

Madison Creative Arts Academy

Instructional Continuity Plan (ICP)



Janna Barrs, Executive Director

MCAA Board Approved 9/18/2025

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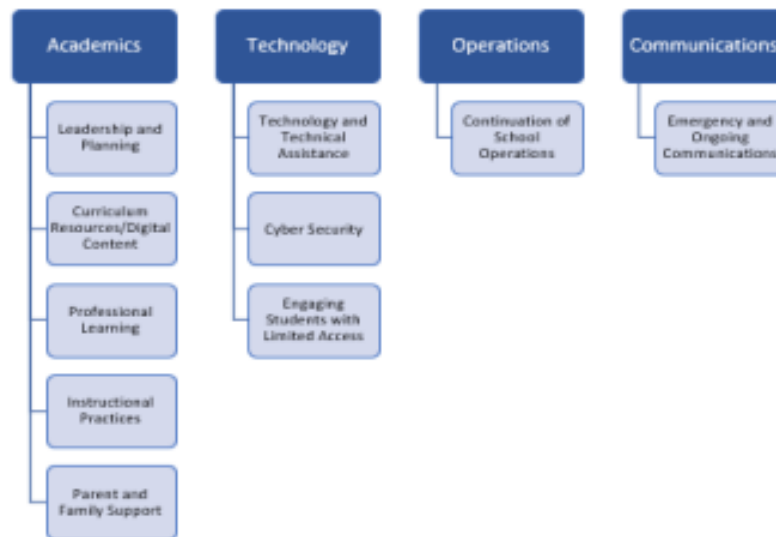
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INTRODUCTION

Please note this document is fluid and may change as information is acquired from the Florida Department of Education.

If it becomes necessary to close school for emergency situations, Madison Creative Arts Academy will make every effort to provide continued educational opportunities for students. The school will utilize online content and digital resources for grades K-8 and additional paper-based opportunities in select grades. Teachers may implement teacher-created or school-developed, or a combination, of digital and/or paper-based lessons to meet the needs of their diverse students and courses. Instructional resources for elective areas have also been selected to maximize learning opportunities in the event of extended school closures. Internet-accessible devices may be deployed on a prioritized need based on availability of devices.

This Instructional Continuity Plan (ICP) is divided into four areas to address in the event of a school closure: Academics, Technology, Operations, and Communications. These four areas are further divided into ten components as follows:



This document serves as a planning guide for school administrators. Planning details include steps administration will implement immediately upon receiving notification of school closures as well as additional steps to be implemented over the course of an extended closure. Additionally, resources and best practices for teachers, parents, and students are included to support the implementation of a distance learning model. The school website contains the most up-to-date information for school stakeholders. The website is located at mcaa.academy.

ACADEMICS

Component 1: Leadership and Planning

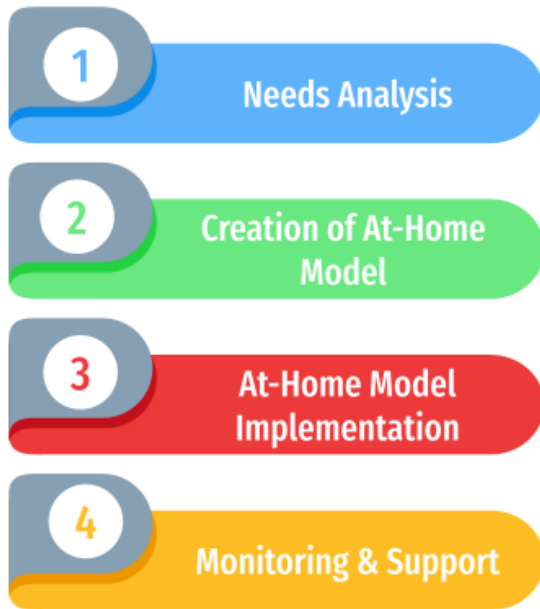
MCAA Instructional Continuity Planning Team	
Name	Role
Janna Barrs	Executive Director
Lori Newman	Assistant Director
Carolyn Thigpen	IT Director
Kelli Minter	ESE Support Facilitator
Jennifer Copeland	Reading Coach
Jennifer Raines	Academic Support
Carlissa Huggins-Cherry	Facilities
Jenny Hendry	Food Services
Megan Greene	School Nurse

Desired Outcomes
The goal of the Instructional Continuity Plan is to launch distance learning systems that maximize the amount of instructional time for students during school closure and support student mastery of grade level standards.

