**Jefferson County School District’s ICP Plan**

**Academics**

*ICP Component #1: Leadership and Planning*

School administration alongside district administration will serve as a cross-functional planning team for the instructional continuity plan (ICP). The district has developed this plan to outline the steps to be taken to continue to provide educational services to our students in the event of a shutdown or disruption of the traditional brick-and-mortar learning environment. The ICP spells out a variety of instructional methods that will be available to students to continue to receive instruction, how support personnel will support students, as well as how instructional and support services will be monitored and adjusted as needed.

The critical success factors (CSFs), that determine the achievement of the ICP’s desired outcomes or goals are:

* Instructional need to be trained in:
  + Synchronous instruction-online instruction, as well as asynchronous instruction-video-based lessons.
  + Creating take-home packets to support distance learning-paper-based lessons.
  + Technology devices need to be ready to be always deployed for synchronous instruction.
  + Communication plans for community-wide announcements must be in place.
  + Sites need to be identified for community-based instruction and instruction should be prearranged as well.
  + Have a process to monitor support services.
  + Food and Nutrition Services plan to address the provision of services throughout the community.

To determine the effectiveness of the ICP:

* The school administration team will utilize formal and informal observations.
* The technology department will monitor help tickets and address any necessary changes.
* The school MTSS team will monitor student progress and attendance. They will make recommendations to school site administrators if changes are needed.
* The food service department will monitor student safety and security and make adjustments as needed.
* The ESE and Student Services department will meet monthly to review the progress of identified students.

*ICP Component #2: Curriculum Resources and Digital Content*

The desired outcomes, goals, and instructional strategies are:

* The district will provide a variety of instructional methods for students to continue to receive instruction as well as the instructional and support services students need. The school utilizes Google Classroom and FOCUS as the learning management system (LMS). Google Classroom has the capability to synchronize with eh district’s student management system for grades and attendance. In the case of a shutdown, students will still have access to their instructional materials in Google Classroom.
* In the case of a shutdown, live lessons will take place via Google Teams which can be linked through Google Classroom as well.
* Because high speed internet is necessary for live instruction and most of Google Classroom’s offerings, there will also be print materials for students who are unable to access the live site and the Google Classroom site for their learning. As all are aware, rural areas have a challenge when it comes to high-speed internet in their families’ homes.
* The district has identified sites in several areas of the county where teachers will be able to schedule tutoring sessions. Students may also receive interventions at tutoring sessions and during live lessons.
* The school administration and district administration team will review lessons that are online and ensure they are high quality, grade level, and subject-specific designed to assist students in growing their knowledge in each academic area.
* Instructional Coaches will work with each grade level to ensure lessons are aligned to the standards, meet the rigorous requirements of the standard, and that they are engaging students.

*ICP Component #3: Professional Learning*

The district will provide instructional staff with multiple survey opportunities to determine the actual needs regarding professional learning. The district conducts annual professional development surveys. Additionally, teacher training needs are reviewed in October after Deliberate Practice Plans have been submitted to the school administration. The professional development (PD) Needs Assessment includes questions regarding Google Classroom, Teams, FOCUS, and the online curriculum that teachers have access to. School leaders recommend the needed PD through the school’s comprehensive needs assessment (CNA). Data from these assessments determine the district-provided training throughout the year, and over the summer.

Arranging time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners is also done. The school leadership team participates in all scheduled training and is encouraged to attend leadership conferences as well. In the event of a shutdown or interruption during the school year, training would increase to 2 “early release” days to support specific needs related to the ICP. The district would provide for the implementation of PD for educational staff as well. The district and the school have the capability to do online group PD at each site. There is also virtual training that the district offers through PAEC. District instructional coaches are trained to assist teachers with synchronous and various asynchronous teaching methods in anticipation of PD needs.

