

# Wakulla's Implementation Plans and Reports

## ICP Report

### Academics

#### ICP Component 1: Leadership and Planning

Specify LEA or charter school personnel who will serve on a cross-functional planning team. Personnel who will serve on the cross-functional planning team include the following: \* Superintendent \* Assistant Superintendent \* Facilities Director \* Chief Finance Director \* Chief Human Resources Director \* School Level Administrators Identify desired outcomes or goals of the ICP. The desired outcomes of the ICP is to provide a comprehensive action plan in case of school shut down. The purpose of the action plan is to guide the school district in decision making while identifying resources needed and resources already at hand. Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals. Critical success factors include: \* Continuous communication regarding the status of the school shut down among school and district personnel \* Continuous communication regarding the status of school shut down within the community \* A clear outline of student continued educational goals including students of special needs. Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP. Communication is of the utmost importance in the case of a school shut down. All social media platforms that schools use will be mobilized to share information, along with the district website, mass emails and mass phone calls through automated calling system set up for all parents and staff. Protocols include district level staff communicating with school level staff in joint decision making based on the plan set in place throughout this document. Execution will be carried out through mass media and open lines of two way communication. Develop a process for evaluating the effectiveness of the ICP. The ICP will be re-evaluated each year during the district summer administrative workshop. All district level and school level administrators will be in attendance to determine parts of the plan that were/are effective and parts of the plan that need to be modified. After the plan has been evaluated it will then be taken back to the governing board for review and approval.

#### ICP Component 2: Curriculum Resources and Digital Content

Wakulla County Schools remote learning program the Wakulla Innovative Educational Approach (WIEA) aims to mitigate the effects of the Covid-19 pandemic and use empirically sound instructional practices for student learning, growth, and achievement. The WIEA program utilizes the Canvas LMS (Learning Management System) as the primary method of instructional delivery. A cross-functional team of educators, information technology professionals, and administrators work to monitor the performance of the LMS and make

suggestions for improvements or modifications to the LMS instance and the implementation of our LMS. This team consists of the Director of Informational Services, Daniel Lilly; MIS FTE Data Operator, Allison Barrett; Dean of Curriculum, Holly Harden; LMS Coordinator, Haley High; Principal, Alena Crawford; and Assistant Superintendent, Sunny Chancy. This team is spear-headed by our LMS Coordinator who also provides ongoing professional development, training, and professional learning communities for veteran teachers and new hires as well as other instructional staff. Instructional Staff are given two months planning time to become familiar with WCSB's approved digital content that is available in our LMS. Training continues throughout the school year for all Instructional Staff. Resources are first presented and collaboratively vetted and paced accordingly in June preceding the start of the school year. Subsequently instructional personnel are afforded access in accordance with digital licensure and publisher availability, this process is facilitated by instructional coaches and the LMS coordinator. Instructional coaches provide ongoing professional development and one on one teacher support in these areas over the course of the summer and school year. All digital curriculum is aligned to Florida standards in accordance with our implementation timeframe, additionally digital companions to traditional textbooks and other instructional materials are the preferred instructional medium to align curricular goals and lesson planning with the traditional brick and mortar classroom. LEAs and charter schools have access to a vast array of digital content. One challenge can be choosing resources best aligned with LEA curricular goals, objectives and state standards. Subject-matter content and learning management systems (LMS) need to be evaluated for efficacy. LEAs and charter schools may purchase content from existing curriculum providers who produce digital companion materials to traditional textbooks or seek other providers with more specialized curricular offerings. In addition, the LEA will also need to implement an LMS, such as Brightspace, Blackboard, Microsoft Teams, Canvas, Google Classroom, etc., for the delivery of the digital content. The Center for Digital Content provides a Guide for Choosing Digital Content and Curriculum to help LEA efforts in this area. Reaffirm desired outcomes, goals and instructional strategies of the remote learning program.

