



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2021-2022

Local Educational Agency

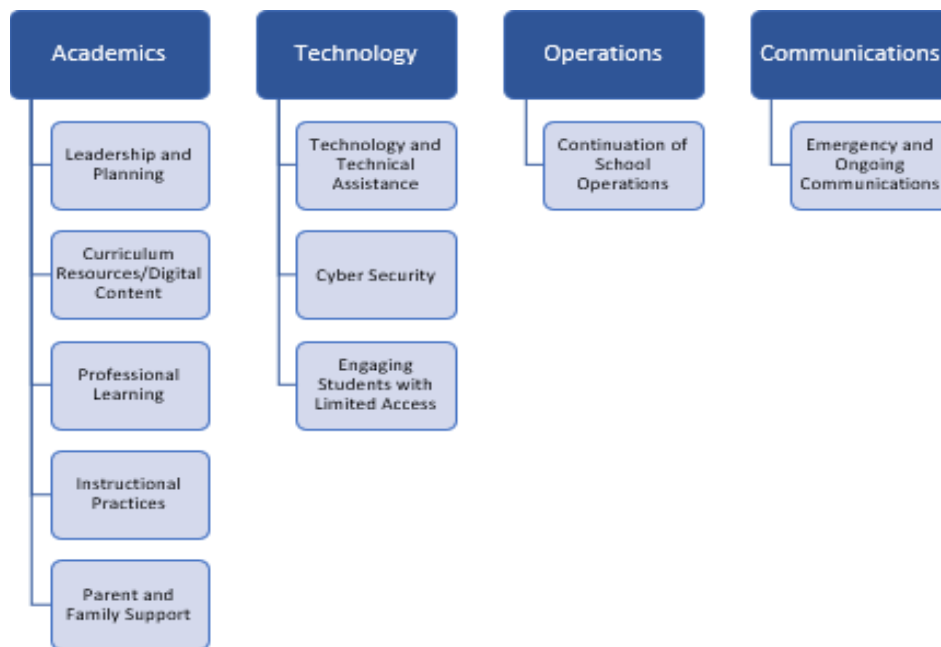
Charter School

Submitted by

The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Florida Local Educational Agency (LEA) to develop and refine their own Instructional Continuity Plan (ICP). LEAs and charter schools are encouraged to review the content in this portal and use it to support their ICP development. For questions about this information or the process of developing your ICP, please reach out to instructionalcontinuityplan@fldoe.org.

ICP Framework Components

The graphic below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the graphic: Academics, Technology, Operations and Communications.



The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to LEAs and charter schools to assist in designing and refining ICPs across the state of Florida.

For each component, LEAs and charter schools will create and insert their plan in the designated fields for the corresponding ICP components. LEAs and charter schools may also include supporting documents for each component if necessary.

LEAs and charter schools will use this document to create their plans and, upon completion, transfer the information to the ICP Portal between 9/24/21 and 9/30/21.

Charter School organizations who are not considered one of Florida's LEAs will use this ICP template to create and submit their plans to their LEA.

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: Specify LEA or charter school 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.

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

Nassau County School District's cross functional planning team will consist of the following personnel:

- Mark Durham -Assistant Superintendent of Curriculum and Instruction
- Misty Mathis- Executive Director of Curriculum and Instruction
- Kari Burgess-Watkins- Director of Instructional Technology and Information Services
- Carissa Bass -Director of Technology Systems
- Tia Brown- Director of Professional Development
- Natasha Drake- Director of High Schools and Support Services
- Rhonda Devereaux- Director of K-8 Education

Identify desired outcomes or goals of the ICP.

Nassau County School District (NCSd) has developed a comprehensive Instructional Continuity Plan that outlines steps to support our students, teachers, schools, and community in the event of a disruption in learning. The 2021-2022 Instructional Continuity Plan (ICP) sets expectations relative to how students will continue receiving a quality education if traditional brick and mortar schooling is unavailable. Students will participate in daily online instruction, access instructional materials, perform educational activities, and complete formative and summative assessments to monitor student progress.

