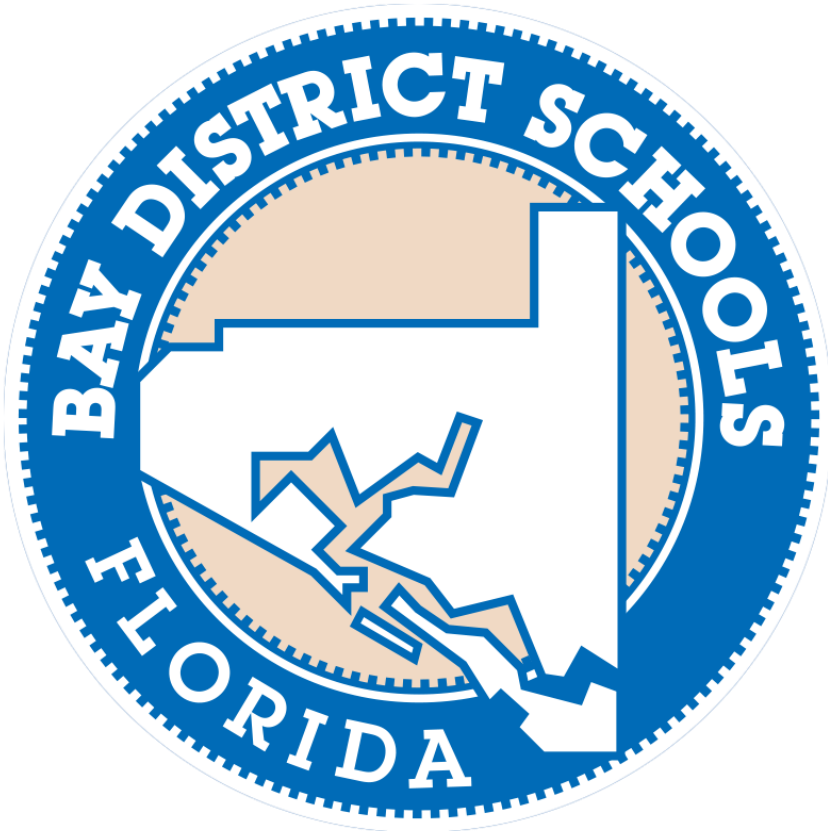# BAY DISTRICT SCHOOLS
## Instructional Continuity Plan 2024-2025

**Mark McQueen, Superintendent**

# BAY DISTRICT SCHOOLS
## Instructional Continuity Plan 2024-2025

### Component 1: Leadership and Planning

Bay District Schools (BDS) has a well-structured Instructional Continuity Plan (ICP) to address potential disruptions to the learning environment. This plan outlines procedures to support students, teachers, schools, the district, and the community during such events. It encompasses a range of resources, including approved online content, digital tools, and guidance, to ensure the continuation of educational opportunities even when in-person learning is disrupted. The ICP prioritizes a streamlined approach to providing instruction during these times.

The 2024-2025 ICP specifically addresses disruptions caused by emergencies (weather, health, safety, etc.) that can cause a disruption in education. It outlines the district's response and structure across critical areas such as: 1) Leadership and Planning, 2) Curriculum Resources/Digital Content, 3) Professional Learning, 4) Instructional Practices, 5) Parent and Family Support, 6) Technology and Technical Support, 7) Cyber Security, 8) Engaging Students with Limited Access, 9) Continuation of School Operations, 10) Emergency and Ongoing Communications.

Therefore, the critical success factors (CSFs) can be encapsulated through the following

- integrity and continuity of teaching/instruction, school management and operations, and other student support and operational services;
- intentional, planned, and strategic implementation of supports, resources, and use of personnel;
- clear, consistent, and succinct protocols for continuity of the aforementioned;
- clear, consistent, and effective communication deployed through standardizes systems and protocols communicating with all levels of the district;
- stakeholder satisfaction with services provided (instruction, compatibility, and operations);
- effective (proactive and responsive) professional learning to support the virtual learning environment; and
- clear guidance and processes established to support decision making due to emergencies and/or related school closures.

The ICP identifies the district's technology platforms for remote learning, the safe and secure communication channels between students, teachers, and parents/guardians, and outlines information regarding virtual conferencing. Furthermore, the ICP provides detailed information regarding the process for mobile device checkout and usage. The ICP also provides written instructions if technical difficulties arise. Current information on connectivity options are also included for reference.

BDS continually evaluates and offers teacher opportunities for professional learning. Ongoing professional learning courses include the use of digital instructional materials or instructional technologies to create a blended learning environment and highlight how resources may be utilized in a remote learning setting. BDS has also provided recorded trainings, webinars, and modules related to remote classroom models, best practices for distance learning, utilizing

instructional materials in a blended learning classroom, and much more through Canvas. The ICP also includes other pertinent information about day-to-day operations and procedures. The Bay District Schools ICP is located at https://www.bay.k12.fl.us/ and is updated to reflect the most current information.

<u>Cross-Functional Planning Team</u>
The Cross-Functional Planning Team members identified will continue to be involved throughout the creation, implementation, and evaluation of the ICP. Members of the Cross-Functional Planning Team include:
- Food Services
- Professional Learning
- Instructional Technology
- Teaching and Learning
- Public Relations
- Operations
- Principal Advisory Group
- Union Representative
- Elementary School Teacher
- Middle School Teacher
- High School Teacher

The ICP will be activated during any event that causes a significant disruption to instructional services.

The plan will be maintained by the Superintendent, or designee, and available on the BDS website. The ICP will be coordinated and supported by key stakeholders who were instrumental in creating and contributing to the learning of the plan. All stakeholders will follow the plan outlined in this document. The Cross-Functional Planning Team will be active in all communication throughout an emergency or the initiation of the ICP.

Bay Districts Schools (BDS) strives to ensure and maintain instructional continuity in the event of any school disruption. The district goals, plans, and focal points will:
- Ensure teachers, students, parents/guardians, and community members have access to appropriate tools and resources to guarantee continuity in a face-to-face, hybrid, or digital learning scenario.
- Collaborate with school leaders to develop and implement a comprehensive approach for diagnosing students' unfinished learning in prerequisite content knowledge and skills.
- Train teachers and leaders to assess student unfinished learning and provide acceleration support.
- Collaborate with administrators and teacher PLCs to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Adjust support for teachers and leaders based on student progress monitoring results.

- Adapt the scope and sequence/pacing guidance for each subject area and grade level to reflect acceleration support.
- Provide teachers with resources to effectively utilize Canvas.
- Provide Canvas support and professional learning to teachers as outlined in the Canvas Professional learning Opportunities. Targeted Canvas support is available for Grade Level and Department PLCs during teacher workdays. Canvas Help Support is available 24/7, 365 through Canvas via chat, phone, or email.

The cross functional planning team will continuously communicate with other district key stakeholders on an ongoing schedule. This team will be prepared to respond to emergency and high need situations. The team will seek and respond to on-going feedback to collect and determine effectiveness.  Ongoing adjustments will be made to provide the most effective and efficient support to students and stakeholders.

Response to COVID-19

BDS will continue to follow the Center for Disease Control (CDC) and the Florida Department of Health (FL-DOH) guidelines with regards to contact tracing and mitigation strategies during health emergencies. District data points and metrics collected by the Student Services Department and the Media Information Systems (MIS) Department, especially trends and information related to the number of confirmed cases, quarantines, and attendance rates, will be frequently reviewed. Classroom closures will be determined by a threshold number of confirmed cases in the same classroom within a specified timeframe (BDS may adjust these metrics based on guidance from the CDC and FL-DOH). School and grade level closures will be determined by the percentage of students in quarantine and the availability of staffing to support student needs.

