

Flagler's Implementation Plans and Reports

ICP Report

Academics

ICP Component 1: Leadership and Planning

List of our people: Superintendent, Assistant Superintendent of Academic Services, Chief of Operational Services, Director of Teaching and Learning, Director of Student Services, Director of ESE, Director of Flagler Technical College, Chief of Technology and Innovation, Chief Financial Officer, Chief Human Resources Officer, Community Information Specialist, and District Safety Specialist. To ensure that the desired outcomes of the ICP are met, a cross-functional team, listed above, has been convened that includes the Superintendent of Schools, Members of - Cabinet, District Directors, and additional district-level personnel. The desired outcome of the ICP and the critical success factors are to minimize instructional gaps or lost instructional time due to unforeseen school closures and ensure that the district continues to provide services for students with Individual Education Plans (IEPs) to ensure these students receive a free and appropriate education. The district will also continue to utilize progress monitoring as a means of identifying students in need of tiered support based on available progress monitoring data. Additionally, the district will continue to provide enhanced outreach to families to ensure that instruction continues. In order to accomplish these goals, the district will continue to provide professional learning opportunities to teachers and staff. Action plans needed to address the CSFs is to keep current our ICP and ensure all stakeholders are aware of their role in this process. The process for evaluating the effectiveness of the ICP will be to examine student performance data for all of our students and our subgroup data. In addition, we will look at the fidelity with which services were provided to students during any school closures. We will also consider the timeliness of enacting our ICP to minimize instructional gaps and lost instructional time. To address the Critical Success Factors, Flagler developed an Instructional Guide for Students and Parents that outlined student and school expectations, technology resources, frequently asked questions, and other general supports. Additionally, we created a COVID-19 webpage that includes quarantine protocols, educational guidance for students at home, and additional information to support students and families in the event of school closures. To increase communication with all stakeholders, the Superintendent puts out a weekly update that provides teachers, students, families, and community members with updates about the weekly happenings in our district. This communication is shared through email, on the district website, and social media platforms.

ICP Component 2: Curriculum Resources and Digital Content

The desired outcomes, goals, and instructional strategies of the remote learning program will be to minimize instructional gaps or lost instructional time due to unforeseen school closures. and ensure that the district continues to provide services for students with Individual Education Plans (IEPs) to ensure these students receive a free and appropriate education. Flagler continues to use Schoology as our district-wide LMS, which has been used for more than 5 years. We are in our second year of using Seesaw to support students in K-3 in conjunction with Schoology. The Technology and Teaching & Learning departments, with continuous feedback from teachers and students, will work

together to monitor the performance of the LMS. We meet regularly with the Schoology customer success representative to resolve any concerns that have been identified and stay current on updates with the system. Continued training on the LMS will be provided by the Technology and Teaching & Learning departments based on needs identified by school-based leaders and teachers, which includes onboarding training. Training on the LMS will be provided face-to-face, synchronously online, and through a blended learning model using previously created learning modules. Our LMS and appropriate digital content is used by our teachers and students on a regular basis in the classroom. Teachers and support staff are currently provided with planning time to become more familiar with the digital content within the LMS. We will continue to consider the digital materials available when evaluating curriculum purchases.

ICP Component 3: Professional Learning

Each quarter, Formal and informal surveys will be used to determine professional learning needs of teachers, administration, and support staff. We will also provide professional learning related to areas in need of improvement that were identified through feedback and reflection on the program effectiveness (user group discussions including staff from various departments). Differentiated professional learning will be offered in a variety of formats including: face-to-face, online (synchronously and asynchronously), and blended. We will use an online platform to track professional learning opportunities and use Schoology as a platform to help deliver content. Learning opportunities will focus on both the tools and best instructional practices in virtual and/or hybrid learning. In order to assess the effectiveness of professional learning efforts, we will use post-PL surveys, attendance metrics, and additional needs assessments that will be completed as PL needs arise.