Critical Success Factors

In the event of a disruption of standard operating procedures, the ICP Team will:

- Facilitate smooth transitions to the appropriate instructional delivery model.
- Provide continuation of other school-based services.
- Create clear roles and responsibilities for all stakeholders for the duration of distance learning.
- Evaluate needs and allocate appropriate capital and human resources to meet those needs.



ICP Action Plan

Instructional Continuity Plan implementation will occur in 4 phases.

The charts that follow outline the planning categories aligned to each of the 4 phases of the ICP Action Plan. For each planning category, a list of recommended activities is provided.

ICP Action Plan Execution

Phase	Ref	Planning Category	Description	Activities
Phase 1: Conduct Needs Analysis Goal: Gather data to understand current state of technology, platform and instructional materials access	1.1	Assess At-Home Technology Access	Understand student and teacher access to technology - devices, connectivity, software - and identify opportunities to expand access	Survey students and teachers to assess existing student access to technology, including hardware, software, and connectivity.
				Compile, organize, and analyze results from the surveys to determine delivery model limitations.
				Identify opportunities to increase technology access
				Develop local partnerships to increase access to technology.
	1.2	Assess Access to Instructional Delivery Methods	Understand the level of teacher and student access to learning platforms	Create inventory of platform options based on existing licenses and/or free resources
				Assess supports for all learners when considering instructional delivery methods
	1.3	Assess Instructional Materials Access	Identify high-quality and aligned instructional materials	Set instructional continuity vision for all subjects
				Understand access of all previously purchased products
				Explore and analyze additional material options
				Assess supports for all learners
				Assess availability of progress monitoring tools across existing options
Phase 2: Development of At-Home Model Goal: Make decision on curriculum	2.1	Determine At-Home Curriculum and Instruction Model	Make decision on at-home curriculum and instruction model based on current state of student and teacher access	Select instructional materials and delivery method by grade, content area and special student populations based on input from landscape analysis Test and confirm digital access for all selected materials and delivery methods

and instructional Model and policies based on landscape analysis				Identify key concepts on which to focus during remote instruction
	2.2	Set Grading and Progress Monitoring Policies	Set at-home grading and progress monitoring policies for students	Determine grading procedures and policies for monitoring student performance
				Determine attendance policies for students in an at-home learning model
Phase 3: At-Home Model Implementation Goal: Solidify plans for the instructional model and execute the plan with identified stakeholders.	3.1	Design At-Home Learning Schedules	Design daily student schedules to continue student learning	Identify time constraints around existing school day (e.g., screen time, etc.)
				Set weekly and daily schedules for teachers and students aligned to selected instructional materials
				Develop and incorporate progress monitoring plan by subject area and grade band into weekly schedules
				Create plan to track and monitor attendance
	3.2	Adapt Staffing Models	Adapt district and school staffing models and expectations based on at-home model	Identify staffing needs based on selected curriculum and instruction model
				Update roles and responsibilities of all school level positions included in staffing model
	3.3	Communicate Plan to Stakeholders	Design and oversee communications plans for school leaders, teachers, parents and students	Create communications plan and timeline of key messaging for all stakeholders
				Communicate at-home curriculum and instructional model to teachers
				Communicate at-home curriculum and instructional model to parents
				Provide ongoing communications as decisions are made and new information is available
	3.4	Provide Model-Aligned Professional Development	Provide training to all school leaders, staff, parents and students	Create training plan and timeline by stakeholder group
				Identify training platform and design trainings for all stakeholders
				Execute trainings as decisions are made and information is available

	3.5	Purchase, Print and/or Distribute Instructional Materials (if applicable)	Oversee distribution of necessary materials to students and teachers	Identify list of needed print-based materials based on instructional delivery model
				Create plan for delivery of materials given identified constraints
				Purchase and/or print any materials not already available
				Oversee logistics of materials distribution
				Create inventory and tracking system to ensure students receive materials

