

Hamilton County School District Instructional Continuity Plan



Revised 12/1/2022

I. ICP Component 1: Leadership and Planning

- The Hamilton County School District Cross-Functional Planning Team will serve as follows:
 - Lee Wetherington-Zamora, Superintendent
 - Philip Pinello, Assistant Superintendent
 - Chris Combass, Director of Teaching & Learning Services
 - Carol Milton, Coordinator of Professional Development
 - Annie Pinello, Coordinator of ESE
 - Patrick Howell, Coordinator of Food Services
 - Marjorie Cooks, Coordinator of Safety & Mental Health
 - Ryan Mitchell, HCHS Principal
 - Charles Claridy, HCES Assistant Principal
- Desired outcomes or goals of the ICP:
 - The Hamilton County School District understands the importance of having an effective plan for continued instruction during these unprecedented times. Through the development and implementation of the ICP, the LEA will outline how it will provide students under stay-at-home directives (short or long-term) with instructional strategies and services designed to maintain and increase progress towards standards-mastery, closing achievement gaps, and decreasing learning loss.
- Critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals:
 - Evidence of thorough planning and preparation;
 - Providing professional development on key learning management systems;
 - Effective communication and buy-in from stakeholders;
 - Meeting technology needs throughout the district;
 - Implementation of early warning system indicators;
 - Providing appropriate accommodations and supports
- Action plan needed to address critical success factors:
 - The LEA will provide continuous professional development aimed at increasing knowledge and familiarity of online platforms and strategies;
 - The LEA will continue implementing blended learning environments designed to promote student engagement and assist with smooth transitions to online learning;
 - The LEA will continue building and assessing communication tools and technological infrastructure;
 - The LEA will continuously monitor local, state, and federal directives.

- Process for evaluating the effectiveness of the ICP:
 - Frequent progress monitoring;
 - High-stakes testing results;
 - Review of stakeholder surveys;
 - Professional learning reports and visitation of virtual platforms;
 - Determine percentage of students submitting assignments;
 - Determine the percentage of students receiving appropriate feedback from staff;
 - Lesson plans and monitoring of IEP team reports;
 - Annual review of ICP

II. ICP Component 2: Curriculum Resources & Digital Content

- Desired outcomes, goals, and instructional strategies of the remote learning program:
 - The LEA will provide continued instruction via identified learning management systems and will incorporate blended learning strategies throughout the school year to meet the needs of all students.
- Confirm LMS providers and if selecting a new provider, schedule product demonstrations:
 - The Hamilton County School District will utilize Google Classroom as the primary learning management system;
 - Go Guardian is a digital learning platform which will be used to provide content filtering, virtual engagement, and video conferencing capabilities;
 - Skyward will serve as the hub of our student-based management;
 - Supplementary online programs will include:
 - Apex
 - i-Ready
 - Study Sync
 - Wonders
 - IXL
 - Learning Without Tears
 - Top Score
- Cross-Functional Team who will monitor the performance of the LMS and make recommendations for improvements or modifications:
 - Lee Wetherington-Zamora, Superintendent
 - Philip Pinello, Assistant Superintendent
 - Chris Combass, Director of Teaching & Learning Services

- Carol Milton, Coordinator of Professional Development
 - Annie Pinello, Coordinator of ESE
 - Patrick Howell, Coordinator of Food Services
 - Marjorie Cooks, Coordinator of Safety & Mental Health
 - Ryan Mitchell, HCHS Principal
 - Charles Claridy, HCES Assistant Principal
- Ongoing training and professional learning ensuring new hires are included:
 - Established PD Calendar;
 - Increased professional development targeting Google Classroom and Go Guardian digital programs
 - 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:
 - Professional development opportunities will be provided during select planning periods, after school, and during the summer.

