Instructional Continuity Plan: Hillsborough

Academics

ICP Component 1: Leadership and Planning

Specify LEA 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

LEA Response:

The Instructional Continuity Plan (ICP) for Hillsborough County Public Schools (HCPS) is a joint effort among every department in the district. The ICP cross-functional planning team is comprised of Cabinet members who will gather necessary information from staff to implement into the ICP. The district leadership team that is responsible for the implementation of the plan include: Chief of Staff, The Deputy Superintendent/Chief Academic Officer, Chief of Operations, Chief of Schools, Chief Communications Officer, Chief of Human Capital, Chief of Equity and Diversity, Chief Technology Officer, Chief of Transformation Network, Chief of Innovation, and Chief of Federal Programs, Grants and Administration. The three guiding principles that inform the plan include: • Ensuring the safety and wellness of students and staff; • Delivering high-quality instruction to students regardless of delivery model; and • Providing parents flexibility and choice in instructional delivery models. The ICP is triggered by any event that might disrupt traditional classroom learning. It is imperative the ICP is in place so uninterrupted learning may continue. The overall goal of the ICP is the seamless continuation of education for all district students. That means every learner will have access to a teacher, whether it's face-to-face or through virtual learning. Every learner will have access to a device so that they may participate in virtual education. The critical success factors (CSF) that will determine the success of the effectiveness ICP are: CSF 1: Consistent and timely communication to all stakeholders; CSF 2: Number of meals served to students and families in need in accessible locations districtwide; CSF 3: Student access and usage of technology devices to include utilization of the learning management system, Canvas; CSF 4: Teacher access and usage of technology devices to include utilization of Canvas; and CSF 5: Consistent measurement of student progress in every instructional model. The specific action plans that address the CSFs are located in the component detailed throughout this document. The ICP serves as a fluid blueprint in the event the district needs to put an action plan in place. Each department will use the ICP as its guide to ensure learning continues. The first step will be making sure HCPS is in communication with each learner and their family to understand how the ICP can best serve them. From there, the priorities will be making sure learners are fed, their mental and emotional needs are met, and they have a device with which to continue learning. In Hillsborough County Public Schools, the district's aim is to serve the WHOLE student — which also includes addressing their physical and emotional needs. Evaluating the effectiveness of the ICP will be gauged by communication between the family and the school, as well as the efficient manner in which the needs of each learner are met. The Assessment

and Accountability Office, utilizing the critical success factors as a guide, will conduct the evaluation of the ICP. The data elements below will be evaluated for each CSF to determine the effectiveness of ICP: CSF 1: Analytics of district wide parent communication utilizing Parent Link and PeachJar CSF 2: Student Nutrition Services (SNS) Meal Tracker System CSF 3: Clever login usage hours, Canvas analytics, and the computer inventory database CSF 4: Clever login usage hours and Canvas analytics CSF 5: Continuous progress monitoring assessments to include K-5 Reading and Math: iReady, Baseline and Midyear: 6-10 Reading, 6-8 Math, Algebra, Geometry, U.S. History, Civics, Grades 5 and 8 Science, and Biology

ICP Component 2: Curriculum Resources and Digital Content

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

LEA Response:

The goal of the remote learning program for HCPS is to provide a seamless instructional experience for students regardless of how they are accessing instruction. The eLearning program during the 20202021 school year provided an excellent base to continuously improve remote learning strategies. The goals, outcomes, and instructional strategies are aligned with the instructional critical success factors: CSF 3: Student access and usage of technology devices to include utilization of Canvas; CSF 4: Teacher access and usage of technology devices to include utilization of Canvas; and CSF 5: Consistent measurement of student progress in every instructional model. In 2019, Hillsborough County worked through an RFP process to identify a potential new Student Information and Learning Management Systems (LMS). The district vetted each candidate, and solicited feedback from all levels of stakeholders. After analysis of that feedback, Canvas was the clear choice and was selected as the preferred LMS. HCPS signed a contract with Instructure (Canvas' parent company) and deployed the LMS during the summer of 2020. The Canvas Lead Monitoring Team consists of members from both the Academic Services, Hillsborough Virtual K-12, and the Information Technology Services Department. The cross-functional Canvas Lead Monitoring Teams consists of, but is not limited to the following members: • Chief Technology Officer • Assistant Superintendent of Curriculum and Instruction • Assistant Superintendent of Teaching and Learning • General Manager of Technology • Application Manager of Technology • Supervisor of Technology Training This team meets weekly with Canvas to monitor performance and make adjustments as necessary. Additionally, each school site has a Canvas Champion who collaborates with district staff to improve teacher understanding of the platform and

