

Instructional Continuity Plan

ACADEMICS

COMPONENT 1: LEADERSHIP AND PLANNING

Specify Lead Educational Agency (LEA) or charter school personnel who will serve on a cross-functional planning team.

District administrators of Curriculum and Instruction, Business Operations, Student Services, Exceptional Student Education (ESE), Instructional Technology (IT), Human Resources (HR), Management Information Services (MIS), Facilities, Food Services, Professional Development (PD) and Safety and Transportation will serve on the planning team, principals and assistant principals, school-based resource teachers, classroom teachers, and district-based Teachers on Special Assignment (TOSAs) will all serve as members of the cross-functional planning team.

Identify desired outcomes or goals of the Instructional Continuity Plan (ICP).

The District's priority is to provide a healthy and safe learning environment for all staff members and students. The desired outcome of the Instructional Continuity Plan (ICP) is to continue student learning whether students/staff are in-person or at home. Our goal is to ensure the well-being of students/staff while continuing the educational process without loss of instructional time. We will strive to work hand in hand with parents to inform and communicate regularly and to offer a variety of academic support when the need is indicated. Further, we will provide relevant and engaging lessons daily for students to actively engage with as a demonstration of their increasing academic ability and their attendance in classes.

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

The critical elements or success factors of our ICP are making sure students are involved in the curriculum, communication with parents, and ensuring that students have access to WIFI and digital devices to continue their education with no loss of instructional time. We will utilize Acceleration Teams at each school to target at risk students and a district-based, graduation coach to ensure our students remain on track to graduate. Another critical component of success is the continuation of professional development opportunities for all staff.

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

Upon registration, parents complete a technology survey, which lets district technology leaders know if internet services and digital devices are present in their homes. If not, the District works to ensure MIFIs are assigned to families in need of assistance, so students have access to instructional resources while at home.

District and school-based data scientists will disaggregate student progress monitoring data and meet with school-based Acceleration Teams to review data, create targeted intervention groups for acceleration, and plan specific instructional interventions.

School-based Acceleration Teams will create and implement acceleration schedules to address identified learning gaps with at-risk students. School-based resource teachers will provide needed interventions,

scaffolding, acceleration and/or previewing strategies to ensure learning gaps are addressed. These strategies will be provided via small group instruction, one-on-one instruction, in-classroom flooding, pull-out grouping, during physical education (PE) utilizing PE waivers, during vocational/elective courses, and/or before, after and summer school programs.

Develop a process for evaluating the effectiveness of the ICP.

All English Language Arts (ELA), Math and Reading teachers will complete progress monitoring through teacher-built assessments administered monthly and District common assessments administered three times per year. Once assessments are completed, Acceleration Teams will gather and analyze individual student data. Disaggregated data will then be reviewed during monthly Acceleration Team meetings and weekly during Professional Learning Communities (PLCs). Acceleration Teams will meet monthly to discuss student progress and to ensure interventions and acceleration strategies are provided with fidelity. Acceleration Team members will review individual student data, complete data chats with teachers and meet with teachers, departments and/or grade levels groupings to review lesson content for the upcoming week.

COMPONENT 2: CURRICULUM RESOURCES/DIGITAL CONTENT

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

The District's priority is to provide a healthy and safe learning environment for all staff members and students. The desired outcome of the ICP is to continue student learning whether students/staff are in-person or at home. The goal is to ensure the well-being of students/staff while continuing the educational process without loss of instructional time.

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

The District will utilize Microsoft Teams and OneNote for eLearning. The eLearning model provides students with the opportunity to stay connected to their traditional home school while working remotely. In the event schools are closed due to a pandemic or other catastrophe, all instruction will transition to the eLearning model. This will include the following: distribution of e-binders, video content delivery, video conferencing opportunities, teacher distribution of assignments, students submitting assignments to teachers, and return of graded assignments. Instructional sessions may be recorded and posted to Microsoft Teams for future use. Recorded sessions could be used as a reference by students during independent work assignments or after a student absence to ensure missed instruction is available during the completion of make-up work.

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

Teachers will utilize components from the eLearning model to deliver instruction, count attendance, monitor performance and provide a smooth academic transition for students. The IT and MIS Departments will monitor the performance of Microsoft Teams and OneNote to ensure it stays updated. District-based, TOSAs will be utilized to provide support for technology integration at all schools.

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

The Professional Development Department provides a variety of training opportunities for new teachers when addressing digital resources. During teacher induction training in July, new teachers are provided with an in-

person introductory course for the basic Office 365 platforms including Microsoft Teams and OneNote. After the school year begins, newly hired teachers complete a Canvas course for their introduction to Office 365 products; the Canvas course is monitored by the TOSAs.

