

Instructional Continuity Plan (ICP) Calhoun (Word Document) 12-13-2022

Component 1: Leadership and Planning

Specify LEA or charter school personnel who will serve on a cross-functional planning team.

The Calhoun County School District cross-functional planning team will consist of the following individuals:

Darryl Taylor Jr., Superintendent; Dr. Debbie Williams, Assistant Superintendent, Tracie Taylor, Director of Curriculum and Instruction, Staci Williams, Director of ESE, Tiffany Nichols, District Instructional Technology Coach, and Stephanie Brogden, Director of Student Services.

Identify desired outcomes or goals of the ICP.

The desired outcome of the ICP is to help the district transition to virtual instruction as seamlessly as possible in an effort to minimize learning loss in the event of a school closure due to an unforeseen event. The ICP is a working document that will be revisited yearly or after a school closure to determine strengths and weaknesses of the plan. Surveys sent out through ParentSquare will be used to identify strengths and weaknesses of the plan. District and school personnel will also complete a survey to identify strengths and weaknesses of the plan.

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

The critical success factors that determine achievement of the ICP desired outcomes or goals are dependent on the following:

- Communication with stakeholders – Students, parents, teachers, and administrators must know what is expected once the ICP Plan is put into effect. Constant communication between all stakeholders is key to the success of the ICP Plan.
- Expectations – Clear expectations must be communicated to students, teachers, school personnel, and district personnel prior to implementation of the ICP Plan in order for them to be prepared.
- Technology and technology support – Students must be able to connect to the internet as well as navigate the learning platform with ease.
- Professional development – Students and teachers must participate in professional development prior to the event to ensure that all stakeholders have the necessary training to execute during the transition to virtual instruction.
- Practice – Teachers and students need to practice throughout the school year in the event the district needs to implement the ICP Plan.

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

Staff Expectations

CCSD has established teaching and learning expectations to ensure consistency in the remote learning experience. The following tables describe the roles and responsibilities for CCSD school leaders, classroom teachers, and support staff.

Roles	Responsibilities
School Leadership	<ul style="list-style-type: none"> • Establish a clear plan to communicate and provide timely updates for all stakeholders. Communications should be translated for families. • Support all stakeholders with needs, academic and/or social-emotional, during school closure. • Support teachers in implementing high-quality instruction and providing student feedback utilizing the CCSD ICP. • Be a model of flexibility, optimism, compassion, openness, and stability
Classroom Teachers	<ul style="list-style-type: none"> • Be available for work during regular work hours and communicate specific needs with supervisors. • Check and respond to daily email communications, attend virtual meetings and/or check ins, and keep in contact with school leadership. • Keep a record of daily activities and student contacts. • Collaborate with grade level and/or PLC teams to design and deliver remote learning experiences for students. • Foster a sense of care and concern for students and families through frequent communication (minimum of once per week). Personalized contact is highly encouraged by video or phone. • Provide students/families with timely communication and feedback through regularly scheduled “office hours”. • Use CCSD approved technology and resources for communication, instruction, assessment, and grading. • Follow all district guidelines to adapt curricula, instruction, and assessment for online learning.

	<ul style="list-style-type: none"> • Be a model of flexibility, optimism, compassion, creativity, and helpfulness.
Special Area Teachers	<p>Work with school principal to support classroom teachers in providing instruction for students.</p> <ul style="list-style-type: none"> • Communicate regularly with classroom teachers to provide support in the use of technology to provide online learning. • Support teachers to differentiate online lessons, scaffold/modify assignments, and support small groups of students or individuals with remediation and/or enrichment needs in an online environment. • Be a model of flexibility, optimism, compassion, creativity, and helpfulness
Guidance Counselors	<ul style="list-style-type: none"> • Provide staff and families resources, appropriate language, and talking points to help demystify and make sense of specific situations for children as warranted. • Monitor the wellness of children, families, and staff to provide interventions or resources as needed. • Be accessible to all stakeholders. • Proactively send community-wide tips, strategies, and updates to support wellness and health.

Student Grading

There are challenges to traditional grading as a result the disruption caused by an emergency school dismissal or closure. Different variables such as the nature of the emergency and length of time a school is impacted require that point-in-time guidance with respect to grading be provided. It is the goal of the Calhoun County School District to:

1. Maintain the integrity of our assessment and grading practices so they are transparent and fair for all.
2. Remain flexible enough so that student’s grades are not unfairly impacted by the challenges inherent to learning remotely in an emergency.
3. Remain in compliance with State regulations and CCSD policies around credits, promotion requirements, and graduation requirements.

Student and Family Expectations

CCSD wants to ensure students and families are successful and feel supported with home learning during a school closure. The table below describes some specific actions that students and families can take to help make this possible.

