Seminole County Public Schools Instructional Continuity Plan

Revised December 2023

Contents

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: (a) specify LEA or charter school personnel who will serve on a cross-functional planning team; (b) identify desired outcomes or goals of the ICP; (c) define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; (d) develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; and (e) develop a process for evaluating the effectiveness of the ICP.

(a) Specify LEA personnel who will serve on a cross-functional planning team.

The current cross-functional planning team for Seminole County Public Schools includes the following district staff: Director of Teaching & Learning; Manager of Technology Implementation, Information Services; Communications Officer; Director of Facilities Planning; Director of Federal Projects & Resource Development; and Deputy Superintendent.

(b) Identify desired outcomes or goals of the ICP.

With development and promulgation of the district's ICP, Seminole County Public Schools aims to:
- Signify readiness to continue instruction in the event of a closure at one, several, or all SCPS schools;
- Share specific operating procedures and processes with critical employees who will be involved in managing a transition to remote teaching and learning;
- Promote vertical and horizontal planning and communication throughout the organization; and
- Provide a mechanism for periodic readiness assessments, corrective action when needed, documentation of lessons learned, and updates to the plan whenever needed.

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

CSFs for achievement of ICP goals include but are not limited to:
- Periodic review and revision of this plan by planning team members and other key stakeholders.
- Formal presentation of this plan, including critical procedures and processes, to the Superintendent and Cabinet for the purposes of disseminating information and ensuring clarity of intent.
- Sufficient staffing and resources necessary to implement each component of the plan, including deployment of devices and internet connectivity to students who need these items.
- Horizontal coordination among multiple district departments to efficiently initiate continuity plans, including support of device distribution and other major processes.

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

Each subsequent component of the ICP contains the protocols and execution steps necessary to achieve the critical success factors.

(e) Develop a process for evaluating the effectiveness of the ICP.

During periods of time when it is not necessary to implement the ICP, the planning team members and their successors will meet at least semi-annually to review the ICP, document lessons learned, and revise the plan accordingly. All plan revisions will be presented to the Cabinet and approved by the Superintendent prior to submission to the Florida Department of Education.

Whenever the ICP is activated, the planning team members and their successors will meet regularly during and immediately after the event's conclusion to determine fidelity of implementation, quality of response, and user satisfaction. The team should consider whether conducting surveys or focus groups of impacted students, parents, community members, and internal stakeholders is appropriate. Following evidence gathering, the team will meet to document lessons learned and revise the ICP if needed. All plan revisions will be presented to the Cabinet and approved by the Superintendent prior to submission to the Florida Department of Education.

Component 2: Curriculum Resources/Digital Content

The language in the ICP should: (a) reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; (b) confirm LMS providers and if selecting a new provider, schedule product demonstrations; (c) delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; (d) provide ongoing training and professional learning ensuring new hires are included; and (e) 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.

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

The Seminole County Instructional Continuity Plan is a comprehensive, system-wide plan that ensures students have ongoing access to high-quality curriculum and instruction via distance learning during unforeseen emergencies of any nature. The resources and strategies within the plan are organic and will continue to be modified and refined during the school year. Seminole County Public Schools provides all teachers and students with a rich infrastructure of digital instructional materials, curriculum, lessons, and practices that are prepared for an immediate transition to distance or hybrid learning.

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

SCPS utilizes Canvas as the primary LMS for secondary schools and Google Classroom as the primary LMS for elementary schools. All teachers and staff members are enrolled into both platforms and have access to an ecosystem of professional learning courses, curriculum frameworks, and distance learning resources on-demand.

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

The LMS implementation is monitored and regularly assessed through a collaborative team across multiple departments consisting of:
- Manager of Technology Implementation and Curriculum
- Manager of IS Application Support
- Coordinator of Professional Development
- Director of Teaching and Learning
- Chief Technology Officer

This team meets regularly to evaluate usage data of both Canvas and Google Classroom, user feedback and requests, and school needs. Based on these assessments, recommendations are made to the Superintendent on modifications to the district LMS implementation.

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

All teachers and staff members have access to on-demand professional learning for technology tools, LMS usage, and remote learning practices. These videos and courses are accessible through each staff member's personalized Clever login page through a professional development tile. In-person PD sessions on the learning management systems are offered throughout each school year, and new teachers are trained on LMS utilization during their first-year new teacher induction programming, which includes a two-day summer professional learning conference.

(e) 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.

SCPS curriculum frameworks provide teachers with digital lessons and resources in all core subject areas that are ready to use for hybrid or distance learning. Teachers consistently access these resources throughout their instructional planning time, and training is provided to teachers on these resources both on-demand and through PD sessions led by district curriculum specialists throughout each year. District specialists work with PLCs at each school to ensure these resources are being accessed and implemented with fidelity. Additionally, teachers and students have access to, and are trained in the implementation of, digital textbooks and adaptive supplemental online curriculum in core subject areas.