District-based TOSAs provide support for technology integration to all classroom teachers. They visit schools following a rotational schedule and work alongside teachers to implement instructional technology programs in their classrooms. They model appropriate usage, provide one-on-one assistance to teachers upon request, complete software tutorials and provide school-wide and small-group trainings as needed.

District-based TOSAs provide trainings on districtwide and school-based Professional Development days. Trainings are based on individual school needs and needs identified in the Professional Development Needs Assessment administered in the spring. In addition, District-based TOSAs provide self-paced learning opportunities through a weekly tech tips newsletter and micro-learning videos.

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.

Trainings are provided by district-based staff members from the following departments: Curriculum and Instruction, Business Operations, Student Services, Exceptional Student Education, Instructional Technology, Human Resources, Management Information Services and Professional Development. These trainings include but are not limited to: Microsoft Teams, OneNote, Forms, Skyward, ClassLink, and Canvas. School-based staff members provide support in these same areas, often in an Ed-Camp style format (i.e. participant chooses what trainings fits his/her needs). Occasionally, a vendor will provide training, as needed and requested by a school. Summer Professional Development courses, Canvas classes, pre-planning training days, on-going school visits, districtwide professional development days, webinars and daily support troubleshooting are multiple methods by which familiarity is developed with Microsoft Teams, OneNote and the multiple curricular tools. On-going school visits by the TOSAs provide weekly school-level support including appropriate usage, one-on-one assistance, software tutorials and school-wide and small-group trainings. District-based TOSAs created two MS Staff Teams: *SPC Teams Resource* and *Ed App & Topics* as resources familiarize teachers with Microsoft Teams and other instructional technology applications.

COMPONENT 3: PROFESSIONAL LEARNING

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

The Professional Development Department administers a needs assessment each spring to plan for the upcoming school year. The survey is completed using Microsoft Forms.

The District utilizes Microsoft Forms to administer quick surveys of staff regarding professional learning as needed. Surveys are used to garner specific needs in relation to best practices and specific applications.

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

The input gathered through the professional development needs assessment is used to plan professional learning activities for districtwide professional development days and for professional development offerings during the week of preplanning.

At the beginning of each school year, TOSAs meet with each principal to discuss specific school needs in regard to instructional technology. Input gathered is used to plan school-wide professional learning activities and/or small group trainings for specific departments, grade levels or group of teachers.

Members of the District Curriculum Team discuss professional learning needs with individual principals and plan and implements professional development offerings based on the needs of each school.

Professional development offerings are available in a various formats and at various times. The District offers self-paced book studies and online learning modules, face-to-face sessions before and after school, face-to-face sessions beyond contractual time with training stipends, summer sessions with training stipends, virtual and face-to-face conferences, school-based EdCamp style sessions, individual modeling and coaching as needed and requested.

Provide for implementation of professional learning for educational staff.

The input gathered through the professional development needs assessment is used to plan professional learning activities for districtwide professional development days and for professional development offerings during the week of preplanning.

At the beginning of each school year, TOSAs meet with each principal to discuss specific school needs in regard to instructional technology. Input gathered is used to plan school-wide professional learning activities and/or small group trainings for specific departments, grade levels or group of teachers.

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Resources for PD Related to Teams - <https://education.MS.com/en-us/courses>

- *Accessibility for Office 365*
- *Accessibility Tools - Meeting the Needs of Diverse Learners*
- *Assistive Technologies*
- *Authentic Assessment with Microsoft Forms*
- *Beyond the Basics with Flipgrid*
- *Collaborating and Communicating to Transform Learning Environments with Microsoft Teams*
- *Crafting a collaborative learning environment with Class Teams*
- *Digital storytelling with Sway*
- *Empower Every Student with an Inclusive Classroom*
- *Engage and amplify with Flipgrid*
- *Flipped instruction with PowerPoint Recorder*
- *Getting Started with OneNote*
- *Independent learning with math tools in OneNote*

- *Intro to Microsoft Teams*
- *Introduction to Inclusive Digital Literacy*
- *Introduction to OneNote Teacher Academy*
- *Managing Class workflow with Microsoft Teams*
- *OneNote Class Notebook: A Teacher's all-in-one Notebook for Students*
- *Problem-Based Learning*
- *Reimagine the Writing Process with MS in Education*
- *The Inclusive Educator*

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

Quick feedback surveys are completed at the close of professional learning sessions. Feedback is used to improve future professional learning offerings. Administration/District walkthroughs and Teacher on Special Assignment visits function to assess the implementation of Microsoft training and wide-spread usage of district initiatives.