Roles	Responsibilities
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<p>Students</p>	<ul style="list-style-type: none"> • Establish a plan or routine to be able to participate and engage in the learning experience. • Identify a comfortable, quiet space in your home where you can work effectively and successfully. • Regularly review the LMS platform (Clever, Google Classroom) to check for announcements, learning activities, assignments, assessments, and feedback from your teachers. • Complete all assigned learning tasks and assessments with integrity and academic honesty. • Do your very best work. Meet timelines, commitments and due dates. • Be proactive in communicating with your teachers if you need additional support or you are not able to meet a deadline or requirement. • Collaborate and support your peers in the virtual learning environment. Communicate and behave with the same respect and consideration you use in the classroom.
<p>Parent/Guardian/Family</p>	<ul style="list-style-type: none"> • Provide support for your students by adhering to the following guidelines: <ul style="list-style-type: none"> o Establish routines and expectations for learning from home. o Designate a comfortable, quiet physical space for your student to study. o Monitor communications from your student’s teachers. o Take the opportunity to have an active role in helping your student process their learning. o Monitor your student’s online participation paying attention to ensure it is not excessive and primarily for learning. <ul style="list-style-type: none"> o Encourage physical activity and/or exercise. o Be aware of your student’s social and emotional well-being. o Communicate any concerns with your student’s teacher and/or school leadership.

Remote Instruction

As with face-to-face instruction, when designing and delivering online instruction teachers need to consider best practices and pedagogies using digital platforms and technologies. Teachers should reflect on student needs, grade-level standards, digital resources and tools, and personal teaching styles as

they plan for online learning. The following are best practices that CCSD teachers should utilize for online instruction.

Strategy	Actions
Lesson Planning	<ul style="list-style-type: none"> • Work collaboratively with grade-level team, and District Technology Coach to create digital lessons and assignments for students that are aligned to core and priority standards. • Post lessons and assignments in the approved CCSD LMS. Include all information needed to complete an assignment. • Structure lessons for minimal parent support with supervision, as appropriate for grade-level. • Include a variety of lesson delivery methods including pre-recorded video. Ensure live teaching and support as indicated by the CCSD Online Learning Schedule. • Consider the needs of individual students and ensure that learning materials are differentiated to meet the needs of students.
Preview Before Use	<ul style="list-style-type: none"> • Test the functionality of digital tools prior to asking students to use them. • Review all learning materials and assignments to ensure visual clarity and functionality. • Be familiar with key functions of the tools students will use for learning and identify potential challenges. • Provide technical support information.
Set Expectations	<ul style="list-style-type: none"> • Set clear expectations regarding the standards to be learned and how a student will demonstrate their understanding. • Share assignment due dates and provide suggestions for breaking the work into manageable chunks. • Make sure that assignment requirements are clear. Provide exemplars of assigned tasks. • Establish specific times for “office hours” for student questions and support. • Describe expectations for online participation, communication, and etiquette.
Engage Students in Online Learning	<ul style="list-style-type: none"> • Create connections between what students are learning and how the learning applies to their current and future experiences. • Provide opportunities for student interaction through discussions and group work. • Break learning into small chunks with suggestions for completing work on schedule.

	<ul style="list-style-type: none"> • Be present. Post announcements, appear in live video feed, and participate in class discussions. • Be aware of students' social-emotional needs and seek support from school leadership when needed. • Provide frequent and meaningful feedback to students.
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Planning and Delivering Remote Instruction:

Professional development will be provided to ensure all stakeholders have the necessary skills to implement the ICP Plan.

An online help desk is available for parents on the district website. This support includes instructions and tutorial videos for parents, students, and teachers. A directory of contacts for services regarding instructional technology needs is also provided. The CCSD has plans to upgrade to an automated help desk system within the next six months.

All students will be assigned a student Chromebook for use at school or home, should it be necessary. In the event that a student must quarantine or participate in class remotely from home, a parent or guardian must contact the school and request a device loan. If the student meets the criteria defined in the device loan agreement, he or she will be issued a charging adapter and their assigned Chromebook for distance learning.

Mobile hot-spots are available for check-out from the front office. A device loan agreement must be completed before a device will be issued. Applicants that meet the criteria defined in the device loan agreement, and upon verification/completion the student will be issued a mobile hot-spot for academic use only.

Develop a process for evaluating the effectiveness of the ICP.

A survey will be sent out, via ParentSquare, to all administrators, teachers, and parents to evaluate the effectiveness of the ICP.

District Leadership will conduct the evaluation of the ICP. The data elements below will be reviewed to determine the effectiveness of the ICP.

1. Determine if the technology needs for all students were met
2. Determine percentage of students submitting assignments
3. Analyze progress monitoring data: grades, iReady, FSA and EOCs

Component 2: Curriculum Resources/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.