make recommendations for improvement. The district is committed to providing ongoing training and professional learning for veteran employees as well as new hires. Beginning in the summer of 2020 and continuing to present day, the Professional Development (PD) department offers both face-to-face and virtual training on the basic functionality of the Canvas system, as well as how to use it directly in instruction to improve student outcomes, increase engagement, and make learning accessible to both students present in class and those who are quarantined. New hires to the district are trained on these strategies, as they are embedded in the New Teacher Training Program required for all new instructional staff. The following trainings are offered, both virtually and face-to-face, each semester for teachers in supporting the use of Canvas: • Canvas for Teachers K-12 • Canvas for Administrators K-12 • Creating Effective Canvas Homepages • Designing Effective Professional Development in Canvas • Designing Technology Infused Lessons in Canvas • Enhancing Instruction with Embedded Content in Canvas • Introduction to Canvas Design The following courses are offered, both virtually and face-to-face, to improve teacher's ability to integrate technology into instruction. These courses all include how to use the tools/methodologies in conjunction with Canvas: • Amplify Student Voice with Flipgrid • Changing the Game with Nearpod • Creating On-Demand Instructional Content • Empowering Instruction with Khan Academy • Exploring the Hillsborough Technology Ecosystem • Gamify the Classroom with OneNote and Breakout EDU • Implementing Technology for Students with Disabilities • Incorporating Technology in Elementary Literacy Instruction • Incorporating Technology in Secondary Literacy Instruction • Introduction into Coding • Introduction to Social Media in Education • Microsoft Innovative educator (MIE) Teacher Academy • Minecraft: Education Edition • Monitoring Student Progress with Digital Assessments • Presenting Dynamic and inclusive Content • Teaching with Technology 101 • Using MyOn in the Elementary classroom HCPS is dedicated to allowing ample planning time for teachers and instructional staff to become familiar with digital content to be used within the LMS. All curriculum and materials, including adoptions, are analyzed for compatibility for seamless content transfer to Canvas. The Curriculum Supervisors develop and post lessons into the Canvas LMS for teacher use with students. These lessons are created two months in advance and teachers can import them into their academic courses for review. Additionally, during weekly early release days, teachers have time to review these materials and attend open "office hours" with district Canvas experts for just-in-time supports if they have questions.

ICP Component 3: Professional Learning

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.

LEA Response:

HCPS is dedicated to providing leaders and instructional staff multiple opportunities to determine actual needs regarding their professional learning. The PD department reviews each school's Relevant Aligned Data and Results Driven (RADAR) PD plan and chart the Instructional Priorities. The RADAR plan is developed by principals each year to address the emerging PD needs at their schools based on teacher input and student data. Then, the team looks for trends across the areas and the entire district. The team uses this information to plan district-wide for PD. The district also implements the Insight survey. On that survey, teachers are asked to analyze their Professional Development needs. The team receives a summary chart for every school in the district and is able to determine the PD needs at each school, versus the PD they are receiving. Regional Superintendents collaborate with principals and determine PD needs in each building based on walk-through data and teacher feedback. This information is relayed to the PD department to determine next steps. Next steps include individual meetings with schools to discuss effective site-based training based on their site's unique needs. When the district sees trends or patterns across schools, it schedules district-wide Professional Development to address the need. The district offers professional learning opportunities for school leaders and staff at times that will align with their schedules. In many schools, common planning time is built into the master schedule. This enables teachers of like grade levels or content to plan together. Teachers could also use this time to engage in professional learning, especially self-paced options in Canvas. The district also schedules trainings at a variety of days and times, including after school and on weekends, to accommodate all adult learners. In addition, trainings are scheduled in a variety of learning modalities, including face-to-face, virtual and blended learning. Trainings are designed with adult learning theory in mind and they allow teachers to learn about new content and then practice in a safe and collaborative learning environment. When teachers attend a course offered through the Professional Development department, they are asked to complete an implementation form. This form asks teachers to determine how they will integrate the newly learned skills and strategies into their classroom practice. A copy of the form is provided for the teacher and a copy is sent to the principal for their records. This enables principals to monitor the implementation as they conduct walkthroughs in their buildings. In addition to the array of virtual and face-to-face professional learning opportunities offered to instructional staff, HCPS holds monthly leadership professional learning sessions for all principals and assistant principals in the district. The topics chosen for the leadership sessions are strategically aligned to the district's instructional priorities, aligned to the focus for the monthly district meetings held for school-based coaches, subject area leaders, and department heads in each core content area. This streamlined approach to professional learning from the district, to the principal, to the coach, and on to the teacher allows for a stronger and more cohesive implementation of the district's instructional priorities. Following each professional learning session, a survey is sent to all participants to gather feedback to adjust the topics/and or format of the following month's meeting. HOPS assesses the effectiveness of professional learning efforts in multiple ways. First, teachers self-assess the extent to which they feel they benefitted from the Professional Development. Teachers and staff rate the effectiveness of the Professional Development, its applicability to their role and responsibilities, and the effectiveness of utilizing the intended tools in daily practice. At the building level, administrators rate the extent to which they see specific "look-fors" implemented at their site. This is completed via classroom walkthroughs and recording the data into a tracking spreadsheet to look for building-wide trends and patterns. District staff monitors implementation and transfer of skills. Teacher evaluation data and student achievement data are also used to determine effectiveness of specific trainings. As a result, the trainings are revised to better meet the needs of teachers and positively impact student achievement.

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.

LEA Response:

With the shift to remote learning or a hybrid model, schools must evaluate and adapt the methods and practices of instruction. Some traditional methods can be modified for remote or hybrid learning but other practices will be new in a remote or hybrid model. In the event the Instructional Continuity Plan is implemented, the district will disseminate the Instructional Technology Survey to all educators to gage their comfort level with remote or hybrid learning, their level of expertise, and their training needs. Since the implementation of the LMS, Canvas, educators have a consistent tool to deliver instruction through any method. The Instructional Technology Survey results will be analyzed to identify which teachers have extensive background in these delivery models and which will need more help. The educators with the most experience and comfort with these models will share their expertise by ways of Professional Development with newer or less experienced teachers in monthly content meetings. During the pandemic, many of teachers taught only by remote, so their comfort level is beyond those who taught in more traditional settings. Additionally, educators with a more technical background may more easily adapt to virtual learning platforms. Knowledge of virtual/hybrid teaching practices can be gauged by whether the educator: • Understands the connection between the instructional frameworks and the eLearning materials; • Prepares digital learning tasks that require critical thinking skills and are aligned with grade appropriate standards; • Develops differentiated assignments for below and above-level learners; • Creates lesson plans that utilize a variety of technology and multimedia resources; and • Plans for small group eLearning instruction based on knowledge of content, resources, and students. In order to be an effective educator while transitioning to virtual/hybrid learning, educators must also make sure they communicate well with students and families, maintain accurate records, and continue to grow and develop professionally. Educators will be required to: • Attend and actively participate in virtual grade-level PLCs; • Maintain a system for tracking outreach to students; • Respond to all emails, phone calls, and texts from all stakeholders in a timely manner; • Communicate regularly about instructional expectations; and • Participate in professional development related to online learning to develop new skills and enhance instruction. If a teacher or administrator is having difficulties reaching a student, the district has produced effective outreach strategies to help contact that learner or their family. These strategies include: • Call and text all numbers listed in EdConnect with a personalized message; • Email