Phase 4: Monitor, Support, and Continuously Improve the Model Goal: Assess academic and operational implementation and iterate based on data and feedback.	4.1	Monitor Student Progress	Understand student progress and deliver targeted support	Design process to track student mastery and growth for districts, principals, teachers and students.
				Create structure and schedule student-teacher conferences for student support.
				Execute and track student-teacher conferences.
	4.2	Provide Ongoing Teacher Supports	Understand teacher needs to improve instructional delivery	Design process for school leaders and coaches to check-in with teachers for support
				Develop check-in template, schedule and execute teacher check-ins
				Create professional development plan to provide ongoing support around use of materials and delivery method
	4.3	Troubleshoot Problems	Develop troubleshooting processes and structures	Develop a help-ticket submission process for students and teachers

				Create a school support team to address help desk tickets
				Provide ongoing troubleshooting services to students and teachers
				Create additional trainings and/or communications to reduce repeated student and teacher challenges
	4.4	Support Ongoing Operations	Develop process to gather feedback from and support end users	Develop a process for stakeholders to submit questions or feedback
				Create a school team to address questions and concerns
				Provide ongoing operational support to stakeholders
	4.5	Continuously Improve the Instructional Model	Continuously improving instructional model based on new information and barriers to student learning	Create additional trainings and/or communications to enhance at-home model operations
				Develop a process to collect, categorize, and assess barriers to implementation
				Analyze barriers to implementation and adjust execution based on findings

*Adapted from the Texas Education Agency *Instructional Continuity Planning Tool*

ICP Evaluation

The effectiveness of the Instructional Continuity Plan will be evaluated and revisions will be made based on the following:

- Stakeholder feedback
- Participation Metrics
- Progress Monitoring Data

Component 2: Curriculum Resources/Digital Content

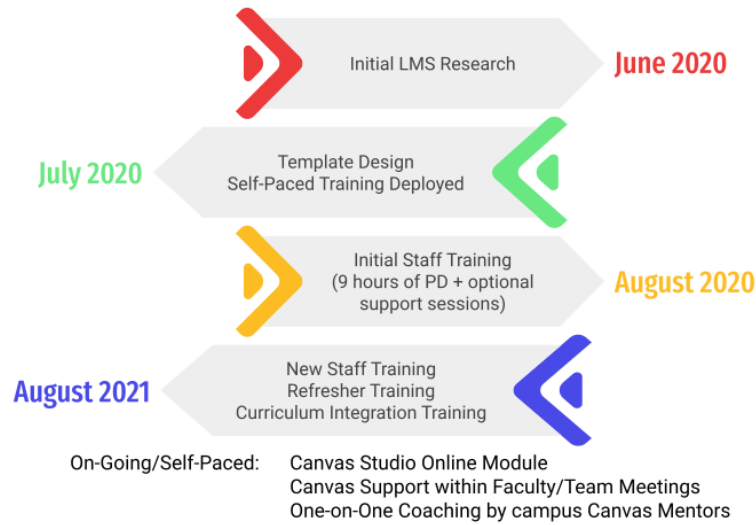
LMS Team Members	
Name	Role
Janna Barrs	Executive Director
Lori Newman	Assistant Director
Carolyn Thigpen	IT Director
Jamie Mask	Middle School Teacher

Content Delivery

The Canvas learning management system as well as additional on-line curriculum and assessment tools are incorporated in teachers' face-to-face instruction on a regular basis. This familiarity for both teachers and students will provide an easier transition in the event that the remote instructional model must be implemented. Through the LMS, students will have access to digital materials and instructional activities to support distance learning during the time schools are closed. Teachers may implement a variety of materials that are teacher-created or school-developed in digital and/or paper-based formats to meet the needs of their diverse students and courses.

Core Online Learning Platforms	
Resource	Description
Canvas	Canvas allows teachers to supplement instruction in face-to-face learning and continue instruction in a distance learning modality. Communication, lesson creation, and student monitoring are all possible through the Canvas learning management system.
G Suite for Education	G Suite for Education allows teachers and students to exchange information regardless of the learning modality. Teachers can share Google Docs, Slides, Sheets, and more with students to learn or work, and students can create these files independently to share their learning with their teachers and classmates.