**Component 2: Curriculum Resources/Digital Content**

The BDS ICP goals include
a) identifying and planning amongst the BDS Cross-Functional Planning Team  (Food Services, Professional learning, Instructional Technology, Teaching and Learning, Public Relations, Operations, Principal Advisory Group, Union representative, Elementary teacher, Middle school teacher, and a High school teacher);
b) developing an intentional, organized, and comprehensive instructional plan;
c) proactively communicating the plan to all stakeholders in the event of a future disruption to the learning environment;
d) supporting staff professional learning through published self-paced electronic modules; and
e) planning for, and providing, the necessary resources of support for the students, families, teachers, and other staff.

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Expanded objectives (critical success factors) are outlined in component 1.

BDS highlights these critical success factors (CSFs):
- Ensuring integrity and continuity in teaching, instruction, school management, operations, and student support services;
- Implementing supports, resources, and personnel in a planned, intentional, and strategic manner;
- Establishing clear, consistent, and concise protocols to maintain continuity across all areas;
- Deploying clear and effective communication through standardized systems and protocols, ensuring alignment across all district levels;
- Stakeholder satisfaction with the quality of services provided, including instruction, system compatibility, and operations;
- Proactive and responsive professional learning to effectively support the virtual learning environment;
- Clear guidance and processes established to inform decision-making during emergency events or other school closures.

The Cross-Functional Planning Team supports BDS and strives to ensure and maintain instructional continuity in the event of any school disruption. The district focal points will:

- Ensure teachers, students, parents/guardians, and community members have access to appropriate tools and resources to guarantee continuity in a face-to-face, hybrid, or virtual learning scenario.
- Collaborate with school leaders to develop and implement a comprehensive approach for diagnosing students' unfinished learning in prerequisite content knowledge and skills.
- Train teachers and leaders to assess student unfinished learning and provide acceleration support.
- Collaborate with administrators and teacher PLCs to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Adjust support for teachers and leaders based on student progress monitoring results.
- Adapt the scope and sequence/pacing guidance for each subject area and grade level to reflect acceleration support.
- Provide teachers with resources to effectively utilize Canvas.
- Provide Canvas support to teachers as outlined in the Canvas Professional Learning Opportunities. Targeted Canvas support is available for Grade Level and Department PLCs during teacher workdays. Canvas Help Support is available 24/7, 365 through Canvas via chat, phone, or email.

Effective communication plays a vital role in the success of the ICP. The BDS Cross-Functional Planning Team diligently monitors, reviews, and evaluates the performance of the district's learning management system, known as the LMS. The district's communication channels encompass various platforms such as FOCUS, social media outlets, Everbridge, PeachJar, and the official district website. At the core of the district's learning ecosystem lies Canvas, the BDS

Learning Management System. It functions as the primary learning hub, facilitating content delivery, communication, collaborative learning, and professional learning opportunities for all stakeholders.

Canvas (Learning Management System)
- Bay District Schools utilizes the Canvas Learning Management System for all students, both in face to face (F2F) and virtual (digital) learning environments. Canvas is an LMS that provides a collaborative online environment that integrates instructional resources and Bay District Schools has adopted the Canvas Learning Management System for all students, facilitating both in-person (F2F) and virtual (digital) learning experiences. Canvas serves as a comprehensive LMS, offering a collaborative online platform that seamlessly integrates instructional resources and learning assignments and assessments. Canvas is compatible with any device with internet capability.
- Canvas brings students, teachers, parents/guardians, and administrators together in one communication platform. Students engage in online classroom communities encouraging collaboration, discussion, and creativity.
- Parents/guardians/guardians have one stop access to all of their student accounts with one log-in.
- Additional access and information about the Canvas account is available through the *C anvas Parent* app that is provided at the beginning of each school year.

Curriculum Resources
Bay District Schools utilizes various virtual learning and teaching tools within Canvas, Google Workspace for Education, and the BDS Launchpad to meet the needs of teachers and students. BDS prioritizes training for the learning management system, Canvas, and Google Workspace for Education to support technology utilization and integration. On-demand training is available through the BDS Launchpad. Resources will continue to be available and updated throughout the 2024-2025 school year and thereafter. Virtual learning and teaching tools are embedded in resources and offered through the student launchpad for curriculum-specific digital tools such as iReady, Study Island, Edgenuity, Go Guardian, Mastery Connect, and other online digital textbooks. Ongoing training and resources for virtual learning and teaching are provided by product providers and BDS Instructional Technology and Media Services.
Bay District Schools (BDS) leverages a diverse range of virtual learning and teaching tools to cater to the needs of both educators and students. These tools are seamlessly integrated into Canvas, Google Workspace for Education, and the BDS Launchpad. BDS prioritizes training for Canvas and Google Workspace to empower teachers and students to effectively utilize and integrate technology into their learning experiences. On-demand training is readily accessible through the BDS Launchpad. Resources are continuously updated and made available throughout the academic year and beyond.

Virtual learning and teaching tools are seamlessly embedded within resources and offered through the student launchpad. This includes curriculum-specific digital tools such as iReady, Study Island, Edgenuity, Go Guardian, Mastery Connect, and a range of online digital

textbooks. Ongoing training and support for virtual learning and teaching are collaboratively provided by product providers and the BDS Instructional Technology and Media Services team.

BDS provides various professional learning opportunities for educators, staff, and administrators, addressing specific needs identified through data and teacher input. The emphasis lies on Canvas and Google Workspace for Education tools, integrating teaching and learning tools into these programs based on requests and requirements. Teachers receive program-specific training aligned with their grade level and subject matter. Additional support and guidance for teachers may be determined by student achievement data, progress monitoring, administrator feedback from classroom observations, and participation in professional learning communities (PLCs). PLCs play a crucial role in reinforcing professional learning, as they facilitate the review of common assessment data, collaborative instructional planning, and preparation.

The district's adopted and/or approved core and supplementary instructional materials and resources will continue to be used in all subject areas. In addition, Google may assist in implementing the district's Instructional Continuity Plan by offering the following:

- Administrative staff meetings: Connecting faculty across the school and/or district.
- Virtual professional learning: Providing additional offerings beyond what Canvas offers.
- Communication tool: Sharing important safety information.
- Supplemental access: Allowing educators to simulcast their classrooms to off-site classrooms and individual online learners.
- Virtual tutoring: Offering tutoring, study halls, and/or mentoring.
- Pacing guides, resources, and modules: Found in CANVAS through the BDS Launchpad, these resources will be available and updated throughout the 2024-2025 school year and beyond.

To foster a solid foundation in Canvas utilization, all newly hired teachers must participate in the Foundations Academy. This academy equips educators with the essential knowledge needed to navigate the platform effectively. Moreover, teachers have the opportunity to engage in additional training sessions that delve deeper into Canvas's advanced features, allowing them to harness the full potential of the platform.

BDS also offers self-paced professional learning courses, allowing teachers to learn at their own pace and convenience. These courses range from general overviews of the CANVAS platform to individually curated content tailored to the user's specific needs. Professional learning opportunities are in place to support teachers' growth and learning.

Additional instructional resources, such as pacing guides for core instructional courses, are available in the instructional resources courses available in Canvas. A link to each of the courses can be found bit.ly/BDSResourceCourse

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Bay District Schools' Instructional Technology & Media Services supports the teaching and learning process by ensuring access to resources and services that address individual and instructional needs of both students and educators. This program collaborates with teachers and other educators to enhance curriculum learning and implementation by providing resources and technical assistance. It encourages collaborative planning with schools, the district, and the community to optimize the utilization of current and emerging media and technology resources. To introduce the functionalities of Canvas, comprehensive training modules have been developed and organized into manageable units. Instructional Technology Coaches (Technology TOSAs) facilitate regular training sessions for educators.

