



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2022-2023

Duval County Public Schools

The Florida Department of Education (FDOE) developed and Instructional Continuity Framework that consists of ten components, each of which has a series of development activities in the event school districts must enact prolonged school closures.

As a community stakeholder, your feedback is important to us. Upon reviewing this plan, please consider sharing your thoughts and insights by taking a 6-question survey:

https://dcps.qualtrics.com/jfe/form/SV_3lz9ct3K33eEsrY

ACADEMICS

Component 1: Leadership and Planning

Specify LEA or charter school personnel who will serve on a cross-functional planning team.

To ensure a fully integrated, systematic approach to transitioning to remote learning, the following leadership personnel representing the following departments will be charged with enacting measures necessary for swift action:

- Dr. Diana Greene - Superintendent of Schools
- Dr. Dana Kriznar - Deputy Superintendent
- Sonita Young - Chief of Staff
- Dr. Tracy Pierce - Chief Officer, Communications
- Paul Soares - Assistant Superintendent, Operations
- Gregory Burton - Executive Director, School Police & Safety
- Scott Schneider - Chief of Schools
- Sharwonda Peek - Assistant Superintendent, School Choice
- Jim Culbert - Chief Officer, Technology Services
- Paula Renfro - Chief Academic Officer
- Corey Wright - Assistant Superintendent, Accountability & Assessment
- Victoria Schultz - Assistant Superintendent, Human Resources

Identify desired outcomes or goals of the ICP.

The desired outcomes of the ICP are:

- A clear communication plan that articulates the transition to remote learning that can be easily understood by DCPS employees, students, families, and community stakeholders
- A well-orchestrated plan to deliver food and materials to students
- Enacting personnel to maintain the safety and welfare of persons participating in the transition and participation in remote learning.

- Support charter schools, as an LEA, in the transition to remote learning, as needed.
- Provide telehealth support and keep students engaged while taking part in remote learning.
- Ensure all students have access to the technology and resources necessary to access instruction daily while engaged in remote learning.
- Ensure teachers have the access to professional development, support, and instructional guides specific to remote learning.
- Have systems in place to continue ESE services and ELL supports to all students.
- Engage in a fully integrated system to collect attendance, academic progress, and early warning sign data.
- Provide for personnel support and coverage that is unique to remote learning.

Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.

- Students and families will have access to a fully implemented remote learning environment.
- Teachers will have access to the tools necessary to instruct students remotely.
- Families will have access to mental health and related services.
- Schools will continue to monitor student engagement, academic progress and related services.
- Retain staff and maintain staff-focused support.

Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.

Critical Success Factor #1: Students and families will have access to a fully implemented remote learning environment.

Protocols: Develop a system to determine the approximate number of laptops and hot spots for distribution. Clearly communicate plan of distribution to families.

Execution Steps: Deliver laptops and hot spots to facilities in geographically neutral locations, manned by appropriate personnel for checkout. Utilize all communication outlets to articulate distribution sites.

Critical Success Factor #2: Teachers will have access to the tools necessary to instruct students remotely.

Protocols: Continually update professional development course offerings to include latest updates to virtual learning tools.

Execution Steps: Content area PD teams will provide a series of professional learning modules to support the varying levels of teacher needs. A sixteen-hour helpline will be in place to support teachers in real-time.

Critical Success Factor #3: Both families and employees will have access to physical and mental health and related services.

Protocols: Organize mental health counselors, contracted vendors, case workers and truancy officers to coordinate services.

Execution Steps: Families will have access to a point of contact to access services needed.

Critical Success Factor #4: Schools will continue to monitor student engagement, academic progress, and related services.

Protocols: Accountability tools have been developed and are currently in use by schools and regions.

Execution Steps: Through the use of established accountability tools, students can be monitored, and action steps developed to support engagement and academic improvement. ESE and ELL direct services will be enacted and monitored.

Critical Success Factor #5: Retain staff and maintain staff-focused support.

Protocols: A communication plan will be enacted to meet, encourage, and recognize staff for their efforts while in remote learning.

Execution Steps: DCPS staff will be involved in weekly active engagement activities.

Develop a process for evaluating the effectiveness of the ICP.