ICP Component 4: Instructional Practices

To identify educator's online and hybrid teaching experience, expertise, and training needs, both formal and informal surveys will be used. Additionally school leadership will identify teachers in need. Based on the surveys and input from school leadership, we will be able to determine the teachers that have extensive background in these delivery models and which will need more help. Teaching & Learning Specialists, school leaders, and technology will work together to develop resources and best practices to be shared in a central location for easy access. Teachers with expertise in online and hybrid instruction will also be identified to assist in the training of others and developing resources and best practices. As a result of the shutdown from 2020, our district created and curated multiple resources to support the continuation of learning. These resources will be re-evaluated by Teaching & Learning Specialists, school leaders, and technology to ensure they meet the needs of our students and teachers. Professional learning will be implemented through varied approaches, including face-to-face, virtually, and through hybrid. Learning may also be delivered asynchronously through our district LMS. The effectiveness of the delivery methods will be assessed through student and family surveys, and looking at student grade data based on learning modality. The student grades data will be reviewed quarterly and suggested adjustments to learning modality will be made as needed.

ICP Component 5: Parent and Family Support

All students have access to a district 1:1 mobile device. Households without reliable internet access at home can also request a WiFi hotspot for use at home. Short instructional videos for parents were also created to help parents that may not be familiar with the technology and platforms used for learning at home. Effective two-way lines of communications

with parents and families of students has been established through the use of our student information system, Skyward; our learning management system, Schoology; IP phone system, Email, text, and the remind app. In addition, “Let’s Talk” has been added to our district websites and social media to improve communication. Guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning will be provided through various means of communication. Such guidance includes providing suggestions on what a learning area should look like, how to scale times (developmentally appropriate), and what resources students will need in that learning environment. In addition, we may consider structuring learning times by grade level to minimize distractions in households that have multiple students in a common learning space. This may include common lunchtime by grade level, structured time for asynchronous learning, etc. In extenuating circumstances some students may be invited to come into the school site, if it is safe to do so. The district communicates to staff, parents, and families regarding the protocols for providing special education services and accommodations through its monthly EPAC meetings; through outreach to families; and through special education processes and procedures. Social Workers and School Guidance Counselors will maintain a shared log to monitor the outreach and wellness checks for students and their families. The information will be shared with the school administration. The Student Services department will be notified of students that schools are unable to contact. To support the needs of special populations we have several procedures in place. Some examples of how we will support these special populations are as follows: ESOL -ESOL Paraprofessionals will work with students through ZOOM. Teachers will have access to ELlevation Strategies to support planning for language accommodations. ESOL Contacts will assess students remotely with IPT/IRW to ensure that identification of ELLs continues. Students have language accommodated support through Imagine Learning. ESOL- Access to translated materials through Transact for parent communication, translated school closure information, access for parent support with devices, access to hotspots and devices, translated communication about online participation and student requirements for attendance. How-To-Videos will be closed-captioning enabled in English, Spanish, Russian, Haitian Creole, and Portuguese. SWD - The needs of special education students are supported through individual IEPs and other educational specific documents that are reviewed on a monthly basis through accommodation logs and on a yearly basis when the IEP is reviewed and updated as indicated by the student needs. Families in Transition (FIT/homeless) population - Families will have access to wireless (hotspots), devices, online support, parent support for technology, social workers for outreach and identification, school-based FIT liaison/guidance counselors monitoring attendance and academic engagement, district and school-based FIT liaisons to provide outreach to ensure basic health and wellness needs of students are being met, district FIT liaison and Title I district social worker to collaborate with community resources to connect families with stable housing, food resources and employment.

Technology

ICP Component 6: Technology and Technical Support

The key district technology team members include our Chief of Technology and Innovation, District Technology Coordinator, Digital Support Colleagues, Network Engineers, Systems Engineers, and Technology Specialists. We have a robust infrastructure in place and continuously monitor the systems to identify and resolve issues as they arise. Major systems have been migrated to offsite or cloud services where redundancy and uptime is built into our SLA. We are a 1:1 district, students in grades 4-12 have an opportunity to take home their district devices . Students in grades K-3 are 1:1 with devices that remain at school. If the need arises, we have a process in place to arrange for students in grades K-3 to take their devices home to allow for continuous learning. Hotspots are available during the school year to students without access to reliable internet service at home. These students simply complete an online form to request a device. We were able to geocode and determine which type of hotspot carrier works best based on the students location. There are still areas where limited cell service is available. FIT students will be prioritized for hotspot access. The same student devices and digital curriculum are available to all students district wide based on grade level. All of these devices will support the digital curriculum and also comply with FAPE. Accommodations for ESE/504/ESOL are

provided and appropriate digital curriculum, software and hardware devices are utilized based on need. The web content filtering solution for all devices is Securly, which is a cloud-based web filtering system that is used by students and staff. To support technology in a remote learning model, we utilize a call center, ticketing system, Tech Depot, online self-help resources, and Solarwinds remote assistance. As the need arises, technology and other support staff will be reallocated to ensure that each of these supports are able to run smoothly.

