

Leon's Implementation Plans and Reports

ICP Report

Academics

ICP Component 1: Leadership and Planning

The LCS ICP Team The team shall include the LCS Superintendent; LCS Assistant Superintendents; LCS Academic Services Leadership Team; LCS Instructional Technology Team; LCS School Management Team; LCS Safety and Security Team; LCS Community Partnership Team; LCS Facilities Management Team; LCS Charter Schools Liaison; LCS Community Partnerships Team; other focus groups and committees at various times as needed. 2021-2022 Team Members Primary Team: Superintendent Rocky Hanna; Gillian Gregory, Assistant Superintendent of Academic Services; Dr. Kathleen Rodgers, Assistant Superintendent of Prevention, Intervention, Equity, and Support Services; Dr. Michelle Gayle, Assistant Superintendent of Professional and Community Services; Kim Banks, Assistant Superintendent of Finance; Dr. Alan Cox, Assistant Superintendent of School Management Services; Shane Syfrett, Director of Federal Programs; Susan Walden, Coordinator of Professional Learning and Instructional Materials; Chris Petley, Coordinator of Communications and Media Relations; Justin Williamson, Coordinator of the Office of Instructional Technology; William (Bill) Nimmons, Executive Director of Technology and Information Services Extended Support and Plan Review Team: John Hunkiar, Director of Safety and Security; Dr. Genae Crump, Director of Neglected and Delinquent Programs; Althoria Pickett, ESOL Coordinator; Brooke Brunner, Director of ESE Curriculum and Early Learning; Cathy Shields, Director of ESE Compliance; Heather Thomas, Marketing Coordinator; Brian Boyd, Director of Application Support; Christie Meresse, Director of Nutrition Services; James Cole, Director of Transportation Goals of the LCS ICP Goal #1: To effectively and equitably continue instructional services to students in times of transition, change, or disruption to normal services at the system level, a location, or site within the LCS district. Goal #2: To clearly communicate plans for the continuance of instructional services to students in times of transition, change, or disruption to normal services at the system-level, a location, or a site within the LCS district in advance of a time in which use of the plan becomes necessary. Goal #3: To effectively and equitably prepare all stakeholders for use of the ICP and its key components through deliberate practice in case its use is needed and to continue to effectively and equitably support them during times of its use. Goal #4: To continually and effectively evaluate and update the plan in a manner that assist with the health and maintenance of all response systems. Critical Success Factors Related to Above Goals Clear and up-to-date identification of key tools, materials, and processes associated with the ICP. Developing action plans for annually updating the ICP (Appendix A), evaluating the ICP annually (Appendix B), annual training on components of the ICP (Appendix C), and continued education and communication on the ICP (Appendix D). Clear communications and processes for our charter school partners to create, implement, and continually improve their individual ICPs (Appendix H). *Note that all named appendices are submitted as attachments. Process for Annual Update and Evaluation of ICP Each summer (in approximately late June) the committee named in the above cross-functional planning committee will reconvene to analyze data regarding the effectiveness of the LCS ICP and to make needed

adjustments and updates. This meeting shall be organized and convened by the Office of Academic Services. Meeting Procedures: -The ICP Project Manager or Academic Services Representative will record notes of the conversations surrounding each of the ten components in the plan. -For each component, teams from different offices will report out the relevant data and evidence available to note the current level of strength in each component and to identify areas for continued improvement. The current level of strength will be gauged by using the rubric provided in the appendices of this document (Appendices A and B). -The assembled team will make action plans for updates and improvements based on the evaluation provided and will outline in writing timelines and personnel responsible for the corresponding changes. -If more than half of component rubrics indicate significant revisions or changes, a mid-year review shall be set to determine progress and extra areas of support, problem-solving, or need. The meetings shall be assembled, monitored, and led by the Division of Academic Services.

ICP Component 2: Curriculum Resources and Digital Content

Remote Learning Program Goals: ICP Goal: To effectively and equitably continue instructional services to students in times of transition, change, or disruption to normal services at the system level, a location, or site within the LCS district. Sub-Goal #1: To provide a high-quality and equitable learning experience for all LCS students that seamlessly combines the ability for curriculum and instruction to be delivered through in-person instruction that is enhanced by technology or remote or hybrid instruction when these are the best possible environments in which instruction can be delivered. Sub-Goal #2: To create a system of curricular content that assures equity in online instructional materials for all courses. Sub-Goal #3: To provide a system for monitoring the effectiveness of the curriculum put in place for LCS students working in a digital environment. Sub-Goal #4: To provide a means for delivering interventions, meaning both intervention services and academic interventions, to students equitably through enhancing in-person instruction with technology or remote or hybrid instruction when these are the best possible environments in which instruction can be delivered. Sub-Goal #5: To have high-quality materials and intervention programs in place in the event of instructional service disruptions that may render technology temporarily unusable in order to continue instruction until the time technology can be re-enabled.

Curriculum Resources and Technology Team and Program Outline The curriculum and technology team will be comprised of members of the Division of Academic Services and members of the Division of Technology and Information Services. It shall include the individual responsible for district instructional materials, instructional resource developers for core content areas, the instructional developer for ESE curriculum, and the Office of Instructional Technology (OIT). The team named above shall be charged with the continual monitoring of curriculum resources delivered via the LCS 1:1 Technology Initiative, first enacted in the summer of 2020. The two central features of this initiative are the use of the Canvas LMS and the use of Chromebooks for each student in every classroom within the district. Online training for Canvas and Chromebooks during the 2020 1:1 technology transition was created and implemented live via videoconferencing, and the recordings and associated materials are still available and online embedded in the Canvas platform for the onboarding of new hires and for refresher training. Ongoing monitoring of and training for Canvas and Chromebooks occurs within OIT. Canvas and Chromebook updates, usage data, training, and technical assistance are provided by an instructional developer for technology team and an associated technology help desk. Within Canvas, the district has made several curricular purchases that have enabled an assurance of equity and high performance of materials. The first of these includes the purchase of FLVS digital course content. This purchase was initiated as a part of the 1:1 Technology transition in the summer of 2020 to provide a baseline of common, functional