Bay District Schools (BDS) teachers will prioritize face-to-face learning opportunities when available. However, based on specific needs or circumstances, instruction may shift to a hybrid or fully virtual model using remote devices, in alignment with the district's Instructional Continuity Plan (ICP).

Canvas serves as the central online platform for teaching and learning, offering access to pacing guides, curriculum resources, communication tools, virtual conferencing, and collaboration with students and parents. It also supports professional learning communities and provides video resources and visual supports for teachers, all accessible through the BDS Launchpad. Additionally, Canvas houses key components of the ICP, which can be reviewed on the district's website.

The Cross-Functional Planning Team will work closely with the Division of Teaching and Learning to identify campus-level needs, while district support personnel will continue offering professional learning tailored to teachers' diverse needs. These professional learning resources will remain available throughout the 2024-2025 school year and beyond.

Training sessions will cover foundational knowledge and skills necessary for teaching in face-to-face, blended, and virtual environments. Teachers will gain familiarity with the learning management system, learning how to use blueprint courses, deliver instruction, enhance course materials, and assess student performance. The Division of Teaching and Learning will also collaborate with campus administrators and teachers to provide additional resources and professional learning as new needs arise. BDS will continue leveraging Canvas for self-paced learning opportunities.

Predictably, some students may be required to quarantine or be absent due to exposure to contagious illnesses, testing positive for a virus, inclement weather, or any other unforeseen event that leads to school closures. Effort shall be made to ensure that our students' education continues uninterrupted, including the utilization of remote learning. Below are the instructional models BDS teachers will utilize to provide students with quality instruction when classes are interrupted.

- Delivery Options
  - Canvas will be utilized to deliver asynchronous (distance) instruction.
  - Paper-based instruction will be utilized for students without digital access (see Paper-Based Instruction item below).

- Paper-Based Instruction
  - For students who are unable to access instruction and materials electronically, schools are responsible for providing paper-based materials.
  - School administrators and teachers are responsible for determining paper-based lessons and materials for students.
  - Each school is responsible for copying, distributing, collecting, grading, and reporting

Specialized Supports for Unique Populations

Students with Disabilities, students with 504 plans, gifted students, English Language Learners (ELLs), students who qualify for free/reduced lunch, homeless students, and those in foster care will receive tailored support from certified instructors and/or designated related service providers. Individualized plans will be developed to meet the specific needs of each student within these unique populations. Designated electronic platforms that are conducive to specialized instructional delivery may be utilized based on the individual needs of each learner.

The Division of Teaching and Learning will collaborate with campus administrators, teachers, staff, and other district leaders and stakeholders to address the learning needs of all students. The Cross-Functional Team members will focus on ensuring and maintaining teaching and learning. They will meet with campus administrators monthly to gather input, make appropriate adjustments, discuss data gathered from surveys, and utilize information obtained to assess and identify the needs of the user.

**Component 3: Professional Learning**
BDS continuously evaluates the learning and instructional requirements of all stakeholders. Focus groups and online surveys are utilized by BDS teaching and learning to comprehend how to optimize stakeholder needs. These findings guide decisions on professional learning opportunities offered in live and recorded sessions.

The Learning Management System (LMS), Canvas, serves as a platform for posting, providing, and engaging staff in meaningful professional learning. Pre and post assessments measure the acquisition of new knowledge and skills.

Additional professional learning courses in Canvas expand upon the introductory course, focusing on student discussions, assignment rubrics, assessment creation, and accessing system resources and groups. Self-paced courses are also available within BDS.

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Bay District Schools (BDS) will continue to provide a variety of professional learning opportunities, including after-school trainings. Canvas training modules will remain available, and in-service days may be used to reinforce and expand instructional practices. Technology TOSAs (Teachers on Special Assignment) are available to all educators to help with technology needs. To assess teacher needs and the effectiveness of professional learning, exit tickets will be utilized following each session. Stipends may be offered for participation in select trainings.

Professional learning will be offered in multiple formats—face-to-face, virtual, and recorded sessions—providing flexibility for staff to engage before, during or after school hours. Recorded trainings will allow teachers to complete sessions at their own pace, with proof of learning submitted to ensure accountability. Facilitators will monitor submissions to verify participation and award stipends accordingly. Additionally, participants will be required to submit implementation plans to demonstrate how they will apply the training in their classrooms.

Canvas usage will be monitored by administrators to identify areas where additional support or professional learning may be needed. BDS will use multiple data points, including surveys from teachers, families, and administrators, to continuously evaluate the professional learning environment. These surveys will be distributed regularly, and the results will be reviewed at the beginning, middle, and end of the year to guide ongoing professional learning efforts. Survey data will also be used to shape summer training needs, alongside student outcome data, to ensure alignment with the district's strategic plan.

In the event of school closures, on-demand professional learning will be made available through Canvas, and Google Meet will be used to facilitate virtual learning and collaboration. Scheduled training opportunities will be offered before, during, and after school, as well as on Saturdays. BDS will continue to assess the effectiveness of professional learning through various metrics, including surveys, end-of-course quizzes, exit tickets, and follow-up activity feedback. These data points will help ensure the continued application of high-quality teaching and learning practices throughout the district.

### Component 4: Instructional Practices
In collaboration with district stakeholders, a set of best practices, resources, and training materials were developed to guide the proposed implementation of distance education. These resources will empower BDS teachers to effectively support and utilize the following best practices in their teaching:

- Align instruction and assessments with the BDS scope and sequence/pacing and curriculum guides.
- During full campus closures, meet with students daily either in person or through live/recorded instruction in Canvas.
- Establish "office hours," approved by administration, during which parents/guardians/students can call with questions and receive additional support.

- Identify student academic needs through diagnostic, formative, and/or summative assessments.
- Address unfinished learning by focusing on access for all students.
- Create realistic and manageable learning goals.
- Focus on proven instructional strategies and make necessary adjustments.
- Maintain communication with students and parents/guardians to support successful completion of assignments.
- Refer students to the school counselor after unsuccessful contact attempts.
- Create or use provided content, design lessons, and assess student understanding within the Canvas platform.
- Use Canvas from the start of school to ensure instructional continuity.
- Students will access instructional resources and learning activities used in the classroom, including student text, graphic organizers, materials, videos, and links.
- Canvas courses may be used as lesson plan documentation with principal approval. Interventions and accommodations for students with MTSS/IEP/504/ELL plans will be documented outside of Canvas and approved by the school principal.
- Grading expectations should adhere to district guidelines outlined in the BDS APP manual.

BDS Educator Teaching Experience, and Training Needs

As outlined in Component 3, Bay District Schools utilizes various virtual learning and teaching tools. The BDS learning management system is Canvas and Google Workspace for Education is utilized for cloud computing, productivity and collaboration tools, software and other products. This is available through the BDS Launchpad. The resources will continue to be available and updated throughout the 2024-2025 school year and thereafter. Virtual learning and teaching tools are embedded in resources and offered through the student launchpad for curriculum-specific digital tools such as iReady, Study Island, Edgenuity, Go Guardian, Mastery Connect, and digital access to online adopted curriculum textbooks. Ongoing training and resources for virtual learning and teaching are provided by product providers and BDS Instructional Technology and Media Services.

Session topics and focus areas are determined through a comprehensive analysis of various data points, including teacher experience, student performance, stakeholder feedback, and community needs. Canvas and Google Workspace for Education serve as the primary technology tools for teaching and learning. Program-specific training is provided to teachers based on grade level and content taught.