- o Confirm LMS providers and if selecting a new provider, schedule product demonstrations.
- o Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.
- o Provide ongoing training and professional learning, ensuring new hires are included.
- o 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

Wakulla County Schools continues to offer an innovative learning modality through the use of our established Learning Management System, Canvas. Online instructional support through Canvas is available in conjunction with our traditional, in person, face-to-face instruction through brick and mortar attendance. Monthly meetings will be held to monitor the performance of the district's Learning Management System and supports provided through digital companion materials to our state adopted textbooks, along with additional specialized curriculum. The district's newly established LMS Specialist provides ongoing professional development for leaders and teachers on the district's innovative learning approach and management system, Canvas. Additionally, we provide general standards-based instructional professional development for all modalities. Professional development opportunities provided and planned for the upcoming year include, but are not limited to:

- District Collaboration Teams (DCT) meetings occurred during the summer to create curriculum pacing guides, lesson plans, and District Standards-Based Assessments to gauge student's mastery of state standards. Refresher meetings occur at schools throughout the school year.
- The district's LMS Specialist provides ongoing support for teachers in implementing instructional lessons and activities aligned to the curriculum pacing guides through the use of Canvas.
- A Data Scientist will be conducting ongoing review of the data in an effort to provide targeted professional development to teacher teams across grade-levels, subject-areas, and areas of need with regular updates to school administration and trainings planned monthly.
- Curriculum Associates offers a comprehensive network of support that includes live onsite or remotely facilitated professional development

courses, implementation planning and data support, and online asynchronous educator resources. The company can tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level. • Available 24/7, the i-Ready Central® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction.

## ICP Component 3: Professional Learning

Professional Development. The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the 2021-2022 Education Plan, including: \* District Collaboration Teams (DCT) meetings occurred during the summer to create curriculum pacing guides, lesson plans, and District Standards-Based Assessments to gauge student's mastery of state standards. Refresher meetings occur at schools with reassessment following the Spring 2022 semester. \* Canvas Training to ensure instructional continuity between in and outside the classroom. All teachers are required to attend Canvas professional development refresher and implementation of new technology option to enhance classroom learning. \* All professional learning is open to school and district leaders in order to supervise staff adequately. Leader focused professional learning is provided directly through the Coordinator of Informational Services. \* Learning Management System administrators are providing a professional development on data and assessment tools and innovative fluency for the 2021-2022 school year. \* A Data Scientist will be conducting ongoing review of the data in innovative learning modalities and will provide targets professional developments to teacher teams across grade-levels, subject-areas, and areas of need. With regular updates to school administration and trainings planned bi-weekly. \* Curriculum Associates offers a comprehensive network of support that includes live onsite or remotely facilitated professional development courses, implementation planning and data support, and online asynchronous educator resources. The company can tailor live sessions to meet local needs, such as focusing on supporting MTSS or progress monitoring, with a goal of helping every learner access grade-level work and ultimately succeed at grade level. \* Available 24/7, the i Ready Central® support website provides teachers with videos, professional learning community/collaborative team planning resources, turnkey implementation tools, and actionable ideas from educators around the country. In addition, the Educator Prep Series offers educators online, on-demand short modules to extend or refresh their learning. Focus areas include best practices for online instruction, setting and measuring growth goals, and using data to plan instruction. \* Professional development supporting the 2021-2022 Education Plan for all modalities include the following: B.E.S.T. Standards Quick Dive for Administrators, Kindergarten Math Training, B.E.S.T. Standards Deep Dive for Teachers, Prekindergarten and Kindergarten Language and Vocabulary Training, Rural Connect – (K-5) B.E.S.T. Standards, District Collaboration Team meeting for K-12 teachers, curriculum pacing guide implementation, Writing training, High Quality Questioning for teachers and leaders, Administration Workshop for all district and school level administration. \* Wakulla County School District provides ongoing professional development to leaders and teachers through instructional coaches and on-site teacher coaches. \* Instructional coaches provide professional development within the schools to support, model and continuously improve instructional programs to ensure improvement in reading and mathematics for all students. \* Teacher coaches assist

