FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2020-21 Florida's Optional Innovative Reopening Plan

Lake County Schools

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

Purpose

The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.

Directions

Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include **[District Name] Innovative Reopening Plan**. The district has **two options** in the submission of an Innovative Reopening Plan:

☒ **Option 1:** The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission.

☐ **Option 2:** The district completes the Department's template provided later in this document.

Proposed Innovative Model (Required for Option 1 and Option 2)

The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: **Page 2-3**

As the opening of the 2020-21 School Year approaches, the conditions around the COVID 19 pandemic have changed considerably over the past few months. As a result of DOE Order No. 2020-E0-06, Lake County Schools will offer four options for families at the start of the 2020-21 School Year.

- Traditional School - Face to face, in-school learning aligned to state standards and Lake County Curriculum Blueprints. All courses currently offered at each school are available
- Lake Virtual School - Flexible daily virtual learning schedule with teachers available throughout the day including evening hours. Includes 2-3 teacher live lessons weekly. Electives available. Option to return to traditional, in- school learning after each 9-week grading period will be available.
- Modified Day - Traditional in-school learning for ELA and Math with other courses taken virtually through Lake County Virtual School. This flexible schedule allows students when possible to participate in electives at their home school. Option to return to traditional, in- school learning after each 9-week grading period will be available.
- Lake Live - Structured virtual learning that mirrors the traditional daily school schedule. Students stay enrolled in their home school and are taught by teachers from their enrolled school when possible based upon enrollment and teacher availability. Elementary schedules will include P.E. Middle and High school elective courses and those attached to specialized programs will be available when possible. Option to return to traditional, in- school learning after each 9-week grading period will be available.

More information can be found here at this link:
https://docs.google.com/document/d/1JE0T2mZqqfwyKXTGEDztbwOQxjQvudD3NNMhhofC8OI/edit?usp=sharing

Reopening Plan Assurances (Required for Option 1 and Option 2)

The district must agree to ALL of the assurances by checking the corresponding boxes.

☒ **Assurance 1:** Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: **Page 2, 3**

☒ **Assurance 2:** The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services 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). Provide the page(s) where the narrative of this assurance is located in your submitted plan: **Pages 13, 15-17, 21, 28, 37**

☒ **Assurance 3:** 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 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. Provide the page(s) where the narrative of this assurance is located in your submitted plan: **Page 18, 28**

☒ **Assurance 4:** The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: **Page 31**

☒ **Assurance 5:** The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: **Pages 21, 22, 31, 37**

☒ **Assurance 6:** Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

☒ **Assurance 7:** Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Acknowledgement

The district verifies the information in this form.

Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Emily Weiskopf, Assistant Superintendent Teaching, Learning and Leadership
Contact information: email, phone number
WeiskopfE@lake.k12.fl.us 352-253-6516 / 325-253-6520
Date submitted
July 28, 2020
Superintendent Signature (or authorized representative)
Diane Kornegay, Superintendent

LCS 2020-21
INSTRUCTIONAL CONTINUITY AND SCHOOL REOPENING PLAN

Diane Kornegay, M.Ed.

Superintendent

Instructional Continuity and Reopening Plan
2020-21 School Year
Lake County Schools

Section I: Overview of the Instructional Continuity Reopening Plan

Section 1A: Purpose and Structure of the Instructional Continuity and Reopening Plan

As the opening of the 2020-21 School Year approaches, the conditions around the COVID 19 pandemic have changed considerably over the past few months. As a result of DOE Order No. 2020-E0-06, Lake County students will begin school on August 24, 2020 with the following four options for families.

- Traditional School - Face to face, in-school learning aligned to state standards and Lake County Curriculum Blueprints. All courses currently offered at each school are available
- Lake Virtual School - Flexible daily virtual learning schedule with teachers available throughout the day including evening hours. Includes 2-3 teacher live lessons weekly. Electives available. Option to return to traditional, in- school learning after each 9-week grading period will be available.
- Modified Day - Traditional in-school learning for ELA and Math with other courses taken virtually through Lake County Virtual School. This flexible schedule allows students when possible to participate in electives at their home school. Option to return to traditional, in- school learning after each 9-week grading period will be available.
- Lake Live - Structured virtual learning that mirrors the traditional daily school schedule. Students stay enrolled in their home school and are taught by teachers from their enrolled school when possible based upon enrollment and teacher availability. Elementary schedules will include P.E. Middle and High school elective courses and those attached to specialized programs will be available when possible. Option to return to traditional, in- school learning after each 9-week grading period will be available.

While we have set the option to return to traditional in-school learning after each 9-week grading period, families who wish to return earlier should contact the zoned school. Lake County is committed to every student's success and will meet the learning needs of all students.

More information can be found here at this link:
https://docs.google.com/document/d/1JE0T2mZqqfwyKXTGEDztbwOQxjQvudD3NNMhhofC8OI/edit?usp=sharing

Lake County Schools has also created a comprehensive plan that allows for maximum instructional flexibility in response to one or more of the following scenarios.

- Total Closure - If conditions warrant a total closure, Lake County Schools will deploy resources (including device and infrastructure) to include every student.
- Partial Closure - If conditions warrant an individual school or classrooms to be shut down, each affected student will need access to resources. Teachers will also need to be able to quickly switch to distance learning as the primary means of instruction until the school/classroom is reopened.

- Reduced Capacity - If Lake County Schools implements a reduced capacity protocol, each affected student will need a device. Teachers will need technology supports to be able to teach asynchronously and synchronously given the possibility of rotating school days.
- Traditional Instruction - The start of the 2020-21 School Year will take place with all schools open, with technology being a major keystone in Lake County Schools. Effective use of technology will be essential as the district will be 1:1.

To provide the technology access and support needed for remote instruction, Lake County Schools has provided the Instructional Technology Roadmap Update which outlines how resources (including going 1:1) will be utilized and deployed.

The Instructional Continuity Plan includes the following sections:

Section I: Overview of the Instructional Continuity and Reopening Plan
Section II: Information for Parents, Guardians and Students
Section III: Responsibilities
Section IV: District Policy and Procedures
Section V: Content Delivery

Section 1B: General District and School Contact Information:

In the event of the activation of the Instructional Continuity Plan, it will be important to ensure that staff, parents and other stakeholders have access to key district resources. Listed below is important information that includes the school and district contacts and physical addresses of each site.

School/Department	Contact	Phone	Email	Address
Astatula Elementary	Robert Sherman	352-343-1334	shermanr@lake.k12.fl.us	13925 Florida Ave. Astatula 34705
Beverly Shores Elementary	Cindy Christidis	352-787-4175	Christidisc@lake.k12.fl.us	1108 W. Griffin Rd., Leesburg 34748
Carver Middle	Kinetrai Kelley-Truitt	352-787-7868	Kelley-Truittk@lake.k12.fl.us	1200 N. Beecher St., Leesburg 34748
Clermont Elementary	Jeffrey Williams	352-394-2706	Williamsj3@lake.k12.fl.us	680 E. Highland Ave., Clermont 34711
Clermont Middle	Scott Voytko	352-243-2460	Voytkos@lake.k12.fl.us	301 East Ave., Clermont 34711
Cypress Ridge Elementary	Scott Voytko	352-394-6633	Voytkos@lake.k12.fl.us	350 East Ave., Clermont 34711
East Ridge High	Julie Robinson-Lueallen	352-242-2080	Robinson-Lueallenj@lake.k12.fl.us	13322 Excalibur Rd., Clermont 34711
East Ridge Middle	Jamie Sidoruk	352-536-8020	Sidorukj@lake.k12.fl.us	13201 Excalibur Rd., Clermont 34711
Eustis Elementary	Corrie Voytko	352-357-2779	VoytkoC@lake.k12.fl.us	714 E. Citrus Ave., Eustis 32726
Eustis Heights Elementary	Tiffany Scott	352-357-2447	Scottt1@lake.k12.fl.us	250 W. Atwater Ave., Eustis 32726
Eustis High	Tracy Clark	352-357-4147	Clarkt1@lake.k12.fl.us	1300 E. Washington Ave., Eustis 32726
Eustis High Curtright Campus	Tracy Clark	352-589-1510	Clarkt1@lake.k12.fl.us	1801 Bates Ave., Eustis 32726
Eustis Middle	Abigail Crosby	352-357-3366	CrosbyA@dlake.k12.fl.us	18725 E. Bates Ave., Eustis 32726
Fruitland Park Elementary	Tammy Langley	352-787-2693	LangleyT@lake.k12.fl.us	304 W. Fountain St., Fruitland Park 34731
Grassy Lake Elementary	Julie Williams	352-242-0313	Williamsj2@lake.k12.fl.us	1100 Fosgate Rd., Minneola 34715
Groveland Elementary	Kimberly Sneed	(352) 429-2472	sneedk@lake.k12.fl.us	930 Parkwood St, Groveland, FL 34736
Cecil E. Gray Middle	Pam Chateauneuf	352-429-3322	chateauneufp@lake.k12.fl.us	205 E. Magnolia St., Groveland 34736
Lake County Virtual School	Donald 'Paul' Miller	352-483-4260	Millerp@lake,k12.fl.us	200 W. Golf Link Ave., Eustis 32726
Lake Hills School	Robin Meyers	352-324-3175	Meyersr@lake.k12.fl.us	909 S. Lakeshore Blvd., Howey-in-the-Hills 34737
Lake Minneola High	Linda Shepherd-Miller	352-394-9600	Shepherl@lake.k12.fl.us	101 N. Hancock Rd., Minneola 34715
Lake Success Academy	Dr. Porchialee Byfield	352-253-4785	Byfieldp@lake.k12..fl.us	525 N. Georgia Ave., Howey-in-the-Hills 34737
Leesburg Elementary	Susan Jordan	352-365-6308	Jordans1@lake.k12.fl.us	2229 South St., Leesburg 34748
Leesburg High	Michael Randolph	352-787-5047	Randolphm@lake.k12.fl.us	1401 Yellow Jacket Way, Leeburg 34748
Lost Lake Elementary	Kelly Cousineau	352-243-2433	Cousineauk@lake.k12.fl.us	1901 Johns Lake Rd., Clermont 34711
Mount Dora High	Marlene Kureki	352-383-2177	StraughanM@alke.k12.fl.us	700 N. Highland Ave., Mt. Dora 32757
Mount Dora Middle	Chad Frazier	352-383-6101	FrazierC@lake.k12.fl.us	1405 Lincoln Ave., Mt. Dora 32757
Oak Park Middle	Barbara Longo	352-787-3232	Longob@lake.k12.fl.us	2101 South St., Leesburg 34748
Pine Ridge Elementary	Laine Obando	352-242-2223	Obandol@lake.k12.fl.us	10245 CR 561, Clermont 34711
Rimes Early Learning Center	Dominique Ward	352-787-5757	Wardd2@lake.k12.fl.us	3101 School View St., Leesburg 34748
Sawgrass Bay Elementary	Andrea Steenken	352-243-1845	Steenkena@lake.k12.fl.us	16325 Superior Blvd., Clermont 34714
Seminole Springs Elementary	Michelle Work	352-589-1117	WorkM@lake.k12.fl.us	26200 W. Huff Rd., Eustis 32736
Sorrento Elementary	Brenna Burkhead	352-385-1140	Burkheadb@lake.k12.fl.us	24605 Wallick Rd., Sorrento 32776
South Lake High	Steven Benson	352-394-2100	Bensons@lake.k12.fl.us	15600 Silver Eagle Rd., Groveland 34736
Tavares Elementary	Durenda McKinney	352-343-2861	Mckinneyd@lake.k12.fl.us	720 E. Clifford St., Tavares 32778