Additional support and coaching may be tailored based on student achievement data, progress monitoring data, and administrator feedback gathered through walkthroughs and PLC participation. PLCs (Professional Learning Communities) further strengthen professional learning in practice by facilitating collaborative review of common assessment data and instructional planning.

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New teacher induction programs seamlessly integrate online learning tools, ensuring all new teachers receive training in FOCUS, Google Workspace for Education, and Canvas, along with clear expectations regarding their usage. Staff training specialists and content instructional specialists provide new teacher support, offering differentiated and individualized assistance in online learning based on the specific grade level and content area taught.

Technology TOSA are instructors who possess expertise in digital instruction. These skilled educators provide valuable professional learning opportunities to groups of varying sizes, offering guidance and support on specific programs, tools, and strategies. By leveraging their knowledge and experience, TOSAs contribute to enhancing the technological proficiency of educators and fostering a more dynamic learning environment. The TOSAs have curated concise training tutorials to help teachers navigate the digital resources available to them. These resources can be found on the BDS Instructional Technology YouTube Channel: bit.ly/BDSTOSAVIDS

Professional learning opportunities are offered through different modalities to accommodate the diverse needs of educators. These modalities may include face-to-face workshops, online courses, webinars, and self-paced learning modules. The flexibility of these options allows educators to engage in professional learning at their own pace and convenience.

To ensure that professional learning initiatives are effective and aligned with the needs of educators, data and feedback are crucial. Data analysis can help identify areas where additional support is required, such as specific tools, strategies, or content knowledge. Feedback from educators provides valuable insights into the impact of professional learning programs and helps shape future offerings. Based on this data and feedback, additional support may be provided to educators, such as individualized coaching, mentoring, or access to resources.

Professional Learning Communities (PLC's)

Professional Learning Communities (PLCs) strengthen instructional practices by collaboratively reviewing assessment data and planning lessons. The district's commitment to adaptable teaching methods has led to investments in enhancing instructional practices and materials for both in-person and remote learning. We have developed pacing guides, curriculum frameworks, and multimedia resources to support teachers in transitioning seamlessly between various learning environments.

Utilizing a range of formative, summative, qualitative, and quantitative data, BDS identifies instructional and professional learning needs. We will continue to foster collaboration among campus and district stakeholders to develop effective blended learning models. Campuses will leverage stakeholder groups to guide campus and instructional needs, informing district-wide professional learning initiatives integrated into Canvas. PLCs are encouraged to share their online and hybrid teaching knowledge and expertise. Administrator virtual Canvas walkthroughs

can help identify Canvas experts and those needing additional support, further enhancing the effectiveness of professional learning. Student progress will be closely monitored to ensure continuous improvement.

Virtual Walkthroughs

Virtual walkthroughs, along with classroom observations, PLC data, and student achievement metrics, help assess instructional and technology effectiveness. Administrators conduct these walkthroughs, guided by a district form, to observe Canvas content and student engagement via Google Meet. This data, alongside progress monitoring and assessment results, is analyzed in FOCUS to inform instructional adjustments and ensure all students are engaged.

Professional learning and Instructional Technology departments will utilize ongoing survey data, sorted by school, to pinpoint specific needs. Additionally, progress monitoring, and academic data from the FOCUS gradebook will be consistently reviewed to evaluate instructional delivery methods. Virtual lessons will be uploaded for review by campus and district administrators, ensuring alignment with state and curriculum standards. School PLCs will conduct virtual meetings for instructional planning, with administrators periodically dropping in to offer support.

**Component 5: Parent and Family Support**

Parent/guardian support and encouragement is critical to student success. Parents/guardians are encouraged to be engaged with their child's education but are not expected to serve as their child's primary teacher. In order to meet state attendance requirements, parents/guardians should ensure their students attend school and/or participate in digital learning on a daily basis. Parents/guardians serve as learning coaches and provide assistance by:

● Maintaining communication with the teacher by phone, email, and/or online meetings.
● Providing support and encouragement, while also expecting the student to do his or her part.
● Monitoring that the student is on track with assignments and coursework.
● Establishing a quiet, designated workspace to complete learning activities.

Documentation and Reporting

School administrators will determine how teachers will document and record lesson plans, content delivery, and interaction with students. Teachers will be provided a sample template to document communication with students, post lessons planned, have written practice of content delivered to students, and indicate the accommodations made to fulfill student needs.

Stakeholder Communication

● The BDS Office of Communications will share information on social media and through surveys sent out via FOCUS, to assess technology needs. Messages to parents/guardians/staff will be sent via Canvas and FOCUS. The Technology TOSAs will share parent videos on practices and use for Launchpad and Canvas.

- All typical communications channels will also be used to communicate with stakeholders. This includes, but is not limited to, FOCUS social media outlets, Everbridge, PeachJar, and our website.

  - In the event of at-home learning situations, BDS will distribute infographics and flyers to families illustrating and explaining distraction-free learning environments.

Household Technology Capabilities

BDS prioritizes understanding and addressing the technological needs of students and their families. Surveys help assess the capabilities and limitations of virtual learning at home. To ensure access, the district actively supports students and families by providing devices and paper-based resources as needed.

Determining Needs of Special Populations

The BDS Division of Teaching and Learning will collaborate with campus and district personnel to reach out to parents/guardians and families to share how devices can be checked out for students to utilize at home. Families and students may request devices through the district parent portal, complete a contract, and reach out to campus or district support staff to ensure access to the learning environment without disruption. BDS will also offer learning opportunities for the community and parents/guardians to ensure student engagement and success in a virtual learning environment. The district and campuses will also make additional supports available through tutorials for students and parents/guardians. Ongoing support will continue to be made available for students with varied learning abilities and students supported through special programs. All school and district administrators will continue to provide additional services and supports to students identified as ESOL, ELL, ESE, 504, and students receiving services under McKinney Vento. BDS will make all assurances to maintain compliance with the any student plan to include IEP, 504, and ELL. On demand live and virtual assistance will also be available for teachers to support all students. BDS will continue to provide outreach to all students within the community and monitor engagement. The district will also utilize the PRESENT team to reach out to specific families who may not complete the district surveys or have access to service, to identify and provide required supports based on need.

Specialized Supports for Unique Populations

Students who are identified as Students with Disabilities, have 504 plans, are gifted, are ELL students and/or students from low-income families, homeless students and/or students in foster care will receive services from their designated certified instructor depending on the needs of the student. Regular outreach to help support the health and safety of students and their families will be maintained and practiced.

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<u>Outreach and Wellness</u>

Schools will
- Provide support, counseling, or therapy, as appropriate, to students who are identified as in need of additional assistance via the Student Wellness Referral form.
- Utilize Professional School Counselors or Student Wellness Team members to provide support, counseling, or therapy, as appropriate.
- In the event of distance-learning situations, Professional School Counselors or Student Wellness Team members will conduct virtual wellness sessions.

Employees will
- Become certified in Youth Mental Health First Aid in order to identify the signs and symptoms of youth in mental health need.
- Implement district or school created resiliency lessons and activities. (I.e. Strong Kids/Teens, Second Step, Mind Up, Bully Proofing Your Schools.)
- Refer students who are not attending live or virtual school and/or not responding to the classroom teacher's efforts to engage students in classroom activities to professional school counselors.
  - Professional school counselors will collaborate with members of the Student Wellness Team for additional problem solving that can include phone calls and home visits.
  - Professional school counselors and Student Wellness Team members can use these problem-solving calls or visits as opportunities to ascertain and then strive to fulfill student and family needs.
  - Virtual wellness sessions can be used by members of the Student Wellness Teams to provide "virtual" sessions in the event of school closures.
- Use the [Emergency Support in a Distance Learning Environment](#) document to navigate support for concerning behavior when in a virtual learning situation.

