

Bay Haven Charter Academy Inc. Continuity Plan 2021-2022

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

Response:

Bay Haven Charter Academy Inc. Cross-functional Planning Team:

Michael McLaughlin, Principal K-12, Nelson Stephenson, Principal K-8, Nakia Morris, Assistant Principal, 6-12, Allison Crum, Assistant Principal.K-8, Misti Gibbens, Assistant Principal K-5, Anita Orrill, IT, Patricia Eidson, Instructional Specialist, Stephanie McLaughlin, Instructional Specialist, Brittany Lewis, Instructional Specialist, Rebecca Selhorst, Teacher/Coach, Debra Davis, Guidance Counselor, Michelle Murray, ESE Teacher, Kelly Phelan, Ancillary Services, Laura Adams, CFO, and Larry Bolinger, CEO

This team consists of administrators from each school and Bay Haven Charter Academy Inc. staff. Team membership is subject to change.

Identify desired outcomes or goals of the ICP.

Goals:

Maximize access to remote learning to reach all students and address the needs of families who are unable to utilize remote learning.

Provide guidelines for all stakeholders to ensure consistency, structure, and predictability.

Focus on independent, differentiated, and flexible tiers of instruction to address the needs of all students.

Position schools for success in providing effective instruction in a remote learning environment focused on standards-based instruction.

Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goal

Critical Success Factors:

1. Leverage existing tools, resources and networks to support student access and teacher capacity to implement a successful remote learning system.
2. Establish communication structures and protocols that enable communication between and across stakeholder groups.
3. Set clear expectations for remote learning focused on technology, usage, and priority learning standards.
4. Provide consistent teaching frameworks and strategies for teachers, including instructional materials.
5. Establish additional support measures to meet individual academic and non-academic needs (Students with disabilities, social emotional needs, 504 plans, ESOL, and other identified needs)

Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.

Remote learning will be offered at the Bay Haven Charter Academy Inc. level or individual school level under the following circumstances:

- a. A catastrophic event that impact school/s closure
- b. An order and/or guidance from state regarding closure

Action Plan

CSF 1:

In preparation for a possible school closures to ensure every student can access instruction anytime anywhere, the following steps will be implemented annually:

- a. Inventory available technology for all students and staff.
- b. Survey families to identify access to the internet, devices, and remote learning needs.
- c. Provide continuous training to all faculty and staff on the effective use of Canvas (6-12), Google Classroom (K-5) and the integration of all digital tools to provide high quality instruction and support in a remote learning environment.

- d. Throughout the school year provide opportunities for all students K-12 to complete lessons utilizing both Canvas (6-12) and Google Classroom (K-5) to promote a smooth transition to remote learning in the event of school closure.
- e. Offer training for families on the effective use of technology and digital resources to maximize learning.
- f. Develop a plan for addressing students' instructional needs who do not have internet access.

CFS 2:

Establish communication structures and protocols to enable communication between and across stakeholder groups.

- a. Determine tools and channels to communicate to students, staff, and families.
- b. Develop outreach to families/guardians for consistent check-ins.
- c. Develop outreach to staff including instructional and non-instructional staff.

CFS 3:

Set clear expectations for remote learning by establishing guidelines for technology, usage, and learning priorities focused on effective instruction and student achievement.

- a. Create and communicate clear instructional expectations for teachers and staff.
- b. Create and communicate clear instructional expectations for families and students.
- c. Develop routines for teacher development and support.
- d. Set boundaries for work times.
- e. Determine and implement plans for tracking attendance, work completion, progress tracking, and evaluation.

CFS 4:

Provide consistent teaching frameworks and strategies for teachers, including curricula materials.

- a. Create lesson planning guidelines for teachers.
- b. Identify high-quality core content that will be used for all learners based on grade level and subject areas.
- c. Create a list of online digital curricula materials available to teachers and provide professional development on implementation.
- d. Develop ways to differentiate support based on students' strengths and needs in a remote learning environment.

CFS 5:

Establish additional support measures to meet individual academic and non-academic needs (Students with disabilities, social emotional needs, 504 plans, ESOL, and other identified needs).

- a. Leverage existing plans and documentation to support individual learners (IEPs, MTSS plans, 504 plans, ESOL plans)
- b. IEP teams and MTSS teams meet to develop plans and communicate with families and students.
- c. Establish non- academic priorities to support all students and identify a support team to focus on planning for and responding to a student's well-being.

Develop a process for evaluating the effectiveness of the ICP.

