**Slide 1:** Welcome to the Instructional Continuity Plan Overview webinar.

**Slide 2: Background**

When the COVID-19 virus brought an end to in-person learning across Florida, school districts had a short window to migrate to a fully online learning environment for teachers, students and their families.

The Florida Department of Education worked with school districts across the state and provided supports for developing plans for both the continuation of learning when schools were closed, as well as plans for the safe re-opening of schools.

School districts responded rapidly with creative solutions and new approaches to nearly all aspects of school operations.

**Slide 3: Our Charge**

Conduct a national and international review of literature on best practices in instructional continuity planning on disaster preparedness in education to inform ICP framework.

Conduct outreach to leading school districts and thought leaders nationally, to identify success strategies used by K12 school systems who have deployed processes to navigate disruptive events.

Prepare written literature review summary and report including key findings and recommendations for inclusion in ICP framework.

MGT’s charge was to examine research both nationally and internationally, on best practices for Instructional Continuity Planning (or ICP), interview a sample of district leaders across Florida for lessons learned in implementing their plans, and prepare a written summary report on findings from the literature review and district interviews, including recommendations for the ICP framework.

**Slide 4: What is an ICP?**

An Instructional Continuity Plan (ICP) should be designed to prioritize the success of all students and provide the necessary access and supports for educators and students to ensure high quality teaching and learning in a virtual environment.

The ICP serves as a guide to focus on creating systems and processes for maintaining the highest quality of education for all affected students when there is a disruption to in-person learning.

**Slide 5: Keys to an Effective ICP**

When facing extended discontinuation of in-person learning, the key components of an effective ICP are to (1) keep the plan simple with direct actions that focus on creating strong virtual learning environments; (2) use resources that are currently and readily available; (3) build on small successes (particularly in the begin; (4) establish and manage expectations of all stakeholders through regular and direct communication; and (5) attend to the needs of the members of the school community.

**Slide 6: Components of an ICP**

Out of MGT’s review of the literature, nine essential components of an ICP were identified. Each will be discussed in more details in the next series of slides. These nine components are: Leadership and Planning, Technology and Tech Support, Curriculum Resources, Professional Learning, Parent and Family Support, Communication, Instructional Practices, Continuation of School Operations, and Engaging Students with Limited Access.

**Slide 7: Leadership and Planning**

Identify key district departments/staff members who will serve as the experts of the instructional continuity planning team.

Identify the critical success factors (CSFs) that affect the attainment of program outcomes or goals.

Develop the action plans needed to address the CSFs — establishing the essential conditions for success.

Develop the process for evaluating the effectiveness of the instructional continuity plan.

The Leadership and Planning component involves pulling together a team of experts from across the school district who can collaborate and create critical success factors (CSF) early in the process. This team will also be responsible for determining the actions that will need to be executed in order to address the CSFs and putting plans in place to ensure these actions occur. Once a plan of action has been established, it should be executed and evaluated for effectiveness.

**Slide 8: Technology and Tech Support**

Ensure technology staff members are part of the learning continuity planning process.

Determine which students will need computing devices and provide these devices in a manner that supports the digital curriculum and also complies with FAPE.

Contact students and families to determine which need Internet access and provide this access as needed.

Identify and implement a web content filtering solution for all devices used by students and staff.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

A key CSF is technology and tech support. This involves access and distribution of mobile devices, Internet connectivity, cybersecurity systems, and identification of personnel to provide technical support and an infrastructure for ongoing support in a virtual environment.

**Slide 9: Curriculum Resources**

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.

Identify potential Learning Management System (LMS) providers and schedule product demonstrations (if these are not already established).

Assemble a district team to participate in the LMS demonstrations and evaluate proposed solutions.

Plan and execute the implementation of the selected solution (including planning for ample training and professional learning).

Plan time (two to three months) for teachers and instructional staff to create or curate digital content to be used within the LMS.

Leaders in the area of supplying curriculum resources have to ask themselves a number of questions, primarily, “What does remote learning look like?” Answers to that question involve such things as identifying and setting up a learning management system, providing training on use of the systems, and planning time for teachers and other instructional staff to create or learn how to use digital content.

**Slide 10: Professional Learning**

Survey leaders and instruct staff to determine their actual needs regarding professional learning.

Design professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.

Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

The challenge in this crucial element is that all targeted stakeholders have a wide range of pre-existing skill levels around the use of technology. From novice users to persons skilled in coding and virtual program development, audiences will have a wide variety of training needs that will need to be addressed.

**Slide 11: Instructional Practices**

Identify needs of educators relative to online and hybrid teaching experience and expertise. Which teachers have extensive background in these delivery models, and which will need more help?

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.

Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

In order for teachers to be successful in an online learning environment, it will be necessary to have training that is sufficient to support both the use of the technology (e.g., devices, online tools, learning management systems, etc.), and effective pedagogical practices to deliver instruction effectively. There must be a clear picture of what engagement looks like in a virtual environment. School leaders must also learn how to effectively assess the quality of instructional delivery and provide the supports necessary to assure high quality.

**Slide 12: Parent and Family Support**

Prior to shifting to a remote learning model, identify the household technology capabilities and needs of students and their families.