Additionally, BDS will ensure the needs of special student populations are being supported (in keeping with the requirements of IEPs and other educational specification documents) by:

<u>Exceptional Student Education/504/ELL</u>

- Schools will continue to follow a student-centered approach with a commitment to ensure that the individual needs of each student with a disability or English-language barrier are met.

Updated 9/24/2024

- Accommodations (or modifications if indicated on a student's IEP/ELL plan) will be provided across all instructional delivery options.
- Therapies/related services identified on students' IEPs will be offered via tele-therapy (while participating in virtual instruction) or face-to-face.
- Specially designed instruction will be tailored to fit students' needs identified in the student's IEP/EP/504/ELL plan.
- Supplemental instruction or digital resources may be provided to address specific learning or English Language deficits based on diagnostic assessments.
- Continuous progress monitoring of students' academic progress and IEP/EP/504/ELL plan goals will be used to drive instruction and adjust services and supports as needed.

BDS will provide the full array of services, required by law. These services may include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs).

BDS will:

- Provide vulnerable population supplemental educational support through face-to-face and online remediation including technology distribution of devices along with backpacks and school supplies. Clothing, food, transportation, medical, social emotional and specific educational needs are addressed on an individual basis.

- Continue services for students who receive services and support based upon their individual needs. Related services, such as speech, language, occupational, or physical therapy, as well as counseling services, will continue to be provided in a virtual setting. Accommodations (or modifications if indicated) will be provided through the virtual/online setting. The student's IEP will be reviewed and if necessary, an IEP team, to include the parent and/or student, will convene virtually and update the IEP.

- Utilize MTSS Data during ongoing data chats. Common formative and summative assessment data in addition to progress monitoring data is reviewed at the district and school level to be discussed in PLCs. PLCs also utilize grades and common assessments to engage in student-centered conversations to ensure that the individual needs of each child are met.

- Continue to ensure compliance with all provisions of the federal McKinney-Vento law for all students enrolled in Bay District Schools, including the provision of school stability, school of origin determination & provision of transportation; immediate enrollment, timely response to records, enrollment dispute procedures and comparable services as are offered to non-homeless students. Identification will take place using a Student Housing Questionnaire, available both as an in-person hard copy and/or online form. The homeless education team

will continue to coordinate with other community agencies to support families in accessing preschool (including Head Start), medical, dental, mental health & substance abuse services and housing services. Unaccompanied youth will be identified and assisted with school enrollment, support for academics and support for transitioning from high school to college or technical/vocational education.

- Continue to implement the Title 1 educational stability requirements for children in foster care ensuring that: a child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest; if it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and the new enrolling school will immediately contact the school of origin to obtain relevant academic and other records. Children in foster care will continue to have school stability protections, transportation, and a designated point of contact for the LEA as well as the child welfare agency (CWA). The LEA point of contact and CWA contact will collaborate with each other to ensure all foster children are provided the full range of applicable educational services that all students receive.

- Continue to ensure that all compliance guidelines are being followed regarding ELL and children of migrant workers. Students' English language proficiency levels are evaluated and monitored to ensure academic success. Each school will develop a ELL Student Plan for the English Language Learner which will include student data, ELL programs and services, assignment and assessment accommodations, classroom practices, goals, and can do statements. This plan will be used to drive instructional strategies for the classroom teacher. Students will be placed with an ESOL endorsed teacher or teacher working toward endorsement. When a school has 15 students speaking the same home language, then a bilingual paraprofessional will be hired to bridge the English language barrier. ESOL Resource Teachers will provide additional assistance to support teachers, school administrators, and ELL students to ensure academic success. Bay District Schools will utilize The Multilingual Resource Cente to provide registration, evaluation, identification, placement, transportation, as well as physical, social, and emotional wrap-around services for all ELL, Immigrant, and Migrant Students and their families.

- Inform, and share with parents/guardians, regular access to the district's website which automatically translates documents into seven different languages. As appropriate, documents and updates will also be uploaded to the district's social media pages which also automatically translate into the reader's heritage language. When district-wide calls are made regarding information parents/guardians need to know, those calls will be translated into Spanish for those families who speak Spanish primarily.

The district will provide **robust progress monitoring** to all students; tiered support must be provided to all students who are not making adequate progress. If a student who is receiving

instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method.

- To implement robust progress monitoring for students, BDS will provide tiered support for all students who are not making adequate progress. Tiered support will be deployed during scheduled intervention times in K-12. Various programs are utilized in Grades K-12 to progress monitor for ELA and math as indicated on the BDS MTSS Intervention menu.

- Students in grades K-10 in ELA and grades K-8 in math will participate in the state FAST progress monitoring assessment. Students in grades K-5 will participate in the iReady Diagnostic for ELA and Math three times a year; fall, winter and spring. Students in grades 6-8 placed into intensive courses will participate in the iReady Diagnostic for ELA and Math three times a year. Students in grades 9-12 will be assessed using common formative and/or summative assessments at the classroom level. Grades will be monitored by administration.

- MTSS data will be reviewed monthly at ongoing data chats at all schools. Common formative/summative assessment data is reviewed at the district and school level to be discussed in PLCs. PLCs utilize grades and assessment data to engage in MTSS conversations.

- Progress monitoring of IEP goals may include teacher-generated checklists, classroom assessments, work samples, digital learning tools, rubrics, and other methods to determine the level of goal mastery. Progress on IEP goals will be used to make decisions regarding amending goals, increasing current services, and/or the addition of ESY services to the IEP. The IEP team will monitor student progress, review interventions, and meet to adjust as indicated.

- In the event of remote/distance learning for the school year, progress monitoring will consist of a preponderance of evidence including completed instructional tasks and assignments, online intervention program data reports, common formative and summative assessments, observation, and/or teacher anecdotal data.

The district will work with **IEP teams** to determine needed services, including compensatory services for students with disabilities. BDS IEP teams shall follow a student-centered approach with a commitment to ensure that the individual needs of each child are met.

- BDS will provide guidance to IEP teams to utilize district universal screening tools for students with disabilities on standards and access points. Upon reopening of school, universal screening measures will be used to identify the current performance levels of students with disabilities.

- For those students who show regression, the IEP team will meet to consider the student's current performance, critical skills/needs, and what revisions are necessary, if any, to the student's IEP. The IEP team may consider amending goals, increasing current services, and/or the addition of Extended School Year (ESY) services to the IEP. Supplemental instruction or supplemental digital resources may be provided to address specific learning deficits based on diagnostic assessments. The IEP team will monitor student progress, review interventions, and meet to adjust as indicated.

- For those students for whom the parent has indicated concerns regarding the student's participation in and progress during online learning, the IEP team will meet to consider the parent's concerns. The IEP team may consider amending goals, increasing current services, and/or the addition of ESY services to the IEP. The IEP team will monitor student progress, review interventions, and meet to adjust as indicated.

- In the event of remote/distance learning for the school year, the ESE Pivot Plan will be implemented. Pivot plans are developed based on priority needs and services for students during distance learning. Parents/guardians, service providers, and teachers give input in the Pivot Plan learning to support students with disabilities in the distance learning environment.

BDS will work with the **ELL Team** to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. The District should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies.

- ACCESS for ELLs 2.0 data as well as the WIDA Screener will be used to determine the English language proficiency level of ELL students returning to school. The district's Multilingual Student Support Center is used to meet the needs of new students and families arriving to the district including registering students and evaluating previous transcripts. This Multilingual Student Support Center will provide wrap-around services for all ELL students and their families. Schools will also be able to use iReady as well as diagnostic placement testing embedded in English Language Learning software programs such as Imagine Learning English to evaluate the student's academic and English language proficiency levels. A new program for Secondary Students, Summit K-12, will also be implemented in the fall of 2024. This program will provide a diagnostic placement tool with an embedded learning path and English language support for students at the secondary level.