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

The critical success factors that will determine achievement of the Nassau County School District's ICP desired outcomes or goals include the following:

- Identification of needed professional development and training for all NCSd teachers to ensure knowledge and effective navigation of Canvas (LMS) and Microsoft Teams.
- Provide planning time for teachers to effectively plan for online instruction.
- Provide technology devices/hot spots as needed for both teachers and students to engage in online learning.
- Ensure teacher understanding and execution of site-based expectations for online instruction.
- Ensure effective monitoring and evaluation of online instructional delivery best practices are conducted by site-based administrators.
- Ensure student understanding of district/school expectations for online learning.
- Ensure effective communication and regular correspondence with all stakeholders using Canvas (LMS), newsletters, email, Parentlink, Remind, postcards, district/school websites, etc.
- Ensure services will continue to be implemented and evaluated as needed for students with disabilities.

- Ensure collaboration of all stakeholders if changes are needed for students with disabilities to continue to receive a free and appropriate public education.
- Provide interventions and/or other supports for students in the MTSS process.
- Require and monitor student attendance.
- Follow the National Institute of Standards and Technology (NIST) Cybersecurity Framework to reduce cyber risks to the district’s technological infrastructure and data.
- Ensure Food & Nutrition Services (FNS) provide essential personnel to continue management of federal programs including business and finance operations, personnel management, school operations, and facility management.

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

Critical Success Factor	Action	Person Responsible
Professional Development	Survey teachers to identify teachers to evaluate their online teaching experience and expertise. Provide professional development and training in Canvas (LMS) and Microsoft Teams. Provide professional learning about best practices for online teaching for educational staff.	Director of Professional Development Site-Based Administrator
Teacher Planning Time	Provide planning for educational staff to plan for online instruction.	Site-Based Administrator
Technology Devices/Hot Spots	Provide technology devices/hot spots as needed for students and educational staff	Director of Technology Systems
Instruction	Provide expectations for delivery of online instruction. Monitor and evaluate online instructional delivery. Provide district/school student learning expectations for online learning.	Site-Based Administrator Classroom Teacher
Communication	Provide effective communication and regular correspondence with all stakeholders.	District Staff Site-Based Administrator Classroom Teacher
Special Education MTSS	Provide and monitor support services for students with disabilities. Provide interventions and/or other supports for students in the MTSS process.	Director of ESE Site-Based Administrator Classroom Teacher

Student Attendance	Require and monitor student attendance.	Director of Instructional Technology & Information Services Site-Based Administrator Classroom Teacher
Cybersecurity	Follow the National Institute of Standards and Technology (NIST) Cybersecurity Framework to reduce cyber risks to the district's technological infrastructure and data.	Director of Technology Systems
Food Service and Distribution	Ensure Food & Nutrition Services (FNS) provide essential personnel to continue management of federal programs including business and finance operations, personnel management, school operations, and facility management.	Director of Food Service

Develop a process for evaluating the effectiveness of the ICP.

Effective monitoring of the ICP will be conducted in the following manner:

- Teacher surveys will be conducted to continuously identify professional development needs as it relates to increasing teacher knowledge and expertise of Canvas, Microsoft Teams, and delivery of online teaching best practices.
- The technology department will monitor Incident IQ tickets to evaluate the technology service needs and provide appropriate action to ensure students have continuous access to online learning.
- Site-based administrators will use informal/formal instructional observation data to ensure effective online instructional practices are implemented. Additional professional development and planning time will be given to educational staff as needed.
- Continuous progress monitoring will be conducted with all students on a regular basis. Data will be analyzed and used to plan individualized instruction to work towards the goal of student proficiency.
- Site-based problem-solving teams will continue to meet and evaluate students identified in the MTSS process and students with disabilities to determine the effectiveness of online instruction. Site-based problem-solving teams and IEP teams will make appropriate interventions as needed.
- Student attendance will be monitored at the school site to ensure regular school attendance.
- The technology department will provide continuous monitoring of student safety and security. Appropriate action and resolution will be sought in a timely manner.
- Food & Nutrition Services (FNS) will regularly evaluate services to ensure provision of essential personnel to continue management of federal programs including business and finance operations, personnel management, school operations and facility management.

Component 2: Curriculum Resources/Digital Content

The language in the ICP should: 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.

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

The desired outcomes and goals of the remote learning program are to maintain high quality instructional expectations and content delivery for all students regardless of their learning environment. Students will participate in daily learning instruction, access instructional materials, perform educational activities, and complete assessments.