teachers with implementing the district's learning management system, Canvas, as well as with progress monitoring to identify students in need of academic or behavioral interventions. \* These coaches help their peers in content (standards-based instruction), instructional delivery (focusing on student engagement), classroom management, and assessment. \* Instructors will receive Data Analysis Training throughout the 2021-2022 school year to guide instruction, evaluate learning outcomes, plan, and continuously improve the effectiveness of instruction. \* Teacher and instructional coaches will reinforce this training at regular intervals, remaining cognizant of the progress monitoring windows and provide specialized professional development to instructional personal weekly to meet student intervention needed. \* FDLRS online and blended courses, beginning in August for the 2021-2022 school year. \* Professional Development Training Day in September and January with focused trainings on data analytics and learning technologies including Freckle, Renaissance, and iReady digital learning tools. \* Professional development survey is administrated during the fall and spring semesters to assess the needs of leaders, teachers, and staff. \* Wakulla County School District Professional Development Council meet four times a year to review and assess the professional development needs at each school. This council consist of district leaders, school administrators, teachers, and staff members.

## ICP Component 4: Instructional Practices

Wakulla County Schools conducts yearly surveys, such as climate and professional development, to assess the needs of the educators, administration, and parents. The results of the surveys allow the district to plan, prepare, and assess the trainings for educators during the summer months, as well as the upcoming school year. Wakulla County Schools encourages teachers to attend summer trainings that focus on curriculum decisions and pacing guides. These trainings provide teachers with the opportunity to prioritize instructional content and select high-quality instructional materials, while working collaboratively to create a coherent and consistent pacing guide for each course. Additionally, it allows for authentic opportunities to share best practices in quality instruction. Curriculum software training is held in the summer to support the use of Canvas, ClassLink, digital textbooks and other instructional software across all grade levels. Summer training ranges from the initial implementation of these software programs in the classroom to advanced use based on teacher experience and expertise. Ongoing professional development is provided throughout the school year. Professional Development days are built into the school calendar and are designed to focus on the needs of teachers. These days allow teachers opportunities to adjust instructional plans based on the review of ongoing progress monitoring data, to receive further guidance on the use of computer-based instructional programs and software within their classroom, and to continue collaboration on best practices. The use of the district's LMS and Technology Support Specialist allows for continued support and training on the use of Canvas within the classroom. This ongoing support is given at the school and grade/department level, as well as on a one to one basis. In addition, a monthly newsletter with tips and hints on instructional strategies and best practices in the use of Canvas is shared with all educational staff within the district. To ensure the success of our high school's one to one initiative, an onboarding process has been implemented focused on providing intensive training and support from the district's IT department and our LMS and Technology Support Specialist in the use of student laptops in instructional delivery and facilitation. Continuing support from this department is also given on the use of technology to aid instruction at the middle and elementary level. Progress monitoring, data support, and monthly assessment meetings are conducted with district and school administration. School administration and teacher meetings are held to discuss progress monitoring

data and assess individual student needs as a means to guide student instruction and continually gauge the professional development needs of teachers. Likewise, grade-level/subject area professional learning communities meet regularly with instructional coaches to share expertise and work collaboratively to improve teaching skills and the academic performance of students. In addition, school-level teacher leaders provide ongoing assistance with instructional strategies and best practices within their area of expertise to other teachers on campus.

## ICP Component 5: Parent and Family Support

WCSD Instructional Continuity Plan Component 5: Parent and Family Support On rare occasions it may be necessary to close a school(s) for an extended amount of time due to weather or other emergency situations. If this occurs, the district will make every effort to ensure that our students' educational opportunities continue while at home. This Instructional Continuity Plan explains the WCSD design to continue education in a virtual or alternative setting in the event of extended school closures by providing student and family support. Mobile Devices/Internet: All teachers and students in the Wakulla School District are issued a mobile device so that they can work from home. The WCSD provides hotspots at designated locations throughout the district in order to provide internet for those students who do not have access to internet in their homes.