Component 3: Professional Learning
The language in the ICP should: (a) provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; (b) arrange time for professional learning opportunities for school leaders and staff, keeping

in mind best practices for adult learners; (c) provide for implementation of professional learning for educational staff; and (d) assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

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

Teachers are surveyed annually by the Department of Teaching and Learning to determine professional learning goals prior to summer, and district climate and school improvement surveys are utilized to determine teacher readiness and professional learning needs as well. This data is evaluated by the Director of Teaching and Learning and the Coordinators in charge of Professional Learning and Curriculum to develop systems of teacher support for the upcoming school year. These professional development recommendations are reviewed by the Assistant Superintendents and Deputy Superintendent.

(b) Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; (c) Provide for implementation of professional learning for educational staff.

Seminole County Public Schools endeavors to provide administrators, teachers, and staff members with flexible PD opportunities to meet their learning needs, schedule, and preferred learning modalities. Through the online professional development portal, all SCPS faculty and staff have access to on-demand training on a variety of topics including digital tools, curriculum, online learning, and instructional practices. These online opportunities are supplemented through a catalog of face-to-face and live online PD sessions offered in the evenings and on weekends throughout the school year. Job-embedded professional learning is provided to teachers through the Department of Teaching in Learning through collaborative PLCs and coaching visits to schools. In all of these training opportunities, research-based best practices are modeled for teachers and administrators that include face-to-face, blended, and distance learning instruction. As teachers and administrators implement professional learning, they receive face-to-face and online support as needed from the curriculum specialists in the Department of Teaching and Learning.

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

At the district level, schools are monitored through site visits and data review to assess the efficacy of SCPS professional learning efforts. These reviews are integrated into school visits and principal and school cluster meetings to set school and teacher-level goals and monitor progress. District staff continuously monitor school progress on their improvement goals and professional learning plan.

Component 4: Instructional Practices

The language in the ICP should: (a) identify needs of educators relative to online and hybrid teaching experience and expertise; (b) determine which teachers have extensive background in these delivery models, and which will need more help; (c) develop guidance, resources, and training on the best practices for distance/hybrid

education delivery for those who need help onboarding to these practices; (d) implement professional learning about best practices for hybrid teaching for educational staff; and (e) assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

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

Teachers are surveyed annually by the Department of Teaching and Learning to determine professional learning goals prior to summer, and district climate and school improvement surveys are utilized to determine teacher readiness and professional learning needs as well. This data is evaluated by the Director of Teaching and Learning and the Coordinators in charge of Professional Learning and Curriculum to develop systems of teacher support for the upcoming school year. In the case of a transition to hybrid or remote learning, teachers are immediately surveyed on their individual learning needs to provide immediate, responsive training.

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

SCPS has built a system of professional learning and support for all teachers and school administrators to develop a foundation in digital literacy. Within schools, a specialist workforce of digital and blended learning experts has been trained to assist with technology implementation and disseminate best practices at every school. Optional training sessions for these digital learning experts is provided throughout the school year and during an annual summer professional development conference.

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

All instructional staff have access to district-developed professional learning ("Getting Started with Distance Learning") on the best practices for hybrid teaching. Topics are organized into three learning modules:
1. Structuring distance and hybrid learning lessons
2. Using a LMS to meet your classroom needs
3. Establishing effective communication with students

These best practices are integrated into the design of district curriculum resources and other professional development provided by the Department of Teaching and Learning. The best practices are designed and continually evaluated and updated as needed by the district team of online instructional designers in coordination with the Coordinator of Professional Learning.

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

For distance or hybrid learning, additional resources and professional learning are provided to teachers as they transition to distance learning. All documents are shared through Google and are linked in multiple places for ease of discovery. They can be found through the teacher Clever portal for each distance teaching

and learning site for elementary, middle, and high school. Resources are shared directly with school technology support personnel as well as digital and blended teacher leaders.

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

The district provides schools with a coordinated network of digital formative and summative assessment systems to evaluate student learning. These systems work in face-to-face, hybrid, or distance learning modalities. Assessments include iReady, STAR 360, district common 9-weeks assessments, and district common formative assessments. Data is aggregated and analyzed by the Assessment and Accountability Department for principals and district staff to make determinations of the efficacy of instructional programs and strategies.

Component 5: Parent and Family Support

The language in the ICP should: (a) identify the household technology capabilities and needs of students and their families; (b) establish effective two-way lines of communications with parents and families of students using a variety of media; (c) provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; (d) develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; (e) develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; and (f) 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.

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

In 2020, the district executed a survey to all families in the school district through School Messenger. This survey requested information from families on household technology capabilities and needs of students. Data provided insights into the digital divide across Seminole County, both in terms of device and Internet access gaps. This survey will be repeated, as needed, to ensure accurate household technology capability data is maintained by district staff.

