FLORIDA DEPARTMENT OF EDUCATION
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FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2021-2022

**Local Educational Agency - FRANKLIN COUNTY SCHOOL**

Submitted by Jennifer Leach

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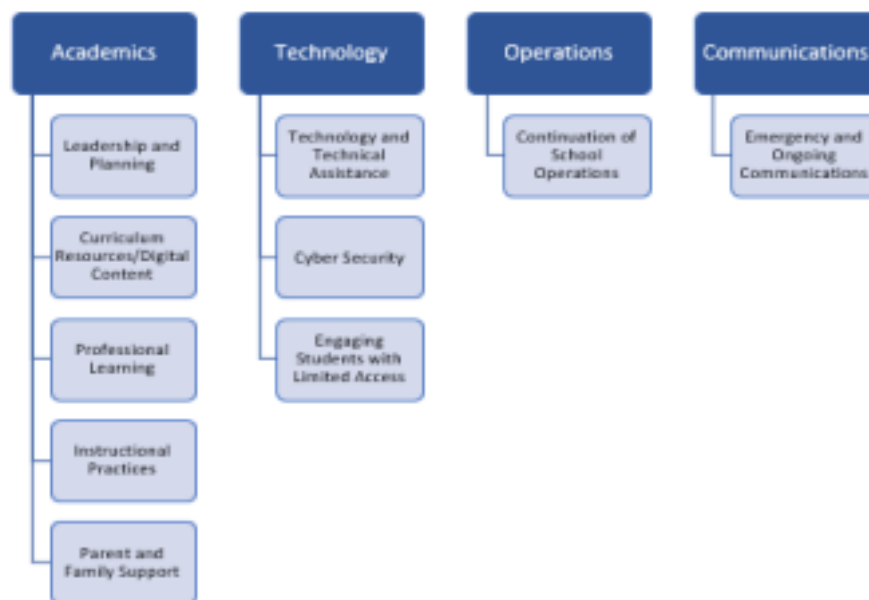
The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to LEAs and charter schools to assist in designing and refining ICPs across the state of Florida.

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.

Franklin County has one charter school, Apalachicola Bay Charter. ABC will submit a separate plan to the district for their school.

Franklin County Schools' Cross-Functional Planning Team will consist of:
- Steve Lanier, Franklin County Superintendent of Schools
- Jennifer Leach, Director of Curriculum & Instruction
- Dr. Jill Rudd, Director of Special Programs
- Richie Herrington, Director of MIS/Assessment
- Karen Peddie, Human Resources Officer
- Shelley Ingram, Director of Food Services
- Josh Gilbert, Operations Manager
- Anthony Croom, Safety/Security Specialist
- Teresa Segree, Transportation Manager
- Morgan Martin, Public Relations
- Laurence Pender, Principal of FCS
- Jaime Copley, Assistant Principal of FCS
- Karen Ward, Assistant Principal of FCS

The desired outcome of the Instructional Continuity Plan is to establish protocol and set in place an action plan that will ensure the continuation of instruction in the case of prolonged closures (more than two weeks) due to natural disaster or epidemic/pandemic. In either case, the team will determine the course of action to:
- ensure the safety of all employees and students.
- continue instruction and provide academic support.
- secure and maintain all properties.
- continue to serve the community with Food Service, Information Technology, and communication.

Factors critical to the success of the ICP would include:
- evacuation/re-entry plans including transportation (see below).
- implement the virtual/hybrid learning plan (see Component 2).
- training of both faculty and students in the use of LMS platforms (see Component 3).
- monitoring of instruction/learning (see Component 4).

- Initiate and maintain parental contact and support (see Component 5).
- adequate technological resources (see Components 6, 7, & 8).
- plans for continued operations of Food Service (see Component 9).
- checklist of Safety factors and structure stability (see below).
- plans for sanitation/repairs (see below).
- ongoing communication with all stakeholders, to include a contact information tree of notification, as well as a procedure/system of public announcements (see Component 10).

SCHOOL EVACUATIONS

If an evacuation away from school grounds is deemed necessary by site administration, students and staff will be transported to the field by the Franklin County Sheriff's Office. This is also a reunification point. Communication with facilities/transportation coordinator and the Superintendent is mandatory in the event that site based administration needs to call for a school evacuation.

SAFETY FACTORS/STRUCTURE STABILITY

Storm Preparation Timeline:
H-10 = 10 days before the hurricane makes landfall, H-9 = 9 days before the hurricane makes landfall, etc., H-Day = Day the hurricane makes landfall . Action Item Number/ Execution Day/ Action Item/ Staff Responsible.