The following process will be used to evaluate the effectiveness of the ICP:

- a. Survey all stakeholders utilizing the Cognia remote learning surveys.
- b. Monitor progress using established assessments (i.e. NWEA, Dibels, EasyCBM)
- c. Monitoring the effective implementation with established protocols for reviewing lesson plans, evaluating teacher performance, student attendance and achievement data.

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.

Response:

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

Maximizing access to remote learning to reach all students and positioning schools for success in providing effective instruction in a remote learning environment focused on standards-based instruction are two primary goals BHCA Inc. has established. Providing LMS systems, establishing a monitoring system, focusing on staff professional development, and providing adequate planning time is essential to successful implementation of the ICP.

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

All BHCA Inc. middle and high schools will require all students to be equipped with a personal computer device (laptop or tablet). Individualized access to technology will enable a much deeper and more regular integration of technology in the learning process and provide teachers with improved data collection and assessment capabilities. Additionally, BHCA Inc. purchased a cloud-based Learning Management System (LMS), Canvas. Canvas brings together all of a school's digital resources into one space that is easily accessible by instructors, students and families on campus or through remote access. Canvas further provides instructors with a new wealth of online resources through Canvas Commons, a learning object repository, which makes available thousands of additional lesson, unit and web-based resources from individual educators and schools across the Canvas platform. All teachers in middle and high school will implement Canvas as their online learning platform; allowing entire units, individual lessons, homework, feedback and response, and even artifact submission to take place through the LMS. Teachers will be required to utilize Canvas to assign classwork and home assignments on a weekly basis to ensure a smooth transition in the event schools must close.

All K- 5 BHCA In. Elementary schools will use Google Classroom. Google Classroom is a free web-based platform that integrates students' G Suite for Education account with all G Suite services, including Google Docs, Gmail, Google Calendar and Google Meet. Google Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized. Additionally, the online curriculum and other digital programs are easily integrated for student access.

All schools use Clever. Clever is a digital learning platform, which provides a place for resources, messaging, and analytics. With single sign-on, everything is one click away for students, families, and educators. It works the same at school and at home. All staff and students are assigned a school google account.

All textbooks purchased provide both print and online student and teacher editions along with the ability to make assignments and access resources. Supplemental

programs that are aligned with our formative assessment NWEA and state standards are available to our students K-12. These programs provide both online and print materials and are used to remediate, provide intervention, and enrichment based on the identified needs of the student.

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

A cross-functional team consisting of members of IT, administration, elementary teachers, secondary teachers, and instructional specialists selected by the CEO will be established. The team will meet quarterly to monitor the performance of Canvas and Google Classroom and make recommendations if warranted for improvements and modifications.

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

Bay Haven Charter Academy Inc. recognizes that students can only benefit when evidence-based modes and models of instruction are delivered with fidelity, and in a fully-resourced setting. Each Haven school's budget has been developed to focus on the purpose and direction of the school and reflects a primary focus on high quality instruction, learner engagement, and outcomes. All staff participate in ongoing job embedded professional development to ensure students receive high quality instruction. BHCA Inc. has three full-time and one part-time instructional specialists to identify, plan, implement and monitor professional development to meet the individual and differentiated needs of the instructional staff. Professional development is provided throughout the year in the effective use of digital platforms, integration of technology, and high effect strategies. New hires attend a three-day orientation during the summer and are assigned a mentor coach who meets with them on a weekly basis. The instructional specialists and mentor/coaches provide support to ensure all instructional staff can provide high quality instruction both face to face and remotely. All staff have been trained on how to use Canvas and Google Classroom. Training is ongoing and based on identified needs.

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.

BHCA Inc. teachers currently utilize Canvas (6-12) and Google Classroom. Instruction using technology will be integrated into the classroom and special areas of instruction. K-5 schools will utilize shared laptop, Chromebook, and tablet carts at a minimum, weekly. Some home assignments and in class assignments will be required using

Google Classrooms K-5 and Canvas 6-12. All students will be enrolled in Google Suite and can communicate with instructors and one another using their student Gmail account. Instructional staff will maintain active communication with up to date information about classwork, homework, upcoming projects and additional support resources using Canvas and Google Classroom. Integrating classroom assignments and homework assignments will prepare teachers, students and parents in the event of school closure and a move to implementing the continuity plan. Teachers will be provided support through BHCA Inc.'s instructional specialists and school-based mentor/coaches.

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.

Response:

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

Bay Haven Charter Academy Inc. will survey leaders and instructional staff at the beginning, middle, and end of the school year to determine professional development needs.

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

All teachers will be provided training on the LMS systems during the pre-services and new teacher orientation sessions prior to the start of the new school year.

