

Instructional Continuity Plan

For Emergency School Closures



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Superintendent

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Introduction

On rare occasions, it may be necessary to close a school(s) due to weather or other emergency situations. If this occurs, the district will make every effort to ensure that our students' educational opportunities continue while at home.


The *Instructional Continuity Plan* (ICP) will explain how our district has planned to ensure that our students are able to continue their education from home, when necessary.

We will address *Content Delivery*, which explains which resources students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction. *Communication*, which explains how our teachers will communicate with our students during the time they are not in school. *Attendance*, which explains how we will meet Florida law to monitor each of our students' daily work during distance learning.

The district has added information about our plan for parents and students to the district website, located at www.hdsb.org.


This document contains a planning checklist that schools should review in preparation for and in the event of schools closing. The ICP Planning Checklist details the steps administrators should implement immediately and upon receiving notification of school closures.

Content Delivery: Digital Resources for Core Subject Areas

		Core Materials								Supplemental Materials									
		i-Ready	Imagine Learning Math (Algebra and Geometry)	iCivics (Grade 3,4,5)	National Geographic for Kids (Grade K-2)	Mystery Science	McGraw Hill Math (6-12)	Think Central	Newsela	Edgenuity (GAP)	Achieve 3000 (Grades 9-12)	Reading Horizons (Grades 6-8)	FloridaStudents.org	Kham Academy	Math Nation (Algebra and Geometry)	Common Lit.	Mobi Max	Learn 360	Scholastics Weekly Reader
K-5	Language Arts/Reading	X					X	X							X		X		X
	Math	X					X					X			X	X			X
	Science					X		X			X	X					X		X
	Social Studies			X	X			X									X	X	X
6-8	Language Arts/Reading	X					X	X	X		X				X		X		X
	Math	X				X			X			X					X		X
	Science					X		X	X			X	X				X	X	X
	Social Studies							X	X			X					X		X
9-12	Language Arts/Reading						X	X	X	X					X		X		X
	Math		X			X			X			X	X				X		X
	Science							X	X			X	X				X		X
	Social Studies							X	X			X					X		X

Digital resources designated as “Core Materials” have been selected because of their ability to track student progress, provide graded activities, and track time-on-task.

Content Delivery: Digital Resources for Electives and Other Programs

		Increditableart.com	Move to Learn	Musictheory.net	MyCarrerShines	Everfi
K-5	Art	X				
	Music			X		
	Physical Education		X			
6-8	Art	X				
	Music			X		
	Physical Education		X			
	Social Emotional Learning					X
9-12	Art	X				
	Music			X		
	Physical Education		X			
	Social Emotional Learning					X
	CTE				X	

Content Delivery: Standard Curriculum for Core Content

ELEMENTARY (K-5)

STUDENT

i-Ready (Reading and Mathematics)*

- Log into i-Ready through Student ClassLink Portal
launchpad.classlink.com/hdsb
- Complete 45 minutes of instruction in reading and also in mathematics.

Mystery Science (Science)

- Log into Mystery Science through ClassLink Portal
launchpad.classlink.com/hdsb
- Complete one interactive simulation lesson per day

National Geographic for Kids (K-2)

- Visit <https://kids.nationalgeographic.com/>
- Play videos, games, or explore U.S. States.

iCivics (3,4,5)

- Visit <https://kids.nationalgeographic.com/>
- Register as a student: <https://www.icivics.org/login>; complete a game each day.

* Students may be assigned other assignments by teacher through REMIND App..

TEACHER

i-Ready (Reading and Mathematics)**

- Log into i-Ready through Classlink Portal
- Assign lessons to students who do not have i-Ready learning path
- Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)
- Turn on “domains” for those students who have failed lessons and have been locked out

Mystery Science (Science)**

- Log into Mystery Science through ClassLink Portal
launchpad.classlink.com/hdsb
- Discuss Lesson with students during weekly phone conference

S E C O N D A R Y (6-12)

STUDENT

Core Subject Areas*

- Log into ClassLink Portal to complete assignments given by teacher
launchpad.classlink.com/hdsb
- Complete 60 minutes of online instruction for reading, mathematics, social sciences, science

Intervention*

- High school students (9-12) and middle school students (6-8) using Edgenuity for credit recovery and course recovery, respectively, should continue working on those courses, one hour per course
- Middle school students (6-8) using Reading Horizons for reading and mathematics should continue working on their learning paths

Intensive Reading (11th and 12th Grade Retakers Course)*

- High school students will continue to work in Achieve 3000

* Students may be assigned other assignments by teacher.

