



**2021-22 Gulf District Schools
Reopening Plan
& Instructional Continuity Plan**

Reopening Plan & Instructional Continuity Plan

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Innovative Model

Upon Re-Opening Schools:

At both the K-6 elementary schools and the 7-12 high schools, in-person instruction will be provided in a 5-day/week 180 day/year format to ensure all students receive the statutorily required number of instructional minutes. Additional safety protocols will be implemented and CDC guidelines followed to the greatest extent feasible. For students with underlying health conditions or who otherwise opt not to attend in person or who may be absent for a brief period (i.e. for self-quarantine), instruction will be provided via asynchronous recordings of the regular classroom teachers providing instruction. For that purpose, the Google Classroom platform will be utilized so that the instruction provided to those students will mirror the instruction provided in the brick & mortar setting. This will also allow transition from the brick & mortar setting to the home setting (or vice versa) to be smoother. Google Meet will be utilized to allow teachers to stay connected with and keep students connected with one another. Each week, classes (students and teacher) will schedule and participate in a Google Meet live collaborative session together. (see In the Event of a School Closure below)

In the Event of a School Closure:

Elementary students will have access to digital materials and instructional activities in all core subjects through Clever and Google Classroom. Students will log in daily for instruction on grade level standards and complete required coursework assigned by their teacher(s). i-Ready will be a part of daily instruction and used for progress monitoring. Teachers will monitor and verify attendance to ensure all students have adequate access to instructional materials and are fully participatory.

Core Curriculum:

- ELA-Harcourt Florida Journeys
- Math-Pearson Envision
- Science-HMH Florida Science
- Social Studies-Florida Studies Weekly K-5/Social Studies Weekly- World History (6th grade)
- PE-Exercise Log

Supplemental Materials:

- i-Ready

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- Accelerated Reader
- Write Score
- Reflex
- Generation Genius
- Scholastic News

High school students will access their instruction through the Google Classroom platform. Each school day, each student will mark his/herself present in each class. Attendance will be verified by the teacher. Students will be able to access standards based instructional videos posted by the subject area teacher. These videos will be recordings of district teachers providing classroom instruction so instruction mirrors that of the brick & mortar setting to the greatest extent possible. Students will complete the uploaded activities, projects, or quizzes/assessments.

Google Meet will be utilized to allow teachers to stay connected with and keep students connected with one another. Each week, classes (students and teacher) will schedule and participate in a Google Meet live collaborative session together. Google Meet will be used to schedule small group break-out sessions and individual sessions based on student needs.

Teachers will provide feedback and grading through Google Classroom, which syncs with FOCUS Portal accessible to parents. Traditional grading policies will apply.

Students who are identified as being in need of Tier 2 or Tier 3 Interventions will be supported through Google Meet sessions or live sessions with Reading Certified/Endorsed staff and Math teachers at the Middle and High School levels, as well as support from the MTSS/ESE Consult teacher.

Students enrolled in Dual Enrollment courses with Gulf Coast State College will continue their coursework online per college instructions.

Students already established in FLVS, A+, the USI drone curriculum, and/or Apex courses will continue to use those online platforms.

Exceptional Student Education: The District will be providing instructional support online, telephonically, with paper assignment packets, and through consultation with parents. All related services such as speech/language therapy, OT, PT, and counseling will be provided via a virtual platform such as Skype, telephonically, and/or with paper materials that will be sent home. Staff will work with each family and student to provide services while taking into account their unique situations and needs.

Students on Access Points Curriculum may use the following Standard Curriculum Resources (Paper Packets will also be provided.)

Additional Resources:

- Unique Learning System (6-12)
- i-Ready (K-6)
- IXL (7-12)
- My Career Shines (6-12)
- Teachtown (K-5 Select Classes)

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ESOL Program: The District will be providing instructional support online, telephonically with paper assignment packets, and through consultation with parents via the Spanish-language translator, digital translation, and translation dictionaries. We will work with each family and student to provide services while taking into account their unique situations and needs.

Pre-K: In the event of a school closure, Pre-K teachers will provide a resource packet for students to continue working on age-appropriate skills.

Adult Education: In the event of a school closure, individualized work packets may be picked up on Wednesdays and exchanged the next Wednesday for new material.

Reopening Plan Assurances

Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that

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schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: _____

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

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Template Option for Reopening Plan

Plan for Implementation of Assurance 1

- In the box below, describe the reopening in August of brick-and-mortar schools reflecting at least five days of school per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149 and subsequent executive orders. Also, provide the district's reopening date and schedule by school type.

Subject to advice and orders of the Florida Department of Health, local health department, and Executive Order 20-148 and subsequent orders, all Gulf District Schools will reopen in August in the traditional face-to-face manner. Teachers will return to work on Monday, August 3, 2020. Students will return Monday, August 10. To ensure the statutorily required number of instructional minutes are delivered, all schools will be in session five days per week and 180 days per year for all students.

