

Instructional Continuity Plan- 2022-2023

St. Lucie Public Schools

December 1, 2022

Component 1: Leadership and Planning

Introduction:

The first SLPS Instructional Continuity Plan was implemented on March 19, 2019, when Florida's schools were closed to face-to-face instruction and moved to virtual instruction due to Covid-19. It was revised to start the 2019-2020 school year and incorporated our Innovative Learning Environment, MySchool On-line.

The current ICP was originally developed in September 2021 to ensure that SLPS is prepared for any interruption to face-to-face instruction. The plan includes strategies for supporting students and teachers in the event of a district-wide closure and addresses procedures for handling individual and group interruptions during the 2022-2023 school year in accordance with Emergency Rule 6AER21-01. This plan is dynamic and regular meetings, data and feedback are used to make timely changes as needed.

St. Lucie Public Schools Cross-functional Planning Team.

Dr. Helen Wild; Chief Academic Officer

Terence O'Leary; Chief Operating Officer

Denise Rodriquez; Director of Talent Development

Elizabeth Pruitt; Coordinator of Curriculum

Lydia Martin; Chief Communications Officer

Roderick Natta; Director of Federal Programs

Bill Tomlinson; Executive Director of Exceptional Student Education and Student Services

Latricia Woulard; Executive Director of Schools

Bridgette Hargadine; Administrator on Special Assignment- Covid Management

Deborah Weist; Director of Food Service

Jacunti Ephfrom; Director of Transportation

Julia Hilburn; Technology Support Specialist- Microsoft Innovative Educator Expert (MIEE)

Laurie Boyer; Coordinator of Magnet Schools - Microsoft Fellow for Florida (MIEE)

Goal of the ICP:

SLPS will provide uninterrupted, high-quality remote instruction in the event of an emergency causing an inability to provide face-to-face, in person, instruction district-wide or at an individual site. The Instructional Continuity Plan also provides for resources for remote learning to individuals impacted by long-term illness.

Desired Outcomes:

1. Systems will be in place to initiate the ICP immediately upon the Superintendent's direction; including technology infrastructure, communication channels and instructional resources.
2. Teachers will be prepared to provide virtual instruction due to a district-wide closure or school closure due to an emergency.
3. Individual quarantined students will receive academic support upon pivoting to remote learning as well as access to all curriculum materials and lessons through Canvas to minimize learning loss.
4. Teachers, students and parents will have the resources needed to ensure engagement in learning regardless of daily circumstances.
5. Academic progress monitoring will be utilized to determine interventions and acceleration needed for students to minimize learning loss to keep students or get student back on track.

Critical Success Factors (CSFs):

1. All students and teachers have access to digital devices, internet access and our learning management systems; Canvas, as well as a platform for synchronous instruction; TEAMS.
2. Teachers are proficient in implementing remote instruction and have the resources available to pivot as needed.
 - a. On-going Professional Development
 - b. Digital devices and platforms; TEAMS, Canvas, Nearpod
3. Systems are in place to issue digital devices to families in an emergency and to keep an efficient and effective inventory control system.
 - a. Ensure that all schools have adequate numbers of laptops and ancillary equipment to create a one-to-one ratio of laptops to student/teacher.
 - b. Inventory control monitored through Destiny.
4. Communication systems utilize multiple methods to reach families and staff and that updated contact information is readily available.
5. Systems are in place to meet the needs of special populations, ESE, ELL, Homeless, etc. as well as for students experiencing learning loss or mental health issues.
6. Staff are prepared to provide essential services such as food service as well as to pivot to related roles to provide remote services.

Evaluation:

The ICP will be evaluated using the following rubric to evaluate the three essential elements of the ICP: 4- Action plan fully implemented with the ability to execute full at home learning. 3- Action plan substantially implemented with the ability to execute full at home learning. 2- Action plan substantially implemented with the ability to execute a phased implementation of at home learning within a week. 1-

Action plan substantially implemented with the ability to execute a phased implementation of at home learning over time.

SLPS has implemented many components of this ICP in the past and has continued to refine the details. With the steps we have taken to date, we feel confident that all students and teachers could successfully execute full at home learning. If that were to happen, the on-going details of the ICP would continue to be evaluated and the following data elements and records would be utilized.

The ICP will be evaluated utilizing data throughout implementation to include:

- Student Attendance Records- can be disaggregated by school, learning modality, and other variables as needed.
- Academic Data: iReady, Achieve 3000, unit assessments, grades and available state assessment data.
- Inventory Control Data by school for devices
- Usage reports for technology software
- PD records
- Survey data: PD, Climate Data, Technology Skills Self Rating Data
- Food Service utilization data
- Call Center Records
- Social Media Event Participation

Action Plan:

Leadership and Planning

	Responsible Party	Protocols/Execution Steps
Plan Enacted	ITS	<ul style="list-style-type: none"> • Send devices home with students • Send devices home with staff • Monitor infrastructure • Set up Broke-Fix location • Establish support for internet access for communities
	Curriculum	<ul style="list-style-type: none"> • Establish messages to teachers about lessons and materials available for teaching and learning • Create additional lessons and resources for teachers to use with both asynchronous and synchronous learning opportunities • Create opportunities for specialized trainings for groups of teachers
	Talent Development	<ul style="list-style-type: none"> • Enact training protocols – 3 days focused professional development • Open Help Desk for teachers and families • Create opportunities for specialized trainings for groups of teachers
	Communication	<ul style="list-style-type: none"> • Update digital communication and website • Create messages to send to families in multiple languages
	Food Service	<ul style="list-style-type: none"> • Set up food stations • Order food supplies for community resources • Create schedules for staff and feeding sites

	ESOL/Translation Services/Migrant	<ul style="list-style-type: none"> • Create communication in multiple languages for families • Develop mobile support as necessary
--	-----------------------------------	--

Component 2: Curriculum Resources/Digital Content

SLPS will utilize Canvas and Teams as the two primary systems for digital learning. Canvas is our LMS which allows teachers to assign lessons and allows students to access all curriculum resources. Microsoft Teams is our communication tool for live instruction as well as for parent conferences, professional development, and committee meetings. Both tools are continued from year to year to minimize unnecessary transitions. Based on our initial implementation year, enhancements to TEAMS was successfully implemented including the parent call feature, the closed captioning and language translation features.

A cross-functional monitoring team made up of the Director of Curriculum, the Canvas Curriculum Developer, two Technology Support Specialist from Talent Development, ITS representatives, the Director of Teaching, Leading and Learning, the Chief Operating Officer, the Magnet School Coordinator, Director of ESE, Coordinator of ESOL and the Deputy Superintendent will monitor usage and needs related to implementation of Canvas and Teams. With the adoption of new textbooks in Math and ELA, the Curriculum Specialists took the lead with the help of school-based Instructional Coaches in updating all existing lessons in Canvas to utilize new materials and align to new standards.

The Curriculum Department collects on-going feedback from teachers as they use the lessons to improve and enhance standards alignment. This effort is continuous to keep materials current. In addition, district-wide collaborative learning and planning sessions were held to allow elective teachers to develop Canvas lessons together to be used for virtual learning. For the 2021-2022 school year, additional digital content was purchased for CTE teachers to enhance the content in each career technical subject areas and usage is monitored. Principals were trained on how to monitor that all teachers have posted lessons in Canvas.