To assess the effectiveness of professional learning efforts and continuously improve the process and provide relevant opportunities in the future the district will:

* Ensure multiple ways of educating the district’s students.
* Ensure that those without high-speed internet at home will still have access to tutors and educational materials in take-home packets.
* Teachers need PD on how to implement the technology and integrate that into their teaching in case of a school closure or interruption.

*ICP Component #4*

To identify the needs of educators relative to online and hybrid teaching experience and expertise a survey was given to teachers and observations will be conducted. To prepare for any shift in the instructional environment from in-person to online or hybrid the school must have enough computers to check out to students who have high-speed internet access at home. Currently, the district is not one-to-one, but it is very close, and this gives the district enough computers for those students who are able to access digital and video curricula and learning. Instructional coaches will be utilized as models for online and hybrid teaching for teachers, and they will be utilized in their certification area to assist when needed in teaching courses. The coaches already work with teachers in the classroom to ensure they are fluent in the technology they have to use with the digital tools the district has purchased. Coaches will also continue to coach teachers identified by the school administration. The district has developed guidance, resources, and training on the best practices in case of a shutdown or school interruption.

At the beginning of every school year, the district provides PD to new teachers (new to the district and new to teaching), that shows them how to utilize the digital tools all classroom teachers are expected to utilize (Skyward, FOCUS, Google Classroom, STAR, etc.). This process is also implemented as new personnel are hired during the school year. School administration will also continue to monitor instruction through physical classroom visits, if the school were to be interrupted or have a shutdown, these visits can happen virtually while the instruction is online. This can assist administrators in seeing how effective the online instructional delivery practices are and how to adjust them when necessary.

*ICP Component #5: Parent and Family Support*

This ICP relies mainly on technology students and parents have access to on a daily basis. However, we realize that having access to and using technology are not the same. The district, as a whole, must make sure parents are comfortable navigating the learning platform and the online instructional materials available to them. The district will continue to conduct quarterly training for parents on the following technology tools:

* Classroom Dojo
* District Parent Portal (Skyward, Google Classroom)
* District Instructional Materials (e-texts, etc.)

The district surveys students at the beginning of each year to determine levels of access within home environments. We use the data collected to make plans for providing digital devices. Unfortunately, because the majority of Jefferson County is rural, many homes do not have access to high-speed internet. Even mobile hot spots do not work. Therefore, we made plans to provide print materials as well as plans to provide face to face instruction in small groups at community sites. Establish effective two-way lines of communication with parents and students’ families using various media. The district currently provides 2-way communication with parents through Classroom Dojo and One Call. Skyward also allows parents to email through the management system and Google Classroom has the same feature. Parents may also email teachers by connecting to the school website or by using the standard email user name protocol for the district. School personnel are expected to respond within a reasonable period of time. The district also provides guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning. Contact with students/families is expected on a regular basis whether the student is in the synchronous learning environment or asynchronous learning environment. As part of the initial communication, parents will be provided with learning environment options, procedures for the selection of an appropriate learning environment for their child, and recommendations for ensuring success for the student. Personnel will still be required to implement the accommodations for students who have an IEP, 504 or ELL plan. Support facilitation personnel along with regular classroom teachers will have checklists for each student with additional online accommodations if the IEP team determines more accommodations or different accommodations are needed. Teachers and staff are required to have regular contact with every student. Even support staff have communication roles with students/families. In the event there is a concern, the district has social workers/mental health counselors that can be deployed to a student’s home. Students who already participate in any type of counseling activities provided by the district, will continue to participate either through the online environment or through individual counseling in their homes. Additionally, students with IEPs, 504s, ELL plans will continue to receive their support through online sessions or at community sites. Times will be scheduled with parents to make the sessions as accessible as possible.