families using all emails listed in EdConnect; • Connect through social media accounts created specifically for a class; • Collaborate with team members to see if a student has siblings whom they have been able to contact; • Divide and conquer when departmentalized and split lists of students for outreach with colleagues; • Include ELL DRT if assistance is needed with translation; • Utilize communication through Canvas; and • Utilize incentives for participation. Guidance, resources, and training on best practices listed above occur within our Professional Development Systems and content area trainings. Specific documents that support best instructional practices through differentiated delivery methods include: • HCPS Digital Tips and Tricks, PreK-5 (see attached) • Secondary Digital Tips and Tricks (see attached) • Smart Start Guiding Document (see attached) • Elementary Schedule for eLearning (see attached) • MS-HS eLearning Sample Schedules (see attached) • Effective Outreach Strategies (see attached) • eLearning Instructional Best Practices HCPS (see attached) • How to Access K-5 Quarantined Instruction Assignments (see attached) • Instructional Guidelines for Quarantined Students (see attached) The professional learning trainings are differentiated and flexible through virtual, face-to-face, hybrid options that are offered at different times to meet the needs of all teachers. The effectiveness of the delivery methods will be assessed through the CSF 5: Consistent measurement of student progress in every instructional model as evaluated by the Assessment and Accountability Office. HCPS personnel will utilize the districts K-12 Progress Monitoring Dashboard, which displays each student's most recent assessment data. Students found to be performing below grade level will be targeted for tiered interventions and supports.

ICP Component 5: Parent and Family Support

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, are being supported in keeping with the requirements of IEPs and other educational specification documents.

LEA Response:

When it comes to implementing the Instructional Continuity Plan, one of the greatest obstacles is making sure each student/family in the district has the necessary supports at home. Each school will send out an annual survey to their families asking if they have the necessary technology at home for

their student to facilitate remote learning. The families that are unreachable through email will be called personally to find out this information. The families are asked what technology they have at home, and whether it's sufficient for each of their learners. The Information Technology Division will collect the pertinent information and utilize its regional personnel to distribute devices and internet hotspots where needed. Printed materials may be necessary for students with limited internet access and plans will be in place for the production and distribution of such print materials. When the ICP is enacted, the district will provide clear guidance for families and students when it comes to virtual learning. Parents and guardians must: • Make sure the student understands the work expectations for eLearning; • Maintain a daily routine around school and schoolwork; • Keep in touch with teachers on a regular basis and let them know if the child is experiencing specific challenges; • Talk to the child regarding how they are feeling during this stressful time; • Perform check-ins with the child regarding academics. This includes checking their Canvas course(s) to ensure the options chosen are appropriate; • Seek assistance from school staff for emotional or mental health if needed; • Reach out to the teacher or Student Services Staff, such as the school counselor, with any changes that may impact the child's success so supports can be created; • Pick up instructional materials for eLearning. Schools will contact parents if this is the case; • Create a distraction free learning environment at home that is conducive to learning utilizing "Creating a Distraction-Free Learning Environment: Tips for Students & Families." (see attached) Traditional accommodations for those students with IEPs and 504 plans may need to be reimagined in a remote learning environment. The district will ensure that students with disabilities also have equal access to the same opportunities as general education students, including the provision of a Free and Appropriate Public Education. To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. In cases where the services and/or supports in an IEP must be aligned with the distance learning environment, the IEP team will create a Temporary Distance Learning Plan. This plan will act as a temporary supplement to the student's IEP in order to clarify services and supports needed for the student to participate in the eLearning programs being used by HCPS. The ESE Department will work closely with school staff and families to provide access, services, and supports to students with IEPs through distance learning. The ESE Department will provide resources, tools, and Professional Development to support ESE teachers and related service providers to support the provision of services during distance learning. Communication and collaboration with parents is critical to the success of students. ESE teachers, specialists and other school staff will utilize phone calls and virtual conferences to communicate with students and families about student progress, accommodations and required supports. Parents are an important member of the IEP team and to allow for the full participation for parents and students, IEP teams may meet virtually. The English Language Learners Department will support school staff and families to ensure services to English Language Learners (ELLs). ELLs, including refugees and other immigrants, racial, and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services (Rule 6A-6.0908, F.A.C.). All written and oral communication between a school district's personnel and parents Of current or former ELLs will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible. Additional personnel are utilized to ensure services are being met. In addition to classroom teachers, the role of the ESOL resource teacher and paraprofessional is to build teacher capacity to support ELLs in both virtual and non-virtual learning environments. This should occur by assisting their implementation of effective instructional strategies, differentiation of instruction, and best practices for ELLs through job-embedded support in order to accelerate and ensure meaningful and comprehensible