Reaffirm outcomes, goals, and instructional strategies

- Teachers will be prepared to provide virtual instruction due to school closure due to an emergency. Through ongoing training, communication of resources and strategies, we will continue to provide our community with the tools necessary for instruction to continue in a remote environment. Through the usage of Canvas as our LMS and Teams as our communication mechanism, teachers and families will be able to continue learning both synchronously and asynchronously. Curriculum developers continue working on developing resources, lessons, and videos that showcase highly quality instruction strategies appropriate for the digital environment.

New Hires

- As part of New Teacher Orientation, new hires are introduced to Canvas and Teams as a tool for digital on-boarding. They are introduced to the functionality of these programs and how to engage in their own professional learning as well as enhancing their classroom with these digital tools. Portions of the training is provided through TEAMS so that they experience the teacher and student

side of both Canvas and TEAMS. Our bi-yearly R.I.S.E. program for new to the career educators has additional opportunities to learn about the digital access to curriculum materials and resources.

Ongoing Professional Development

- Throughout the year, teachers are invited to district wide professional development based on feedback gathered by both curriculum and talent development departments.

3 Day Training Plan

- As part of the plan being enabled, there are three days of professional development focused on digital access and support for employees. This plan is outlined below:

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Canvas Overview • Teams Overview 	<ul style="list-style-type: none"> • Teacher Planning • Accommodations Training 	<ul style="list-style-type: none"> • Engaging in Technology in the Content Areas • Teacher Planning and Direct Support

Component 3: Professional Learning

The Talent Development Department has focused on teacher support in virtual learning since the switch in March of 2019. Previously each school had identified “teacher leads” to learn innovate teaching strategies for integrating technology and guide their peers. These individuals were perfectly positioned to support this new shift and they have continued to provide support at schools.

Our support has focused on the following individuals:

- All Teachers
- “Quarantined Support Teachers” for broader Canvas access- Obsolete since quarantining ended
- Administrators
- Coaches
- Deans
- Parents

The District Office has robust capacity to provide training in LMS platforms, engagement strategies for reaching all learners, coaching, and planning in virtual environments, observing instruction in virtual environments and troubleshooting. Within the Office of Teaching and Learning, multiple individuals support teachers with basic to advanced training. Surveys and self-rating scales, such as this, are used to determine which levels topics must be delivered in:

Technology Comfort Level

Please complete this quick survey to determine your comfort level with technology and the Microsoft programs we will be going over during our Technology Tuesday Sessions.

Please rate yourself 1- 4 on the following applications.

- 1- Not Comfortable - I need help with everything
- 2 - Somewhat Comfortable - I use the basics, but its intimidating
- 3 - Comfortable - I'm a skilled user, but there's a lot I don't know
- 4 - Very Comfortable - I could easily teach someone else I'm so good!

All teachers are required to complete training in TEAMS and Canvas to ensure they can support students. When new teachers are onboarded, they are also required to complete the same training. On-going support is provided through multiple methods including the opportunity to schedule bookings with Talent Development staff for individual support. This service has been extended to parents in the past to help parents through the steps of getting started or to trouble shoot.

Administrators and Coaches are also trained on all tools in the event of a teacher's absence where they need to jump in. They are also trained on how to observe, support and evaluate virtual teaching. Deans have been trained on the tools to effectively support teachers and handle discipline issues within a virtual classroom. In the event of a closure, refresher training for all groups will be required through TEAMS and Canvas.

A component of our Professional Learning Plan is to have a faculty member on each school site who has developed the expertise to support their colleagues. The Leaders in Innovate Technology Academy is led by the District Canvas Specialists teaches Microsoft Certifications, Dell Certification and Canvas leadership to teachers.

The Office of Teaching and Learning provides professional development through face-to-face sessions, synchronous and asynchronous virtual sessions, collaborative planning sessions, modeling, New Teacher Symposiums and Technology Conferences. Teacher surveys are used to determine changing needs for offerings. Training sessions are developed with differentiated levels from basic to advanced. Examples of SLPS offerings include:

Professional Development Opportunities

- a. Innovative and virtual learning modalities.
 - Distance Learning Pedagogy Module
 - Accessibility Support for Distance Learning module - Tools and techniques to create accessible materials in Word, PowerPoint, and Canvas, plus Windows features via Ease of Access.
 - RISE (Refining and Improving Starting Educators) technology sessions
 - OTL Monthly best practices newsletter
 - Dell Partnership – Dr. Chris Dunning’s Leading in a Virtual Environment
 - New Teacher Orientation – Virtual supports
 - Deans’ Training focused on supporting teachers and students conduct in a virtual environment

New Teacher Support Program

We believe all employees in SLPS benefit from a cohesive, sustained, job-embedded system.

Classroom Management ^

Upon request assigned instructional specialists work individually with teachers in their classrooms to develop strong classroom management strategies to create a classroom management plan for implementation.

General Knowledge Tutoring v

Individual Teacher Support v

Mentors v

New Educator Support Team (NEST) v

New Teacher Symposium (NTS) v

New Teacher Orientations (NTO) v

Refining and Improving Starting Educators (RISE) v

Technology v



- b. Interventions to support students in various learning modalities; and
- District Instructional Rounds for Administrators focus on virtual and brick and mortar classrooms.
 - How to monitor and develop teacher skills in virtual learning.
 - Power BI training to identify students and monitor interventions
 - Service requests from schools – including technology and curricula needs
 - Nearpod
 - Targeted instructional support based on data for both virtual and brick and mortar
 - Blueprinted courses for core curriculum for grades K-12.
 - Technology needs
 - Instructional Technology Notebook – Comprehensive Guide with FAQ on technology needs including videos, guides, and best practices
 - HELP Desk/Bookings – Provide direct support from trained staff for answers to their questions
 - TEAMs for Teachers
 - Canvas 2.0 – advanced training using Canvas with lessons learned from previous Distance Learning.
 - OneNote Module - Teachers and staff learn more about how to use OneNote to organize notes for themselves and to help students process information.
 - NearPod -
 - Teams 2.0 - Best practices for synchronous instruction to engage students in learning virtually. How to use OneDrive is included in this module.
 - Growing with Canvas - Start learning Canvas or fine-tune your skills for effective teaching in physical classrooms AND online learning environments.
 - Flipgrid for Student assessment and engagement - Teachers learn more about how to use Flipgrid for student engagement and for assessment purposes.


- Adding Interactivity to Canvas - Teachers learn more about interactive features of Canvas (Sway, FORMS, Quizlet, Flipgrid). Canvas 2.0 module needs to be completed prior to this course.
- Microsoft Online Pathways - Participants select from a variety of modules to learn more about the applications within Office 365. Completion of the full pathway will lead to Microsoft Certification.
- Using Office365 applications - Learn how to navigate Office 365. OneDrive, Sway, Word, PowerPoint, OneNote, Teams, and more.

SLPS Technology Platforms

- Self-paced Modules
- Pick and choose which edtech applications best fit your needs
- Earn badges upon completion
- Submit your badges in Frontline for in-service points
- Open all school year




Self-Enroll:
slucie.instructure.com/enroll/R9EW8E



#LITSLPS
Leaders of Innovative Technology

Igniting a spark throughout our district by infusing technology instruction in classrooms

Sign Up Now!