**Technology**

*ICP Component #6: Technology and Technical Support*

The district collaborates with Eagle Tree Solutions for all IT needs. Eagle Tree Solutions determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions and upgrade as needed. The district has a robust infrastructure in the works that will be capable of offering synchronous and asynchronous instruction. The district has invested in multiple tools that allow teachers to provide remote instruction and assign coursework to students. The district is also almost 100% 1:1 on devices. At this time, there would be approximately 10% of students that would not have a school issued laptop should any type of school interruption happen. However, the district is working quickly to get the additional laptops needed to be a 1:1 district. The rural area of Jefferson has approximately 40-60% of homes without internet access. Additionally, for those that do have internet access at home, it may have very poor connections that make live instruction difficult and end up in a poor user experience. The district will assist students that do not have home internet access as much as possible, however, it is very cost prohibitive for the district to prove connectivity in the home. In addition, it is not possible to provide some students with an internet connection because where they live lacks the infrastructure for it. The district has made a significant investment in student devices and are almost at 1:1 for student laptops at this time. The district will continue to add devices and replace devices as they are needed. The district also implements web filters across all district devices used by students and staff. The district implements web filters across all district owned devices and across all devices attached to the district network. Eagle Tree would need additional resources to support and distribute devices in the event of a major shutdown. The district would reallocate personnel as required to support the IT department.

*ICP Component #7: Cyber Security*

Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools. The district uses the Cyber Security Framework developed by the National Institute of Standards and Technology (NIST). Include a business continuity plan tailored to the LEA or charter school operations. The district developed a secure business continuity plan aligned with the cyber security framework and addresses the needs of the district. The district currently has an informal incident response plan. We are developing a secure incident response plan aligned with the cyber security related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure. The Information Technology (IT) department has secure standard operating procedures and policies. The department is reviewing the policies and procedures to ensure that they are aligned with the cyber security framework. Include an executive summary of the LEA’s or charter school’s current security posture. The IT department has set cyber standards that align with the cyber security framework and auditor general requirements. The IT department works to communicate these standards throughout the district and train staff on appropriate cyber security practices. The district puts great effort into ensuring students and staff data remain secure and correct. Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness. The district will never be “done” with cyber security, there will always be more to do. Current plans are 1) finalizing the updated business continuity plan and incident response plan, 2) ensuring IT policy and procedures conform to the NIST standards, and 3) continuing staff training.

*ICP Component #8: Engaging Students with Limited Access*

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child. Team of Service Providers: Pont of Contact: Eydie Triquet-Superintendent ([etricquet@jeffersonschools.net](mailto:etricquet@jeffersonschools.net)), Lisa Roderick-Director of Federal Educational Program ([lroderick@jeffersonschools.net](mailto:lroderick@jeffersonschools.net)), Jackie Pons-Principal ([jpons@jeffersonschools.net](mailto:jpons@jeffersonschools.net)), Beverly Faxon-Burnett-Assistant Principal; ([bburnett@jeffersonschools.net](mailto:bburnett@jeffersonschools.net)). In order to provide continuity of education during times of emergency closures, Jefferson County School Board will assist families through virtual learning. Jefferson County School district is not quite a 1:1 ratio for student technology devices, but it does have 1:1 for grades 3-12. Most students in Jefferson County School District have access to devices that are Wi-Fi capable, we do recognize the lack of internet access at due to poverty or rural areas in which internet access is unavailable. The district will provide families with information about local internet service providers and/or discounted rates during the times of school closure via the district’s webpage, social media and other platforms. Develop a plan to communicate early and often with students and parents to identify needs and ensure supports. Jefferson County School Board continues to encourage parents to update their email addresses and phone numbers for mass communication. Jefferson County School board will make use of our automated call system to leave messages for parents, social media platforms such as Facebook, and other technological techniques to communicate with parents during school closures as a group. Jefferson County School Board will post mass communication on the district’s website. In addition, the school will post mass communications on the school’s Facebook page. Specifically, teachers will engage parents and students weekly using Microsoft Team, Webex, classroom webpages, Dojo, Zoom and phone calls to ensure student success virtually. Ensure the LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families. Parents of students requiring special education services such as occupational therapy, speech, and language therapy will be contacted by the service provider via email, phone, Google Meet, Microsoft Teams, or Zoom to discuss questions concerns, or adaptions necessary for virtual services. Research and implement best practices in online special education. Special education teachers will work with students utilizing Zoom, Google Meet, and/or Microsoft Teams for students utilizing ACCESS Point Standards. This will allow for differentiated, standards-based academic and life skills lesson, comprehensive assessment and data collection, integrated behavior management and intervention engagement educational games, relevant symbol communication tools and, enriching current events content that can be used to implement and develop IEPs. The district has other programs in place for students with disabilities in both the general and special education environment such as STAR, REFLEX Math, Footsteps 2 Brilliance, and Flocabulary to be used to address specific skills that impact student progress. Develop and execute a plan to provide special education services and accommodations to students in need during school closures. Jefferson County School Board’s special education staff is committed to making a “good faith” effort to provide planned instruction, enrichment, review and reasonable services for students during school closures. General education teachers will provide accommodations based on each student’s IEP and 504 plans to the best degree possible. Special education teachers and regular education teachers will collaborate to ensure access to the content for all students including those with disabilities.