instruction for ELLS. The ESOL resource teacher will assist our teachers, students, and families in the following ways: • Assist teachers with developing language goals for their ELLs. • Assist teachers in developing alternative assessments for ELLs to ensure comprehension of vocabulary, skills and content. • As needed, provide individualized WIDA student plans or conduct data chats regarding ELLS.

• Assist teachers with troubleshooting technology questions by students and families. • Provide translation of instructions on teacher developed lessons. • Clarify difficult concepts or content by providing supplemental resource linkages, developing video shorts, etc. • Support school sites by assisting with the distribution of technology resources and non-virtual study packets. HCPS supports the WHOLE student and mental health is a top priority. Student Services staff will continue to work with students and their families to support students' social, emotional, mental, physical, and behavioral health. The district will collaborate with stakeholders to assist with academic and behavioral difficulties, develop interventions, and monitor the student's response to interventions. There will be a focus on multi-tiered system of supports to deliver evidence-based mental health care assessment, intervention, treatment, and recovery services to students when a need is identified.

ICP Component 6: Technology and Technical Support

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 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.

LEA Response:

HCPS continues to work toward generating continuity plans that serve the specific needs of the district. As such, the Information Technology Services (ITS) department plays a significant role in planning and execution of any continuity plans; however, the ITS department recognizes that input from the academic and administrative business departments throughout the district is critical to creating and maintaining an extensive and comprehensive set of plans. From the ITS department, membership for the planning process will include, at a minimum: • Chief Technology Officer • General Manager • Applications Manager • Customer Experience Lead • Department Manager of IT Operations • Department Manager of Network Infrastructure Planning and monitoring sessions for the district's business continuity plan (BCP), including instructional continuity plan (ICP), and disaster recovery plan (BRP) are conducted