Track 1 Track 2 Track 3

Start HERE! **After becoming MIE Certified** **After becoming an MIE Trainer**

Track 1: MIE Certified	Track 2: MIE Trainer or Master Trainer	Track 3: MIE Expert
Focus: Technology integration in their classroom	Focus: Technology leadership throughout their school	Focus: Technology growth throughout their community
Goal: MIE Certified by the end of the school year	Goal: MIE Trainer or Master Trainer Certified by the end of the school year	Goal: MIE Expert by the end of the school year
Participants will attend virtual meetings each month to learn about different Microsoft applications and how to engage learning for all students. This pathway will lead to the MIE Certification at the end of the school year.	Participants will collaborate in virtual PLC's each month to help grow technology on their campus. To become an MIE Trainer or MIE Master Trainer, participants must be MIE Certified and provide professional development to school employees on Microsoft applications (at least 100 people for the MIE Trainer Certification and 400 people for the MIE Master Trainer Certification).	Participants will share their learning with colleagues and other educators through local training programs in their own school systems, presentations at conferences, blogs, social channels, and more. Participants will adopt 21 st century teaching and learning, take risks, and strive to improve their pedagogy to integrate technology tools that improve student outcomes.

- A bi-annual Technology Conference has become a popular offering in which classroom teachers “audition” to be a presenter for other teachers for a Saturday professional conference.

EVENT REGISTRATION REQUIRED

Saturday, November 6, 2021

DIY Virtual EdTech Conference

This interactive EdTech Conference will provide you with multiple sessions sharing the best strategies and tools for using online applications.

Each session is presented by a teacher from St. Lucie Public Schools. Teachers just like you who have found innovative ways to increase student engagement, monitor assessments, and so much more.

Registration opens on September 30th!
Space is limited. Registration is required.

REGISTRATION OPENS 9/30

Session/Agenda Overview

Keynote Live
8:50 AM
November 6th, 2021

Microsoft Teams

Assessing Need

- St. Lucie Public schools will provide mid-year and end of the year surveys for necessary technology support. This provides guidance to the curriculum and talent development departments for setting up professional development conferences and sessions throughout the year.
- Through the TIMMS model, St. Lucie Public Schools gathers feedback for specific coaching support for teachers with the integration of technology in their classrooms.
- As a district, we have 288 MIE certified educators, 26 MIE trainers, and 9 MIE Experts. With this expertise within our district, we will continue to use these individuals to support implementation of remote learning within our schools.

Component 4: Instructional Practices

The Talent Development Team surveys teachers to determine needs as mentioned in Component 3. The District maintains a list of teachers who taught in the synchronous learning environment last year. Teachers are encouraged and supported in becoming technology leaders in their schools in a program called Leaders of Innovative Technology (LIT). These teachers receive on-going deep training and many become either Dell certified, Dell Innovators or Microsoft Innovator Experts (MIE). Currently the district has 288 MIE certified teachers led by district staff who are Microsoft Innovative Educator Experts and one who serves as a Microsoft Fellow for the state of Florida.

Professional Development records indicate which teachers have completed various offerings regarding the use of technology in instruction and virtual instruction. Offerings range from entry level to advanced skills. Training sessions are kept within Canvas to allow for on-demand access and review.

Guidance, Resources and Training:

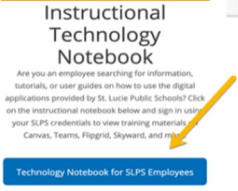
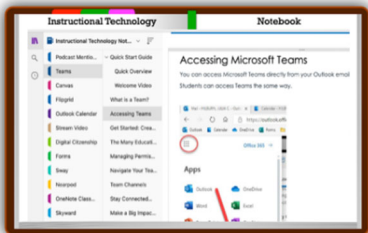
In addition to support outlined in Component 3, district staff created an interactive **Instructional Technology Notebook**. This user-friendly, Comprehensive Guide includes frequently asked questions regarding technology needs. This live interactive digital notebook outlines each technology application used in SLPS and is searchable by topic or help question. Guidance is provided through videos, step-by-step instruction, visuals, and best practices.

Instructional Technology Notebook for All Employees

To access:
Visit the Talent Development Website
stlucie.k12.fl.us/td/

A digital notebook that holds all things technology in SLPS

- Tutorials,
- user guides
- searchable content
- videos



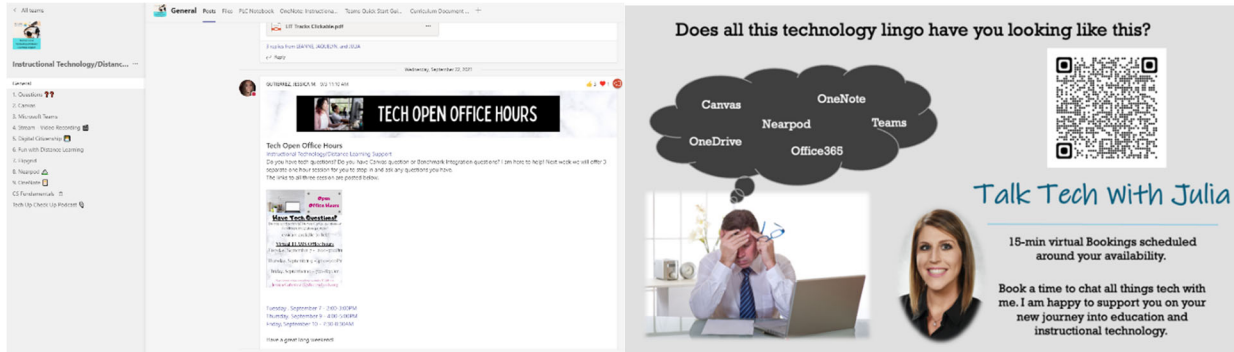
Within Canvas, teachers can access modules designed around a variety of technology platforms with instructional guides and videos on how to use, integrate, and infuse the technology with students both virtual and brick and mortar. Additionally, a TEAM focused on Instructional Technology for all faculty and staff allows for posting and discussion around best practices and help when needed. A separate TEAM is maintained for Administrators.

A unique way to provide quick information to teachers is through a **district produced podcast** called Tech Up Check Up which is designed around quick 15-minute instructional technology updates for educators. This resource has reached an international audience.



Both Curriculum and Talent Development staff offer open office hours using live Teams meetings and Microsoft Bookings to offer direct support for teachers who are struggling with the use of the online applications, Canvas courses, or the implementation of curriculum materials online. This one-to-one

support has been found to be a highly effective model for providing follow-up after PD sessions to the teachers with less expertise with a need for more direct support.



Additional on-going programs have developed cadres of highly skilled teachers to support their peers in providing high quality instruction in brick and mortar and virtual or hybrid settings. Examples follow:

- **#LITslps – Leaders of Innovative Technology** Cohorts 1-3 focus on the implementation of technology throughout classrooms, campuses, and the district. Meetings are monthly.
- **Technology Lesson Planning** Workshops
- **DIY (Digital Inspiration by You) Virtual Edtech Conference** (2 rounds, one in the Fall and one in the Spring) offering over 20+ unique sessions to all educators. Each session is developed and presented by a teacher in SLPS. This conference allows teachers who have “auditioned” to share their technology skills with others to present in a high-tech professional conference.