Gulf District Schools believes that the best instruction is that instruction delivered in-person by a qualified, certified teacher who has developed a positive relationship with students. However, it is also accepted that some students may be more comfortable opting for a distance learning due to underlying health conditions or for other reasons. Those students will receive instruction that mirrors the face-to-face instruction provided to students in the brick & mortar setting.

The teacher work day for all schools is 7:45am-3:15pm.

Student day:

PSJES	7:45-2:45
PSJHS	7:54-2:37
WES	7:50-2:45
WHS	8:00-2:55

Plan for Implementation of Assurance 2

- In the box below, describe the plan for a full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

Recognizing that the most effective instruction is that provided in-person by teachers who have developed relationships with students and families, all Gulf District Schools will reopen in August using a 5 day/week 180 day/year model. Traditional instruction models will be infused with technology so that should a move to distance learning become necessary, both teachers and students will be familiar with and have had practice with such tasks as logging on to specific programs/platforms, uploading/downloading documents, retrieving reports, and recording attendance. This will provide the opportunity to obtain feedback, address any issues, and troubleshoot technical problems. As early in the school year as possible diagnostic assessments should be used to identify gaps in learning resulting from loss of instructional time. Data obtained from these assessments will be utilized to develop a structured plan for addressing gaps. Instructional priority must be given to vulnerable students with the greatest need. Gulf has a high

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percentage of low-income families who exhibit a unique set of needs as do homeless students and those in foster care. To address these needs CARES ESSER funding will be utilized to pay one teacher at each school in grades K-6, one middle school math teacher, one high school math teacher, one middle school ELA teacher, and one high school ELA teacher for their regularly scheduled planning periods. That time will be used to provide additional instruction in a small group setting to close gaps. Teachers selected for this purpose will be veteran teachers with a proven track record for successfully instructing students working below grade level. ELA teachers with reading certification or endorsement will be given preference.

Each school has a mental health counselor and a school counselor to provide students with mental health screening, assessment, diagnosis, intervention, treatment and recovery services needed to support students coping with pandemic related matters or with other social/emotional/behavior issues.

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Plan for Implementation of Assurance 3

- In the box below, describe the schedule and process for administering local progress monitoring assessments, as well as the assessment tool(s) used by the local district or school by grade level. In addition, describe how the data is used to determine how adequate progress is being made and how intervention and tiered support is being deployed.

In addition to administering diagnostic assessments at the onset of the school year to identify gaps in learning, students will undergo routine progress monitoring.

K-6 ELA:

- i-Ready (diagnostic = 3 times per year; progress monitoring = monthly for Tier 1, biweekly for Tier 2, weekly for Tier 3)
- Harcourt Journeys benchmark assessments (upon completion of unit)

7-10 ELA:

- Write Score Standards Based Reading Program (monthly for Tier 1, bi-weekly for Tier 2, Weekly for Tier 3)
- FAIR-FS (3 times per year)
- REWARDS Plus Word Attack, Fluency, Comprehension (weekly for students receiving interventions)

K-6 Math:

- i-Ready (3 times per year)

7, 8, Algebra I, Geometry:

- Coach Digital Standards Based Assessments (3 times per year)

Plan for Implementation of Assurance 4

- In the box below, describe how the district will work with IEP teams to determine needed services, including compensatory services for students with disabilities.

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Gulf District Schools personnel will work with IEP teams (including parents) to determine needed services, including compensatory services for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams (including parents). Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, Chromebooks, or other electronic devices, as well as internet hot spots, will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program at home. Weekly, or more frequent, contact with teachers and therapists/counselors will be provided to each of these students.

IEP teams will determine the need for compensatory services based on progress monitoring data for reading and math. Therapists and counselors will provide input to IEP teams (including parents) to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings and evaluations. These decisions will be made within the first month of school after valid progress monitoring data can be gathered and analyzed.

If determined necessary by IEP teams (including parents), compensatory services will be provided to students either during the school day or during after-school programs. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the internet.

The District will work with services providers to arrange for flexible work schedules so that SWD working from home can be served appropriately.

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Plan for Implementation of Assurance 5

- In the box below, describe how the district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed.

Gulf District Schools personnel will work with ELL Committees to identify if ELLs have regressed and determine if additional or supplemental ESOL services are needed. Progress monitoring data will be used to determine if students have suffered regression and these determinations will be made within the first month of school after valid progress monitoring data can be gathered and analyzed.

Assistive technology, laptops, Chromebooks, or other electronic devices, as well as internet hot spots, will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program. Weekly, or more frequent, contact with teachers and the interpreter will be provided to each of these students.