Professional learning opportunities will be offered throughout the school year for school leaders and instructional staff. Time for professional development will be scheduled during Pre-planning days, planning periods for PLC work weekly, scheduled coaching days, and days set aside for professional development. Opportunities for leaders will

be provided at weekly meetings with the CEO, targeting Haven's initiative focused on curriculum. Additionally, leaders will attend a scheduled three-day retreat during the summer.

Provide for implementation of professional learning for educational staff.

Professional learning will be varied based on information gathered through surveys, needs identified through teacher evaluation, and identified school improvement focus based on analysis of school data. Delivery will be offered both in person and online. Bay Haven Charter Academy Inc. will work to ensure the professional learning opportunities are relevant and engaging. Successful implementation of professional learning requires a mindset that we are all learners, and when we improve, our students improve. BHCA Inc.'s focus is on creating a culture where educators work together to problem solve, set goals that are data driven, and establish norms so they can focus on the work in an efficient and timely fashion. Leadership provides the support and time needed to build the knowledge and skill set needed to effectively implement and embed the practices or strategies learned. A professional development menu will be developed that offers multiple professional development offerings available to teachers and covers topics such as navigating their remote classrooms, exploring best practices for distance learning, and improving communication and collaboration with colleagues and students.

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

The effectiveness of professional learning will be assessed through the use of surveys, monitoring implementation through classroom observations, interviewing participants and seeking feedback, and analyzing student achievement data.

ICP Component 4: Professional Learning

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.

Response:

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

Survey educators to identify their level of experience and expertise in online and hybrid teaching to identify the need for training.

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

The survey used to identify educator needs relative to online and hybrid teaching experience and expertise will be utilized to determine which teachers have extensive background in the 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.

Bay Haven Charter Academy Inc. will utilize the instructional specialist and identified expert teachers to develop a professional development menu that identifies professional development that is differentiated to meet the needs of teachers focused on effective instructional practices in a remote learning environment for teachers who need help onboarding these practices. The menu will include multiple professional development offerings available to teachers and cover topics such as navigating their remote classrooms, exploring best practices for distance learning, and improving communication and collaboration with colleagues and students. Expert teachers will be recruited to provide coaching and support based on individual needs.

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

Professional learning around best practices and technology integration will be implemented as stated in component three. Professional learning will be varied based on information gathered through surveys, needs identified through teacher evaluation, and identified school improvement focus based on analysis of school data. Delivery will be offered both in person and online. Bay Haven Charter Academy Inc. will work to ensure the professional learning opportunities are relevant and engaging. Successful implementation of professional learning requires a mindset that we are all learners, and when we improve, our students improve. BHCA Inc.'s focus is on creating a culture

where educators work together to problem solve, set goals that are data driven, and establish norms so they can focus on the work in an efficient and timely fashion. Leadership provides the support and time needed to build the knowledge and skill set needed to effectively implement and embed the practices or strategies learned.

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

The effectiveness of delivery methods will be accessed quarterly using the NWEA assessment and surveys of staff, students, and families. Each school currently and will continue to implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and will use the results to guide continuous improvement. Schools will triangulate data from several sources and analyze to make instructional decisions and assess the effectiveness of classroom instruction. Classroom teachers will utilize data to monitor student progress and make recommendations regarding remediation, intervention, and enrichment as indicated. Formative assessments will be conducted on a frequent basis to maintain and monitor the teaching/ learning process. Data team meetings will be held regularly.

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.

Response:

Identify the household technology capabilities and needs of students and their families to assess the ease with which they can shift to a remote learning model. (Note: This may be done annually.)

A survey will be sent to families annually to identify household technology capabilities and needs to ensure a smooth transition for both the family and student if a shift has to be made to remote learning.

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

The following avenues of communication will be utilized to ensure effective two-way lines of communication are established with parents and families:

Email: Parents, teachers and students will utilize email to communicate with each other. Eblast and group emails to provide important information from administration.

Video Conferencing: Teacher to parent and teacher to student. This method of communication is to be used for academic purposes only. Communication should take place only during school hours or within reason before or after school.

Phone: Teacher to parent and teacher to student. This method of communication is to be used for academic purposes only. Communication should take place only during school hours or within reason before or after school.

BHCA Inc. and schools' websites

Facebook and Facebook live- Weekly and/or daily updates from administration

Remind App

Provide guidance and direction to students, parents and families on how to create distraction-free learning environments at home that are conducive to learning.

A section on the schools' websites which will include guidance documents for students, parents and families including how to create distraction-free learning environments.

Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.