Establish effective two-way lines of communications with parents and families of students.

Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.

Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

When Covid-19 brought an end to in-person learning, parents suddenly became teachers and living rooms turned into classroom. Key supports for these families include providing timely two-way communication, guidance on creating home environments conducive to learning, and mental health services as needed.

**Slide 13: Communication**

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.

Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination and mitigate overwhelming stakeholders.

Publish guidance for stakeholders and learning continuity plans on the school or district website leading up Communication is always key whether classes are in-person or virtual; however, it is especially important when conditions around school are subject to change, sometimes at a moment’s notice. The icons on this slide illustrate the fact that when communicating with stakeholders, the more varied the media to get out the message, the better. To ensure reaching all members of the school community, it is important not to forget low-tech tools such as newspapers and phone calls are sometimes more effective than apps and texting, depending on the family/community. to and throughout the duration of extended school closures.

**Slide 14: School Operations Continuation**

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.

Identify and communicate expectations of school or district staff related to schedules and work performance during school closures.

Develop and communicate an execution plan to provide food services to students and families in need during school closures.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

Conduct outreach to community organizations to partner with them to provide comprehensive support to students and families du School operations are the nuts and bolts of an ICP and provide the infrastructure of a number of non-academic supports. In the Leadership and Planning component, operations personnel should be front and center in the initial planning phase of transitioning to virtual. Systems around food service and transportation during the period of virtual learning and when students return to brick-and-mortar instruction must be well planned and communicated effectively. In this component of the ICP, much of the work will include outreach to other community agencies such as the Department of Health and emergency services, as well as local faith-based organizations. ring school closures.

**Slide 15: Engaging Students with Limited Access**

Gather a team of service providers to determine a point person for communication with families about the efforts to provide education and supports for their child.

Ensure that school leadership is engaged with your special education service providers to provide needed supports and resources to educators, learners, and families.

Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.

Research and implement best practices in online special education.

When students only have limited access to the Internet, the challenge of ensuring equity becomes even greater in terms of provide quality instruction. With these families it is especially important to send out surveys and other means of gathering information on their technology needs and learning what additional supports may be necessary to allow them to support their children learning at home. As with virtually all of these ICP components, it is necessary to focus particular attention on the needs of the ESE and other vulnerable populations such as homeless students and ELL students.

**Slide 16: Developing an Instructional Continuity Plan**

Assess the Current Access Landscape

Determine tools (including devices, software, and connectivity) that teachers and learners have available right now and identify needs to ensure equitable access for the entire learning community.

Determine need for other school-related services among learners – including food services, and supports for those with special physical, intellectual, or emotional needs.

These next four slides summarize the points made previously and are the four key steps of ensuring an effective ICP. First, districts must determine the “what is the current state” with regards to devices, instruction, and support for social-emotional needs.

**Slide 17: Developing an Instructional Continuity Plan**

Determine Digital Instructional Model and Monitoring Systems

Identify the devices, tools, and platforms which would best serve the needs of the learning community.

Ensure, as much as possible, that the same tools can be used by different levels of the learning community to make things simpler for learners and their families.

Once plans and systems have been put in place for virtual learning, monitoring systems must be put in place to ensure these systems work effectively. The migration to a fully online platform such as Microsoft Teams or Canvas requires purchasing (in some cases), training, and patience. The previously stated rule of “Keep it simple” especially applies here, so continuing the use of technologies that were in place prior to school closure is important.

**Slide 18: Developing an Instructional Continuity Plan**

Operationalize and Implement Selected Instructional Model

Develop lesson plans and monitoring processes, and communicate with teachers, learners and their families.

When the previous step has been completed, then move forward with a multi-media, ongoing communication blitz with teachers, students, and families so they will know the expectations and procedures of the virtual learning experience.

**Slide 19: Developing an Instructional Continuity Plan**

Monitor Progress and Provide Support to the Learning Community

Evaluate how the tools and platforms are working in practice.

Identify additional training and/or supports which teachers and/or learners need to be successful.

The job of monitoring progress in virtual, in-person learning, and hybrid systems that include both, it is important to closely monitor all systems and supports to evaluate their quality and make the adjustments necessary to improve them so that teachers and students can be successful.

**Slide 20: Upcoming ICP Workshops**

Please select up to six participants to represent your district representing the following areas: academics, operations, communications and technology.

The training day is 10:00 AM – 5:00 PM local time.

Monday, August 23, 2021 The Schultz Center for Teaching and Leadership 4019 Boulevard Center Drive Jacksonville, FL 32207

Tuesday, August 24, 2021 Gulf Coast State College Main Campus Student Union East Room 232 5230 West Highway 98 Panama City, FL 32401

Wednesday, August 25, 2021 Valencia College West Campus Building 8 Room 111 1800 South Kirkman Road Orlando, FL 32811

Friday, August 27, 2021 Pompano Beach High School Cafeteria 600 NE 13th Avenue Pompano Beach, FL 33060

The job of monitoring progress in virtual, in-person learning, and hybrid systems that include both, it is important to closely monitor all systems and supports to evaluate their quality and make the adjustments necessary to improve them so that teachers and students can be successful.

**Slide 21: Thank you.**