LMS Deployment Timeline



Distance learning activities are expected for students in grades K-8. Paper-based lessons will be made available as needed and requested by the parent. If students are in school when a school closure is announced, paper-based lessons may be distributed to students prior to their dismissal and prior to the school closure. In the event of an emergency school-wide closure at a time in which students are not in session, a date and time will be designated for materials pick-up to include electronic devices, textbooks, prepared packets, classroom supplies, etc. Paper-based packets may be picked up at external lockers located on campus for individuals without internet access. Paper-based lessons will be updated periodically throughout extended closures.

Student Online Learning Resource Access	
All MCAA online resources can be accessed through the Clever portal.	Step 1: Login to the student Google account. Step 2: Access Clever via https://clever.com/in/mcsbfl-charter/ Step 3: Click "MCAA Login with Google"
MCAA Username and Password Format	Username: firstname.lastname@mcaa.academy Password: Lastname#### Where #### are the last four digits of the student's school ID number.

Digital instructional resources are separated into two classifications: core materials and supplemental materials. Both types of resources support learning both in person as well as in hybrid or online formats. Core materials provide standards-based activities. Supplemental materials support learning related to the core materials.

CONTENT DELIVERY: Resources for Core Subject Areas

		Core Materials							Supplemental Materials															
		Paper-Based Resources	Savvas	Saxon Phonics	HMH	McGraw Hill	STEMScopes	Zaner-Bloser Handwriting	ABC Mouse	Blocket	Brain Pop	Civics 360	EdPuzzle	Epic	Flipgrid	Freckle	iCivics	Kahn Academy	Progress Learning	Quizlet	Reflex	Starfall	Typetastic	Zoom
K-4	Language Arts/Reading	●	●	●				●	Kg					●				●	●	●	●	Kg	●	●
	Mathematics	●			●											●		●	●	●	●			●
	Science	●					●											●	●	●				●
	Social Studies	●				●												●	●	●				●
5-8	Language Arts/Reading	○	●					●		●			●	●	●			●	●	●			●	●
	Mathematics	○			●					●			●		●	●		●	●	●				●
	Science	○					●			●	●		●		●			●	●	●				●
	Social Studies	○				●				●		●	●		●		●	●	●	●				●

- Standard Curriculum
- As needed based on technology survey results

Content Delivery: Resources for Electives & Other Programs

		Paper-Based Resources	CANVA	AG in the Classroom	Art of Education	Rooted in the Classroom	Flipgrid	LEAPS	Sanford Harmony	Sound Trap	Move to Learn (YouTube)	Xello	Zoom
K-4	Art	•			•								•
	Music	•					•						•
	Physical Education										•		•
	Social Emotional Learning (SEL)	•							•				•
	Agriscience	•		•									•
5-8	Art	○			•								•
	CTE Prep	○	•									•	•
	Music	○					•			•			•
	Physical Education	○									•		•
	Social Emotional Learning (SEL)	○						•					•
	Agriscience	○		•		•							•

- Standard Curriculum
- As needed based on technology survey results

Component 3: Professional Learning

The ICP team will provide leaders and instructional staff members multiple survey opportunities to determine actual needs regarding professional learning. Teacher self-evaluations will be used to help guide plans for professional development. The surveys will be implemented at key points throughout the school year to assess teacher comfort with current technology tools and areas for needed improvement.

Whenever possible, professional learning opportunities will be scheduled during regularly scheduled team meetings and/or full faculty meetings. Teacher planning days and early release days will also be utilized for deeper dives into content as well as technology resources.

Following the 5 principles of adult learning, the focus for professional development will be relevant to current classroom practice and centered around problem areas experienced by educators in implementing distance and/or hybrid learning.

Stakeholder surveys and progress monitoring will be utilized to determine the effectiveness of professional development efforts in achieving the desired outcomes.

Professional Development Timeline

Provide training to all school leaders, staff, and teachers



Component 4: Instructional Practices

Identified Areas of Professional Development Needs

- Increased utilization of Canvas tools in the classroom setting for submission of assignments using a variety of methods.
- Continued practice with Canvas assessments as a means of communicating learning outcomes to students and parents.
- Implementation of progress monitoring procedures in a distance learning environment.
- Increased Zoom proficiency including opportunities for developing empathy for online learners.