Section 1B: General District and School Contact Information (cont):

Tavares High	Jacob Stein	352-343-3007	Steinj@lake.k12.fl.us	603 N. New Hampshire St., Tavares 32778
Tavares Middle	Trella Mott	352-343-4545	Mottt@lake.k12.fl.us	1335 Lane Park Cutoff, Tavares 32778
Treadway Elementary	Venessa King	352-742-2291	Kingv@lake.k12.fl.us	10619 Treadway School Rd., Leesburg 34788
Triangle Elementary	Debra Hartog	352-383-6176	Hartogd@lake.k12.fl.us	1707 Eudora Rd., Mt. Dora 32757
Umatilla Elementary	Kimberly 'Dianne' Dwyer	352-669-3181	Dwyerd@lake.k12.fl.us	401 Lake St., Umatilla 32784
Umatilla High	Thomas Gerds	352-669-3131	Gerdst@lake.k12.fl.us	320 N. Trowell Ave., Umatilla 32784
Umatilla Middle	Brent Frazier	352-669-3171	frazierd@lake.k12.fl.us	305 East Lake St., Umatilla 32784
Villages Elementary	Gregg Dudley	352-751-0111	DudleyG@lake.k12.fl.us	695 Rolling Acres Rd., Lady Lake 32159
Windy Hill Middle	William Roberts	352-394-2123	Robertsw@lake.k12.fl.us	3575 Hancock Rd., Clermont 34711

Charter Schools

Alee Academy	Robin Valentino	352-357-9426	Valentinor@aleeacademy.org	1705 CR 44, Eustis 32736
Altoona School	Walter Schmidt	352-669-3444	schmidtw@altoonaschool.org	42630 SR 19, Altoona, 32702
Pinecrest Four Corners	Jorge Rivas		jrivas@pinecrestfourcorners.com	1100 S. US 27, Clermont 34711
Pinecrest Lakes	Christina Alcalde	352-223-4482	calcalde@pinecrestlakesacademy.com	14012 Old Hwy 50, Minneola 34715
Pinecrest Tavares	Rebecca Peacock-Schanck		Rschanck@pinecrestlakesacademy.com	Open Fall 2020
Imagine South Lake	Kathleen Dial	352-243-2960	Kathleen.Dial@imagineschools.org	2750 Hartwood Marsh Rd., Clermont 34711
Lake Technical Center	Dr. Diane Culpepper	352-589-2250	Culpepperd@lake.k12.fl.us	2001 Kurt St., Eustis 32726
Mascotte Charter Elem.	Tiffany Mayhugh-Rego	352-429-2294	Mayhugh-Regot@lake.k12.fl.us	460 Midway Ave., Mascotte 34753
Minneola Charter Elem.	Sherry Watts	352-394-2600	Wattss@lake.k12.fl.us	320 E. Pearl St., Minneola 34715
Round Lake Charter Elem.	Linda Bartberger	352-385-4399	Bartbergerl@lake.k12.fl.us	31333 Round Lake Rd., Mt. Dora 32757
Spring Creek Charter Elem.	Wesley Locke	352-669-3275	Lockew@lake.k12.fl.us	4440 Spring Creek Rd., Paisley 32767

District Departments

Superintendent	Diane Kornegay	352-253-6500	kornegayd@lake.k12.fl.us	201 W. Burleigh Blvd., Tavares 32778
District Office/Communications	Sherri Owens	352-253-6500	Owenss@lake.k12.fl.us	201 W. Burleigh Blvd., Tavares 32778
Assistant Superintendent, HR	Chad Farnsworth	352-253-6500	farnsworthh@lake.k12.fl.us	201 W. Burleigh Blvd., Tavares 32778
Teaching and Learning	Dr. Emily Weiskopf	352-253-6500	Weiskopfe@lake.k12.fl.us	201 W.Burleigh Blvd., Tavares 32778
Academic Svcs. & Interventions	Kati Pearson	352-253-6880	Pearsonk@lake.k12.fl.us	510 S. Palm Ave., Howey 34737
College & Career Readiness	Frances Celis	352-253-6770	Celisf@lake.k12.fl.us	509 S. Palm Ave., Howey 34737
Curriculum, Instr. & Assessment.	Amy Cockcroft	352-253-6860	Cockcrofta@lake.k12.fl.us	510 S. Palm Ave., Howey 34737
Exceptional Student Ed.	Melissa Lyford	352-253-6600	Lyfordm@lake.k12.fl.us	201 W. Burleigh Blvd., Tavares 32778
Instructional Technology Services	Duane Weeks	352-253-6700	Weeksd@lake.k12.fl.us	814 Bryan St., Tavares 32778
Region 1 North Lake County	Robert Feltner	352-253-4160	FeltnerR@lake.k12.fl.us	1717 Eudora Rd., Mt. Dora 32757
Region 2 Central Lake County	Renee Dudley	352-253-6640	DudleyR@lake.k12.fl.us	201 W. Burleigh Blvd., Tavares 32778
Region 3 South Lake County	Stephanie Mayuski	352-536-8590	Mayuskis@lake.k12.fl.us	755 E. Broome St., Clermont 3475

Section 1C: Important District Webpages

Additionally, resources are made available using the district website which can be found at lake.k12.fl.us. Listed below are resources that Lake County Schools has available in order to communicate with stakeholders.

COVID 19 Updates
https://www.lake.k12.fl.us/departments/communications/coronavirus-updates

Reopening Website
https://www.lake.k12.fl.us/reopening

District Facebook Page (For News Updates)
https://www.facebook.com/LakeSchools

Section 1D: District Communication Plan

The Communications Department aims to keep stakeholders informed while also building confidence in our district's ability to equip students for college, career and community success. No matter the environment -- a traditional school model, virtual learning or an emergency response plan -- the district's Communications team

will continue to provide timely, critical and necessary information for all audiences through multiple means; respond to media inquiries and suggest news coverage of meaningful school-related issues; strengthen community partnerships; support employee engagement, and direct many other "business as usual" communications strategies.

With the possibility of changing health advisories and the potential for schools to open and close and deliver alternative learning modes simultaneously in response to those changes, the district is anticipating an increased need for quick, creative, clear and consistent messaging. The Communications team is prepared to collaborate with internal and external subject matter experts and use varied strategies to reach multiple audiences with the most accurate and up-to-date details.

