

Instructional Continuity Plan: Manatee

Academics

ICP Component 1: Leadership and Planning

Specify LEA personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP

LEA Response:

The following members serve on a cross-functional planning team and are charged with the primary responsibility for developing and executing the ICP: Academics Dr. Robin Thompson, Executive Director of Curriculum and Professional Learning Dr. Melinda Lundy, Director of Professional Learning (LEA) Mrs. Nicole Cox, Director of Exceptional Student Education Mr. Scott Hansen, Chief Technology Officer Mrs. Regina Thoma, Director of Food and Nutrition Services Ms. Deborah Perry-Gambino, Community Engagement Specialist Charter Schools do not have an assigned LEA. Charter Schools will submit their ICP for review to the planning 2qAteam for review. Identify desired outcomes or goals of the ICP. The desired outcome of this document is to enhance our Spring 2020 plan to ensure students continue to have virtual learning environments that support them academically and socially when they cannot have the brick-and-mortar experience. The Spring plan had three major components: access to mobile devices, access to internet services, and standards-based content delivery. The focus of this plan is to enhance standards-based content and delivery, specifically in the areas of providing effective and efficient instruction and services for ESE students, and additional support to address tiered academic support. Overall, this document focuses on accomplishing the following goals: 1. Enhance standards-based content delivery in the LMS. 2. Provide more effective and efficient instruction and services for ESE. 3. Provide additional academic support for students receiving T2 and T3 instruction. Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals. The critical success factors that will determine if the desired goals are achieved include: • curate and update digital content to ensure sustainability of rigorous instruction • enhance instructional framework in the LMS to ensure behavioral, cognitive, and emotional engagement • ensure equal and equitable access to utilizing the LMS to meet the needs of diverse learners • evidence of continuation of learning Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP. See Appendix A in attached files. Develop a process for evaluating the effectiveness of the ICP. Stakeholders will be surveyed on accessibility and enhancements made to the LMS; attendance data and work products will be analyzed to determine a continuation of learning; obtain principal/teacher feedback on the understanding and practical application of the enhancements made to the ICP.

ICP Component 2: Curriculum Resources and Digital Content

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning, ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

LEA Response:

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program. The focus of this plan is to enhance standards-based content and delivery in our LMS (Schoology) to ensure continuation of learning, specifically in the areas of providing effective and efficient instruction and services for ESE students. This includes a full panoply of services and strategies to support rigorous instruction consistent with services defined by students' individual education plans (IEP), and enhancing the existing standardized framework to address tiered academic support. Confirm LMS providers and if selecting a new provider, schedule product demonstrations. SDMC contracts with Schoology as the LMS provider. The continuation of service increases levels of comfortability and contributes to building capacity of expectations of use with the LMS. Consistent use helps to ensure sustainability and increases confidence and competence with the Schoology platform. Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications. Scott Hansen, Chief Technology Officer; IT Service Desk Personnel Lori Pick, Schoology District Administrator Jeannie Nelson, Instructional Specialist; Textbook Manager Schoology Master Instructor Task Forces Members (comprised of administrators and teachers at the elementary and secondary level) Melinda Lundy, Director of Professional Learning Laurie Breslin, Director of Secondary Curriculum Stephanie Callaway, Director of Elementary Curriculum Provide ongoing training and professional learning ensuring new hires are included. All district educators are provided differentiated, ongoing professional learning opportunities according to their role in the system to increase touchpoints with students. Educators are afforded live district facilitated trainings, webinars, and hybrid/virtual training, including trainings from Florida Diagnostic and Learning Resource Service (FDLRS) and Florida Inclusion Network (FIN). Professional learning is provided to new educators during a pre-service orientation followed by a comprehensive yearlong new educator induction program. Additionally, SDMC identifies needed training for parents via annual parental surveys and collaborates with discretionary projects to provide a myriad of parental trainings. These trainings are in conjunction with district trainings based on needs assessments completed by discretionary projects. 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. The LMS allows for continuous use and can be accessed throughout the calendar year. Teachers and instructional staff are

afforded planning time in accordance with the language of their contracts. The allotted time can be used for teachers and instructional staff to familiarize themselves with the features and functions of the Schoology platform, gain access for proficient use of digital content and learn about instructional supports. All teachers and instructional staff have access to an SDMC created student-centered eLearning course that includes a standardized template, tech tools and examples of best practices for quality design, active learning strategies, and tips for content development. In addition, a breakdown of district support is provided to ensure a full array of school services for students receiving interventions or accommodations. Schoology is leveraged through the development and use of Curriculum Groups for Elementary and Secondary levels.