1. H-10 Order hardware to secure roof-mounted equipment panels and hoods
2. H-10 Create storm-preparation work order for all sites
3. H-10 Send storm preparation email to all Facility Managers
4. H-8 Report need to fill generator fuel tanks
5. H-7 Resend storm preparation email to all Facility Managers
6. H-6 Fill all generator fuel tanks (schools, water plants, Maintenance, Transportation, communication tower)
7. H-6 Report quantity of loose or dangling palm fronds
8. H-6 Report quantity of coconut palms that need coconuts removed
9. H-6 Report debris that requires removal
10. H-6 Report surplus property that requires removal
11. H-6 Report number of awnings that require removal
12. H-6 Secure roof-mounted equipment panel and hoods
13. H-6 Remove all projectiles from the roof
14. H-6 Clear all roof drains
15. H-6 Remove playground umbrella shades (attached to playground equipment) (these shall be removed first)
16. H-6 Remove debris from chiller yards
17. H-5 Send email to all Facility Managers that have not reported needs (palm fronds, coconuts, surplus property, debris…)
18. H-5 Remove loose or dangling royal palm fronds

19. H-5 Pick-up debris from school that does not fit in dumpster
20. H-5 Remove surplus property
21. H-5 Remove construction material from campus
22. H-5 Email notice to all staff to prepare their family and homes for the storm
23. H-4 Dispose, store or tie-down anything that can become a projectile
24. H-4 Issue emergency purchase orders for recovery week
25. H-4 Email post assessment forms to Facility Managers
26. H-4 Remove playground sunshades (sunshade that hangs above playground, not attached to playground equipment) (remove this after all umbrella sunshades have been removed)
27. H-4 Remove and store awnings
28. H-4 Cancel leases occurring on H-Day, and possibly H+1 and H+2
29. H-3 Remove football field goal posts
30 H-3 Remove banners, tennis nets, batting cage nets, kicking nets, and discus cages, wind screens (tennis courts and ball fields)
31. H-3 Empty dumpsters
32. H-3 Ensure all SCHOOL radios work -report radio problems
33. H-3 Ensure all MAINTENANCE radios work - report radio problems
34. H-3 Ensure all SCHOOL flashlights work
35. H-3 Ensure all MAINTENANCE flashlights work
36. H-3 Email reminder - notice to all staff to prepare their family and homes for the storm
37. H-3 Set-up and tie-down portable bleachers
38. H-2 Fill fuel tanks in District vehicles
39. H-2 Park District vehicles away from trees and light poles
40. H-2 Create storm recovery work order for all sites
41. H-2 Remove flags
42. H-2 Remove cafeteria/patio umbrellas
43. H-2 Prepare storm related POs
44. H-2 Make copies and distribute Maintenance employee log sheets
45. H-1 Turn-off Lightening system
46. H-1 Unplug all computers and office equipment
47. H-1 Close and secure all windows
48. H-1 Close all blinds
49. H-1 Close isolation valves for gas systems
50. H-1 Turn-off boilers
51. H-1 Ensure all SCHOOL radios are charged
52. H-1 Ensure all MAINTENANCE radios are charged
53. H-1 Close hand-operated shutters
54. H-1 Lock all doors (except those needed for shelter access)
55. H-1 Final walk around of campus
56. H-1 Lock all gates (except those needed for shelter access)
57. H-1 Connect portable generator to Maintenance facility

5 Day Pre-Storm Preparations:

1. Radio check at: (a) Home (b) Work
2. All laptops charged
3. Check and ensure phone land-line is working
4. Confirm staff members at your school are willing and able to work as needed
5. Operations Manager shall verify emergency generator fuel tanks are full. Start and test Emergency generators to ensure they are operational. Check lubricating oil and battery water.