monthly. ITS at HOPS recognizes that the overall technology infrastructure is lacking due to the age of the technology which may result in crashes or other service disruptions. ITS is currently working on a modernization plan that would provide a more robust technology infrastructure for our students and employees. Some of the current and upcoming activities are: • Replacing aged student devices and increasing overall device count to a 1:1 ration (ongoing); • Rebuilding the wide area network (WAN) that provides data transmission between all of the buildings in the district. This is currently being addressed through a request for proposal (RFP) and the start date of the work would be July 1, 2023; • Replacing the local area network (LAN) technology that provides the data connectivity within our schools. An RFP will be publicly submitted for bidding during 2021; • Replacing/increasing the internet access (IA). ITS will continue to monitor the available bandwidth and overall utilization and efficiency of the infrastructure. Along with the above-mentioned items, ITS will seek to supplement or enhance the technology infrastructure once specific utilization thresholds are crossed. The ITS team is working toward a 1:1 initiative for student devices, and anticipates to hit a 1:1 goal by the start of the 2023-2024 school year. Funding from a variety of sources has been, and is being, earmarked for the purchase of student devices in an effort to achieve the 1:1 goal. Strategic outlook for this goal would be to maintain the devices on a 4-year lifecycle program, with additional purchases as needed for student enrollment growth. All student devices are portable, and it is anticipated that students should use these devices in and out of the classroom. Until the time the district is 1:1 technology, each school will send out an annual survey to families to determine individual technology needs. The survey will determine the number of devices each family will need loaned to them as well as internet access needs. That information will be stockpiled at the individual school site and the district will ensure each school has enough devices to provide their learners for virtual learning. The district will ensure that devices provided support the digital curriculum and complies with FAPE. HOPS maintains Children's Internet Protection Act (CIPA) compliance and provides additional content filtering through the use of two different products. HOPS maintains a firewall, with next-generation firewall capabilities including content filtering. This is to ensure that the majority of traffic inbound is appropriately filtered, and the firewall uses categories to determine if the traffic is categorized in an acceptable category and approves or denies transmission to the end user based on the result. In addition, HOPS utilizes an endpoint filtering application that is loaded on the individual machines. This application examines traffic that generates from the device to determine if it should be forwarded along, and serves as a second line of defense for inbound traffic, should the firewall not categorize traffic properly. The ITS team has been undergoing a reorganization and modernization, partly due to the focus on eLearning at the beginning of the pandemic in March 2020. As such, the ITS team has identified roles needed to support technology in a remote learning model and reallocated personnel accordingly. For example, the ITS team now focuses more energy on the customer satisfaction component, ensuring that technology personnel are available to answer questions and support a remote learning environment. ITS delivered more than 40,000 new Chromebooks into the hands of our students, along with another 30,000+ devices that were mobile and able to be removed from the classroom. ITS ensured that the was a mechanism to support those devices, from ensuring CIPA compliance, to delivering software content and updates. Much of what was put in place still exists today and is being expanded on to ensure that the classroom environment remains as agile as possible. As part of its continuity planning, ITS is also evaluating, and recommending for purchase a new data backup and recovery solution, as well as services for restoring our compute environment to ensure continued operations. ITS is awaiting approval of funding for improving the overall infrastructure, including network cabling and switches, intra-district connectivity, and connectivity to the Internet and other remote locations. This work is planned for the next two to

three years and will greatly improve the district's overall ability to sustain the learning environment and business operations in the event of a disruptive event or outage.

ICP Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs; Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure; Include an executive summary of the LEA's current security posture; Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

LEA Response:

HCPS follows the framework of the National Institute of Standards and Technology. While this serves as an overarching framework, HCPS utilizes the components of the framework that provide the greatest benefit to the district. As it relates to the business continuity and incident response plans, HCPS is in the process of reviewing and updating its business continuity plan and incident response plan. Both of those plans are living documents and need to be updated frequently. HCPS currently maintains business continuity plans supporting the critical systems necessary to maintain functionality of the district for academic and administrative purposes. HCPS will take steps to ensure that updated plans exist and have components specifically focused on our overall instructional environment, including traditional classrooms and online learning. The last significant update to the business continuity plan was in 2019; however, newer systems being currently implemented will force a rewrite to accommodate the changes necessary to maintain continuity. The BCP relies on the ability to recover critical systems if necessary or utilize processes on other systems or via alternative methods (manual processes) to ensure critical business functions remain operational. The district will be performing full-blown continuity tests (real-world not table-top) when it goes live with the new ERP and SIS applications over the next 2 summers. The BCP is maintained by the IT organization and supports the administrative systems and processes within the organization. For the purpose of the ICP the specific details of security components will not be revealed in this document. The district hopes that it is understood that in the wrong hands, the details of the district's cybersecurity effort exposes potential weaknesses and would allow threat actors to focus on specific products, policies, or procedures to look for limitations and exploits that they could use to their advantage. The district's security posture and platforms will be expanded upon in a conversation if required. The district recognizes that cybersecurity is a critical concern and poses a significant threat to the financial stability of our district and the future of our