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

The school district utilizes a variety of mediums to communicate with parents and families. These include:
- SCPS District Website: http://www.scps.k12.fl.us/
- SchoolMessenger system for email, phone, and text message notifications to families and staff
- Seminole Spotlight Weekly e-newsletter
- Social Media: Facebook (@SeminoleCountySchools), Twitter (@SCPSinfo), YouTube (@SCPSinfo), Flickr (@SCPSinfo), & LinkedIn
- Local News Media: WESH 2, WKMG News 6, WFTV 9, Spectrum News 13, WUCF TV/PBS 24, WOFL Fox 35, Telemundo, Univision, Orlando Sentinel, Sanford Herald, 107.3 fm/580am WDBO News Radio, and more!
- E-Newsletter: "In the Zone" (External: Quarterly)

During emergency situations, the district has a seat at the Seminole County Emergency Operations Center. In addition, SCPS has the capability to stream events live through the district's YouTube Channel and to conduct informational live sessions through its Facebook page. The district's communications efforts can be further amplified through duplication via the individualized elementary, middle, & high school websites and the schools' respective campus-specific social media channels.

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

In collaboration with the Teaching & Learning Department, the district's Communications team utilizes the SCPS website to create a page of useful parent resources and article links to guide families on how to create distraction-free learning environments at home. This information is additionally promoted via social media and emailed directly to families as well.

Examples may include the following:
https://www.moms.com/how-to-create-a-distraction-free-area-for-schoolwork/
https://scalar.lehigh.edu/education/how-to-set-a-distraction-free-online-learning-atmosphere https://www.pathwayscollege.org/online-college-pasadena/how-to-create-a-distraction-free-study-zone/

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

In the event of school closure, and the need for students with disabilities to engage in remote learning, the following general procedures will be followed.
- The IEP or the 504 plan is a document that is developed by a team of individuals that includes the parent/guardian. Engaging the parent/guardian in a conversation as soon as possible to discuss distance learning and remote teaching is required.
- To the extent practicable, students with disabilities will access their curriculum in the same manner as their general education peers, however, accommodations and additional assistance is the responsibility of the teacher(s) supporting the student that is on an IEP or 504 plan.
- To the extent practicable, teletherapy/counseling services will be provided to students with IEPs to include related services such as speech therapy, language therapy, occupational therapy, physical therapy, and counseling as a related service (CARS) via the phone or computer. Appointments will be scheduled by the therapist/counselor based upon services students are eligible to receive through their IEPs or 504 plans. (see attached guidance for comparable service)
- Support facilitation teachers will work with their assigned students' general education teachers to ensure accommodations are made for students with disabilities. Support facilitation teachers are expected to document communication and support of their assigned students with disabilities in the same manner as general education teachers at the school site.
- To the extent practicable, distance learning and remote teaching educational services provided to general education peers will be provided to students with disabilities being served in separate classroom instruction (self-contained classrooms).
- Parent communication and student support by Exceptional Student Education (ESE) teachers must be documented in the same manner as the general education teacher at the school site. ESE teachers experiencing challenges with instructing students via distance learning and remote teaching MUST communicate with their school administrator. The school administrator is to communicate with the District ESE Administrator to coordinate alternative means

of instruction on a case-by-case basis. District ESE Administrators will work with school-based administrators to ensure continued educational services are being provided by ESE teachers assigned to students with disabilities in separate classrooms, resource rooms and/or through support facilitation. Documentation of support is required.

- To the extent practicable, teachers serving students with significant cognitive disabilities will monitor student progress daily and will be available to provide direct instruction via phone or WebEx in order to provide continuing educational services to their assigned students. Documentation of participation of students is required.
- To the extent practicable, student study teams will convene via telecommunication or other means in order to conduct case reviews, update IEPs (with parent input) and schedule eligibility meetings. Documentation of meeting and/or attempt is required.
- To the extent practicable, scheduled 504 meetings are to be coordinated by the school 504 designee. Teams will convene via telecommunication or other means in order to determine eligibility and/or to write 504 plans. Documentation of meeting and/or attempt is required.

(e) Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.
The school social workers will work in collaboration with the certified school counselors to monitor the status of students (and their families) who have food insecurity, essential medical and mental health needs. Staff will coordinate with local agencies to provide essential resources and/or appropriate community contacts to stabilize the families.

(f) 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.

Seminole County will provide the full array of services that are required by law, including specialized instruction for students with IEPs, and specific services for those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care and/or students who are English Language Learners.

Guiding documents that outline these procedures can be found in the Comprehensive Evidence-Based Reading Plan (CERP), Exceptional Student Education Policies and Procedures (SP&P), and the English for Speakers of Other Languages (ESOL) procedural Handbook.

Further, in recognition of the need to create and foster safe and stable learning environments during emergency closures, the Intervention Services team will ensure a continuity of support and instruction for students and staff as outlined below, to include the areas of supportive case management, resiliency education, mental health, psychological services, and health services.