The Canvas learning management system will be used for the delivery of instructional materials and activities, as well as communication with students and parents. Synchronous learning opportunities will be provided in the form of Zoom meetings, which are also available via telephone for learners with limited internet access. Additional opportunities for asynchronous activities and assessments will be provided.

The following teachers have extensive experience with Canvas deployment and will serve as Canvas Mentors to the rest of the faculty and staff:

- [Carolyn Thigpen](#), IT/Computer Tech Teacher
- Lori Newman, Assistant Director
- [Caroline Blair](#), 4K Grade Teacher
- Jamie Mask, Middle Grades Teacher

Distance Learning Considerations

Consideration	Possible Resources
How will assignment information be communicated?	Canvas modules linked to Canvas home page buttons
Where should students and parents expect class updates?	Canvas announcements
How can you monitor student activity in each class and provide feedback?	• Canvas activity reports • Online tests and quizzes through curriculum providers • Canvas Rubrics • Returned student packets
How will teachers progress monitor?	Star Early Literacy, Star Math, and Star Reading, and Progress Learning will continue to be used for progress monitoring.

Distance Teaching Resources
Florida Instructional Continuity Plan
US Department of Education Teacher Digital Learning Guide
eLearn Engaging Learners in Online Environments
Common Sense Education's Best Tools for Virtual and Distance Learning

Component 5: Parent and Family Support

In the event of a schoolwide closure, the MCAA Home Technology Survey (Appendix A) would be implemented to determine areas of need. The survey will be posted on the school webpage, Facebook group, and Canvas messaging. In addition, paper copies will be made available at the school site.

The following two-way communication channels will be utilized:

Questions/concerns about...	Should be Directed to...	Using...
Classroom assignments	Classroom teacher	Canvas Inbox or Email
School policies and procedures	Janna Barrs, Director Lori Newman, Assistant Director	Email or Phone
ESE/504 plans and services	Kelli Minter, ESE Support Facilitator	Email
Food Services	Jenny Hendry, Lunch Coordinator	Email

The Canvas learning management system serves the primary means of access to instructional activities, student grades, and school-home communication. Ensuring all parents are connected to this important resource will be crucial to the success of the remote learning model.

1. Teachers will generate a list of students who do not currently have an "Observer" connected to them in Canvas.
2. Office Staff will reach out to unconnected parents with pairing codes and support parents in setting up Canvas accounts and connect the accounts to their students.

Parent and Student Responsibilities During Distance Learning

- Check daily for school communications and respond promptly, as needed.
- Login daily to Canvas for assignments from teachers.
- Complete electronic and/or paper assignments and submit them by the due date.
- Join live Zoom sessions for instruction when possible.

Distance Learning Resources for Students and Parents
US Department of Education Parent and Family Digital Learning Guide
NAEYC Distance Learning Toolbox
Canvas Observer Guide

Family check-ins will be used to support families experiencing difficulty participating in distance learning as evidenced by not meeting attendance expectations and failing to turn in assignments or complete assessments.

Special Student Populations

Upon the decision to initiate the distance learning model, the ESE Support Facilitator will coordinate efforts to reach out to families of students qualifying for ESE services and discuss plans for implementing services and accommodations remotely in alignment with the student's Individual Education Plan. Accommodations specified in 504 and ELL learning plans will continue to be implemented, as well.

Every effort will be made to continue to hold IEP and 504 meetings on schedule using virtual or phone conferencing. ESE staff will continue to provide parents with IEP progress updates along with quarter-end report cards.

Additional Recommendations for Teachers Working Remotely with Students with IEP, 504, & ELL Plans:

- Minimize time constraints, when appropriate.
- Plan for variety in students' ability to complete work by announcing assignments well in advance and provide clear due dates.
- Provide regular feedback and corrective opportunities.
- Provide multiple ways to demonstrate knowledge opportunities.
- Monitor and adjust instructional content and methods as needed.
- Provide samples, examples, and guides.

School staff will coordinate with Madison County School District to provide services for students identified as Homeless. Efforts will be made to reach out to these families to determine any additional areas of support needed in the event of a long-term school closure.