ICP Component 3: Professional Learning

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

LEA Response:

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning. Date Topic Audience Spring 21 Readiness for course development/expectations to develop and sustain functionality in a virtual environment Teachers Summer 21 District Needs Assessment Administration Summer 21 Professional Learning Priorities Administration Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners. Date Topic Audience 20-21 SY High Yielding Strategies for Virtual Learning All Staff Summer 21 Brain Research Strategy to Increase Engagement Administrators Summer 21 New Teacher Schoology Training New Teachers Summer 21 Schoology Resources and How-tos All Staff 21-22 SY K-12 Instructional Programs supporting ESE and Tier 2 and 3: i-Ready, Nearpod, Reading Plus, Acaletics, ALEKS, Savvas, LLI, SIPPS Instructional Staff 21-22 SY Leveraging Schoology Administrator, Teachers, Schoology Master Instructors 21-22 SY Brain Research Strategies to Increase Engagement (ESE and students receiving Tier 2 and Tier 3 instruction) Teachers, MTSS Facilitators, ESE Leads, Schoology Master Instructors 21-22 SY Brain Research Strategies to strengthen the relationship between vocabulary development, memory, and student achievement (ESE and students receiving Tier 2 and Tier 3 instruction) Teachers, MTSS Facilitators, ESE Leads, Schoology Master Instructors Provide for implementation of professional learning for educational staff. Professional learning opportunities for all staff are provided on district in-service days, Professional Learning Wednesdays, and open lab

sessions. Site based Schoology Master Instructors are also available for training as needs arise at each individual school. Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future. The effectiveness of professional learning efforts is assessed using the Professional Learning Protocol Cycle.

ICP Component 4: Instructional Practices

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.

LEA Response:

Identify needs of educators relative to online and hybrid teaching experience and expertise. Administer self-assessment which outlines key components effective virtual learning to determine of teachers' capacity to provide alternative instructional delivery methods with digital content. Determine which teachers have extensive background in these delivery models, and which will need more help. To determine teachers' proficiency levels we will analyze self-assessment for differentiated support and professional learning needs and partner this information with the administrator walk through tool; and support as needed through site based Schoology Master Instructors. Additionally, open labs will be ongoing for support from the district Schoology Administer. Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices. Enhance guidance documents within the Schoology template to include tech tools, lesson planning, and ESE and tiered support. Schoology master instructors will be available for embedded professional development at school sites. Implement professional learning about best practices for hybrid teaching for educational staff. Instructional staff have open access to tailored sessions to support instructional and intervention programs. Additionally, remote learning guidance documents by levels support teachers in their transition from in-person instruction to virtual instruction to ensure students' intervention needs are met (instructional guidance, essential learning, and at-home activities aligned with scope and sequence of instruction). Assess the effectiveness of delivery methods and alter strategies as needed to engage all students. Enhance the administrators' walkthrough tool for instructional routine and instructional support within a virtual environment and for ESE students receiving tier 2 and tier 3 instruction.

ICP Component 5: Parent and Family Support

Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, are being supported in keeping with the requirements of IEPs and other educational specification documents.

LEA Response:

Establish effective two-way lines of communications with parents and families of students using a variety of media. External communication methods include email; social media; website forms/surveys, hotline. Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning. Families are provided links to webinars and customized tip sheets focused on setting the home up for learning success. These resources are available in multiple languages. Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need. The protocols are communicated, via teachers, therapists, ESE liaisons, on Schoology. Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families. The social workers, Graduation Enhancement Tech, and district Student Services staff conduct home visits. If visits are unsuccessful, district leadership works in collaboration with a multi-agency task force including representations from law enforcement, Department of Juvenile Justice (DJJ), child protection services, family resources, etc.) 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. Students with disabilities who opt to receive instruction in a virtual format will receive all services as indicated on their IEP.

Students/parents may opt to receive all services in the virtual setting. Classroom supports indicated in the IEP will be provided during the classroom instruction time on the Manatee County E-Learning platform. This will allow the ESE Support teacher to work in the classroom with students as appropriate. If students need additional assistance, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance. If the provision of the ESE Support required is not feasible during the general education instruction time, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance. If the student cannot access virtual

instruction during the time that the instruction is streamed live, the instruction will be recorded for later viewing including the support of the ESE Teacher. If the student has additional needs beyond the recorded session, the teacher will work with the student/parent to schedule a time during the teacher's workday for live assistance. Additional services indicated in a student's IEP will also be provided in a virtual format beyond the core curriculum instructional time. The frequency and duration of these services will be determined by the student's IEP team. Service providers will schedule live streaming sessions within the school day for students. If students cannot access virtual sessions within the school day, said sessions will be recorded and available to students. If these students have additional needs beyond the recorded session, the service provider will work with the student/parent to schedule a time during the service provider's workday for additional live assistance. Students with disabilities will participate in all extended school opportunities for which they are eligible at each school site. Moreover, the mental health and behavioral needs of all students will be considered, and staff trained to assist with the management of such should be given preference in hiring as these may be needs demonstrated by any student during the difficult times of quarantine and caution.

