CITRUS COUNTY SCHOOL DISTRICT INSTRUCTIONAL CONTINUITY PLAN

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Citrus County School District Instructional Continuity Plan

Component 1: Leadership and Planning

The Citrus County School District cross-functional planning team consists of stakeholders from all district departments and school-level staff. The team members' positions include administrators, instructional staff, support staff, and union representation. The members specifically include the following stakeholders: Teachers, Parents, Community Members, Students, Principals, Assistant Principals, Directors, Coordinators, Chief Academic Officer, Assistant Superintendent, and the Union President. In the event of an individual classroom, school-wide, or district crisis, when the brick-and-mortar school(s) temporarily close, the Instructional Continuity Plan (ICP) will serve as the District guiding framework for utilizing a common Learning Management System (Canvas) for students to continue learning from home.

The priority of the Citrus County School District is the health and safety of our students and employees. If the Instructional Continuity Plan needs to be activated, staff members' work-locations will be based on state, local and federal guidelines. The critical success factors (CSFs) that determine achievement of the ICP's desired outcomes or goals are as follows:

> **CSF 1)** Access to devices and internet (students and staff)
> **CSF 2)** Access to basic needs (food, mental health support, etc.)
> **CSF 3)** Access to curriculum via Learning Management System
> **CSF 4)** Support for teachers and families with curriculum needs
> **CSF 5)** Communication of plan to all stakeholders including ongoing updates

CSF 1: To ensure access to devices and the internet, the following processes have been developed:

- 1:1 devices for students and staff are provided.
- District and school-wide processes are established for devices to go home with students.
- Internet access will be provided throughout the community (Wi-Fi on district vehicles, hotspots, access in school parking lots, partnerships with community agencies).
- Staff members who do not have internet access at home or cannot fulfill their duties or responsibilities remotely may meet their obligations on-site or an alternate CCSD location.

CSF 2: To ensure access to basic needs (food, mental health support, etc.), the following processes have been developed:

- Meals will be available for students at school locations and designated neighborhood locations.
- During the unexpected closure, information regarding meal delivery for students will be communicated through social media, digital communication tools, and/or print media.
- Contact information for students and families to access support from social workers, counselors, psychologists, and local agencies will be communicated through social media, digital communication tools, and/or print media.

CSF 3: To ensure access to curriculum, the following processes have been developed:

- District-adopted Learning Management and Student Information Systems are utilized for the administration, documentation, tracking, reporting, automation, and delivery of educational courses.
- District adopted single-sign-on for staff and students will be used for access to curriculum.

CSF4: To ensure technical support for teachers and families to access curriculum, the following processes have been developed:

- Technology staff at each school will be available to support families/students.
- Educational Technology Department will be available to support staff and families.

CSF5: To ensure communication of the plan to students, families, and staff on implementation and ongoing updates, the following processes have been developed:

- Communication is conducted through several mediums (Let's Talk, Remind, district website, district social media platforms, Emergency Notification System, and other methods as feasible).

To evaluate the effectiveness of the ICP, Citrus County School District established a team consisting of district and school level representation. If the ICP is activated during the school year, the District will include questions in our parent, staff, and student surveys at the end of the year to gather input on the effectiveness of our ICP. If necessary, the Executive Team will utilize this input to revise the Instructional Continuity Plan. In addition, the cross-functional planning team will revisit the intended outcomes and goals of the Instructional Continuity Plan every six months to seek public input on whether to revise our plan.

Component 2: Curriculum Resources and Digital Content

The priority of the Citrus County School District is the health and safety of our students and employees. In the event of an individual classroom, school-wide, or district crisis need, when the brick-and-mortar school(s) temporarily close, the Instructional Continuity Plan (ICP) will serve as the District guiding framework for utilizing a common Learning Management System (Canvas) for students to continue learning from home. If the Instructional Continuity Plan needs to be activated, staff members' work location will be based on state, local, and federal guidelines. The critical success factors (CSFs) that determine achievement of the ICP's desired outcomes or goals are as follows:

CSF 1) Access to devices and internet (students and staff)
CSF 2) Access to basic needs (food, mental health support, etc.)
CSF 3) Access to curriculum via learning management system

CSF 4) Support for teachers and families with curriculum needs
CSF 5) Communication of plan to all stakeholders, including ongoing updates.