In the event of a school closure all services will be provided to ensure all students identified that need special services are provided with those services remotely based on IEP, 504, ELL, and MTSS plans.

- Students who have an IEP will receive specialized instruction to meet their unique needs based on their identified disability to ensure access to the general curriculum through accommodations so that the student can meet the same academic standards as his/her nondisabled peers and to ensure progress toward meeting IEP goals and objectives.

- Elementary school students with disabilities will be scheduled into an inclusion class if warranted. The inclusion class provides students with the least restrictive environment, while providing them with support needed to succeed. Inclusion classes have a lower teacher/pupil ratio, a full time paraprofessional, and a certified ESE teacher who provides support services. If a student has resource minutes on their IEP, the ESE teacher provides the specialized instruction outside the general education classroom in a small group or one to one.
- Middle and High School students will receive specialized instruction in an intensive general education classroom based on their identified disability and need. These classes will have a smaller teacher/pupil ratio, a paraprofessional. ESE teachers will work with students one to one and in small groups based on identified needs.
- Services for students with speech and language disabilities will continue to be provided by the speech/language pathologists on staff at each school site. Schedules will be developed in coordination with the classroom teacher.
- Students with 504 plans will receive the accommodations as outlined in their 504 plans.
- Student progress will be monitored on all students with an IEP Plan, 504 Plan MTSS or the ESOL criteria. A meeting will be initiated if any student isn't making adequate progress utilizing the problem-solving process, have a plan created, implemented and monitored. A decision-making team will consist of the student's teacher/s and other personnel determined appropriate i.e. ESE teacher, school counselor, instructional coach, etc.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

Wrap Around services will be provided during remote learning as needed as follows remotely:

- Students requiring specialized behavioral, educational, social or family services will be identified and referred by administrators, teachers, and/or parents/caregivers to the guidance department, which includes counselors for elementary, middle school, ESE and military family specialists.
- To support student achievement, the school will offer an array of frontline services to students, families and teachers. Haven schools employ school counselors, who serve as the frontline resource to teachers, parents, and students when academic, physical, social, and emotional issues surface; including a military family specialist to address the significant minority of military-connected children at Haven schools and their unique needs. Counselors will provide services that include individual or small-group counseling, problem-solving, MTSS (Multi-Tiered System of Support), scheduling, referrals, locate needed resources, and assessment. Students and families will be made aware of the breadth of services available through the school's web page,

student and teacher handbooks, e-blasts, and direct outreach. Haven schools have access to the Bay District Mental Health Team. If outside services are deemed needed by the counseling team, a Community of Care referral will be submitted and the BDS Mental Health Team will help students/families locate appropriate resources. Additionally, school psychologists, occupational/physical therapists, and social workers will be available to consult with teachers, students and parents on an as needed basis.

- Exceptional student education teachers, speech and language pathologists, paraprofessionals, and MTSS support staff will be in place to provide services to students with special needs. The MTSS Leadership team serves to identify students who need intervention, develop a plan and meet monthly to review data to determine if the intervention is working. The team will include the classroom teacher, school counselors, an administrator, ESE teacher and an academic resource person when needed who will collaborate to develop a customized plan for identified students. Decisions are made on an ongoing basis in regard to interventions. Paraprofessionals are employed at every grade level to provide support. Personnel are employed as academic and behavioral interventionists.
- A school nurse oversees health technicians at each Haven school. Identified students have health plans developed by the nurse based on individual needs. The nurse provides training to all staff regarding health and safety in the schools. Health technicians are on site daily to provide for the health needs of all students. Consultation will be provided during remote learning on an as needed basis.
- Haven schools employ full-time Safety Resource Officers (SRO's) as local law enforcement representatives. The officers ensure physical and material safety through crime prevention, but equally importantly, student socio-emotional well-being through education, informal counseling/mentoring and the development of positive relationships with at-risk or justice-involved children and families in the school community.
- Each school has a Multi-Tiered System of Supports (MTSS) team. MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", through academic, behavioral, social and emotional services. This team will be utilized to address the needs of vulnerable populations both academic and social/emotional on an individual basis.
- The MTSS team will meet monthly or bi-monthly to review data and discuss individual students to develop an intervention plan focused on the students' individual identified needs. Each plan will be unique to the individual student. FRONTLINE is an online system used to house the student plans, conference

notes, and progress monitoring data that is updated monthly and weekly as indicated in the plan to monitor student growth. Student academic growth will be monitored and changes to instruction are made if the student isn't making adequate progress.