To ensure students have received access to the technology necessary to transition to remote learning, a daily meeting will take place with division leadership to make any necessary modifications to planning and distribution of these materials swiftly until all students attending a DCPS traditional public schools can actively log into remote learning.

Through professional offerings, an extended teacher help hot line and school administrator support, instructional monitoring will take place daily via Microsoft Teams. Processes to professional learning and support will follow the needs of the district's teacher and will remain aligned to the district's strategic plan.

Through the communication plan designed to keep families connected to their schools and the district, there will be daily monitoring of student engagement, academic progress and the tools and resources routed to families in order to maintain good health and learning.

Keeping teachers connected to their school and district while in remote learning is a priority for not only their well-being, but also to encourage active teaching and learning. School administrators will monitor classroom instruction daily and create a myriad of weekly engagement opportunities and recognition for their staff.

When it is determined schools will reopen, procedures related to CDC guidelines will be followed through School Board Policy 5.64 CONTROL OF COMMUNICABLE DISEASES DURING AN EPIDEMIC OR PANDEMIC <https://bit.ly/3YoB9Zd> and through the Duval County School Health Handbook - Communicable Diseases and Infectious Disease Control: <https://bit.ly/3V3pKep>.

Component 2: Curriculum Resources/Digital Content

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

Duval County Public Schools remains committed to ensuring a safe and productive learning environment for our students, employees, and their families. We understand that one size does not fit all families. In response to the varied needs of our students and their families, we are proposing an approach to distance and/or hybrid learning approaches that provide several options to meet the needs of individual learners. This approach will assist the district in building out the regular 180-day calendar, in the event of a districtwide shutdown.

In the event that the district needs to transition to a full-time or hybrid distance learning option, a system to quickly pivot has been established. Families will be provided connected communication and access to events as instructional staff continue their instruction via synchronous lessons set to their same bell schedule. Instead of attending in person, students log on to their regularly scheduled classes. Students will utilize the same curriculum, instructional frameworks, instructional materials, and curriculum pacing guides but will take their classes via Microsoft Teams through a secure online collaboration and conferencing tool to provide synchronous instruction daily. Although lessons could be recorded for students to review, as needed, students are expected to attend live sessions. Students will be able to interact with their teachers and other online classmates on this platform in both whole group and small group sessions. All services, including telehealth and other related services will continue to be provided to students in the virtual environment.

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.

The District is utilizing the functionality in Microsoft Office 365, Canvas and SharePoint as the LMS.

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.

The district's Innovation Education team monitors the use, support, and utilization of the District's LMS. The district's Innovation Education team monitors the use, support, and utilization of the district's LMS.

The district's Innovation Education team consists of a director, one coordinator, and four specialists. The group provides entry-level training through advanced activities that allow teachers to take the following steps when they are ready. The team supports a 24/7 support group monitored by both IT and Academic Services to support teachers where they are.

Provide ongoing training and professional learning ensuring new hires are included.

As a Microsoft Teams district, all academic professional learning trainings include a virtual component to deliver instructional strategies to ensure to the greatest extent that the need to transition to virtual learning can take place seamlessly.

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.

The Innovative Education program provides an additional traditional classroom institution and online learning that totals 36 professional development points that earn the Teacher the Innovative Educator status. The Teacher receives a specially skinned laptop to identify them as a Microsoft certified instructor.

Through the new teacher induction program, including the district administered Professional Educator Competency program, is delivered through the Canvas online platform. Given that the induction program is administered through Canvas, it is quickly adapted to emergencies that call for fully remote learning. Using the Canvas Collaborate function, meetings and individual check-ins can be completed remotely. The in-person trainings that are being offered were designed with a remote contingency plan in mind; the Teacher Development Support (TDS) team can easily shift them from an in-person experience to a virtual one via Microsoft Teams or Canvas.

Additionally, the TDS team has recorded webinars posted in Microsoft Teams and Canvas that provide an overview of Teams, training for virtual student learning, sessions that instruct

teachers how to transition their lessons to virtual ones and hold live office hours to review and practice executing online lessons.

When schools reopen, a continuation of services will be systematically applied.