ICP Component 7: Cyber Security

The National Institute of Standards and Technology Cybersecurity Framework is used to better understand and improve the management of our cybersecurity risk. The district Business Continuity Plan was developed to enable essential departments to operate during an extended closure. Mobile devices, cloud based services and our IP phone system allow for departments to easily function off site. The Information Technology Disaster Recovery Plan and Cybersecurity Incident Response Plan ensure that procedures and processes are in place to ensure the efficient and effective resumption of the Flagler County Schools critical functions in the event of an unscheduled interruption of IT services. This plan establishes the scope, roles, contacts, responsibilities and procedures that are relevant in response to an emergency situation of large enough magnitude to cause a significant disruption in IT services. Cyber security related policies and procedures are in place and available with limited access in the Technology and IS department. These policies and procedures are reviewed and updated as needed by the Network and Systems Engineers. Our current security posture is strong, however there is always room for improvement and we continuously monitor cyber security threats and vulnerabilities. As a part of our plan of action and milestones for cyber security improvements we are currently looking into solutions to mitigate denial-of-service attacks.

ICP Component 8: Engaging Students with Limited Access

The point person for communicating with families about their needs for supports for their children is school-based or district-based leadership under the guidance of our Communications Specialist. The point person may change based on the type of closure we are experiencing. Additional communication will come from ESOL Contacts, ESOL Paraprofessionals and ESOL classroom teachers, FIT District Liaison, Title I Social Worker, FIT School Contact and Guidance Counselors. The LEA leadership engages with service providers on a monthly basis during formal departmental meetings in order for the service providers to deliver needed supports and resources to other educators, students and their families. The ESE department also hosts a monthly EPAC meeting with various stakeholders and a monthly family support group that provides educational content to attendees. The district will communicate early and often with students and parents to identify needs and ensure supports. To do so, district personnel will work with school-based administration to identify families in need of additional support for online education. If technological barriers exist, we will find alternate solutions. In addition, communications with parents will be provided in home languages when possible. The district consults with NEFEC/FDLRS to aid in its research for best practices in online special education for ESE students. Additionally, the district meets on a monthly basis with its ESE counterparts in the state in order to assist in the implementation of best practices in online special education. Each school has both an Assistant Principal over Exceptional Student Education (ESE) and a Staffing Specialist. These two staff members will be able to communicate with families about the family's needs for support of their special education students.