3 Day Pre-Storm Preparations:

1. School principals meet with their staff and prepare assessments.
2. Coordinator of Facilities and Transportation are ratified to survey structures and the surrounding area for loose materials and potential flying objects. These are to be taken indoors or tied down.
3. FCDS personnel are identified to ensure that necessary personnel are available to perform their assigned duties (i.e. shelter manager, custodians, cafeteria manager).
4. Take pre-storm photographs of school campus, facility grounds, and property at the beginning of hurricane season with a GPS camera. Reflect date, time and location for each picture taken with appropriate labels. Store camera in the school safe.
5. Media centers shall secure and protect their priority collections.
6. Coordinator of Facilities and Transportation shall check roofs for loose debris and ensure drain heads are cleared. Verify all roof-mounted equipment panels and hoods are secure.
7. Verify handheld radios are fully charged. Keep radio in charger, unless in use.
8. Inventory and replenish emergency supplies for all schools.
9. All equipment in portables should remain housed in the unity and NOT transferred inside buildings. The wind-load for portables is similar to your buildings. Therefore, there is NO NEED to relocate your computers, printers, etc.
10. Locate and make available: Flashlights and batteries, Handheld radios (including chargers and extra batteries), Golf Carts (including chargers), Small generators for battery chargers, if possible If your school has water storage containers, please ensure that they are filled.
11. Check battery powered emergency lights for operation.
12. Secure loose lumber, sheet metal, drums, and other items capable of becoming airborne.
13. Take any additional precautions considered necessary for the protection of the particular facility or site.
14. Top-off District vehicle fuel tanks
15. Remove playground sunshades.
16. Prepare for loss of intercom at schools (bull horn)
17. School stock supplies (coffee, sanitizer, batteries)
18. Have plenty of power strips available

2 Day Pre-Storm Preparations:

1. Close and fasten windows just as we do for tornadoes.
2. Distribute working flashlights to personnel who will remain at the building.
3. Park all FCDS vehicles in a safe place away from trees and on high ground.
4. Lower all blinds.

5. Secure labs and the equipment in them.

6. Close and secure hurricane shutters.

7. Store all portable items inside the building. Consider such items as garbage cans, cartons, loose boards, portable playground equipment, loose lumber, sheet metal, drums, and other items that can become airborne. All maintenance and custodial staff will assist.

8. Secure or take down and store awnings.

9. Take down and secure windscreens and batting cages, etc.

10. Remove flags from flag poles and advertising banners from all chain link fences and shutters.

11. Store all books, papers, electrical cords, and other equipment as far as possible from windows or areas subject to damage or entry of water. Store these items above the floor with plastic covering if possible, to protect the items from water damage due to minor flooding.

12. All audiovisual, computer equipment and other expensive appliances located in a room with windows shall be covered with plastic and stored above the floor.

13. Turn-off all gas and electrical appliances except as required in designated emergency shelters.

14. Turn-off boilers in facilities not serving as designated shelters.

15. Lightning strike alarm systems should remain in place and active.

16. When directed by the Superintendent, all employees are to leave all school facilities that are not designated as shelters unless approved by the Superintendent.

17. Issue additional waterproof sheeting and other protective and safety equipment as requested.

18. Check battery powered emergency lights for operation.

19. Take any additional precautions considered necessary for the protection of the particular facility and site.

20. Ensure that the telephone numbers and instructions for contacting appropriate departments are available to personnel for implementation of post storm procedures.

21. Ensure that necessary personnel are available to perform their assigned duties (i.e. shelter manager, custodians, cafeteria manager).

22. Have Operations Manager on call in case you need them to help with cleaning up.

23. Anyone assigned a radio shall take it home with the charger. Once home, ensure the radio channel is set to "ADMIN CH 1"; and, the radio is properly seated in the radio charger. "ADMIN CH 1" is used for District-wide communication.

24. Gather supplies (batteries, flashlights, power strips, hand sanitizer, hand wipes, basic first aid supplies) in one location.

25. Master Keys: Log, Go-bag (make log for distribution)

POST STORM ACTIONS (PLANS FOR SANITATION/REPAIRS)

Determine which buildings on campus are structurally safe enough for use. If an emergency situation exists at your school, please contact Maintenance: 850-323-2845.

1. Take photos after the storm and prior to clean-up. This is imperative for FEMA reimbursement. Use your GPS cameras to document all damage from multiple angles. After taking the pictures, store the GPS camera in the school safe.

2. All storm-related incidents shall be recorded in the School Work Order system. You may combine damage on one work order if it is similar in nature; for example, if you have multiple portables with roof leaks from the storm, you can report this on one work order (be sure to list the FISH numbers and the associated damage).

3. Contact Maintenance to report the initial status of electrical power. Notify Maintenance when power has been restored.

4. In the event of water-soaked carpet, contact Maintenance, who will provide contracted water extraction services. Immediately remove any wet ceiling tiles and insulation from the building. Submit a supply requisition for replacement tiles (note how much is needed for each area).

Once the building interior is stable, work on the facility exterior.