Communication: The WCSD will establish effective two-way lines of communication with students and families using a variety of media. The Canvas platform is designed to provide two-way communication with students, teachers and families through school email accounts. All devices have the Microsoft Office package which contains Microsoft Teams that can be utilized for teleconferencing. Teachers will provide an office hours schedule and a call-in number to students and families if they prefer to communicate telephonically.

Distraction Free Learning Environments: The WCSD will provide guidance document via the Canvas platform and the district website to students and families on how to create environments for learning that are distraction free and conducive for learning. Included in this guidance document will be selecting an area in the home free of televisions, radios, tablets and smartphones, ensuring adequate lighting, a comfortable temperature, and scheduling regular study times and breaks. Special Education Services and

Accommodations: The WCSD will provide educational opportunities to the general student population and ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. The WCSD will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. School personnel will collaborate with parents to create a Distance Learning Plan in order to consider the students IEP or 504 goals, the appropriate materials and format for delivery of specially designed instruction, accommodations, a progress monitoring plan, and a schedule for teacher/student contact. The completed Distance Learning Plans documented in the conference notes tab in PEER and copies of the completed Distance Learning Plans will be provided to parents through encrypted email or mailed home. Annual IEP meetings, Transition IEP Meetings and Initial Staffings will be conducted remotely using MS teams or telephonically with the consent of the parent. All documents generated during the IEP meeting will be sent to parents through encrypted email or mailed with a self-addressed stamped envelope provided for documents requiring signatures. When the school closure ends and students return to school, the district will work with IEP team to determine needed services, including compensatory services for students with disabilities by offering the following support: The district will review state and local guidance. The district will collect and analyze student data that was collected prior to school

closures including previous ESY regression/recoupment data, data collected during school closures during distance learning, data collected during ESY and summer school, data collected from parents during the time of school closures, the summer and upon their return to school, and data collected during a reasonable amount of time after school reopens and normal instruction resumes including recoupment data. The district will prioritize IEP reviews. Students who return to school with obvious current needs or that have obvious severe regression, students whose IEP annual reviews are due, students who were not actively participating in distance learning and students whose parents demand an immediate IEP review will be prioritized. The district will convene IEP meeting to make compensatory services determinations. The district will support IEP teams in determining present levels and current needs by looking at collected and analyzed data and determining what IEP adjustments to present levels, goals, and services need to be made. The district will support IEP teams in determining if there are new needs for which we will need to provide services and will determine if there was significant regression in critical skills that will require additional services in order to close the gap created by the school closures. If services are determined necessary to help the student more quickly recover from learning or critical skills gaps the district will provide recovery or additional services and document those services in the student's IEP. Outreach and Regular Wellness Checks: In order to support health and safety of students and families, school social workers will continue to provide well checks and, if needed, therapy for our most psychologically/emotionally vulnerable students. Parents and students will be provided with contact information so that they can reach out for help. They will also be given contact information for the Mobile Crisis Response Team if assistance is needed after school hours. The WCSD contracts with the Wakulla County Health Department to provide health care workers in each school. During the time of school closures, school health workers will reach out to the families of medically vulnerable students to provide guidance and support. Support for Special Student Populations: (ESE, ELL, Homeless) The Canvas platform will be utilized to provide special student populations access to their curriculum. ESE/504 students will be provided specially designed instruction and provide accommodations using digital materials and technology tools. This may include video or audio instruction in which the primary communication between the student and their teacher is via an on-line platform, instructional television, video, or other instruction that relies on computer or technology. Digital resources will be designated as "Core Materials" or "Supplemental Materials." Core Materials will be used as the main instructional programs for all students in the designated grade levels and "Supplemental Materials" will be available for enhancement/enrichment activities, conducting research or recreational reading. Students that are English Language Learners are provided with instructional materials in their home language and/or translation software. The district homeless liaison will ensure that school personnel are aware of those students with homeless status and provide guidance and strategies for providing the support they require to be successful in a distance learning setting.