Canvas is the Learning Management System (LMS) for Citrus County Schools. Canvas was adopted as the LMS in the 2020-2021 school year by a district and school-level stakeholders' committee. In addition, the District utilizes video conferencing platforms (Zoom, Microsoft Teams, etc.) for interactive instruction and communication with students and families. Achieving the critical success factors in the event of school(s) closure with a seamless transition is the Instructional Continuity Plan's goal. The Citrus County School District cross-functional planning team monitors the performance and usage of Canvas as our Learning Management System. This committee consists of all district departments, school-level staff, community members, parents, and students. School-level staff includes administrators, instructional staff, support staff, and union representation. This team provides input and monitors the performance of Canvas, and makes recommendations for professional training and support.

In addition, we will revisit the intended outcomes and goals of the Instructional Continuity Plan every six months to seek public input on whether to revise our plan. Citrus County School District provides ongoing support for Canvas as our LMS. During the first year of implementation, all teachers and administrators were trained on how to utilize Canvas for the administration, documentation, tracking, reporting, automation, and delivery of educational courses. As we started the second year of implementation, the District provided specific training on Canvas to new teachers as part of the District's Teacher Induction Program. Moving forward. this process will continue to be provided for new hires.

In addition, district-level instructional technology coaches provide ongoing training and support to all instructional staff. The training is available both virtually and face-to-face. The trainings are differentiated based on the varying skill levels of teachers to meet the needs of novice and experienced teachers. District technology staff and teachers who are technology "experts" at their schools also conduct monthly trainings for all staff to participate. These monthly trainings, called "Tech Time," allow Citrus County teachers to receive relevant professional development from their peers and during convenient times. The technology "experts" are identified through classroom walkthroughs, observations, and discussions with the school-based Principals. In addition, stipends are provided for teachers to collaborate and share best instructional practices through after-school Professional Learning Communities. The District also provides stipends for teachers to apply their learning and create content in the Canvas platform as funding is available.

Component 3: Professional Learning

Citrus County School District currently has a cyclical process to determine comprehensive needs and a survey to gather input from staff related to their professional development needs. The Director of Professional Development reviews the input and develops a professional development plan for the upcoming school year based on the input and results of the surveys. School-level administrators also work collaboratively with the instructional staff to determine the varying needs of online instruction. The District offers professional learning opportunities for school leaders and staff through various methods. Training opportunities for staff occur in virtual and face-to-face formats, during grade level/content level, faculty, and district level meetings, after school hours, and in self-paced formats.

The Citrus County School District recognizes the importance of providing ongoing professional learning for all staff members to enhance instructional practices, close achievement gaps, and maximize student learning in all learning environments. Many of the professional development activities provided last school year will be offered as repeated sessions, follow-up trainings, and a continuation of previous sessions. Instructional coaching supports are in place to assist with the implementation of learning. Data analysis structures are utilized to guide intervention strategies.

See Appendix A-Professional Learning Options •
https://docs.google.com/document/d/18Zx_nKY1AiyaAyZdmt29Io1GFZIjgb0t/edit?usp=sharing&ouid=11735432082609632940000&rtpof=true&sd=true

The effectiveness of professional learning efforts will be monitored via quantitative and qualitative methods. Student achievement data is monitored to determine student progress in relation to the implementation of related professional development. The Learning Management System's analytics reports provide teacher and student usage and engagement in completing assignments. Administrators access teacher-created courses in the LMS to view the implementation of skills learned in professional learning activities (i.e., module design, use of studio tools, quizzes, content alignment to standards). Other professional development activities include PD to practice indicators to help teachers and administrators understand what the participants "should know and be able to do" at the conclusion of a training series. In addition, administrators provide feedback to teachers via virtual walk-throughs and formal observations via the Citrus County School District Teacher Evaluation System. Instructional coaches are utilized to provide additional one-on-one coaching and conduct model lessons if the level of implementation needs additional support. Data obtained from progress monitoring assessments, the LMS analytics reports, observations, and the results from surveys taken at the conclusion of trainings and follow-up sessions are used to guide the development and scheduling of future professional learning opportunities. As new programs/products/features are released, training will also be provided to keep instructional and administrative staff up to date regarding the use and implementation of the new resources.