Families in Need (FIN) will:

- Develop a list of homeless students by school site and share with each school team.
- Contact, in collaboration with school social workers, homeless students; priority will be given to seniors and unaccompanied homeless youth (UHY) to assess needs and provide financial assistance. Families in Need will check on students residing in a shelter on a weekly basis and collaborate with Embrace Families to assess needs of students residing in foster care.
- Work, in close collaboration with Red Apple Dining and Community Involvement, to support food pantry donations and food distribution, as well as school supplies and hygiene product deliveries to schools to support students and families.

Gifted Enrichment and Support
Weekly check-in with interventionists at school sites will be conducted by the district MTSS team to assess resource needs and supports. Gifted enrichment activities/differentiation for gifted learners have been developed and shared with elementary gifted resource teachers. Gifted endorsement courses will be continued via distance learning.

Mental Health Support District
Mental Health Counselors (DMHCs) and School Social Workers (SSWs) will continue to provide counseling to students for each assigned school site via telehealth services and share the list of active caseloads with school administrative teams. DMHC and SSW staff will continue to accept and process referrals from school teams and will meet weekly via teleconference with Certified School Counselors (CSCs) to determine any new student needs.

Resiliency lessons will be developed and distributed for use by schools and parents to utilize during distance learning. Behavioral and mindfulness resources will be made available to parents and school staff to utilize through distance learning.

Medical Health Services
School board nurses will initiate, continue, or complete referral process for ESE eligibility; upload into Skyward and complete Individual Health Care Plans, as needed. School board nurses will check in with the medically complex students' guardian. School board nurses will initiate middle school 6th grade Tdap review; enter results from FL Shots into Skyward; upload current DH680 form into Skyward; follow up as necessary with parents.

Student Evaluations
Psychologists will contact parents of all students with pending evaluations to discuss the assessment process and timelines during school closures. They will conduct all portions of referrals and write corresponding sections of reports that involve indirect assessment procedures (e.g., parent input, teacher observation, adaptive behavior assessments, social histories, behavior rating scales, FBAs/BIPs, file reviews, etc.). To the extent practicable and mutually agreed upon by both the parent/guardian and school psychologist, the student evaluation will be conducted at a mutually agreed upon time and location.

TECHNOLOGY

Component 6: Technology and Technical Support

The language in the ICP should: (a) identify the technology staff members who will be key to the ICP planning process; (b) determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; (c) determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); (d) survey students and families to determine which are in need of internet access and provide this access as needed; (e) provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); (f) Identify and implement a web content filtering solution for all devices used by students and staff; and (g) identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

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

The School Board of Seminole County (SBSC) Information Services Leadership Team (ISLT) works in conjunction with other school district departments on instructional continuity planning and implementation. The ISLT consists of the following staff members: Chief Technology Officer, Supervisor I.S. Operations, Administrator Information Security Officer, Supervisor I.S. Application Support, Manager I.S. Application Support, Manager I.S. Field Operations, Manager I.S. Development, and Manager I.S. Technology Implementation.

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

SBSC provides Internet access via two circuits that support up to 20 Gbps of bandwidth each. The district has an inter-local agreement with the Seminole County DTE to provide fiber connectivity to all school and support sites. In the event of a disruption, network traffic automatically re-routes across the fiber ring to ensure that all locations have network connectivity. The district data center has a robust server and storage infrastructure to accommodate all synchronous and asynchronous instructional application needs. It also maintains a robust wireless network that supports connectivity from all types of Windows, Chrome OS, Mac, and other devices.

(c) Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); (d) Survey students and families to determine which need internet access and provide this access as needed; (e) Provide devices that will support the digital curriculum and complies with Free and Appropriate Public Education (FAPE).

The district has surveyed families via SchoolMessenger and Skyward to determine the need for devices and Internet connectivity at home. SBSC relies on free and reduced lunch population reporting and federal grant initiatives to focus support efforts. Devices and mobile hot spots can be made available for checkout to families via their home school and refreshed as needed. SBSC provides Windows-based laptops and Google Chromebooks in support of digital curriculum and to comply with Free and Appropriate Public Education (FAPE).

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

The district currently uses a secure and robust enterprise-class web content filtering solution for all devices used by students and staff.

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

Information Services provides Help Desk and Field Operations support personnel to assist staff and students in the use of technology while off campus and working in a remote learning environment.