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

To ensure that all students and teachers can easily access curriculum, Nassau County School District implemented Canvas as the district-wide learning management system. Canvas is accessible via the internet and provides an online platform for instructional resources, learning assignments and assessments for all students and teachers, regardless of the learning environment location.

A learning management system will unite students, teachers, parents, and administrators within one learning platform. Teachers will utilize this tool to prepare and deliver content, daily lessons, and student assessments. Students will partake in digital learning that will allow collaboration, discussions, creativity, and individual responsibility. Parents and/or guardians can access Canvas to view their student's work and the delivered content.

For the 2021-2022 school year, this is not a new product; however, training and expectations have been modified.

To assist in achieving the desired learning outcomes, some basic instructional expectations are:

1. Teachers must use Canvas as LMS
2. Teachers must provide daily live instruction
3. School administrators will provide school-based expectations

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

Each site-based administrator will monitor teachers' Canvas courses for implementation and student engagement. The Elementary Education, High Schools & Support Services, and Technology Systems Departments will monitor usage and effectiveness of the Canvas platform. Instructional improvements and modifications will be suggested through collaboration of all departments.

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

Professional learning will be open to all district instructional personnel in multiple formats. Learning will be available as self-paced, webinars, or face-to-face instruction. Instructional providers may access

Canvas training materials and videos through the district's technology training portal, RISE. Another self-paced option is the district-created Canvas course designed to train teachers on implementing the LMS.

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.

Users may also participate in training with daily webinars that are provided by Canvas through the company's training portal. Another professional learning opportunity will be for in-person learning that is led by each school's most effective LMS users or the Digital Classroom Support Specialist.

Teachers and instructional staff will have continuous support through RISE, school-based technology coaches, school administrators, or the Digital Classroom Support Specialist.

Component 3: Professional Learning

The language in the ICP should: 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.

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

Nassau County School District will conduct three surveys per year (September, January, and May) to identify the needs of K-12 educators in relation to their ability and expertise of online and hybrid teaching experience and expertise. The survey will include the district's learning management system and integrating software tools. Survey results will be used to determine which teachers have extensive background knowledge in online and hybrid teaching delivery models and which teachers lack the necessary skills and knowledge to provide effective online and hybrid teaching.

The survey distribution method will be determined by individual schools and all resulting data will be collected and shared with Professional Development, Curriculum and Instruction, and Technology Services to assess districtwide preparedness.

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

Upon compilation of the survey data, the Office of Professional Development will coordinate with district and school leaders to offer multiple professional learning opportunities for staff to receive training to increase their understanding and use of technology tools as identified in the survey. Keeping in mind best practices for adult learners, face to face training will be offered as well as virtual sessions which will be held after school hours. Virtual professional development opportunities will model the same expectations and requirements established for student on-line learning. The district has also created self-paced modules wherein teachers may access on-demand training to increase proficiency. Each school site will provide collaborative planning opportunities for teachers to develop their technology skills and provide coaching and modeling of best practices for distance/hybrid education delivery.

Provide for implementation of professional learning for educational staff.

By October 13, 2021, all teachers in the Nassau County School District will have an updated, active page in the learning management system (Canvas) wherein teachers will be required to utilize the platform a once a week as part of their instructional practice. While utilizing best practices for implementing technologies within the teaching and learning, students will be enabled to log into Canvas and participate in virtual/online activities which will provide ease of transition for online/hybrid teaching. School administrators will preview all active Canvas pages and assess usage and effectiveness of implementation to determine feedback for further professional learning.

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

To assess the effectiveness of the professional learning efforts and to continuously improve the process, the district will identify teachers who have mastered the use of the LMS as a way of work and task those users to become trainers/facilitators to support novice peers. Instructional observations and student assessment data will also be monitored to assess the effectiveness of the instructional delivery methods and to determine the necessity to alter strategies, if needed, to engage all students.

Component 4: Instructional Practices

The language in the ICP should: 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.