Stakeholders will be able to find current district information using the following resources:

- District News: https://www.lake.k12.fl.us/departments/communications/news
- COVID-19 Updates: https://www.lake.k12.fl.us/covid19
- District Facebook: https://www.facebook.com/LakeSchools
- Distance Learning Resources and Updates https://www.lake.k12.fl.us/distancelearning
- Email questions to: News@lake.k12.fl.us

External Communications

Direct communications to external audiences such as parents/guardians, volunteers and other community stakeholders may include, but not be limited to:

- Messaging to reassure stakeholders and build community confidence in the district's ability to offer robust and rigorous learning regardless of environment
- Updates to the Distance Learning Website that will include Frequently Asked Questions and other Parent/Student/Teacher Resources for the deployment of Distance Learning (Note: The current Distance Learning Website will be updated once the 2020-21 Instructional Continuity Plan has been approved.)
- Interactive presentations online or face-to-face to explain changes and answer questions.
- Pop-up messaging on school and district website pages as an alert mechanism.
- Reminders posted as simple messages in the student portal.
- Posting of updates in video, still photographs/graphic images and text on district and community social media pages with a goal of reaching larger audiences through follower shares.
- Increased real-time communications (i.e. recorded phone calls, text messages and emails through the SchoolMessenger web application.)
- Press releases to local media outlets for broadcast and print coverage of school related issues and events.
- Public meetings with key decision makers.

Internal Communications

Routine and crisis updates to students and district employees will be delivered though means including, but not limited to:

- Face-to-face and virtual meetings
- Inter-office and student emails
- Recorded phone calls, text messages and emails sent to home numbers and addresses
- Internal web site (for employees)
- Printed posters in student spaces and work spaces
- Reminders posted as simple messages in the employee and student portals.

Communication Objectives

With all messaging to all audiences, our overarching goal is to communicate transparently and frequently prioritizing the following objectives:

- Communicate to the entire education family of stakeholders in the community.
- Regularly update families and staff on policies for conduct while on campus, drop-off and pick-up.
- Communicate health and safety issues transparently, while still protecting the privacy of students and families.
- Use multiple means to communicate: e-blasts, websites, text, social media, classroom lessons, community meetings, one-on-one outreach, etc.
- Communicate the actions taken, in each step, by a school to reopen.
- Reinforce topics such as good hygiene, social distancing, identifying symptoms and staying home when feeling sick.
- Show compassion for families and staff.
- Express a willingness to always evaluate, improve and reevaluate as necessary.
- Regularly solicit feedback from parents, students, staff and the community.

Section II: Information for Parents, Guardians and Students

Please see the attached Safety Protocols.

Section 2A: Access to Devices

The original Technology Roadmap set out a five year plan to acquire enough Chromebooks for all students. In the 2019-2020 school year, all eight high schools were completed. The plan for year three was to distribute devices to the ten middle schools, and in years four and five, to the elementary schools. However, through the time of Distance Learning in the Spring of 2020, Lake County Schools has felt the need for student access to digital learning activities, and from this experience, many believe that the standard for education is shifting to a more blended approach to learning where digital activities are essential. Even face to face learning will need digital elements in order to support learners, and each student will need a device to stay connected year round. Therefore, Lake County Schools has asserted numerous measures to ensure that each student has access to a Chromebook to take home.

The district had purchased approximately 80% of those needed for all Lake County Schools students by the end of the 2019-2020 school year. Whereas the plan set out for a five year acquisition, the district will implement take home devices to all elementary, middle, and high school students starting in the 2020-21 school year.

Students who received a district Chromebook during COVID-19 will continue to use their device through the summer and into the 2020-2021 school year. Rather than asking students to return the device for the summer time and school staff to manage the logistics of safely collecting Chromebooks, students will borrow it all

summer. Upon re-entering school for the new year, students will be asked to bring it into the school (as permitted by safety guidelines) to be checked by school staff in order to ensure there is no damage. Students who did not receive a district Chromebook will have the opportunity to borrow one during the start of the new school year. Additional learning opportunities will be made available to students during the summer.

As Lake County Schools moves into the 2020-2021 school year, students will have the best opportunity to utilize technology at school as well as home, and Lake County Schools is excited to continue working on the goal of equitable technology access for all learners.

As Lake County Schools will be completing its journey in going 1:1 in the 2020-2021 school year, this project is essential to provide the needed flexibility and in many ways is an extension of the 2019-2020 school year. The following timeline and milestones will take place in order to provide every K-12 student access to a take home device.

May 2020- Devices were collected from students that are grading out of their school (5th, 8th and 12th grade students). Devices will be repaired, inventoried, cleaned and ready for return to the fleet.

June 2020- More than 9100 devices will be procured to help provide universal Chromebook access. This will bring Lake County Schools to a 1:1 standing (pending the successful return of 98% of the Chromebooks from the summer).

July 2020 - Information and Instructional Technology will roster all students, teachers and classes in Google Classroom. Classlink will be updated to provide online attendance taking ability.

August 2020- Devices will be checked into schools. All district devices will be enrolled into Destiny and then checked out to students. Fees for breakage or loss will be assigned in Destiny. Students will begin to take devices homes in all grades. No technology usage fee will be assessed.

Each K-12 student will be issued a Chromebook that will be taken home. Information about the student use of the Chromebook has been included in the Student Code of Conduct.

Section 2B: Access to Internet

During the 2019-2020 school year, the Instructional Technology department also launched a pilot program for students to borrow a mobile hotspot. Students without Internet access were able to use this device in order to utilize learning tools on the Chromebook at home. During COVID-19, any hotspots not already checked out to a student were collected and redistributed to meet demands across all grade levels. Families with multiple students who did not have Internet access were among the first to receive these devices, and because there was an even greater need due to Distance Learning, Lake County Schools, in conjunction with the Educational Foundation, made emergency purchases to acquire more hotspots to support families. Moving forward, all hotspots will be collected once Distance Learning ceases in order to disseminate them to every school. Students will be able to check them out, like a library book, from their school's media center, pending school administrator approval. Devices may be limited, but Lake County is looking to expand access in the 2020-2021 school year with the purchase of additional hotspots.

Section 2C: Access to Meal Programs

Lake County Schools will continue to provide meal service to students to the extent possible given on-site and remote learning environments. Therefore, the meal service program may be a combination of in-school serving and a “grab & go” program similar to the one implemented in spring of 2020. The following will be considered:

- Serving models dictated by remote and on-site attendance
- Health and safety standard protocols by staff and serving support
- Continued compliance with Federal requirements for meals served
- Cleaning and disinfecting of facilities aligned with CDC cleaning/disinfecting School Guidance

Section 2D: Continuation of Services

School staff will be expected to support in-person learning to the greatest extent possible and support remote learning when necessary. Lake County Schools will continue to focus on strong relationships and instruction for our students—our primary roles in the community.

We also know that the reality is that instruction may look different. Both asynchronous and synchronous learning will be utilized with all models. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. The teacher provides learning resources and there is usually either a learning platform involved or a teacher assigning tasks using Google Classroom. Students access learning at a time that works for them and their family. Supports are provided for students as needed using Google Meet.

Synchronous learning is an approach where teachers and students are engaged online in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled through Google classroom during a specific time. This schedule mirrors face to face instruction and the Instructional Framework is implemented. To help accommodate the health guidelines, the following options may be necessary to deploy during the 2020-2021 school year.

Lake County School Options
2020-21 School Year

	Traditional	Lake Virtual School	Modified Day	Lake Live
	Traditional face to face, in-school learning aligned to state standards and Lake County Curriculum Blueprints. All courses currently offered at each school are available.	Flexible daily virtual learning schedule with teachers available throughout the day including evening hours. Includes 2-3 teacher live lessons weekly. Electives available. Option to return to traditional, in- school learning after each 9-week grading period will be available.	Traditional in-school learning for ELA and Math with other courses taken virtually through Lake County Virtual School. This flexible schedule allows students when possible to participate in electives at their home school. Option to return to traditional, in-school learning after each 9-week grading period will be available.	Structured virtual learning that mirrors the traditional daily school schedule. Students stay enrolled in their home school and are taught by teachers from their enrolled school when possible based upon enrollment and teacher availability. Elementary schedules will include P.E. Middle and High school elective courses and those attached to specialized programs will be available when possible. Option to return to traditional, in- school learning after each 9-week grading period will be available.
Where will my student go to school at the start of the 2020-21 School Year?				
Lake County School	Yes	Yes	Yes	Yes
Students Attend Classes in a School Building	Yes	No	Yes, when on campus	No
Students Attend Classes from Home	No	Yes	Partially	Yes
Stay Enrolled in Assigned School	Yes	No	Yes	Yes
When will my student attend school?				
Follows Traditional Daily School Schedule	Yes	No	Yes, when on campus	Yes
Flexibility to Turn in Lessons 24/7	No	Yes	No	No
Required Daily Attendance	Yes	No	Yes, when on campus	Yes
What will my student's school day involve?				
Students Required to Wear Masks or Face Coverings When Social Distancing Is Not Possible	Yes	No	Yes, when on school campus	No
Live Teacher Lessons Daily	Yes	2-3 Times a Week	Yes	Yes
Support Services Provided	Yes	Yes	Yes	Yes
Classes taught by Lake County Teachers	Yes	K-5 -No 6-12 -Yes	Yes	Yes

Section 2E: Expectations for Parents and Guardians

The following are ways that students can be ready for a successful transition to Distance Learning.
(Source: https://www.acs-schools.com/parents-guide-distance-learning)

1. It is important for students to establish routines and expectations

Structure is important in the student's life, and good habits are important from the start. It is best to prepare students similar to a regular day. Keeping normal bedtime routines and ensuring that students are well rested are very important. School time at home should be treated the same as a day at school as far as student preparedness is concerned.