Component 7: Cyber Security

The language in the ICP should: (a) identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; (b) include a business continuity plan tailored to the LEA or charter school operations; (c) include an incident response plan tailored to the LEA or charter school operations; (d) stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; (e) include an executive summary of the LEA's or charter school's current security posture; and (f) include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

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

The School Board of Seminole County (SBSC) has adopted the NIST Risk Management Framework (RMF). SBSC's Information Security Program references Special Publication (SP) 800-53A for system security planning (PL-2) and information security architecture (PL-8). The SBSC Information Services (IS) department provides Management Directives that align with the Center for Internet Security (CIS) Controls. The Management Directives explain how SBSC addresses Data Loss Prevention, Account Management, Access Control Management, Vulnerability Management, Audit Log Management, Malware Defense, Disaster Recovery, Network Infrastructure Management, System and Network Monitoring, Security Awareness Training, Software Application Security, Incident Response Management, and Penetration Testing.

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

The SBSC Information Services (IS) department maintains a Disaster Recovery (DR) Plan for systems managed by the Information Services department. The purpose of the plan is to ensure that critical operations can resume after a hardware or software failure. The DR plan covers: 1) Definition of disaster levels and recovery strategies; 2) Business unit priorities and acceptable time frames for recovery; 3) Troubleshooting and escalation procedures; 4) Production server hardware, software, and redundancy; 5) Network information and redundancy; 6) Backups; 7) Security; 8) Virus prevention and detection; 9) Environmental failure prevention; 10) Preparation for a disaster; and 11) Recovery measures for varying levels of disasters.

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

The SBSC Information Services (IS) department maintains an IS Security Plan that implements a districtwide program intended to protect Information Services systems and assure their availability to support all school district operations. In addition, the IS department provides a Management Directive specifically around Security Incident Response. The directive has step-by-step instructions for the Incident Response Team (IRT) on incident preparation, identification, containment, eradication, recovery, and lessons learned.

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

SBSC has Board policies aimed at safeguarding school information system and IT infrastructure: 1) 7540 Technology; 2) 7540.01 Technology Privacy; 3) 7540.02 Web Content Applications and Services; 4) 7540.03 Student Technology Acceptable Use and Safety; 5) 7540.04 Staff Technology Acceptable Use and Safety; 6) 7542 Access to Technology from Personal Communication Devices; 7) 7543 Utilization of the District's Website and Remote Access to the District's Network; and 8) 7544 Use of Social Media. The SBSC Information Services department also maintains critical documents: 1) IS Management Directives; 2) DR Plan; 3) IS Security Plan; 4) Information Security Program; 5) Current Risk Assessment; and 6) Data Sharing and Privacy Agreement.

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

The SBSC Information Services is continually making security changes to help protect the district against ransomware and other malicious activity. To accomplish this, SBSC focuses on Prevention, Detection, Mitigation, and Remediation.

SBSC relies on numerous tactics for Prevention: 1) Updates/Patches; 2) Antivirus; 3) User awareness training; 4) Prevent access to personal email; 5)Disable local administrator access; 6) Use of cloud storage; 7) Email filtering; 8) DNS security settings - DMARC, SPF, and DKIM; 9) Safe links/Safe attachments; 10) External email disclaimer; 11) Penetration testing; and 12) Change control.

SBSC implements various methods for Detection: 1) Endpoint Protection; 2) Cloud Application Security; 3) District, server, and endpoint Firewalls; 4) Internal and external scanning using Nexpose, Burp, Up Guard, Aqua CSPM, Purple Knight, DHS Cyber Hygiene, and MS-ISAC

SBSC employs the following for Mitigation: 1) EDR (Enterprise Detection and Response); 2) Limited permissions/least privilege; and 3) Scripting/Automation.

SBSC leverages the following for Remediation: 1) Backups; 2) Antivirus/Anti-malware; 3) Device Management; 4) DR Data Security; 5) MS-ISAC; 6) Central Florida Fusion Center; and 7) FBI.

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

SBSC is planning several cyber security improvements during the upcoming year: 1) Expand use of MFA to include access to servers and firewalls; 2) Expand use of automated scripting with Security Incident and Event Monitoring (SIEM); 3) Table-top ransomware exercise; 4) Purple Team exercise; 5) Implement CIS Albert LG Appliances; and 6) Security Awareness Training.

Component 8: Engaging Students with Limited Access

The language in the ICP should: (a) 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; (b) develop a plan to communicate early and often with students and parents to identify needs and ensure supports; (c) ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; and (d) research and implement best practices in online special education.

(a) 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.

Supports for students are available at the school and district levels. If Seminole County Public Schools needs to pivot from face-to-face instruction to an online or remote learning service model, the Student Supports Services Department will work with schools to communicate with parents/guardians of students with disabilities. IEP case managers will communicate with parents regarding IEP Team Meeting dates and method of ongoing communication from the school to the home. General education teachers, ESE teachers, school LEAs as well as personnel that can assist the student and the parents/guarding in navigating the pivot will collaborate with one another to ensure the services necessary for the student to be successful are put in place. The staffing resource specialist and/or the IEP case manager is the point person to initiate the communication with the family and will monitor student progress and schedule meetings when students are struggling with the online or remote learning platform. IEP Team meeting discussions will include whether or not there is a change in placement or a change in related services for a student with an IEP. Follow up communications with the parent/guardian through the IEP Team may include discussions regarding Extended School Year and/or compensatory education.