If determined necessary by ELL Committees, supplemental services will be provided to students either during the school day or during after-school programs. For students whose parents do not wish for them to attend school in the traditional fashion, these services will be provided through interactive programs via the internet.

The District will work with teachers/interpreters to arrange flexible work schedules so that ELL students working from home can be served appropriately.

INSTRUCTIONAL CONTINUITY PLAN

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: Specify LEA or charter school personnel who will serve on a crossfunctional 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.

Note: Gulf County has no charter schools.

Cross-Functional Planning Team:

- Lori Price, Assistant Superintendent for Instruction
- Josh Dailey, Assistant Superintendent for Business
- Joni Mock, Assistant Superintendent for Special Services
- Diana Dykes, Director of Transportation
- Woody Borders, Director of Maintenance
- Marty Riley, Instructional Technology
- Jay Bidwell, WHS Principal
- Sissy Godwin, PSJHS Principal
- Duane McFarland, PSJES Principal
- Jennifer Guffey, WES Principal
- Karen Butts, Assistant Principal, PSJES
- Karen Shiver, WHS Guidance Counselor

Desired Outcomes:

1. Develop a plan that will ensure instruction continues in the event of major structural damage to one or more campus buildings prohibiting the use of those buildings for a period of two weeks or more. (Scenario 1)
2. Develop a plan that will ensure instruction continues in the event of campus closure for a period of two weeks or more due to an epidemic, pandemic or similar crisis. (Scenario 2)

Critical Success Factors:

1. Adequate technological resources
 - a. Survey students annually to determine who has internet access at home.
 - b. Inventory hardware annually to determine adequate quantities are available.
2. Capability/knowledge to use available technological resources
 - a. Provide professional development/training in the use of all hardware and software to be used.

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- b. Keep faculty “fresh” on the use of all hardware and software by promoting their use throughout the school year.
3. Adequate financial resources
 - a. Budget funds for technology.
 - b. Budget funds for professional development.
 - c. Budget funds for substitutes.
4. Ongoing communication with all stakeholders
 - a. Designate someone at the district level and within each school to serve as communication officer to reduce redundancy or miscommunication

Action Plans:

Scenario 1: One or more campus buildings suffers major structural damage prohibiting the use of those buildings for a period of two weeks or more. (hurricane, fire, tornado, etc.)

Steps:

- Determine which buildings (if any) on campus are structurally safe enough for continued use.
- Leverage current resources to provide temporary classroom space (remaining undamaged buildings on same campus; available classroom space on nearby campuses; community buildings such as churches, community centers, etc.).
- Reroute buses to drop off/pick up students at temporary locations.
- If campus kitchen/lunchroom areas are unusable, send food service staff to a nearby campus to assist in meal preparation. Utilize buses/vans to transport meals to temporary locations and/or transport students to nearby campus cafeteria. Modify menus to decrease food preparation time.
- If textbooks/learning materials were destroyed, replace as soon as feasibly possible. Utilize supplemental resources including digital curriculum.
- Schedule school nurses, counselors, therapists, and other itinerant personnel to provide services at temporary locations. Provide van, if feasible.
- Communicate with all stakeholders regarding plan.

Scenario 2: Campus(es) closed for a period of two weeks or more. (epidemic, pandemic, etc.)

Steps:

- Utilize distance learning model.
 - Curriculum & instruction for all core subjects (provide digital licenses for textbooks)
 - Curriculum & instruction for electives (to the extent feasible)
 - Progress monitoring and assessment
 - MTSS interventions
 - ESE accommodations
 - Support services
- Provide students with digital devices.
- Provide hot spots to students without internet capability.
- Distribute/collect Mobile Device Agreement/Acknowledgment
- Make parents/students aware of participation/attendance requirements

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- Provide students/parents with training/instructions in related hardware/software programs.
- Limit the number of new devices and software introduced; make applications as uniform as possible.
- Establish Help Desk with routine hours to assist parents and students with technology issues. Help Desk may be manned by Technology Coaches, IT Personnel, and school-based personnel who are tech savvy. (support@gulfcoschools.com)
- Provide students with any texts/materials required to complete assignments.
- Provide supports for teachers providing online instruction.
- Provide instruction 4 days per week. Utilize fifth day for professional development/planning.
- If needed, provide hard copy packets of assignments for students. Develop schedule and method to distribute & receive materials.
- Set procedures for routine, personable contact with student/parent.
 - Specify academic expectations
 - Address academic issues/review progress monitoring data
 - Address attendance/participation issues
 - Assist with technology supports
 - Provide guidance to parents on establishing a distraction-free learning environment and establishing daily routines
- Engage students with limit access.
 - Provide textbooks, materials, hard copy packets of assignments for students. Develop schedule and method to distribute & receive materials.
 - Provide suggested daily suggested 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 method of assignment submission (email, via telephone, texting of pictures of assignments, etc.)
- Provide ongoing support to students and families by providing weekly virtual office hours for support staff and prioritize scheduling for at risk students (IEP, 504, ELL, MTSS, homeless students).
- Conduct referrals to outside agencies or community organizations that can provide support to students and families.