2. Learning Location is Very Important

A family's regular learning space for occasional homework might not work for extended periods. Families should set up a physical location that is dedicated to school-focused activities, and make sure it is quiet, free from distractions and has a good Internet connection. Families should make sure an adult monitors online learning. Keep doors open, and practice good digital safety.

3. Stay in touch

Just like regular schools, teachers will be communicating regularly through online platforms and virtual learning environments. Families should make sure that everyone knows how to find the help they need to be successful. Families should stay in contact with the classroom and support teachers, school leaders and counselors but understand it may take a day or two for personnel to respond. If families have further concerns, they should communicate with the school. Please check the Lake County Distance Learning website frequently for updates.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Parents should provide support and encouragement, and expect their children to do their part. Struggling is allowed and encouraged. Parents should try and not help too much. Becoming independent takes lots of practice. At a brick and mortar school, children usually engage with other students and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. All of the interactions cannot be replaced, and that's okay.

5. Begin and end the day by checking-in

In the morning, consider asking students:
- What classes/subject do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day a parent might ask:
- How far did you get in your learning tasks today?
- What did you discover? What was hard? Do you need help?
- What could we do to make tomorrow better?

6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Noise-cancelling headphones are one idea.

7. Encourage physical activity and exercise

Living and working at home, all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. Parents may want to think about how children can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in.

These brief grounding conversations matter. Checking in with students to process instructions they received from their teachers helps them organize themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

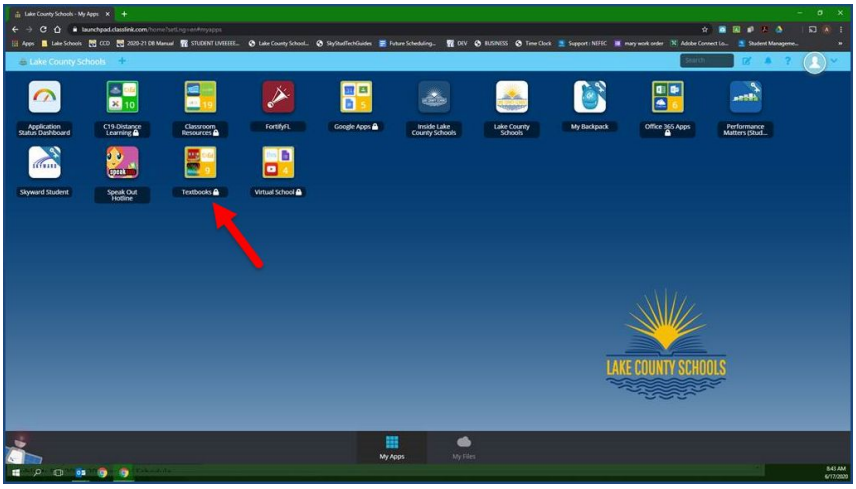
Section 2F: Frequently Asked Questions

In order to assist students, teachers and parents, Lake County Schools has developed the following Frequently Asked Questions document. This document will be updated as more information is available and we move closer to the opening of the 2020-2021 school year.

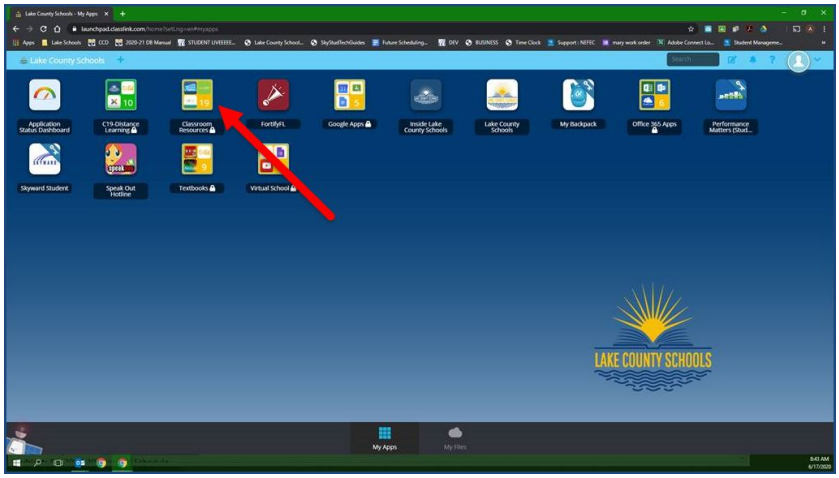
https://docs.google.com/document/d/1UKDfnnTgQACgjYxAbyFN2gW3pbSIbeawQ0VoM5CUQGE/edit?usp=sharing

Section 2G: How to Access Online Texts and Tutorials

- Log into the Classlink Portal at http://launchpad.lake.k12.fl.us/.
- Students can access all online textbooks via Classlink and the Textbook folder.



- Students can access their teachers Google classroom via Classlink and the Google Apps folder.
- Students can access other online educational platforms via Classlink and the Classroom Resources Folder



Section 2H: How to Access the Student Portal

When a student logs onto their district device they are automatically directed to the student portal. When students log in via a personal device they can either type launchpad.lake.k12.fl.us in the URL or they can navigate to the link from the school webpage at Lake.k12.fl.us.

Section 2I: Technical Support

Student Device Technology Support

- Quick Guides can be accessed at www.lake.k12.fl.us/onlinelearning
- Additional resources can be found on the Distance Learning resources and the Frequently Asked Questions page
- For technical assistance, the IT Help Desk can be contacted by phone at 352-253-6700, selecting options 1 or 2.
- **If the Help Desk is busy**, the Student Device Tech Help Request Form should be filled out, and contact will be made as soon as possible.
- If the student fills out a form, then gets help by phone instead, the student should let the **Help Desk** operator know that they have also filled out a form to avoid duplicate efforts.

Specific Assignment Questions, Concerns, or Instructions

- Please contact the teacher via email or Skyward.

Section 2J: Accessibility for Student With Disabilities

In order to provide equitable access to students with disabilities, the following resources will be available to students via their district device. If using a personal device, these applications are available in the portal.

Learning Ally: Provides an extensive library of human read audiobooks that includes textbooks, literature and popular fiction.

- Visit www.learningally.org
- Enter the username and password provided to the student by the teacher.

- Search for books to read by title and genre.
- Click the “Add to bookshelf” button to select books.
- Access audiobooks via the Learning Ally Audiobook App.

Google Voice to Text (Speech to Text): For students who require alternatives to writing, Google Voice to Text is a free tool that allows students to be able to voice words which are then entered into the Google Apps for Education. This tool is set up by the user on the student’s individual Chromebook.

- At the bottom right of the screen, click next to the time
- Select Settings .
- At the bottom, select Advanced.
- In the "Accessibility" section, select Manage accessibility features.
- Under "Keyboard and **text** input," turn on Enable dictation (**speak** to type).
- Tap or select where you want to type.
- Select **Speak** , or press Search + d.

i-Ready

Students with disabilities who follow a standard and access points curriculum should continue to use i-Ready if regularly assigned. It is strongly advised that if a student has access to hearing assistive technology that it is utilized while accessing i-Ready or any other program that is accessed through auditory means.

GetEpic.com

Free account for educators and parents. This site has nonfiction and fiction books, videos, and quizzes.

Storyline Online

Books are read aloud in a video format. www.storylineonline.net

Chromebook Accessibility tools

Chromebooks are always updating their accessibility features. To see the latest in Chromebook Accessibility click on the link below.
https://edu.google.com/why-google/accessibility/chromebooks-accessibility

Closed Captioning

Closed captioning is highly recommended for use of all students. Captions are available in most online programs by clicking on the “cc” button. A video demonstrating how to turn on the closed captioning feature can be found here. https://www.youtube.com/watch?v=1gWpmuHAjsU

Interpreter Services

Students with interpreter services on their IEP will be provided with instructions on how to access a Lake County Schools interpreter via Google Meet so that they can gain adequate access to any online learning material. These times will need to be scheduled on an individual basis.

Additional Resources

Additional Resources such as ASL stories or other online platforms for teaching Expanded Skills Curriculum will be provided individually to students, based upon their IEP goals and services, by their Teacher of the Deaf and Hard of Hearing.

Section 2K: Textbook and Materials Check Out and Return

Lake County Schools is prepared to distribute textbooks and instructional materials given multiple scenarios that may take place at the beginning of the 2020-2021 school year.

These scenarios include:

- Full/Partial Opening - Textbooks and Instructional Materials will be distributed through normal district protocols at the school site.
- Distance Learning (School Closure) at Start of School - Textbooks and Instructional Materials will be distributed through protocols that will include the use of a “drive through” process to receive needed instructional materials with digital textbook access.
- Intermittent (School Closure) - Textbooks and Instructional Materials will be brought home by existing students with digital textbook access. New students will be issued devices, textbooks and materials at the school site.

Textbooks are also available online and accessible all year to students via Classlink.

Section III: Responsibilities

Section 3A: Teacher Responsibilities

The Lake County Schools workforce is large and varied, delivering direct and indirect service to critical components of education.