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

In preparation for an effective online and hybrid teaching experience, the Nassau County School District will assess teacher accessibility to the technologies needed to affect the experience such as monitors, cameras, and microphones. The district will also utilize the needs assessment for K-12 educators in relation to their ability and expertise of online and hybrid teaching experience and expertise. Survey results will be used to determine which teachers have extensive background in online and hybrid teaching delivery models and which teachers lack the necessary skills and knowledge to provide effective online and hybrid teaching. Model teachers for online learning will be identified and partnered as mentors and coaches for teachers in need of necessary online training.

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

Each school site will utilize technology coaches and identified proficient “model” teachers of online learning to provide weekly training in the use of the Nassau County School District’s identified LMS, Canvas, as well as additional technology platforms such as Microsoft Teams and Google Classroom. Each school site will provide collaborative planning opportunities for teachers to develop their technology skills and provide coaching and modeling of best practices for distance/hybrid education delivery.

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices

On-going professional learning of best practices for online/hybrid teaching will be provided to educational staff by technology coaches and identified technology mentors on a weekly/bi-weekly/monthly schedule at each K-12 school site. Additionally, virtual training videos will be available for teachers via the RISE portal.

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

Such topics will include but are not limited to:

- [Why Distance Learning is Here to Stay](#)
- [The 3 Keys to Teaching Online Classes Effectively](#)
- [What are the Most Common Strategies of Distance Education?](#)
- [Strategies for Teaching Online: How to Adapt Your Lesson Plans to Different Types of Learners](#)
- [Strategies for Teaching Online: How to Set Clear Expectations with Students](#)
- [Strategies for Teaching Online: How to Build Rapport and Community with Students](#)
- [Strategies for Teaching Online: How to Connect with Parents](#)
- [Strategies for Engaging the Online Learner](#)
- [Strategies for Teaching Online: How to Find the Right EdTech Tools and Curricula Supports](#)
- [Common Mistakes Teachers Make When First Teaching Online](#)
- [Wrapping Things Up: Things to Remember When Teaching Online](#)

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

District staff, site-based administrators, and technology/mentor coaches will participate in weekly walkthroughs and/or monitor instructional delivery methods via online platforms to assess the effectiveness of online/hybrid teaching. Instructional observations, student interest surveys, and student assessment data will be monitored to assess the effectiveness of the instructional delivery methods and alter strategies as needed to engage all students.

Component 5: Parent and Family Support

The language in the ICP should: 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, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Identify the household technology capabilities and needs of students and their families.

The technology needs for students are a reliable internet connection, a working laptop, and access to Canvas LMS. Students that do not have access to a reliable internet connection may request a hotspot to use during remote learning. The district will provide a working laptop and access to Canvas.

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

The district has multiple options for two-way communication between parents, students, and the school. Remind is a two-way text-based communication method in which parents and students can communicate with the teacher. Teachers may also use the application to call students' homes without revealing their personal telephone numbers. Teachers can contact individual students or entire groups with one text. Parents and students may respond or call the teacher using the phone or computer app as well.

Email is another form of communication. Teachers can be reached via their Microsoft Outlook email or through their Canvas Inbox.

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

Communication with the families is expected to occur within the first week of a school closure. Contact will be made regularly as students will participate in daily virtual instruction.

The expectation for families to create a distraction-free learning space needed to ensure a conducive learning environment is as follows:

- Locate, within the home, a quiet and private space or room that is free of distractions (including a cell phone or other devices).
- Confirmation that the space/room meets the expectation for a learning space/room will be made before beginning each session.

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

The protocol that will be followed to ensure the provision of special education and accommodations for students in need is the student's Individual Education Plan (IEP). The team will make every effort to continue to follow the student's IEP during virtual instruction.

If additional supports are identified and needed due to the nature of the virtual instruction, the service provider will contact the student's teacher of record and interventions will be identified and implemented. The general education teacher is responsible for seeking team support if barriers are encountered in the virtual learning environment.

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

Communication with the families is expected to occur within the first week of a school closure. Contact will be made regularly as students will participate in daily virtual instruction.

In the event that health and/or safety concerns arise, the mental health team will be notified. If interventions are needed to support the health and safety of students and their families, they will be provided following the district's mental health policies and procedures.

If students were being provided with interventions needed to ensure health and safety prior to the school closure, those supports will continue during the closure.