1. Pick up debris and put it into piles - vegetative and non-vegetative. The piles shall be located away from student traffic.
2. Check the Fire Alarm Controls Panel for existing battery backup power.
3. Remember to be especially alert for potential hazards on your sites - downed electrical wires, downed trees that are leaning or hung up, etc. If you have these kinds of situations, please contact Maintenance.
4. Report electrical outages to Duke Energy at 800.228.8485. Please let Maintenance know if this happens, as we will need to have electricians on standby. When power is restored to the school, return the radio and the charger to the school

The Execution of the ICP shall be determined by the Superintendent of Schools, taking into account the information and suggestions of Emergency Management/Operations and/or the Department of Health, and/or the Florida Governor and the Florida Department of Education. The Superintendent will then notify the School Board, the cross-functional team, and the public.

The effectiveness of the ICP will be determined through a combination of feedback from teachers, students and parents, LMS and progress monitoring data, along with a bi-monthly review of each component at the school level and then at the district level. Updates will be implemented immediately to ensure the successful implementation of ICP.

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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.

The goal of Franklin County School District is to provide a consistent, quality educational experience for all of our students. During any school closure, instruction will continue, using the Google Classroom platform and utilizing Microsoft Teams for interaction. We will implement a virtual/hybrid learning plan. FCS will provide 4 days of instruction and utilize the fifth day for professional development/planning. This will allow students an opportunity to catch up on any missed assignments and provide time for students/parents to pick up any paper packets or paper-based assignments. FCS administration will develop a schedule and method to distribute and receive materials.

All instructional web-based programs used by students are available to them through Classlink. Additionally, most courses have digital textbook access which will be utilized as much as possible. The Alternative School will continue the use of Apex courses. Special populations (ESE & ELL) will continue the use of their specific programs, such as Reading Eggs and the PAES lab, to ensure the delivery of accommodations and support. In specific cases, paper-based materials will be provided.

[Copy of FCS Innovative Learning Option Handbook 2020-21](#)
[How to get started in E-Learning/Google Classroom](#)

In addition, the following Professional Learning & Support will be offered:

• **Schedule product demonstrations.**

• **Provide teachers with professional development as needed in the use of specific hardware/software applications. New hires may require additional training. Assess the effectiveness of professional development through surveys, observations, and structured feedback.**

• **Limit the number of new devices and software introduced; make applications as uniform as possible.**

• **Provide teachers ample practice in using hardware/software.**

• **Develop "how-to" guides with simple instructions, screenshots, and trouble-shooting tips which can be shared with students, parents, and teachers.**

• **Host parent technology events.**

• **Utilize Technology Coaches to provide small group assistance to teachers and modeling. This will include a "Google Classroom for Teacher Tips" where discussions can take place and questions posed/answered.**

• **Seek out "tech savvy" individuals on each staff that may provide training and support in-house.**

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The cross-functional team that will monitor the performance of the LMS will consist of:

- **Jennifer Leach, Director of Curriculum & Instruction**
- **Dr. Jill Rudd, Director of Special Programs**
- **Karen Ward, FCS Asst Principal**
- **Jaime Copley, FCS Asst Principal**
- **Richie Herrington, Director of MIS/Assessments**
- **Laura King, MTSS Coach**
- **Donna Barber, Literacy Coach**

This team will monitor both the teachers' ability to use the platforms successfully and the success of students who are participating in the virtual classrooms. Monitoring will consist of lesson plan checks and student grade checks.

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.

Teachers complete an annual Professional Needs Survey. Franklin County also participates with Panhandle Area Educational Consortium (PAEC) to fulfill requirements of professional development including surveys for district staff, school leadership, and faculty to ensure that appropriate professional development opportunities are provided.

Teachers will receive six hours of training on the use of both Google Classroom and Microsoft Teams. Teachers will then create/update their Google Classroom and begin planning lessons to integrate into their current, face-to-face course, as a way for the school to establish and maintain a working knowledge of how to conduct virtual learning and prepare themselves and students for any closure. These "Virtual Days" will be incorporated into the school calendar and become a part of the current professional development plan.

Assistant Principals will conduct weekly virtual staff meetings (on Fridays) to survey teachers on the use of the LMS and to ascertain any professional development needs. All PD will be conducted through PAEC ePDC or using Google Classroom/Microsoft Teams. IT will set up a Help Desk for all teachers/staff to aid in the smooth functioning of the LMS.

Google Tutorials:
Google Classroom Cheat Sheet Presentation

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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.

All educators will receive training in the use of LMS/technology. Some of the least technologically savvy teachers will be paired with another teacher within their grade level for mentorship in virtual instruction. Our district will use the ICP grant to train teachers in the use of Google Classroom and Microsoft Teams, as well as other communication tools such as Remind, Dojo, and FOCUS. Guidance on the best practices for online and blended learning will be determined and monitored by administration, keeping in mind the requirements of teacher evaluations and the Marzano principles.

