

Instructional Continuity Plan: Martin

Academics

ICP Component 1: Leadership and Planning

Specify LEA personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP

LEA Response:

Martin County School District (MCSD) cross-functional planning team: Jennifer DeShazo, Director of Public Information and Community Relations, Dr. Todd Adrian, Director of Educational Technology *Dr. Tracey Miller, Assistant Superintendent of Academics, Julie Sessa, Assistant Superintendent of Human Resources, Tyson Villwock, Director of Professional Standards, Dr. Mary White, Director of Curriculum and Instruction * District ICP Contact The plan was initially developed in September 2021 with input from the planning team, Superintendent's Cabinet, and school based leaders and was updated and School Board approved in December 2022. The plan is maintained on the MCSD website and will be reviewed and updated at least every 6 months. Goal of ICP: MCSD will be prepared to provide remote learning to all MCSD students if and when we are unable to provide in-person learning. The ICP Contact will activate the plan at the direction of the Superintendent and systems are in place to initiate the ICP immediately. Teachers and support staff have the resources needed to ensure continuation of student learning and are prepared to provide remote instruction in the event of a closure. Students will have the necessary components (technology and access to curriculum and instruction) to maximize learning. Parents and families will know where to go to receive accurate, timely communication related to school closure and activation of the ICP. The critical success factors (CSFs) that determine achievement of the ICP desired outcomes include: Academics- All MCSD students have full access to the curriculum and instruction provided in each assigned course. This includes access to instructional materials and teacher guided instruction and support. Teachers have the necessary resources and expertise to deliver instruction in a remote environment if necessary. Communication- MCSD will provide timely, transparent and accurate information to all stakeholders. Technology- MCSD will provide internet ready laptops or Chromebooks to all students and those staff members in need of a device who do not have one at home that can be used for instruction. The Educational Technology department will set up support locations for troubleshooting and repairs of district issued devices while remote learning is in place. Additionally, systems are in place to meet the needs of special populations and to provide needed services such as mental wellness and food services. *Please see attached file - Instructional Continuity Plan Components 1 and 6 - MCSD Laptop Hotspot Deployment and Remote Learning Support. The ICP will be evaluated using the following rubric to evaluate the three essential elements of the ICP: 4- Action plan fully implemented with the ability to execute full at home learning. 3- Action plan substantially implemented with the ability to execute full at home learning. 2- Action plan substantially

implemented with the ability to execute a phased implementation of at home learning within a week. 1- Action plan substantially implemented with the ability to execute a phased implementation of at home learning over time. Data used to evaluate the ICP, when activated, include: student attendance, student grades, device deployment and usage records, software usage including zoom, Google Classroom, Schoology, and specialized instruction software, professional development records and usage in Frontline, social media usage, and utilization of supports such as ET helpdesk, food services, and mental wellness supports.

ICP Component 2: Curriculum Resources and Digital Content

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning, ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

LEA Response:

The MCSD will be prepared to provide remote learning to all MCSD students if and when we are unable to provide in-person learning. The ICP Contact will activate the plan at the direction of the Superintendent to ensure instructional continuity is maintained for our students. Students have access to curriculum and instruction of their enrolled courses through Schoology/Google Classroom, our learning management systems (LMS), and Zoom, our communications system. *Please see attached files Back to School DL 20_21, Schoology 101, and Zoom Directions. Students have access to highly qualified teachers to provide instruction in their enrolled courses while learning at home. Schoology and Google Classrooms are in use daily in the schools during in person learning and students and teachers are trained in the use of the systems; Schoology is the MCSD selected LMS provider. Course content has been migrated into the system and the District is using a hybrid of Schoology, Google Classroom, and Edgenuity online courses to provide digital access to curriculum. Additionally, adopted digital instructional materials are available through Classlink which students have access to via their student account. Paraprofessionals and other instructional personnel support ESE and ELL students through the use of Zoom, Schoology, and Google Classroom. A cross-functional team is in place to monitor the performance of the LMS and make recommendations for improvements or modifications. Members include the Digital Learning Department staff as well as the Wayfinders team (school-based technology teacher leaders) who were early adopters and curriculum team members who supported the migration to Schoology. The team reports status and recommendations for improvements or modifications to the Instructional Leadership Team and school administrators on a regular basis. Staff, including new hires, are provided ongoing training and professional learning via recorded professional development through the Frontline platform. This professional learning began in summer 2021, continued in summer 2022 and remains in place on an annual basis with plans for summer 2023. The Digital Learning Specialists provide in-classroom coaching and professional development through Zoom sessions, summer PD, and additional professional development opportunities throughout the year. When the ICP is activated, students will utilize their district issued devices (and Wi-Fi hotspots if needed) to access curriculum and