Component 4: Instructional Practices

Citrus County School District currently has a cyclical process to determine comprehensive needs and a survey to gather input from staff related to their professional development needs. The Director of Professional Development reviews the information and develops a professional development plan for the upcoming school year based on the input and results of quarterly and yearly surveys. School achievement data is also reviewed to identify areas in need of improvement. School-level administrators also work collaboratively with the instructional staff to determine the varying needs related to professional development focused on virtual/hybrid learning. The Citrus County School District recognizes the importance of providing ongoing professional learning for all staff members to enhance instructional practices, close achievement gaps, and maximize student learning in all modalities. Many of the professional development activities provided last school year will be offered as repeated sessions, follow-up, and a continuation of previous sessions. Instructional coaching supports are in place to assist with virtual and in-person teaching opportunities and implementation of learning and data analysis structures. The Citrus County School District provides ongoing support for Canvas as our Learning Management System (LMS). During the first year of implementation, all teachers and administrators were trained on utilizing Canvas for the administration, documentation, tracking, reporting, automation, and delivery of educational courses. As we started the second year of implementation, the District provided specific training on Canvas to new teachers as part of the District's Teacher Induction Program. Moving forward, this process will continue to be provided for new hires. In addition, ongoing training and support focusing on best practices for hybrid teaching are provided to all instructional staff through district-level instructional technology coaches.

The training is available both virtually and face-to-face. The trainings are differentiated based on the varying skill levels of teachers to meet the needs of novice and experienced teachers. District technology staff and teachers who were technology "experts" at their schools also conduct monthly trainings for all staff to participate. The technology "experts" are identified through classroom walkthroughs, observations, and discussions with the school-based Principals. During the walkthroughs and observations by administrators and district-level staff, data on the effectiveness of instructional delivery methods will be collected. Teachers needing additional professional development support in distance/hybrid educational delivery will be identified. Teachers needing additional support are provided stipends for attending after-hour trainings, instructional coaching assistance, or time to observe other teachers strong in the area of technology. In addition, stipends are provided for teachers to collaborate and share best instructional practices through after-school Professional Learning Communities. The District also provides stipends for teachers to apply their learning and create content in the Canvas platform as funding is available. The monthly trainings, called "Tech Time," allow Citrus County teachers to receive relevant professional development from their peers and during convenient times. The District will also provide stipends for teachers to apply their learning and create content in the Canvas platform as funding is available. Citrus County School District provides access to professional development resources and training through Canvas, video conferencing formats, and direct coaching sessions.

See Appendix A for Additional Professional Learning Options:

https://docs.google.com/document/d/18Zx_nKY1AiyaAyZdmt29Io1GFZIjgb0t/edit?usp=sharing&oui d=117354320826096329400&rtpof=true&sd=true

Component 5: Parent and Family Support

A survey will determine internet access and student need during September. The District will add an item on the yearly emergency form to survey families regarding Internet access availability going forward. A grant was submitted to install internet access on all school buses. Selected schools in each neighborhood have wireless access in the schools' parking lot available to students and staff when needed for continuity of instruction. Hot spots are available for student needs, and additional hot spots will be purchased if necessary. Citrus County Schools communicates with parents and families in various ways, including but not limited to phone calls, e-mails, Let's Talk, Class Dojo, School Messenger, Remind, Skyward, Facebook, Instagram, and Twitter. Citrus County Schools works with community agencies to provide "Parent University." The Parent University offers a variety of opportunities (courses, training, and family-centered workshops) for parents/caregivers to ensure their child's success. Citrus County Teachers communicate best practices with parents/caregivers when moving to distance learning through Zoom. Citrus County offers a free Parent Guide and Calendar mailed yearly to parents. IEP or 504 teams meet annually to support students with disabilities under federal laws under IDEA and Section 504. The IEP or 504 team meets to review the following:

- Updated progress monitoring, diagnostic, social, emotional, psychological, medical, discipline, achievement, behavior charts, anecdotal records, and previous school records are reviewed, analyzed, and discussed.
- Attendance records are reviewed and used as one indicator of a student's access to instruction.
- Student/Parent reviews students' strengths, weaknesses, future goals, and progress concerns.
- Classroom teachers review students' strengths and weaknesses to determine what supports can be put in place to teach the student is or is not meeting expectations.

Citrus County School District takes the following steps to ensure the health and safety of students and their families:

- Social workers receive and review a weekly attendance report on students with excessive absences.
- Social workers attempt to contact the parent/guardian via phone if contact by phone does not reach a parent/guardian. If the social worker cannot contact a parent/guardian at the residence, they are to call all individuals listed on the Emergency Contacts list and make calls

to these individuals to locate the student(s). This process is attempted multiple times. If contact by phone is unsuccessful, a home visit is completed.