students. Cybersecurity policies and procedures will be outlined in conversation if required. Per the previous statement, the district reserves the right to withhold specific items in digital form if there exists a potential for misuse. The actions and plans relating to the district's cybersecurity efforts continue to be updated as the threat landscape changes. HCPS will provide further details in conversation if required; however, digital submission would present a potential opportunity for threat actors to capitalize. Table-top exercises are planned to be incorporated into upcoming incident response meetings to ensure readiness of the team and accuracy of the plan. Updates will be generated after each test, as well as The district maintains follows a multi-layered approach to cybersecurity. It engages in a number of educational activities with our staff and students as it relates to recognizing potential threats. The district also communicates frequently with its constituents as to alert to know threats or to provide basic reminders to be vigilant. The district utilizes a number of software applications and hardware appliances to monitor, record, and assist in the mitigation and remediation of potential threats. The district does limit the access given to BYOD, ensuring that production systems are not on the same network as BYOD and that access to BYOD is primarily for browsing the Internet. The district continues to work toward providing increased layers of security without negatively impacting overall usability of key systems. The district is currently building out a dedicated cybersecurity team, and it will be the charge of that team to identify the future of incident responses and maintaining an appropriate security posture for the district. The team will be responsible for software and hardware purchases relating to cybersecurity as well as creation and revision of cybersecurity-related procedures. Once the district has the dedicated cybersecurity team in place it will look to provide the school board and district administration with frequent updates as to the district's security posture and to any known or potential threats. The cybersecurity team is anticipated to be fully staffed prior to the close of the calendar year, with key positions currently being interviewed for.

ICP Component 8: Engaging Students with Limited Access

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

LEA Response:

Communicating and engaging students with limited access is a top down approach. The Office of Communications disseminates the ICP throughout the district and the community. In turn, each school reaches out to each of its learners to determine which students need additional technology and resources in order to continue in a virtual learning environment. Each teacher and support staff member compiles a list of resources and digital content that is not internet dependent and can assist students learning from home. The school leadership engagement plan is implemented where each teacher communicates on a consistent basis with each of their students and families in order to ensure needs are being met. In addition, the school leadership teams utilize psychologists, social workers, and nurses for wellness checks and communication. The school teams use the district student tracker to maintain records of students who are contacted and supported. The teacher and school are responsible for gathering the resources to best assist each student. The district's goal is to provide continuity of Exceptional Student Education (ESE) services and supports in alternative ways during any extended school closures/eLearning while promoting continued progress and inclusion in the general education curriculum or through access points. Each student with a disability is provided the special education and related services identified in the student's IEP developed under the IDEA, or a plan developed under Section 504. In some exceptional circumstances, services may be delayed or altered based on student need during any extended school closures in which distance/remote learning is necessary. This decision is made in coordination with parents and the IEP team. The ESE Department works closely with school staff and families to provide access, services, and supports to students with IEPs or 504 plans during extended school closures when distance/remote learning is required. The ESE Department provides resources, tools, and professional development to support ESE teachers and related service providers to support the provision of services in the distance/remote learning environment. Listed below is a sampling of the resources/tools ESE teachers and related service providers have access to in order to best support the unique needs of their students. The resources/tools support Universal Design for Learning (UDL) and can be customized to meet the needs of individual students. • Office 365 • Microsoft Accessibility Tools • Microsoft Accessibility Tools within Windows 10 • Access to Audio and Digital Educational Materials • Learning Ally Teachers share announcements, lessons, assignments, and activities via the Canvas Learning Management System in alignment with the district's eLearning Contingency Plan. Parents and students access their lessons through the Canvas Learning Management System, and training is provided by the district to reintroduce families to the distance/remote learning format.

ICP Component 9: Continuation of School Operations

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 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.