We will develop teacher surveys to determine the needs of the staff regarding online teaching experience and platforms (Google Classrooms); connectivity issues; and other needs/concerns staff may experience. The survey will allow district personnel to determine which teachers have extensive backgrounds in online learning and which will need more support. Teachers with extensive backgrounds in providing online instruction will be utilized to help develop guidance and training on best practices for distance education delivery. The district has provided each teacher with laptop computers and will provide hot spots for teachers with connectivity issues. Curriculum materials have been purchased and are available for teachers to utilize. We will provide ongoing professional development on the use of GC, the District's online learning platform. In addition, the District will pair teachers with extensive experience with online learning with those with less experience to provide support as needed to those with experience and confidence in online learning.

To ensure that all teachers are prepared to use online learning platforms, teachers will be expected to assign at least one computer-based assignment each week while students are still participating in brick and mortar school settings. This will help establish who can complete an online assignment from home and keep students familiar with the LMS and their online content.

The district will continuously monitor the effectiveness of delivery methods by having staff participate in surveys, conversations, and Zoom faculty meetings on a regular schedule. Alterations to the strategies being used will be made as necessary to ensure that all students are engaged in the learning process.

Suggestions for instructional Practice:

1. Make parents/students aware of participation/attendance requirements.
2. Provide students/parents with training/instructions in related hardware/software programs.
3. Set procedures for routine, personable contact with student/parent.
   - Specify academic expectations
   - Address academic issues/review progress monitoring data
   - Address attendance/participation issues

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- Assist with technology supports
- Provide guidance to parents on establishing a distraction-free learning environment and establishing daily routines
- Provide textbooks, materials, hard copy packets of assignments for students. Follow the developed schedule and method to distribute & receive materials.
- Provide suggested daily schedules for families.
- Provide a list of offline activities and reflection exercises.
- When designing learning activities, consider multiple access points (mobile friendly learning materials/platforms, flexible task formats, etc.)
- Provide learning opportunities students can engage in with minimal support.
- Provide tools and resources for them to be self-directed in their learning as much as possible.
- Be flexible in the method of assignment submission (email, via telephone, texting of pictures of assignments, etc.)

Additional Resources for teachers:

Teaching Online Best Practices 2020

Online Teaching Non-negotiables 2020
 Digital Innovative Virtual Orientation MS/HS
Copy of K-5 Virtual Orientation

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.

Technology needs of students and their families will be determined by conducting surveys with families to determine the household technology capabilities. These surveys will be available to families in an electronic format and paper format; in addition, phone calls from district personnel will be made to families who do not respond to either of these formats.

Franklin County School District will issue both secure hotspots and chromebooks to students who do not have a computer or internet connection in their household. Those students will be provided with a chromebook and/or a hotspot in order to continue academic learning and for students with identified services to continue receiving services such as speech and language therapy, occupational therapy, and physical therapy. Franklin has multiple modes of communication in place to ensure the effective communication with students and families. The modes of communication in place include: Remind, Class Dojo, One Call, social media, school website, staff members calling home, and a public relations person. Each month, FCS will host parent community events (virtual if required) that will educate parents on the use of Google Classrooms and FOCUS, as well as assist in creating accounts and signing up for all of our communication modes. These meetings will serve as wellness checks, also, with pamphlets identifying

resources for mental/physical illness resources. Families will receive a flyer on how to create a distraction free environment. Our students who have an identified focusing disability will be provided headphones to reduce background noises in the home. All teachers have the ability to view their students' IEP and are required to document the accommodation that is being provided. The service providers also keep a google document to provide information as to when their students receive services, if a time change is needed to accommodate the family. All staff members will have office hours to assist students and families. The person responsible for public relations will share the office hours with the community via the newspaper, local radio station, as well as the aforementioned communication programs. In addition to office hours, the school district will offer a monthly workshop targeting the areas of concern. Franklin County School District has a self-referral form attached to the Google Classrooms. If or when students complete the form it alerts a guidance counselor to reach out to the student and assist in resolving any concerns/mental health concerns. We also have a document regarding how to transition to virtual learning for students and families. Included is a list of mental health supports and resources, crisis hotlines, and leveled books related to conquering COVID related fears that are to be provided to students through our website. School nurses, counselors, therapists, and other itinerant personnel will be scheduled when necessary to provide services at temporary locations.