Academic Needs - Additional support will be provided to a targeted group of students who were previously identified as having a reading deficiency and those who are in danger of retention. Students in Title I elementary schools have been identified using a two-year reading proficiency aggregate in the schools identified with the highest needs. Targeted students will participate in face-to-face and/or virtual intensive reading intervention programming for four to five days per week. During this intensive reading program, students will engage in research-based reading curriculum.

Additionally, schools have been allocated Supplemental Academic Instruction funding to provide intensive supports in reading and mathematics for those students identified from assessments in previous years in addition to beginning of year monitoring data. Schools have the flexibility to provide these supports in-school, after school and/or on Saturdays.

Our community partners will provide reading support and student enrichment activities to support learning in our after-school programs. We have a wide network of very supportive agencies leading the afterschool and summer camp activities in our school facilities. Through these partners, our students have had the opportunity to access additional technology, participate in extended reading programming, and expand background knowledge through hands-on enrichment activities like robotics clubs. Although they work for our external partners, the directors of the after-school programs participate on the schools' leadership teams to ensure that learning that occurs during the school day extends to the after-school programs. In addition, these partners frequently hire teachers within the school to participate in instruction and support after school hours.

Staff social emotional, mental health needs - All employees will have access to telehealth wellness. They will also receive wellness resources, (i.e. Motivational Mondays), and retention meetings periodically with their administrators.

Component 3: Professional Learning

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.

A Qualtrics survey will be used to identify the professional learning needs of teachers and school administrators in the areas of instructional strategies, student engagement, classroom management, and the use of technology.

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

Opportunities for professional learning include monthly meetings for principals, assistant principals, and coaches. For teachers, monthly early dismissal days, on-demand resources, and additional trainings as needed will ensure that all stakeholders have opportunities to engage in professional learning. To apply the best practices for adult learners, professional learning sessions will be timely and relevant, interactive, allow time for collaboration and practice, and include follow-up as participants apply new learning.

Provide for implementation of professional learning for educational staff.

All faculty will engage in professional learning that is relevant to their position to ensure these individuals set equitable learning goals for ALL students in reaching grade level and/or above grade level expectations. Academic Services, Innovative Technology, ESOL & Dual language, Exceptional Student Services, Mental Health, and School Improvement are working collaboratively to provide experiences that address acceleration, targeted remediation, and social emotional learning.

All content area professional learning sessions will include a virtual instruction component. This serves to meet the purpose of 1.) Providing high quality instruction and student learning experiences in both brick and mortar and distance learning environments to convey learning is of the same quality regardless of the instructional delivery model; 2.) Provide strategies and expectations for all teachers in the event of an extended school closure.

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

Participants complete a feedback survey for each professional development session that provides information on their learning experience, the content learned by the participant, and specific needs for implementation or future learning. Leadership and instructional implementation of learning will be observable during site visits, PLCs, and observation of instruction.

Component 4: Instructional Practices

Identify needs of educators relative to online and hybrid teaching experience and expertise.

A Qualtrics survey and message board system, (i.e. Thought Exchange), will be used to identify the professional learning needs of teachers and school administrators in the areas of instructional strategies, student engagement, classroom management, and the use of technology.

Determine which teachers have extensive background in these delivery models, and which will need more help.

Each school will have a technology team to support teachers in their buildings pivot to virtual instruction. School administrators, coaches, and region teams will identify teachers with extensive background in online teaching. These teachers will serve as exemplars of online instruction and be involved in identifying content for professional learning sessions. Teachers in need of more help will be referred to on-demand training, receive additional professional development, and support from school and district level teams.

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

Guidance, resources, and training on the best practice for distance education is available via live and on-demand professional learning opportunities. Identified district staff will be assigned to troubleshoot, answer questions, and provide support to teachers as needed.

Implement professional learning about best practices for hybrid teaching for educational staff.

In the event that hybrid teaching becomes a model for instruction, professional learning for teachers and school administrators will be available through live trainings and on-demand resources. This has been in practice since the 2020-2021 school year.

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

Online teaching will be observed by school level administrators and coaches to ensure effective strategy use results in student engagement and learning. Student learning will be monitored via district assessments and benchmark assessments to identify when student learning is lagging so that additional supports to teachers and/or students can be provided. An added benefit to using Microsoft Teams is that it is mobile friendly. In the event a teacher or student machine stops working, a user can use a mobile phone to give and access instruction.