- School-based ELL Teams, in collaboration with the District ESOL team, will review all previous data and will write the student ELL plan with goals, classroom practices, and strategies to meet the individual needs of all ELL students. Each school in BDS has an active ELL Team composed of the School Counselor or ESOL Interventionist, Administrator,

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ELA teacher and/or other content area teachers. Additional personnel can be involved in these meetings as needed such as interpreters, social workers, speech language pathologist, psychologist, and/or ESOL Instructional Specialist/Resource Teachers. Parents/guardians are also a vital part of this committee. ELL Committee meetings will be held face to face, via phone conversations, or through Google Meet as needed.

- A team will review the spring administration of ACCESS for ELLs 2.0 data when released from FLDOE to determine exit from the program for students in K-2 meeting proficiency (an overall level 4 or higher and a Level 4 or higher in Reading). A student in grades 3-10 can be exited from the ESOL program with an overall proficiency level of 4 or above, a level 4 or above in Reading on the ACCESS for ELLs assessment AND a level 3 or higher on ELA FAST.  Students in grades 10-12 with a sufficient score on the state approved ELA exam to meet applicable graduation requirements or a concordant score.  Data will be reviewed on an individual basis with a focus on students that have been in an ESOL program beyond 6 years.  An ELL Committee can be convened to exit a student who has met 2 of the 5 criteria based on State Board Rule 6A-6.0903.

- ELL students not meeting exit criteria will be closely monitored by the ELL Team, classroom teacher, and ESOL Resource teachers. If academic or linguistic regression has occurred, schools can do additional testing with the WIDA Screener to determine if their English proficiency levels have changed. Instruction will be provided at the school by an ESOL endorsed teacher (or teacher working toward ESOL endorsement) using standards-based curriculum with appropriate differentiation, scaffolding  and instructional strategies based on the student's ELL plan and English Language proficiency level in listening, speaking, reading, and writing.

- In the event of remote/distance learning for the school year, the same procedures will be implemented with ELL Team meetings held virtually via Google Meet, or phone with interpreters available. Teachers will create lessons in Canvas and the ELL students will have language support from Bilingual Paraprofessionals/Language Assistants as well as the use of a word-to-word English to Heritage language dictionary and/or glossary. English Language learning software programs such as Imagine Learning English, Summit K-12, and Duolingo will also be used by the students at home. Edgenuity may be the virtual learning curriculum which has language support built within the program. Devices will be provided to families in need.

**Component 6: Technology and Technical Support**
The following key technology staff members are identified as instrumental to the ICP planning process:
- Supervisor of Instructional Technology & Media Services
- Instructional Specialist of Technology & Media Services
- Executive Director of Management Information Systems (MIS)

- Senior Manager of Infrastructure
- Senior Manager of Application Development
- Senior Manager of Security

The technology and technical support departments assess and seek feedback on the robustness of the LEA's technology infrastructure. Teacher feedback was utilized to assess the levels of asynchronous instruction. BDS determined Google Meet will be the platform for virtual collaboration. BDS purchased the Google Workspace for Education package. This upgrade allows for more meetings to take place at one time and allows for recordings. Teachers may save recordings of their lessons and post them online in Canvas for students to view at their own pace.

The district's network bandwidth was also increased, and will be maintained, to allow for more expected traffic. These increases continue to happen as teachers and students use devices in classrooms. BDS has moved to a cloud-based solutions hosting in order to mitigate service interruptions.

BDS adheres to the following practice: Most middle schools and one high school are 1:1 (Chromebooks); elementary and remaining high schools utilize carts and/or classroom sets of Chromebooks to distribute to students as needed. This need is based on survey results collected from FOCUS, as well as requests made through schools to the district office.

BDS continues to evaluate and determine student and family connectivity needs on an ongoing basis. Each school conducted activities to reach out to students and families. This outreach elicits responses whereby the school determined and submitted names of students/families requesting a Chromebook. Requests were sorted by need: free/reduced lunch status, and availability.

Surveys have, and will be, sent out via FOCUS to determine device access needs. Survey questions may be distributed in a paper format by the school, as needed, although electronic communication is preferential. Surveyed questions may become part of the student enrollment form and may be updated annually in the parent portal.

Low-Cost Internet
Both Comcast, T-Mobile, AT&T, and MediaCom continue to offer low-cost internet for eligible families in Bay County. Documentation to prove eligibility will be required for all applicants. This information will continue to be shared with all students and guardians.

An example of a developed school deployment plan is as follows:

1. Technology surveys are needed and are distributed both electronically and paper to all families.

2.     Surveys are returned, media specialists sort them, and devices are assigned based on need, Free and Reduced Lunch status and availability.
3.     Parents and guardians are informed about the date and time scheduled for device pick-up. During this time, teachers are present to offer necessary training and assistance.
4.     Families that choose not to pick up devices, or those who will not have internet access, will be given a regular standing weekly time slot during which they can pick up paper-based packets.
5.     Additionally, if the mobile meal service is deployed throughout the county, parents/guardians can meet the bus to drop off paper packets, pick up new paper packets and/or select library books as available.

Bay District Schools uses GoGuardian and Fortinet to filter and monitor students' online browsing activities, ensuring a safe and secure digital learning environment. Additionally, the following supports are provided by BDS:

Learning Management System (Canvas) Support
● Canvas Support is always available via chat, phone, or email.
● Instructional technology coaches (TOSAs) are available during school hours to help with online curriculum and digital-resource questions (ie. Canvas, Launchpad, FOCUS, etc.).
● The MIS department is available via the BDS Help Desk during school hours for help accessing content, applications, and for Chromebook support.

Device Support
● If password or device assistance is needed, students contact their school's Media Specialist. If the district-issued device is damaged or no longer working, the device should be returned to the school. The school will issue the student a new device if one is available. (If no additional devices are available, schools will provide students with paper-based materials for instruction and learning.)
● If schools check out district devices to students, parents/guardians must sign the Chromebook contract through Focus or sign the short-term Chromebook agreement
● Families will be responsible to return all items signed out to them
● In the event of a district-wide deployment of the ICP, the helpdesk number will be activated (850-767-HELP)

Provision and Compliance with FAPE: Roles and Reallocation of Personnel
Related service providers have developed activities that may be completed, with an emphasis on their specialized area of focus to promote progression of skills relative to identified areas of needs, independent of technology. Specialized activities focusing on materials and opportunities that are found in our students' natural environments are utilized along with manipulatives, handouts, and paper-based activities that may be provided by the student's assigned providers. Students' general education teachers will collaborate with additional personnel that specialize in specially designed instruction, intensive interventions, or instruction

focusing on language rich environments to ensure that students with different abilities will receive support with materials, manipulatives, or paper-based curriculum that are non-reliant on technology.

During school closures MIS will collaborate with the Division of Teaching and Learning to establish and communicate the technology emergency response plan. This plan has been infused into the instruction continuity plan and will be available on the district website. The plan outlines the technological/mobile device check out process. Students and families complete a district generated survey whereby the district will generate a report identifying students who require specific technological needs in their household. The technology survey will be cross-referenced with the BDS technology inventory to determine what students at what schools require specific devices. Students and families may also email district or school staff to request specific technological devices needed at their homes. Technology and virtual resources are available to support the student, family, and staff in teaching and learning during a school closure.  The Division of Teaching and Learning will collaborate with MIS to ensure all operating systems support FAPE and provide accessibility tools enabling students access to meet their individualized needs and avoid disruptions of educational services. Additional supports and information will be made available via the BDS website. The BDS Help Desk is also available to students, families, and teachers for technology support.