curriculum online for use by teachers in any classroom at any time in response to the 2020 pandemic. In the years since and in an effort in continuous improvement, the LCS Instructional Developer team for core content areas and the LCS Instructional Materials Coordinator have worked to replace the FLVS curriculum with an even deeper and richer set of resources aligned to the Florida standards and that complement the depth and complexity of traditional print materials used in in-person instruction. The ultimate goal of this team would be to replace ALL FLVS content in core academic areas (ELA, Math, Science, Social Studies) within the next seven years with our district-adopted textbook purchases to truly ensure an equitable educational experience for students who are learning in-person and those who may be in a position to learn remotely when needed. In other curricular areas, FLVS curriculum has been enhanced or replaced through collaborative teacher team efforts to identify open-source or reasonably priced online curriculum alternatives to FLVS that are Florida-aligned but that provide deeper and richer learning experiences than those provided by the FLVS model, which was designed to only complement the model of remote instruction used by FLVS. This curricular effort has been a collaborative process between the Office of Professional Learning and the Instructional Materials Coordinator. The Office of Professional Learning coordinates training opportunities for all curricular materials and also embeds training for teachers in the LMS on curriculum to assure access to training as individuals who are new to the organization are onboarded. At this point training has been embedded in Canvas for ELA, Math, and Science curriculum. Within the next two years there is an anticipated completion of migration of online training that has traditionally been stored on SharePoint to Canvas for other curricular areas. The LMS, Chromebooks, and digital curricular content have been complemented in the 1:1 Technology transition by the addition of other instructional technology that ensures the continuation of services for students with disabilities, the accommodation of special needs, and the coordination of intervention services even in remote instruction. At the time of the writing of this plan, these resources include (but are not limited to): -Snap and Read software to accommodate online text for students with visual impairments. -Microsoft Teams for data-secure virtual meetings that are closed-captioned and that enable the remote provision of intervention services through videoconferencing -Zoom platform usage as a secondary means of videoconferencing for instruction via whole-groups or small groups -Imagine Learning products to assist English Language Learners -GoGuardian products to ensure safety and assessment security in the event of remote assessment OIT manages, monitors, and trains on these products as needed. LCS recognizes the importance of a long-term training plan for technology related to the ICP, 1:1 initiative, and remote learning. As a first tier of support, LCS provides recorded online materials and self-paced opportunities to all teachers at all times via the Canvas LMS. In September of 2021, we successfully integrated the Canvas LMS with our teacher training registration and management system (LEADS, from Powerschool). This was the final step in providing a continuous suite of asynchronous, on-demand training on tech applications at a basic level as well as the work protocols that come along with the potential for remote instruction. This provides an appropriate level of basic training for all employees no matter when they enter the system. These trainings are updated as new applications are acquired and as protocols change via the annual evaluation of the ICP. The suite of trainings embedded within Canvas is appropriate for new teachers, new-to-LCS teachers, new to instructional technology teachers, or teachers in need of basic refreshers. Onboarding a brand new teacher via these programs take approximately two months, and a suggested pacing for the self-paced training is available through the beginning teacher program. Beyond this base level of training, the district continually monitors use of programs, data on pedagogy associated with programs, and teacher interest in programs via our annual professional development survey. These data are combined to form a needs assessment of training beyond the basic assistance provided in the previously mentioned online suite. In Academic Year (AY) 2021-2022, the basic suite of training was enhanced through further training on utilizing data from technology platforms for formative and summative student assessment to monitor student growth. LCS also implemented training on forming team and site protocols for consistent use of instructional technology as a result of data from 2020-2021 AY. Learning and training opportunities in both of these categories were provided in synchronous formats in the 21-22

academic year and will have versions built into the asynchronous suite of trainings for 22-23 AY. It is important to note that although a training routine is built into the asynchronous offerings, it may still be offered in a synchronous training version within the overall professional learning program as well. The combination of synchronous and asynchronous learning activities allows for the continued refinement of training and an equity in access to information for our internal stakeholders. All curricular programs are selected, monitored, and trained for use in a manner that is 508 compliant and ESE compliant by instructional developers from the ESE Curriculum team. ESOL/ELL assistance with curriculum, including translation services for the families of ESOL students during remote instruction and home visits or check-ins as needed, is provided by the Coordinator of ESOL for LCS. As a portion of the annual evaluation and update process, the individuals associated with the team named above will monitor data on Canvas and Chromebook usage, technical assistance requests from throughout the year via help desk ticket logs, professional learning and curriculum satisfaction and needs-assessment surveys, and in-field observational data as a means of identifying successes and needs for continuous improvement. Curricular materials and content will also be reviewed from the lens of student achievement data, including district progress monitoring (currently occurring through STAR and UNIFY) and state and/or standardized assessments. The individuals from the above team who also sit on the annual evaluation team shall gather data from the curriculum team members for dissemination and analysis at the annual meeting. Those individuals from the above team who also sit on the annual evaluation team shall also be responsible for evaluation of the resources in this component on the ICP rubric provided in Appendix A.

ICP Component 3: Professional Learning

As an annual process, all LCS personnel (district, leaders, teachers, and non-instructional staff) respond to a needs-assessment of professional learning. For different audiences this occurs in several different ways to collect several data points for triangulation. First, each member of the LCS instructional personnel group develops a Deliberate Practice Plan (DPP) in which they outline the area they feel they need to concentrate on for professional growth and more positive student outcomes. One such area an educator could select relevant to component 4 would be instructional use of technology. Instructional and non-instructional staff receive evaluative and informal feedback that is recorded in the LEADS system. This data provides another point of triangulation for evidence of an area of need in practice. Finally, all LCS employees as of April 2022 and beyond will receive a "PD Outcomes Survey" in which they can participate to provide feedback regarding the types of training they received, their satisfaction of the training, the ways in which they implemented the training, and an informal identification of student outcomes related to the training. In each of these areas, data on online teaching will be potential points of service that may be indicated. Professional learning to support all areas occurs throughout the school year at LCS. Training for leadership is most frequently embedded as a portion of monthly leadership meetings. Teachers have multiple opportunities for training throughout the school year at the district and site levels and through special LCS summer programs, and also have access to online, self-paced courses. At least 70%-80% of the training done annually for teachers in LCS relates to a topic that has been enhanced by 1:1 technology in the past academic year and all regular trainings have been updated to reflect this. Past Training (and Training that has Been Renewed for the New Academic Year) -Canvas Platform Training - Micro-PD (mini PLC series) on Digital and Online Instructional Pedagogy -All Textbooks and Online Components -Creating Consistency in the School Site for Online Learning -Snap and Read Training -FLVS Curriculum Training -Best Standards and Online Instructional Best Practices and Resources -Providing Services and Accommodations in the Online Environment -Small Group Instruction in Remote Learning -Social-Emotional