Evaluating the ICP:

The Cross-Functional Planning Team will meet monthly at a minimum (and more frequently if necessary) and review all available data including all LMS data (progress monitoring data, formative assessments, summative assessments, grade distribution), student & faculty health data, facilities status reports, student and faculty attendance data, and technology status report. If the data indicates that there is a problem or any stakeholder (principal, teacher, or parent) identifies an issue related to the ICP, that concern is brought to the attention of the Cross-Functional Planning team. The degree to which the plan is being implemented would then be assessed. If additional professional development or instruction in plan implementation is needed it will be provided. If it is

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determined that the plan itself is flawed in such a way that student/staff needs are not met, the revision process will be initiated. The problem-solving steps in place for making decisions based on data include:

- Identify a problem with precision (eliminate exclusionary factors)
- Identify goal for change
- Identify deficiencies and create individualized implementation plan with contextual fit
- Implement solution with integrity & fidelity
- Monitor impact of intervention and modify as needed
- Make summative evaluative decisions

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.

Desired Outcomes:

1. Develop a plan that will ensure instruction continues in the event of major structural damage to one or more campus buildings prohibiting the use of those buildings for a period of two weeks or more. (Scenario 1)
2. Develop a plan that will ensure instruction continues in the event of campus closure for a period of two weeks or more due to an epidemic, pandemic or similar crisis. (Scenario 2)

LMS Providers:

- FOCUS
- Clever
- Google

Cross-Functional LMS Team:

- Lori Price, Assistant Superintendent for Instruction
- Joni Mock, Assistant Superintendent for Special Services
- Marty Riley, Instructional Technology
- Jay Bidwell, WHS Principal
- Sissy Godwin, PSJHS Principal
- Duane McFarland, PSJES Principal
- Jennifer Guffey, WES Principal
- Karen Butts, Assistant Principal, PSJES
- Karen Shiver, WHS Guidance Counselor

Professional Learning & Support:

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- 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 frequently and before it is required.
- 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.
- Seek out “tech savvy” individuals on each staff that may provide training and support in-house.

Planning Time:

- Provide multiple trainings during summer and preplanning days.
- Instructional staff will provide instruction four days per week.
- Reserve one day per week for teacher planning and training.

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.

Strategies:

- Conduct needs assessment to determine specific needs. Use this information to guide professional development. Conduct surveys frequently to stay abreast of needs as teacher perceive them.
- In addition to more intensive trainings, implement “Tech Tuesdays” in which teachers are taught specific software application functions such as running progress reports, converting documents, incorporating videos and links, etc. in a brief faculty meeting type setting. Encourage immediate and frequent use of newly learned skills.
- Utilize Technology Coaches to provide small group assistance to teachers and modeling.
- Assess the effectiveness of professional learning activities by obtaining feedback from participants and looking for implementation of new skills.
- Award professional development points for successful participation/implementation.
- Provide substitutes and release time for professional development.
- Seek out “tech savvy” individuals on each staff that may provide training and support in-house.
- Develop “how-to” guides with simple instructions, screenshots, and trouble-shooting tips which teachers can use for quick reference.
- Provide instruction 4 days per week. Utilize fifth day for professional development/planning.

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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.

Strategies:

- Conduct needs assessment to determine specific needs relative to online teaching experience/expertise. Use this information to guide professional development. Conduct surveys frequently to stay abreast of needs as teachers perceive them.
- In addition to more intensive trainings, implement “Tech Tuesdays” in which teachers are taught specific software application functions such as running progress reports, converting documents, incorporating videos and links, etc. in a brief faculty meeting type setting. Encourage immediate and frequent use of newly learned skills.
- Utilize Technology Coaches to provide small group assistance to teachers and modeling.
- Assess the effectiveness of professional learning activities by obtaining feedback from participants and looking for implementation of new skills.
- Award professional development points for successful participation/implementation.
- Provide substitutes and release time for professional development.
- Seek out “tech savvy” individuals on each staff that may provide training and support in-house.
- Develop “how-to” guides with simple instructions, screenshots, and trouble-shooting tips which teachers can use for quick reference.
- Conduct virtual PLCs, professional development activities, and opportunities to share best practices
- Provide instruction 4 days per week. Utilize fifth day for professional development/planning.
- Provide virtual study hall and mentoring
- In addition to providing professional development to meet the technology needs of teachers, provide training on other specific aspects of online instruction:
 - Maintaining open communication with students and parents
 - Motivating the distance learner
 - Providing academic supports to distance learners
 - Providing supports/guidance to parents
 - Developing rigorous and engaging curriculum
 - Strategies for supporting parents
 - Designing online assessments
 - Progress monitoring strategies
 - Collaborative learning strategies for distance learning
 - Reaching special populations
 - Incorporating virtual fieldtrips

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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.