Educhats- Monthly topical sessions for teachers

PD On-Demand- Provides a variety of modules for professional development accessible through Canvas

Assessing Effectiveness of Delivery Methods:

SLPS works with industry leaders such as Microsoft and Canvas to determine best practices and measure them against our district needs. We have specialists in the Office of Teaching and Learning who meet regularly (weekly, bi-weekly, or monthly) with Microsoft learning specialists and experts to learn about new features and applications for use in the classroom. From there we create how to videos, guides, learning modules or training support as needed to help educators effectively deliver the instruction.

The Curriculum and Talent Development Teams work closely to discuss the standards-based grade level needs and how to effectively deliver the instruction in a distance/hybrid environment. This allows for proper curriculum development in Canvas which is accessible to all educators.

Rather than review virtual lessons of teachers in such a large district, SLPS instead created and pushed out the lessons in Canvas for teachers to use and ensured that all resources were appropriately loaded as well. Classroom teachers were enlisted to help create and post the lessons in core content in all grade levels which were then vetted by district staff. For elective teachers, district staff led them in the development of shared lessons across schools and help support their work. This involvement helped to determine program/materials needed in elective and CTE programs.

Additionally, Principals and Assistant Principals have been trained on how to evaluate teaching in a virtual environment. Instructional Rounds is a method used by the Director of Leadership to calibrate observation and feedback for instruction. This strategy has been revised to include observing virtual classroom settings and focusing on pedagogy and use of resources that work in this setting. These rounds involve small cohorts working together, discussing challenges and developing common practices across schools. To further solidify the comfort level with new digital tools such as Nearpod, these tools were used as a matter of routine in all professional development which allowed our administrators to experience the tools as learners as well.

Instructional Planning Time:

The Talent Development Team has worked diligently with schools to implement Collaborative Learning and Planning (CLP) processes for all grade levels. During pre-service, training was provided to grade level leaders on how to facilitate CLP sessions at their school sites. Therefore, they have a structured plan for how instructional planning should look so that it is collaborative and reflective. They have followed up the training sessions with CLP support at schools per their request this school year to help with implementation. All teachers and administrators have been trained on how to facilitate and participate in collaborative planning virtually. When a hybrid is needed with some teachers teaching virtually and some teaching in brick and mortar, all of the same materials are used, and collaborative planning is expected to include all teachers regardless of delivery method to ensure pacing and fidelity to scope and sequence.

Teacher Expertise:

Leaders of Innovative Technology

As mentioned, SLPS has developed a Leader Innovative Technology Program of three cohorts. This program has identified teachers growing their knowledge in instructional technology and delivery methods for both traditional and online settings. These individuals become technology leaders and are offered opportunities to earn certifications from Dell and Microsoft.

Dell Innovators Program

The Dell Innovators Program is coaching educators via a combination of whole-group training, collaborative teaching, and small group reflection on how to best integrate the application of technology to their instruction. Media Specialists and Technology Resource Teachers; Work with experienced Dell EMC consultants to integrate best practices in the application of technology to their instruction, curriculum and assessment.

Microsoft Innovative Educator Experts

Through an extensive partnership with Microsoft, SLPS has developed expertise. Although the number continues to grow, at last count, SLPS has 288 MIE certified teachers, 26 MIE Trainers, 3 MIE Master Trainers, 9 MIE Experts and one Microsoft Florida Fellow.

Assessing Need For Support:

St. Lucie Public schools will provide mid-year and end of the year surveys for necessary technology support. This provides guidance to the curriculum and talent development departments for setting up professional development conferences and sessions throughout the year.

Through the TIMMS model, St. Lucie Public Schools gathers feedback for specific coaching support for teachers with the integration of technology in their classrooms.

Throughout the year, teachers are invited to district wide professional development based on feedback gathered by both curriculum and talent development departments.

Administrators have the ability to request additional support for teachers through our district wide service request system. This allows teachers to have individualized support from the district office when administrators deem it appropriate.

Component 5: Parent and Family Support



Many strategies for parent and family support and two-way communication have been put in place. Teachers and Principals are the front line for communication. Teachers are provided with tools to contact parents without using their private phones if remote learning is needed. Through Microsoft Teams, teachers can call parents or video conference with them. Teachers are also provided district created templates for sending email messages directly to the parents or students.

- St. Lucie Public Schools provides messaging to parents on how to access materials and resources. Through our different avenues for communication including social media, website, and phone messages, families are provided with detailed support in accessing curricular materials and how to guides to set up distraction free learning environments within the homes. Communication is sent out in multiple languages to meet the needs of all families.
- Our district Homeless Liaison reaches out to families to help them engage in finding the resources available to navigate a digital learning environment.

When needed, parents have access to our Talent Development Specialist support through our help desk in order to reduce downtime if they are struggling with technology in any way. (more information below under Phone Hot Lines)

Below are some examples of strategies used in our communication plan:

- Use of Teams
- Phone calls
- 429-HELP in multiple languages
- How-To Videos for Distance Learning
 - [Digital Learning – St Lucie Public Schools](#)

<p>School Laptop Setup</p> <p>To setup a laptop for student use:</p> <p>Access the Guide</p> <p>[Español] [Kreyòl Ayisyen]</p> <p>Print Guide for Parents/Quarantined Students - to accompany a provisioned laptop (please print and provide with laptop)</p> <p>School Laptop Setup Video</p> 	<p>Personal Computer Setup</p> <p>Microsoft's Student Advantage Program provides free downloads of the full version of Microsoft Office (Microsoft Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access, etc.) for all St. Lucie County students, in District operated schools, for use on their personal and mobile devices. Download and activation requires a student network username and password which is provided to all actively enrolled students.</p> <p>Please be aware, this process works best on a computer. iPads, mobile devices, etc. will display differently.</p> <p>View Instructions</p> 
---	---

TECHNICAL HELP
WHO SHOULD I CALL?

SCHOOL OR TEACHER

HELP DESK (772) 429-HELP

Student is unable to log into Canvas
If your child is unable to log into Canvas/Teams using their Severn@stluciaschool.org, please call the HELP desk.

Student is unable to find content or an assignment in Canvas
If your child is unable to find an assignment or specific content in their Canvas course, please reach out to the teacher.

Classes are missing from Canvas Dashboard
If your child is able to see the class in "MyWork" but is not showing in Canvas/Teams, please call the HELP desk.

Question about grading or submissions
If your child has a question regarding grading or assignment/submissions, please reach out to the teacher.

Unable to log into programs
If your child is unable to log into iReady, ThinkCentral, TEAMS, etc. please call the HELP desk.

St. Lucie PUBLIC SCHOOLS

Office 365 & Teams
Canvas
Digital Classroom
Digital Learning Tools
Communication is Key

Canvas Learning Management System
Canvas is a Learning Management System or LMS. It is used by your teachers to provide an organized, collaborative space where students can learn and grow. Once inside of a Course in Canvas, students will have a HELP button for each class that will provide additional support.