During planning and implementation of workforce management initiatives, attention will be given to two primary needs:

1. Delivering all services related to education and operations
2. Supporting our staff with their personal needs related to their work and safety and personal health.

Section 3A1: Teacher Schedule

Teachers are expected to work their contracted hours. In both the traditional (full capacity) and blended (reduced capacity) models, teachers would be expected to perform duties at their school sites. In a distance learning model (intermittent and full closure), teachers would be expected to perform duties remotely.

All negotiated agreements and laws will be followed to make certain educators understand the expectations of the new and fluid work environment.

In the event of a change in the school or district schedule, the necessary shift in schedules and locations will be made quickly and thoughtfully to cause the least disruption to the education of our students.

Section 3A2: Teacher Evaluation

All district staff are professionals, and actively accept the accountability to their assigned work and to the education of students and support of student learning.

The District will await information from the Florida Department of Education regarding any adjustments to educator/teacher evaluation requirements during the 2020-2021 school year. While no adjustments or waivers are currently anticipated, we will expect informal and formal observations to be completed in the school year (either in-person or remote) with a culminating summative professional practices rubric evaluation in the spring of 2021. In addition, teacher-specific student learning outcomes (student measures or individual educator goals) will be created and completed in the 2020-2021 school year. This will be monitored for flexibility, should waivers be allowed by the Florida Department of Education.

Section 3A3: Teacher Role in Virtual Setting

Teachers' roles may change due to intermittent or total school closures. Below is guidance on possible responsibilities to support remote learning.

Role	Virtual Responsibilities
Speech-Language Pathologists	Scheduling/providing virtual Speech-Language therapy services to students with disabilities, writing evaluation reports, participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Documenting services through service logs and MaxCapture.
Occupational Therapists	Scheduling/providing virtual Occupational therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Documenting services through service logs and MaxCapture.
Physical Therapists	Scheduling/providing virtual Physical therapy services to students with disabilities, writing evaluation reports; participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings. Documenting services through service logs and MaxCapture.
Deaf and Hard of Hearing Teachers	Scheduling/providing Deaf and/or Hard of Hearing services to students with disabilities, writing communication plans; participating in virtual IEP meetings, participating in virtual eligibility meetings.
Teachers of the Visually Impaired	Scheduling/providing virtual Vision services to students with disabilities, writing evaluation reports, participating in virtual IEP meetings, participating in virtual eligibility meetings, and if appropriate, conducting evaluations through virtual meetings

Program Specialists	Providing support with online classes, student instruction, modifications and accommodations. Supporting department specific programmatic needs for schools, teachers, and leaders, Updating Edgenuity and iReady courses as needed. Assisting with virtual ESE meetings and ESE school specialists.
School Counselors/Grad Facilitators	Providing counseling over the phone for students who normally receive support. Contacting students who are not completing work and connect families to community resources for additional wrap around services. Ensuring students are working in the coursework aligned to their existing schedule. Graduation Facilitators should concentrate on seniors and provide support for graduation requirements.
Media Specialists/Tech Cons/ILS	Assisting district staff with distributing Chromebooks to students without access to a device. Supporting students who need assistance remembering and/or resetting passwords.
Teacher Assistants (Academic, ESOL, ELL, ESE, Enrichment)	Supporting teachers in conducting check-in sessions to stay connected with the families and students; Other duties as assigned
School Based Academic Coaches	Supporting teachers who need assistance modifying lessons for students. Support monitoring lessons and grading of assignments for vacant positions.
Deans	Contacting students/parents who are not responding to teacher contact for home learning assignments. Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning.
PASS Teachers	Providing assistance with take home packets as needed. Facilitating classes with vacancies. Working with students in the lower quartile.
ESE Support Facilitators	Scheduling/providing daily virtual ESE services to students with disabilities. Providing applicable accommodations and compiling online resources for students. Downloading and reviewing the current alpha list to ensure IEP compliance. Providing resources to support behavior intervention plans, Participating in virtual meetings as applicable.
ESE School Specialists	Contacting parents to schedule IEP meetings via telephone, Google Meet, or permission to proceed. Complete accompanying documentation in PEER (Caseload & Services). Participating in virtual meetings as applicable. Conducting other required meetings as needed.
Board Certified Behavior Analyst (BCBA)	Providing consultation via Google Meet with parents and teachers for students who receive behavior supports per their IEPs. Providing resources to parents to use at home. Documenting services through service logs and MaxCapture.

Teachers of Gifted Program	Scheduling/providing virtual gifted services (daily or weekly depending upon student's program model) for students who are identified as gifted. Providing online resources for students that are aligned to gifted frameworks. Participating in virtual EP staffing meetings and EP review meetings. Contacting parents to schedule EP review meetings via telephone, Google Meet or permission to proceed. Updating EPs that need to be reviewed for compliance.
Mental Health Liaisons	Scheduling/providing virtual mental health counseling. Conducting check-in sessions with students and families, creating video clips to support coping strategies. Providing families with resources as needed. Documenting services through service logs and MaxCapture.
School Psychologists	Conducting psycho-educational evaluations as appropriate. Meeting with school and IEP teams when necessary. Providing support to families and schools with counseling, mental health, and student engagement as needed. Documenting services through service logs and MaxCapture.
Social Workers	Conducting psycho-educational evaluations as appropriate. Meeting with school and IEP teams when necessary. Identifying students who are not completing assignments and ask questions that might help remove barriers to students submitting home learning. Reviewing list of students receiving meals to identify families previously supported and make contact as necessary. Documenting services through service logs and MaxCapture.
Family School Liaisons	Identifying students who are not completing assignments and ask questions that might help remove barriers to students submitting home learning. Providing support to families and schools. Reviewing list of students receiving meals to identify families previously supported and make contact as necessary.
Interpreter	Scheduling/providing interpreting services to students with disabilities on caseload. Contacting students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate.
Testing Coordinators	Facilitating classes with vacancies.

Section 3A4: Instruction

Distance learning will mirror face to face instruction as much as possible. Listed below are the daily responsibilities of a teacher and student.

Daily Responsibilities	
Teacher ❏ Sign into Classlink to check student attendance	**Student** ❏ Sign into Classlink to mark present for each Course

❏ Sign into Google Classroom and instruct students using the Google Apps For Education ❏ Identify students who need remediation and intervention ❏ Lead small groups and intervention to assist students ❏ Contact parents to communicate student progress where needed ❏ Setup meetings with students virtually using Google Meet/Zoom ❏ Grade assignments in a timely manner	❏ Log into Google Classroom for assignment of the day for each course ❏ Participate in Google Meet/Zoom sessions as required by teacher (whole group, small group and individual) ❏ Complete assignments posted in Google Classroom ❏ Contact teacher for questions and support

Additional duties such as grade reporting, professional development, attendance to faculty meetings, etc. as required by contract will still apply during distance learning.

Section 3A5: Class Attendance

Attendance will be taken every day in Skyward. In the event that a blended or distance learning model is deployed, students will check-in daily using a feature in the student portal (ClassLink) and this information will be available for teachers in easy to use reports.

Students who have not logged in or attended class for more than 3 days must be contacted by the teacher of the course. In the event that a student is marked absent for 5 or more days total, the teacher should contact guidance, the Mental Health Liaison, the PASS teacher, or administration for assistance in supporting the student.

Section 3A6: Grading

Grading remains a decision to be made by the course or subject-level instructor. Regular posting of grades should occur weekly. Posting of grades for some assignments may require additional time.

Section 3A7: Assessments and Progress Monitoring

Progress monitoring will be utilized in all four models of instruction. These assessments are aligned to state standards as well as the Lake County Curriculum Blueprints. These progress monitoring systems will ensure continuity in assessing student progress and making data-driven decisions. In the event of school closure, assessments will either take place at home or with modified testing schedules to accommodate students. Each student will be issued a Chromebook, so students may participate in most computer based tests at any location.

iReady Diagnostic-this assessment is an adaptive online reading assessment that provides information on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension. This assessment determines progress toward grade-level understanding in reading, determines the path for future iReady online instruction, and identifies areas for tiered support. In reading, students in grades K-3 are assessed three times a year and students in grades 4-5 are assessed two times a year. In math, students in grades K-2 are assessed three times a year and students in grades 3-5 are assessed two times a year. State assessments are used as the end of year progress monitoring for grade levels that have a state assessment.

Lake Standards Assessments - this assessment is administered using Performance Matters and can be accessed using any Chromebook. The district has the option to test on or off site. Students in grades 5-12 are assessed quarterly in all state tested areas. These assessments are used to determine progress towards

state standards taught during the quarter. Results are used to determine placement in the remediation and acceleration block implemented school-wide in all schools.

Classroom Based Assessments- teachers have the ability to use Google Classroom and/or Performance Matters for assessing their students. Both platforms have the ability to administer different types of questions/prompts and there is the ability for some autograding (dependent on the response).

State Mandated Assessments - any administration of state mandated assessments will be under the guidance of the Florida Department of Education. The state mandated assessments (such as the FSA, FCAT, EOCs) can be administered using a Chromebook.

AP Testing - During the 2019-2020 school year, students who were enrolled in an AP class were able to take the AP Exam off site using their district issued or personal device. It is anticipated that in the 2020-2021 school year, that functionality will be provided by the College Board.