To the extent feasible, we will provide ESE support services virtually (therapy, counseling, etc.). When not feasible, provide modified face-to-face sessions. ESE teachers, school nurses, counselors, therapists, and other itinerant personnel will be scheduled when necessary to provide services at temporary locations. All teachers have the ability to view their students' IEP and are required to document the accommodation that is being provided. The service providers also keep a google document to provide information as to when their students receive services and if a time change is needed to accommodate the family. Some examples of accommodations will include assistive technology, headphones for students who are distracted by background noise, attachable screen filters provided for students with visual needs, as well as virtual meeting times/access to the paraprofessionals assigned to the classroom/student.

Abuse infographic.pdf
https://docs.google.com/forms/d/1IXQYwgxj4jNiGl-Y-CGeDgSol13DlwduEh1x7eoKouY/edit?usp=sharing
(7-12 grade self referral for Mental Health Services) New Link: https://forms.gle/xh4rYjrrTXHB5KTY8
https://docs.google.com/forms/d/1zsLTTNH-GBAw_VVuCOqqzdxPBj0aNQEdl5eyouSoNP8/edit?usp=sharing **(K-6 grade self referral for Mental Health Services)** New Link: https://forms.gle/PUtuQL6AfNqYH6oZ7
Coronavirus_Crisis Information & Hotline Numbers for FCS K-12.pdf
Book-Oyster-Butterfly.pdf
CarolineConquersherCoronoaFears31820.pdf
My Hero is You, Storybook for Children on COVID-19.pdf
Copy of *Digital Calm Corner for SEL Distance Learning by WholeHearted School Counseling
COVID-19 Parental Resource_UPDATED.pdf
Digital Transition Lesson Gr. 2-6
Digital Transition ACTIVITIES ONLY

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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.

Franklin County Schools' IT department key players include:

- Richie Herrington: Director of Assessment, Technology, and Information Services

- Genni Henson: Chromebook and Hotspot Inventory Assistant, Data Entry, and Special Projects

- EagleTree Technologies:

- Kevin Ward: Systems Administrator, Network Administrator

- Casey Lemieux: Network and Application Security, School Applications Rostering and Integration

- Kevin Price: Chromebook Issue, Inventory, and Repair

- Bobby Shiver: Chromebook Issue, Inventory, Repair, and Inventory Management

All mission-critical systems are cloud-based and behind Content Delivery Networks to enable seamless scaling ability with increased demand. Additionally, the contract with our ISP (covered by e-rate funds) allows for the district to upscale our service by an additional 30%. Moreover, if service disruption should occur, the district's contract with Eagletree Technologies includes 24/7 support to restore service. The determination of which students need and will receive hotspots is made using responses from the FOCUS online application, as well as the inventory management system report from previous deployments.

The delivery and management of devices will be handled by the IT department. School leadership will provide IT with the grade levels that will participate in online learning. Schools will publicize the availability of chromebooks and Wi-Fi hotspots via the district's Facebook page, website, and call-out system. Schools will inform families of the dates and times that devices can be checked-out on a short-term basis. Tip-Web, the district's IT Inventory management system will be used to manage the process. Student computers are loaded with LineWize for content filtering. Kajeet units purchased for connectivity have built-in filtering.

[Equipment Check-out Translated to Spanish.pdf](#)
[Equipment Checkout Form.pdf](#)

In order to comply with FAPE (Free and Public Education), Franklin County Schools rely on parental disclosure. If a parent/guardian says there is a need for Wi-Fi and/or chromebook then one will be provided for check-out. Any ESE student that requires assistive technology will be issued items to comply and provide this support.

Setting up and managing a "Help Desk" will depend on the length of remote learning. If we are only remote for a short amount of time we will operate off of having students submit emails to a group it addresses for help. However, for a long-term solution, we will enroll students in our existing "Help Desk" solution for the duration of remote learning, so that their parents can submit tickets for help with issues. **The Help Desk will have a published phone number and hours. The "on hours" will be adjusted to provide coverage at non-traditional times to accommodate working families, and technicians will be rotated to cover those hours.**

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.

The FCSD utilized CIS Controls Version 8; Meraki firewall and Microsoft Defender for Endpoint as our CyberSecurity framework. The District uses the Cybersecurity Framework developed by the National Institute of Standards and Technology (NIST). The District has a secure business continuity plan and a secure incident response plan aligned with the framework and addressing the needs of the District. Additionally, the It Department has secure standard operating procedures aligned with the framework aimed at safeguarding the District's Information System and IT infrastructure. The District maintains responsible use guidelines for all staff within our district policies. All employees read and signify their understanding of these policies.