TECHNOLOGY

Component 6: Technology and Technical Support

Technology Leader: [Carolyn Thigpen](#), IT Director

Technical Support: Lori Newman, Assistant Director

Families of students in grades K-8 will be surveyed to determine if students have access to internet-accessible devices at home to access digital instructional activities. The school may check out mobile devices to students based on prioritized need and availability of devices. The school may use its current inventory of mobile devices, including devices in carts, to serve students. Mobile devices must be checked out by the School's IT department. School IT Director [Carolyn Thigpen](#) will oversee device deployment. The Mobile Device Agreement (Appendix B) must be fully completed prior to receipt. Mobile devices checked out during the school's emergency closure are expected to be returned within one week of school's reopening or by the last day of the current school year, whichever comes first.

Chromebooks will be utilized for remote instruction. Lightspeed will be used for the remote monitoring of student devices, allowing teachers to message distracted students, redirect browsers, and close windows, as needed. Additionally, Lightspeed employs content filters to allow students to browse online safely.

Staff members will be allowed to check out school devices to teach remotely, as needed (Appendix C: *Faculty and Staff Device Checkout and Usage Agreement Form*). Based on assessed needs, provisions will be made for staff members to operate from the school site, if safety allows, to accommodate those with limited home access.

Component 7: Cyber Security

Cyber Security Framework

The preferred cyber security framework is that of the National Institute for Standards and Technology (NIST). The framework should be referenced as it applies to K-12 cyber security for an evaluation of the school's security posture.

Cybersecurity Policies and Procedures	
<i>Threat Preparation</i>	
Develop policies for responsible use.	<i>MCAA Internet Acceptable Use Policy and Guidelines (Appendix D)</i> <i>MCAA Student Acceptable Telecommunications/Electronic Communications Use Policy and Agreement (Appendix E)</i>
Store data securely in compliance with the Family Educational Rights and Privacy Act (FERPA).	
Implement firewalls.	The MCAA computer network is protected by a Meraki firewall, providing Layer 7 traffic classification and control to identify users, content, and applications on the network.
Monitor networks continually to assess risks from cyber threats.	The Meraki firewall provides integrated intrusion detection and prevention based on Sourcefire's Snort. Microsoft Windows 11 devices are protected utilizing Microsoft Windows Security software. Maleware Bites and Microsoft software are utilized to remove any malicious software detected.
Monitor student use to protect against access to inappropriate material.	The Meraki server allows the network administrator to set content access controls, specifying content type and keywords. The Lightspeed student monitoring and filter software is implemented across all devices to monitor students as they browse and access online resources. The software allows teachers to monitor and restrict access to approved sites. Teachers can lock a student's machine should they access inappropriate material. The software also allows for remote monitoring of student use.
<i>During an Incident</i>	

Initial points of contact in the event of a cyber security incident	Carolyn Thigpen , IT Director Janna Barrs, Executive Director
Limit damage and preserve sensitive information.	
Request external assistance from local law enforcement, as needed.	
<i>Following an Incident</i>	
The response team will determine the following:	• Individuals responsible for the threat. • Individuals impacted by the threat. • Impact to technology within the organization. • Policy revisions necessary to protect against future incidents.

*Adapted from Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's [Cybersecurity for Schools Fact Sheet](#)

Component 8: Engaging Students with Limited Access

Communication Lead: Lori Newman, Assistant Director

Special Education Lead: [Kelli Minter](#), ESE Support Facilitator

In the event of an emergency school-wide closure at a time in which students are not in session, a date and time will be designated for materials pick-up to include electronic devices, textbooks, prepared packets, classroom supplies, etc. Paper-based packets may be picked up at external lockers located on campus for individuals without internet access. Paper-based lessons will be updated periodically throughout extended closures.

Innovative methods can be used to provide instruction for those students with limited access. Schools may check out mobile devices to students based on prioritized need and availability of devices. For those students for whom reliable internet services are unavailable, students will be given the opportunity to access synchronous learning via phone call into scheduled Zoom meetings. Should this option not be available teachers may utilize the following methods to provide instruction and assess student learning:

- Individual phone calls to monitor student progress
- Distribution of flash drives containing materials and pre-recorded instruction

The school's ESE Support Facilitator will work with district staff to determine methods of delivery for ESE services for families with limited internet access.

Component 9: Continuation of School Operations

Food Services

Contact Person: Jenny Hendry, MCAA Lunch Coordinator

MCAA will work with the Madison County School District and other local community organizations to provide opportunities for meal pick-up to students as resources and safety allow.