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:

ESE: In the event of a school closure, the IEP will continue to be followed for students with disabilities. The lead teacher and related service providers will continue to maintain documentation and progress monitor their students. Teams will collaborate if changes are needed in order for the student to continue to receive a free and appropriate public education. Interventions and/or other supports can be considered based on the IEP team decisions.

ESOL: The ESOL Coach and/or staff will reach out to families and provide the supports, in the students' native languages, necessary to ensure students continue to learn and progress toward their educational goals.

Homeless: The district's homeless liaison will reach out to all students on her caseload to assess their needs and will coordinate with schools and other community resources to ensure these needs are being met.

TECHNOLOGY

Component 6: Technology and Technical Support

The language in the ICP should: 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 or charter school 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.

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

The technology staff members that will be instrumental during the continuity planning process are Director of Technology Systems, Security Engineer, Network Engineer, Systems Engineer, and Hardware Technicians. Each staff member will have direct responsibilities to maintain instructional capabilities that impact student learning.

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

Maintaining reliable and efficient connections within the brick-and-mortar and online learning are essential to supporting student learning. Our technology infrastructure consists of 22 sites connected via Comcast Ethernet Virtual Private Line (EVPL MAN) circuits. The district has two 5Gb internet circuits that route through a Palo Alto PA 5220 firewall. Each LAN segment consists of Meraki Switches and Access Points that block traffic and provide speed and bandwidth within the network. Our current system is updated and capable of supporting our district's technological needs.

Asynchronous learning allows students to complete learning on their own schedule, whereas synchronous learning has teachers and students on at the same time. Using our learning management system, Canvas, teachers and students can easily access synchronous and/or asynchronous learning.

Nassau County School District is a Microsoft-based district and utilizes Microsoft Teams for virtual meetings. In addition to the Canvas LMS, teachers have access to the following educational tools: OneNote Notebook, Microsoft Forms, Microsoft Sway, Microsoft Translator, Microsoft Learning Tools, and Google products.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).

Within Nassau County School District, grades 3-12 are currently 1:1. The PreK-2nd grade classrooms have twelve devices per classroom. In the event of remote learning, all students would need devices for online learning. Additional devices have been ordered to help fulfill our 1:1 initiative.

Survey students and families to determine which are in need of internet access and provide this access as needed.

Parents/Guardians and students will complete a NCS D Technology Survey which will include the ability to request a laptop and/or hotspot. Access to the form will be available online via the district website.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).

All supplied devices have touchscreen and accessibility features, support digital curriculum, and comply with Free and Appropriate Public Education (FAPE). Students are provided with assistive technology based on their educational needs.

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

Nassau County School District has implemented two content filtering solutions, LightSpeed and Palo Alto. Both solutions provide protection to a student's browsing experience. In addition to network protection, the district also has Cylance/Blackberry Cybersecurity. This tool will prevent, detect, and block viruses and malware.

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

Nassau County School District will need additional support to manage and operate the Digital Swap Center in the event of a district shutdown. These Help Desk Technicians would be available for students to meet at a central location to swap out a broken device when schools are not in session.

Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.

The district follows the National Institute of Standards and Technology (NIST) Cybersecurity Framework to reduce cyber risks to the district's technological infrastructure and data. The five concurrent and continuous functions (Identify, Protect, Detect, Respond, and Recover) assist the district in organizing information, enabling risk management decisions, addressing threats, and continually accessing security processes to meet expectations and needs.

Include an executive summary of the LEA's or charter school's current security posture.

Purpose: The purpose of this document is to serve as guidance into the operations of the Nassau County School District's Technology Systems Departments' practices and procedures. The document includes security planning, network procedures, as well as emergency continuity and response procedures.

It is essential to note that specific hardware and software versions are intentionally omitted for security purposes and due to the frequent changing of Informational Technology.

Locations of the Data Centers and Backups have also been omitted for security purposes.

Continuity: Given the increased need for remote learning and the higher incidents of cybersecurity attacks, Nassau County School District has employed a Security Engineer. In addition to safeguarding cyber security activities, this position will assist in developing and maintaining policies regarding continuity and emergency response procedures.

It is crucial to plan and recognize the potential issues that remove students and faculty from the brick-and-mortar environment and place them in a remote learning environment. In Nassau County School District, the network and systems are designed to navigate secure applications and traffic to allow safe traffic but deny unsafe or unauthorized web activities.