The Franklin County School District has a multi-layered approach to cyber security, including Cisco Meraki Firewall, Threat Protection, and Web Filter, as well as Microsoft Defender for Endpoint Protection. Franklin's Disaster Recovery Plan is currently being rewritten to incorporate the recent and upcoming changes by the end of FY 2021 (to include backup and recovery and the aforementioned approach to cybersecurity).

Incident response plans include information on device distribution, procedures for IT support during remote learning, and device collection and inventory post remote learning. In addition, Cybersecurity policies and procedures are in place to safeguard the entire information system and IT infrastructure. An annual Pen Test is performed (last was Summer of 2021). Multi-factor authentication for all cloud-based systems is in place. Furthermore, all staff members are required to do cyber security training through

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Knowbe4, which includes training using simulated phishing. Training is required annually and quarterly online, in-person training is also utilized. This system provides ad hoc training based on performance on phishing outcomes.

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.

In order to provide students with devices and hot spots, Franklin relies on the aforementioned modes of communication and follows the communication protocol established by the district for early/often interaction with students and parents for support. Our local churches and organizations will be involved in plans for "Tech Stations" in order to provide more accessible internet options. A long-term closure would, however, prompt us to enroll students in our existing "Help Desk" solution for the duration of remote learning, in order for parents/students to submit tickets for help with issues.

The District ESE Director will communicate to service providers the procedures and district point of contact to communicate with families to continue to provide educational support and services to students who receive additional services and supports such as occupational therapy, speech therapy, mental health therapy and others to assist the families in scheduling these services.

School Administration will be the lead for communicating with parents and students in order to meet their needs. School Admin will collaborate with all departments in order to meet needs. ESE student needs will be referred to Lynn Clark, District Staffing Specialist, at the school level. All curriculum material needs will be filtered through the APs at the school level. All technological needs will be handled through HelpDesk. Our academic coaches will also be available to ensure student access to interventions. Staff communication will be primarily through email and Zoom/Teams.

District ESE staff will continue to work closely the Panhandle Area Educational Consortium FDLRS Department to ensure that best practices for online service in special education is being met and that all students with disabilities are provided the opportunity to be fully engaged in the learning process.

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.

Facets of school operations impacted:
- Food Service
- Transportation
- Maintenance/Custodians

- Food Service- Shelley Ingram, Director
- Transportation - Teresa Segree, Manager
- Maintenance/Custodians/Facilities- Josh Gilbert, Manager
- Therapy/Mental Health Services, School Health- Dr. Jill Rudd, Director of Special Services

Our first course of action will be to leverage current resources to provide temporary classroom space, food service space, and a center for operations (remaining undamaged buildings on the same campus; available classroom space on nearby campuses; community buildings such as churches, community centers, etc.).

Work Schedules:
- To the extent feasible, adhere to the adopted school calendar
- Supervisors will determine the uses of flex-hours, schedules, days.
- Instructional staff will provide instruction four days per week, reserving one day for planning and professional development.
- Non-Instructional Staff will continue to work their designated hours in performance of their normal duties when feasible and assisting with other projects as determined by their supervisor.

Food Services:
- Food service will assess if meals need to be available to students.
- Utilize School Food Service personnel to prepare lunches and pack them for transport.
- Utilize transportation to deliver lunches to designated points of distribution at specified times.
- Utilize non-instructional personnel to assist with distribution of lunches
- Require parents to sign-up for lunches to prevent over/under preparation.
- Make parents aware of local food banks and other similar resources

Transportation:
- At the direction of the Superintendent, the transportation department will reroute buses to drop off/pick up students at temporary locations, if necessary.
- Bus Drivers and buses may be utilized for Food Service and Material delivery. These routes and deliveries will be scheduled by Food Service in conjunction with Transportation.

Maintenance:
- At the direction of the Superintendent, custodians and maintenance personnel may be reassigned to perform temporary duties as needed.
- Maintenance will work in conjunction with Safety/Security to maintain and repair facilities as necessary.

Therapy Services, Mental Health Services, School Health:
- Special Education and related service staff will provide special education services using a variety of different strategies and online platforms based on an individual student's needs.

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- Distance learning will include tools such as instructional videos, online access to education programs, virtual live sessions, parent consultation, and additional resources provided through Google Classroom. Paper based materials or lessons may also be used, as needed.
- Scheduling face to face instruction/therapy as necessary will be conducted (when possible).

All mental health staff members will establish weekly virtual office hours. Virtual office hours will provide specified times for students/parents/schools to access support. Mental health counselors will coordinate wellness checks though an online platform or via telephone for students currently on the facilitator caseload. They will provide individual virtual sessions or face to face sessions (when possible) as necessary. Mental health counselors will consult with teachers, parents and students as needed, and will respond to any new concerns or referrals.