- Additional steps often taken are well-checks from law enforcement after hours, with the intent to reach parent/guardian after hours when families will most likely be home.
- Program Facilitators will ensure a timely process of aggressively locating students unaccounted for. The Program Facilitators will work closely with social workers, school counselors, the McKinney-Vento Program Facilitator, and Citrus eSchool students.

Citrus County's school-based social, emotional, and mental health supports include a broad spectrum of prevention, assessment, intervention, counseling, and consultation services, along with referrals to community agencies for services. All these services are fundamental in a school's ability to ensure a safe and healthy learning environment for all students. Mental health school supports target students' social, emotional, and behavioral needs, responds to serious mental health concerns, promote partnerships with families and community agencies, and supports positive classroom behavior and academic success. Social-Emotional Learning lessons and appropriate Mental Health education will be ongoing throughout the school year for students in grades K-12. The lessons are implemented to reduce the likelihood of at-risk students developing social, emotional, or behavioral problems such as depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. In addition, the strategies and programs assist with developing an overall positive school climate. Supports will be provided by classroom teachers, school counselors, school/district teachers on special assignments, and/or appropriate community agencies. Citrus County Schools provides the full array of services required by law to those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students in foster care, and/or students who are English Language Learners. At the beginning of each academic school year, the English Language Learners (ELL) committee convenes to discuss ELL services, including student academic data, school academic grades, program models, and educational background. If English Language Learners' reading, writing, listening, or speaking skills have regressed during the closure, the school ELL committee will determine the additional or supplemental ELL services each student needs from the following:

- Implement/monitor language goals (reading/writing/speaking/listening) with unit plans.
- Provide additional support to teachers of ELLs on strategies and resources (District Staff).
- Ensure ELL scaffolds and accommodations are in place per each student's ELL Plan.
- Monitor students' performance each week and work with schools to support ELLs who are not making progress (District Staff).
- Utilize ACCESS for ELLs Can Do Descriptors to accommodate assignments and assessments per student-level and language demand of the assignment or assessment.
- Organize and conduct strategic PLCs to focus on student regression, lack of adequate progress, data-driven instruction, and evidence-based strategies that work with ELLs.
- Schedule additional (Professional Learning Community) PLCs on World-Class Instructional Design.
- Assess WIDA standards and language proficiency targets.

- Maintain communication with ELL parents via phone, e-mail, or video conferencing.
- Provide additional training for ELL teachers and Paraprofessionals on data-driven instruction and resources with ELLs in small intervention groups.
- Provide tutoring and/or Extended School Year (ESY) for ELLs who need extra support.

IEP or 504 teams meet annually to support students with disabilities under federal laws under IDEA and Section 504. The IEP or 504 team meets to review:

- Updated progress monitoring, diagnostic, social, emotional, psychological, medical, discipline, achievement, behavior charts, anecdotal records, and previous school records are reviewed, analyzed, and discussed.
- Attendance records are reviewed and used as one indicator of a student's access to instruction.
- Student/Parent reviews students' strengths, weaknesses, future goals, and progress concerns.
- Classroom teachers review students' strengths and weaknesses to determine what supports can teach the student is or is not meeting expectations.
- 504 or IEP plans are developed to identify goals or accommodations needed to support the student's academic, social or emotional growth.

Teachers collaborate across subject areas and general and special education to prepare integrated expectations and weekly homework content to ease family and student management. Special consideration is given to the following factors:

- Reducing the number of systems and logins for students/families to as few as possible • Sending one form of communication to families on a consistent schedule, integrating requirements and notes from all teachers.
- Providing regular feedback to students and families in a common system.
- Creating a Frequently Asked Questions (FAQ) document or establishing a help desk to answer real-time questions for students and families so learning time is not lost.
- Developing shared conventions for the use of settings, formatting, and tech features to facilitate a learning management system.