Strategies:

- Conduct home technology survey at the onset of each school year to determine which household have access to internet and adequate technology should it become necessary to implement online learning.
- Assess need for assistive technology in the home of students with disability
- Evaluate available technology resources. Purchase additional equipment if necessary.
- Establish a communication plan which includes ongoing personable contact with distance learners and their parents and wellness checks.
- Provide guidance to parents on establishing a distraction-free learning environment and establishing daily routines
- Utilize all available methods of communication. Maintain log of communication efforts.
 - Area media outlets
 - School newsletters
 - Electronic marquee
 - Automated call-out
 - Social media sites
 - District/school websites
 - Personal phone calls
 - FOCUS Parent Portal
 - Utilize support staff to assist (translator, paraprofessionals, parent liaison, truant officer, etc.)
- To the extent feasible, provide support services virtually (therapy, counseling, etc.). When not feasible, provide modified face-to-face sessions.
- Conduct regular wellness checks.
 - Establish weekly virtual office hours for all mental health staff members. Specify times for students/parents/schools to access support. Prioritize at risk/vulnerable students (SWDs, 504, ELLs, MTSS, homeless)
 - Mental health counselors will coordinate wellness checks through an online platform or via telephone for students currently on the facilitator caseload. 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.

ESE/MTSS Strategies:

- Provide special education and related services in accordance with a students' individualized education program (IEP), section 504 plan, or English Language Learner (ELL) plan.

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- Special Education and related service staff will provide special education services using a variety of strategies and online platforms based on an individual student's needs including
 - Instructional videos
 - Online access to education programs
 - Virtual live sessions,
 - Parent consultation
 - Additional resources provided through Google Classroom.
- Provide paper based materials/ lessons as needed.
- Schedule face-to-face instruction/therapy as necessary (when possible).
- Provide appropriate assistive technology accommodations.
- Provide instructional and related services through HIPAA compliant telemedicine platforms where necessary.
- Continue progress monitoring.
- Special education personnel will collaborate with families to determine needed services.
- Special education personnel will collaborate regularly with general education teachers to access the general education curriculum with the modifications and accommodations in the IEP. Document what accommodations their child is using during distance learning.
- Continually review IEPs, Section 504 plans, and ELL plans
- Continue MTSS coordination between the ESE resource teachers, general education teachers, students, and families.
- Conduct face-to-face evaluations/observations as necessary, if feasible. If not feasible, the school psychologist in consultation with school/family develop a plan for pending or new requests.

LEADERSHIP

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.

Key Technology Staff Members:

- Marty Riley, IT Specialist
- Terry Thompson, Network Administrator
- April Bidwell, Technology Coach
- Sharon Hoffman, Technology Coach

Robustness:

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- GCSB contracts with several vendors to provide a robust, up-to-date, infrastructure for delivering instruction. Delta Technologies provides structured cabling and optical fiber solutions. UDT provides IT consulting solutions to maintain the GCSB network infrastructure.

Devices:

- GCSB established a 1:1 learning environment last year. All K-12 students have access to a Chromebook while at school. Devices are checked out to students on an as needed basis.

Internet Access:

- A survey of families in need of internet access was conducted. Using this information, schools were able to identify students in need. GCSB provided Verizon hotspots to secure reliable internet access to families in need.

Content Filtering:

- GCSB uses Palo-Alto to filter content for all students and staff. Go Guardian provides content filtering for students off campus.

Roles Needed for Remote Learning:

- A team of administrators and teachers will establish the curriculum being delivered through the web. Curriculum will be delivered to students via Google Classroom and Meet.
- Technology support during a remote learning model is led by the IT Specialist. The IT department will provide Help Desk and Field Operations to support personnel.
- Tech coaches will assist staff and students in the use of technology while off campus and working in a remote learning environment.

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.

Adopted National Cyber Security Framework Standards:

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- ID.AM-1: Physical devices and systems within the organization are inventoried.
- ID.AM-2: Software platforms and applications within the organization are inventoried.
- ID.AM-4: External information systems are catalogued.
- D.AM-5: Resources (e.g., hardware, devices, data, time, personnel, and software) are prioritized based on their classification, criticality, and business value.
- ID.AM-6: Cybersecurity roles and responsibilities for the entire workforce and third-party stakeholders (e.g., suppliers, customers, partners) are established.
- ID.BE-4: Dependencies and critical functions for delivery of critical services are established.
- ID.BE-5: Resilience requirements to support delivery of critical services are established for all operating states (e.g. under duress/attack, during recovery, normal operations).
- ID.GV-1: Organizational cybersecurity policy is established and communicated.
- ID.GV-3: Legal and regulatory requirements regarding cybersecurity, including privacy and civil liberties obligations, are understood and managed.
- ID.GV-4: Governance and risk management processes address cybersecurity risks.
- ID.RA-3: Threats, both internal and external, are identified and documented.
- ID.RA-5: Threats, vulnerabilities, likelihoods, and impacts are used to determine risk.
- ID.RA-6: Risk responses are identified and prioritized.
- PR.AC-1: Identities and credentials are issued, managed, verified, revoked, and audited for authorized devices, users and processes.
- PR.AC-2: Physical access to assets is managed and protected.
- PR.AC-3: Remote access is managed.
- PR.AC-5: Network integrity is protected (e.g., network segregation, network segmentation).
- PR.AC-7: Users, devices, and other assets are authenticated (e.g., single-factor, multifactor) commensurate with the risk of the transaction (e.g., individuals' security and privacy risks and other organizational risks).
- PR.AT-4: Senior executives understand their roles and responsibilities.
- PR.AT-5: Physical and cybersecurity personnel understand their roles and responsibilities.
- PR.DS-1: Data-at-rest is protected.
- PR.DS-2: Data-in-transit is protected.
- PR.DS-3: Assets are formally managed throughout removal, transfers, and disposition.
- PR.DS-4: Adequate capacity to ensure availability is maintained.
- PR.DS-5: Protections against data leaks are implemented.
- PR.IP-6: Data is destroyed according to policy.
- PR.IP-7: Protection processes are improved.
- PR.PT-2: Removable media is protected and its use restricted according to policy.
- PR.PT-4: Communications and control networks are protected.
- DE.CM-1: The network is monitored to detect potential cybersecurity events.
- DE.CM-2: The physical environment is monitored to detect potential cybersecurity events.
- DE.CM-3: Personnel activity is monitored to detect potential cybersecurity events.
- DE.CM-6: External service provider activity is monitored to detect potential cybersecurity events.
- DE.CM-7: Monitoring for unauthorized personnel, connections, devices, and software is performed.
- RS.AN-1: Notifications from detection systems are investigated.
- RS.IM-1: Response plans incorporate lessons learned.
- RC.IM-1: Recovery plans incorporate lessons learned.
- RC.CO-2: Reputation is repaired after an incident.

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Business Continuity Plan:

- Determine business impact analysis.
 - Revenue loss
 - Increase in operational costs
 - Legal/regulatory standards
 - District Reputation
- Conduct cyber security risk assessment.
- Mitigate down time using incident response and crisis communication plan.
 - Task & person(s) responsible
- Maintain complete visibility and continuously monitor.

Incident Response Plan:

- **Prepare for a security breach.**
 - Determine how well the Computer Incident Response Team (CIRT) is prepared to respond to an incident
 - Examine/develop policy & procedures.
 - Create response plan/strategy.
- **Identify** the process through which incidents are detected.
 - IT staff gathers events from log files, monitoring tools, error messages, intrusion detection systems, and firewalls to detect and determine incidents and their scope.
- **Contain** the damage and prevent further damage from occurring (short-term containment, system back-up, and long-term containment)
 - Prevent the destruction of any evidence that may be needed later for prosecution.
- **Remove** the threat and restore affected systems to their previous state.
 - Remove malicious content.
 - Ensure that the affected systems are completely clean.
- Test, monitor, and validate systems while putting them back into production in order to verify that they are not re-infected or compromised.
- Determine time/date to restore operations.
- Determine what lessons were learned from the incident response in order to improve future incident response efforts. This is the step that gives organizations the opportunity to
 - Update incident response plans with information that may have been missed during the incident.
 - Complete documentation to provide information for future incidents, trainings, etc.

Cyber Security-Related Policies and Procedures:

- Use antivirus software at all times. Set software to automatically scan emails and flash drives.
- Keep computers fully patched. Run scheduled checks to identify available patches.
- Segment internal networks to prevent malware from proliferating among potential target systems.
- Continuously monitor directory services (and other primary user stores) for indicators 130 of compromise or active attack.
- Block access to potentially malicious web resources. Use products or services that block access to server names, IP addresses, or ports and protocols that are known to be malicious or suspected to be indicators of malicious system activity.

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- Configure operating systems and/or third-party software to run only authorized applications. Establish processes for reviewing, then adding or removing authorized applications on an allow list.
- Use standard user accounts rather than accounts with administrative privileges whenever possible.
- Restrict personally owned devices on work networks.
- Avoid using personal apps (i.e. email, chat, and social media) from work computers.
- Educate employees about social engineering (i.e. the hazard of opening files or clicking on links from unknown sources without first running an antivirus scan; examining links carefully, etc.).
- Assign and manage credential authorization for all assets and software, and periodically verify that each account has the appropriate access only.
- Develop and implement an incident recovery plan with defined roles and strategies for decision making. Include a continuity of operations plan. Identify business-critical services to enable recovery prioritization, and business continuity plans for those critical services.
- Backup data, secure backups, and test restoration. Carefully plan, implement, and test a data backup and restoration strategy. Secure and isolate backups of important data.
- Maintain an up-to-date list of internal and external contacts for ransomware attacks, hacks and dos.