## Technology

### ICP Component 6: Technology and Technical Support

The primary technology staff members key to the instructional continuity plan process in Wakulla County Schools are LMS (Learning Management System) Coordinator, Haley High, and the Director of Informational Services Daniel Lilly. We work with a Network Technician Jason Welch, and a team of Distributed Systems Technicians (All other roles sans our IT Helpdesk and LMS Coordinator) to support technology and network

infrastructure. Our current directory is as follows by site and domain: Wakulla High School – Jessica Slusher Riversprings Middle School & Shadeville Elementary – Yolanda Freeman Wakulla Middle School & Medart Elementary – Jacob Welch Crawfordville Elementary & Riversink Elementary –Blaze Lariscy District Office, Deployment, School Support – Cody Worrill Infrastructure and NVR/Surveillance – Eric Priest Curriculum Software, District Office Sites – Anthony Lariscy LMS Coordinator– Haley High Helpdesk, IT Purchases– Noreen Britt IT, Website and Network Support– Jason Welch Director of Informational Services– Daniel Lilly In the event of an increased need for technology support; The Director of Informational Services, Assistant Superintendent, and the LMS Coordinator convene with designated Technology partners to form an Emergency Response Team when closure is imminent. These stakeholders determined the trajectory of any WCSB MIS restructuring and efforts to meet the immediate need and subsequently work to reallocate personnel to new roles to best suit the needs of the district. This is meant to be a flexible response plan but entails conceptually that a school technician would be assigned by school with an even and manageable scope of maintenance. In the event of a long-term closure, rather than staff resource allocation based on physical sites, technicians would move to a remote support model which involves utilizing remote desktop protocols to support remote learning efforts as well as maintain network infrastructure. Technicians assigned to Brick-and-Mortar Schools can currently utilize remote administration software we have to continue providing support so the hope is that by using a blended model of technology support we can quickly pivot from on site to remote support. In this restructured model, our staff providing services would remain the same but rather than being assigned sites we would administrate based on a tiered system of remote support in our work order system with Distributed Technicians taking Tier 1 and Tier 2 issues with our Network and Curriculum Software Technicians taking Tier 3 issues. Technology infrastructure in Wakulla County is sufficiently robust for standard day-to-day operations of Wakulla County Schools and delivery of asynchronous instruction but will need additional enhancements to safeguard against the possibility of service disruptions. The WCSB MIS team is working with Inspired Technologies to consult and upgrade as deemed necessary. Wakulla County Schools has a current 1:1 initiative for student to device access and provides devices for check out at each school center. Student and family needs in terms of internet access and provision of access are determined through school-based needs assessment surveys available online and on paper. These surveys are conducted in the Spring to determine need for the coming school year and surveys families regarding internet access at home. devices can provide a robust set of digital content and curriculum and we work with local assistive technology specialists to determine student needs and provide technology that is accessible and in compliance with FAPE accordingly. WCSB MIS partners with Century link and other ISPs to provide community-based hot-spots available throughout the county to any student at no charge. We maintain a web content filtering system in place for all devices on the network, with specific filtering groups for students and staff. Additionally, web content and filtering services are installed independently on all devices available for individual student assignments.

## ICP Component 7: Cyber Security

Wakulla County Schools have a legal and ethical obligation to provide a safe and secure environment for student learning, whether in the classroom or on network as it relates to cyber security and student data privacy. WCSB MIS collaborates with the Panhandle Area Education Consortium to effectively coordinate ongoing cyber security efforts in line with the National Institute of Standards in Technology (NIST) framework. To bolster these efforts, we utilize the third-party cyber security audit and risk assessment tool BitSight to