Support Implementation and coaching of the training for 1:1 technology and instructional pedagogy is managed through the Office of Instructional Technology (OIT) and the Office of Professional Learning. The instructional resource developer teams in both of these units routinely observe in-the-field practice with technology components and collect observational data to conduct private coaching sessions, school-based PD consultations, or enhancements to current district training programs. The Academic Services Office of Professional Learning currently engages in an annual self-review process, and this process will be extended to the overall ICP evaluation process. As a portion of the annual evaluation and update to the ICP, data will be gathered regarding instructional models utilized during the year, incorporation of researched best practices, student achievement data via current district progress monitoring (STAR and UNIFY), ESE services and academic data, technology usage data, professional learning participation, needs, and satisfaction data, and observational data on instructional practices gathered by administrators via leads and instructional developer team members via MS forms to determine what further professional learning, guidance, or resources may be needed. Data from each of these sources will be gathered for the Coordinator and Director teams of TIS and Academic Services for analysis and report at the annual ICP Updates and Evaluation meeting and will be used for assessment upon the ICP evaluative rubric found in Appendix A.

ICP Component 4: Instructional Practices

As an annual process, LCS personnel respond to a needs-assessment of professional learning. For different audiences this occurs in several different ways to collect several data points for triangulation. First, each member of the LCS instructional personnel group develops a Deliberate Practice Plan (DPP) in which they outline the area they feel they need to concentrate on for professional growth and more positive student outcomes. One such area an educator could select relevant to component 4 would be instructional use of technology. Instructional and non-instructional staff receive evaluative and informal feedback that is recorded in the LEADS system. This data provides another point of triangulation for evidence of an area of need in practice. Finally, all LCS employees as of April 2022 and beyond will receive a “PD Outcomes Survey” in which they can participate to provide feedback regarding the types of training they received, their satisfaction of the training, the ways in which they implemented the training, and an informal identification of student outcomes related to the training. In each of these areas, data on online teaching will be potential points of service that may be indicated. In 2020-2021, the district did a close study of teachers’ and schools’ practices in hybrid learning environments. Student data, technology usage data, help desk ticket and tech issue data, and observational data of instruction were used in this study. While the desire will not be to return to this model, should it become needed, LCS has several versions that can be utilized and maintains strong relationships from individuals who were identified as highly effective in this teaching style. These individuals and those identified as strong in technology via subsequent observations of data and performance in the use of instructional technology are regularly utilized as in-house district consultants and trainers for instructional technology, school leaders, coaches and disseminators of best practices in IT, and early testers and adopters of new IT tools. Additionally, previous training on hybrid learning and online learning consistency of experience remains active on the LCS Professional Learning website, in some forms embedded in the PD side of the LCS Canvas LMS and is updated by the Office of Instructional Technology and the Office of Professional Learning as needed. One critical lesson learned in the 2020-2021 academic year was the need for professional learning related to online instruction, hybrid teaching, and technology. This lesson led to the creation of the Office of (OIT) within the LCS Division of Technology and Information Services. OIT monitors the instructional use of technology, identifies key areas of pedagogical

strength and weakness related to technology, and trains on areas of deficiency. OIT has regular contact with the Office of Professional Learning in the Division of Academic Services. The purpose of the connections between these two offices is the necessary mission of connecting resources, data, and information related to training along with dissemination of resources to support training such as common guidance documents and a common vision for utilizing resources that have an instructional component and an academic component. This connection also keeps process and program training relevant to technology and teaching current and available for the onboarding of new educators. Other than working to identify and train specific instructors on classroom technology and to provide universal levels of training on in-use technology, the connection between these offices assist in identification of current instructors who are strong in this area and can contribute to the collective knowledge and training efforts. LCS believes that “just in time” student support is as critical to student success as long-range planning. This means we have made a concerted effort to weave student support into the daily learning experiences of students. LCS students have access to free, online tutoring K-12 in a variety of languages and across all grade levels and subjects. Through contracted services LCS will be able to embed a “help button” in each course in Canvas (our LMS). This help button, when selected, will connect the student with a tutor. Tutoring can occur via Zoom, Teams, chat box, or phone call. Screen sharing is enabled as well so that the tutor and the student can use a whiteboard to demonstrate necessary skills while using computer or phone audio creating an on-demand digital classroom. Additionally, each Title 1 school began live, digital tutoring with qualified teachers in October. This outside of school hours assistance connects our students with highly qualified teachers to deliver instruction, provide remediation, and assist with assignment completion through task clarification and guidance. All students, regardless of classification (ELL, SWD, general education, etc.) have access to this tutoring. Tutoring offered at these selected sites also includes extension activities aligned to reinforce learning and provide acceleration opportunities. In addition to providing traditional extended day in-person learning, digital opportunities for all students, and targeted tutoring at our Title 1 sites, LCS also offers extended learning opportunities to students participating in the 21st Century Program. Mimicking the LCS innovative instructional delivery models utilized in past disruptions to traditional instructional services, the LCS 21st century program provides academically enriching activities beyond the bell to reinforce and strengthen student learning. A variety of activities are provided for students via current in person learning and have continued ability to be flexible and continued ability to be delivered via remote learning models if needed. Through our innovative 21st century programs students explore areas of interest and dive more deeply into connecting what interests them with academic success. In this program, LCS teachers assist students with homework, identify, explore, and expand students’ areas of interest, as well as ensure skill remediation as needed. Accommodations from IEPs and ELL Plans are incorporated into 21st century activities to strengthen and support student success. LCS expects to be able to continue the delivery of these programs via innovative means, as has been done in the past, should a future disruption to instruction occur. As a portion of the annual evaluation and update to the ICP, data will be gathered regarding instructional models utilized during the year, incorporation of researched best practices, student achievement data via current district progress monitoring (STAR and UNIFY), ESE services and academic data, technology usage data, professional learning participation, needs, and satisfaction data, and observational data on instructional practices gathered by administrators via leads and instructional developer team members via MS forms to determine what further professional learning, guidance, or resources may be needed. Data from each of these sources will be gathered for the Coordinator and Director teams of TIS and Academic Services for analysis and report at the annual ICP Updates and Evaluation meeting and will be used for assessment upon the ICP evaluative rubric found in Appendix A. In the event that hybrid learning should become necessary in the event of disruption to traditional instructional services, the data sources outlined in the paragraph above will be assembled on a more frequent interval for review and program alteration While the threshold and interval for this gathering and analysis will be dependent upon the scope and nature of the disruption a minimum of monthly monitoring and program

evaluation should be installed. Finally, should the disruption to instructional services also result in a temporary disruption to the use of technology, alternative venues and methods of instruction shall be installed. These may include but are not limited to the movement of instruction to modified in-person schedules or locations, the outreach to and assistance from local business and community or faith-based organizations, and enactment of partnerships with local television, print, and radio outlets. The process for communication with these entities, should it become necessary, is outlined in Appendix C.