TEACHER

Core Subject Areas or Intervention**

- Log into ClassLink to monitor student work in your online courses
- Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)

Intensive Reading

** Teachers may elect to direct their students to complete other course specific assignments.

Content Delivery: *VPK*

Pre-K
STUDENTS
<input type="checkbox"/> Log in to Starfall to complete Language Arts, Math and Music Course Work daily for 30 minutes each course (you may break the 30 minutes into smaller amounts of time for your student) www.starfall.com
TEACHER
<input type="checkbox"/> Phone calls weekly to parents/students (at least 2 calls) <input type="checkbox"/> Document call/results on the Teacher Weekly Work Report

Content Delivery: *Exceptional Student Services*

ESE (Pre-K – 12)
TEACHER
<ul style="list-style-type: none"> • 504 Case Manager, ESE Support Facilitator, and ESE Consult Teachers <ul style="list-style-type: none"> <input type="checkbox"/> Phone calls weekly to parents/students (at least 2 calls) <input type="checkbox"/> Document call/results on the service log <input type="checkbox"/> Collaborate weekly with the general education teachers <input type="checkbox"/> Collaborate and direct assigned paraprofessionals to assist (at least 2 calls & paras can assist and read materials)
<ul style="list-style-type: none"> • ESE VE Teachers <ul style="list-style-type: none"> <input type="checkbox"/> Phone calls weekly to parents/students (at least 2 calls) <input type="checkbox"/> Document call/results on the service logs

<input type="checkbox"/> Collaborate and direct assigned paraprofessionals to assist (at least 2 calls & paras can assist and read materials)
<ul style="list-style-type: none"> • Teachers of Hospital/Homebound Programs <ul style="list-style-type: none"> <input type="checkbox"/> Services provided virtually and by phone calls <input type="checkbox"/> Document call/results on the service log
<ul style="list-style-type: none"> • Occupational Therapy <ul style="list-style-type: none"> <input type="checkbox"/> Therapist will be available for communication with parents and students through the Remind application. <input type="checkbox"/> A fine motor, visual motor, and functional strengthening activities list will be posted. **This list includes general activities parents can complete with their child to improve these skill areas. <input type="checkbox"/> Links to appropriate and useful websites/apps with available worksheets and activities will be posted. <input type="checkbox"/> If parents are in contact with therapist and would like activities specific for their child's needs, it will be provided. <input type="checkbox"/> A weekly message will be sent to parents and students who are on the Remind app. This Remind will include that the therapist is available for questions and activities specific to their child. Therapist will be available to review goals and progress with parents as needed. <input type="checkbox"/> The weekly Remind message will be documented in Accelify and/or the service log. <input type="checkbox"/> If specific communication is provided that will be documented through Accelify.
<ul style="list-style-type: none"> • Gifted <ul style="list-style-type: none"> <input type="checkbox"/> Notification to students through the Remind app to let them know gifted teacher will be contacting them individually and as a group through the app to provide assistance and support as they work on their gifted enrichment activities.

- Activities will include working on the Duolingo app or website, the Brain It On app, and any other activities that may be assigned to students either over the phone or through the Remind app.
- For students who are on consult, contact monthly either over the phone or through the Remind app.
- All contact will be documented through the Remind app and anecdotal notes on the service log.

- **Speech and Language**

- Flyers containing suggestions for Speech/Language activities that parents can do with their children at home will be posted on the district website.
- Information regarding Speech and Language Disorders and helpful websites containing activities and/or worksheets will also be posted.
- Notification to the parents of the students via the Remind app to let them know that contact with them will be individually and/or as a group through the app. SLP will be available to parents/students **through the app as well as Holmes District email. Information will be posted** weekly on the Remind app which will include a reminder that SLP is available to parents, and if they would like activities specific to their child's IEP goals, they will be provided. This will be documented through the Remind app or email and the services log.
- For students who receive Speech/Language therapy services on a consultative basis, SLP will make contact monthly with their classroom teacher through Holmes District email. This will be documented through email or a consult log.

- **Behavior/Mental Health**

- Phone calls weekly to parents/students
- Document call on the service log
- Possible tele-therapy or office visit available

- **Physical Therapy**

- Individual home plans will be mailed to students
- Phone calls weekly to students/parents
- Document calls/results

- **Pre-K**

- Phone calls weekly to parents/students (at least 2 calls)
- Document call/results on the service logs
- Collaborate and direct assigned paraprofessionals to assist
- TATS shared Miami-Dade County's resource flyer which will be posted on the website.