Cyber Security Framework Functions/Procedures:

- Identify – Develop an organizational understanding to manage cybersecurity risk to systems, people, assets, data, and capabilities. The activities in the Identify Function are foundational for effective use of the Framework. Understanding the business context, the resources that support critical functions, and the related cyber security risks enables an organization to focus and prioritize its efforts, consistent with its risk management strategy and business needs
- Protect – Develop and implement appropriate safeguards to ensure delivery of critical services. The Protect Function supports the ability to limit or contain the impact of a potential cybersecurity event
- Detect – Develop and implement appropriate activities to identify the occurrence
- Respond – Develop and implement appropriate activities to take action regarding a detected cybersecurity incident. The Respond Function supports the ability to contain the impact of a potential cybersecurity incident
- Recover – Develop and implement appropriate activities to maintain plans for resilience and to restore any capabilities or services that were impaired due to a cybersecurity incident. The Recover Function supports timely recovery to normal operations to reduce the impact from a cybersecurity incident.

Current Security Posture:

See GCSB IT Policies & Procedures.

Strategies:

- Remember that audio and video recordings of an individual must be protected in accordance with federal and state law and your school system policies.
- When possible, avoid recording classroom discussions with students. Ask teachers to pre-record their lessons without students present, which further minimizes the privacy risks to students.

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- Provide information to parents about why/how student data privacy is protected.
- Give parents the ability to opt their child out of participating in video sessions. Provide alternative connection methods available for those students who need it.
- Avoid sending emails to staff, students, and parents that contain links.
- Review district procedures and guidelines regarding non-employee use of district devices.
- Remind teachers, staff, students, and parents that IT staff will never ask for their login credentials via email or threaten to turn off access to school accounts if they don't click on a link.
- Consider implementing two-factor or multi-factor authentication whenever possible.
- Examine the privacy concerns for both students and teachers of turning on a webcam in a private home.
- Ensure all devices have properly configured firewalls as anti-malware and intrusion prevention software installed
- Provide parents with cyber security tips.
 - Excluding personal information from emails.
 - Noting website URL.
 - Verifying questionable emails.
 - Maintaining clean devices; update software on Internet-connect devices.
 - Using built-in security.
 - Knowing which sites students are visiting.
 - Using strong passwords.

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.

Service Providers:

- Pam Jones, LCSW, Mental Health Counselor
- Amy Pitts, LCSW, Mental Health Counselor
- Haywood Shealy, LMHC, Mental Health Counselor
- Meleah Smith, LMHC, Mental Health Counselor
- Ashley Wooten, School Social Worker
- Nakia Dailey, Speech/Lang. Pathologist
- Lindsay Fisher, Speech/Lang. Pathologist
- Jennifer Holloran, Speech/Lang. Pathologist
- Ali Perry, Teacher of the Visually Impaired
- Matt Dailey, Physical Therapist
- Tessa Byler, Occupational Therapist
- Jana Presley, OT Assistant
- Kay Hicks, Teacher of Deaf/Hard of Hearing
- Laura Suber, School Psychologist
- Lori Childers, ESE Staffing Specialist for Port St. Joe schools

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- Renee Lynn, ESE Staffing Specialist for Wewahitchka schools
- Sonya Hill, ESE Resource/MTSS PSJES Contact
- Lindsay Summerlin, ESE Resource/MTSS PSJHS Contact
- Doris Jean Whitten, ESE Resource/MTSS WES Contact
- Peral Hunter, ESE Resource/MTSS WHS Contact
- ELL Student Translator, Aracely Aguirre

Point Person:

Joni Mock, Assistant Superintendent for Special Services

Strategies:

- Establish a communication plan which includes ongoing personable contact with distance learners and their parents and wellness checks.
- Utilize all available methods of communication. Maintain log of communication efforts.
 - Area media outlets
 - School newsletters
 - Electronic marquee
 - Automated call-out
 - Local press
 - Social media sites
 - District/school websites
 - Personal phone calls
- Engagement with the parent/guardian to assess ESE student access and discuss options for providing curriculum and services will be made as soon as possible. As needed, IEPs and 504s will be updated to be responsive to the change in learning conditions.
- District Leadership will work with school based administrators, ESE service providers, and community service providers to ensure continued educational services are being provided to ensure all students have access to their curriculum and services. If the student is unable to access their curriculum or ESE services, accommodations and additional assistance will be made case by case.
- ESE service providers will regularly monitor student progress to determine what, if any, accommodations or additional support is needed.
- LEA Leadership will work with ESE service providers to ensure best practices are implemented to support online special education. ESE providers will be informed and given opportunities to learn about and create multiple ways to present content, assess progress, provide feedback and engage students to create a “Universal Design for Learning.”
- Ongoing consultation and feedback from teacher, parent, and student surveys will inform best practices to be implemented.