ICP Component 5: Parent and Family Support

LCS annually administers a home technology survey to determine technology needs, strengths and deltas of families who may have to enter remote learning. The data from this survey is collected to provide a prioritized list of support students to each site in the event of the need to implement the ICP. The largest form of parent and student support for the ICP came in the investment in 1:1 technology in response to Covid 19. These efforts continue currently. The installation of 1:1 technology creates a more equitable situation for students and families receiving all school district services. In addition to communication via the technology survey and 1:1 technology, LCS will engage stakeholders via media and community partnerships. External communication via the LCS website, listservs, local television news stations, radio stations, and print media will occur via the protocol outlined in Appendix C. Partnerships that will need to be enacted to serve this effort are included in the outlined protocols. To promote 2-way communication, the district has technology enabled to set up call centers related to current pressing issues (i.e. curriculum concerns such as a “homework help line” or technology concerns). Each office within each division has had experience and training in the call center model and is able to serve on a rotating schedule in a time of need. In rare instances when no technology is available, LCS has the ability to use office personnel in relevant areas in “door to door” campaigns to distribute information or address concerns. Professional Learning is important for internal stakeholders in time of remote learning but will be a necessity for parents and families as well. In response to remote learning during the pandemic a “Parent University” web page was created on the LCS website and parents were regularly engaged in discussion of these topics via local media outlets. The materials used in this effort have been preserved and are continuously monitored and updated and can be re-released as needed. The main focus of the resources is how to create quality learning environments in the home. DJJ/Homeless Population/Foster Care Student Services The Office of Prevention, Intervention, Equity and Support Services has partnered with Student Services, the Foundation for Leon County Schools, and the Office of Technology and Information Services to better serve and meet the needs of our vulnerable populations. Students who were deemed “Did Not Enter” (DNE) have exhibited sporadic attendance, experienced difficulty in learning in the digital academy, or deemed truant for the current school year will be referred to the Office of Prevention, Intervention, Equity and Support Services. Upon notification of the student and the reason for the referral, the assigned Community Liaison will conduct a home visit, wellness check or address verification. Having visited the home and assessed the situation, the community liaison will respond accordingly: -If the student is experiencing device issues, they will be connected with T&IS to troubleshoot the problem. If unsuccessful, the student would be provided with a Chromebook and/or a hotspot. -If there is a connectivity issue (bandwidth or no Internet), the family is referred to our Foundation Office to get help with setting up an Internet account with a local provider. -If it is determined that the home conditions require the support of the school social worker, a request is submitted to the social worker to contact and work with the family. -If the parent indicates the student is having difficulty learning in digital academy and wants to return to in-person instruction, the school is contacted and arrangements are made to immediately enroll the student in brick

and mortar. -To further enhance communication between the home and the school district, door hangers were created to leave on when no one is at home. The door hangers are brightly colored and have the contact information for the assigned Community Liaison so that the parent can call or email their liaison directly. These door hangers have proven to be successful in communicating with families and reducing the length of time it takes to connect with them. We continue to work daily on identifying students within our vulnerable populations, connecting them with the appropriate stakeholders to meet their learning as well as social and emotional needs.

-Students who are in our DJJ, Foster Care, and homeless populations (Families in Transition, or F.I.T.) are monitored to ensure that their needs are being met. ESSA calls are conducted to make sure that the transition of students in Foster Care are taking place in a timely manner and they are receiving all required services due to them. All stakeholders, to include school administrators and ESE personnel, are included on the calls to ensure a smooth transition of services for Foster Care students take place - whether the student is entering or leaving the District. Homeless students are provided tutoring services at the Hope Community Center. For those homeless students who live in temporary housing or hotels and do not have a device, one is provided to them should their parents want them to attend school in the digital academy. For homeless students who need transportation (live outside the 2 miles from school), transportation is set up for them to attend school in the bricks and mortar. DJJ students are monitored. Upon release from the JDC, they are monitored to make sure that they are engaged in school in a timely manner (typically within 24-48 hours). The DJJ Probation Office partners with LCS to create a probation list and monitor students on the list. Once the monthly list is published, each student's attendance is checked to make sure that they are engaged in school and attending regularly. If students are not attending regularly home visits are conducted to determine the reason for nonattendance. Referrals to social workers and community agencies are made if there is a need to do so. DJJ Probation Officers have the ability to check on their juveniles' attendance profiles and work with their assigned Community Liaison to make sure that the students are not exhibiting patterns of nonattendance. English Language Learners (ELL) Supports are provided district wide been provided for English Language Learners (ELLs). At the point in time when instructional continuity is threatened, the district ESOL will begin a response. Parent/Teacher conferences will take place via TEAMS & ZOOM or in-person when possible to determine the specific needs of students. School ESOL coordinators will conduct such conferences. At a minimum conferences should discuss

-Anticipated academic struggles in the environment given the conditions that have required the ICP to be enacted. -Special emphasis on the differences of learning and accessibility on supplemental learning tools available to all students -Reminders of services, tools, and other assistance the ESOL Title III program offers to students in LCS. -Students new to enroll in the current school year who trigger as possible ELL students are screened using the WIDA Screener. When needed a remote version of the screener is available. -ZOOM meetings are held with International Rescue Committee (IRC) to translate prior school transcripts and determine Leon County School best placement. Meetings are then held with LCS, IRC, and the parents to discuss registration, transition, and expectations. -ESOL Coordinators maintain a spreadsheet of ELL students to note information regarding