If a school campus closes, student instruction will take place online with a teacher from their school through Google Classroom. The student will receive instruction using the same curriculum that students are using in a traditional setting. This option provides a learning model that reflects the district's commitment to providing students with high-quality asynchronous instructional experiences that allow students time to complete assignments and to receive individual help as needed. All core subjects will be available; however, because not all electives can be provided through an online environment, elective offerings are limited. Students will access digital content assigned by their teacher using the learning management system (LMS) Google Classroom through the district Clever portal at www.clever.com/in/calhoun. The first time a student accesses Google Classroom through Clever, they will be prompted to input a username and password. The following format will be required: student username--firstname.lastname@calhounflschools.org (example: john.smith@calhounflschools.org), student password-- 4 digit lunch number two times (example: 12341234).

In the virtual option, students will participate in online instruction away from school campuses. All classes are taught by Florida certified teachers with a full range of courses for grades K-12. If school campus closures become necessary, all students enrolled in the Calhoun Virtual Instructional Program would not be affected. Instruction in a full-time virtual environment offers more flexibility where students are self-paced based on their individualized schedule and learning preferences. Students who choose to enroll in the Calhoun Virtual Instructional Program must remain enrolled in virtual school for a complete semester unless a student's Individual Educational Plan Team determines otherwise.

Students (CARE/ALC students) who are enrolled in virtual online curriculum such as Edmentum should continue to work with their virtual teachers to complete their coursework. Dual enrollment students should continue to work with their instructor at Chipola College to complete their coursework.

Parents will continue to receive updates and information about their child's progress. We strongly feel that parental involvement in a child's education is critical. A Calhoun County School District teacher will provide frequent online reports for parents so they can see how their child is performing. The parents or a responsible adult must be available to assist the student as a learning coach. The learning coach is an adult who can monitor and assist the student with the online instruction.

Online textbook resources will be available through the Clever portal at www.clever.com/in/calhoun.

Students will login through the appropriate textbook app. The first time a student accesses the online textbook, Clever will require the username and password. This will only be required upon accessing

their textbook the first time. Clever will retain the login credentials for subsequent use. If a student does not have his or her login credentials for their textbook, they are to contact their teacher to obtain this information. Tutorial videos for accessing the district Clever portal, Google Classroom, and other learning applications will be available through ParentSquare and on the CCSO Youtube Channel.

Clever is the district single sign-on portal for teachers, students, and families. Through Clever, students will be able to access all their digital learning resources. Students and teachers can access the portal at www.clever.com/in/calhoun. Student username: firstnamelastname (no spaces or symbols) example: johnsmith. Student Password: 4 digit lunch number. Students in grades prek-2: Students in primary grades can use a Clever badge to login to Clever. The badge is assigned by your child's teacher. If your child does not have a Clever badge, they will have the option to login with their username and password.

Parents/guardians can access Clever at www.family.clever.com You will receive an email invitation for the family portal. If you do not receive an invitation, please contact your school data entry clerk to make sure your email address is updated in FOCUS.

Tiffany Nichols is the District Instructional Technology Coach. For technical support visit the district website - <http://www.calhounflschools.org/help-desk> or call Tiffany Nichols – 850-643-8692.

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

The Calhoun County School District cross-functional planning team will consist of the following individuals:

Darryl Taylor Jr., Superintendent; Dr. Debbie Williams, Assistant Superintendent, Tracie Taylor, Director of Curriculum and Instruction, Staci Williams, Director of ESE, Tiffany Nichols, District Instructional Technology Coach, Stephanie Brogden, Director of Student Services, Treva McCroan, Principal of Altha Public School, Jonetta Dawson, Principal of Blountstown Elementary School, Tracy Wood, Principal of Blountstown High School, Karen Pitts, Principal of Carr Elementary and Middle School, and Amy Jordan, Dean of the CARE/ALC Alternative programs.

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.

Teachers in the Calhoun County School District were trained to use Google Classroom during the summer of 2020 in preparation of any potential school closures during the 2020-2021 school year. Teachers used Google Classroom as the platform for the Innovative Learning Environment during the

2020-2021 school year. Teachers also use Google Classroom as the platform for the delivery of instructional content when students have to quarantine. The District Instructional Technology Coach trains new hires to use Google Classroom throughout the year. Teachers also receive professional development through periodic updates during the school year. Tutorial videos are also available for teachers for accessing the district Clever portal, Google Classroom, and other learning applications will be available in ParentSquare and on the CCSD Youtube Channel. Teachers have been using Google Classroom since August of 2020. All teachers in the Calhoun County School District currently use Google Classroom if not in their brick and mortar classrooms everyday, then they use Google Classroom to distribute instruction to students who are on quarantine. Teachers are using Google Classroom to become familiar with the digital content. Administrators and the Instructional Technology Coach check to make sure that teachers are using Google Classroom to provide instruction to students on campus and virtually when student have to quarantine.