ensure risk mitigation and to help identify any potential vulnerabilities. BitSight measures our LEA against the Principles for Fair and Accurate Security Ratings identified by the US Chamber of Commerce. Regarding the LEA's current security posture, Summer 2021 Wakulla County Schools IT met with Gallagher penetration tester and UK Retail Representative Thomas Jeffery. Mr. Jeffery walked us through potential issues, and we began corresponding with Fortinet and GoDaddy to move toward an expeditious resolution. Our Bit Sight report illustrates a high-security rating of 740, placing WCSB IT within the Top 10% in Education using their industry comparison metric. We continue to actively monitor and work on any security issues or vulnerabilities. Additional areas of action and milestones will be revitalizing end-of-life network infrastructure and moving toward multi-factor authentication. Both initiatives are slated for completion during the 21-22 school year with MFA being implemented in Semester 1 and network switch replacement commencing shortly thereafter. Wakulla County School District maintains a Business Continuity Plan the objective of which is to determine which systems need to be restored after a disaster, incident, or outage emergency. The business continuity plan provides a plan of action for alternatives during the interruption of normal services. WCSB MIS also maintains an Incident Response Plan at the Wakulla County School Board District office which is aimed at ensuring that all information security incidents are handled both consistently and as quickly as possible. The incident response plan also aims to mitigate the risk to student data security in the event of an information security incident by outlining a thorough efficient approach to resolving incidents in coordination with local LEO and Cyber Security. We have been advised by our education consortium PAEC (Panhandle Area Educational Consortium) senior IT leadership to maintain the security of these documents and recognize that sharing identifiable details and increased visibility of processes entails an increased risk for social engineering. These documents are reviewed and subsequently revised annually by District Administrators including the Director of Facilities and Maintenance, Director of Information Services, The Mental and Physical Health Coordinator, and the Safety and Risk Management Coordinator. The Business Continuity Plan outlines how the district responds to any disruptive incident to maintain critical operations including natural disasters, security threats, and mental or physical crisis-based emergencies. Cyber Security training initiatives start at the beginning of each school year and are conducted on an ongoing basis. Users are trained on types of vulnerability as well as best practices in avoiding common invasive practices such as (but not limited to) phishing, deep faking, and ransomware. Training includes a battery of training videos and presentations that require staff verification and signature. Multi-factor authentication will be a requirement for all district personnel in 2022 with an active policy in effect that stipulates any off-network login would require an additional verification method. In the event of a suspicious piece of information or suspected malicious action all personnel are trained to pass the information along to the on-site technician or IT Helpdesk where a group of technicians monitors and assesses the credibility of threats and resources are allocated to respond promptly. After hours all staff can utilize the helpdesk and have access to the Director of Information Services. In all cases deemed credible the Director of Information Services is notified either directly or by a member of the team. The process then entails the Director of Informational Services directly notifies both the Superintendent of Schools and the Local Law Enforcement Agency before implementing mitigation efforts with a team of third-party authoritative cyber security experts.

## ICP Component 8: Engaging Students with Limited Access

In the event of extended school closures, some students might have limited internet access and require printed materials or content that is not internet dependent. Communication with the family is paramount in the



provision of services for these students. The district ESE/Student Services Director will serve as the point person and will communicate early and often with families to identify needs and ensure supports. This will be done through mail outs using the USPS, email, and phone calls. School based administrators will serve as the school contact for families that have limited or no access to the internet. School based administrators will share the names of students with limited or no internet access with the District ESE Director who will reach out to parents and provide alternative learning materials, strategies and support. Instructional Services will collaborate with Exceptional Student Education to determine the instructional content for these students. If printed materials are determined to be the best option, they will be created at the district and parents will be notified by their school administrators to explain when and how they are to be delivered and returned. Related service providers will create plans for students to follow at home with written, telephonic and/or virtual support. Related service providers will monitor students progress towards IEP goals through regular contact with the student and parent. Students with IEPs and 504s that have accommodations will be provided those accommodations through the virtual platform, when feasible, or by the parent who facilitates learning for the student. Prior to implementing a Distance Learning Plan, teachers will readdress all accommodations on the students IEP or 504 and explain how to provide and document the accommodations used. Training on how to access accommodations is provided for students and parents through recorded videos on the district website and in Canvas. If needed, families and students will be provided with additional training and support through telephone calls by the District ESE Director, School Administrators or the Information Technology department on how to navigate the virtual learning accommodations tools.