**Component 7: Cyber Security**
The BDS cyber security team is comprised of the Technology and cybersecurity contact leads:
- Executive Director of Management Information Systems
- Senior Manager of Infrastructure
- Senior Manager of Application Development
- Senior Manager of Security

Cybersecurity Framework
Bay County School District uses the cybersecurity framework guidelines developed by the National Institute of Standards and Technology (NIST). At its core, the framework is a set of cybersecurity activities, desired outcomes, and applicable references that are common across sectors including education. It presents guidelines, standards and practices in a manner that allows for communication of cybersecurity activities and outcomes at all levels at BDS.

Statement on the Business Continuity Plan
While the details of our IT disaster recovery plan are required to be secure, the plan itself aligns with the framework and addresses the needs of the district and keeps our IT operations running.

Incident Response Plan
An Incident Response Plan is vital to an effective response in the event of an incident that could affect the entire operation of Bay County Schools from education to the day-to-day business.

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While the details are required to be secure, the MIS Department standard operating procedures are aligned with the framework aimed at safeguarding the District's IT infrastructure.

Cybersecurity is more than a technology issue – it is an organizational competency. Every employee is responsible in their own way to help ensure a safe and secure computing environment. BDS provides security awareness training each year and maintains responsible use guidelines for staff within our Acceptable Use Policy (AUP).

Plan for Cybersecurity Improvements
BDS is committed to providing a safe and supportive learning environment. This learning environment includes both face-to-face, hybrid, and virtual learning spaces. Appropriate ethical and legal action will be taken to ensure all safeguards to support student learning and learning. While the specifics of the BDS security posture is secure, in a general sense we strive to implement cybersecurity processes and procedures via proven frameworks, user education at all levels, next generation security tools and systems, as well as collaboration with other school districts and partner organizations. Our plan of action is rooted in a continuous improvement model which can adapt to a constantly changing threat landscape. Change and improvement is most efficient through measurement where milestones are set for our cybersecurity goals in training, visibility, and process improvement.

All cybersecurity measures can be found in Board Policy 2.1035 or in the Management Information Systems' (MIS') file storage. BDS MIS will maintain partnerships with Comcast and WOW in order to offer low-rate internet access. BDS MIS will maintain compliance and support related to cybersecurity policies and procedures to maintain compliance with local, state, and national recommendations.

## Component 8: Engaging Students with Limited Access

The BDS Office of Communications, in collaboration with Superintendent McQueen, retains the primary responsibility for ensuring that all families and stakeholders remain informed and supported. The team is dedicated to communicating any required assistance clearly and promptly.

The Office of Communications will manage the help line, monitor social media messages, and respond to inquiries directed to **BDScomm@bay.k12.fl.us** or through the district website. Every family's needs will be acknowledged with care and immediately directed to the appropriate point of contact for assistance.

At the school level, the principal works in conjunction with the media specialist and onsite tech employees to ensure individual families have what they need, understand how to use what they have been given, and know who to call for additional support.

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Classroom paraprofessionals, and other support employees, who are not engaged in online learning will support the ICP by focusing their efforts on engaging families, problem solving, and providing support. Due to lived experiences, including Hurricane Michael and Covid-19, BDS schools have become more knowledgeable about the education barriers faced by families. With targeted, and focused social media outreach, BDS schools will maintain communication with parents/guardians in the way they prefer. Automated phone calls, texts, emails, and social media posts, will be configured by the school to maintain efficacy in communication.

Prior to changes in the instructional environment, schools will update previously-shared surveys to parents/guardians to ensure a comprehensive list indicating which families need devices, who requires internet access, and who will need more hands-on support or paper-based learning options. If the ICP needs to be enacted, the district's helpline (850-767-HELP) will immediately be activated, along with the BDS helpdesk. These steps will be taken to ensure parents/guardians and students have access to assistance.

Students are provided devices as needed and paper-based resources as available. Additional resources for students are available on individual teacher Canvas courses along with on student launchpads. Supplemental materials will also be available to students and families requesting additional support. Printed/hard copies of resources are also available to families to ensure the continuity of instructional support.

The Instructional Technology & Media Services Department will be primarily responsible for ensuring student access to all learning materials and instruction. Teachers may be asked to deliver instruction remotely. Access to instruction and other digital resources is available through BDS Launchpad. The management information systems (MIS) will monitor the network for vulnerabilities and ensure that access remains stable for those accessing district applications. At the school level, the Principal, Teachers, and Media Specialist work together to ensure students have access to all learning materials, instruction, and who to contact for additional help.

BDS will ensure related service provider activities are available for students that were receiving services prior to a school closure. Continuation of their specialized area of focus and support will promote progression of skills relative to identified areas of needs. Specialized activities focusing on materials and opportunities that are available in the students' natural environments are utilized along with manipulatives, handouts, and paper-based activities that may be provided by the student's assigned providers. Students' general education teachers will collaborate with additional personnel that specialize in specially designed instruction, intensive interventions, or instruction focusing on language rich environments to ensure that students with different abilities will receive support with materials, manipulatives, or paper-based curriculum that are non-reliant on technology.

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Bay District Schools will continue to rely on the Communications Department to provide essential outreach and networking for parents, guardians, and families during any school closures. The Communications Department will play a vital role in supporting both schools and the district by ensuring strong connections between the district and families.

The Communications Department will establish and maintain various channels for ongoing communication, including voicemail, district messages, email updates, social media posts, news releases, radio promotions, and local television resources. In collaboration with Exceptional Student Education Services, BDS Communications will also provide outreach and guidance on how students and families can access instructional learning resources, particularly for students receiving modified curriculum instruction. Additionally, they will offer home learning strategies and supports to assist families during this time.

### Component 9: Continuation of School Operations

During a time of school closure, and/or remote learning, every department in Bay District Schools will be impacted. Component 2 highlighted ICP goals (identifying and planning amongst the BDS Cross-Functional Planning Team; b) developing an intentional, organized, and comprehensive instructional plan; c) proactively communicating the plan to all stakeholders in the event of a future disruption to the learning environment; d) supporting staff professional learning through published self-paced electronic modules; and e) planning for, and providing, the necessary resources of support for the students, families, teachers, and other staff). All personnel will be considered essential to support learning continuity via a myriad of approaches. The approaches will vary by department and BDS employee roles and responsibilities in support of the continuity of instruction. The BDS ICP provides an overview of the action each cross-functional area will undergo in partnership with each other.  For instance - food service will work to ensure students receive meals per USDA and Florida Department of Agriculture and Consumer Services guidelines; teaching and learning will maintain a focus on ensuring high quality educational opportunities to students (while receiving the necessary professional learning); to technology maintaining a virtual continuation and access to learning.  In the event of a school closure, BDS will utilize *faculty and staff responsibilities in a virtual environment* to guide schedules and work performance. The following plan addresses Continuity Plans for events not related to Quarantine Specific Situations:

### Meal Pick-up

In the event of school closures Bay District Schools, in collaboration with the USDA and Chartwells K12, will provide meals for pick-up to students who are enrolled full time in a Bay County District School and in attendance in accordance with Bay District policy. Upon execution of this continuation plan, meal kits will be available at predetermined sites, dates, and times. The meal kits will consist of FIVE (5) breakfast and FIVE (5) lunch meals in accordance with the NSLP/SSO Program. If the student will not be present during meal pick-up, the representative will need to show proof that the student attends a Bay County District School. The meals will then be provided to the student or representative and tracked on a tracking form. At the end of

each day the completed form will be submitted to the district's food service department for eligibility and reimbursement purposes. Meals will be prepared in our food service facility and will adhere to all HACCP protocols. The meals will then be transported to the point of distribution in temperature-controlled containers. They will be stored and held at the point of distribution at proper temperature and temperatures will be monitored periodically throughout the day.