The LEA provided professional development for Elementary ELA teachers. The LEA adopted a new reading series titled My View Literacy by SAVVAS. The new reading series is for kindergarten through fifth grade students. Our teachers needed additional training about how to navigate the online book, assign lessons to students working virtually, as well as strategies to use to help make teaching virtually more instructionally sound in case school campuses are closed due to unforeseen circumstances. This training goes along with our Instructional Continuity Plan in regards to developing and implementing assignments for teachers to provide to students while teaching virtually. The training was held on November 3, 2021 at Blountstown High School. A SAVVAS representative conducted the training virtually.

The LEA provided professional development for Secondary ELA teachers adopted a new reading series titled My Perspectives by SAVVAS. The new reading series is for 6th through 12th grade students. Our teachers needed additional training about how to navigate the online book, assign lessons to students working virtually, as well as strategies to use to help make teaching virtually more instructionally sound in case school campuses are closed due to unforeseen circumstances. This training goes along with our Instructional Continuity Plan in regards to developing and implementing assignments for teachers to provide to students while teaching virtually. The training was held on November 16, 2021 at Blountstown High School. SAVVAS representative conducted the training virtually.

Administrators and the Instructional Technology Coach will evaluate the teachers on how they implement the new online strategies and make a spreadsheet specifying which teachers are more adept at using the digital content and which teachers need more professional development on using the digital content. Two more professional development opportunities (one in January and one in March) will be held for Elementary and Secondary teachers to become familiar with the digital content to be used from the SAVVAS textbook.

After each professional development activity, participants will be able to rate the effectiveness of the training and give feedback to include suggestions for improvement for future professional development.

Component 3: Professional Learning

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

Our district will be able to determine the teachers' professional learning needs by our past personal interactions with them. Past personal interactions means administrators and the instructional technology coach know from past personal interactions with teachers, who is technology literate and who is not technology literate. The LEA is a small rural district with approximately 154 teachers. One school has a total of 15 teachers. The administrator and the District Instructional Technology Coach know who is technology literate and who is not technology literate. The LEA will create a spreadsheet to include the names of teachers who have used the digital content and digital platforms and who needs professional development on digital content and digital platforms. Google form surveys will be sent to teachers as a quick way to determine their needs regarding their own professional learning. The LEA has begun to hold professional development after school, but will provide more opportunities for professional development during the summer of 2023. After each professional development activity, participants will be able to rate the effectiveness of the training and give feedback to include suggestions for improvement for future professional development.

The LEA has purchased a site call IT PRO TV. It is a hands-on learning platform for certifications and skills to learn to help the Computer Technician Manager and the 4 computer technicians. The computer technicians will login to learn about the google platform, windows desktop operating system, server operating systems, networking, along with hundreds of other skills.

Our District Instructional Technology Coach will create training modules for teachers to access. These will include tutorial videos with interactive opportunities for teachers to practice recording lessons with trial and error and feedback. Training will be presented with Google Classroom to provide teachers an opportunity to learn the LMS as well as presentation. Teachers will be provided additional training on using screen recording software to video capture instruction and post to the LMS, trouble-shooting strategies for common problems students have with the LMS and using Google applications to create digital content. Administrators will also be provided LMS and single sign-on portal training to address the specific needs of school and district leaders.

Teachers have been using Google Classroom since August of 2020. All teachers in the Calhoun County School District currently use Google Classroom if not in their brick and mortar classrooms everyday, then they use Google Classroom to distribute instruction to students who are on quarantine.

A combination of personal knowledge from interactions with instructional staff as well as teacher survey will be utilized to assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

If school campuses close, teachers will stagger the time to provide live support in real time from 7:00 A. M. - 7:00 P. M. 5 days a week. The District Instructional Technology Coach will be available via the help desk on the website to provide technology assistance.

Component 4: Instructional Practices

The Calhoun County School District recognizes and supports the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills, and strategies for meeting the diverse needs of our students in unprecedented times. Our district is committed to meeting the needs of ALL students. Professional development days are built into the calendar throughout the regular school year as well as during the summer to help teachers meet the needs of the students they teach. Calhoun County students, parents, and teachers will complete climate surveys that address academic, social, and safety concerns in the school setting. The results of the surveys will be used to determine the type of professional development needed. Face-to-face conversations with educators as well as additional Google surveys that focus on in-person, online, and hybrid teaching, completed by educators, will help the district determine each educator's level of expertise. All educators will have access to the training modules, provided by the District Technology Coach, listed below.

- Google Suite: Google Classroom, Google Meet, Docs, Slides, Forms
- Screencastomatic
- Zoom
- ParentSquare
- How to create engaging videos for online teaching and learning
- Social-Emotional Learning & Mental Health

Additional professional development for administrators and teachers will be based on the results of the surveys. The District Instructional Technology Coach will provide individual and/or group professional development to teachers as needed. Student data and classroom walk-through data will also be used as another measure to target professional development needs. Data will be kept by the District Technology Coach on the training needs of each teacher.