## Operations

### ICP Component 9: Continuation of School Operations

All facets of school are affected by extended school closures. Essential personnel needed to support learning continuity includes teachers, administrators, transportation personnel, mental health workers, food service and security officers. In the event of an emergency school closure the safety and security of students and staff along with their well-being is at the forefront of decision making. Essential personnel are responsible for identifying and communicating expectations of charter school or LEA staff related to schedules and work performance during school closures, all of which may change from normal responsibilities. Develop and communicate an execution plan to provide food services to students and families in need during school closures. In the unfortunate event of school closures due to the ongoing pandemic we will continue to feed children under the SSO program. We will provide breakfast and lunch meals via curbside during specified times 2 to 3 days per week. We will advertise this curbside pickup through automated calls and school website. Our plan would be to distribute a 5-7 day pack out meals consisting of USDA recommendations. These meals will be accompanied with Food Safety handling guidelines as well as cooking instructions for items that will be held for later preparation, such as beef patties, chicken patties, chicken nuggets etc. All meals will be held and distributed at proper temperatures. We will follow all food safety guidelines during the distribution periods. Meals will be distributed in a centrally located areas to service all stakeholders. The cashier verifies the reimbursable meal selection in the prepared package and places a tick mark on the SSO meal count sheet. Develop and execute a plan to provide special education services and accommodations to students in need during school closures. The Wakulla County School District will continue to provide FAPE to all students during school closures. All teachers and students in the Wakulla School District are issued a

mobile device so that they can work from home. The WCSD provides hotspots at designated locations throughout the district in order to provide internet for those students who do not have access to internet in their homes. The WCSD will establish effective two-way lines of communication with students and families using a variety of media. The Canvas platform is designed to provide two-way communication with students, teachers and families through school email accounts. All devices have the Microsoft Office package which contains Microsoft Teams that can be utilized for teleconferencing. Teachers will provide an office hours schedule and a call-in number to students and families if they prefer to communicate telephonically. The WCSD will provide a guidance document via the Canvas platform and the district website to students and families on how to create environments for learning that are distraction free and conducive for learning. Included in this guidance document will be selecting an area in the home free of televisions, radios, tablets and smartphones, ensuring adequate lighting, a comfortable temperature, and scheduling regular study times and breaks. The WCSD will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. School personnel will collaborate with parents to create a Distance Learning Plan in order to consider the students IEP or 504 goals, the appropriate materials and format for delivery of specially designed instruction, accommodations, a progress monitoring plan, and a schedule for teacher/student contact. The completed Distance Learning Plans are documented in the conference notes tab in PEER and copies of the completed Distance Learning Plans will be provided to parents through encrypted email or mailed home. Annual IEP meetings, Transition IEP Meetings and Initial Staffings will be conducted remotely using MS teams or telephonically with the consent of the parent. All documents generated during the IEP meeting will be sent to parents through encrypted email or mailed with a self-addressed stamped envelope provided for documents requiring signatures. In the event of extended school closures, some students might have limited or no internet access and no transportation to hot spots. These students require printed materials or content that is not internet dependent. Communication with the family is paramount in the provision of services for these students. School based administrators will be designated as the first point of contact for families that have limited or no access to the internet and not transportation to hot spots. School based administrators will share the names of students with limited or no internet access with district admins who will reach out to parents and provide alternative learning materials, strategies and support. Instructional Services will collaborate with Exceptional Student Education to determine the instructional content for these students. If printed materials are determined to be the best option, they will be created at the district and parents will be notified by their school administrators to explain when and how they are to be delivered and returned. Related service providers will create plans for students to follow at home with written, telephonic and/or virtual support. Related service providers will monitor students' progress towards IEP goals through regular contact with the student and parent. Some students with the most significant cognitive disabilities might also require printed materials in addition to virtual instruction. Teachers will collaborate with district ESE personnel to determine appropriate materials and district personnel will compile and distribute the materials to families. Students with IEPs and 504s that have accommodations will be provided those accommodations through the virtual platform, when feasible, or by the parent who facilitates learning for the student. Prior to implementing a Distance Learning Plan, teachers will readdress all accommodations on the students IEP or 504 and explain how the accommodations will be provided to the parent and student. Teachers will also explain how they will document the accommodations used with parental assistance. Training on how to access accommodations is provided for students and parents through recorded videos on the district website and in Canvas. If needed, families and students will be provided with additional training and support on how to navigate the virtual learning accommodations tools. Conduct outreach to community organizations to provide comprehensive support to students and families during school closures. During school closures, School Social Workers reach out to current student clients to