Other Assessments - additional assessments would be evaluated for offsite administration on a case by case basis. In the case of mandated exams, access would be provided either off site or on school premises following any guidelines from the FLDOE.

Remediation and Acceleration Support -All learning models will include time for remediation and acceleration student support. In addition to small group instruction that occurs during the regularly scheduled instructional time, all schedules have an additional remediation and acceleration period to ensure students are receiving individualized support to address gaps in mastering of standards as well as support to enrich student learning further.

Teachers will utilize face-to-face small group instruction, Google Meet or Zoom, as well as computer based instruction to support tiered support for students.

Section 3A8: Access to Support

Support for teachers falls under two main categories (Curriculum and Technology).

Curriculum: Scope & Sequence documentation (ELA, Math, Science, Social Studies, Electives) provides a frame for common learning experiences across the district. It outlines student expectations aligned to the Florida Standards. The Curriculum Blueprints for each unit are hyperlinked within the Scope and Sequence. Scope & Sequence documentumentation and the Curriculum Blueprints should be used for face-to-face teaching as well as distance learning.

Technology: The Instructional Technology Department hosts training opportunities for teachers during the school year and summer time as well as posts resources for digital teaching and learning on the Distance Learning Site.The Technology Help Desk is available for teachers and students who need assistance.

Technology Professional Development

During the start of the 2020 school year, the Information and Instructional Technology will prioritize:

- The training of teachers to support authentic literacy and experiences for their students. Lake County Schools believes that technology is a support for instruction and teacher lead instruction, not a replacement of the teacher.
- Revising district IT processes and resources to support multiple scenarios that might take place in the event of school or district closures

In order to prepare for the distance learning in the upcoming school year, teachers will be provided the following training sessions that are designed to quickly launch distance learning that is teacher centered. This is a change from the previous year where many subjects were taught using applications that directly provided lessons and content (ex. Edgenuity and Odysseyware).

The following training sessions are the initial steps into a deeper launch of using technology to support the common instructional vision, including Authentic Literacy and the Instructional Framework.

Phase I - Preplanning and Onboarding	**Phase II - Deployment**	**Phase III - Ongoing Development with Technology and the Framework**
Google Classroom 60 minutes virtual (All Teachers-Year 1) Teachers will learn: ● How to Access Their Classes ● Adding an Assignment ● Interacting with Students Using Google Classroom ● Grading Assignments ● Quick Start ● Taking Attendance	**Google Docs** 60 minutes virtual (All Teachers-Year 1) Teachers will learn: ● Creating Assignments with Google Docs ● Collaboration with Google Docs ● Providing Feedback ● Version History to Map Thinking and Check for Academic Integrity and to Support Differentiation	**Authentic LIteracy** 90 minutes virtual (Voluntary- Year 1, All Teachers- Year 2) Teachers will learn: ● Bringing Text into Google ● Creating Read, Talking, Thinking and Writing Activities ● Use of Highlighter Tools ● Collaboration with Text Activities
Google Forms 60 minutes virtual (All Teachers-Year 1) Teachers will learn: ● How to Create a Google Form ● How to add Questions and Different Question Types ● How to Grade Quizzes	**Google Meet/Zoom** 60 minutes virtual (All Teachers-Year 1) Teachers will learn: ● How to initiate a conversations with Students and Staff ● Using Google Meet/Zoom for Small Group Instruction ● Student Confidentiality	**Instructional Framework** 90 minutes virtual (Voluntary Year 1, All Teachers Year 2) Teachers will learn: ● Interactive Notebook Activity
Open Labs to Support Teachers	Open Labs to Support Teachers	Open Labs to Support Teachers

Section 3A9: Communication With Administration

The District is dedicated to open communication for all administrators, teachers and staff.

Teachers are required to participate in school meetings (virtual or face-to-face) as outlined in the contract. E-mail should be checked on a regular basis to ensure that communication takes place between staff and administration.

Administrators will participate in virtual Principals' Meetings twice a month.

Section 3A10: Digital Etiquette

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like).

Users have no right or expectation to privacy when using District technology and information resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network, District-provided user accounts, and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. Lake County Schools encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities.

Section 3A11: ESE Assignments and Responsibilities, Documentation

Teachers will be involved in supporting students with IEPs per district policy. Please refer to *Section 3U ESE,; meetings, continued services, parent support* for more details about how accommodations, modifications, meetings, IEPs, and other requirements will be handled.

Teachers will be involved in supporting ELL students per district policy. For students choosing LakeLive, the chart below is provided to assist with daily responsibilities.

ESE	
Teacher ❏ Sign in to Google Classroom and any other applicable learning applications to check student performance ❏ Identify students who need remediation and intervention ❏ Contact parents to communicate student progress where needed ❏ Setup meetings with students and parent virtually using Google Meet ❏ Participate in IEP meetings virtually ❏ Use Google Classroom and supplemental resources (Optional) ❏ Use Supplemental Applications to support Accommodations for students with IEPs	**Student** ❏ Sign into Classlink to mark present for each Course ❏ Log into Google Classroom for assignment of the day for each course ❏ Participate in Google Meet/Zoom sessions as required by teacher (whole group, small group and individual) ❏ Complete assignments posted in Google Classroom ❏ Consults with teacher and/or ESE Support Facilitator as needed

Section 3A12: ELL Assignments and Responsibilities, Documentation

Teachers will be involved in supporting ELL students per district policy. For students choosing LakeLive, the chart below is provided to assist with daily responsibilities.

ELL	
Teacher ❏ Sign in to Google Classroom and any other applicable learning applications to check student performance ❏ Sign in to Rosetta Stone to check student performance ❏ Identify students who need remediation and intervention ❏ Contact parents to communicate student progress where needed ❏ Participate in ELL Plan meetings virtually ❏ Setup meeting with students virtually using Google Meet ❏ Use Google Classroom and supplemental resources (Optional)	**Student** ❏ Sign into Classlink to mark present for each Course ❏ Log into Google Classroom for assignment of the day for each course ❏ Participate in Google Meet/Zoom sessions as required by teacher (whole group, small group and individual) ❏ Complete assignments posted in Google Classroom ❏ Sign into Rosetta Stone for 15 minutes of support for ELL

Section 3A13: Other Specialized CTE, Dual Enrollment, IB, AICE, AP

CTE, IB, AICE, AP, and teachers of other specialized courses may be required to follow specific scope and sequence, syllabi, etc. for face to face teaching. These requirements will remain in effect during times of distance learning as well. If performance based activities are not able to be completed during distance learning, then modified and/or alternative activities will be assigned by the teacher.

Section 3B: Administrative Responsibilities

In the event of a school closure, administrative responsibilities will cover the basic functionality as they would if the school was open, with some adaptation required.

Section 3B1: Staffing

Educator Staffing
The District will provide staffing-level considerations to meet the needs of students.

Leave
Employee leave processes and procedures will be guided by current state law, board policy and language of applicable collective bargaining agreements. It is the responsibility of the employee to notify their supervisor of any COVID-19 related issue they are faced with. All district employees will be directed to the Employee Relations Department for support regarding any COVID-19 related leave.

LCS Leave of Absence Quick Reference Guide

Section 3B2: Support for staff and community

Provision of appropriate resources
Administration will be responsible for ensuring that all employees are provided with all necessary resources as outlined in any plans or agreements related to the provision of educational services in a healthy and safe manner.

Guidance for staff and community

Administration will provide appropriate guidance to staff, students, parents and other community members in accordance with any plans or agreements related to the provision of educational services in a healthy and safe manner.

Any staff member who is dealing with a COVID-19 related issue will be immediately referred to the Employee Relations Department.

Staff members and community members will also receive guidance and support through the proper methods and channels aforementioned in the communication plan section.