SAVVAS trainers provided ELA teachers professional development on the digital platform of the new reading series, beginning in November, and will continue into January and March. The SAVVAS textbook training shows teachers how to navigate the online textbook, assign lessons to students working virtually, as well as how to complete work assigned in Google Classroom. Teachers will also receive professional development on strategies to help identify ways to make teaching virtually more instructionally sound in the event school campuses are closed due to unforeseen circumstances.

Professional development training is flexible and tailored to each teacher's needs. The training is provided through a variety of presentation options including face-to-face, virtual, and hybrid. Training is also offered at different times as needed. After each professional development activity, participants will

be able to rate the effectiveness of the training and give feedback to include suggestions for improvement for future professional development trainings.

The District Instructional Technology Coach is available via the help desk on the website to provide technology assistance to teachers and students.

The effectiveness of delivery methods will be assessed, and strategies altered as needed to engage all students. Teachers will review data such as student and parent contact and feedback, student attendance, number of student logins, and grades. Teachers will make adjustment to their delivery methods where needed to support engagement and achievement of their students.

Component 5: Parent and Family Support

A family technology needs survey will be sent out yearly to evaluate the technological capabilities of the families we serve. (Survey results from 20-21 indicated 47% of parents did not have access to reliable internet). ParentSquare will be used to communicate with all stakeholders concerning quarantine issues, closure of schools, and all other important information. ParentSquare is a two-way line of communication with parents and families. Parents can participate in interactive polls, they can RSVP for events, or response to any communication from a teacher or administrator.

The District Instructional Technology Coach will continue to work with school administration to ensure the connectivity rate of ParentSquare stays at a high (94%). Literature on how to create a distraction free learning environment at home will be sent out on ParentSquare giving tips such as but not limited to: 1. Set up a designated space for the student to work at daily; 2. Set a schedule for the student to work in this area on a daily basis at the same time; 3. Incorporate designated breaks through the day; 4. Make sure the area is free from distractions such as TV, phone, pets, radio, and siblings; 5. Encourage parents to provide noise canceling headphone if needed; 6. Encourage parents to provide healthy meals and snacks.

Students with Individual Educational Plans (IEP) and English Language Learner (ELL) Plans will be given special consideration to ensure that their IEPs and ELL plans are being followed and will have access to certified or endorsed teachers in our district daily.

The ESE department will continue to follow the procedural safeguards, policies and procedures set by the Florida Department of Education. ESE instructional and therapy services will be continued remotely. Inclusion teachers will continue to work with general education teachers to develop lessons and assist in

the development of a current and relevant Individual Educational Plan (IEP). The IEP will document the supports that will be given.

The district will utilize counselors, already in place, to evaluate the well being of the students they are assigned. Surveys created by the Licensed Mental Health Counselor will be sent out to help monitor the mental status of students via ParentSquare or Google Classroom. Literature will be sent out which gives families the number to the suicide hot line, the Mobile Response Team number and other mental health hotlines. Tele- health opportunities for new counseling referrals will also be made available. Students of great concern will be checked on weekly either face to face or virtually.

The district will establish drop off points for meals and those same sites will be used as resource drop off sites for parents needing items the district is responsible for providing or items the district is giving out (i.e, paper, toiletries, etc).

The ESE department will continue to have annual IEP meetings and conduct evaluations through virtual methods. Procedural safeguards will be available online. The District will use the 'Go to Meeting' platform or a platform in which the IEP can be shared (screen shared) with parents to read as the plan is developed.

The Director of Curriculum and Instruction will conduct weekly check ins with ELL students. The District Student & Family Support Liaison will conduct weekly check ins with homeless students.

Component 6: Technology and Technical Support

The technology staff members who will be key to the ICP planning process are Tiffany Nichols, the District Instructional Technology Coach, and Jeremy Hammitt, the LEA Computer Technician Manager. The Instructional Technology Coach will provide user end technical support for staff and families. The Computer Technician Manager supervises 4 computer technicians whose responsibility is the upkeep of the infrastructure and hardware of the LEA and will be consulted regarding issues related to infrastructure and security.

Our infrastructure consists of enterprise grade networking appliances and high-end wireless access points in every classroom to ensure reliable internet connectivity on campus for synchronous instruction. We are currently in the process of upgrading our infrastructure using high-end enterprise equipment and the latest standard (AX) high-end wireless access points in every classroom. In the event of disruption due to power loss, battery backups are installed to provide up to two hours of continuous internet connectivity. We have plans to upgrade to larger capacity batteries to provide service beyond two hours in the near future. Disruptions due to network equipment failure are addressed immediately by the district IT team, including the Computer Technician Manager. Additional network appliances and equipment are kept on hand in order to replace equipment in the event of disruption. If the disruption is caused by an issue with the service provider, the Computer

Technician Manager will contact the provider and request service. On average, with the exception of a power grid failure or an incident with the service provider, the network can be back online within 30 minutes.