**Operations**

*ICP Component #9: Continuation of School Operations*

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning. Food and Nutrition Services are greatly impacted during shutdowns or interruptions to brick and mortar learning environments. Depending on the event that has led to the shutdown or interruption, personnel and facility management will be flexed to meet the needs of students. In some cases, that could mean shifting operations to community sites or providing curbside mean operations at school sites. Transportation Services could also be impacted. Personnel will be flexed to other departments such as food service to meet the current needs. The Superintendent will be determining schedules and relocation of personnel based on the recommendations of the departments that are affected. The facilities department, like food and nutrition services, may have to alter their current job assignments to address maintenance issues. For example, in the event of severe weather damage, the facilities department’s hours could be adjusted to meet the emergency demands at the time. However, if the shutdown or interruption is not related to maintenance and repair the facilities department may alter job assignments to take advantage of the down time at the schools for maintenance that cannot be conducted during the regular school day. Identify and communication expectations of charter school of 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. During the school closure, the food service supervisor will request waivers through the USDA and Florida Department of Agriculture to offer a free curbside meal for students under the age of 18. The food service staff would be required to work daily to ensure program integrity and meet the requirement of the federal school meals program. The food service supervisor will develop a schedule of times for each site as to when meals would be ready to be picked up on the bus ramp at each of the schools. Training and standard operating procedures would be provided to all food service staff for curbside meal service. Develop and execute a plan to provide special education services and accommodations to students in need during school closures. The food service department will work with school nurses and parents to accommodate any special dietary needs for students with appropriate medical documentation. Additionally, the food service department would request necessary waivers and documentation from the USDA and Florida Department of Agriculture to accommodate 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 food service department. Conduct outreach to community organizations to provide comprehensive support to students and families during school closures. The food service department will partner with the local health department and food banks to communicate and assist with any needs or services related to health and nutrition for our students and families during school closures. The district food service supervisor maintains partnerships with community civic groups, and churches who frequently volunteer to provide donations to families in need.

**Communications**

*ICP Component #10: Emergency and ongoing Communications*

Identify stakeholder groups within the school community along with the appropriate communication channels for each group. Parents, school district personnel, and students are the major stakeholders. The communications channels are as follows: School district personnel-Communication will occur through the district email system or through automated calling. Parents-Communication will occur through automated calling, Class Dojo, and/or email. School wide announcements will be posted on the school’s social media and on the district website. Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups. The Superintendent will contact district and school administrators. School administrators will maintain communication with school personnel. School administrators and teachers will be responsible for communicating with parents and students. Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination. Relevant information will be shared with stakeholders daily. Social media posts and school websites will be updated as needed. Publish guidance for stakeholders and ICP’s on the charter school or LEA website leading up to and throughout the duration of extended school closures. The Jefferson County School Board ICP will be published on the district’s website.

**Overall Comments**No additional comments.