Component 6: Technology and Technical Support

The Director of Technology and the Instructional Technology team will be key to the ICP planning process. The Citrus County School District has upgraded to a dark fiber solution with unlimited scalability. We currently have 10 Gigabits of bandwidth, upgradeable to 40 Gigabits. Delivery of synchronous and asynchronous instruction is feasible with minimal disruption. The Citrus County School District is 1:1 in grades K-12. Grades 6-12 take the devices home nightly, and elementary students can check out the devices as needed for home use. A survey was conducted to determine internet access and student needs during the fall of 2021-2022 school year. In addition, the District will add an item on the yearly emergency form to survey families regarding internet access

availability. A grant was also submitted to install internet access on all school buses. Selected schools in each neighborhood have wireless access in the parking lot available to students and staff when needed for continuity of instruction. Finally, hot spots are available for student need with the intention of purchasing additional hot spots, if necessary. The District provides an iPad device to all grades K-12 to access their curriculum. All students have access to the Learning Management System (Canvas) and digital textbooks for core subjects. If additional support is deemed necessary by the Individualized Educational Planning (IEP) Team, Problem Solving Team (PST), or 504 Educational Planning Team, the use of other school-purchased assistive technology will be provided. In addition, if internet access is not feasible, the school will work with the family to ensure that the student has access to educational opportunities through pencil and paper activities, workbooks, and other alternative assignments until an internet connection is achieved. Each Citrus County School employs a team approach to provide FAPE (free appropriate public education) for students with disabilities. Each school has a school-based LEA team and 504 Coordinator who collaborates with families, teachers, and students and oversees the provision of FAPE. The District utilizes a filter to monitor and block internet traffic for all student and staff devices, both on and off-premise.

Additionally, a filter monitors internet activity, e-mail, and cloud storage documents to alert key staff members when indications of emotional sentiment or harm to self/others are detected on staff devices. Each school will identify key staff available to answer parent and student support requests. Technology Coaches and Subject Area Teachers on Special Assignment (TOSA) will support staff with their technology and digital curriculum needs.

Component 7: Cyber Security

The Citrus County School District will adopt the NIST Cyber Security Framework Standards to secure the district network and infrastructure, student and staff accounts, and devices. The Citrus County School District Continuity of Operations Plan is designed to ensure that the District is prepared to respond to emergencies, recover from them, mitigate against their impact, and ensure that the District is ready to provide critical support services in an environment that is threatened, diminished, or incapacitated. In the event of damage at multiple locations, the priority for service recovery will be as follows: 1. Maintenance Department – To assess and mitigate damage and make initial repairs to ensure safety, secure property, and bring facilities online for use. 2. Finance department/Payroll section – to facilitate payment to staff. 3. Transportation Department – To bring fuel sites online and transport people if needed. 4. Food Services – To provide food and mitigate damage to facilities as needed. 5. Technology Resource Center – Needed for overall coordination and school operations. 6. District Student Services/Planning, Business Services, and District Staff housed at the District Services Center – Needed for school operations. 7. Essential Staff who are displaced from their primary work location and relocated must continue the performance of mission essential functions for up to 30 days.

Appendix B: Continuity of Operations Plan (COOP)
https://drive.google.com/file/d/1UwlJacodGEu7p6Pop8elhqEEJ32l8Up3/view?usp=sharing

The Citrus County School District Incident Response Plan outlines steps to swiftly respond to an incident that threatens the confidentiality, integrity, and availability of CCSB information and protects those assets. Procedures for responding to a security-related incident encompassing discovery, documentation, notification, acknowledgment, containment, investigation, eradication, recovery, and closure are outlined in the Incident Response Plan.

Appendix C: Incident Response Plan
https://docs.google.com/document/d/1Y85J2OxwWSpYogvsKMe-0R_Vr9tWTKDw/edit?usp=sharing&ouid=117403361955559316382&rtpof=true&sd=true

The District has implemented Multi-Factor Authentication for all staff accounts, implemented limited system access, cloud-based, off-site backup, next-generation anti-virus solutions, phishing testing and training, Log Viewer, and a next-generation Firewall. The Citrus County School District Acceptable Use Policy 8.60G for Electronic Resources includes guidelines for using and protecting the security of the network infrastructure. The guidelines address expectations regarding usernames and passwords, safe online practices, system security, and network access. The District has firewall protection, next-generation virus solutions to monitor all computers and traffic, on-premise and off-site data recovery measures, restricted user access with a limited number of accounts with elevated access, and multi-factor authentication in place. The District has recently taken numerous steps to enhance network and account security and training staff for a safer online presence. Cyber Attack Assessments risk scores indicate we are primarily A+ except for one category tied to third-party sources and not directly from our systems. While specific details of our posture are not specified, our District has taken measures to protect the network infrastructure from threats.