Technology

ICP Component 6: Technology and Technical Support

Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices if the LEA does not already have a 1:1 initiative; Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

LEA Response:

Identify the technology staff members who will be key to the ICP planning process. Scott A. Hansen - Chief Technology Officer Vince Hoaglin - Director, Infrastructure Services Joe Coupe - Supervisor, Data Center Services Genesis Cipriano - Manager, Application Support and Training (Service Desk) Steve Wright - Director, Site Support Services Matt Bauer - Sr Network Systems and Security Engineer Rob Walden - Data Center Engineer Lori Pick - Instructional Technology Specialist Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed. The School District of Manatee County (SDMC), FL

provides and maintains a fiber infrastructure to each school. (2) 10 GB ISP connections support the district and includes fail-over. SDMC provides both wired and wireless connectivity in each classroom. SDMC provides a cloud hosted single sign-on portal and a Learning Management System - Schoology (eLearning Manatee). Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative). SDMC can provide a Chromebook for any student requesting a device if needed for eLearning. The district has 4,000 T-Mobile hot spots available for eLearning through the T-Mobile Project 10 Million Program. Survey students and families to determine which are in need of internet access and provide this access as needed. During the 2020-2021 school year, SDMC received requests and provided just under 600 hot spots to support students who selected the eLearning Manatee option. Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE). SDMC can provide a Chromebook (FAPE compliant) for any student requesting a device if needed for eLearning. The district has 4,000 T-Mobile hot spots available for eLearning through the T-Mobile Project 10 Million Program. During the 2020- 2021 school year, SDMC received and provided just under 600 hot spots to support students who selected the eLearning Manatee option. Identify and implement a web content filtering solution for all devices used by students and staff. In July 2020, in response to the global pandemic to support eLearning, SDMC purchased and implemented a CLOUD BASED ENTERPRISE Content filtering solution for all devices owned or leased by SDMC and issued to students and staff. Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly. The following roles will support technology in a remote learning model: Schoology School Master Instructors (67); Professional Learning Liaisons (85); Schoology District Administrator (1); Dual Language and Migrant Support Specialists; Manager, Applications and Support (Service Desk) (1); Information Applications Coordinator (3); Technology Service Desk Specialist (3); Sr. Web & Media Developer (1); Data Center Engineers (10); Sr. Field Support Engineers (4); Field Technicians (19); Field Support Engineers (4) Sr Network Systems and Security Engineers (4); Network Systems Engineers (4)

ICP Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs; Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure; Include an executive summary of the LEA's current security posture; Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

LEA Response:

SDMC has adopted and implemented the National Institute of Standards & Technology (NIST) Cyber Security Framework (CSF), with an assessment methodology outlined in NIST 800-53A(1). Information in the NIST CSF is centered across five main functions, with 108 sub-categories. Initially, SDMC targeted 14 "Milestone" sub-categories. These were recommended by the contracted SME as having the most significant impact on overall Risk Mitigation, and include 63 Security and Risk related "tests" across the sub-categories of: ID.AM-1: Physical devices and systems within the organization are inventoried ID.AM-3: Organizational communication and data flows are mapped ID.GV-1: Organizational cyber security policy is established and communicated ID.GV-3: Legal and regulatory requirements regarding cyber security, including privacy and civil liberties obligations, are understood and managed ID.RA-1: Asset vulnerabilities are identified and documented PR.AC-3: Remote access is managed PR.AC-7: Users, devices, and other assets are authenticated (e.g., single-factor, multi-factor) commensurate with the risk of the transaction (e.g., individuals' security and privacy risks and other organizational risks) PR.AT-2: Privileged users understand their roles and responsibilities PR.DS-1: Data-at-rest is protected PR.MA-2: Remote maintenance of organizational assets is approved, logged, and performed in a manner that prevents unauthorized access DE.AE-2: Detected events are analyzed to understand attack targets and methods DE.CM-6: External service provider activity is monitored to detect potential cyber security events DE.CM-8: Vulnerability scans are performed RS.AN-1: Notifications from detection systems are investigated Annually, SDMC contracts with a Cyber Security subject matter expert to provide guidance and recommendations to improve the SDMC security posture. The overall assessment includes the following and requires process documentation, testing, preventive maintenance tasks, and action plans to address any findings: Vulnerability Management Asset Management and Risk Assessment (e.g., tracking computers and prioritizing protections and controls based on function) Data Loss Prevention Backup Functionality & Lifecycle Internal device inventory efforts Backups and disaster recovery preparations Anti-Malware and DLP implementations Multifactor Authentication (MFA) implementation, dissemination, and use Device encryption rollout End of Life solutions Issues with User Roles and Permissions (e.g., passwords and access control) Password Solutions User information security training progress (Continued in Appendix C in files section)

ICP Component 8: Engaging Students with Limited Access

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that school leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families; Research and implement best practices in online special education.