(b) Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; (c) Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families; (d) Research and implement best practices in online special education.

To facilitate early and continuous communications between the student, family and staff, the IEP case manager will schedule an IEP team meeting to discuss the transition from face-to-face instruction to an online platform for students with disabilities. All related service providers will be in attendance to ensure the student has access to the curriculum and that there is regular and open communication between the home and IEP case manager. Seminole County will provide the full array of services that are required by law, including specialized instruction for students with IEPs, and specific services for those from vulnerable populations, students with disabilities. Guiding

documents that outline these procedures can be found in the Comprehensive Evidence-Based Reading Plan (CERP) and Exceptional Student Education Policies and Procedures (SP&P). Printed materials may be necessary for students with limited internet access, and plans should be made for both their production and distribution. Digital content that isn't internet dependent (such as DVDs or USB drives) will also offer these learners the chance to develop the skills they need to progress.

Accommodations for students with IEPs and 504 plans may need to be addressed in order to provide content in a format necessary for academic access. Utilizing best practices in online delivery of instruction to students with special needs, LEAs and charter schools must determine how students remain connected and engaged with teachers, counselors, and other staff when face-to-face interactions are limited. Educating All Learners launched in early 2020 through a partnership of 30+ disability and education groups support remote learning for students with limited access. The Tech Tool Library provides information about the accessibility features of dozens of digital products and platforms.

ICP Action STEPS: In the event of school closure, students with disabilities will need additional supports to engage in remote learning. As such, the following general procedures will be followed.
- The IEP or the 504 plan is a document that is developed by a team of individuals that includes the parent/guardian. Engaging the parent/guardian in a conversation as soon as possible to discuss distance learning and remote teaching is required.
- To the extent practicable, students with disabilities will access their curriculum in the same manner as their general education peers, however, accommodations and additional assistance is the responsibility of the teacher(s) supporting the student that is on an IEP or 504 plan.
- To the extent practicable, teletherapy/counseling services will be provided to students with IEPs to include related services such as speech therapy, language therapy, occupational therapy, physical therapy, and counseling as a related service (CARS) via the phone or computer. Appointments will be scheduled by the therapist/counselor based upon services for which students are eligible to receive through their IEPs and 504 plans. (see attached guidance for comparable service)
- Support facilitation teachers will work with their assigned students' general education teachers to ensure accommodations are made for students with disabilities. Support facilitation teachers are expected to document communication and support of their assigned students with disabilities in the same manner as general education teachers at the school site.
- To the extent practicable, distance learning and remote teaching educational services provided to general education peers will be provided to students with disabilities being served in separate classroom instruction (self-contained classrooms).
- Parent communication and student support by ESE teachers must be documented in the same manner as the general education teacher at the school site. ESE teachers experiencing challenges with instructing students via distance learning and remote teaching MUST communicate with their school administrator. The school administrator is to communicate with their District ESE Administrator to coordinate alternative means of instruction on a case-by-case basis.

- District ESE Administrators will work with school-based administrators to ensure continued educational services are being provided by ESE teachers assigned to students with disabilities in separate classrooms, resource rooms and/or through support facilitation. Documentation of support is required. To the extent practicable, teachers serving students with significant cognitive disabilities will monitor student progress daily and will be available to provide direct instruction via phone or WebEx in order to provide continuing educational services to their assigned students. Documentation of participation of students is required. To the extent practicable, student study teams will convene via telecommunication or other means in order to conduct case reviews, update IEPs (with parent input) and schedule eligibility meetings.

Documentation of meeting and/or attempt is required. To the extent practicable, scheduled 504 meetings are to be coordinated by the school 504 designee. Teams will convene via telecommunication or other means in order to determine eligibility and/or to write 504 plans. Documentation of meeting and/or attempt is required.

OPERATIONS

Component 9: Continuation of School Operations

The language in the ICP should: (a) 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; (b) identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures; (c) develop and communicate an execution plan to provide food services to students and families in need during school closures; (d) develop and execute a plan to provide special education services and accommodations to students in need during school closures; and (e) conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

(a) 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.

1. Dining Services - Extended school closures would require operational adjustments to provide remote meal preparation and delivery and adjusted coordination of vendor supply quantity and delivery. The Red Apple Dining team is reorganized to assist with various adjustments in meal demand, prep, and delivery. Guests pick up full breakfast and lunch meals in a drive-thru model.

2. Maintenance and Custodial Services - Extended school closures require operational adjustments to adjusting the HVAC occupied and unoccupied set points for reduced air conditioning requirements for extended unoccupied spaces; preparing for custodial staff and supply reduction in custodial needs for unoccupied spaces; transportation provides employees for custodial work needed throughout the county.