III. ICP Component 3: Professional Learning

- Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning:
 - Gather stakeholder input through the Survey Monkey platform;
 - Instructional staff will identify professional development needs through the completion of Individual Professional Learning Plans
- Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners:
 - After School Trainings;
 - PLC opportunities;
 - Calendar with embedded PD;
 - Online professional development opportunities/Webinars
- Provide for implementation of professional learning for educational staff:
 - Professionals have access to an online PD Calendar;
 - Embedded professional development within instructional and supplemental programs;
 - Lesson planning for implementation
- Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future:

- Student data analysis;
- Classroom walk-throughs;
- Survey data;
- Achievement of Individual Professional Learning Plan (IPLP) goal

IV. ICP Component 4: Instructional Practices

- Identify needs of educators relative to online and hybrid teaching experience and expertise:
 - Additional professional development is needed for online instructional platforms;
 - Opportunities for modeling of best practices is needed;
 - The district does not intend to implement a hybrid model of instruction as our data indicates that this model was not a successful alternative for the majority of our students.
- Determine which teachers have extensive background in these delivery models, and which will need more help:
 - Survey teachers;
 - Classroom walk-through observations
- Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices:
 - Online professional development opportunities/Webinars;
 - North East Florida Educational Consortium support;
 - Mentor/Peer Teacher process;
 - Job-embedded teacher/student assistance
- Implement professional learning about best practices for hybrid teaching for educational staff:
 - N/A
 - The district does not intend to implement a hybrid model of instruction as our data indicates that this model was not a successful alternative for the majority of our students.
- Assess the effectiveness of delivery methods and alter strategies as needed to engage all students:
 - Student login records;
 - Usage reports for supplemental programs;
 - Surveys;
 - Student data analysis;
 - The Go Guardian platform will allow teachers to target small groups and assist students with special needs;
 - Teacher/home/school communications support;

- In the absence of traditional seat time, ensuring that students are completing their assignments is a critical factor to student progress and academic success. Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is making progress on assigned tasks. Teachers should make use of scheduled MTSS times to support students. Teachers will report information to administrative teams in regards to students who are not making weekly adequate progress.

V. ICP Component 5: Parent & Family Support

- Identify the household technology capabilities and needs of students and their families:
 - Review census data to identify household technology capabilities;
 - Student/family surveys (Paper-based/Skyward Notifications/Call-Outs);
 - Distribute surveys at athletic events;
 - Mobile hotspots will be implemented due to a lack of internet access throughout the county
- Establish effective two-way lines of communications with parents and families of students using a variety of media:
 - Phone calls;
 - Call-Out System;
 - LMS;
 - Skyward Notifications;
 - District Website;
 - Social media;
 - Communication Apps (Remind, Class Dojo);
 - Google Numbers
- Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning:
 - Online rules and ground rules will be posted on the LEA's website;
 - Complete daily assignments by assigned due dates;
 - Attend virtual conferences with teacher(s) for instructional lessons, MTSS, Reteach/Reassess;
 - Students will communicate with teacher(s) for academic support, technology support, and days absent to arrange times for makeup assignments;
 - Monitor methods of daily communication such as grades, emails, and updates;
 - Follow proper Digital Etiquette during live instructional lessons/MTSS to include but not limited to:
 - Being prepared
 - Being dressed appropriately

- Being located in an appropriate learning environment
 - Being on time
 - Being respectful of the teacher and others
 - Being present & engaged
- Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need:
- ESE personnel will contact assigned students and maintain a consultation/services log;
 - IEP meetings will be conducted via virtual platforms
- Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families:
- Food/Nutrition Services will be delivered and fliers will be posted on social media and the district website;
 - Assigned personnel will maintain regular contact logs reflecting date, time, and purpose/needs;
 - SEL Supports (Meridian Mobile Response, Social Worker home visits);
 - In order to assist students, families, and staff during this difficult time, online requests for mental health services have been conveniently placed on our website, www.hamiltonfl.com;
 - In order to ensure a safe and healthy environment, the Hamilton County School District will continue to implement a Multi-Tiered System of Supports (MTSS) aimed at delivering evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses as well as to students with high risk of such diagnoses;
 - Counselors and social workers will continue to provide services consisting of a proactive social emotional curriculum such as that provided by Ripple Effects; Cloud9World; Safer, Smarter Schools; Sandy Hook Promise, and Skillstreaming;
 - Cloud9World is a social and emotional learning program that integrates literacy as the vehicle for teaching character strengths such as empathy, self-efficacy, collaboration, social interactions, and positive behaviors;
 - The Lauren's Kids Safer, Smarter Schools curriculum is a Pre-K through 12th Grade school-based prevention and personal safety curriculum series. The content contains age appropriate social and emotional curriculum for children, parents, teachers, and administrators which are aligned to state and national standards;
 - The Hamilton County School District is proud to partner with Sandy Hook Promise. SAVE(Students Against Violence Everywhere) Promise Clubs have already been established on each campus to create powerful student organizations aimed at preventing gun violence and other forms of violence and victimization. Also, through Sandy Hook Promise's Know the Signs Program, adolescents will participate in initiatives