- Multiple data sources will be reviewed focusing on every student who does not make adequate progress using the problem-solving process. Notes will be taken and updated at each meeting which will be referenced during the decision-making process. Decisions will be made, a plan developed with established goals, support and materials identified, and a baseline established for monitoring progress. Both screening measures and diagnostic assessments will be administered to identify specific areas of weakness to target for instruction in the area of need. If chronic absenteeism, behavioral issues, social/emotional issues, or specific executive functioning skills are identified as a factor that is impacting academic achievement, an intervention plan is developed to address that area as well.
- Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents. Teachers of ESE, ELL and homeless students will work with parents to develop a contingency plan to support special student populations through distance learning. IEP meetings can be done through parent phone calls or video meetings.

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.

Response:

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

The technology staff members who will be key to the ICP planning process will include the Director of Technology, the Network Managers, and the system manager.

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

NBH has one circuit with WoW for internet access and a second circuit to BDS as a backup should the Wow Circuit fail. It is a manual process to switch over if needed. BayHaven has only one WoW circuit and no redundancy. With the increase of devices on our network, we took the initiative to increase our bandwidth to reduce any problems that may arise during testing periods or peak usage hours. Our CIO/System Admin also talked with a few network professionals and decided to increase the number of access points found throughout the campuses. We are now working towards installing APs in every room rather than having a staggered approach. This will help increase the amount of devices allowed onto each AP and alleviate some issues with outside interference. Due to the nature of remote learning, we also enhanced our subscription for the G Suite so that users can utilize more functions with Google Meets.

Response:

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);

Surveys will be conducted at the beginning of each year to determine which students and families are in need of internet access. If a student doesn't have their own Chromebook, the parent could obtain a hardship form from our school's website. Our principal approved the rental of a chromebook for the year at a reduced rate. If the student was unable to afford the rental fee, the IT offices located on our campuses would loan the student a device for the duration of the year without cost. For those

without an internet connection or living in a rural area with a poor connection, a hotspot from Verizon was offered. This was a simple to use device that allowed the student to complete their assignment from most locations. The only caveat with these devices is that the user needs to be able to obtain a decent cell phone signal. Currently all Haven schools provide 1:1 in grades 2-12 and anticipate adding K-1 by the end of the 2021-2022 school year.

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

We recently upgraded our internet filter to a more robust system called Palo Alto. This is the same solution that BDS has implemented as well.

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

Director of IT, IT staff, systems administrator, and school administrators.

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.

Response:

We currently have the following framework. Cisco ASA 5525-X firewalls and

Crowdstrike Next Generation Anti Virus system. Priority will be given to restoration of premise-based safety and communication systems first. This will be followed by restoration of operationally-necessary administrative business systems, restoration of instructional technology components and restoration of non-essential administrative business systems. All of our applications are cloud based. If we had any type of security breach within the school's network, it should not affect the student's ability to continue to virtual education. Every year our faculty and staff are trained on these common practices to prevent cyber security threats to our organization. Our education practices include details about probable issues related to spam, phishing, social engineering, and mainly focusing on suspicious emails. If a member of our staff, faculty, or student comes across a suspicious email, they are asked to refrain from opening any attachments or following any links. The email should be reported to the proper outlets where the IT staff can investigate and possibly black list the sender.

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.

Response

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;

Teachers will be the first contact for communication with families about the efforts to provide education and support for their child. Teachers and principals will be the first contact for direct classroom communication. A tiered level of support from the teacher to Haven level support will be in place. A team approach to ensure students and families are engaged with protocols will be established.

-Based Instruction

- For students who are unable to access instruction and materials electronically, schools are responsible for providing paper-based materials.
- School administrators and teachers are responsible for determining paper-based lessons and materials for students.
- Each student/family will be responsible for making arrangements to receive and return materials.
- Students' completed assignments should be used to show proof of "attendance."

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

Communication will be ongoing with students and parents to identify needs and ensure support. Print and paper based Copies of instructional materials will be available for pickup. Content will not be digital-dependent. Parent nights and orientations will be held at the beginning of the year to communicate plans for emergency shutdowns. Bus drivers will deliver instructional materials strictly on an identified hardship need. Haven leadership will engage with special education service providers to deliver needed support and resources to educators, learners and families. Special attention will be paid to remember students that have IEPs. Virtual therapy sessions will be available. The least restrictive environment will be maintained by supporting special education students through the ESE teacher and the general education teacher. Every effort will be made to address the needs of the ESE based on their IEPs.

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.

Response:

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.

Many facets of the school operations are impacted by extended school closures depending on the reason for the school closure and the amount of time. Teaching and learning, transportation, food services, maintenance, finance, and HR are all impacted.

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.