We have 1:1 student devices and grades preK-12 will be issued a device to access virtual instruction.

Parent and family surveys will be distributed twice per year via ParentSquare to determine broadband access needs. In the event that broadband service is required, student(s) will be provided a mobile broadband hot spot with unlimited data and >50 Mbps download speed and >5 Mbps upload speed.

The on-site infrastructure and the utilization of wireless hot spots and student devices ensure that students and instructional staff have uninterrupted access to learning in both a synchronous and asynchronous learning environment.

Students with special needs will be provided peripheral devices, such as touch screen devices, mice, web cameras, etc. to ensure that all students have access to a free and appropriate public education.

We will implement a web content filtering service for devices to ensure the safety of students and teachers. Broadband service for mobile hotspots will be filtered via the service provider for those who require a mobile hotspot in order to have access to adequate internet service.

Parent and family technology support will be provided by the district instructional technology coach. In a remote learning environment, the teacher is the students' and parents' first line of communication when assistance is needed. In most instances, the remote teacher is trained to provide basic troubleshooting information. In the event that an issue exceeds the teacher's knowledge base, the parent, caregiver, or student will be directed to the Instructional Technology Coach. Contact information for the Instructional Technology Coach is also available to parents, students, and staff in multiple locations, including the Clever SSO portal, the LEA website, and through the LEA communication application, ParentSquare. If support needs exceed what the Instructional Technology Coach can provide, non-instructional personnel may be reallocated to help meet the demand by providing basic troubleshooting guidance and directing families to the online help desk.

The Director of Curriculum and Instruction, Tracie Taylor, and her staff will provide curriculum support for parents and families in the event that assistance is needed related to instruction and instructional materials beyond technical assistance.

An online help desk is available for parents on the district website. This support includes instructions and tutorial videos for parents, students, and teachers. A directory of contacts for services regarding instructional technology needs is also provided.

The LEA uses iBoss for both onsite web filtering and we use iBoss cloud for Chromebooks used offcampus.

Component 7: Cyber Security

In accordance with ss 202.318(3), the guidelines identified in the National Institute for Standards and Technology Cybersecurity Framework will be implemented to identify areas of potential risk, develop a plan to protect vulnerabilities, detect threats as early as possible, respond to those threats in an efficient and timely manner, and recover any data or hardware loss in an efficient and timely manner.

Business continuity plan, including incident response plan and policies.

INFORMATION TECHNOLOGY STATEMENT OF INTENT

This document delineates our policies and procedures for technology disaster recovery, as well as our process-level plans for recovering critical technology platforms and telecommunications infrastructure. This document summarizes our recommended procedures. In the event of an actual emergency situation, modification to this document may be made to ensure physical safety of our students, staff, systems, and data.

Our mission is to ensure information system uptime, data integrity, data availability, and business continuity.

Policy Statement

- The district shall develop a comprehensive IT disaster recovery plan.
- A risk assessment shall be undertaken to determine the requirements for the disaster recovery plan.
- The disaster recovery plan should cover all essential and critical infrastructure elements, systems and networks, in accordance with key business activities.
- The disaster recovery plan should be periodically tested in a simulated environment to ensure that it can be implemented in emergency situations and that the management and staff understand how it is to be executed.
 - All staff must be made aware of the disaster recovery plan and their own respective roles.
 - The disaster recovery plan is to be kept up to date to take into account changing

circumstances.

Goal

This plan seeks to allow the district office and school sites to resume normal business operations in the event of a disaster. By focusing on this element, the District leadership team will be able to make decisions regarding incidences which are beyond the scope of the plan or are unforeseeable.

Objective

The principal objective of the disaster recovery program is to develop, test and document a well-structured and easily understood plan which will help the District recover as quickly and effectively as possible from an unforeseen disaster or emergency which interrupts information systems and/or business operations. Additional objectives include the following:

- The need to ensure that all employees fully understand their duties in implementing such a plan
- The need to ensure that operational policies are adhered to within all planned activities
- The need to ensure that proposed contingency arrangements are cost-effective.

In the event of a catastrophic disaster, the following steps should be taken.

Data: Scenario 1: Total Loss of Data

Perform restore of data from Veeam Backups. The District has 2 backup appliances with this data on it. They are stored on our Dell 720xd Server and HP GL 380 G8 server devices. Their locations are Building 3 at Blountstown High School and off-site backup data on google drive. Older backups are full backups on Buffalo Terrastation NAS at BES, Altha, and Blountstown Elementary School.

Scenario 2: Total Loss of Hardware

Bring up a new server and perform a restore of the application and the database.

Contacts:

Veeam - 18007745124

Jeremy Hammitt 8508328768

LAN Network: Scenario 1: Total Loss of Hardware

District has backup, redundant, and ready service spares available for any casualty. Once faulty hardware is isolated, District will contact Network Consultant for recommendation.

