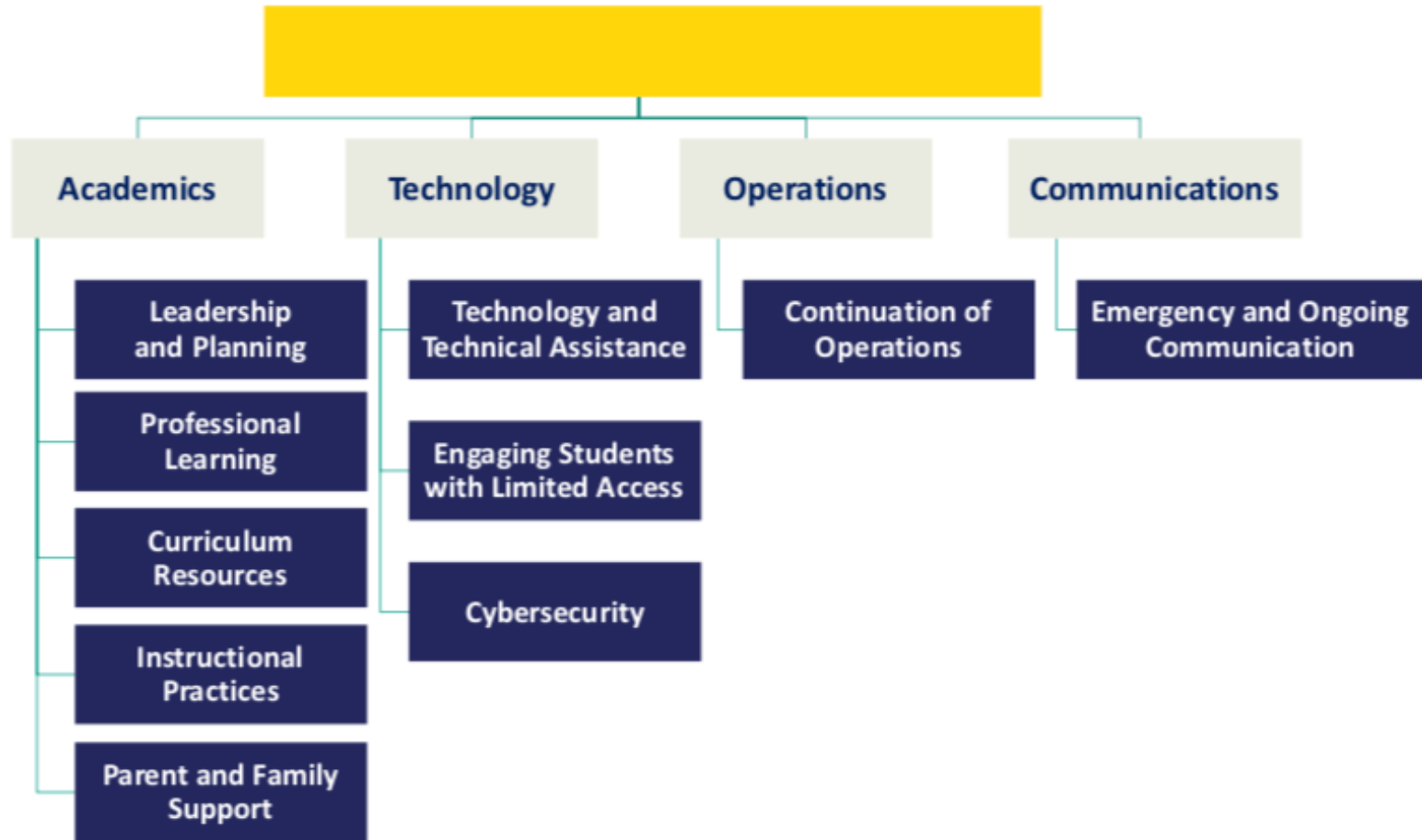


## OFFICE OF ACADEMICS

# Instructional Continuity Plan & Mathematics Instructional Materials Adoption K-12

# The Instructional Continuity Plan Framework



## Academics

### Component 1: Leadership and Planning Rationale/Best Practice

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- ▶ The LEA must have a cross-disciplinary leadership team representing all aspects of school operations
- ▶ The team must determine the five W's of the ICP:
  - ▶ What?
  - ▶ Who?
  - ▶ When?
  - ▶ Where?
  - ▶ How?

## Academics

### Component 2: Curriculum Resources and Digital Content Rationale/Best Practice

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- ▶ LEAs must ensure that curriculum resources are available and accessible for all core content and electives and all learners and leverage existing resources.
- ▶ When students' digital access is limited, alternate curriculum delivery systems must be provided.
- ▶ The LEA must select a learning management system (LMS).
- ▶ There must be ongoing monitoring of the LMS to ensure it is functioning optimally.
- ▶ There needs to be a consensus on whether/how content will be provided through self-paced learning, teacher-guided learning, synchronous learning or asynchronous learning.



## Academics

### Component 3: Professional Learning Rationale/Best Practice

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- ▶ The migration to a virtual learning environment required many educators to acquire new or additional skills. LEAs should determine the learning needs of these educators.
- ▶ Professional learning opportunities must be continuous.
- ▶ Learning opportunities should include a focus on both the tools and best instructional practices in a virtual and/or hybrid learning.

## Academics

### Component 4: Instructional Practices Rationale/Best Practice

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- ▶ With the shift to entirely remote (and/or hybrid) learning, instruction had to be reimagined.
- ▶ The curriculum remained in most cases, but to effectively deliver instruction, teaching strategies significantly changed.
- ▶ Teaching practices should effectively incorporate technology tools and techniques.