instruction. Students will follow their typical schedule and receive daily instruction using lessons published in Schoology and Google Classroom and teacher instruction for the courses in which they are registered. Staff will remain at the school sites, if possible, and deliver instruction and support via Zoom technology and their LMS. If staff have already been issued a District laptop or Chromebook they may take it home (Wi-Fi hotspots may be issued to staff when approved by school site admin) to provide remote learning at home when it is not safe to remain in the school building.

ICP Component 3: Professional Learning

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

LEA Response:

Teacher and leader professional learning needs are determined by surveys (including Title II and digital learning survey) that are examined by the professional learning staff, instructional learning staff, digital learning staff, federal programs staff, and principals. Needs are addressed in each School Improvement Plan completed through the CIMS platform, the Leadership Development Plan, and the MCSD Success Plan. Additionally, digital classroom specialists (coaches), professional development coaches, and district instructional coaches work together to identify trends in professional learning needs as they work with teachers in their classrooms. Staff also use the classroom learning walk process on campuses to identify trends and needs for professional learning. This process is currently in place in the MCSD and would remain when the ICP is initiated. An example of an opportunity to provide professional learning is a multi-event summer learning opportunity, CampTEACH (Technology Empowering Academic Change). It is provided via remote learning to allow for the modeling and practice of remote learning strategies and skills. These sessions are also recorded and shared via our eLearning Management System, Frontline. Staff have access to these recorded sessions throughout the year and via Zoom or in person annually in June. These are also beneficial for professional development for new teachers and staff or those who need support in the event the ICP is activated. In addition to the summer opportunity, staff are provided ongoing and job-embedded professional learning throughout the school year either in-person or remote. The Professional Development department offers varied learning opportunities including, but not limited to, learning sessions focused on the survey results/needs, student engagement, high effect strategies (Hattie and Marzano), monitoring, and differentiation. Time is also allocated on early release days, before/after school times, and on our district wide professional development days. The effectiveness of professional learning is assessed in multiple ways. Post professional development evaluations are provided to staff examining the quality of the session, their greatest takeaways, ideas to improve, or additional learning and support they may need. In addition to the evaluations, professional learning is assessed through learning walks, coaching cycles, and classroom support. Through this process, instructional coaches and staff are able to observe and provide real time feedback in order to increase the effectiveness of professional learning. These efforts are used to continuously improve the process and provide relevant opportunities in the future. Parent

and student support for the use of devices is also available through our ET department. The technology support technicians are available to support student and parent needs on a 1:1 basis either via remote options or in person. ELL professional learning for best practices in education for English Language Learners (ELL) is provided continuously to all teachers, school leaders and ELL paraprofessionals. A digital platform for ELL assessment results, student status in the ELL program and instructional strategies matched to English proficiency has been utilized for both in person and online professional development. School leaders have requested and been provided specific training for paraprofessionals who work with English language learners. Evaluations are provided to participants and school leaders. Data collected from the evaluations is utilized to improve professional learning. School leaders are using the digital tools and consulting with the ELL department to develop student schedules and placement. ESE professional learning is continuously provided for ESE personnel and school administrators, in order to ensure compliance is maintained and current specialized instructional strategies are being implemented for students with disabilities district wide. School administrators and other ESE personnel staff are provided surveys to determine targeted professional learning needs. The ESE department collaborates with state discretionary projects such as; FDLRS, SEDNET, FIN, TATS, Project 10, PEN to provide training to District and School-based ESE staff. Targeted areas for professional learning include but are not limited to, transition service, parent trainings and supports, specialized reading strategies and IEP compliance training. The ESE Program Specialists and ESE administrators provide professional learning opportunities in the areas of virtual and hybrid learning for SWDs that require alternate instructional platforms. The ESE department offers options for in-person and virtual professional learning opportunities to increase participation in sessions. Evaluations and pre/post learning assessments are provided during professional learning sessions to assess the effectiveness of the learning objectives.