-Language Acquisition- students will have ongoing assessment of language acquisition - Attendance- especially for Brick and Mortar students having device difficulties -Grades- how are the students performing on classwork and classroom assessments -There are ELL Committee meetings for students with a D or F in the core courses. Imagine Language & Literacy Implementation Essentials Professional Development took place August 2020 to prepare ESOL Coordinators for using Imagine Language & Literacy in the pandemic. Excerpts from these trainings remain available to new hires and as refresher courses. New ESOL Teachers and Coordinators have since had additional professional development. Professional Development may be done via ZOOM as needed. Translation services for schools are provided through the following: -Leon County Schools Website- LCS website document translation provides Language selection on the District/school websites by selection. Other services on the website include: -Immersive Reader -Power point -Microsoft Translator- translating in real time conversations -Audio Language Line. Language Line provides immediate translation

services to each school site. Registrars use Language Line to speak with parents as they come to enroll students. Translation services are also provided at parent conferences and ELL Committee Meetings as needed or requested. Language Line is also used to translate documents for Leon County Schools and individual school sites. Mr. Amon Rwito is the ESOL Parent Liaisons working with each school site. Mr. Rwito assists with parent conferences, school curriculum or activity nights, updating school/district website to meet the needs of the parents. He also assists in translating during conferences and documents for the district in Spanish and Swahili. A Canvas Course for ESOL Coordinators is used to provide ongoing Professional Development to ESOL Coordinators, and provide ESOL information to teachers (new and veteran) as information is shared from SALA and FLDOE. The course includes/will include Modules in: -Beginning of the Year-Mid year-End of Year Procedures and Best Practices. -What is the Consent Decree?- this breaks down the sections of the Consent Decree to explain why we have specific guidelines for ESOL program and ELL students -What is SALA? & Title III Grant -Exiting Students from ELL Program -Supplemental Curriculum for ELL students -WIDA -Exceptional Students Education (ESE) Services Students with disabilities receive a range of services for compliance, overall services, and curriculum and instructional supports, and these services will be continued during remote learning. To support students with disabilities' progress monitoring efforts, all students, whether on standard or non-standard pupil progression, are participating in the full complement of progress monitoring services outlined by LCS above. In addition to the work undertaken for all LCS students, regardless of disability status, the district has the ability to increase support for students with disabilities by targeting and strengthening ESE teachers' practice and levels of communication with both internal and external stakeholders. The district agrees to continue to provide the full array of services required by law so that families who wish to educate their child may continue to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. Monitoring and continued support for these plans will be made available via Teams/Zoom conferences. School districts will review multiple data points before, during, and after instructional service interruptions to ensure that IEP teams are appropriately determining needed services, including compensatory services. Teachers and families will receive updates and information via ESE newsletters, listservs, and training that are disseminated to teachers and families via school sites.

Technology

ICP Component 6: Technology and Technical Support

The curriculum and technology team will be comprised of members of the Division of Academic Services and members of the Division of Technology and Information Services. It shall include the individual responsible for district instructional materials, instructional resource developers for core content areas, the instructional developer for ESE curriculum, and the Office of Instructional Technology (OIT). The team named above shall be charged with the continual monitoring of curriculum resources delivered via the LCS 1:1 Technology Initiative, first enacted in the summer of 2020. The two central features of this initiative are the use of the Canvas LMS and the use of Chromebooks for each student in every classroom within the district. Online training for Canvas and Chromebooks during the 2020 1:1 technology transition was created and implemented live via videoconferencing, and the recordings and associated materials are still available and online embedded in the Canvas platform for the onboarding of new hires and for refresher training. Devices, online curriculum, and Canvas all comply with FAPE. LCS TIS currently uses the Lightspeed web content filtering application, which is

CIPA compliant. Several of the items discussed in other components, including the annual technology access survey of parents and data review related to professional learning and TIS help desk tickets, and LCS Platform Performance data will be used to determine the robustness of the overall system of technology. Roles and personnel needed to support remote learning are outlined in the professional learning and content/curriculum portions of this plan. The resources do exist that, in the case of extended remote learning, all personnel in the two shops could focus solely on remote learning. LCS has implemented a robust and redundant technology infrastructure to support instructional continuity:

- In 2020, LCS purchased Chromebooks for every K-12 student in Leon County Schools. This included devices with a four-year warranty and an on-site vendor to provide warranty/non-warranty repairs to include the distribution of repaired devices throughout the District. This is a four-year contract that will be re-competed each time it expires.
- LCS focused on Software as a Service (SaaS) so that regardless of the disaster occurring in Leon County, the systems being used to deliver instruction/business functions are geographically distanced from us. All of our major instructional/business platforms are hosted by the vendor providing the software.
- During a disaster (examples: pandemic, weather) our focus is on making sure users have the ability to connect to the internet. In that regard, our schools are connected to the local Metropolitan Area Network (MAN). LCS also has redundant paths out to the internet for redundancy.
- At home connectivity to the student. During that pandemic, LCS met that challenge by working with our local cable providers to make sure that all LCS students that could connect via broadband internet did so. For economically disadvantaged families the District provided low cost internet connections (example: Comcast Internet Essentials). For those families living outside the service area of broadband cable providers, we engaged local vendors to provide Wi-Fi connectivity. The district, working with the local community via the Leon County's School's Foundation, helped LCS fund the use of Wi-Fi by students.
- LCS is a member of the recently formed Tallahassee-Leon County Broadband Planning Committee being driven by the Florida Department of Economic Opportunity's Office of Broadband looking for short term/long term solutions to provide internet connectivity options for all residents in Leon County.