Section 3B3: Plans and procedures that delineate essential functions

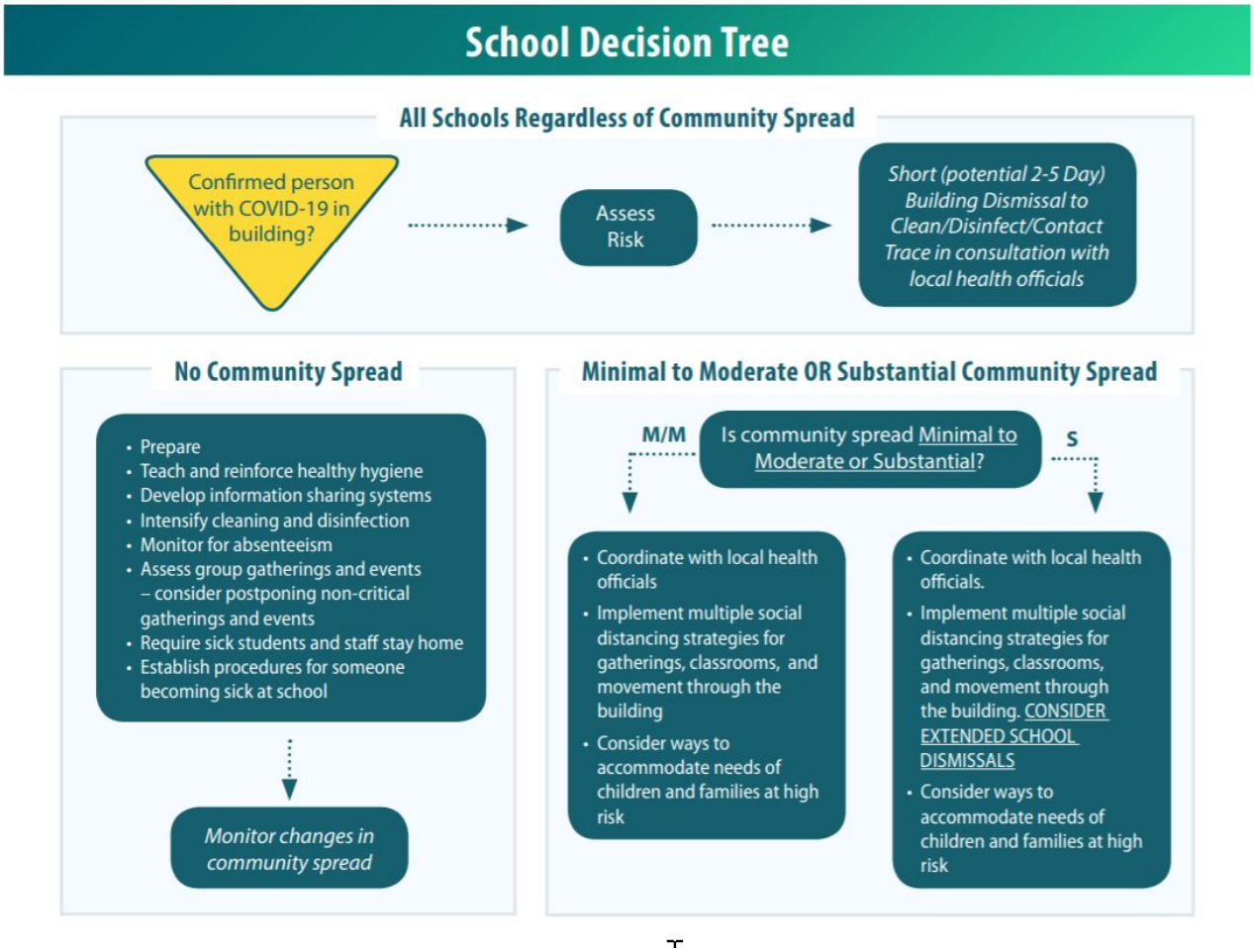
All district employees are expected to perform their duties as outlined in the essential functions of their job description. Some adaptations to completing those duties could become necessary based on the current model being followed as described in the Instructional Continuity Plan.

Section 3B4: Emergency decision making process and delegation of authority

Suspected/Confirmed COVID-19 Cases - School Decision Tree

- Symptomatic staff and students in the building will need to go to an established isolated room (not the health room, as this must be kept available) until they can safely leave the building.
- Coordination with the Department of Health in Lake County regarding suspected and confirmed cases will be essential.
- The Department of Health will assist Lake County Schools leadership team to determine a course of action for their individual schools on a case-by-case basis. This may involve temporary closures.

To help our District prepare for the reopening of our schools and remain vigilant and equipped for any future COVID-19 outbreaks or other health emergencies, the following decision tree, provided by the CDC will be used to help the District determine which set of mitigation strategies may be most appropriate for the current situation.



Confirmed case has entered a school or substantial community transmission

Any school in the district might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. In addition, if there is substantial community-wide transmission, all schools or some schools may be required to close temporarily. If this happens, CDC recommends the following procedures regardless of the level of community spread:

- Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. In the case of county or community-wide cases, local health officials will notify the Superintendent. Local health officials will help administrators determine a course of action for their programs or schools.
- Dismiss students and staff for the number of days determined by local or state officials. A school(s) closure allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school or schools. This allows the local health officials to help the district determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

During school dismissals, all extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events), will be cancelled.

Staff, students, and their families will be discouraged from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

- Communication with staff, parents, and students and coordination with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
- Communication to the school community will align with the communication plan in the school's emergency operations plan.
- Confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act will be maintained.

Section 3B5: Guidance counseling and mental health

Student Services

Student Services professionals include School Psychologists, School Social Workers, school-based Nurses, school-based Mental Health Liaisons, Mental Health Specialists, District Health Educators (RNs), and Program Specialists in the areas of Section 504 and Behavior Supports. Additionally, every school has at least one certified school counselor who collaborates with Student Services staff to provide support and services for all students and families.

One priority of these professionals is to provide comprehensive school-based mental health services and supports which address barriers to learning that student engagement, achievement, and optimal social-emotional functioning. In either a hybrid or remote environment, Student Services professionals will continue to provide schools with the protocols and training necessary to support the mental health needs of students. The Student Services Department has designed a mental health website, designed to provide ongoing resources to families and community members, Lake County Schools Mental Health Portal.

Crisis Response and Suicide Prevention

- For students who express concerning language or behaviors while at school, a mental health professional will administer an in-person suicide risk assessment and follow protocols established for in-person interactions.
- For students who express concerning language or behaviors while remote, staff will follow remote suicide risk assessment protocols (as detailed in the Lake County Schools Distriance Learning Plan for Mental Health Services).
- All crisis event responses will be made in collaboration with the Student Services Department and building level administration using in-person or remote protocols as needed.
- Through programs such as Youth Mental Health First Aid and Kognito's simulation trainings, an emphasis will be placed on training all staff to recognize the signs of students in distress and know the pathways for getting support for the student.
- Staff will receive training in mandatory child abuse reporting and recognizing signs of distress in remote learning environments.

Support and Compliance

- We understand that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify and accommodate those students that would benefit from a 504 plan and help to select the appropriate instructional model.
- All 504 support and meeting protocols have been developed for both onsite and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for students in both learning environments—in person and remote.

Social Emotional Learning

Student Services has developed a comprehensive Mental Health plan for providing in-person and remote social and emotional learning and support. The Lake County Schools Mental Health Plan is composed of tiered interventions for students, including individual and group psycho-educational counseling, professional development opportunities for staff, and crisis prevention and intervention protocols. Please click the following link to review the plan: Lake County Schools Mental Health Plan.

Restorative Practices (RP)

Community building circles are implemented in Lake County Schools to help build positive school climate and community classrooms. A restorative mindset approach teaches individuals to understand the meaning of harm instead of focusing on blame and learn how to problem-solve instead of focusing on guilt, compliance, and punishment. Individuals learn that conflict situations can be opportunities for learning and growth.
Staff will continue to develop resources and professional learning to support implementing RP in remote or hybrid learning environments.

Counseling Services

- Mental health professionals will work with their teams and administrator to determine when their services will be provided in-person or remotely.
- Individual and group psychoeducational counseling is available to any students in need.
- Collaborate with LifeStream Behavioral Center to meet needs of students and families.

Culture and Climate

- Student Services professionals will work with all schools to provide staff with best practices around trauma informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Best practice guidelines will be available in order to support students who may need more support. Student Services staff will provide ongoing consultation to staff.

Mental Health Professionals

- Provide support services for loss of any staff, students, or family.
- Mobilize crisis teams to provide emotional and psychological support.
- Announce counseling support services available to faculty and staff via Employee Assistance Programs that are available.
- Hold faculty and staff meetings to provide information on signs and symptoms to observe in students.
- Communicate counseling support services available to students.
- Have available for staff, parents, and families' educational materials on loss and grief and ways to cope with stress.
- Work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families via the Lake County Schools Mental Health Portal.

Student Services Professionals

As schools reopen, Student Services staff will provide support in meeting the social/emotional needs of students, enrolling and transferring students, addressing health needs, assisting parents, communicating with outside agencies, etc. The services and strategies needed are described below to assist central office and school based personnel.

- Provide professional development for staff regarding typical childhood reactions to stress and trauma which might have resulted from home confinement. Include teachers and adult staff, for example, bus drivers, cafeteria, and custodial staff.
- Co-facilitate school staff training related to re-entry concerns, e.g. trauma, grief, etc.
- Assist in the development of a re-entry protocol with the school leadership team and communicating the plan to students and families.
- Provide school-based Mental Health Liaisons with the names of students who were identified as high-risk over the summer to ensure additional support.
- Work with exceptional student education to participate or to hold additional meetings.
- Work with school-based Section 504 teams to update Accommodation Plans, as needed.
- Collaborate with school-based Problem-Solving Teams to address all, behavioral, social-emotional, and mental health needs of students.
- Teach, or co-teach social emotional learning strategies to help students adjust to the changes in their environments.
- Assist teachers or create classroom guidance lessons on how to help others at a safe distance.
- Provide individual counseling to students who express fears, loss, anxiety and/or signs of depression
- Refer students to outside counseling as needed.
- Provide safe, social distancing for group counseling.
- Co-teach lesson (health) on depression symptoms and warning signs and offer referral services to students and staff.
- Observe and talk to students who may have signs of abuse or neglect. Use referral processes to secure help for the student and family.
- Plan with administrators for sudden closing of schools due to resurgence of the virus.
- Plan how to reach homeless students, students without Internet services, etc.
- Plan how to stock up on needed supplies should the virus return.
- Collaborate with student support staff and administrators for emergency planning should the virus return and schools need to close again.
- Plan for the continuation of learning, disinfecting schools, mental health concerns of repeated stress of isolation, return, and re-isolation.
- Check in with staff to determine their mental health needs and work with Employee Assistance as needed.
- Provide professional development for staff on issues related to the possible return of the virus and stress management.