Meal Delivery

If resources become available, the district may opt to begin meal delivery service. The district will utilize the school busses to deliver to predetermined locations throughout Bay County. Delivery times and dates will be announced prior to the start of the meal delivery program. The meal kits will consist of FIVE (5) breakfast and FIVE (5) lunch meals in accordance with the NSLP/SSO Program. If the student will not be present during meal pick-up, the representative will need to show proof that the student attends a Bay County District School. The meals will then be provided to the student or representative and tracked on a tracking form. At the end of each day the completed form will be submitted to the district's food service department for eligibility and reimbursement purposes. The meals will be prepared in our food service facility and will adhere to all HACCP protocols. The meals will then be transported to the buses in temperature-controlled containers. They will be stored and held on the busses at proper temperature and temperatures will be monitored periodically throughout the day.

Requirements

BDS Food Service Department will work with our state agency for approval of all allowable waivers in the event of a disaster or disruption in the educational environment. USDA Foods are intended for use only in child nutrition programs so BDS Department of Food Service must receive approval from FDACS to use USDA Foods in congregate feets. Once we receive the USDA Foods Release Memorandum and necessary waivers, BDS will provide a public notice on the process for students to receive meals.

To be able to receive reimbursements for the food service continuation plan the following must be active and in place with the state: a) Parent Pick-up Waiver, b) Non-Congregate Feeding Waiver, c) MealTime Flexibility Waiver, and d) Pick-up sites must be active in FANS.

Services for students with different learning abilities

BDS will support and execute a plan to provide special education services and accommodations to students during school closures. Students who are students with disabilities will receive services from their designated certified instructor or designated related service providers. Contingency plans are developed as part of the Individualized Education Plan (IEP) process on an individual basis to meet the needs of students with disabilities in the event of school closure. Electronic platforms that are conducive to specialized instructional delivery may be utilized based on the individual needs of unique learners for all students receiving special education and related services via an IEP.

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During any emergency closure, Bay District Schools will continue to work with our trusted community partners to deliver high-quality support to our students and their families. As a result of our experiences post-hurricane, BDS is uniquely positioned within Bay County to immediately access a variety of community resources for our students, our staff and their families and our network of partner agencies is extensive and varied.

Supportive Structures and Shelters
Bay District Schools serves as the county's shelter manager in the community. BDS has a comprehensive shelter plan detailing every level of operation for any shelter opened during an emergency declaration.

**Component 10: Emergency and Ongoing Communications**

Bay District Schools will leverage multiple communication platforms, including social media (such as Facebook, X (formerly Twitter), and Instagram), mainstream media press conferences, Everbridge alerts, PeachJar emails, and FOCUS alerts. These systems will enable school or district administrators, along with other approved stakeholders, to use a messaging system to share important information with parents, guardians, students, and employees.

The messaging system allows for the distribution of information via voice recordings, emails, and text messages. In the event of a school or district emergency, the Superintendent or designee may initiate a crisis or emergency communication. Automated messages will be sent to parents, guardians, and employees as needed, with the frequency and method determined on a case-by-case basis, depending on the nature of the emergency or extent of the closure.

The approved ICP will be posted at https://www.bay.k12.fl.us/. The plan will be available for stakeholders to review and provide feedback. Charter schools within BDS boundaries will also have access to review the BDS ICP. Additional outreach and ICP support will continue to be offered through the BDS district office. BDS will continue to provide outreach and communication. Emergency communication stakeholder groups, and channels, include:
● School families – Everbridge alerts, PeachJar, Facebook, Instagram, X (Formerly Twitter), FOCUS alerts, website updates and mainstream media press conferences
● BDS students - Email, Facebook, Instagram, X (Formerly Twitter), website updates and mainstream media press conferences, internal email
● BDS teachers, staff, administrators, and others - Email, Everbridge, PeachJar, Facebook, Instagram, X (Formerly Twitter), website updates, mainstream media press conferences, and text message groups
● School Sites - social media (example – Facebook, X (Formerly Twitter), Instagram), mainstream media press conferences, Everbridge alerts, campus marquees/message boards

- Daycares - Disaster Group Email, Facebook, Instagram, X (Formerly Twitter), website updates and mainstream media press conferences
- Faith based organizations - Disaster Group Email, Facebook, Instagram, X (Formerly Twitter), website updates and mainstream media press conferences
- Members of the medical, health, and mental health community - Disaster Group Email, Facebook, Instagram, X (Formerly Twitter), website updates and mainstream media press conferences
- BDS Leadership Group - Email, disaster messaging text group, satellite phones as needed.
- Bay County Emergency Management Officials – Public Information Officer (PIO) participation at the EOC, weekly/daily group calls as needed, Web EOC documentation
- Community at Large - social media (example – Facebook, X (Formerly Twitter), Instagram), mainstream media press conferences, Everbridge alerts through Alert Bay

Bay District Schools Communications will work closely with the Cross-Functional Planning Team to ensure continuous communication with campus and district administration, teachers, staff, and—most importantly—**families**. Maintaining clear and consistent communication with families will be a top priority. Internal email, emergency text message groups, and Everbridge alerts will be used to keep everyone informed. The frequency and method of communication will be determined on a case-by-case basis, depending on the nature of the emergency.

The tools utilized will include social media, mainstream media press conferences, Everbridge alerts, internal emails, and emergency text message groups to ensure that both internal stakeholders and families receive timely and accurate information.

The Office of Communications will assume primary responsibility for communicating with families, district stakeholders, and the broader community, using the outlined tools and protocols. With more than 40,000 social media followers, the Communications Office is well-positioned to deliver important information quickly and efficiently across Bay County. Additionally, the Office of Communications has a designated Public Information Officer (PIO) who is part of the Emergency Operations Center PIO deployment team, ensuring even more widespread dissemination of information to the community during emergencies.

In circumstances requiring the implementation of the ICP and emergency response, BDS will:
- Send one cohesive daily email to employees containing all the information required for the day.
- Send one cohesive daily email to parents/guardians containing all the information they need for that day.
- Post one cohesive daily social media pinned post that contains all the updates for that day.
- Send one email per week, to employees and parents/guardians, from the Office of the Superintendent.
- Activate the call center (850-767-HELP) so parents/guardians can ask for help as needed.
- Conduct press conferences as needed.

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- Direct schools to use school specific messaging tools (Everbridge, PeachJar) as needed.

The following outlines the additional action that will be implemented by BDS (the district), the district and schools, and the schools if the emergency is health related.

District
Bay District Schools will continue to prioritize the safety and wellness of all students.
- Human Resources will send a daily reminder to employees reminding them about the importance of staying home when sick.
- The Office of Communications will send weekly and monthly alerts to families reminding them about COVID-19 or other symptoms and encouraging them to keep their student(s) home if they are sick.

District and Schools
- Continue to communicate and educate on topics including but not limited to signs and symptoms of COVID-19, methods to avoid contracting COVID-19, healthy hygiene practices, handwashing, and social distancing with staff, students, and families.

Schools
- Continue to use ITV, morning announcements, and morning meeting time to deliver and instruct on healthy hygiene topics.
- Share district-approved resources and updates/revisions provided by the district office using:
- Make available school staff including Health Professionals, Parent Liaisons, Social Workers, and Counselors.
- Utilize communication platforms to relay this information to students, parents/guardians, and families.
- Display district-provided visual aids regarding handwashing, social distancing, etc.

Additional guidance for stakeholders, available throughout the duration of extended school closures, will be maintained and found at https://www.bay.k12.fl.us/.