LEA Response:

HOPS is aware that every department in the district is impacted by an extended school closure. However, on the Operations side, the Student Nutrition Services (SNS) and Transportation Services will be heavily utilized in order to support learning continuity through remote teaching and learning. The district created a Grab-and-Go meal distribution system to help feed students through school closures and remote learning. About half of the schools throughout the district are set up with the necessary SNS personnel and they create Grab-and-Go meal bags for learners. Every Monday, Wednesday and Friday families can drive through and pick up a bag filled with breakfast and lunch for the necessary amount of days. To prevent fraud, the district also created a state-of-the-art Grab-and-Go meal tracker system to track the student IDs and make sure each family was getting the appropriate number of meals. The district's mission is to ensure that eligible children within the community receive proper nutrition during breakfast and lunch hours. Because not all families can drive to a school in the middle of the day for meal pick-up, the Transportation Service department is utilized to deliver Grab-and-Go meals to certain areas so students can walk and pick up their meals. Transportation Service employees are also crucial in the delivery of devices to schools and in setting up internet hot spots in certain areas of the community. Even though SNS staff and Transportation Services staff are the most highly utilized during a school closure, all staff within the Operations Division is expected to continue work responsibilities whether in-person or remotely. In some cases, departments within the Operations Division can more easily accomplish tasks when schools are closed. For example, the construction management team may be able to execute large projects when a site is empty. Other Operations team members, such as accountants or project managers, do not have a decreased workload. Operations staff also work closely with the ESE Department to assist in transporting resources to learners with disabilities. This includes, but is not limited to, technology for the visually impaired, technology for students who are hard of hearing, as well as transport services for learners with physical impairments. During times of school closures, the HOPS also utilizes community partners to help support learning continuity. Long-standing community partners such as the Bullard Foundation and the Caspers Company have always pitched in with time, money and volunteers. Additionally, during the shutdown in 2020, local cable providers stepped up to offer free hot spots for the most needed areas in the district.

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 learning continuity plans on the school or LEA website leading up to and throughout the duration of extended school closures.

LEA Response:

In the event the Instructional Continuity Plan must be implemented, communication of the plan and each of its aspects will be key under the leadership of the district's Chief of Communications and the Superintendent of Schools. HCPS will communicate to the following stakeholders: • School Board • Principals • School Staff • Families • Community • Students Each stakeholder subset will be communicated with via Blackboard Parentlink, emails, phone calls and texts from the district. The district will also utilize social media and the news media to deliver each message. The main communication channels for each stakeholder group is as follows: • School Board: Phone call, text, email, Parentlink • Principals: Teams call, text, email • School Staff: HCPS website, Parentlink, email, Teams, Canvas, social media • Families: HCPS website Parentlink, Peachjar, Canvas, social media • Community: HCPS website, news media, social media • Students: HCPS website, Parentlink, Canvas, social media The Office of Communications coordinates with schools the schedule of communications and the delivery of information. The Superintendent sends out the first communication and then each school supports the message with further details for their specific families. Each school's administrative team leads the coordination of communication by sending phone calls, emails, and Parentlink. The school based communication plan is implemented based on the information dispersed from the Superintendent and Communications Department. The school principal at each site utilizes their school-based team to implement the ICP. The responsibilities of school-based personnel in communication include the primary message from the principal to their faculties. The teachers' role is to inform their students and parents/guardians of pertinent information. Support staff answers questions and manages calls coming to the school site. The assistant principal, guidance counselors, psychologists, social workers, ESE specialists, ELL specialist, and coaches assist teachers with students who need extra support and/or home visits to ensure all students and families receive the important information. The guidance for stakeholders and information of the ICP will be located on the district website. The ICP will be published prominently on the district website www.HillsboroughSchools.org and each additional communication will be published on the home page. For items that are urgent, the district will publish a banner across each school website for more immediate attention and action. For items that are indirectly related to the school closure (i.e. Quarantine Resource Center materials), the district can create an additional landing page with information pertaining to the subject