ICP Component 7: Cyber Security

LCS has consulted several sources to receive the most up-to-date recommendations, training, and standards information according to state and national frameworks. Our current program has been informed by principles espoused in publications from organizations such as REMS (Readiness and Emergency Management for Schools) and LCS is a member of the Multi-State Information and Sharing and Analysis Center (MS-ISAC) and we are using the Center for Information Systems controls (CIS) as our framework for Cyber Security DELETED "CIPPA". On a more localized level, LCS consults FLDOE's framework and guidance in Digital Classroom Specifications, Digital Learning Resource and the Technology Integration Matrix (TIM), and other industry standards. Guidelines, specific standards adopted, and policies and procedures for Cybersecurity can be found on the LCS website DELETED "here". Charter schools have submitted business plans and cyber-security plans to the district for their individual ICPs. DELETED "LCS partners with multiple local businesses and has agreements with several consulting firms for Cyber Security. Naming each partner and entity would possibly compromise the security of the plan. Consultations and individual processes for incidents reports, which are reviewed annually and monitored by the LCS Risk Assessment and security teams, cannot be named in this plan for the same reason. The most recent summary and posture of the LCS can be found online on the LCS website for TIS." The current mission statement for LCS TIS reads as follows: "Leon County Schools (LCS) mission is to ensure students graduate with the knowledge, skills and abilities necessary to compete at the

global level. To do this LCS must provide a competitive digital classroom learning environment that provides differentiated/ individualized instruction tailored to each student. The vision is to integrate technology into the curriculum for students, teachers and parents and at the same time extend the learning environment beyond the regular school day to support learning as an on-going process. Technology will support virtual learning and traditional classroom instruction to form a blended environment that will prepare students to be competitive as they enter the workplace or continue their education.” IT Governance, Including Business Partnerships, adhere to the following mission statement: “IT Governance is led by senior management and its purpose is to focus on aligning IT with business strategy. The IT Governance Committee is tasked with the responsibility of ensuring IT initiatives and projects move the company towards its goals. There are five main objectives of this committee: 1.) Ensure IT strategy is aligned with the business strategy. IT must deliver the functionality and services with current and planned needs of the organization. 2.) Implement IT and new technologies to facilitate the organization do new things that were not previously possible. 3.) Improve efficiencies and increase customer satisfaction. 4.) Ensure IT resources are used prudently and that IT services are delivered at the maximum value and most efficient manner. 5.) Ensure IT related risks are known and managed and that IT resources are secured.” Annually, incident metrics are reviewed against training records as a means of efficient review for training and continuous improvement needs. Currently, data point to the continued need for cyber security protocols training. This includes more robust training for the Multi-Factor Authentication process initiated at the beginning of the 21-22 academic year. The LCS Business Continuity Plan is built upon the foundation of SaaS and redundant internet paths as all our major applications are hosted by the vendor in the cloud versus locally in the LCS data center. LCS is committed to protecting our automated resources. LCS constantly monitors the everchanging world of Cyber Security (MS-ISAC and other sources) from a layered response perspective. As new threats arise, we attempt to mitigate the threats given the resources and funding available at that time. LCS implemented Security as a Service (SECaaS) to help us manage the Cyber Security threat and has implemented MFA, advanced endpoint protection, and advanced threat protection. LCS contracts for an IT Risk Assessment annually to assist us with evaluating our security posture. LCS also contracts with Neola for policies and procedures. Procedure 8305B “Information Security Incident Management” outlines our incident management procedures which include the requirement to have an incident management plan. This plan was actually put to use during the FLVS data breach in 2018. Neola provides comprehensive set of policy and procedures on information security. All LCS policies and procedures can be found on the school board portion of the LCS website (leonschools.net).

ICP Component 8: Engaging Students with Limited Access

At the district level, the point person for this effort will be dependent upon the specific needs of the children identified as having limited access via the annual family technology survey. Leadership in the appropriate area will be contacted to report names and potential needs in the event of an emergency that interrupts instructional continuity. The corresponding areas and point people will be as listed below. ESE/Exceptional Education Services- Cathy Shields (compliance and services) or Brooke Brunner (curriculum and services) Food, nutrition, and supply concerns- Christie Meresse (food services), Dr. Michelle Gayle (community partnerships), or Eric Clark (LCS Foundation) Technology access concerns- Bill Nimmons (TIS), Kim Banks (Finance), Justin Williamson (Instructional Technology) Academic Access Concerns- Billy Epting (Academic Services); Susan Walden (instructional materials) ELL Service Concerns- Althoria Pickett (ESOL Coordinator) DJJ/Homelessness- Genae Crump (Title I Part D) The point person for the area of concern will work with the site

to provide resources or funnel assistance down to the level of the student and family from local business resources, community partners, or district resources. The protocols for communication outlined in Appendix C should be utilized for this, and continued communications should occur early and often. In traditional school sites, the point-team for recognizing and communicating with families and students who may have limited access to technology or other supports shall include one administrator, guidance counselors, MTSS referral coordinators, attendance secretaries and/or administrators, registrars, and social workers. This team shall collect information on a regular basis to determine the potential needs of students for technology, food/nutrition and supply concerns. The communication plan outlined in Appendix C will be of key importance in this component. In particular, outreach to community partners and various partnering organizations will need to occur to assist as needed. In the past, this has included partnering with local food banks, local internet and cable providers, and local libraries or faith-based organizations to provide services to meet specific needs. In particular, it is important to note that continued enactment and maintenance of the LCS 1:1 technology initiative will alleviate some of the previous strain on community resources. Leon County Schools remains committed to working diligently with school personnel and families to ensure that students with disabilities continue to receive his/her specialized and related services to the extent practical to receive a free and appropriate public education (FAPE). Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still provide students with disabilities equally effective alternate access to the curriculum or services provided to other students. In addition to the resources provided to assist in engaging students with limited technological access, LCS will utilize various resources and the support of local partners and district and school site individuals to ensure that students in the ESE and ELL umbrella of services receive the needed supports even if limited in their ability to engage with technology. As a means of continued resources for the service of students who may have limited access concerns because of specific disabilities or other ESE service needs, the LCS ESE Office will review and utilize resources from partners at FCRR, FDLRS, the PS/RtI Network, and FIN. After careful review of the curriculum, lessons, services, and professional development available from these resources, district personnel will push information to school teams to continually improve the provision of ESE supports and services in times of instructional disruption. Specialized site teams composed of (at a minimum), the site ESE lead, the assigned school social worker, site ESE program specialist (for compliance and for behavior support), a site-based administrator, academic interventionists from the site, and general education teachers (as appropriate) will continue to support each student. Teams will review IEP's and determine the most appropriate supports in light of the emergency situation causing disruption to in-person or traditional learning modes as well as considering the individual students' educational needs and potential limitations in accessing technology resources. Teams will adapt online resources and assist in incorporating available physical, activities and supports for specialized instructional needs. The district instructional developer and curriculum team will be available to assist at both the district team and school team level. A majority of LCS curriculum is delivered via electronic means, but can be delivered through print means in addition to online platforms. Program supports and related services can be administered through electronic means, but if technology access is limited, LCS service personnel can provide materials via US postal service, parent pick-up at a safe location, or through home delivery. Maintaining contact with students with disabilities will become an urgent need in the event of remote learning or emergency services shutdown. If these circumstances should arise, the district personnel including the ESE program specialist team will immediately begin to contact site teams to assist in building communication and IEP review/check-in sessions that may occur virtually or by telephone as is easiest for the family. The school personnel (with support from the LCS ESE Office) will collaborate with families to determine what can be appropriately and feasibly provided to benefit and support the learning of each individual student in light of the emergency school closure.