Administrators, teachers, and paraprofessionals will be used to make family and student contacts. Bus drivers will deliver home packets and handle meal delivery based on identified needs based on availability and numbers. During school closures, needed renovations, maintenance and upkeep will be performed to take advantage of empty buildings. Bus delivery and meal pick up may be set up throughout the to provide food services to students and families in need or arrangements made for provision during school closures. The process for providing services to students with special needs is outlined in component 5. Weekly contact will be made through ESE teachers and general education teachers with the student. Regular communication between ESE and general education teachers will ensure accommodations are provided and goals are showing progress. Communications will be documented in FOCUS student notes. Community sites and volunteers will be used to aid with the distribution of meals as needed.

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.

Response:

Community organizations, local businesses, faith-based organizations, instructional personnel, non-instructional personnel, parents and students are stakeholder groups our schools will need to establish communication with. Communication pathways that will be utilized are; social media, school websites, video messages, emails, phone calls, and virtual and in-person meetings as needed. Haven's CEO will lead communications and establish protocols to ensure all stakeholders are informed. Updates will be provided on an ongoing basis through eblast, on the school and Haven websites to ensure information about related activities and services are communicated in a timely manner with continuity. There will be a web page dedicated to closure of school information on each school site. A protocol will be in place to direct any stakeholder concerns. A list of key contact personnel will be posted with their contact information available.

BAY HAVEN CHARTER ACADEMY, INC.

INSTRUCTIONAL CONTINUITY PLAN For Emergency School Closures



Larry Bolinger, Chief Educational Officer

In the event of emergency school closures, Bay Haven Charter Academy, Inc. (BHCA) will make every effort to ensure that our students' educational opportunities continue while at home. This plan includes a compilation of approved online content, digital resources, and appropriate guidance. Bay Haven Charter Academy, Inc. plan promotes the least complicated path in providing students with instruction during this time. This is accomplished through providing resources that are easy to use and access to meet the needs of students.

The Bay Haven Charter Academy, Inc. **Instructional Continuity Plan (ICP)** has three components: 1. Materials and Resources, 2. Content Delivery, and 3. Additional Guidance and will be updated annually.

1. **Materials and Resources:** This section includes core instructional resources and supplemental resources for use by teachers. The supplemental resources provided in this plan are not comprehensive or all inclusive. Teachers may utilize additional appropriate supplemental resources to meet the needs of their students. Technical support from BHCA, Inc. staff is only available for the digital resources specified in this document.

- o **Core Materials and Resources**

- **Language Arts**

Wonders (K-5) is a comprehensive literacy solution designed to reach all learners. Research-based print and digital resources provide support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social emotional learning skills. Designed to support the core classroom, an English language learner, or provide intervention support, Wonders provides access to rich texts and rigorous instruction.

My Perspectives (6-12)

myPerspectives is a powerful English language arts curriculum for Grades 6–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

- **Mathematics**
Our main resource for mathematics is Pearson enVision Math for instruction at the K-5 level. Pearson enVision is a core mathematics curriculum that aims to help students develop an understanding of mathematics concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Glencoe McGraw Hill is our mathematics curriculum of choice for grades 6-8. This series "raises the bar" and allows for direct instruction methods to facilitate your child's individual needs.

Big Ideas (9-12)

- **Science**
Pearson Elevate is the core science curriculum for grades 1-8. Our faculty differentiates instruction for the needs of the learner and employs instructional strategies that reach beyond the standards. This science curriculum immerses students in the inquiry process.
- **Social Studies**
Pearson MyWorld Social Studies curriculum provides an integrated and interactive program that connects social studies with literary instruction. Students work through chapters that are divided into individual lessons and use technology and graphing skills.

o **Supplemental Materials and Resources**

- **McGraw Hill Reading Wonders (K-5)** contains an embedded component to address interventions for struggling readers. Additionally, the program has components that provide lessons in the five areas of reading to target areas of weakness. Available in both print and digital formats, Wonders was built to support core instruction, but provides flexible options and scaffolds specific skills for students with varying intervention needs. For students in younger grades (K-1), the program emphasizes developing and reinforcing foundational skills from the Reading Wonders program (phonological and phonemic awareness, phonics, word recognition, fluency, oral vocabulary) that are crucial for developing proficient readers as defined by the state standards. For older grades (2-5), the program's focus shifts to addressing higher-level skills (practicing close reading, accessing the meaning of complex text, analytical writing) that are level-appropriate but still maintain the complexity students are required to master. Foundational skills are added as needed to support students throughout the program.
- **Voyager Passport (K-5)** is a reading supplement to core instruction. This program provides struggling readers with explicit and systematic instruction, corrective feedback, and more time on task in order to master critical reading skills. This researched-based curriculum addresses the five essential reading components of phonemic awareness,

phonics, fluency, vocabulary, and comprehension. These components are integrated into 12 adventures that engage students through interesting stories, adventure checkpoints, and adventure centers. Students are given the opportunity to stamp their “Adventure Checkpoint Map” at the end of each adventure they complete.