COMPONENT 4: INSTRUCTIONAL PRACTICES

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

The Human Resources Department will supply a list of all teachers employed with the district during the 2020-21 school year, which will provide a starting point for those with experience teaching online or in a hybrid setting. The Professional Development Department will supply a list of teachers trained in using the applicable Office 365 applications. District-based TOSAs will provide specific feedback experience and expertise from classroom observation data. School administrators and District Curriculum Team members will provide feedback regarding experience and expertise using data collected during classroom walkthroughs. Lastly, survey data collected directly from teachers will supply provide clear levels of user experience and expertise with the instructional tools needed to teach in an eLearning format.

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

The Human Resources Department will supply a list of all teachers employed with the district during the 2020-21 school year, which will provide a starting point for those with experience teaching online or in a hybrid setting. The Professional Development Department will supply a list of teachers trained in using the applicable Office 365 applications. District-based TOSAs can provide specific feedback experience and expertise from classroom observation data. School administrators and District Curriculum Team members can provide feedback regarding experience and expertise using data collected during classroom walkthroughs. Lastly, survey data collected directly from teachers can provide clear levels of user experience and expertise with the instructional tools needed to teach in an eLearning format.

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

All teachers will use laptops for instruction, as the laptops have a high definition camera built in, requiring no additional webcam. Laptops have inking capabilities needed for inking on the Whiteboard application within MS. Existing document cameras will be configured to project to student devices in Microsoft Teams. If a large screen is needed, projectors can be used with ScreenBeams. Training will be completed as described in Component 3.

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

Training will be completed as described in Component three.

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

School administrators will complete instructional observations through Microsoft Teams and provide specific feedback to teachers. District-based TOSAs will provide support through Microsoft Teams and provide specific feedback to teachers focused on their use of instructional technology tools.

COMPONENT 5: PARENT AND FAMILY SUPPORT

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

Upon registration, parents complete a technology survey which lets district technology leaders know if internet services and digital devices are present in their homes. If not, the District works to ensure MIFIs are assigned to families in need of assistance, so students have access to instructional resources while at home. Families will complete a usage agreement and submit it to the school. Usage will be monitored by the district and limited to district issued devices. Every student in grades prekindergarten through twelfth grade will be issued a laptop or tablet to be used for eLearning.

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

The district and schools will be using a variety of sources to provide parents and the community information surrounding the education of students in Sumter County. Any updates will be posted on the district website and updates sent through the communication sources listed below:

- Skyward Messenger Center
- Remind (text and email communication)
- School Messenger (call outs to parents)
- District and school websites
- Digital school signs
- District and School Facebook page
- Talking Points website (translation for parent communication)

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

Program Expectations

Students will participate in a structured distance learning program from home utilizing a school-issued computer or a personal device. Internet access is required. Live instruction will be provided remotely; students will have access to teachers during regular school hours five days per week. Elementary students will

participate in daily lessons with live video interactions and secondary students will participate in daily video interactions during every academic period.

Student and Family Expectations

Students will login and be ready for class when the school day begins. Students will remain on the computer during structured program hours. Parents will ensure children and anyone within video view or audio range are appropriately dressed and school appropriate language is used by all within video view or audio range. Parents will ensure students participate in services provided through an Individualized Education Plan (IEP) or 504 Plan when applicable as services cannot be rescheduled as therapists are following the school's master schedule.

Attendance Expectations

Attendance requirements are the same as in the traditional school setting and can be found in each school's student handbook. Attendance will be taken each period at the secondary level.

Attendance will be taken daily, by teacher, at the elementary level. Should a student be absent, tardy, or log off early, the parent must submit an excusal note via Skyward. Absences from instruction will be marked unexcused unless an excusal note is submitted. Absences will be monitored and addressed through regular school attendance procedures.

Instructional Expectations

Students must complete a minimum of twenty-five instructional hours per week. Each student will receive and follow a daily schedule under the direction of their teacher(s).

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

The Exceptional Student Education Department will communicate with parents and students via Microsoft Teams. Services provided through an IEP or a 504 Plan will be offered online as outlined in each plan. Services will be scheduled based on the school's master schedule to ensure a smooth transition to traditional setting when possible. Services will be provided in a small group, or one-on-one, as stated in each IEP or 504 Plan.

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

The District Social Worker works closely with needy families in our community. Our mental health professionals conduct wellness checks when mental health and safety needs arise. Formal wellness checks are called for through law enforcement. If at home checks are deemed warranted due to safety concerns law enforcement assistance is requested.