How to Access Canvas

Accessing Canvas as a Student

Messaging Your Teacher

Sending a Message to Your Teacher via Canvas

Notification Preferences

Student Notification Preferences

Checking Your Grades

Checking Your Grades in Canvas

Submitting Assignments

Submitting an Assignment via Canvas

Social Media Tools: Facebook Live has been used in SLPS to provide weekly guidance to parents on how to log on and get started in virtual learning, how to use the accessibility tools for struggling readers, where to go for support and how to trouble shoot if there are computer issues. Sessions were repeated in various languages to meet the needs of our community. Sessions were recorded and posted for later reference. This is a strategy that will continue to be used for future challenges to enhance communication. Through Facebook Live as well as multiple television shows and radio appearances were used to teach parents how to set up a learning environment. Our virtual school, Mosaic Digital Academy, an A school provided best practices and materials for this purpose.

In addition, as illustrated in the screenshot above, short videos are posted and schools regularly refer families to the website to answer questions such as how to contact the teacher, how to submit an assignment or check grades.

Instructional Technology Notebook for Students – A live interactive digital notebook that helps guide students on how to use the different technology applications

Open office hours using live Teams meetings and Microsoft Bookings to offer direct support for teachers who are struggling with the use of the online applications, Canvas courses, or the implementation of curriculum materials online.

Phone Hot Lines:

SLPS uses phone hot lines to address community-wide issues. A phone line is opened and advertised for parents and community to access information such as was needed during school closures. Phone lines are forwarded to trained employees to be able to provide useful and accurate information in English, Spanish and Haitian-Creole. For example, this school year, there were a lot of questions about quarantine protocols so we trained a group of employees to be able to provide them up to date information or connect them to the proper resource to meet their needs. During the district-wide switch to digital learning, the same concept was used with a layered approach. The first layer of response was to determine if it was a simple technology issue that could be addressed. If the family needed more time and guidance on how to navigate the platform, a highly trained Talent Development Support Specialist followed up with a private session to minimize any lost instructional time.

Supports for English Language Learners and their Families:

Technology accessibility: Additional computers have been purchased to supplement the current district initiative and ensure that newly arrived students have access to technology. Hotspots have also been purchased to provide access to internet to ELL students without access at home.

Supplemental software with native language support: Supplemental software is accessible to all ELL students to support in literacy and math skills. These resources can be access through online platforms.

Native language interpretations and translations: Instructions to access technology and platforms have been translated to Spanish and Haitian-Creole. Guides with instructions on how to log into our software platforms have been translated to 42 different languages and dialects. We have contracted a translation company that will be able to provide interpreters to facilitate communication between school staff and parents.

Protocols For Students with Disabilities:

All students with disabilities are provided with the same technology and virtual platforms as those of their non-disabled peers.

In the event of SLPS having to convert to remote learning, the following protocols are followed:

All current IEP accommodations, supplementary aids and services will be provided as listed in the students' IEPs.

All adaptive technology used in school for students to access curriculum and instruction will be provided in the home including assistance with set up and troubleshooting.

All visual materials such as schedules, token boards, First/Then boards, core communication boards, etc. will be provided to the student at home.

All therapies (Speech, OT, PT) will be provided per the students' IEPs using the existing virtual platforms or teletherapy.

Students who require sign language interpreters will be provided the technology to access an interpreter per their IEP.

Students will be provided vision services, (instruction, brailled materials, adaptive tools) per their IEP.

Students requiring printed materials will be available for students. These materials can be delivered by school bus or arranged for pick-up at the students' school site.

All school personnel that support the student in the classroom will be accessible to the student over the virtual platform.

Support Facilitators will join classroom lessons and provide small group breakout sessions.

Behavior Technicians will participate in the virtual classroom reinforcing acceptable behaviors, participation and completion of work. They may also provide breaks for students engaging with them in a virtual breakout.

Paraprofessionals and Self-care aides will follow their daily schedule, join the classroom instruction and may have small group breakout sessions after the initial instruction is provided for support in completing a task and reinforcing skills.

Student Outreach

To ensure the health and safety of students and their family's school social workers and mental health counselors will work with each school to identify students that will require regular outreach during brick-and-mortar school closures. Depending on the identified area of student need, school social workers and mental health counselors will provide daily remote check-ins to reinforce regular school attendance, conduct social skills groups, and provide group or individual counseling virtually. Students' response to the supports will be monitored on a weekly basis. If it is determined that a student is not responding favorably to the support provided, a Problem-Solving Team will be scheduled by the school-based team with the parent/guardian to determine appropriate interventions.

Attendance and Wellness Checks During School Closures

School Social Workers and Boys and Girls Club Attendance Advocates, funded by the Children Services Council, meet with problem-solving teams and school-based attendance teams in schools to target students that have barriers to regular school attendance. The teams identify appropriate interventions and extend outreach to families to improve student attendance. In the event that students are not attending school regularly virtually and attempts to contact the student and family have been unsuccessful school social workers and attendance advocates will make home visits to conduct home visits/wellness checks. The graphic below outlines the process for home visits/wellness checks.



TECHNOLOGY

Component 6: Technology and Technical Support

The ICP planning process team includes but is not limited to the COO, Telecommunications & NIO Manager, App Dev Manager, District Network Analysts, Network Analysts, IT Program Manager, Technical Service Desk Lead, Telecommunications Technician and Field Technology Support Specialists.

Technology Infrastructure

We have two different internet service providers that deliver distinct last mile and internet backbone paths. These connections are supported by redundant firewalls and network cores, internally our schools connect back to our district office site via four redundant ASE circuits. All critical network equipment housed at our Network Operation Center is configured with dual power supplies, enterprise level UPS battery back-up and power generator. Core network equipment at school sites also have dual power supplies and UPS battery back-up. We also utilize a wide variety of network monitoring tools that provide alerts when outages occur so we can dispatch technical resources to mitigate issues either remotely or on-site.

Student Access:

Currently each school site has enough devices to be able to deploy devices 1:1 at any time. Principals are trained on computer distribution processes and inventory control. These protocols have been refined with Principal feedback.

Internet Access:

A survey was conducted to determine which families were in need of hot spots for their internet access. The families who indicated a need currently have an enabled hotspot at home. Each principal can also request a hot spot for a family as needs arise and can be deployed from each individual campus.

Accessibility for FAPE:

SLPS provides a Windows laptop to our student population so they're able to access digital curriculum while at school or remote. These devices include standard Ease of Access features including Speech to text, Read aloud, Immersive Reader, Presentation Translator for closed captioning, If a student requires more specific accommodations for instruction, there are various options available through our assistive technology department.

We have specialized software for visually impaired students like Zoom Text, Jaws, Duxbury for embossing braille for blind students.

The Assistive Technology department evaluates students with additional needs and issues iPads where appropriate.

These iPads are loaded with Apps that are specific to the additional needs of the students to assist them with communication and learning, for example: Seeing AI, an artificial intelligence application that uses the device camera to identify people and objects, and then the app audibly describes those objects for people with visual impairment as well as reading text out loud

Apps like Learning Ally and Bookshare for audio books, Apps such as Touchchat, Verbally, LAMP, etc. for non-verbal students, Office Lens with Immersive Reader to support students with dyslexia and dysgraphia in the classroom.

Sound field systems as well as FM systems for our Deaf/Hard of Hearing students. Touch Monitors are provided to students with mobility issues. Track pads and/or 1-click mice for students that cannot physically maneuver a traditional mouse.

Web Content Filtering Solution

All internal network traffic destined to the internet is filtered via a Content Keeper web filtering solution and devices used for distance learning have the Content Keeper Mobile Agent installed which filters traffic while our devices are off-site.