Operations

ICP Component 9: Continuation of School Operations

The school operations that are impacted by extended school closures include food services, transportation, ESE services, DOH services, technology, and mental health services. To support learning continuity, the following supports will be put in place: ESSA staffings will continue for students in foster care. Staffings will take place in a virtual format. ESOL- Access to translated materials through Transact for parent communication, translated school closure information, access for parent support with devices, access to hotspots and devices, translated communication about online participation and student requirements for attendance. How-To-Videos will be closed-captioning enabled in English, Spanish, Russian, Haitian Creole, and Portuguese. Families in Transition (FIT/homeless) population - Families will have access to wireless (hotspots), devices, online support, parent support for technology, social workers for outreach and identification, school-based FIT liaison/guidance counselors monitoring attendance and academic engagement, district and school-based FIT liaisons to provide outreach to ensure basic health and wellness needs of students are being met, district FIT liaison and Title I district social worker to collaborate with community resources to connect families with stable housing, food resources and employment. The district technology team is essential to maintain school operations and support learning continuity during extended school closures. The expectations of school or LEA staff schedules and work performance during school closures are as follows: ESOL paraprofessionals will be available during normal work hours to provide support for ELLs virtually. ESOL paraprofessionals will be encouraged to have a Google Voice number or the Avaya phone application added to their laptops for ease of communication between parents, teachers and students. ESOL paraprofessionals will be trained on the use of Google Appointments so that students can sign up for appointments for one on one support. District and school-based FIT Liaisons, Title I District and school-based social workers and school counselors will be available during normal work hours to support FIT families virtually and/or home visitations as permitted by the school district guidelines. Custodial services personnel may be relocated to other schools in the event of partial school closure. If all schools are closed, custodial services would work to make sure stockpiles and inventories are in place. They would also work with facility services and moving teams to prepare locations for extenuating circumstances where instruction is needed on site. Should the event resulting in closure causes damages to facilities, custodial services would develop a plan for breaking down the facility and work to clean the facility so that the environment is safe for all students and staff. Facilities and Plant Services would continue to maintain the buildings and check systems like HVAC, plumbing, and continue with other routine checks. In addition, they would evaluate buildings from a safety standpoint and provide guidance on next steps. If the facility is safe, but students will not be in attendance, Facilities and Plant Services may schedule special projects that could be completed during this time. Transportation staff may be asked to perform other duties as assigned, like transporting food, utilizing buses for on-site support hubs for students and families in hard to reach locations, or participate in professional learning opportunities that will support them when operations resume, such as student management trainings for bus drivers. If students are continuing to be transported, maintenance for all vehicles will continue to occur every 28 days. School Food Service will provide food service to students and families in need during school closures, when possible, within the confines of federal regulations and availability of resources (staff/food). The District FIT Liaison and Title I District Social Worker will work with School Food Service and Community Feeding Service Providers to provide FIT families with information needed to access food distribution services. The district will maintain an updated contact list for service providers. The plan to provide special education services and accommodations to students in need during school closures is as follows:

Accommodations such as extra time to complete assignments can be provided regardless of in-person or at-home instruction. IEPs have been updated to show language that specifies those services that will only be provided in a face-to-face environment versus an at-home/remote environment. In conjunction with EPAC, the district provides messaging to families of how IEPs will differ as a result of students being provided with an at-home learning opportunity. ESOL paraprofessionals will collaborate with the ESOL district team to provide support for ELLs via Zoom, Imagine Learning supports, virtual language assessments using the IPT/IRW. Many ELLs depend on scaffolded support from instructional and support staff to succeed with grade level curriculum. ESOL paras will provide cross functional groupings based on home language. ELLs will have access to Imagine Learning through Classlink. Teacher small group instruction provided daily to support individual student needs virtually. Paraprofessionals trained to provide virtual support through breakout rooms in Zoom or other platforms. They will also be trained on Schoology and will collaborate with the classroom

teacher. This will enable the paraprofessionals to support the students with the classroom assignments. ELLevation Strategies enables teachers to group ELLs based on their English language proficiency ELLevation Strategies also provides lesson plans that address language domains which are essential to continued access to grade level curriculum. The outreach plan for community organizations to provide comprehensive support to students and families during school closures is as follows: The FIT Liaison and Title I Social Worker will collaborate and support access to Fed by Grace, food pantries, stuff the bus supplies, hotspots, the Family Life Center, online tutoring support, and school-based social worker outreach to each family, as needed.

Communications

ICP Component 10: Emergency and Ongoing Communications

The following stakeholder groups within the school community and the communication channels for each group are as follows: Students/Parents - Skyward, ROBO calls, emails, schoology, district website Staff - Phone tree, ROBO calls, emails, district website, social media Administration - Phone tree, emails, district website, social media, zoom, Superintendent update School Board - Superintendent update Community and Business Partners - district website, social media School personnel assigned to communicate with stakeholder groups will have the following roles and responsibilities: School personnel will receive a script from the communication specialist that outlines who and when to communicate based on the current situation. This will allow consistent messages to be provided to stakeholders. Teachers will also receive a script of general information to be provided to all families. The scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination is as follows: Identify school-based issues (not every campus and school-based community is the same). Lean on school-based teams to identify their preferences. Unified messaging needed. Guidance to come from the district office. Families want to hear from their own school rather than the district office. Again, they need to lean on talking points provided from the district office. In an effort to provide guidance for stakeholders leading up to and throughout the duration of extended school closures, we will continue to utilize a weekly “Superintendent Message” to convey important messages. Extremely important to keep messaging on a regular basis, even if there is nothing “new.”

Overall Comments

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The Flagler ICP is maintained in the office of the Superintendent and will be enacted as needed.