ICP Component 4: Instructional Practices

Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

LEA Response:

Teachers' professional learning needs are determined by surveys (including Title II and digital learning survey) that are examined by the professional learning staff, instructional learning staff, digital learning staff, federal programs staff, and principals. Needs are addressed in each School Improvement Plan, Leadership Development Plan, and the MCSD Success Plan. Leaders are also surveyed via the Title II survey to determine and meet their professional learning needs. When we activated our ICP in 2020, all teachers in the MCSD worked in a synchronous learning environment and received professional development related to the change in delivery model. Professional learning continues within the district and is available to those who continue to need support to ensure we are ready to replicate the model should the ICP be activated. To ensure effectiveness of instructional delivery, ClassLink analytics will be

utilized to determine the number of students logging into Schoology and Google Classroom. Teachers and site administrators monitor engagement by collecting data on the number of assignments completed, course attendance, and student grades. While utilizing Zoom, it is a MCSD best practice to have cameras turned on at all times, to ensure engagement during instruction. Teachers utilize district approved and purchased instructional materials and digital tools that align to the current standards and curriculum during remote instruction available in the learning management systems and ClassLink. Professional development in the use of these materials has been provided to teachers and instructional staff and are available in Frontline for continued use and reference. Administrators monitor use of these materials and accompanying assessments and provide feedback to teachers. Traditional schedules will be followed during remote instruction, providing teachers with their contractual planning and professional development time. The Instructional Services Department (Digital Learning) has developed guidance, best practices, written tutorials, and video tutorials for all instructional staff that need initial or ongoing professional development regarding the best use of the digital platforms available to them for remote instruction. These resources are available on the Digital Learning website as well as in Frontline. *Please see additional handout MCSD Digital Learning resource. The Wayfinders, early technology adopters, at each school site will serve as a model and resource for teachers and staff. Best practices in technology will be highlighted in various communication channels as available. School administrators will consistently monitor teacher use of the technology in order to ascertain development needs. Student participation and engagement will be continuously assessed with teacher grade books and use of technology tools. Each year, a student survey is conducted to determine student engagement and satisfaction and this practice will continue. The Exceptional Student Education (ESE) department provides guidance and professional learning opportunities to related service providers, paraprofessionals and ESE teachers on how to effectively implement specially designed instruction, accommodations and services to students with disabilities as identified in their Individualized Education Plans (IEP). Related service providers and teachers are responsible for maintaining records of the services and instruction provided to students with disabilities. ESE district staff and school-based administrators have access to these records to ensure the effectiveness of the delivery model.

ICP Component 5: Parent and Family Support

Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, are being supported in keeping with the requirements of IEPs and other educational specification documents.

LEA Response:

Parents and students will be informed by the District, individual school sites, and teachers using the available methods of communication. Options of two way communication may include telephone,

Remind messaging, Schoology messages, Google classroom/ Gmail, district email, and Zoom. *Please see attachments 3.10 Zoom Parents Updates and 2020_2021 MCSD Welcome Parents K-12 Information. Guidance and direction are provided to parents and families on how to create a distraction-free learning environment at home that is conducive to learning. This information is shared via one way communication such as the website, text messaging and social media platforms. It is also sent out via our LMS. Families that are English language learners are contacted by multilingual staff to engage in educational conversations. An English language learner database of languages spoken at home provides educators with information on how to best communicate with families. The English language learning program is accessible to students at home through Classlink and provides remote opportunities for language acquisition. Training for families on the use of technology to access education is ongoing. Limited English Proficiency (LEP) plans are housed in the digital English Language Learner (ELL) platform and used to support the instructional needs of students. ELL plans are accessible to educational stakeholders for continual review and implementation. During school closures, accommodations and directives from the LEP plan will be implemented and monitored. Families that are in transition or homeless are served through a district liaison. The liaison is able to provide access to Wi-Fi so that students are able to connect to the school district LMS. Telephonic communication is often the initial contact tool. The MCSD ESE department provides special education and related services to students with disabilities in accordance with the student's IEP. The delivery of special education services are aligned to the general education service model(s) being implemented, with individual decisions being made to address specially designed instruction and access to general education instruction. The IEP team considers whether additional accommodations need to be added to the student's IEP to support student access to instruction in the remote environment. When students are provided services and specialized instruction, based on their Individualized Education plans (IEPs), ESE teachers document the service they provide for each student with a disability in an electronic recording data-base known as the Support Facilitation Log. Students with disabilities continue to receive the same services that are identified on their IEPs, even if they are participating from home. Related service providers, such as Speech/Language Therapists, Occupational Therapists and Physical Therapists, are also responsible for providing the outlined services on each student's IEP. District and school based ESE staff members are available to provide students and parents with support on how to access their virtual learning platform. School based ESE personnel communicate with parents to ensure students have access to the internet and that devices that are needed in order for them to access the general education curriculum, such as Braille devices, are functional at home. IEP meetings are available to take place via a virtual platform that is accessible to parents such as Zoom. The ESE department is available to provide parents support on how to access and use virtual platforms for IEP meetings via telephone and email. The ESE department conducts virtual evaluations for particular assessments without compromising the validity of the assessment. For other assessments that require students to participate in-person, the district has designated sites/locations that follow mitigation measures to ensure the safety of students and staff. Social Services Workers (SSW) and school counselors will monitor and support students in the virtual setting who have safety plans and/or are at-risk. SSWs and counselors will remain available to staff to address new concerns and provide appropriate supports to all students. SSWs, counselors, field officers, and other student services personnel make home visits to support the health and safety of students and their families. A symptoms checking system is also available for staff and families as a support to determine if and when they may need medical supports which is critical during a situation that would prompt the initiation of the ICP.