- such as Start with Hello, Say Something, and understanding the Signs of Suicide Prevention Program;
 - Skillstreaming is a research-based curriculum designed to employ a four-part training approach of modeling, role-playing, performance feedback, and generalization techniques focused on teaching essential pro-social skills to students;
 - Students in Grades 6-12 will continue implementation of the five-hour, state mandated mental health curriculum through the Ripple Effects platform.
- 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:
- Title 1 and Migrant Support will be provided via the Federal Programs office;
 - Home visits: Title 1 and Truancy will maintain a consultation/services log;
 - ESE personnel will contact teachers of record and will maintain a consultation/services log;
 - IEP meetings will be conducted via virtual platforms or by telephone

VI. ICP Component 6: Technology & Technical Support

- Identify the technology staff members who will be key to the ICP planning process:
- TBD, Coordinator
 - Amber Cribbs, HCES Tech Support
 - William Taylor, HCES Tech Support
- Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed:
- Hamilton County Elementary School is connected to Hamilton County High School (HCHS) via a 10 gbps privately owned fiber connection. Our internet demarc location at HCHS is currently purchased through Windstream at a speed of 2 gbps. We continuously upgrade our network infrastructure via the E-Rate program through USAC and are undergoing a switch refresh this fiscal year. The district utilizes Cisco switching and Meraki access points for wireless. Our speed and equipment have shown to be adequate for in-person and remote learning for our roughly 1600 students.
- Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative):
- Each site administrator will work with the IT Coordinator to develop a plan for compiling and preparing devices for deployment.
 - Each device and correlating accessory should be properly inventoried and distributed utilizing the HCSD Equipment Checkout & Guidelines for Students Form.

- A copy of the guidelines should be provided to the parent/student and the original form with signatures should be collected.
 - The forms should be kept in a secure location and made available to the Tech Specialist;
 - Each school site will develop a plan for communication with families regarding device requests and distribution timelines;
 - Administrators and teachers may need to collaborate and be flexible to support families with several students and limited devices.
- Survey students and families to determine which are in need of internet access and provide this access as needed:
 - Send surveys (paper-based and digital);
 - Devices available upon request
 - Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE):
 - Chromebooks will be used district-wide.
 - Identify and implement a web content filtering solution for all devices used by students and staff:
 - The Go Guardian platform will allow teachers to target small groups and assist students with special needs.
 - Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly:
 - Re-establish roles of school and district-based staff as needed;
 - See attached Roles & Responsibilities Guide

VII. ICP Component 7: Cyber Security

- Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools:
 - Hamilton County uses the National Institute of Standards and Technology (NIST) standards as a guideline. We are also signing up for MS-ISAC to use the assessor tool to compare our current environment against their CIS controls;
 - District computers, network access, and other information resources are provided for staff use to support the LEA's mission and goals. All such resources are district property and subject to the same rules for use as other physical property;
 - In addition, the following rules shall apply:
 - Use of information resources shall be limited to legitimate educational purposes;
 - Programs for personal, commercial, or illegal purposes, are not authorized;