# Academics

## Component 5: Parent and Family Support Rationale/Best Practice

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- ▶ Parents and families of learners will need supports on a many levels, including the following:
  - ▶ Devices, high-speed internet access and training to use them appropriately, students
  - ▶ Guidance on overseeing student learning
  - ▶ Supports for families of special populations (e.g., ESE, ESOL, homeless, etc.)
- ▶ In addition to academics, LEAs should also make provisions for the resiliency of students and their families during extended periods of at-home learning.



## Technology

### Component 6: Technology and Technical Assistance Rationale/Best Practice

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- ▶ The choice of which hardware, software and platforms used to engage the learning community will be key to the success of any online learning transition.
- ▶ Selecting products and systems that can handle the demands of the school system is critical as is engaging the proper training for teachers and students on using the tools available.
- ▶ Support for users is critical so that issues can be resolved quickly to provide consistent access to users.

## Technology

### Component 7: Engaging Students with Limited Access Rationale/Best Practice

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- ▶ Printed materials may be necessary for students with limited internet access and plans should be made for both their production and distribution.
- ▶ Digital content that isn't internet dependent (such as DVDs or USB drives) will also offer these learners the chance to develop the skills they need to progress.
- ▶ Traditional accommodations for those with IEPs and 504 plans may need to be reimagined in a remote learning environment.
- ▶ LEAs must determine how will these students remain connected and engaged with teachers, counselors and other staff when face-to-face interactions are limited.



# Technology

## Component 8: Cybersecurity Rationale/Best Practice

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- ▶ LEAs should develop and integrate their cyber and information security plans, strategies and necessary cybersecurity controls to ensure continuity of learning in remote and in-person learning environments.



## Operations

### Component 9: Continuation of School Operations Rationale/Best Practice

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- ▶ Planning for instructional continuity will require a close look at these aspects of the school operation with a clear focus on safety and security for school staff, learners and their families.
- ▶ School counselors will need to be engaged to plan how to deliver instruction and services that meet the requirements of students' established IEPs and 504 plans.
- ▶ Partnerships with existing and new community connections may be necessary to continue to provide much needed services to the learning community, e.g., Department of Health, Emergency Management Services, etc.

## Communications

### Component 10: Emergency and Ongoing Rationale/Best Practice

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- ▶ Communication is critical to any educational enterprise. When face-to-face interaction is limited, it is important communication lines remain open for school personnel, learners and their families.
- ▶ School leadership must develop plans for a manner in which they will communicate internally with students and staff and externally with families and the local community.
- ▶ Communication is critical to any educational enterprise. When face-to-face interaction is limited, it is important that lines of communication remain open for school personnel, learners and their families.
- ▶ School leadership must develop plans for a manner in which they will communicate internally with students and staff and externally with families and the local community.





## American Rescue Plan and Instructional Continuity Plan/Safe Return to School



### Broward County Public Schools American Rescue Plan

The American Rescue Plan's Elementary and Secondary School Emergency Relief Fund (ARP ESSER) supports efforts to get students back in the classroom safely for in-person learning, to safely keep schools open once students are back, and to address the social, emotional, mental health, and academic needs of all students. This funding is being used to help schools safely operate, implement high-quality summer learning and enrichment programs, hire nurses and counselors, support the vaccination of students and staff, and invest in other measures to take care of students.

Please see Broward County Public Schools' American Rescue Plan presentation and executive summary below. We welcome all BCPS parents, teachers, staff and community members to provide input via the survey link.

[American Rescue Plan - English](#)

[American Rescue Plan - Spanish](#)

[American Rescue Plan - Haitian Creole](#)

[American Rescue Plan - Portuguese](#)

### Instructional Continuity Plan/Safe Return to School

The Florida Department of Education (FDOE) is committed to ensuring continuity of the instructional and learning support services provided to communities when standard operating procedures are disrupted due to emergency situations. To mitigate the educational impacts during an emergency or pandemic, the FDOE developed an Instructional Continuity Framework that consists of ten components, each of which has a series of development activities. These components have served as guidance resources for Broward County Public Schools to develop and refine our own ICP.

Each district was required to develop and make publicly available, its plan for the safe return of in-person learning in the Fall of 2020 and an instructional continuity plan that continues to be enhanced. The development of these plans was before the enactment of the American Rescue Plan Act and the Interim Final Rule. Each LEA must update its reopening plan or instructional continuity plan to meet the requirements of the Interim Final Rule. The Interim Final Rule indicates, "[i]n determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account."

[BCPS Instructional Continuity Plan](#)

[Survey for ICP Public Input](#)

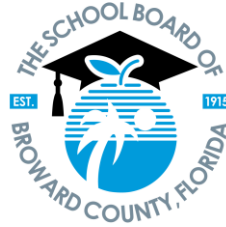


# Mathematics Instructional Materials K-12 Adoption

## Feedback

- We are currently in the process of the Mathematics Instructional Materials Adoption for K-12.
- Student materials are now available for community review.
- If you would like to view the products being considered for this adoption and/or provide feedback, you may do so by logging into <https://bit.ly/BCPSmathadoption>.
- Physical copies of these instructional materials for students are also available for community review at three locations: Gulfstream Early Learning Center, Lauderdale Manors Early Learning & Family Resource Center, and the Title I Parent Outreach Center. They will be available for review until the adoption is finalized in April.





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