LEA Response:

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child. A district support team including compliance specialists, program specialists, and behavior specialists ensure a full array of school services for students receiving interventions or accommodations. In each school, an MTSS facilitator has been identified to facilitate communication with families. Additionally, IEP teams determine needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed, schools agree to convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed. Develop a plan to communicate early and often with students and parents to identify needs and ensure supports. In accordance with the MTSS Implementation Guide, an infrastructure of key personnel and a timeline is identified to communicate and work with families and other community partners to increase the likelihood that innovative practices will be implemented and sustained. Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families. LEA leadership provides training to ensure all team members, including parents are provided the opportunity for meaningful participation and input to ensure continuation of academic and social supports and resources to help prepare for and guide the IEP process to keep services on track and student focused Research and implement best practices in online special education. Educators are provided and trained on a module of researched based best practices to support families and students receiving special education services. In addition to best practices for providing ESE supports and services, the module includes definitions and terms, identification and explanation of exceptionality areas, IEP information and accommodations, and an ESE continuum of services.

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; Identify and communicate expectations of school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

LEA Response:

General Planning • Assess extent of closures • Review emergency orders, waivers and guidance from the U.S. Department of Agriculture and the Florida Department of Agriculture and Consumer Services regarding alternate meal service ie: non-congregate, parent pick up, meal pattern, meals that can be served (weekends, snack/supper) • If guidance permits, create a plan for drive through meals at schools and community sites • Prepare the four mobile feeding units: drivers, staff, supplies • Based on guidance and availability develop menu that meets all requirements • File letter of intent with Florida Department of Agriculture and Consumer Services regarding meal service plan including: times, location, meals being served • Enter sites in Florida Automated Nutrition System for approval Staffing and Supervision Plan • Use historical meal data to assign Cafeteria Managers and Staff to locations • Communicate with All Staff their assigned locations and hours • Assign FNS Supervisors to locations Operational Plan • Communicate with vendors on plan, needs, and availability • Update marketing materials, cooking instructions, and signage for curbside meals. Communicate with community to partners to help disseminate the marketing materials. • Provide supplies to sites including bags, carts, packaging etc. • Print needed allergen warning and cooking instructions • For longer closure, create a menu using the best items for curbside meals and communicate with site Managers • Provide site Managers with all necessary menu and ordering information Accountability and Technology Plan • Deploy computers or tablets as needed • Provide sites serving meals with all necessary procedures and forms including tally sheets, parent pick up rosters etc. • Input all necessary information and documents into FANS system Communication • Participate in all FDACS calls and webinars • Communicate information with site managers and staff via TEAMS meeting and follow up e mails • Contact FNS list of community partners and provide meal service information flyers etc. • Create flyer for Principals, District and community partners website with meal service information • Send out a press release with meal service information.

Communications

ICP Component 10: Emergency and Ongoing Communications

Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and learning continuity plans on the school or LEA website leading up to and throughout the duration of extended school closures.

LEA Response:

The Office of Communications and its members will devise and implement communication for stakeholder groups, to ensure accurate, streamlined communication available in real time, during the event of extended school closures. Mike Barber, Director of Communications (Spokesperson for District) Contact Information: Activate communication with Safety & Security Department, Media, Governmental Agencies, Health Departments, School Board Members, and Executive Leadership. Melissa Parker, Communications Specialist (Back Up To Director) Contact Information: Assist Communications Director with Media Communication and monitor Social Media sites. Deborah Perry-Gambino, Community Engagement Specialist Contact Information: Assist Communications Director and connect with community partners to develop resources Damon May, Marketing & Design Specialist Contact Information: Design visual communication collateral Matt Messenger, Television Services Supervisor Contact Information: Develop visual PSA collateral Kimberly Henley, Communications Assistant / Public Records Associate Contact Information: Assist Communications Director and Department as assigned Suzanne Kelley-Perez, Senior Web and Media Developer Activate “ghost” webpage for crisis communication CRISIS COMMUNICATIONS CHECKLIST Identify cause of the crisis and gather specific details Convene Crisis Communications Team Brief internal stakeholders and ensure Board Members and Executive Leadership is informed of situation and communications actions during school closures. See Appendix D in files section for Communications Channels and Communications Timeline