3. Bussing/Transportation Services – Extended School closures require Transportation adjustments of all staff members. Staff are extended to several different locations throughout the district to help in areas such as delivering meals to the different pick-up locations, on site at schools to assist in touch point cleaning as well as deep cleaning in the classrooms. Garage staff continues the upkeep on all buses and white fleet throughout the county.

4. Student Services – Personnel in the Student Support Services department, to include social workers, school nurses, school psychologists and mental health counselors will continue to provide required services to students using remote technologies. All district operations will consider CDC guidelines, as practicable and in compliance with state laws and procedures.

5. ESE Services – Extended school year closures require coordination with families to support a student's IEP. If for some reason the district is unable to support the student is due, compensatory education is considered on a case-by-case basis.

(b) Identify and communicate the expectations and manner of communication of staff related to schedules and work performance during school closures.

1. Red Apple Dining: (a) Initial communication to the team is through virtual meeting to review the upcoming closure and overall plan of operation. (b) Communication to staff regarding location of service, schedules, and performance is facilitated by direct contact (in-person, phone call) to each SCPS staff member starting with district managers. District managers contact the restaurant managers assigned to service locations and the restaurant managers being temporarily relocated during the time of closure. Restaurant managers contact additional district personnel to fill any staffing needs and finally any agency (contracted) personnel as needed.

2. Maintenance: Staff continue to work normal scheduled hours as maintenance needs and activities exist year-round.

3. Transportation communicates to staff using email and WebEx. Employees also have communication with all Area Managers using email and phone conversations. There is office staff on site as well.

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

1. Transportation staff will be provided as well as buses to pick up and deliver at the several location sites throughout the county.

2. Red Apple Dining:
    (a) Determine the campus locations across the district necessary to fulfill the need based on the anticipated extent of the closure. The criteria for prioritizing campus locations is based on the following factors: communities of higher percentage of economic need; greatest number of potential guests; campuses with sufficient storage capabilities; ease of guest access for drive-thru service. Potential partnership with other departments if the need arises to serve more remote locations of economic need. Based on the scope of the anticipated closure, some campuses may serve as a production facility and deliver meals to service locations.
    (b) Reassign district managers to support the selected locations and assemble the team necessary to produce the projected number of meals
    (c) Put in place an existing to-go menu allowing full breakfast and lunch meals to be packaged for guest pick up in a drive-thru model
    (d) Contact vendors to redirect the groceries and supplies to the service locations
    (e) Communicate service locations and times to the community through the districtwide phone and email notification system, district website and social media pages.

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

Seminole County will provide the full array of services that are required by law, including specialized instruction for students with IEPs. To the extent practicable, distance learning and remote teaching educational services provided to general education peers will be provided to students with disabilities being served in separate classroom instruction (self-contained classrooms). Parent communication and student support by ESE teachers must be documented in the same manner as the general education teacher at the school site. (See Component 8 for more details)

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

The Families in Need Program (Homeless Education Program of the LEA) conducts thorough needs assessments with families experiencing homelessness, economic hardship, and foster care students. Upon completion of assessment, the Families in Need liaisons refer families to appropriate community agencies to fulfill the needs of students and families including access to education, food, housing, healthcare, employment, and other critical needs, as follows.

- The Families in Need liaisons conduct emergency home visits (safety procedures taken) for the provision of immediate educationally relevant resources. These resources include technology support to access virtual education platform amongst other pandemic-related needs.
- The Families in Need Program publicizes community outreach events and information via district social media platform and parent/guardian communications.
- The Families in Need Program manages community donations and agency partnerships to ensure students and families are able to access emergency resources.
- Families in Need liaisons attend drive-through events to support local initiatives from the district and community agencies.
- Families in Need (FIN) ensure a list of homeless students by school site, is shared with each school team.
- Families in Need, in collaboration with school social workers, contact homeless students; priority is given to seniors and unaccompanied homeless youth (UHY) to assess needs and provide financial assistance.
- Families in Need check on students residing in a shelter on a weekly basis and collaborate with Embrace Families to assess the needs of students residing in foster care.
- Families in Need, in close collaboration with Red Apple Dining and Community Involvement, work to support food pantry donations and food distribution, as well as school supplies and hygiene product deliveries to schools to support students and families.