- E-mail, World Wide Web pages, and other forms of electronic documentation will not be obscene, abusive, or contain other inappropriate material and will require the same handling as other public records;
 - User accounts and passwords must not be shared except where authorized. The person in whose name an account is issued is responsible for its proper use at all times;
 - Copyright and license agreements will be respected; no unauthorized copies of programs or files will be made;
 - Users shall not take unauthorized actions which gain access or attempt to gain access to, deny access or attempt to deny access to, disrupt, change, or destroy the data or service of the computer or network systems.
- Include a business continuity plan tailored to the LEA or charter school operations:
- The plan shall advance and promote public education consistent with technology advances and availability of resources. To the extent feasible, it shall promote access, collaboration, and information sharing between and among schools, district offices, and the global community;
 - The district shall develop and maintain an integrated information system for educational management. The Superintendent or designee shall assure that compatibility exists with the state comprehensive management information system. Procedures and guidelines shall be developed to assure that adequate management information support needs are met.
- Include an incident response plan tailored to the LEA or charter school operations:
- The District shall ensure that external and internal communication and notification procedures are developed and implemented;
 - Communication and notification procedures shall include, but not be limited to:
 - Provide proper threat com access for appropriate school and district staff;
 - Utilize communication procedures to notify parents of possible or actual emergencies;
 - Inform parents and students of the plan and notification procedures;
 - Review school and district websites to ensure that sensitive information is not included with general public information; and
 - Establish procedures to communicate with the media during an emergency.
- Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure:
- Security is a high priority. If a user identifies a security problem, he/she must notify a system administrator immediately;
 - It is important to not show or identify the problem to others;
 - Do not use another individual's account;

- Attempts to log on as another user will result in cancellation of privileges;
 - Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- Include an executive summary of the LEA's or charter school's current security posture.
 - The use of a school network account must be in support of education and research that is consistent with the educational goals and policies of the District. Users are encouraged to develop uses which meet their individual needs and that take advantage of the network's function; electronic mail, conferences, bulletin boards, data bases, and access to the internet. Use of any other network or computing resources must be consistent with the rules appropriate to that network;
 - Security installations are implemented on laptops prior to student and staff distribution
 - Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness:
 - Go Guardian software has recently been purchased to assist with content monitoring and filtering on school devices within the LEA's network

VIII. ICP Component 8: Engaging Students with Limited Access

- Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child.
 - Elementary School: Homeroom teachers will serve as the primary point of contact for assigned students in a virtual scenario; school administrators, guidance personnel, and support staff will assist with communicating information to students and families;
 - High School: 2nd period instructors will serve as the first point of contact for students in a virtual scenario; school administrators, guidance personnel, and support staff will assist with communicating information to students and families.
- Develop a plan to communicate early and often with students and parents to identify needs and ensure supports:
 - The district-wide Community Outreach Coordinator will serve as the liaison between the school sites to disseminate information to students and families via social media and phone calls;
 - In the event the district is required to discontinue in-person learning, the Community Outreach Coordinator will attend weekly administrative meetings and will update the community via the district's social media platform and e-mail system;
 - The Community will be updated weekly in regards to food distribution points, instructional materials delivery and pick-up, virtual instruction, and points of contacts at each school site. In conjunction, schools will utilize their social media accounts and Google Classrooms/Skyward to communicate with appropriate stakeholders;

- Blackboard Connect, the district-wide call-out system, will be utilized by the district as another avenue to disseminate information;
 - In addition, the Director of Teaching and Learning will post updates on the district website, www.hamiltonfl.com. In response to closure, the Teaching and Learning Department will provide a separate link on the district's website with additional resources pertaining to each grade level, i.e. www.hamiltonfl.com/remote.
- Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families:
- Special education service providers have multiple methods (phone call, e-mail, virtual conferencing) of communicating with LEA leadership in order to secure necessary resources for provision of services.
- Research and implement best practices in online special education:
- The district-wide Exceptional Student Education Coordinator receives frequent updates from the DOE BESE Office, and the Exceptional Student Education Bureau Chief including BESE Weekly, articles from Special Ed. Connection, and other relevant sources on a weekly basis;
 - Information is shared with appropriate staff to ensure best practices in the continuation of services across virtual platforms;
 - The Go Guardian platform provides secure virtual meeting spaces which will allow teachers to target small groups virtually and assist students with special needs while protecting their right to privacy. Go Guardian is also used to monitor time on task and student access to appropriate content.