ICP Component 9: Continuation of School Operations

Key personnel needed to support learning continuity through remote teaching and learning are identified in the planning committee outlines in response to component 1. For each of the areas represented in that list, there are site-level counterparts. It will be the responsibility of the district leadership in the component list to disseminate communication to sites via their appropriately identified routes to ensure unity and clarity of message. School operations that would be impacted by a complete shift to virtual instruction would include the use of paraprofessionals, security personnel, food service workers, and support staff. At the point of a shift to virtual instruction, several options for continued utilization of these personnel and assistance to instructional continuity would exist for each of these groups. The nature of the shift to virtual instruction may impact which option would be utilized. In a shift to virtual instruction, paraprofessionals may be used as virtual teaching assistants for some courses and teachers. This would be prioritized for ESE services and classrooms. If partial services were able to be provided to students in-person, paraprofessionals could be transitioned to assist with these programs as well. A final option for paraprofessionals, should a virtual shift become necessary, would be to enter into the work efforts associated with the district office for district-wide support services. This would include utilizing paraprofessionals in district offices for clerical and secretarial support, becoming facilitators of actions such as door-to-door student outreach, or manning phones and other electronic communications for family and community outreach. Since the top priority and most likely scenario would be to continue to have paraprofessional engaged with the teachers and students and continued instruction, paraprofessionals are provided with continued training on instructional technology alongside instructional staff. Food service personnel at sites would continue work with their site-based food distribution as indicated in the plan from the district foodservice team. If this were not possible, other avenues of services to support other areas of operations would be considered. A majority of the functions of security personnel would remain the same during a shift to virtual instruction. An exception may be the possibility of incorporating these individuals into the broader district team for security as an increased need for online security may arise or a increase in security at district offices may arise. The remainder of school staff, including secretaries, clerks, and custodians would be able to operate in line with normal routines unless damage were suffered to a building. Teams at the district level providing services related to instructional continuity would be able to continue the work they currently do remotely thanks to the robust technology infrastructure available in LCS. All district employees currently have access to technology that would enable remote work for all processes. Should a complete shift to virtual instruction occur, the Director of Food Services will identify the students in need of meal services utilizing the approved Free and Reduced Price meal benefit applications on file as well as information for students enrolled in schools participating in the Community Eligibility Program (CEP). Once students have been identified, the Director of Food Service and the Director of Transportation will collaborate on the best method to distribute food to students in need. Below outlines the district's plan for staffing, meal preparation, food distribution and communication. Staffing The Director of Food Service will identify the number of staff needed to ensure adequate coverage of meal distribution locations and meal preparation needs. Staff schedules will be adjusted as the needs change with the number of meals served and number of kitchen facilities open. The Director of Food Service will assess staff ability to work during school closures as well as their ability to work at different locations as needed. The Director will ensure adequate communication with staff during school closures. Conference calls will be held as needed to address concerns and continue improving operations for each day of meal service during school closure. Meal Options, Preparation, and Procurement All health, safety, and sanitation requirements for meal preparation, holding, and

serving will be followed. Meal preparation schools/sites will be identified for on-site meal preparation along with the use of the district's central kitchen. The district will communicate with the Florida Department of Agriculture and Consumer Services, Division of Food, Nutrition and Wellness regarding appropriate procurement procedures for food and supplies in instances where traditional procurement methods cannot be conducted. All federal program meal pattern requirements will be followed for each child nutrition program unless a waiver request is needed. Should the district be in need of a waiver for one or more program requirements, a request will be made to the state agency. Whenever possible, the district will continue to accommodate special dietary needs. Meal options may be a mix of: Hot meals Cooked meals served cooled along with instructions for reheating Cold meals Shelf-stable meals When needed, the district will post on our website or send home food safety instructions for storing meals or meal components. The district's Community Partnerships team may also partner with local restaurant and food businesses as well as the local food bank for assistance with additional meal preparation and distribution needs.

Meal Distribution Models Based on the students identified to be in need of meal services, the district will select a model or mix of models that will adequately meet the needs of the students, staff, and community, and implement appropriate safety measures based on those models. Meal distribution models may include:

- Drive thru or curbside pick-up** The district may establish distribution point(s) throughout the county that will allow parents or families to remain in their vehicles while receiving meals. Distribution locations will be selected based on several factors including, location, ease of distribution, accessibility, and student needs.
- Walk-up distribution** The district will work with our Community Partnerships team to identify site locations in which meals can be distributed to students in need. Site locations may include a mix of school and non-school sites (i.e. parks, churches, community centers, etc.).
- Mobile or school bus route delivery** The Director of Food Service will work with the Director of Transportation to identify the need for mobile food distribution utilizing food service vehicles or school buses. Mobile distribution routes will be developed based on the areas where students have been identified as in need of meal services. Stops will also be selected based accessible locations near where families live, and additional locations where many students may be served at once, such as housing communities and apartment complexes.

Communication The district will post clear and up-to-date information on the website as well as meal distribution locations. Information may include:

- The number of meals distributed at once (i.e. meals for the whole week or just one day),
- Menu, if available,
- Guidance on allergies and special dietary needs, and
- Whether children need to be present, or if a child does not need to be present, what information or documentation is requested to verify that the adult is the parent or guardian of an eligible child.

