website caringandsharingschool.com. Skyward and DOJO serve as the learning hub that provides a versatile platform for content delivery, communication, collaboration, and professional development. DOJO is the school's a digital hub used by teachers to post assignments, share content, and deliver material with and without the accompaniment of Zoom lessons and virtual instruction.

The school has purchased the extended version of Zoom to ensure it remains a viable option for students and staff. In the event there is a closure or quarantine, school leaders will also utilize Zoom for: Administrative staff meetings, virtual learning extension activities, virtual professional development, timely communication of updates, tutoring, Exceptional Student Support, and Mental Health Support services. This resource will be used in the event the school, a classroom, or individual students face emergency disruptions due to requirements to quarantine. To ensure continuity of learning for students, all teachers should utilize DOJO, Zoom, and Skyward to access students remotely.

Online or Blended Learning Option

These options serve as a bridge between a student's traditional brick-and-mortar learning environment and a purely digital environment. Designed for families who want their children to return to school but aren't ready to integrate them into the learning environment full-time. Students remain enrolled but learning will take place virtually with the option to return to campus for labs, assessments, and projects. School days will be highly structured, with specific times for students to log on and take part in lessons and activities either occurring in the brick-



and-mortar classroom or in a solely virtual learning environment. Parents will serve as partners in their student's success and work with teachers to support students as learning coaches. Teachers and parents will work together to monitor student progress.

Virtual Learning Option

This option is designed for families who opt to keep their students at home and not return to campus. The virtual learning option offers students the ability to fulfill their educational requirements entirely online. Lessons are taught by teachers who provide instruction via Zoom and staff are available to meet in person or virtually as needed. This option requires leadership approval and a commitment of at least one semester from the family. Attendance is required and traditional grading practices apply. For more information about this option, please contact Mr. Peterson directly at 352-372-1004 or at petersonc1951@gmail.com.

Devices

Students may check out an electronic device to access online/virtual content and resources from the school if no other device has been provided, as a loaner, to the family. Each parent must complete and return a Technology Agreement before receiving a loaner device. All devices are logged, tracked with a security feature, and monitored with an appropriate internet filter. Students will primarily use a school-issued iPad or notebook, if families are in need.

Internet Access

Options for local internet service providers and offers are listed on the school district's website. In the event internet access becomes a barrier to learning, please contact the school directly at 352-372-1004 for additional options. Please note, Public Wi-Fi networks are often available, but they do not always provide a safe and secure connection. When using a public network, your personal information may be visible to others and compromised. The school assumes no responsibility for issues related to public network or internet use. Protect yourself by taking the following precautions:

- Don't enter sensitive information. Do your banking and online shopping at home to avoid exposing yourself to identity theft or credit card fraud.
- Use 'https' (secure) websites as much as possible. While the most frequently visited websites, such as Facebook and email providers, will automatically convert the URL to a secure connection, keep an eye on the URL to make sure. Chrome users can also install an extension that will encrypt your data to make your browsing safer.
- Forget the network. Unless you specify otherwise, your computer or device will likely remember the Wi-Fi network and reconnect to it whenever you are in range. Doing this can leave your information exposed while you're not browsing. Avoid this by unchecking "Connect Automatically" in your network settings.
- Enable two-factor authentication on frequently visited sites. By adding an extra layer of protection (i.e. entering your phone number or selecting an accompanying icon) to any password-protected website, you are effectively reducing the likelihood of a hack.



Content Delivery During Remote Learning

In times of a pandemic some students may be required to quarantine. When a student is not present in class due to quarantine and are well-enough to participate in regular instruction, they will participate in remote learning until they are cleared to return for in-person instruction to ensure learning is uninterrupted.

It is the school's expectation that teachers maintain the flexibility to deliver content to students through the provided digital resources aligned to the course standards/benchmarks. This practice will continue during any future COVID-related school closures or other reasons for student quarantine.

Accessibility for Students with Disabilities

Students with disabilities will be provided the same access to digital devices and curriculum as their non-disabled peers. Student's whose individualized education plans (IEP) include the use of assistive technology support will be provided additional equipment to the maximum reasonable extent possible in accordance with their IEP.

Exceptional Student Support and the MTSS Process

Tier 1: Teachers will provide differentiated and whole group instruction daily for all students. During small group instruction, students will wear a mask and maintain safe distances. While students are in small groups, other students will participate in independent work – to include completing assignments through iStation or in-class/uploaded materials in order to be prepared in the event of an emergency shutdown.

Tier 2: Teachers will provide differentiated instruction in teacher-led small groups based on student performance on identified standards/skills. iStation and other assessment tools will be used for progress monitoring. While in small groups students will wear a mask and maintain safe distances. Whenever possible, materials should be individualized and used by one student. Within small group/Tier 2 instruction, teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and provide enrichment opportunities.

Tier 3: Students needing intensive support to target skill deficits will be instructed in small teacher-led groups. During small groups, students will also wear a mask and maintain safe distances. Students who do not demonstrate proficiency in foundational skills will receive intensive instruction with more opportunities for guided practice, error analysis, and feedback.



Support for students with disabilities, English Language Learners (ELL), and students from low-income families will receive all services and interventions, including therapies, academic tutoring, social services typically provided by our social workers, counseling, social – emotional support, mental health therapies, and free breakfast and lunch. Instructional priority will be given to vulnerable students with the greatest academic need. Students with disabilities whose Individual Education Plan (IEP) indicates additional supports are needed will receive the appropriate services throughout the school year.

Access to Meal Programs

In the event of a school closure, school meal program updates will be provided via the website and through the school's electronic notification platforms.

Expectations for Parents and Guardians

Parents and guardians are their child's first teacher. The partnership between home and school is crucial to student success. Regardless of the option families select, Caring and Sharing values the partnership with each child's family and will strive to continue to make meaningful connections as we work together to overcome these unprecedented times.

If a family opts to utilize a virtual or blended learning option, that family will need to make plans to set aside time during the regular school day for school just as they would during the traditional school day. Parents are expected to ensure students are actively engaged in learning activities and, visible on-camera, at all times unless medically impossible.

Families will need to commit to the quarterly schedule for transitions and monitor virtual learning and digital platforms to ensure students are completing assignments in a timely manner. Additionally, parents will need to make themselves available to communicate with teachers through DOJO, email, or phone as needed. Formal conferences and meetings will be scheduled at mutually convenient times. Skyward and DOJO will allow families to monitor grades, attendance, student records, and communication when students are both in a brick-and-mortar or virtual setting.

As we navigate these times, it is the school's primary goal to ensure students continue to grow academically. We will make every attempt to support families and staff as we travel these uncharted waters. We ask that we remember our plan and programs of support will evolve as conditions change. We thank you for your continued support and partnership in the success of our students, school, and community.