Wide Area Network (WAN): Scenario 1: District Wide Outage

Contact Provider Uniti.

Isolate issue to determine if problem is Unity or District. If it's a District owned appliance that is faulty start Business continuity Plan for LAN and contact Unity.

Contacts:

Uniti 866-512-8324

Jeremy Hammitt 8508328768

Voice Communications: Scenario 1: Total Loss of VOIP system

Isolate issue to determine if problem is IP Office 500 system or Fairpoint. If it's a District owned appliance that is faulty start the Business continuity Plan for Local Area Network and contact carousel industries. If it is a line fault with Consolidated Communications call Consolidated to report outage.

Contacts

Carousel Industries 866-408-4596

Consolidated Communications 8506748611

Jeremy Hammitt 8508328768

Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Web filter was upgraded at the end of the 2021-2022 school year.

In conjunction with the Panhandle Area Educational Consortium, penetration test will be performed on a scheduled basis to assess network vulnerability. Auditing of network security by a third party is ongoing.

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.

The Calhoun County School District has always worked hard to ensure parents receive support related to questions or concerns they may have pertaining to the education of their child. The district employs a Student and Parent Support Liaison who is available to provide supports to parents. In addition, each school has established personnel in the student support services department that are available to support students and families with questions. The team of service providers include but are not limited to the Student and Parent Support Liaison and the Student Support Services person at each of the 4 LEA schools. The district also uses Parent Square as a system to provide communication to families in an efficient and concise manner. Social media, such as Facebook, is another tool used for communication to engage with students and families. Families of students with disabilities will be contacted by the ESE Department to implement a student's distance learning plan which will detail the services and supports the student will receive while learning remotely. Depending on the needs of the student, these services could be virtual lessons, virtual therapy sessions, or printed materials for students who may have limited internet access.

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

The Calhoun County School District requests that each family complete a Student Residency Form at a minimum of once per year. This form is also available in Spanish. This form is used for families to identify areas of need and a starting point for the district to provide supports. In addition, families can contact the Student and Parent Support Liaison for assistance as well as school-based leadership or the student services department at school sites. ParentSquare is also an established tool to communicate information to students and parents quickly and efficiently. Teachers will continue to use Google Classrooms to ensure fluid instruction continues for students when remote learning is necessary. Students are taught how to access and use Google Classroom routinely during the school year to keep students' knowledge of this resource current in the event learning has to continue outside of a traditional classroom setting.

Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families.

Calhoun County will ensure that students with disabilities continue to receive a free and appropriate public education (FAPE) and that the services on Individual Education Plans (IEPs) are implemented. If services included on IEPs are not possible in a remote learning environment, a Distance Learning Plan will be developed for the student amending what is provided during the time remote learning is necessary. The IEP team, including the parent, will give input on what the student needs to ensure FAPE is provided during the period of remote learning. Special education service providers will continue to

deliver therapy services, counseling services, and instructional supports to students with disabilities. IEP meetings will continue via a virtual platform or through conference calls. Continuing to hold IEP meetings through alternate formats will ensure students with disabilities have the resources and supports they need identified and in place while also remaining in compliance with state and federal law.

Research and implement best practices in online special education.

The Calhoun County School District will research and implement best practices for students with disabilities in online special education. Digital and online learning for students with disabilities presents many challenges outside of a traditional classroom setting. In the event Calhoun County has to transition to a distance/hybrid learning environment, high leverage practices in special education will continue to be used for students with disabilities. Teachers will continue to design and implement lesson plans for students with disabilities in order to meet their IEP goals and objectives. The district's technology coach, as well as our Local Assistive Technology Specialists (LATS), will work with ESE teachers to identify resources and tools that are available to better support students with disabilities in a remote learning environment. Many of the same procedures teachers currently use when implementing universal design for learning strategies can be used with students in a distance learning setting to ensure students are engaged and learning continues.

The LEA is currently engage with internet providers/vendors for students and families with limited to no access do the rural area in which students reside. Until broadband access is addressed for rural areas there is very little that the LEA can but will work with the internet providers/vendors to determine if a temporary tower can be brought in to areas with limited to no access. If students have limited to no access, then those students will be provided paper/pencil packets and teachers will call those students at least 3 times a week to assist the students.

Component 9: Continuation of School Operations

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 included but are not limited to: Instruction, safety and security, cleaning, maintenance, transportation maintenance, payroll, freezers, equipment check in/out, food service, students services such as ESE, OT, PT, Speech, counseling, and instruction supports to students.

Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures.

All 12 month administrators will be onsite during school closures daily. Custodian and district maintenance workers will continue janitorial duties to maintain campus. Lunchroom personnel will prepare breakfast and lunch for distribution on Tuesdays and Thursdays. Paraprofessional, health aides, bus drivers and other non-instructional personnel will assist in food distribution on Tuesdays and Thursdays. Teachers are the essential personnel needed to support learning continuity. All teachers will establish office hours for students to communicate via email through Google Classroom. Teachers may also schedule live help session through Google Meets.