In case remote educational learning is required, the district has created a plan that will ensure continuity. The plan is still a work in progress, but it will continue to grow and develop dynamically as new challenges are encountered.

Response: The Critical Response Team consists of highly experienced individuals from the Informational Technology and Technology Systems Department. The Director of Technology and the Director of Informational Technology will communicate with district leaders and coordinate personnel. The Director(s) will alert or assign tasks to the Data Analyst, Network, Security, or Systems Engineers to diagnose and repair the systems issues. In the event the repairs need to be made at either the Data Center, Backup Center, or one of our many other site locations throughout Nassau County, the engineers work with the appropriate Field Technicians.

Along with the Instructional Continuity Plan, the district has planned for many cyber security circumstances, such as a Distributed Denial of Service attack, Phishing attacks, or a Ransomware attack.

Nassau County School District will continue to evaluate and revise policies and procedures relating to all security, network, and operations to maintain effective practices.

***Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charterschool information system and IT infrastructure.**

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

Protection of data stored on the network resources is of a paramount importance to the district. The purpose of this policy is to comply with federal regulations governing privacy and security of information, and to protect confidential and sensitive data from theft or loss.

Our District's **Business Continuity Plan, Incident Response Plan, Cyber Security policies** will contain protected information. If necessary, the appropriate representatives may contact the Technology Systems Director at (904) 491-9900 for more information.

Component 8: Engaging Students with Limited Access

The language in the ICP should: 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 LEA 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.

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 district will provide mobile hot spots for identified students to support remote learning for students with limited internet access. Students can be identified by school personnel or parent requests. The district also has established partnerships with local and nationwide internet programs through AT&T, Spectrum, T-Mobile, Verizon, and Comcast. Please see the attached document entitled *Free or Reduced Fees for Wi-Fi*, which is on our website.

The student's teacher of record will serve as the person responsible for collaborating with the student's team of service providers to ensure the student receives needed supports and accommodations and will communicate with families about the efforts to provide education and supports for their child.

Communication with families will follow the methods used by the home school and may include Remind app, TEAMS meetings, telephone and/or email contacts. Communication with the families is expected to occur within the first week of a school closure. Contact will be made regularly as students will participate in daily virtual instruction. Parent conferences can be initiated by the school or family at any time. IEP teams will meet yearly or more frequently as needed.

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

The team will make every effort to continue to follow the student's IEP during virtual instruction. ESE contact and support will be provided as specified in the student's IEP. If additional supports are identified and needed due to the nature of the virtual instruction, the service provider will contact the student's teacher of record and interventions will be identified and implemented. The general education teacher is responsible for seeking team support if barriers are encountered in the virtual learning environment.

Individual service providers are responsible for maintaining documentation related to services/supports and tracking student's progress towards meeting IEP goals. Parents may not opt out of services required to ensure the student receives FAPE during virtual instruction. If the parent identifies barriers for virtual learning, the IEP team must make every effort to identify strategies to eliminate barriers.

Some accommodations listed on the student's IEP will be automatic due to the nature of virtual instruction

(e.g. small group setting, extended time). Other accommodations will continue to be provided (e.g. shortened assignments, copy of notes) as identified on the IEP.

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

LEA leadership will be included, as needed, with special education service providers to deliver needed supports and resources to educators, learners, and families. They will support teams on how to help students remain connected and engaged with teachers and staff when face-to-face interactions are limited. In addition, LEA leadership will provide access to professional development opportunities for staff. Students and families will have access to resources as embedded within the Learning Management System and through the Nassau County website (e.g. links to resources related to behavioral health). LEA leadership will also support families that have limited to no access to internet by providing hotspots to families in need.

Research and implement best practices in online special education.