Technology Support Roles:

Chief Operations Officer
Telecommunications & NIO Manager
District Network Analyst
Network Analyst
Security Analyst
Technical Service Desk

Site Support Technicians
Telecommunications Specialist
Programmers
Instructional Support Specialists

Component 7: Cyber Security

We have aligned our Cyber Security Processes with the NIST Cyber Security Framework which has become an industry standard for establishing Cyber Security processes to protect critical infrastructure. For security purposes these plans/documents are not provided to the public.

Include a business continuity plan tailored to the LEA.

BCP document is available and is housed in a secure location within the organization and is not provided to the public for security purposes. These documents will be made available to DOE staff/auditors upon request by contacting Terence O'Leary, Chief Operations Officer at Terence.O'Leary@stlucieschools.org.

Incident Response Plan:

IRP document is available and is housed in a secure location within the organization and is not provided to the public for security purposes. These documents will be made available to DOE staff/auditors upon request by contacting Terence O'Leary, Chief Operations Officer at Terence.O'Leary@stlucieschools.org.

Security-related Policies and Procedures:

St Lucie Public Schools cybersecurity program is modeled from the National Institute of Standards and Technology (NIST) cybersecurity framework and modified for the District.

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

*St Lucie Public school has moved most of the information technology services to cloud-based platforms which allow cybersecurity protections such as web content filtering and endpoint protections to remain active and allows a continuity of service regardless of a District device

location or District onsite network issue. Our Business Continuity Plan is available and housed in a secure location within the organization and not provided to the public for security purposes. Our incident response plan is also available and is housed in a secure location within the organization and is not provided to the public for security purposes. Cyber security-related policies and procedures aimed at safeguarding the District include Acceptable Use Policy, Endpoint Configuration Policy, Phishing Incident Response Procedure, Security Awareness Training Plan, Incident Response Plan, Disaster Recovery/Business Continuity Plan. Procedures/plans are housed in a secure location within the organization and are not provided to the public for security purposes.

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

*St Lucie Public Schools works diligently to protect systems from cyber threats and attacks. Best practices are implemented, and additional layers of protection are constantly added or improved to protect the district organization from compromise and availability. Current measures include Information Security Awareness Training, staff Phishing campaigns, Multifactor Authentication for Staff, Content Filtering for District devices and networks (including Wi-Fi on buses), Spam filtering, Vulnerability scanning, Endpoint Detection and Response (EDR), Network and Web Application Firewalls, Intrusion Prevention Software (IPS) and Intrusion Detection Software (IDS), Penetration Testing and both internal and external Audits.

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

* St Lucie Public Schools IT Department has developed goals that can also serve as milestones for cyber security improvements to maximize ICP effectiveness, Reduce cyber threats and increase protection of students in a virtual environment, Create a Functional IT Security Operations Center, Automate threat detection, investigation, and response processes for staff and student issues and increase security awareness among staff and students.

Component 8: Engaging Students with Limited Access

The Chief Communications Officer is the point person for district-wide messaging, whereas the School Principal is the point person at each school for school-based messaging. Furthermore, additional district departments support the communication efforts to meet needs of special student populations. Our ESOL/Migrant Department supports communication efforts with our limited English-speaking population. Likewise, the Exceptional Education Department uses their existing channels to have ongoing communication with student/families in our ESE programs.

The Communications Office provided district wide message across all groups in multiple language through school messenger phone calls, social media channels, the district education TV channel, mailings, flyers sent by school principals, District advisory council meeting, PTO meeting, SAC meeting and through participation in community wide events. The ESOL department provides immediate translation services for messages in Spanish, Haitian-Creole, and Portuguese. A contracted service is used if translation is needed is less prevalent languages

in our community. These communication tools are utilized early and often to ensure that messaging is reaching across the district including those families with limited access.

The school Principal is the point person at the school level. They are responsible for working with individual students at their school to ensure they have Wi-Fi access and/or access to accessibility tools. If/when schools are not able to make contact with their families, school social workers are deployed to locate families and provide the necessary support to ensure that there are two-way lines of communication are open

Through partnership with Wifi providers such as Comcast, free or low-cost internet access is provided to families with that need. Furthermore, the district has deployed thousands of Wi-Fi hotspots to families in need. We have also worked with our county to provide broadband access through the Internet Essentials Partnership Program. Through this program, we pay for student home internet access.

In addition, many of the software products the district has purchased allows for students to have many tools accessible to them to assist with accessing curriculum and instruction and to demonstrate their learning. Microsoft tools are utilized. SLPs utilizes UDL and collaborates with the project coordinator for PS/RtI: Technology and Learning Connections. We also collaborate with FDLRS, the ACCESS Project, and Project 10.

Leadership Engagement Plan: During normal operations, monthly meetings are held to keep Principals up to date and to provide training about emergency operations. During an event or pending event, daily virtual meetings are held with Principals to ensure there is clear understanding about district protocols and procedures. A Maintenance schedule of weekly meetings is currently in place. Principals and Assistant Principals also receive annual training on emergency procedures including simulations conducted in partnership with our local college.

Our district office of Exceptional Student Education works directly with schools to ensure that the needs of students with disabilities continue to receive their IEP driven specialized instructional services as well as any related services, accommodations, supplementary aids and services while in a remote setting. It is vitally important that the continuation of services exist for students when they move to a remote learning environment. Open lines of communication with families is integral to the success of the student in the remote setting. Our district has existing platforms to be utilized for remote learning for all students including students with disabilities. Understanding that one size does not fit all in either in-school learning or remote learning, so existing staff must be trained to assist students with disabilities through various methods of instruction including on-line virtual instruction for portions of the school day. Our related service providers are all trained to provide creative learning opportunities for students with disabilities that instruction in multiple modes. Our department works closely with our Instructional Information Systems Department and our Department of Student Services to ensure that families who have no internet access or limited access can access low or no-cost internet access for their children to access the educational environment. For those students with disabilities whom the parent and the educational staff have determined that remote

access to the different lesson platforms is not appropriate, the team works individually with the parent to develop specific learning packets and utilizes virtual platform of TEAMS to communicate with the family and the student throughout the day. Students who have individual medical conditions that may require specific nursing services are still monitored daily by the nursing staff assigned to those students.

The School District has a number of communication plans that are accessible to school administration and district staff. These plans are reviewed regularly and updated. Due to sensitive school safety measures included in the plans, they are not for public consumption. Those communication plans include:

Administrators Handbook

School Operations Emergency Management Plan

Hurricane Sheltering and Facility Emergency Preparedness Plan

COVID Management Plan (attached)

These documents will be made available to DOE staff/auditors upon request by contacting Lydia Martin, Chief Communications Officer at Lydia.Martin@stlucieschools.org.