When schools reopen, it is important that students receive high quality instruction, but access to medical care and mental health care is equally important. All students will have access to telehealth and mental health care. Wellness Wednesday episodes will focus on multiple wellness goals and strategies students can practice each month. The district provides full-service school services for families. In class, there is curriculum provided such as Sanford Harmony, Calm Classroom, School Connect, Zones of Regulation and Ripple Effects. Staff may also elect to use Check in/Check out strategies at all grade levels.

Component 5: Parent and Family Support

Identify the household technology capabilities and needs of students and their families.

Establish effective two-way lines of communications with parents and families of students using a variety of media.

The district uses a hub and spoke model of communication with families in any situation that would require a transition of learning or significant disruption to normal learning operations. At the center of the model is the hub, a situational website which serves as the central source of information for any type of event that would lead to learning transition. Besides being a primary source of information for families, the website serves as a “warehouse” of information to feed other channels.

The central website hub is connected to more than 150 school website and the district’s main webpage. Additionally, the website hub is used to supply initial information, updates and changes to area news media, social media, and direct-to-family parent communication channels. The district and all schools use Blackboard Mass Notification to provide information to families. This system supports email, texts, and automated telephone calls to parents and legal guardians. The system also includes a mobile phone app. Anyone can download the mobile phone app and notifications are be sent to all app users, segmented by each school, or to all district followers.

The district's website includes a tool for families to provide questions and feedback in a two-way communication format. Questions and feedback are used to improve the quality of information on the website hub, which in turn feeds into the other spokes in the system.

Additionally, most users submitting questions or feedback receive personal (non-automated) communication from the district.

Designated school personnel with website responsibilities ensure that more than 150 school-based websites are connected to the hub. Four district personnel have authority to post updates as directed from the superintendent or other designated leaders. From these four, the communications department designates a single point of contact for each situation. This POC coordinates with the superintendent and other critical leaders, such as the chief of police, to ensure accuracy and relevance of all information going to the website hub. The quality of the website hub and the use of the hub to feed all other channels ensures the quality and relevance of information being delivered to key constituencies.

The Parent Academy of Duval County Public Schools offers live (virtual) courses and events for families to learn from and interact with the district on a variety of areas such as Student Achievement supports, Parenting and Advocacy resources, and Personal and Individual Growth opportunities. The Parent Academy also has a devoted email (ParentAcademy@duvalschools.org) where parents can share their feedback and requests for additional supports/topics/needs, and social media pages via Facebook, Instagram, Twitter, and YouTube.

The Volunteer division serves as a resource for parents, communicating volunteer needs and responding to volunteer-requests for placement. The FACE department receives and makes calls to families regarding their volunteer status as well as provides updates to upcoming district events. There is a devoted email for volunteerism (Volunteer@duvalschools.org) where parents can have two-way communication with the department regarding their needs.

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

The Parent Academy of Duval County Public Schools offers a course on “Tips for Online Learning” for families for assistance navigating the virtual-education space entitled “Superhero Tips for School at Home Success” and can be accessed via the following link 24 hours per day / 7 days per week: <https://www.youtube.com/watch?v=hFBMSSjYclo> The following course is also offered for further success while learning from home: *

Functional Strategies to Help Students Succeed via the following link:

<https://www.youtube.com/watch?v=bTdTuUhf7aE&t=2s>

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

DCPS will provide a full continuum of services and supports to students with disabilities eligible for exceptional student education (ESE) in the least restrictive environment. Educational settings including general education with in-class services and accommodations, resource services, and self-contained will be provided virtually via Teams classrooms. If virtual learning is not an option, the district will execute a plan to distribute appropriate lessons, materials and resources to families and provide connection to special educators to support in-home learning.

Related services such as speech therapy, language therapy, occupational therapy, physical therapy, and mental health therapy will be delivered virtually with appropriate certified personnel for the duration and interval identified on their IEP. Students will receive the ESE services identified on their IEP to the greatest extent feasible. If a service or accommodation is not feasible virtually an IEP team review meeting will be scheduled. If virtual learning is not an option, the district will execute a plan to distribute appropriate lessons, materials and resources to families and provide connection to related services providers to support in-home learning.