The district may also communicate to parents through text message or robocall services, or additional email services such as Peachjar. Social media may be used to promote the availability of meals and share updates. Information may also be provided to the local news media to help promote the availability of meals and sources of information for details and updates. Clear signage and information may be provided at sites to help children and families locate the exact place and procedures for meal pick-up. Should a complete shift to remote instruction occur, ESE Service will continue through a variety of means for all personnel impacted. At the direct administrative level ESE staff will be able to work remotely and have been provided with the technology to do so. All regular duties will continue, and all regular work schedules will be maintained. Due to the nature of the virtual shift, duties and hours can be completed via remote work during the normal hours of operation. Specialists who provide ESE services in the field will be able to provide services virtually via Microsoft Teams or other videoconferencing means. Schedules for increased individual student/family check-ins from specialists and district ESE administrators, should a shift to virtual occur, would be implemented to ensure an effective continuity of services and timely troubleshooting for difficulties that may arise. Depending upon the nature of the reason for closures, an option for operating would be to allow small-group meetings to receive ESE services at centralized locations. At the school level, ESE teachers and staff assigned to single classrooms will follow the patterns and protocols set in place at their sites for expectations of work hours and duties. ESE teachers and staff have the ability to instruct and provide special education support services remotely through

our 1:1 technology platforms and products—including Canvas, Classlink, and Chromebooks. Finally, legal compliance for screenings, IEPs, 504s, and other ESE compliance monitoring and documentation would shift to an online format as much as possible. In previous shifts, videoconferencing through Microsoft Teams was the most effective means for this. ESE staff districtwide have been trained on utilizing 1:1 technology for general instruction and for the purpose of remote work should the need arise. If the nature of site closures would allow any compliance meetings or screenings to take place in person in small groups or on a small scale, the district would stand up a centralized operations center to accomplish the task. Continued training in technology for virtual instruction is maintained through the ESE Curriculum office, while matters of compliance are handled through the LCS office of ESE compliance. Charter schools have outlined their expectations for staff via their submitted individual ICP plans. Charter schools have been asked to also engage in an annual update and evaluation process as well as have their individual ICPs posted online. The Director of Food services and the Director of Transportation will collaborate to distribute food from the central district kitchen or school sites in areas of need. When applicable, local business partners and food banks will be activated by the Community Partnerships team to assist in this process. Special Education services and accommodations will be provided during potential school closures mainly via assistance provided in the 1:1 Technology initiative. Current training on multiple software programs to assist in service provision is available online via SharePoint and Canvas, and local partners in these efforts continue to include FDLRS, FIN, and Rtl network partners. All communication regarding these activities should follow the protocols outlined in Appendix C.

Communications

ICP Component 10: Emergency and Ongoing Communications

The ultimate goal of the ICP is to provide clear and consistent messages in times of crisis to all internal and external stakeholders for LCS. Any communication regarding alterations of or interruptions to in-person learning should begin through the superintendent's office and should be led by the Superintendent's communication team, who will assist in crafting a clear and consistent message. After decisions are made and the message is crafted regarding instructional continuity, the district communications team will disseminate information to district office leadership, site leadership, and to the public. All communication related to ICP processes should first occur via email so that failures to communicate may be more efficiently remedied or revealed. Initial information from the communications team to district offices and school sites to LCS personnel should also then be disseminated via email utilizing the same message. As a second line of disseminating communication regarding the initial instructional continuity message and relevant updates, leadership (at the communications team, district office site, and school site levels) may utilize any of the communications platforms and mechanisms available to further disseminate information to echo the central communications team message. Platforms available include the LCS and school level websites, Remind 101, email listservs, Peachjar flyers, FOCUS messages, Blackboard, social media channels, and Canvas LMS announcements. In utilizing these platforms to provide additional messaging to internal stakeholders, leadership will begin communicating the message of instructional continuity to external stakeholders in the public as well. All areas of the main ICP planning team have school-level counterparts who will assist in disseminating communications regarding specific actions related to instructional continuity. For instance, communications regarding academic resources for use to continue instruction remotely would be communicated first to internal personnel via email and could then be further disseminated to students and parents via Canvas Announcements and Remind 101. The ICP Planning

team will provide site leadership and school-level counterparts with guidance on the best means and platforms for communicating messages about the details of instructional continuity actions. As general guidance, the anticipated types of communications and order of operations for communication are outlined in Appendix C. All communication from the district level shall use the scope of describing response processes. School sites will be responsible for communication of daily routines, supplemental program usage, and lessons or instructional routines. Of important note to this project is that all communications going to the public should always be run through the Superintendent's communication team. Direct contact sent to sites should outline appropriate conduct within the scope of work described in component 6. All published guidance for the ICP and related processes will be made available online via the LCS website for Academic Services. In times of uncertainty, communication with our stakeholders is vitally important to keep a sense of calm and understanding. Leon County Schools has an array of channels prepared to share information with our stakeholders to continue to provide services to the community. We have established historical behaviors with our parents, teachers, support staff, school administrators, business partners and other governmental entities in times of need. We will continue to provide important information via our website, email lists, social media channels, auto dialers & text messages, and via traditional news media partners. The district maintains dedicated distribution lists of our staff to directly communicate via phone (calls & texts) and email. Conference call lines will also be used to communicate with our sister governments and emergency management agencies. One of the biggest concerns locally is with power outages. Our websites will stay "live" and operational during power outages as they are hosted externally via the cloud. Each school has their own webpage that is networked within the district's. Pop up messages and top of page banner messages can easily be distributed across every site. Our social media accounts (@LeonSchools) will also remain operational during times without local electricity. As we have done in the past, we will use these methods to ensure that all of our stakeholders are kept abreast of all pertinent information. While a schedule of communications will vary dependent upon the duration and type of emergency leading to the alteration of instructional routines, all leadership would be expected to provide updates to the general public (and first internally to LCS personnel) at least bi-weekly in alignment with the current school board meeting schedule. This timeline would allow for the largest public venue to disseminate information as these meetings are highly attended and monitored by the public and are noticed publicly and broadcast via social media or online platforms. Further communications scheduling to more specific stakeholders (especially to students and/or parents who may be engaged in remote learning) would be pushed out from the school site as frequently as daily or weekly to communicate clear instructional routines and expectations. Appropriate channels for these messages would vary according to site, but could include Canvas Announcements, Remind 101, Social Media channels, blackboard, FOCUS messages, and/or Listserv. Listserv would be used by sites for weekly updates to parents.

Overall Comments

Overall Comments

Many protocols mentioned throughout the plan refer to documents and graphics found in the attached appendices. Please refer to those for a complete picture of all associated processes and structures.