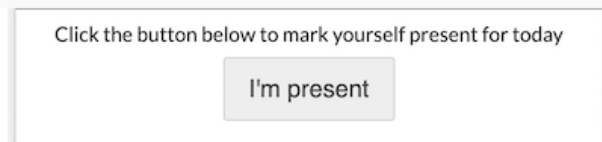
Communication During School Closure

- Please use our Holmes County District App and School Websites to keep up to date on district and school announcements. You can download our Holmes County District App from your phones App store by searching Holmes County School District.
- Please add the REMIND App to your phone. Teachers will be sending assignments through the REMIND App.
- Teachers will be using Zoom Room to set-up weekly conferences with students. How to join the Zoom Room conference will be sent out to your student using the REMIND App. Teachers will be able to teach lessons during the conferences.
- At any time, you can contact your student's teachers through our district email. Our teachers' can be emailed directly from each school's website by clicking on Faculty & Staff.
- Teachers will be contacting your home weekly to check in with our students and parents to answer questions and help with assignments.

Student Attendance During Distance Learning

Florida schools are required by law to keep a daily attendance records of all of our students. During this time of distance learning our records of attendance will not be the traditional attendance marked daily by our teachers. Your child may demonstrate attendance at any time of the day, in a number of ways included, but not limited to one of the following:

- Logging in to our online student system, FOCUS at <https://hdsb.focusschoolsoftware.com/focus/> and clicking on the attendance tab daily. Each student has a username and password to login to FOCUS. Please contact your student's teacher if you need your login information.



- Logging in to ClassLink at <launchpad.classlink.com/> to access and work in your online courses
- Sending an email or message in REMIND to your teacher stating that you are completing paper based assignments
- Engaging in a phone call with your teacher or other school employee stating you are completing paper based assignments
- Picking up paper based work packets during meal pick-up and delivery

Students working on paper based packets will be considered in attendance if they check in with their teacher(s) at least once over a three day period. Teachers will document the student's attendance at that time.

ICP Planning Checklist

Implement Immediately

- Share this plan with teachers
- Distribute the Initial Connection Call to all teachers to make contact with their students
- Ensure that teachers know how to login to ClassLink and assign lessons
- Ensure that teachers know how to login to REMIND App
- Ensure that teachers know how to login to Zoom Room to set-up conference with students
- Ensure that teachers know how to create PowerPoints to continue classroom instruction.
- Ensure that teachers know how to login to i-Ready to monitor student progress (elementary/middle)

Implement Upon Receiving Notification of Closure

- Direct students, parents and staff to Holmes ICP Plan on district website www.hdsb.org
- Teachers should inform students of their online learning assignments and digital resources that are available to them during the school closure and how to use REMIND App and Zoom Room.
- Teachers should notify the school principal of any student that does not have access to a cellular device or internet service. Plans should be made immediately on how these students will receive their paper packets of school work. Parents can either come to schools during food pick-up times to receive work packets or they can meet their student's bus on the days that food deliveries are made.

After Closures

- Implement contingency plan
- Teachers make weekly phone calls to students and keep accurate records of the phone call
- Teacher monitor student work online and through phone conferences
- Teacher provides at least one Zoom Room video conference per week for students (keep accurate records of attendance)
- Teacher's follow ICP schedules and complete weekly work forms
- Teachers continue to post grades in FOCUS based on students at home assignments

Teacher Weekly Schedule During Distance Learning

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1ST	PHONE CALLS	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	PHONE CALLS & MEETINGS
2ND	PHONE CALLS	CLASS SESSION	CLASS SESSION	CLASS SESSION	PHONE CALLS & MEETINGS
3RD	PHONE CALLS	CLASS SESSION	CLASS SESSION	CLASS SESSION	PHONE CALLS & MEETINGS
4TH	PHONE CALLS	CLASS SESSION	CLASS SESSION	CLASS SESSION	PHONE CALLS & MEETINGS
5TH	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
6TH	PHONE CALLS	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	PHONE CALLS & MEETINGS
7TH	PHONE CALLS	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	OPEN VIRTUAL OFFICE/HOMEWORK HOTLINE	PHONE CALLS & MEETINGS

Initial Connection Call Template

Student Name: _____

Initial Call Date: _____

Time: _____

Phone number(s) attempted: _____

Spoke with: _____

Ask to speak to parent if they do not answer. If all else fails, speak to student (if student is of age to comprehend the discussion and answer questions accurately.)