The district has procedures in place to conduct all required referral activities, individual psychological evaluations, eligibility determinations and the provision of special education and related services for eligible students virtually.

The district website, parent FOCUS accounts, emails, robocalls and classroom teams sites will be used to share specific information regarding child find activities, the provision of special education and related services with families. Communication with teachers and related services providers will occur through ESE program specific channels within the Exceptional Education and Student Services Team site.

The Parent Academy of Duval County Public Schools offers the following courses for parents of special education students:

Inclusion 101: Secondary Edition

<https://www.youtube.com/watch?v=NEgtYOyqleg>

Inclusion 101: Elementary Edition

<https://www.youtube.com/watch?v=t4rWd9EHWOY>

Mommy, Me, and My I.E.P

<https://www.youtube.com/watch?v=VH4XxfMkJfE&t=37s>

Getting to Know Your Child's IEP

<https://www.youtube.com/watch?v=COzGLrIfV1E&t=1235s>

Supporting Students with Autism

<https://www.youtube.com/watch?v=Hx-HKbNI3eY&t=231s>

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.

The district will use a Multi-Tiered System of Supports (MTSS) to progress monitor grade level academic proficiency and progress towards IEP goals and objectives.

Implementation of ESE and related services will be documented in the SSS Module Caseload and Services and, MaxCapture. Accommodations will be documented in Focus gradebook.

Dropout Prevention and Student Services identify and code students who are homeless and those in foster care. To ensure that they are receiving all allowable services, each principal is asked to select a school-based liaison, who will partner with this department's social workers and coordinator to monitor academic achievement, attendance, and discipline. The liaison knows each student who may have an IEP or Section 504 plan and works to ensure that each is being followed. The Exceptional Education and Support Services team may communicate with this team for assistance with locating students or contacting families for meetings, due to the sometimes-transient nature of our populations. In the case of ESE students who are unaccompanied homeless youth or in care, this department contacts ESE Compliance to assist with getting a surrogate who can make IEP decisions. The overarching goal is to maintain school and academic stability for each child.

TECHNOLOGY

Component 6: Technology and Technical Support

Identify the technology staff members who will be key to the ICP planning process.

Holly S. Lanham lanhamh@duvalschools.org; Director • Technology Innovation

Lukach, Gregory R. LukachG@duvalschools.org; Director • IM Systems Development

Jim Culbert culbertj@duvalschools.org Chief Information Officer

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.

The district has completed a District-wide upgrade of the network infrastructure and has completed the wireless upgrade in every classroom in every school. DCPS can support Gig network connections to all schools, and we have a 30 Gig Internet connection dedicated to students.

The district has maintained connectivity with our students, and our LMS remains fully operational during both in-school and remote learning.

The district managed over 10,000 students' hotspots during the Pandemic to ensure all students remained online.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).

The district is currently 1:1 for all secondary schools; elementary schools are 1.5:1.

Survey students and families to determine which are in need of Internet access and provide this access as needed.

The district provides ongoing surveys to identify those students in need and provides them locations to pick up needed equipment. DCPS is committed to ensuring that every student has equal access to district resources.

All enrollment documents and contact information required to be updated each year will include a survey question to identify those families who would need Internet access in the event of a closure. This survey will be made available to update through the parent account in FOCUS as needed so the district can have the most current records in the event of a shut down. If a shutdown is initiated multiple locations will be set up for families to pick up any needed equipment.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).

All DCPS issued student laptops have Microsoft Accessibility Tools which includes accommodations such as immersive reader and speech to text features. Parent and teachers have access to resources for instructional access for students with learning disabilities, visual impairments, and deaf/hearing of hearing. The district has an Accessibility and Assistive Technology team site to provide technical assistance and resources to support virtual learning.

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

DCPS provides content filtering to all its district-owned devices while on or off our network. The same applies to the district-owned hotspots.

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

DCPS surveyed parents and opened eleven drive-up remote learning support centers across the district that provided laptops and hotspots for those students in need.

Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.

Include a business continuity plan tailored to the LEA or charter school operations.

Duval County Public Schools follows a tailored response plan based on the type of incident, the district does not publicly release that plan, but it is reviewed during the state IT audit.

Include an incident response plan tailored to the LEA or charter school operations.