St. Lucie PUBLIC SCHOOLS **FREE COMMUNITY WIFI**
AVAILABLE 24 HOURS*, MONDAY-FRIDAY
*Most Locations Are Outdoor Use Only

429-HELP for support

Bethany Court Apartments 501 Bethany Court, Fort Pierce, 34950	B&G Club Near CA Moore 827 N. 29th St., Fort Pierce, 34947	Sheraton Plaza #2 2702 Essex Ave., Fort Pierce, 34946
Parkland Court 1703 N 12th St., Fort Pierce, 34950	CA Moore 827 N. 29th St., Fort Pierce, 34947	Near Ravenwood/Northport 250 NW Floresta Dr., Port St. Lucie, 34983
Apartments on 29th Street 3002 Ave. D, Fort Pierce, 34947	B&G Club Avenue J 3104 Ave. J, Fort Pierce, 34947	DMMS #1 1201 Mississippi Ave., Fort Pierce, 34950
"The Rec" Near Ave M 1306 Ave. M, Fort Pierce, 34950	B&G Club Near 7th St./Bus Depot 603 N. 7th St., Fort Pierce, 34950	DMMS #2 1201 Mississippi Ave., Fort Pierce, 34950
Zora Neal Hurston Library 3008 Ave. D, Fort Pierce, 34947	Sheraton Plaza Area 2905 Essex Ave., Fort Pierce, 34946	

St. Lucie
PUBLIC SCHOOLS

DISTRICT LAPTOP REPAIR

Monday-Friday

**Performance Based
Preparatory Academy**
8:30-11:30AM

District Office
8:30-11:30AM



Component 9: Continuation of School Operations

If schools are impacted by extended school closures, the essential personnel needed to support the learning is influenced by many factors including the number of students/schools switching to remote learning, whether or not there is physical damage to schools that must be addressed, and the ability of employees to work at school board sites and or remotely. Working conditions are also negotiable with our unions and details would be determined based on the nature of the event and extent of impact. At times, we operate under the guidelines of an emergency executive order or in partnership with agencies such as the Florida Department of Health.

School operations that are impacted include: classroom instruction, transportation, special education and ELL services, meal service, maintenance and sanitation, IT functions, financial operations, and communication systems. Administrators, classroom teachers, non-classroom teachers, clerical staff, health services staff, facilities support, IT support, Student Services personnel and food service employees are all critical to learning and communication to support our students.

Classroom teachers would be expected to work their normal work hours and teach synchronous lessons following their schedule with from a district location or remotely from home. This work includes required collaborative planning (CLP) with their peers' utilizing TEAMS and Canvas, following protocols and strategies for remote CLP covered in training. Non-classroom teachers, counselors, deans, coaches, media specialists, etc.. provide support to students directly related to their role or through specialized assignments during the closure. For example, counselors are expected to participate in individual and group counseling, maintain whole group lessons and participate in parent conferences and problem-solving sessions remotely. Deans have been trained how to monitor and intervene when behavior exhibited in remote learning is disrupted. Coaches may still facilitate the CLP sessions remotely but they will also take on additional roles such as reaching out to students who are missing scheduled class

sessions for another layer of support.

Food Service:

The purpose of this procedure is to ensure students have access to meals when schools are identified as closed due to a community emergency.

Schools participating in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must be dismissed or closed due to Federal, State or local public health requirements. Under these circumstances, school food authorities (SFA's) may continue to serve meals to students effected by school closures through the Summer Food Service Program (SFSP) or Seamless Summer Option (SSO).

A. FNS may waive the requirement at 7 CFR 225.6(e)(15) that meals be served and consumed in a congregate setting, to support any social distancing requested by Federal, State, or local authorities. FNS may also waive the requirements at 7 CFR 225.6(d)(1)(iv) limiting the operation of the SFSP or SSO during an unexpected school dismissal during the school year to non-school sites. Requests to waive other operational requirements will be considered on a case-by-case basis. Otherwise, the SFSP or SSO will generally operate as it does during the summer months.

B. Each State agency must submit an individual State waiver to FNS for review and approval before initiating an SFSP or SSO response that includes policy waivers. Once FNS has approved the State's waiver, the State may initiate program operations at any location in the State and at any time in the approval period specified in the waiver response. FNS encourages State agencies to submit their individual waivers well in advance of any anticipated operations so that they are ready to begin working with eligible service providers right away.

C. The SFA or CO must apply to the State agency for the State's approval. It is at the State agency's discretion what information to require in SFA or CO applications. However, FNS suggests that a waiver request address the specifics of how the SFA or CO will operate the SFSP or SSO during an emergency school dismissal including:

- Name of school(s) covered by waiver request;
- At what point following school dismissal the meal service would start;
- What meal distribution method(s) the institution will use and how the waiver will target the children in the dismissed schools;
- How the meal distribution will target low-income children if the school does not have 50 percent, or more free or reduced-price children enrolled.
- Methods for communicating with families; and
- How the SFA or CO will ensure proper operation of the program including meal content, meal counts, food safety, oversight, etc.

To assure a prompt response to school dismissals, SFAs are encouraged to work with their state agency to approve their application in advance related school dismissal. It is important to note that while multiple organizations in a community may work to respond to related dismissals, a State agency may not approve waiver requests that would duplicate coverage. Therefore, it is critical that State agencies communicate with SFAs to develop these waiver requests as soon as possible, and that communities identify the institution most able to respond to a dismissal at a particular school.

D. The SFSP/SSO waiver is targeted to children who attend schools that have been dismissed due to a community emergency. However, in eligible areas, meals may be served to all children 18 and under in

the household if at least one child attends the dismissed school. If a childcare center that participates in the CACFP is in a dismissed school, students enrolled in that center are eligible for meals provided to children attending the dismissed school.

E. For dismissed schools with 50 percent or more of their enrolled students certified eligible for free or reduced-price meals, SFAs may develop meal distribution methods in which meals are available to all families with children enrolled in that school, with a focus on serving low-income children. For dismissed schools with less than 50 percent free or reduced-price enrollment, meal distribution methods must more directly target the households of enrolled children who are eligible for free or reduced-price meals. Schools should use current free/reduced price certification information or, if necessary, depending on the timing of the school dismissals, immediate prior year eligibility certifications.

F. The maximum number of meals that may be offered remains the same as under SFSP or SSO: up to two meals, or one meal and one snack, per child, per day, in any combination except lunch and supper. As discussed below, the State agency may approve a distribution approach that includes meals for multiple days. The State agency should consider the capacity of the SFA or CO to execute such an approach effectively, including meeting food safety requirements.

G. Separate meal counts, and records must be maintained for meals served under a waiver. To receive reimbursement, total meals must be reported to the State agency for submission to FNS.

H. The meals must meet the regular menu planning requirements of the SFSP or SSO. Offer versus serve (OVS) will not apply and all meals must be unitized, meaning a complete reimbursable meal that meets the requirements of the menu planning method used, including milk, must be distributed. Shelf-stable milk may be used. USDA commodity foods may also be used. If availability of milk or other meal components becomes an issue, FNS will work with the State agency to provide the needed waivers or flexibility.

Continuation of Meals for Students during emergencies

During extended emergency school closures students will have access to meals through school distribution grab and go sites. Schools are identified throughout the district that have the greatest need for meal distribution in addition to easy pick-up location. A food service grab and go pack consist of five breakfasts and five lunches. Students will have access to receive these meals one day throughout the week. Students are requested to be in the vehicle with the parent. Vehicles without a child will be required to provide either a birth certificate, student ID or report card. Below is an example of distribution sites and times.