Develop and communicate an execution plan to provide food services to students and families in need during school closures.

If schools close, summer feeding sites will be opened and a delivery schedule will be developed. Breakfast and lunch will be delivered to the summer feeding sites on Tuesdays and Thursdays.

CALHOUN COUNTY SCHOOL DISTRICT

Meals delivered on Tuesday and Thursday Only

Meal distribution sites:	Tuesday and Thursday Delivery Times
Apache Road & Hwy 274	10:00 to 10:15
St. Mary's Missionary Baptist Church	10:30 to 11:00
Mossy Pond Library	10:30 to 11:00
Carr School	10:45 to 11.15
Hugh Creek Library	11:15 to 11:45
Shelton's Library	11:15 to 11:45
Kinard Library	11:30 to 12:00
Ochessee Park	11:30 to 12:00
Altha School	11:30 to 12:00
Blountstown High School	11:30 to 12:00
Scott's Ferry Fire Department	12:00 to 12:30

Tuesday Delivery-Children will receive meals for Tuesday and Wednesday

Thursday Delivery-Children will receive meals for Thursday, Friday and Monday

Per USDA regulations, children must be present in order for meals to be provided.

The Meals delivery days and times will be advertised in the local newspaper, on the local radio station, a ParentSquare notification will be sent out to all parents and students.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

Calhoun County School District personnel will work with IEP teams (including parents) to determine needed services, for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams. Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, Chromebooks, or other electronic devices, as well as internet hot spots, will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program at home. Weekly, or more frequent, contact with teachers and therapists/counselors will be provided to each of these students. Therapists and counselors will provide input to IEP teams (including parents) to determine the intensity of support and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations. These decisions will be made as soon as possible after valid progress monitoring data can be gathered and analyzed. If determined necessary by IEP teams (including parents), additional support will be provided to students either during the school day or during after-school programs. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the Internet. The Calhoun County School District will work with service providers to arrange for flexible work schedules so that SWD working from home can be served appropriately.

Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

Communication will be established between the district and local libraries, churches and daycares to make families aware of all support provided by the school district during school closures. The Calhoun/Liberty Ministry Center and Innovative Charities will be contacted to make them aware of the support provided by the school district and ask the organizations to continue providing the comprehensive support that they already provide.

The current service delivery model in place requires teachers and administrative staff to be the front-line resource for identification of students in need of mental health services. They are required to report suspected needs to guidance who then reports it to the district mental health professional. The district mental health professional then completes a preliminary screening. Once the district personnel

complete the screening, the referral is then vetted to the appropriate resources based on the student's individual needs. If school campuses close it will be paramount for teachers to communicate with students to determine if students need to be referred. Counseling sessions will continue face to face if students and parents are comfortable with in person sessions. Virtual sessions will also be available to students.

Students will have equitable access regardless of their academic delivery choice, whether virtual or brick and mortar. The use of the existing telehealth kiosks will allow for services to be rendered virtually or distance learning students can attend the program in person if they choose.

Component 10: Emergency and Ongoing Communications

Stakeholder groups within the school community included but are not limited to: the Calhoun County Commissioners, local church pastors, the Blountstown Police Department, the Calhoun County Sheriff Department, the Altha Police Department, and the Florida Department of Education. Appropriate communication channels for each group are Scott Monlyn, Chairman of the Calhoun County Commissioners, Chief Mark Mallory of the Blountstown Police Department, Sheriff Glen Kimbrel of the Calhoun County Sheriff Department, Chief Jimmy Baggett of the Altha Police Department, and Jacob Olivia, Chancellor, Division of Public Schools. The communication channels include but will not be limited to: face-to-face, video conferencing, phone calls, emails, etc... The communication channel depends on the situation and the availability of the stakeholders. Calhoun County is a small rural district. Communication with stakeholders is not a problem. The scope of the communication and schedule depends on whether there is any information to communicate. Having been through Hurricane Michael in the fall of 2018 when there was no electricity or cell phones that worked and Covid- 19 school campus closures in 2020, the LEA is well versed at communicating with stakeholders to disseminated pertinent information.

Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

Darryl Taylor, Jr, superintendent of the Calhoun County School District is the only person who will communicate with stakeholder groups.

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

Details of school closures will be sent out to stakeholders along with information about instruction, and meal distribution times and sites.

Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

Currently there is no website page dedicated for the guidance of stakeholders if campuses close, but if campuses do close again a website page will be developed. All information will be on the district website pertaining to school closure, instruction, and meal distribution times and sites. Social media, such as Facebook, is another tool that will be used for communication. The superintendent will make announcements on the local radio station periodically and send articles to the local newspapers on school closures, instruction, and meal distribution times and sites. This information will also be sent out via ParentSquare.