DCPS follows the National Institute of Standards and Technology (NIST), Cyber Security Framework; the district does not release the plan's details.

Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.

The district follows the NIST Cyber Security Framework. DCPS does not release the plan's details.

Include an executive summary of the LEA's or charter school's current security posture.

The district follows the NIST Cyber Security Framework. DCPS does not release the plan's details.

Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

The district follows the NIST Cyber Security Framework. DCPS does not release the plan's details.

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.

The team of service providers will be the teachers and/or related services personnel (occupational therapists, physical therapists, speech/language pathologist, mental health therapist) assigned to the student.

The Exceptional Education and Student Services (EESS) Leadership Team will be the point of contact for families:

Executive Director: Amy Valentine

Directors: Meredith Fredeking, Jason Merkison

Regional Supervisors: Emily Bradford, Andrea Boyd, Gayle Cane

Low Incidence Program Supervisor: Randall Quisenberry

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

The EESS leadership will post weekly communications on the district website. The ESE Solution Center Hotline (email and telephone) will be available and monitored to respond to the needs of students and parents.

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

The Executive Director of EESS will communicate daily any needed supports and resources with the Chief Academic Officer to ensure District Leadership is engaged with needs of the service providers. The EESS leadership team will monitor the ESE program specific Team sites and provide responses within 24 hours.

District leaders from the following divisions will collaborate to ensure educators and service providers have the resources necessary to support students with disabilities and their families.

- Academic Services
- Technology Services
- Operations
- Data and Assessment
- School Climate (mental health services)

Research and implement best practices in online special education.

District exceptional education leaders, support staff and teachers have participated in many opportunities to learn best practices for online special education through collaboration with Florida Diagnostic Learning Resource System and other IDEA Discretionary Projects, Florida Department of Education, and The Council of Great City Schools. These best practices include student engagement strategies, delivery of specially designed instruction, virtual positive behavior support, large and small group instruction, virtual therapy, and accommodations.

OPERATIONS

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.

School operations outside of basic educational instruction would be curtailed during periods of extended school closures. Educational instruction would revert to an online model to allow basic instruction to continue for the district's students.

Food Service needs to confirm whether food inventories onsite at schools need to be pulled back to Nutrition Service Center for storage. If needed, then perform pullback. Need Food Service personnel.

Transportation operations cease during extended school closures, transportation engage in negotiation with school bus contractors to confirm concept of operations during school closure. Will food delivery occur by school bus.

Maintenance will negotiate with custodial contractor to reduce custodial contract work in light of reduced school campus operations.

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

School district staff would be expected to continue regular work schedule working remotely during the school closure period. This work schedule would continue until schools reopened. If schools were to reopen for a few hours each week, then school staff would support that reopening with onsite attendance, coupled with remote work during days that schools remained closed.

Operations will continue to support school campuses with normal services required, (i.e., grounds, maintenance calls, project work, etc.).

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

School district food service staff and the district's contractor operator would continue to provide meal support. Our school district operates a food production facility, (i.e., Nutrition Center), that is capable of producing 30,000+ meal equivalents per day and has full emergency power and substantial food inventories stored onsite. The district also has 154 separate school-based kitchen facilities that can cumulatively provide up to 90,000+ meal equivalents per day. These resources were utilized during COVID 19 closures to provide meals for curbside pickup at our schools. The district also utilized our school bus contractors to deliver meals and educational materials during school closures. The district can implement a similar plan in the event of another protracted school closure.

Food Service will confirm if waivers exist to allow curbside pickup at schools. If allowable, then food service would commence curbside service.

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

DCPS will provide a full continuum of services and supports to students with disabilities eligible for exceptional student education (ESE) in the least restrictive environment. Educational settings including general education with in-class services and accommodations, resource services, and self-contained will be provided virtually via Teams classrooms. If virtual learning is not an option, the district will execute a plan to distribute appropriate lessons, materials and resources to families and provide connection to special educators to support in-home learning.

Related services such as speech therapy, language therapy, occupational therapy, physical therapy, and mental health therapy will be delivered virtually with appropriate certified personnel for the duration and interval identified on their IEP. Students will receive the ESE services identified on their IEP to the greatest extent feasible. If a service or accommodation is

not feasible virtually an IEP team review meeting will be scheduled. If virtual learning is not an option, the district will execute a plan to distribute appropriate lessons, materials and resources to families and provide connection to related services providers to support in-home learning.

Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

DCPS has utilized school bus contractors to deliver district provided meals and educational materials to students and families during past school closure periods. The district can implement a similar plan in the event of another protracted school closure.

The communications team will discern the need for outreach support to other local agencies and organizations serving children and families and coordinate with other district departments, such as Family and Community Engagement and the Office of Student Discipline and Support Services.

Reopening utilizing CDC guidelines:

DCPS has implemented a comprehensive plan, in accordance with CDC guidelines, to prevent and mitigate the spread of infectious diseases such as COVID. One prevention strategy was the application of an anti-microbial surface protectorant spray in all of our schools. Our school buses are outsourced but district provided protectorant spray at no charge to our bus contractors so they could also apply it to school bus interior surfaces for additional student protection. The protectorant spray has independent laboratory testing confirming high levels of effectiveness in killing and preventing the spread of SARS-COV-2 viruses when applied to surfaces. Our district has applying the protectorant spray approximately every 60 days since the start of the COVID outbreak.

The district has performed recurring school deep cleans over summer, winter, and/or spring breaks using cleaners/disinfectants specifically approved for use against COVID. We upgraded our Heating, Ventilation, and Cooling (HVAC) filters from Minimum Efficiency Reporting Values (MERV) level 8 filters all the way up to MERV 13 filters which remove 85% of the particles capable of harboring COVID virus particles. Improving filtration to MERV-13 was recommended by the American Society of Heating, Refrigeration, and Air-conditioning Engineers (ASHRAE) as one of the most effective methods of preventing the spread of COVID within buildings. We believe the combination of all these prevention and mitigation measures have reduced the occurrence of COVID and other disease outbreaks in our schools.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

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

Employees:

- Direct communication from principals, department heads, and supervisors
- District email including directives from the superintendent
- Postmaster
- Weekly Briefing
- Situation website
- District social media
- Television, radio, online and print news media

Families and Students:

- Situation website
- Automated calls
- Automated texts (emergency direction only)
- Email
- District app notifications
- District social media
- Television, radio, online and print news media
- Backpack express fliers (in language)

Partners (i.e. Kids Hope Alliance, CIS, etc.)

- Direct communication from appropriate partner key contact
- Situation website
- Email
- App notification
- District social media
- Television, radio, online and print news media

Community

- Situation website

- App notification
- District social media
- Television, radio, online and print news media

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

District communications in collaboration with the superintendent and senior district emergency personnel (i.e., chief of police, chief of staff and assistant superintendent of operations) has the lead communications role and orchestrates as follows.

Employees:

- Primary channel leader: Superintendent with support from chief of staff, chief of public relations, and all senior staff.
- Secondary channel leader: Chief of communications or designee

Families and Students:

- Primary channel leader: Chief of public relations or designee

Partners:

- Primary channel leader for direct contact: Deputy Superintendent
- Secondary channel leader: Chief of public relations or designee

Community:

- Primary channel leader: Chief of public relations or designee

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

In a critical situation potential causing learning transition or disruption or recovering from disruption:

For emergency internal leadership communication, all department and school leads correspond as instructed via Decon radios, as needed.

As frequently as needed:

- Direct communication from principals, department heads, and supervisors to employees.
- District email including directives from the superintendent
- Postmaster
- Backpack express fliers in language (requires 2-4 day lead time and is not feasible in rapidly changing, urgent scenarios).

Minimally once per day or more frequently as needed:

- Situation website
 - District social media
 - Television, radio, online and print news media
 - Automated calls
 - Automated texts (emergency direction only)
 - Email
 - District app notifications
 - District social media
 - Television, radio, online and print news media

In the event of massive electrical outage:

- Daily calls with area news media by either the chief of communications (or designee), superintendent (or designee).
- For emergency internal leadership communication, all department and schools leads correspond as instructed via Decon radios, as needed.

Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

- Situation website
 - District social media
 - Television, radio, online and print news media
 - Automated calls
 - Automated texts (emergency direction only)
- Email
 - District app notifications

- District social media
- Television, radio, online and print news media