Component 8: Engaging Students with Limited Access

The Citrus County School District believes that communication, early and often, with all stakeholders, is vital in providing education for students. The Public Information Officer (PIO) will serve as the point of contact to communicate with families during a temporary transition to virtual instruction and learning. The PIO works with local agencies to get real-time updates on emergency situations that may impact school closure. The PIO coordinates communication throughout the District and individual schools utilizing a variety of tools to keep families informed, including the following: phone calls (district-wide and school-wide), website announcements (District and school-level), meetings (virtual or face to face), and learning management/student information systems (messages, e-mails, text messaging, progress reports, Progress Toward Annual Goals, Let's Talk and Remind). These tools ensure that families are kept up to date with current information related to their child's education. Citrus County acknowledges that some of our families have limited internet access. The LEA partners with Spectrum (internet provider) and the Citrus County Education Foundation (local non-profit) to provide internet access to students that are limited due to poverty and geographical remoteness. Hotspots are available on school campuses, and Wi-Fi-equipped buses are placed strategically in

remote locations. School staff, teachers, and office clerks monitor daily student attendance. Social workers assist students in need by making home visits and providing needed resources. The Citrus County School District uses an MTSS (Multi-Tiered System of Supports) model to ensure that all students have the support they need to succeed academically, socially, emotionally, and behaviorally. Each school has an administrative team and processes for Problem Solving Teams to meet and analyze student progress. Families are vital team members who provide input and receive communication about their child's academic, social, emotional, and/or behavioral progress. Each Citrus County school employs a team approach to provide FAPE (free appropriate public education) for students with disabilities. Each school has a school-based LEA team and 504 Coordinator who collaborates with families, teachers, and students and oversees the provision of FAPE:

- LEA/504 Coordinator facilitates IEP or 504 meetings, including the student and other appropriate members such as parent/guardian, teachers, and related service providers.
- The LEA/School 504 Coordinator conducts the annual IEP or 504 meeting face to face or through telecommunication such as video or phone conferences.
- The LEA/School 504 Coordinator provides copies of the Procedural Safeguards outlining the rights of students with disabilities.
- The LEA/School 504 Coordinator, teachers, and other service providers monitor and communicate student progress with families.
- Parent conferences, Problem Solving Team, IEP, and 504 Meetings are scheduled annually and whenever a parent/guardian requests the team to convene.

The Citrus County School District collaborates with multiple Florida Department of Education discretionary projects, including Florida Diagnostic & Learning Resources System (FDLRS), Access Project, Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), Problem Solving & Response to Intervention Project (PS/RtI), Technical Assistance and Training Systems (TATS), Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH), Center for Autism & Related Disabilities (CARD), Institute of Small and Rural Districts (ISRD), Florida Inclusion Network (FIN), and the Transition Education Network (Project 10) to identify best practices to support students, teachers, staff and families. The Citrus County School District departments of professional development, technology, student services, educational services, and ESE collaborate to identify and implement best practices in online education for all students, including those with disabilities. Professional development is offered through virtual and face-to-face options and includes topics of need, including serving students with disabilities. Accessibility features and accommodations are implemented based on individual student needs. For example, various programs are utilized, such as Unique Learning Systems, Teach Town, Learning Ally, and Seesaw.

Component 9: Continuation of School Operations

Depending on the emergency, all facets of school operations will be on call and could be impacted by extended school closures, including the following school operational departments: food services, transportation, human resources, risk management, facilities and maintenance, educational services, technology, student services, finance, and research and accountability. All personnel is essential

depending on the emergency. Federal, state, and local guidelines will guide the decision-making process and develop protocols to ensure learning continuity. Depending on the nature of the emergency, school hours for instructional and support personnel will not exceed the contractual requirements specified in their employee contract. The hours may shift depending on student needs and the nature of the emergency school closure(s). Transportation and Food Services will work together to provide "remote" food service delivery to our impacted students.

Food Service:

- Food service will use each of our high schools as food distribution centers. The surrounding primary and middle schools will assist in preparing the meals to be sent to the high schools. Meals will be loaded into coolers and loaded onto buses, trucks, or vans.

Delivery:

- Food service will have a representative with each vehicle that is delivering food. They will be used to distribute and document the number of meals distributed.

Transportation:

- Transportation will provide vehicles and drivers to transport meals to our impacted students.
- Transportation will use buses to pick meals up at the high schools and drive to distribution areas in our more densely populated areas.
- Transportation will also use our trucks and vans to pick up food at the high schools, drive to our remote locations, and make multiple stops to deliver meals. If trucks and vans are used, we can use bus drivers to drive these vehicles. If drivers are not available, other employees can drive these vehicles.