- **Reading Mastery (K-5)** is a direct instruction program designed to provide explicit, systematic instruction in English language reading. Reading Mastery is available in two versions, Reading Mastery Classic levels I and II (for use in grades K-3) and Reading Mastery Plus, an integrated reading-language program for grades K-5. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are fast-paced and interactive. Students are grouped by similar reading levels, based on program placement tests. The program includes placement assessments and a continuous monitoring system. Although not designed exclusively for English language learners, Reading Mastery can be used with this group of students.
- **Great Leaps Reading** is designed as a supplementary reading program to be used in conjunction with the current curriculum. Students receive one-on-one intervention. Primary emphasis is on fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader. Great Leaps is a fluency-building program, not a complete reading program. Phonics are practiced within a fluency context, but are not taught explicitly. Phonemic awareness, vocabulary, and comprehension are not addressed. Student progress is monitored, charted, and rewarded, thus increasing student motivation.
- **Number Worlds (K-8)** is a prevention/intervention program designed to help students who are one or more grade levels behind in grades K-8. The prevention levels (A-C) address foundational skills in number sense. The intervention levels (D-J) focus on key standards in the areas of number sense, patterns/relationships, addition, subtraction, geometry and measurement, and data analysis and applications. Lessons include a warm-up activity related to real-world topics to engage students, teach critical-thinking skills, and provide assessments to monitor student progress.
- **Dreambox** provides an individualized learning experience that goes beyond the right or wrong answer. By using advanced technology and interactive virtual manipulatives, DreamBox captures and assesses data on 60 behaviors. DreamBox rapidly responds by adjusting lessons, hints, and manipulatives to the needs of the learner.
- **Exact Path (K-8)** Exact Path is an adaptive math and reading program that sets and individualized learning paths based on a student’s NWEA MAP assessment results or a manually entered learning path set by a teacher. Exact Path keeps teachers informed of student progress made as a student works through their learning path. It will also

provide other resources such as flash cards, worksheets through Study Island, or instructional videos to help strengthen skills.

- ***Study Island (K-12)*** Study Island provides K-12 practice formative assessment, and test preparation. Items built specifically from your state standards are delivered through quizzes, independent practice, or homework. Students get immediate feedback to guide their learning, and teachers get immediate data to determine who needs intervention and who is ready to move on.
- ***Reading Eggs (K-2)*** Reading Eggs is a three-part reading program that includes Fast Phonics, Reading Eggs, and Reading Eggspress to strengthen emergent readers skills. Each student begins by taking a placement test to place them where they should be in the program. Students then work through the program to improve phonics, sight words, and reading skills.

2. **Content Delivery** provides guidance to teachers on which resources to utilize for core instruction and recommendations on instructional minutes for students. Supplemental resources may be used to enhance core instruction.
- **ELA:** 45 minutes of total instruction must be provided for ELA K-12. At least 30 minutes must utilize approved core instructional resources. The additional 15 minutes may utilize core or supplemental resources.
 - **Math:** 45 minutes of total instruction must be provided for math K-12. At least 20 minutes must utilize approved core instructional resources. The additional 15 minutes may utilize core or supplemental resources.
 - **Science:** 30 minutes of instruction in K-5 and 45 minutes in 6-12 must be provided for science daily using core instructional resources for the majority of instructional time. Science benchmarks may be addressed individually or integrated with ELA and/or math instruction.
 - **Social Studies:** Social Studies benchmarks should be addressed daily for K-5. Social studies benchmarks may be addressed individually or integrated with ELA instruction. 45 minutes in 6-12 must be provided for social studies using core instructional resources for the majority of instructional time.
 - **Other:**
 - Teachers may choose to direct their students to complete other course-specific assignments.
 - Please note, instructional activities represented in this plan reflect core subject areas only. Instruction should not be limited to core content. Supplemental materials can be used for enrichment, remediation, or intervention activities.
 - Students with a 504 or an IEP will be supported and provided the full array of services required by learning plans and offered at the brick and mortar school. Support of this nature will be arranged by our team of teachers. When necessary, conferences to support continuation of services will be held via virtual conference.