Best practices for supporting students with disabilities during virtual instruction:

Help students develop new routines and strategies. Possible strategies may include:

- Help them to create a schedule with work times and break times
- Set a timer and keep working until it goes off
- Set a goal. For example: I will write one paragraph before I take a break
- Create a checklist
- Work on the hardest or easiest thing first (choose one)
- Put your phone in a different room
- Find a quiet space or use headphones to block out noise
- Teach students how to access class information
- Simplify directions
- Be consistent in how class materials are organized and presented
- Use closed captioning. This is especially useful for students with hearing impairments
- Provide printed materials, copies of presentations or lectures (distribution plan needed)
- Provide a recording of the materials for a student who needs materials read out loud
- Maintain positive relationships with students and families

Students who learn and think differently and their families will likely need more frequent check-ins. Use these check-ins to:

- Make sure students understand lessons
- Find out whether students have what they need to do their classwork
- Help students develop learning strategies
- Talk about student accommodations and support
- Better understand students' social-emotional well-being

Other key components to think about:

- Your virtual classroom is a real learning space-keep it organized
 - When writing, use numbered lists and short paragraphs with subheadings.

- Get rid of visual clutter. This includes hard-to-read fonts and unnecessary decorations or images. This is especially beneficial to students with visual impairments or attention deficit disorder
- Consider holding “learn your technology” days with your class to walk through common-use cases, like submitting work or signing on to synchronous lessons
- Make an extra effort to be clear and concise in your directions and consider making a short daily video summarizing the day’s objectives

- Chunk your lessons into smaller, digestible pieces
 - Allow for brain breaks
- Annotate and interject to scaffold learning
 - visual scaffolding and help direct the users' attention to those aspects that are important in learning materials and help guide learners' cognitive processes,
 - strategically interject questions into an instructional video at key points to check for understanding
- Fight the isolation of remote learning by connecting with your students
 - Beyond morning meetings, you can adapt many face-to-face activities to work in virtual classrooms
 - Use unstructured time to chat at the beginning of class
 - Try "waiting room" feature to welcome kids to class one by one
 - Use breakout rooms to split students into small groups for relationship building exercises_
 - At the end of the day, ask students to reflect on their learning with discussion prompts or a closing activity like appreciation, apology, aha!_
 - Pose fun questions like “What’s your favorite movie?” in your all-class video tool, or on digital whiteboards and have students share out

OPERATIONS

Component 9: Continuation of School Operations

The language in the ICP should: 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 charter 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.

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.

Food & Nutrition Services (FNS) essential personnel include key support staff to continue management of federal programs including business and finance operations, personnel management, school operations and facility management. Additional food service managers and employees would be necessary to facilitate curbside meal operations at each open school site.

Facilities Department- Maintenance is directly impacted by stagnated water due to no use, dry drains, and HVAC issues. Due to the lack of staff at the schools, maintenance issues (roof leaks, water leaks, etc). may not get reported in a timely manner. Personnel (electrician, HVAC, plumber & a general maintenance person) will be needed to ensure that everything is operating correctly for support staff that are on a campus. Grounds crews would be needed to ensure school grounds are cut and maintained.

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

Food Service- FNS office staff would be required to work daily to ensure program integrity and oversee operations maintained at each school site operating a federal school meals program. FNS managers and employees would be required to work as needed to set up and facilitate curbside meal service 2-4 days a week. FNS managers would need additional time each week for food ordering and inventory management. Training and standard operating procedures would be provided to all food service staff for curbside meal service during school closures. Work performance would include food handling and receiving, food preparation, packaging, delivery and cleaning of school kitchens.

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

Food Service- During school closures, the FNS department would request waivers through the USDA and Florida Department of Agriculture to administer the Summer Food Service Program in order to serve meals free to students receiving distance learning and families with children 18 years. Additional waivers and flexibilities would be requested to offer a curbside meal service for families to pick up breakfast and lunch meals for their children at a school site 1-3 times per week. Meal instructions and food safety information would be provided to families for safe meal preparation at home.

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

Students with an IEP or 504 Plan will have access to many accommodations that naturally occur in the virtual setting. Please see attachment *Accommodations for Virtual Instruction*. If certain needed accommodations are not able to be implemented in the online educational setting, the IEP/504 team will review the plan and discuss options on how to support the student's needs in the virtual environment. All related services will be delivered through teleservices or at the student's zoned/assigned school via walk-in services if facilities are safe and operable depending on the student's individual needs

Students with disabilities are a primary focus as school teams assess any potential impact related to school closures. IEP team members will immediately make connections with students and parents to collaborate on the student's needs. These conversations will be driven by reviewing data and considering any voiced concerns by parents, teachers, staff, medical/mental health professionals, or any other relevant team members. The necessary supports will be provided by the IEP/504 team members or via the tiered intervention process needed to help close achievement gaps, remediate skills, and to boost social emotional/behavioral health skills.