School Heath Services are provided by the county Health Department. LEA administration will communicate with the Health Department in the event of health needs during school closure.

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.

School closures should be communicated by the district (Superintendent Steve Lanier, Security Manager Anthony Croom and Public Relations Coordinator Morgan Martin) with as much advance notice as possible. During a school closure the district should communicate at least every other week. Ideally, updates will be sent out around the same time period. However, updates will be sent as new information becomes available (situation dependent).

Changes to school access should be communicated by Superintendent Steve Lanier (Security Manager Anthony Croom and Public Relations Coordinator Morgan Martin) with as much advance notice as possible and every other week until returned to normal.

Stakeholders might include:

Parents - FOCUS, Facebook, Website, Blackboard mass messaging via text, phone or email, Remind App, email, marquee (reminders)

Students - FOCUS, Facebook, Website, Blackboard mass messaging via text, phone or email, Remind App, email, Google Classrooms where applicable, marquee (reminders)

Staff - Email, FOCUS, Facebook, Website, Blackboard mass messaging via text, phone or email, Remind App,

marquee (reminders)

Community (volunteers, businesses) - Facebook, Website, Radio Ads, Letters, Newspaper, town hall meetings, Media outlets as found below

Local and State agencies - email and phone

"Adlerstein, David" Dadlerstein@nevespublishing.com
money.eddie@gmail.com
Michael Allen - manager@oysterradio.com,
Michelle Roberts - Michelle.roberts@wctv.tv
afreeland@fadss.org
Will.Kendrick@mail.house.gov
jason.shoaf@myfloridahouse.gov
Preston.Wilson@myfloridahouse.gov
WMBB NEWS 13 - tcole@wmbb.com
WJHG NEWS 7 - news@wjhg.com

The roles and responsibilities of key personnel in communicating with stakeholder groups will follow these guidelines:

- **Parents and students should receive communication from the district (Morgan Martin/Allison Chipman) when it pertains to the overall educational program ie. closures, changes to campus access, meal availability, etc**
  - **FOCUS, Blackboard mass messaging (via text, phone or email), Remind App, email**
  - **Facebook, Website and media outlets should be utilized to capture any parents/students missed through traditional means.**
- **Parents and students should receive communication from the school (teacher) when it pertains to a specific course.**
  - **Teachers should utilize phones, Remind app, Google Classroom and FOCUS**

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- When students are unable to be present in brick and mortar the teacher should communicate frequently to ensure classwork is understood and being completed. Minimum of one contact per week.
- Staff should receive communication from the district (Superintendent Steve Lanier, Security Manager Anthony Croom and Public Relations Coordinator Morgan Martin) when it pertains to the overall function of the district and from the school (Principals) when it pertains to their specific school.
- Email and phone trees will be the best mode of communication.
- Facebook, Website, and media outlets should be utilized to capture any staff missed through traditional means.

The scope of communication to be sent to stakeholders, along with a schedule for such communications to ensure coordination and carry-through for routine information updates will follow the following chain of contact.

Chain of Contact

Superintendent- Steve Lanier will contact School Board members (for public inquiry), Morgan Martin- PR Specialist (for public information broadcast), and Anthony Croom- Safety and Security Manager (for dissemination of information to all staff)

Safety/Security Manager- Anthony Croom will contact Directors, Managers, and the Principal

- **Directors will contact their staff, as follows:**
  - **Jill Rudd- Special Services, will contact ESE Staffing Specialist, all Counselors/Therapists and contracted services, all FCLC staff**
  - **Jennifer Leach- Curriculum and Instruction, will contact all Academic Coaches, Adult Ed Secretary, CTE Coordinator**
  - **Shannon Venable- Finance, will contact all Finance Staff**
  - **Karen Peddie- HR, will contact all HR staff**
  - **Richie Herrington- IT/MIS/Assessment. will contact all IT Staff/Eagle Tree**
  - **Shelley Ingram- School Food Service- will contact all Food Service workers**
- **Managers will contact/mobilize their staff, as follows:**
  - **Teresa Segree- Transportation- will contact all bus drivers**
  - **Josh Gilbert- Maintenance/Facilities- will contact all custodians, maintenance workers and custodial contracted workers**
- **Principal- Laurence Pender will contact**
  - **Asst Principals- Elem-Karen Ward, Sec-Jaime Copley, and School Secretary- Allison Chipman**
    - **APs- contact all grade level chairs who will contact peer teachers**
    - **School Secretary- will contact all office staff, paraprofessionals, and student body**

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