provide mental health services. If a child is in need of in-person or telehealth sessions, the social workers will refer to outside agencies for additional services. The agencies are chosen based on the specific needs of the student and the type of insurance carried or lack of insurance. The Mental Health Coordinator makes contact at least two times per month with all outside counseling agencies where students are referred to get updates on clients and to check on termination of or declined services. New clients are referred as often as needed.

## Communications

### ICP Component 10: Emergency and Ongoing Communications

Wakulla County School District began using One Call Now for the districts automated message platform in 2009. One Call Now is a communication system allowing each county school to communicate with staff, students, parents and community stakeholders. The Wakulla County School District will use One Call Now to communicate county wide with all students, staff, parents and community stakeholders. One Call Now is a versatile communication tool for Wakulla County, when an emergency occurs it will send voice message, email and text messages to the intended persons. The Wakulla County School Board also maintains a social media platform to also notify staff, students, parents and community stakeholders. The Wakulla County Schools Superintendent or the assigned designee are the only school district employees that speak to media outlets or say anything that represents the school district. The Wakulla County School District and the Wakulla County Sheriff's Office maintain a yearly contract for School Resource Officers (Deputies) assigned to the schools by the Sheriff to the School District. The Superintendent and School Safety Specialist maintain that open relationship with our local Law Enforcement Stakeholders as well as state and federal law enforcement. The Wakulla County School's also maintain open communication with the Office of Emergency Management in Wakulla County. All information pertinent to staff, students, parents and other community stakeholders can be informed using the One Call Now system to make them aware of any emergency. The Wakulla County School District is currently following Florida State Law and implementing the panic alarm app for all students, staff, parents, law enforcement and fire rescue of any emergency occurring on a school campus in Wakulla County. This app will be voluntary, but with it the individuals will be able to contact school administration, law enforcement of any emergency while on campus by just pushing the download app button on your phone, the app will take care of the rest.

## Overall Comments

### Overall Comments

Purpose, Direction and Core Values Vision: We will provide a rigorous and appropriate education that results in success for all students. Mission: We are committed to success for all students, teachers, staff, and our community. CORE VALUES (Governing Our Way of Work) We will always: -Make decisions based on the best interest of the students; -Behave in an ethical manner; -Prepare students for productive citizenship; -Be willing to try innovative research-based programs; -Employ highly trained and dedicated individuals who can

work effectively in their assigned positions; -Treat each person with dignity, and honor their right to be safe; - Recognize the uniqueness and capability of each student; -Set high expectation, and embrace a challenging curriculum; -Celebrate our cultural heritage and the diversity that enriches our lives; -Embrace (implement as an expected standard) technology to engage students and enhance education; -Work to involve our community and all stakeholders in the educational process; -Teach and practice responsibility and service to others; -Teach students to be accountable for their own actions; -Focus on continuous improvement for student achievement and professional growth We will never: -Compromise or stop striving for excellence; - Give up on a student.