IX. ICP Component 9: Continuation of School Operations

- Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning:
- Food service distribution and personnel are essential and services will be provided by the Food Service Coordinator and cafeteria staff as well as designated support personnel from each school site ;
 - SEL Supports are furnished via school social workers, counselors, and contracted mental health providers
- Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures:
- See the ICP Roles & Responsibilities attachment;
 - Daily Activity Logs will be utilized;
 - A planning phase is necessary prior to a full-scale online roll-out (3-5 work days);

- Students will have modified schedules provided
- Develop and communicate an execution plan to provide food services to students and families in need during school closures:
 - Food distribution points will be advertised through fliers, call outs, social media, and district website posts;
 - The Food Service Coordinator will work in conjunction with the Community Outreach Coordinator to distribute information.
- Develop and execute a plan to provide special education services and accommodations to students in need during school closures:
 - ESE personnel will contact assigned students and maintain a consultation/services log;
 - IEP meetings will be conducted via virtual platforms.
 - The holder of each student's IEP will contact and maintain a consultation log and provide supports as identified by the IEP to the greatest extent possible;
 - District Staffing Specialists will assist on an as needed basis and will conduct eligibility/re-evaluation meetings as well as participate in annual IEPs for their assigned school.
- Conduct outreach to community organizations to provide comprehensive support to students and families during school closures:
 - The LEA will work with public Libraries and churches;
 - A multi-agency Educational Task-Force consisting of business leaders, emergency management personnel, health officials, and other essential stakeholders will be utilized to focus on improving student attendance, closing the achievement gap, & creating a safe and secure learning environment conducive to student learning.

X. ICP Component 10: Emergency & Ongoing Communications

- Identify stakeholder groups within the school community along with the appropriate communication channels for each group:
 - Weekly meetings will be held virtually among central office staff and school site administrators to address immediate needs related to the provision of services during closures;
 - Central office staff communicate directly with the personnel assigned to each department;
 - School site administrators are designated as the point of contact for all school staff;
 - In order to communicate with families, the following protocols will be used:
 - Elementary School: Homeroom teachers will serve as the primary point of contact for assigned students in a virtual scenario; school administrators,

guidance personnel, and support staff will assist with communicating information to students and families;

- High School: 2nd period instructors will serve as the first point of contact for students in a virtual scenario; school administrators, guidance personnel, and support staff will assist with communicating information to students and families.
- In order to inform families and the community at large, the Community Outreach Coordinator will attend weekly administrative meetings and will update the community via the district's social media platform and e-mail system. The Community will be updated weekly in regards to food distribution points, instructional materials delivery and pick-up, virtual instruction, and points of contacts at each school site. For families with limited internet access or students identified as homeless, flyers and pertinent information will be made available at designated food distribution sites.
- Phone directory and departmental information is provided on the district's website, www.hamiltonfl.com.

- Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups:
 - The ICP Roles and Responsibilities attachment outlines district-wide communication responsibilities in the event of a school closure;
 - Frequent updates will be displayed on the district webpage and official social media accounts;
 - Communication Apps such as Remind and Class Dojo will be used
- Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination:
 - Weekly Administrative Meetings will be held among school-based and district personnel; Call-outs to stakeholders will follow; Vital information will also be posted on social media and school websites;
 - Skyward notification push-outs and Blackboard will be utilized;
 - Food & instructional material drop-off and pick-up dates will be established
- Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures:
 - The current Instructional Continuity Plan is posted on the district's website at www.hamiltonfl.com.
 - In response to a closure, the Teaching and Learning Department will provide a separate link on the district's website with additional resources pertaining to each grade level, i.e. www.hamiltonfl.com/remote. Information will also be provided in a hard copy at designated food service sites.