Exceptional Student Education

Contact Person: [Kelli Minter](#), MCAA Support Facilitator

As student instruction is provided, the District and MCAA will make every effort to provide special education and related services to students in accordance with a students' individualized education program (IEP) or Section 504 plans. There may be exceptional circumstances that could affect how a particular service is provided.

All students have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations identified in student Individual Education Plans (IEPs) or Section 504 Plans may not be possible to implement in the online educational setting. Students/families are encouraged to communicate with their teachers to determine whether the virtual educational environment can appropriately meet the needs of the student. Once school resumes to a routine schedule, schools will return to providing special education and related services to students with disabilities in accordance with the student's IEP or 504 plan. If a student has not received services for an extended period of time, the student's IEP Team, or appropriate personnel under Section 504, will make case-by-case determinations regarding the extent of services missed and the necessity of applicable make-up services.

Mental Health Services

Contact Person: Janna Barrs, MCAA Executive Director

Referrals will continue to be made to independent local providers or the Madison County School District Mental Health Care providers. Decisions regarding delivery of services will be determined as health and safety dictate.

Faculty and Staff Expectations

Teacher Expectations	
Availability	• Be available for remote work Monday-Friday during specified hours. • Attend weekly faculty check-ins via Zoom as scheduled.
Lesson Planning	• Determine key standards on which to focus instruction. • Upload weekly lessons to Canvas by Sunday evening for the following week.
Instruction and Assessment	• Provide synchronous instruction to students via Zoom. • Be available daily for tutorials and support. • Provide student feedback on a weekly basis.
Communication	• Attempt to return calls, Canvas messages, and emails within 24 hours of receipt. • Establish daily office hour periods. • Communicate daily with families through the online platform or phone calls.

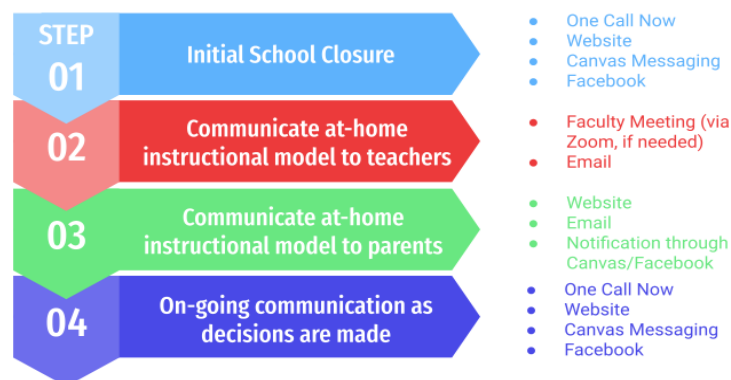
Additional staff expectations will be set on a role-by-role basis.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

Communication Lead: Lori Newman, Assistant Director

Communication Timeline



During a school closure, employees, parents, and students are encouraged to follow or use the Communication channels listed in the table below.

MCAA Communication Channels	
Where	What
Canvas	Teachers will use the Canvas learning management system to share assignments with students. • Canvas Announcements will be used for course and school-wide updates • Canvas Inbox will be used for one-on-one communication between students and teachers and between parents and teachers.
Email	Teachers and administrators can be reached through our school email addresses. Visit the Faculty and Staff page of the school website to locate a staff member's email address.
Phone	Staff members who wish to make calls from a remote work location can create a Google Voice number to utilize for school-related calls and/or texts.
One Call Now	School-wide updates, particularly school closure announcements, will be made through the One Call Now system to automatically call all relevant staff and students.
School Website	Employees, parents, and students are encouraged to visit our school website to keep up-to-date on all school-wide announcements.
Facebook	Parents and employees can join the "Madison Creative Arts Academy PAT Club" group to receive announcements.

Appendix A: Home Technology Survey

The Home Technology Survey will be posted on the school webpage, Facebook group, and Canvas announcements. Paper copies will also be made available at the school site.

Appendix B: Mobile Device Agreement Acknowledgement

Appendix C: Faculty and Staff Device Checkout and Usage Agreement Form

Appendix D: MCAA Internet Acceptable Use Policy and Agreement

Appendix E: Student Acceptable Telecommunications/Electronic Communications Use Policy and Agreement