ICP Component 6: Technology and Technical Support

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

LEA Response:

The technology staff members who are key to the ICP planning process are: Dr. Todd Adrian, Director of Educational Technology, Chris Hall, Coordinator of Computer Operations and Technical Support, Matt Paoleschi, Security Analyst, Kevin Kastrup, Network Administrator, Alec Johnson, Network Engineer, and Drew Wessel, Coordinator of Administrative Technology. The MCSD has a robust technology infrastructure. The District has redundant internet connections at two geographically diverse locations that are supported by redundant firewalls. The wide-area network (Community Broadband Network) is a redundant ring supporting diverse paths through the District to provide network services to all of our school sites. Core ring switching routing equipment is supported by dual power supplies and battery backup UPS systems. Staff from the technology department are available to support specific technology issues either from a remote location or on site. The District has implemented a 1:1 initiative in grades 3-12 with access to devices in laptop carts for grades K-2. A survey was conducted to determine which families were in need of hot spots for their internet access. The families who indicated a need can check out an enabled hotspot to use at home. Each principal, Title One Family Liaison, media specialist, and Family In Transition Coordinator may also request a hot spot for a family as needs arise, which can be deployed from each individual campus. The District provides a Chromebook to students so they can access digital curriculum while at school or remotely. Chromebooks have standard accessibility features such as high contrast mode, magnifier, on-screen keyboards, sticky keys, filter keys, and narrator mode (screen reader). If a student requires more specific accommodations for instruction to ensure FAPE, there are various options available through the District's assistive technology department. Software such as Dragon Naturally Speaking, Proloquo, Don Johnston Products, Braille Notes, and others are available. The Assistive Technology department evaluates students with additional needs and issues specific devices when appropriate. The devices are loaded with applications that are specific to the learner's needs to assist them with communication and learning. The assistive technology staff in the ESE department work one-to-one with teachers, students, and/or families to ensure support is available, regardless of the location of the student (at home or in person). The District utilizes internet filtering solutions regardless of the device's location. Roles that are needed to support technology in a remote learning model and reallocate personnel accordingly: Assistant Superintendent of Academics, Director of Educational Technology, Coordinator of Computer Operations and Technical Support, Coordinator of Administrative Technology, Network Administrator, Network Engineer, Network Specialist, Security Analyst, Help Desk, Site Support Technicians, Desktop Support Technicians, Systems Analysts,

Programmer Analysts, and Programmers. *Please see attached file - Instructional Continuity Plan Components 1 and 6 - MCSD Laptop_Hotspot Deployment and Remote Learning Support.

ICP Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs; Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure; Include an executive summary of the LEA's current security posture; Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

LEA Response:

The MCSD follows recommended national and state cyber security framework standards. We follow the NIST (National Institute of Standards and Technology) framework for cyber security and incident response including our procedures, incident response plan, and disaster recovery plan. These plans are housed in a secure location within the organization and are not provided to the public for security purposes. Our Business Continuity Plan is available and housed in a secure location within the organization and not provided to the public for security purposes. Our Incident Response Plan is also available, and is housed in a secure location within the organization and is not provided to the public for security purposes. Cyber security-related policies and procedures aimed at safeguarding the District include: Acceptable Use Policy, Endpoint Configuration Policy, Phishing Incident Response Procedure, Security Awareness Training Plan, Incident Response Plan, and Disaster Recovery/Business Continuity Plan. Policies are housed on our district website at www.martinschools.org via BoardDocs. Procedures/plans are housed in a secure location within the organization and are not provided to the public for security purposes. An executive summary of our current security posture: The MCSD has made several significant investments aimed at strengthening the overall cybersecurity posture of the entity. This includes but is not limited to additions in staffing, next-generation security products, security partnerships, 2021 vulnerability assessments, and continual staff training and testing. The MCSD takes all the aforementioned tools and applies a multi-layered strategy to ensure the confidentiality, integrity, and availability of the MCSD network. Current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness: The MCSD has several initiatives in progress aimed at improving the cybersecurity posture of the entity. In the coming year the MCSD has plans to improve authentication mechanisms, onboard new security products, and provide email phishing training/testing.

ICP Component 8: Engaging Students with Limited Access

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and

often with students and parents to identify needs and ensure supports; Ensure that school leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families; Research and implement best practices in online special education.

LEA Response:

The Success Plan Communications Team will constitute the team of service providers and the Director of Public Information will serve as the point person for communication with families about the efforts to provide education and supports for students. The Office of Public Information will communicate with families about the supports offered to the District through established channels - website, social media, mass notification (phone call/text message), email and local media (to include support from Title I in reaching Hispanic/Latino radio stations and broadcast media). The Office of Public Information will partner with Instructional Services to obtain timely, relevant and appropriate information for dissemination to all families. The Office of Public Information will communicate on a consistent basis using the established channels of communication as outlined above. ELL families are provided a dedicated line for Spanish speakers. The ELL department staff will coordinate with bilingual faculty and staff at school sites to make connections with ELL students and their families. Staff from the Parent and Family Engagement Centers would engage in outreach with families including home visits. The ELL department would engage in communication with families through the multilingual radio stations and other media to provide information to school non-English speaking families. Each school in the district has an ESE contact, identified as the Intervention Problem Solving Coach, that is responsible for communicating and providing support to the families of students with disabilities. The District ESE administration team and the District ESE Program Specialists provide guidance and information to the Intervention Problem Solving Coaches to ensure important and relevant information is being disseminated to parents of students with disabilities. The ESE website includes current information, additional resources and support for families of students with disabilities. The District ESE administrators collaborate with and provide parents with information of community partners and discretionary projects that provide individualized educational support for students with disabilities such as the Center for Autism & Related Disabilities (CARD).

Operations

ICP Component 9: Continuation of School Operations

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

LEA Response:

The essential personnel needed to support learning continuity through remote teaching and learning have been identified. The job descriptions (updated 2022) of these individuals identify that they are required to report to work in an emergency situation. The roles and responsibilities of the essential personnel have been outlined in "Component 9 - Continuation of School Operations- Essential Personnel." Food & Nutrition Services processes have been identified and established to ensure continuity of meal provision. This information is outlined in "Component 9 - Continuation of School Operations - Food Services." Processes to ensure adequate mental wellness supports and services are provided to students have been established. This information is outlined in "Component 9 - Continuation of School Operations - Mental Wellness Services." Continuity of instruction and assessments for English Language Learners will proceed virtually in an instance of school closure. Administrators, teachers and ELL contacts are able to deploy lessons and monitor assessments virtually via Zoom and the digital learning platforms referenced in the "Academics" component of the plan. Continuity of instruction and accommodations for students receiving ESE services will proceed in the event of school closure. The District ESE administration team and the ESE program specialists provide guidance and support to Intervention Problem Solving Coaches to ensure important, timely and relevant information is being disseminated to parents of students with disabilities. The ESE webpage will continue to be updated with timely information, additional resources and support for families of students with disabilities. District administrators and staff will collaborate with families to provide information about relevant community resources and discretionary projects that provide individualized educational support for students with disabilities. The ICP plan contact will collaborate with community partners who serve our students to ensure continuity of wraparound services and supports. Universal and correct wearing of masks was determined by the State of Florida Office of the Governor Executive Order Number 21-175 (Ensuring Parents' Freedom to Choose - Masks in Schools) signed and dated by Governor Ron DeSantis on July 30, 2021 and is attached in the file entitled "EO_21-175-No Mask Requirements by School Boards 7-30-21". Modification of facilities was conducted during the pandemic to allow for social distancing by provision of plexiglass barriers, spacing student and staff desks to accommodate social distancing as well as student populations, rerouting class change directions to limit opposing traffic flows, and limiting meeting room occupants as found in "Risk Mitigation Strategies Back to School." Modification of facilities to allow for handwashing and respiratory etiquette was put in place through the additional availability of hand sanitizer in all classrooms and rooms for students, staff, and visitors. Masks were made available to all students, staff, and visitors as found in attachment entitled "Risk Mitigation Strategies Back to School". Additionally, the District adheres to School Board Policy 8400 Environmental Health and Safety Issues and Board Policy 8450 Control of Casual Contact Communicable Diseases as found in attachments entitled "Board Policy 8400 Environmental Health and Safety Issues" and "Board Policy 8450 Control of Casual Contact Communicable Diseases." Cleaning protocols and maintenance of the facility was altered to provide disinfecting more often with EPA registered disinfectants, provision of electrostatic sprayers to ensure 100% coverage of all classrooms and building spaces in all facilities as found in attachment entitled "COVID Cleaning Plan-MCSD". Additionally, the District adheres to School Board Policy 8400 Environmental Health and Safety Issues and School Board Policy 8450 Control of Casual Contact Communicable Diseases as found in attachments entitled "Board Policy 8400 Environmental Health and Safety Issues" and "Board Policy 8450 Control of Casual Contact Communicable Diseases." Contact tracing for all students and employees was conducted in coordination with the Martin County Department of Health per the Florida Department of Education guidance from the Commissioner of Education, Richard Corcoran as found in attachment entitled "Updated COVID-19 Guidance Memo 03.03.2022.pdf." Diagnostic screening and