Communication:

- All plans, routes, locations, and approximate arrival times will be communicated through School Messenger, Remind, social media, and our Citrus County School District website.

Each Citrus County School employs a team approach to provide FAPE (free appropriate public education) for students with disabilities. Each school has a school-based LEA (Local Educational Agency) team with an assigned 504 Coordinator. Collaboratively, with families, teachers, and students, the school-based team is responsible for providing FAPE at the school-based level.

- LEA/School 504 Coordinator will serve as the point of contact for communicating with families.
- LEA/504 Coordinator facilitates IEP or 504 meetings, including the student and other appropriate members such as parent/guardian, teachers, and related service providers.
- Core academic and Specially Designed Instruction is provided to students based on individual needs and may include a variety of tools such as the learning management system, video conferencing, telecommunications, and face-to-face instruction.

- Accessible Instructional Materials and accommodations are provided to students, monitored, and modified as needed based on individual student needs.
- The LEA/School 504 Coordinator, teachers, and other service providers monitor and communicate student progress with families. Community outreach will be conducted to provide comprehensive support to families. Community partnerships such as Constitutional Officers, Civic Organizations, Non-Profits, Law Enforcement, Churches, Local Businesses, Community Organizations, and Hospitals will be contacted.

Component 10: Emergency and Ongoing Communications

The Citrus County School District believes that communication, early and often with all stakeholders, is vital in providing education for students. The Public Information Officer (PIO) will serve as the point of contact to communicate with families during a temporary transition to virtual instruction and learning. The PIO works with local agencies to get real-time updates on emergency situations that may impact school closure. The PIO coordinates communication throughout the District and individual schools utilizing a variety of tools to keep families informed, including the following: phone calls (district-wide and school-wide), website announcements (District and school-level), meetings (virtual or face to face), and learning management/student information systems (messages, e-mails, text messaging, progress reports, Progress Toward Annual Goals, Let's Talk and Remind). These tools ensure that families are kept up to date with current information about their child's education. Clear and concise messaging must be with students, staff, and the community. This includes parents of students, the business community, and those who live in the area without direct ties to the school, such as senior citizen groups. The external Stakeholder groups include but are not limited to the following: Constitutional Officers, Civic Organizations, Non-Profits, Law Enforcement, Churches, Local Businesses, Community Organizations, and Hospitals. We consistently connect with our community so that our constituents understand what is taught to our students and witness the outcomes of that instruction. Our communications are multi-dimensional, and they are designed to inform, involve, educate, improve, and open opportunities for feedback and recommendations. When face-to-face instruction becomes disrupted, we move to electronic communication that is clear and consistent. Methods of Communication include:

- District Call-outs: We have two forms of call-out methods-School Messenger and Remind. Both platforms can reach students, staff, and families on their smartphone or computer devices by voicemail, text, and e-mail.
- Media Alert: Platform by which our Public Information Officer can contact all TV media and newspaper publications at one time to relay an important message, and the message is accurately and efficiently released to the community at large.
- District and School Websites: Our District and individual school websites are constantly updated with information about emergency notifications, meetings, and upcoming events.
- Social Media: Consistent use of Twitter, Facebook, Instagram, and YouTube. These platforms successfully communicate key messages and vital information in a quick, informal way.

- "Let's Talk!": Platform by which students, parents, and staff can reach a specific department and freely ask questions or make comments 24/7 from any device.
- Parent Guide & Calendar: Physical calendar is mailed to every family in Citrus County, which provides key information and activities throughout the year.