Further, in recognition of the need to create and foster safe and stable learning environments during emergency closures, the Intervention Services team ensure a continuity of support and instruction for students and staff to include the areas of

supportive case management, resiliency education, mental health, psychological services, and health services.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

The language in the ICP should: (a) identify stakeholder groups within the school community along with the appropriate communication channels for each group; (b) clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; (c) define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; and (d) publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

(a) Identify stakeholder groups within the school community along with the appropriate communication channels for each group

SCPS Stakeholder Groups include: SCPS Families (Parents/Students), SCPS Staff, Community Partners, Local Government, and Local News Media

SCPS Communications Channels for each Stakeholder Group:
SCPS Families (Parents/Students)
- SCPS District Website: www.scps.k12.fl.us
- SCPS SchoolMessenger email and phone blasts
- SCPS Seminole Spotlight Weekly e-newsletter
- SCPS Social Media (Facebook, Twitter, & YouTube)
- Local News Media via News Alerts & Press Releases

SCPS Staff
- SCPS District Website: www.scps.k12.fl.us
- SCPS SchoolMessenger email and phone blasts
- SCPS Social Media (Facebook, Twitter, & YouTube)
- Local News Media via News Alerts & Press Releases

Community Partners
- SCPS District Website: www.scps.k12.fl.us
- Direct Emails
- SCPS Social Media (Facebook, Twitter, & YouTube)
- Press Releases

Local Government
- SCPS District Website: www.scps.k12.fl.us
- Direct Emails
- SCPS Social Media (Facebook, Twitter, & YouTube)
- Press Releases

Local News Media
- SCPS District Website: www.scps.k12.fl.us
- Direct Emails
- SCPS Social Media (Facebook, Twitter, & YouTube)
- Press Releases and / or Media Advisories

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

District Personnel Assigned to Implement Communication to Stakeholders:
SCPS Families (Parents/Students)
SCPS Communications Office handles the following: SchoolMessenger Email & Phone Blasts; Developing and distributing the Seminole Spotlight weekly e-newsletter; Posting information on SCPS District Social Media Channels (Facebook, Twitter, YouTube, LinkedIn); Updating district website (www.scps.k12.fl.us); Sharing Press Releases & News Alerts with local media and community partners.

School Principals handles the following: School specific SchoolMessenger Email & Phone Blasts; Posting information on school specific Social Media Channels (Facebook, Twitter, YouTube, LinkedIn); Updating individual school specific websites.

SCPS Staff
SCPS Communications Office handles the following: SchoolMessenger Email & Phone Blasts; Posting information on SCPS District Social Media Channels (Facebook, Twitter, YouTube, LinkedIn); Updating district website (www.scps.k12.fl.us); Updating "SCPS Insider" employee intranet page.

Community Partners
SCPS Communications Office handles the following: Sharing Press Release, News Alerts, & Messaging with Community Partners

Local Government
SCPS Communications Office handles the following: Sharing Press Release, News Alerts, & Messaging with Local Government Partners: Seminole County Government, City of Altamonte Springs, City of Casselberry, City of Lake Mary, City of Longwood, City of Oviedo, City of Sanford, and City of Winter Springs

Local News Media
SCPS Communications Office handles the following: Sharing Press Release, News Alerts, & Messaging with Local Media: WESH 2, WKMG News 6, WFTV 9, Spectrum News 13, WOFL Fox 35, Telemundo, Univision, WUCF-TV, 580AM-WDBO, Orlando Sentinel, Sanford Herald

SCPS Communications Team is comprised of:
Communications Officer - Handles Media Relations, Social Media Posting, Press Releases/News Alerts, & SchoolMessenger Email & Phone blasts to families and staff.

Marketing & Communications Specialist – Assists with Social Media Posting, Press Releases/News Alerts, & SchoolMessenger Email & Phone blasts to families and staff.

Information & Communications Manager - Handles all district website updates, e-newsletters, and updates to SCPS Employee Intranet.

Multimedia Producers (Two) - Handles all Video, Editing, Photography, Filming/Running School Board Work Sessions/Meetings.

Creative Design Specialist - Handles all district graphic design and branding. Includes: collateral, signage, web graphics, social media graphics, logos, flyers, posters, etc.

Community Involvement Team is comprised of:
Manager - Handles all district dividends/community volunteers, mentors, business/community partners, special programs, and RAPTOR background screening program; as well as special events such as Teacher of the Year, Dividend of the Year, and other employee recognitions.

Executive Assistant - Handles support function assistance for both Community Involvement and Communications Teams. Also, handles payroll, purchasing, and invoices.

Part-time OPS - Handles support function assistance for Community Involvement.

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

Upon School Closures, the Communications Office creates a District Marketing Kit (DMK) comprised of graphics, social media posts, and web links that are utilized on both the SCPS District website and social media channels, as well as distributed to all SCPS School Principals to mirror on their respective school specific website and social media channels. Instructions are provided along with the DMK to include the timeframe for distribution and implementation. The Communications Office work directly with the Superintendent and district leadership team to create a timeline of necessary communications as needed and coordinate the implementation to the various stakeholder groups.

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

Stakeholder Web Resources: Resources for families are predominantly posted on the district website (www.scps.k12.fl.us) in the photo slider at the top of the district homepage and link to a dedicated page on the district website that houses all pertinent information and web links families and students need for both access and support. The resources page remains up throughout the duration of any extended closures.