The Nassau County School District's (NCSD) learning options include an option to educate students with disabilities with the highest needs (i.e., student in a self-contained setting on access points or in a day treatment setting) in the traditional brick and mortar school pending facilities are safe and operable. It is also important to note that our district focuses on student-centered approach to learning fostering independence and autonomy for all our students. Our classrooms are modeled to provide centers and learning environments to meet the students at their independent level while cultivating growth and exploration. As a way of our work, students also have the opportunity to advocate for themselves within this environment. In such a situation, teachers will initiate any tiered intervention, enrichment, or emotional support needed for our students to be successful.

Food Service- FNS department will work with school nurses and parents to accommodate any special dietary needs for students with appropriate medical documentation. Additionally, the FNS department would request necessary waivers and documentation from the USDA and Florida Department of Agriculture to accommodate any students without transportation to curbside meal services to allow for volunteer home deliveries with parent or guardian approval. Any necessary documentation will be maintained by the FNS department.

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

Food Service- FNS department works closely with the local health department and community food banks to communicate and partner with any needs or services related to health and nutrition for our students and families during school closures. Our office participates in regular meetings with the School Health Advisory Council (SHAC) as well as the Nassau County Health Improvement Coalition (NCHIC) to network and communicate with community organizations and identify services to assist students and families.

COMMUNICATIONS

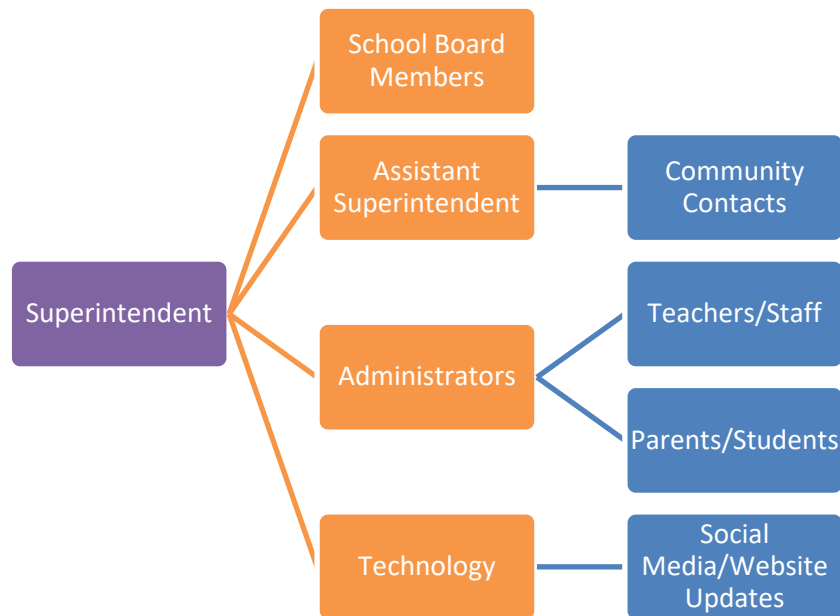
Component 10: Emergency and Ongoing Communications

The language in the ICP should: 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 ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.

The stakeholder groups will be the Superintendent, Assistant Superintendent, Administrators, Teachers/Staff, and Parents/Students.

The Superintendent will contact the Assistant Superintendent and District Administrators through Remind, Email, or Teams Meetings. Administrators will contact Teachers/Staff and Parents/Students through Blackboard Robo Calls, Remind, Email, or Teams Meetings.



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

- **Superintendent** – Contacts Assistant Superintendent and District Administrators
- **Assistant Superintendent** – Connects with Community Contacts (i.e. – Health Department, Emergency Management, etc.)
- **Administrators** – Communicate information to Teachers/Staff and Parents/Students
- **Technology** – Provide updates on social media outlets and update the district’s website

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

All information pertinent to school closure will be shared with appropriate stakeholders daily. Social media outlets and the district’s website will be updated as needed.

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

Nassau County School District’s Instructional Continuity Plan will be uploaded to the NOEL Instructional Continuity Plans folder in Google Drive. The district plan will also be published on the district’s website.