If a District-wide message needs to be communicated to students, families, and staff quickly, the Superintendent or the Public Information Officer will convey that message clearly to all community stakeholders. If a school-wide message needs to be communicated, the school administration will effectively share information with families in partnership with the Public Information Officer. When shifting to a school- or district-wide remote learning model, how school leaders and instructional staff communicate with students and parents also shifts. Since extended school closures often result in limited physical access to the school and its personnel, so does the use of electronic communications. In the event of a school closure(s), each school administrator identifies a specific day on which they will communicate with their internal stakeholders (e.g., students, parents, and staff). The Superintendent and Public Information Officer will identify a specific day and timeframe to communicate with external stakeholders (e.g., citizens, businesses, and the local community). These days and times will be consistent, so all stakeholders know when another update is coming. Stakeholders will also see an emergency banner providing real-time critical information at the top of school and district websites. Communication with internal stakeholders will be maintained through established e-mail communications and messaging through Learning Management and Student Information systems and our dedicated emergency call-out system. Keeping the school community members (external stakeholders) apprised of developments relating to possible school closure(s) will be essential. In addition to formal press releases and traditional media outlets, we will utilize social media platforms and our district and school websites to communicate real-time information to all stakeholders. While various communication tools will be used, the front page of school and district websites will be the central hub to share ongoing information and announcements. All stakeholders will see an emergency banner providing real-time critical information at the top of school and district websites. Since multiple levels of communication within a school or District are often necessary, we ensure all communications are coordinated and streamlined. Inundating students, parents, and other stakeholders with uncoordinated or excessive communication can be overwhelming, so we make sure, depending on the emergency, to develop a regular communication schedule that balances the right amount of information with the proper frequency. The schedule will be developed depending on the circumstances of the school closure(s). We will communicate guidance for all stakeholders leading up to and throughout extended school closures on various district communication platforms, including the front page of our school district website.

Other Considerations:

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school staff, and the extent to which it has adopted policies (including description) on each of the CDC's safety recommendations, including:

Universal and correct wearing of masks
- Florida Executive Order 21-175 ensures parents' rights to choose if they want their child to wear a mask. Following the executive order, students nor staff are required to wear masks. Citrus County schools support students and staff choosing to wear a mask. Staff can choose to wear Personal Protective Equipment while working in the clinics and isolation areas.

Handwashing and respiratory etiquette
- Citrus County Schools provides access to multiple videos for staff to review hand washing and respiratory etiquette while on the school campus. School nurses are available for classroom lessons geared to each grade level. Handwashing posters are in each hand washing location and common areas around the school campus. Additionally, signage for handwashing and hand sanitizer use before entering clinics are in place. There are hand sanitizer stations in common locations, classrooms, and clinics.

Cleaning and maintaining healthy facilities, including improving ventilation
- As needed, Citrus County Schools conducts nightly deep cleaning with CDC-approved agents. The hard surfaces in classrooms are cleaned daily with CDC-approved cleaning agents. Ventilation improvements are being completed with HVAC updates and filter changes, as recommended by the CDC.

Contact tracing in combination with isolation and quarantine
- Contact training for staff and students is completed in conjunction with the Citrus Department of Health. Currently, the Citrus Department of Health recommends that students be offered options to quarantine if they are within six feet of the positive individual for more than 15 minutes. Isolation areas are available for students presenting with symptoms of COVID-19, as defined by the CDC. Parents can choose to have their child quarantine if their child is in contact with a COVID-19 positive individual if the student is asymptomatic.
- The following protocols are followed for student quarantines:
  - Students who have received a positive diagnostic test for COVID-19 should not attend school, school-sponsored activities, or be on school property until:
    - Five days have passed since the onset of symptoms or positive test result, the student has had no fever for 24 hours, and the student's other symptoms are improving;
    - If the parent chooses to quarantine their child for exposure to COVID-19, the student can quarantine for up to five days since the last exposure to the COVID-19 positive individual.

Diagnostic and screening testing
- Citrus County Schools is not offering diagnostic or screening COVID-19 testing in the schools or school campuses. Citrus County Schools collaborates with the Citrus Department of Health to provide information to parents and staff on available testing sites. All inquiries for testing are being referred to the Citrus Department of Health.

Efforts to provide vaccinations to school communities
- Vaccines have been offered to all staff, and applicable students, in conjunction with the Citrus Department of Health. In addition, pediatric vaccine clinics are being offered by the Citrus Department of Health. As vaccinations and/ vaccination clinics are made available to staff and students, information is distributed through social media campaigns and flyers available on school campuses.
- Appropriate accommodations for children with disabilities concerning health and safety policies are provided.

Coordination with local health officials
- Citrus County Schools continues to have a collaborative relationship with the Citrus Department of Health. As appropriate, Citrus County School district administration will meet with the Citrus Department of Health administration to develop procedures that align with Florida requirements and recommendations. If students and staff are reported as COVID-19 positive, the Citrus Department of Health will notify district aadministration. As vaccinations and/or vaccination clinics are available in the local community, Citrus County Schools provides information to staff and families through various platforms.