3. Additional Guidance

- **Grading**

- Grades should be taken once every 2 weeks and recorded in FOCUS
- Remember - **Grace & Compassion**
- As always, there will be extenuating circumstances and/or exemptions, choose what is best for the student

- **Attendance**

- Teachers are responsible for taking and reporting attendance.
- Students may receive Unexcused Absences if they fail to turn in required assignments and/or maintain contact with teachers.
- Attendance may be taken or documented using:
 - Students' completed assignments
 - Any contact that teachers make directly with students (daily, weekly, etc.) and recorded on student-contact documentation forms as determined by the school administrator

- **Delivery Options**

- Schools and teachers will determine the most appropriate means of delivering information, lessons, and instructional resources to students and families.
- Delivery options may include but are not limited to: Canvas, Clever, Google Meet, Google Classroom, Gmail
- Paper-based instruction will be utilized for students without digital access
- Support for distance learning links:

Directions for parents to obtain access to Canvas Parent App step by step instructions for parents	Click Here for Step by Step
Google Classroom Student Login Directions	Click here

- **Paper-Based Instruction**

- For students who are unable to access instruction and materials electronically, schools are responsible for providing paper-based materials.
- School administrators and teachers are responsible for determining paper-based lessons and materials for students.
- Each student/family will be responsible for making arrangements to receive and return materials.
- Students' completed assignments should be used to show proof of "attendance."

- **Documentation and Reporting**
 - School administrators will determine how teachers will document and record lesson plans, content delivery, and interaction with students.

- **Stakeholder Communication**
 - The CEO will write and distribute a letter to parents in the event that the ICP is put into effect.
 - School Administrators are responsible for communicating and sharing information with parents and students based on guidelines within this ICP Guidance Document.

Communication Schedule			
Who	What	When	Resource
Families	Breaking news from Admin	As needed	Eblast, Everbridge, FB Live
	Weekly updates from Admin	Tues. & Thurs.	Eblast
	Weekly email from teachers	Monday mornings	Email
Students	Breaking news from Admin	As needed	Eblast, Canvas
	Weekly updates from Admin	Tues. & Thurs.	Eblast
	Assignments from teachers	Weekly (see below)	Remind
	Feedback from teachers	As needed	Google Classroom, Canvas

Assistance for Students and Families

For Questions About	Contact	
	NBH K-12	BH K-8
Assignments	Classroom teacher	
Technology support	Help Desk: bhca.helpdesk@bayhaven.org	
Your child's emotional wellbeing	HS-Kara Williams: williks1@bayhaven.org HS-Chelsea Gibson: gibsocs@bayhaven.org MS-Deborah Viera: vieradj@bayhaven.org MS-Heather Bastedo: basteh@bayhaven.org Elementary-Jan Chapman chajmjp@bayhaven.org	MS-Kristi Walters: waltek@bayhaven.org Elementary-Debra Davis davidsg@bayhaven.org
ESE	MS/HS-John Gibbens gibbejh@bayhaven.org Elementary-Staci Weeks weekssd@bayhaven.org	MS/Elementary-Michelle Murray murramd@bayhaven.org
Immediate assistance on any topic	MS/HS front office 850-248-0801 Elementary front office 850-248-0205 Michael McLaughlin: mclaum@bayhaven.org - NBH Principal Misti Gibbens: gibbemL@bayhaven.org -NBHE Assistant Principal Nakia Morris: morrinm@bayhaven.org - NBHMS Assistant Principal Cas Gant: gantc@bayhaven.org - Assistant Administrator Crystal Woodford: woodfca@bayhaven.org - Assistant Administrator	Front office 850-248-3500 Nelson Stephenson: stephfn@bayhaven.org - BH Principal Allison Crum: crumaa@bayhaven.org -BH Assistant Principal Windell Spivey: spivew@bayhaven.org – Administrative Assistant

Digital Devices

Schools may check out devices to teachers or students who do not have access to a device at home. **Students under 18 years of age must have a parent accompany them to the school to check out the device and [sign a consent agreement](#).** Bay Haven Charter Academy, Inc. has made efforts to ensure student safety while using devices and digital content. It is critical that parents and guardians monitor device usage and content accessed while students are participating in digital learning activities.

Help with Devices: If you need assistance in resetting a password or have a technical issue with the BHCA-issued device, submit a help ticket by emailing bhca.helpdesk@bayhaven.org. If the BHCA-issued device is damaged or no longer working, the device should be returned to the school. If the school has another device to issue, they may issue another device. (If no additional devices are available, then schools will need to provide students with paper-based materials for instruction and learning.)