testing was made available to students and staff in conjunction with the Martin County Department of Health, the Florida Department of Emergency Management, Cleveland Clinic Martin Health, and Treasure Coast Urgent Care. Symptomatic students and staff at school sites were provided tests that were distributed by the Martin County Department of Health. Vaccines, while voluntary, were made available to both staff and students through various community partners including local and retail pharmacies such as CVS, Publix, through the Florida Department of Health, through Florida Community Health Center, and through Florida Blue. The Martin County School District complies with the American Disability Act (ADA), Florida Accessibility Code, Florida Building Code, and State Requirement for Educational Facilities (SREF). The Martin County School District coordinates their efforts with the Florida Department of Health through guidance from the Martin County Department of Health. Additionally, the District adheres to School Board Policy 8450 Control of Casual Contact Communicable Diseases found in attachment entitled "Board Policy 8450 Control of Casual Contact Communicable Diseases." The policies referenced herein as well as the Instructional Continuity Plan have been approved by the School Board.

Communications

ICP Component 10: Emergency and Ongoing Communications

Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and learning continuity plans on the school or LEA website leading up to and throughout the duration of extended school closures.

LEA Response:

The District is committed to timely, transparent and reliable communication with all stakeholder groups: School personnel - The District communicates with employees via the following channels: District email, phone call/text message (mass notification system), website, social media channels (Facebook and Twitter) and e-newsletter. Communication via 800 mhz radio is also available between all school sites and departments, with frequent drills being conducted throughout the year, managed by the Risk Management Team. Students - Schools/the District communicate with students via direct student/teacher interaction (Remind, Google Classroom, Schoology dashboard) and the FOCUS student portal. Families - The District communicates with parents/caregivers via the following channels: phone call/text message (mass notification system), its website, social media channels (Facebook and Twitter), e-newsletter and via local media. Community Partners/Volunteers - The District communicates with community partners via e-newsletter, email, its website and social media channels. The District's Volunteer Coordinator communicates with volunteers via Remind, email and webpage on the District's website. School-based Communications - Site-based admin. teams communicate with students and parent/caregivers via phone calls/text messages/emails (mass notification systems), school websites and social media accounts. In the event of a school closure, site-based admin. teams will use

messaging templates provided by the Office of Public Information for communication with families. District-based Communications - District-based communication with families is facilitated by the Office of Public Information via the channels outlined above. Information about the scope of communications and guidance/information that will be communicated to stakeholders is available as part of the attached document titled "Component 10-Communication Plan."

Overall Comments

Overall Comments

LEA Response:

The following plans/procedures are housed in a secure location within the organization and are not provided to the public for security purposes: Phishing Incident Response Procedure Security Awareness Training Plan Incident Response Plan Disaster Recovery/Business Continuity Plan These documents will be made available to DOE staff / auditors upon request by contacting Dr. Tracey Miller, Assistant Superintendent of Academics: 772-219-1200 X 30140, millert@martinschools.org.