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 school will review the existing Individual Health Care Plan (IHP) as well as the IEP or 504 Plan if one exists for students who are medically vulnerable. For students with an IHP who do not have an IEP or 504 Plan, and the IHP does not meet the needs of students on the bus and/or school campus, a 504 Plan evaluation will be expedited to address accommodations needs. All plans will be reviewed to determine if the existing accommodations meet the individual needs of students with

transportation, classroom, campus transitions, food service, physical education, electives, etc. If accommodations need to be amended, a meeting will be scheduled as soon as possible.

English Language Learners' (ELL) skills in reading, writing, listening and speaking in English will be assessed to determine regression during school closures. Students with ELL plans will still receive accommodations based on their plan. Teachers and ESOL paraprofessionals provide support via Microsoft Teams. If ELL plans need to be updated the ESE Department will use Microsoft Teams to schedule meetings.

The District Social Worker works with homeless families to assist with family needs such as groceries, gas and internet access.

TECHNOLOGY

COMPONENT 6: TECHNOLOGY AND TECHNICAL SUPPORT

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

District-based TOSAs and District administrators from MIS and IT are part of the ICP planning process.

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

Because we use Microsoft Teams, both the instructor and the student can attend instruction from any location that has internet access. Microsoft deploys redundant server farms in different geographic locations to minimize potential failure. Because of the redundant nature, access to the Teams platform has a very high percentage up time. Teachers instruct students how to download Teams Notebooks to their devices so they can access classwork when internet services are temporarily interrupted. TOSAs offer specific teacher training segments demonstrating how to add/distribute material to OneNote Notebooks, assign online activities (ED Apps for flashcards, video with embedded questions, quiz style learning games, etc.), and development of Teams Channels for asynchronous activities.

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

The District has a 1:1 initiative. Every student in grades prekindergarten through twelfth grade will be issued a laptop or tablet to be used for eLearning.

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

Upon registration, parents complete a technology survey which lets district technology leaders know if internet services and digital devices are present in their homes. If not, the District works to ensure MIFIs are assigned to families in need of assistance, so students have access to instructional resources while at home. Families will complete a usage agreement and submit it to the school. Usage will be monitored by the district and limited to district issued devices.

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

Every student in grades prekindergarten through twelfth grade will be issued a laptop or tablet to be used for eLearning. Devices will not be shared. Students will use their individual user accounts to log on to their computer.

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

The Sumter County School District uses iBoss as a filtering solution on devices used by students and staff. This solution provides content filter on and off campus.

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

The district established a direct tech helpdesk line for students that are learning from home. In the case of high-volume calls, district level tech support staff absorb the overflow.

COMPONENT 7: CYBER SECURITY

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

Sumter County Schools has adopted CIS 2.0 standards.

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

Appropriate staff have been issued laptops and have access to needed resources either through Web access, cloud services or VPN connections as needed for individual duties/job requirements.

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

The District has an adopted IRP titled, **SECURITY INCIDENT RESPONSE: NETWORK AND INSTRUCTIONAL TECHNOLOGY**

The above operating procedure is followed when security events occur, incidents involving Network and Instructional Technology systems or requests for information that involve user activity. Additionally, this includes alerts or advisories that impact personnel using IT systems connected to the SCSB network environment.

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

- NETWORK & INSTRUCTIONAL TECHNOLOGY POLICIES AND PROCEDURES
- Student 1.1 Technology Agreement
- Security Incident Response Plan

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

The district has several polices that address security at different levels throughout the district. Educating Staff and students about current risk and threats from "bad actors" is continuous. The district engages in bi-annual cyber-security evaluation from independent security analyst and district staff constantly evaluates the environment for threats and adjusts the district's security posture on a daily basis. Monitoring tools have been implemented to assist the district evaluating logs from multiple sources to better assess potential threats.

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

The district has modified its anti-Virus updating and monitoring capabilities to allow for off-site connectivity and reporting to a central management server. The district content filter has been modified to provide required protection on and off site. Windows security updates have been modified so computers can get updates on and off site.

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.

Service providers include school administration, school counselors, teachers and if applicable ESE personnel. The point person for communication with families will start with the teacher and if needs arise additional personnel will be contacted for additional support.

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

Utilizing our Multi-Tier Support System (MTSS), student needs are identified, plans are developed, and progress is monitored with frequent communication between the facilitating school personnel, parents, and students. Support may include academic, behavioral and/or mental health interventions.