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

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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:

- Curriculum
- Instruction
- Food Service
- Transportation
- Technology
- Family Support Services
- Exceptional Students Support
- Maintenance

Support for learning continuity to provide special education services/accommodations:

As student instruction is provided, the district will provide special education and related services in accordance with a students' individualized education program (IEP), section 504 plan, or English Language Learner (ELL) plan.

- 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. 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).
- Special education and related service providers will provide the implementation of appropriate AT accommodations in the online learning environments.
- Instructional and related services will be provided through Health Insurance Portability and Accountability Act (HIPAA) compliant telemedicine platforms where necessary.
- Progress monitoring will continue to ensure students are making adequate progress. Special education, related services staff, and guidance counselors will collaborate with families to determine what services are needed during distance learning. They will collaborate regularly with general education teachers in order to students to access the general education curriculum with the modifications and accommodations in the IEP. They will communicate with students, families, and teacher to document what accommodations their child is using during distance learning.
- IEPs, Section 504 plans, and ELL plans will continue to be reviewed as necessary and will be conducted through a virtual platform or face to face (when possible) through the ESE staffing specialist or Guidance Counselor.

As student instruction is provided, the district will provide MTSS and psychological services as necessary.

- MTSS will continue though coordination between the ESE resource teachers, general education teachers, students, and families.

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- Face to face evaluations or observations will be conducted as necessary (when possible). Otherwise, the school psychologist will consult with the school and family with a plan for moving forward for pending or new requests.

The district will provide mental health services as necessary.

- 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 through 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.

Work Schedules:

- To the extent feasible, adhere to the adopted school calendar.
- Instructional staff will provide instruction four days per week.
- Reserve one day per week for teacher planning and training.

Food Services:

- Utilize School Food Service personnel to prepare lunches and pack them for transport.
- Utilize bus drivers & buses/vans 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

Community organizations able to provide comprehensive support to students and families during school closures:

- Morning Light Wellness Center
- Florida Therapy, Inc.
- Community Action Team (CAT)
- Mobile Response Team (MRT)
- Coastal Therapy Associates
- Families First
- Life Management
- Northwest Florida Health Network
- Project Thrive
- Panhandle Behavioral Services

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

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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.

Communication Officer:

The Assistant Superintendent for Business will serve as the Communication Officer. Responsibilities will include:

- Overseeing the communications efforts of the district, including public relations.
- Ensuring the accuracy of all communicate
- Communicating with stakeholders
- Maintaining a database of media organizations and communicating with them
- Creating and producing internal newsletters and memos for the district
- Managing social media posts
- Utilize district website throughout duration of school closure to ensure accurate/timely information is disseminated
- Acting as spokesperson for the district
- Writing, editing and distributing various types of content, including material for website, press releases, and other types of content that convey message to the public
- Implementing communication policies and procedures to facilitate smooth operations
- Preparing and managing the district's communication budget
- Solicit input from stakeholders while planning
- Attend/Participate in monthly school board meetings to keep board/public informed
- Keep stakeholders fully informed (considering their role/function)

Time-Sensitive/Urgent information will be communicated as quickly as possible.

Weekly updates will be made to social media and websites.

Scope of Communique for Parents:

- School opening/closure updates
- Academic strategies for assisting students at home
- Available resources
- Technology support tips & strategies
- SEL strategies & resources
- Progress monitoring results
- Opportunities for provide input/feedback

Scope of Communique for Superintendent, School Board, and/or Site-Based Administrators

- School opening/closure updates
- Status of facilities
- Attendance/student participation concerns
- Student/faculty health updates
- Technology needs
- Progress monitoring results
- Opportunities for provide input/feedback

Scope of Communique for Community-Based Agencies (Department of Health, Sheriff's Department, City & County Commissions)

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- School opening/closure updates
- Status of facilities
- Student/faculty health updates
- Opportunities for provide input/feedback

Scope of Communique for District Website

- School opening/closure updates
- Status of facilities
- Student/faculty health updates
- Parent resources
- Attendance/Academic progress updates
- Opportunities for provide input/feedback

Stakeholder Groups:

- Superintendent & School Board
- Site-Based Administrators
- Parent Advisory Council
- School Advisory Councils
- City & County Commissions
- Department of Health
- Sheriff's Department
- Ministerial Association