FREE MEALS FOR ALL CHILDREN 18 AND UNDER

GRAB N' GO MEALS

NO LONGER REQUIRED: PRE-ORDERING
PICK UP DAY: WEDNESDAY
5 BREAKFAST AND 5 LUNCHES

St. Lucie PUBLIC SCHOOLS
Each Child, Every Day

VEHICLES WITHOUT A CHILD WILL BE REQUIRED TO PROVIDE ONE OF THE FOLLOWING: BIRTH CERTIFICATE, STUDENT ID, REPORT CARD

RED ZONE SITES		BLUE ZONE SITES		GREEN ZONE SITES	
Treasure Coast High School	8:00AM-9:30AM	Port St Lucie High	8:00AM-9:30AM	Fort Pierce Central	8:00AM-9:30AM
St. Lucie West Central	8:00AM-9:30AM	Northport K8	12:00PM-1:30PM	Westwood Academy	8:00AM-9:30AM
	3:30PM-5:30PM	Southern Oaks Middle	12:30PM-2:00PM	Chester A Moore	9:00AM-10:30AM
St. Lucie West K8	9:30AM-10:30AM	Parkway Elementary	3:30PM-5:30PM	Lakewood Park Elem	9:00AM-10:30AM
Westgate K8	12:30PM-2:00PM	Southport Middle	12:30PM-2:00PM	Dan McCarty Middle	12:30PM-2:00PM
Manatee K8	9:00AM-10:00AM	Village Green Elementary	1:00PM-2:00PM	Frances K Sweet	12:30PM-2:00PM
Windmill Point	3:30PM-5:00PM			Weatherbee Elem	9:00AM-10:00AM

Steps for Vehicle Drive Up Meals:

1. From 6ft or more an employee informs all individuals to remain in the car.
2. Employee ask the driver/passenger how many children in the car.
3. Employee assembles number of breakfast and lunch into a plastic shopping bag.
4. Place the shopping bag onto the cart.
5. Roll the cart to the window of the car maintaining a distance.
6. Driver or passenger picks the bagged meals up off the cart while remaining in the car.
7. Employee sprays cart, sanitizes gloves and rotates to another cart.
8. After 10 cars employees should rotate.
9. Meals must be documented on Daily Meal Count Form for breakfast and lunch.

EXAMPLE: Car is identified as having 3 kids of the age 18 and younger. The car will receive 3 breakfast and 3 lunch times 5 days. Each Daily Meal Count Form will document 3 meals for five days of meals.

Steps for Walk Up Meals:

1. Maintaining 6ft or more employees identify the number of children.
2. Customer should be maintained in front of the identified cart.
3. Employee assembles number of breakfast and lunch into a plastic shopping bag.
4. Place shopping bag on cart.
5. Parent or child picks the bag up off the cart.
6. Employee sprays cart, sanitizes gloves and rotates cart after 10 meals.
7. Meals must be documented on Daily Meal Count Form for breakfast and lunch.

Special Education

Outreach and Community Organizations

The Deputy Superintendent and the Chief Operating Officer regularly attend the weekly meeting of the Children's Services Council as a means of two-way communication with the community agencies. This has refined our practices to include expanded summer programs, district transportation to agencies for summer and after school extended learning opportunities, food distribution to our students at their sites and the "Learning Launchpad". The Learning Launchpad provided parents with small face-to-face settings at community organizations where students can go if schools are closed. Although staffed with employees from those participating agencies, Boys and Girls Club, Churches, etc, the staff has participated in training to learn about our learning management systems and supplemental programs such as iReady. This practice can be reintroduced if needed.

In addition, the Executive Director of Teaching, Learning and Leading, the Director of Elementary Curriculum, Director of Alternative Education, the Executive Director of Student Services and Exceptional Student Education and the Director of Secondary Curriculum attend monthly meetings of the Academic Success Network of the St Lucie Roundtable to implement strategies to engage all students as well as evaluate outcomes. These strategies include summer school and school attendance.

The district office of Exceptional Student Education works collaboratively with all other departments in the district to ensure that students with disabilities maintain full access to their free appropriate public education, IEP driven services, related services, accommodations, and supplementary aids and services. Recognizing that many students with disabilities have multiple needs, it is necessary to keep the lines of communication open with all departments to ensure equal access. Our ESE office works with schools to determine appropriate assistive technology that may need to be utilized in the home setting and arrangements are made for the children to have full access to that technology. If the students with disabilities are accessing the existing platforms of Canvas or Teams for instruction, care is taken to ensure that students with disabilities and their parents have a full understanding of the operational aspects of the platform for learning and engagement. (Teachers are regularly trained on the settings that support accommodations within these programs.

Due to the need to retain continuity to the greatest extent possible, students who receive services in small group or placed in small groups and teachers rotate among those groups while ESE paras or other support staff assist in facilitating instruction after initial instruction has been provided by the teacher to mimic what normally occurs in the classroom. For students who require a more individualized approach to learning for full engagement, teams work with parents to ensure that dedicated time is made for the initial instruction for the students. All related services are coordinated with the parent when they must be provided in the remote setting to ensure that the student is made available and able to appropriately engage.

For students with intensive needs, multiple educational providers including behavior technicians, paraprofessionals, speech pathologists, occupational and physical therapists, nurses, behavior analysts all continue their role in meeting the educational needs of the student. Special consideration is paid to the accommodations students with disabilities need in the remote setting and staff ensure that the child receives those accommodations and works with our other departments to share information about built in program accommodations to existing platforms and to problem-solve any issues that exist for full access to the child's educational program.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

Component 10: Emergency and Ongoing Communications

The Chief Communications Officer serves as the point person for communication to stakeholders in the community, along with internal School District communications.

When the need arises to switch to the ICP, the Communications Office will immediately notify the all stakeholders through a variety of existing communication channels and regularly used communication tools.

Stakeholders include, district employees, students, parents, child care providers, the community at large and the media. External communications are provided in multiple languages to ensure all families are reached.

Parents/Students/Employees/Stakeholders can access the Instructional Continuity Plan and supporting resources on the district website.

Emergency and Ongoing Communications

If the need arises, the school district's webpage can quickly be switched out to our Emergency Operation Webpage which is streamlined to include just those resources that a stakeholder needs for the specified emergency. This will include the ICP if it is necessary to switch to remote learning along with hotline numbers, community agencies, local municipality emergency information contacts.

Daily updates will be provided to keep stakeholders informed of any changes they need to be made aware of. In addition to the district's website, all social media channels, media partners and school messenger phone calls will be updated daily to provide current/real time messages to all stakeholders.

Multiple Communications Channels are used include, School Messenger (email and phone), Skyward Messenger, Facebook/Twitter, Facebook Lives, TV News/Newspaper, Press Conferences, WLX-TV-our education TV channel, Press Releases, Paper Notices, Communication Guidelines in the Administrator Handbook,

Roles and responsibilities of school and district staff are outlined in specific handbooks:

Chief Communications Officer: Ensures both internal and external communications are comprehensive, timely and accurate.

Chief Communications Officer: Ensures that the ICP is being implemented across all school sites

Chief Operations Officer: Ensures that the network is operational and can handle increase traffic while ICP is being implemented. Also coordinated dispatched remote WIFI spots in hard to reach community by utilized school district buses outfitted with Wi-Fi hot spots. Ensure school sites are operational if need as emergency shelters. Ensure that Child Nutrition Services is up and running to provide meals to all students who are learning from home.

Chief Financial Officer: Ensure, purchasing of supplies and resources is not interrupted and employees continue to receive paycheck and benefits.