Say something like this to begin the call: As you are aware, school is currently closed due to the governor's order regarding Coronavirus. In order to be proactive, we'd like to ask you a few questions if you have a moment. We know everyone is worried about getting their kids back in school as soon as possible, and we are, too. Right now we don't have any further information on when school will resume, but we'd like to take a few minutes of your time and gather some information which can help us in planning should the governor extend his order and also ensure we have the most up to date contact information on your family so you get communication in a timely manner. As of right now, students are expected to return Monday, March 30th.

First, we'd like to know what is the best phone number to contact you at. _____

Is there an alternate number or numbers you'd like us to list?

What's the best time to call you during the day? _____

Do you have an email address you use regularly we could email you at?

Does your family have internet access at home? _____

How would you rate the quality of your internet service – good, fair, or bad? _____

If for some reason student learning needed to be supported at home, do you have a device your student could use? (mark all which apply)

_____CELL PHONE _____IPAD/TABLET _____COMPUTER/LAPTOP

How many school-age children do you have in your home, and how many devices do you have your student could utilize during the school day?

Are there any special needs your family currently has, such as food or emotional concerns we could possibly help with?

Teacher's Weekly Work Report for Week of _____:

Work:	Monday, Date:	Tuesday, Date:	Wednesday, Date:	Thursday, Date:	Friday, Date:
Phone Conferences Held (List Student Name, Time, Notes from Conference:					
Lessons Created:					
Zoom Conference Held:					
Individualized Instruction Planning (List Students and brief plan):					

**Holmes County School Board
 Exceptional Student Education
 ESE CONSULTATIVE SERVICES LOG**

Student _____ Student Number _____
 Course Name/Number _____
 Course Teacher _____ Consulting Teacher _____

SERVICE OPTIONS CODES: A - U are referenced at the bottom of form.

Date of Consultation _____ Interventions used this month:
 A B C D E F G H I J K L M N O P
 Q R S T U Other: _____
 _____ Interventions working - continue current interventions
 _____ Interventions added (code & explanation)
 _____ Interventions deleted (code & explanation)

Comments: _____

Date of Consultation _____ Interventions used this month:
 A B C D E F G H I J K L M N O P
 Q R S T U Other: _____
 _____ Interventions working - continue current interventions
 _____ Interventions added (code & explanation)
 _____ Interventions deleted (code & explanation)

Comments: _____

Date of Consultation _____ Interventions used this month:
 A B C D E F G H I J K L M N O P
 Q R S T U Other: _____
 _____ Interventions working - continue current interventions
 _____ Interventions added (code & explanation)
 _____ Interventions deleted (code & explanation)

Comments: _____

Date of Consultation _____ Interventions used this month:
 A B C D E F G H I J K L M N O P
 Q R S T U Other: _____
 _____ Interventions working - continue current interventions
 _____ Interventions added (code & explanation)
 _____ Interventions deleted (code & explanation)

Comments: _____

- Codes:
- | | |
|--|---|
| A - Increase in instruction/testing time | L - Adaptive Materials |
| B - Decrease in instructional time | M - Facility adaptation |
| C - Variation in instructional methods | N - Equipment Modification |
| D - Use of special communication system by teacher | O - Additional time to complete assignments |
| E - Use of special communication system by student | P - Interpreter |
| F - Pass materials used by regular teacher | Q - Tape recorded lectures |
| H - Behavior Management Plan | R - Provide recorded text |
| G - Modifications of course assessment procedures | S - Variation in testing environment/location |
| I - Consultation Services | T - Peer Tutor |
| J - Notetaker | U - Other (specify) |
| K - Adaptive Equipment | |

**Holmes County School Board
Exceptional Student Education
COLLABORATION DOCUMENTATION LOG**

Student's Name: _____	Student Number: _____
Date of Collaboration _____ Personnel Involved: _____ _____	Date of Collaboration _____ Personnel Involved: _____ _____
What Was Discussed _____ _____	What Was Discussed _____ _____
Date of Collaboration _____ Personnel Involved: _____ _____	Date of Collaboration _____ Personnel Involved: _____ _____
What Was Discussed _____ _____	What Was Discussed _____ _____
Date of Collaboration _____ Personnel Involved: _____ _____	Date of Collaboration _____ Personnel Involved: _____ _____
What Was Discussed _____ _____	What Was Discussed _____ _____
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What Was Discussed _____ _____	What Was Discussed _____ _____