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

School Staffing Specialists provide ongoing support and communication utilizing the Microsoft Teams platform to facilitate virtual meetings with service providers. Exceptional Student Education service providers include, ESE teachers, ESE paraprofessionals, occupational therapists, physical therapists, speech language pathologists, school psychologists, school counselors, school based mental health therapists, and others as appropriate.

Research and implement best practices in online special education.

Evidence-based practices have been researched and are being implemented for all students with special needs. Accommodations for IEPs and 504 Plans have been modified as needed so students with special needs still receive appropriate instruction. Being a Microsoft district allows our students access to Microsoft's accessibility features (ease of access settings, Immersive Reader, Captions, Translator).

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.

Our distance-learning program began almost immediately after the initial school closure for COVID-19. As a result, the need to ensure teachers were provided with all of the tools required to conduct classes virtually became the paramount concern. Through training and assistance from our IT, MIS, and district staff, we were able to ensure every student received the necessary instruction.

During the district's closure, we discovered a need for almost all of our support staff to remain essential workers. This was attributed to an increased need for Wifi access, remote feeding locations, and various other duties related to the uncertainty of how long the closures would last.

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

District expectations are for teachers to utilize components from the Microsoft Teams platform to deliver instruction, count attendance, monitor performance, and provide a smooth academic transition for students. The Microsoft Teams platform will be used to provide the following:

- Notebook information
- Video content delivery
- Video conferencing opportunities
- Teacher distribution of assignments
- Students submitting assignments to teachers
- Graded assignments
- Attendance data collection through Skyward and/or Classlink
- Daily class schedules with defined periods as if on campus

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

The district has two different plans for food services on-site and off-site.

On-site Preparation and Service

All food service workers will be back at work. A rotation will be set up for the workers based on the number of hours that they work. That rotation will be attached with the time, location, and job type for each employee. Two school sites will be open on the north end of the county and two sites will be open on the south end of the county. These sites are chosen because they offer the easiest access for vehicles. Bag lunches and breakfasts will be prepared for the children to receive. The feeding will not be on site. The children will receive both breakfast and lunch and take the meals with them. The sites will remain open to pick up the

meals between 8:00 and 11:00 Monday through Friday. Breakfast and lunch will meet United States Department of Agriculture (USDA) requirements if possible.

On-site Preparation and Off-site Service

Off-site food delivery will be done much the same way that on-site will be done. Bag breakfast and lunch. An additional food service worker will be needed to transport and serve the meals and a bus driver will be required to drive a bus to the service locations. Cafeterias at the sites will also remain available to deliver meals to those that come to the site. One bus will transport meals to each location and remain at the location during the feeding hours of 8:00 to 11:00.

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

The ESE Department will communicate with parents and students via Microsoft Teams. Services provided through an IEP or a 504 Plan will be offered online as outlined in each plan. Services will be scheduled based on the school's master schedule to ensure a smooth transition to traditional setting when possible. Services will be provided in a small group, or one-on-one, as stated in each IEP or 504 Plan.

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

The District utilizes our district social worker to provide support to families during school closures. School-based Staffing Specialists provide ongoing support and communication utilizing the Microsoft Teams platform to facilitate virtual meetings with service providers. Exceptional student Education service providers include, ESE teachers, ESE paraprofessionals, occupational therapists, physical therapists, speech language pathologists, school psychologists, school counselors, school based mental health therapists, and others as appropriate.

COMMUNICATIONS

COMPONENT 10: EMERGENCY AND ONGOING COMMUNICATIONS

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

The District will secure help from community businesses, churches, childcare facilities, neighborhood community groups and the food pantries. The District will utilize the District Social Worker to assist families in need. The District website houses the most up to date information regarding Center for Disease Control (CDC) guidelines, Florida Department of Education (FLDOE) updates, Sumter County Health Department (SCHD) guidance, or executive orders from the governor. The assistant superintendent will work with the SCHD and FLDOE to ensure the latest updates.

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

The district and schools will be using a variety of sources to provide parents and the community information surrounding the education of students in Sumter County. Any updates will be posted on the district website and updates sent through the communication sources listed below:

- Skyward Messenger Center
- Remind (text and e-mail communication)
- School Messenger (phone call out system)
- District and School Websites
- Digital School Signs
- District Facebook Page

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

Based on the type of scenario, the district would work alongside Emergency Management, CDC, FLDOE, etc. to share appropriate information. In order to facilitate communications with stakeholders, facilities/maintenance supervisor, transportation chief, food service director, principals and administrators work together.

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

The District website will house the most up to date information regarding CDC guidelines changes, FLDOE updates, SCHD guidance changes, or executive orders from the governor. The assistant superintendent will work with the SCHD and FLDOE to ensure the latest updates.