Section 3B6: ESE, related services and 504 support; meetings, continued services, parent support

Exceptional Student Education

The Exceptional Student Education (ESE) Department is committed to providing free and appropriate educational opportunities for students with disabilities in alignment with public health guidelines. To address the unique needs of students with disabilities, exceptional student education teachers and service providers will continue to work collaboratively with families to identify the most essential services identified on the IEP for each student that can be provided both directly and indirectly in remote and in-person learning environments. We recognize that each student will have an individual plan based on the learning model selected by the parent. When a determination regarding the learning model is made, we will be working with students and their parents to set detailed plans for the delivery of exceptional student education services identified on the IEP.

As we implement the restart plan and adjust to the dynamic nature of the circumstances, communication is critical. For this reason, the ESE department has created an email address(ese@lake.k12.fl.us), for parents and students who have questions about ESE services. Emails will be reviewed and directed to the appropriate personnel to provide assistance and resources. Additional resources for supporting students receiving exceptional student education services are available on the district's Restart Lake County Webpage.

As the district moves forward with the plan for reopening for the 2020-21 school year, addressing gaps in learning for students with disabilities resulting from school closures will be a priority. Learning and skills gaps will be addressed on an individual basis using a data-based problem solving process. Teachers and related service providers will analyze progress monitoring data collected prior to implementation of distance learning, during distance learning, and upon the student's return to school. If there is evidence of increased learning/skills gaps, or at parent request, the student's IEP team will convene to identify and discuss the student's progress. Determinations for supports and services for remediation will be made by the IEP team and may include: an increase in services, participation in intervention programs, provision of extended school year (ESY) services during the school year, or provision of ESY services during the summer.

Child Find and Evaluation

Lake County Public Schools will continue to identify, locate, and evaluate students suspected of having a disability and in need of specialized instruction and related services. At the same time, Lake County will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations, while other evaluations require in-person contact with students or observations of students in school settings. Lake County Public Schools will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff.

Individual Educational Plan (IEP) Meetings

Lake County Public Schools is committed to providing families an opportunity to have meaningful participation in the IEP development process. Whether in-person or an alternative format, such as videoconferencing or by phone, IEP teams, including the families, will determine and approve the most practical format to conduct IEP meetings.

Delivery of Special Education and Related Services

General education teachers, exceptional student education teachers, related services providers and families will discuss students' individual needs and agree to services that provide access to curriculum and enable progress toward IEP goals. In a hybrid setting, families and staff will discuss and agree to a set of prioritized services to be delivered in-person, when possible. Other services will continue remotely as specified in the Lake County Schools distance learning plan and the student's temporary distance learning plan. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Progress Monitoring and Reporting

Exceptional Student Education teachers and related service providers will have in place consistent data collection and service log procedures for use across hybrid and remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will be provided.

Accommodations and Modifications

Accommodations and modifications are provided regardless of the educational setting. General education and ESE teachers will continue to collaborate to determine to provide accommodations and/or modifications, as outlined in the IEP and as appropriate considering the circumstances. The IEP team, (general education teachers,

exceptional student education teachers, related services providers, and families), will work collaboratively to identify solutions to be successful in particular settings.

Confidentiality and Student Privacy

Student confidentiality and privacy laws are maintained in order to protect the privacy of education records. These regulations describe the obligations of the school district with regard to the collection, processing, maintenance, quality, and disclosure of these records. All education records are protected, regardless of media format (e.g., written, electronic).

Exceptional Student Education teachers and related service providers use digital platforms approved by the district for secure access and confidential sharing of student information. In the event that services are being provided through distance learning, service providers will contact parents to discuss the virtual options to determine parent preferences for the provision of services. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

Section 3C: Non-Instructional Responsibilities

Role	Virtual Responsibilities
Virtual Lab Facilitators	Providing technical support to teachers with online instruction through Edgenuity. Continue working with current Credit Recovery students assigned in regular user groups.
School Security	Monitoring students in the drive by lunch line, specifically looking for students who have not submitted work to encourage student participation in home learning.
Nurses	Conducting clinic audits, performing health checks (e.g., temperature and respiratory symptom screening) of staff per the CDC. Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission. Entering vision screening data conducted by the screening team from previous school years. Updating and maintaining all paperwork. Documenting services through service logs and MaxCapture.
Interpreter	Scheduling/providing interpreting services to students with disabilities on caseload. Contacting students to provide access to auditory information on computer programs or videos when closed captioning is not available or appropriate.
Support Staff	Performs job duties as assigned using digital tools such as Google Meet/Zoom, e-mail, the Google Apps for Education, etc.

Section IV: District Policy and Procedures

Section 4A: Attendance

Attendance policies for students are defined by the Lake County School's Student Code of Conduct. Even though attendance may be monitored in a different way (check in remotely through Classlink), the code of conduct is still in effect. (Note: The link below is the 2019-20 Student Code of Conduct. The student Code of Conduct is being updated and pending board approval for the 2020-21 School Year).

https://resources.finalsite.net/images/v1565183531/lakek12flus/miua75ncqr0wfubspyx8/2019-2020Code_of_Student_Conduct.pdf

For those students who choose the Traditional,, Modified Day, or LakeLive as their learning option, daily attendance will be taken through Classlink or Skyward.

Section 4B: Grading

Grading policies for students are defined by the Lake County School's Student Progression Plan. Grading procedures may be modified based on virtual learning; however, the standard procedures for grading will remain in place.

To facilitate student and parent monitoring of student progress, timely reporting of grades on the district approved electronic reporting system is expected.

- Regular posting of grades should occur within one week of the assignment/assessment due date.
- If a new student enters without transfer grades, administration, guidance and/or data clerk will calculate a grade for the teacher(s) to enter. A comment should be entered by the teacher(s) stating that this grade was not given during their supervision.
- Posting of grades for some assignments/assessments may require additional time. These may include projects, extended writing and Document Based Questions (DBQ'S).

The reporting of final grades at the conclusion of the first and third marking period will not be required prior to the close of the second workday following said period. A minimum of one (1) of the two (2) workdays will be without students present.

Section 4C: Student Workload

Listed below are the instructional minutes for Lake County School students. This covers all scenarios including face-to-face, blended, and distance learning.

Pre K		Elementary		Middle School		High School	
Timeframe	**Course/ Subject**	**Timeframe**	**Course/ Subject**	**Timeframe**	**Course/ Subject**	**Timeframe**	**Course/ Subject**
120 minutes	ELA	120 minutes	ELA	55 minutes	ELA	50 minutes	ELA
30 minutes	Social Studies	30 minutes	Social Studies	55 minutes	Math	50 minutes	Math
30 minutes	Recess	20 minutes	Recess	55 minutes	Science	50 minutes	Science

60 minutes	Math	60 minutes	Math	30 minutes	Lunch	30 minutes	Lunch
30 minutes	Lunch	30 minutes	Lunch	55 minutes	Social Studies	50 minutes	Social Studies
40 minutes	Science	55 minutes	Science	55 minutes	Elective	50 minutes	Elective
30 minutes	PE	30 minutes	PE	55 minutes	Elective	50 minutes	Elective
45 minutes	Art / Music /Media	45 minutes	Art/ Music /Media	55 minutes	Teacher Planning	50 minutes	Elective
45 minutes	Teacher Planning	45 minutes	Teacher Planning			55 minutes	Teacher Planning

Section 4D: Student privacy and safety

Student privacy and safety is defined in Lake County's Student Code of Conduct. Policy related to student safety and security can be found in Section II. Student privacy is covered by federal law under the Family Educational Rights and Privacy Act (FERPA). Section III of the Student Code of Conduct covers student privacy and public notice.

Section 4E: Safekeeping and access to essential records and databases

Access to Lake County resources are monitored and protected by physical and network security and is outlined by the IITS Standard Operating Procedures. The IITS Standard Operating Procedures are currently being revised; however, access to these resources does not change based on a change of work location.

Section 4F: Exceptional Student Education (ESE)

District personnel will adhere to the policies and procedures as outlined in the policies submitted to the Bureau of Exceptional Education and Student Services:

https://beessgsw.org/#/Spp/Institution/9a67b0ca-a6b4-4b25-9c93-c73873311c08/Document/2e53f7b8-abdd-4625-b261-e274563b2d34/Public

http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf

Section 4G: English Language Learners (ELL)

As the district moves forward with the plans for reopening for the 2020-2021 school year, addressing the learning gaps of English Language Learners (ELLs) resulting from school closures will be priority. Learning gaps and regression in language acquisition will be addressed on an individual basis. The ELL district team along with the ELL teams from the school will analyze and monitor test scores and other educational data (WIDA ACCESS, report cards, alternative assessments and Rosetta stone data). The school based ELL team will determine the need to update the students individual ELL plan to reflect the accommodations and modifications needed to address the learning gaps and regression in language acquisition. The district will ensure that the schools have the resources to implement additional interventions and strategies. Tutoring for ELL's will be provided as needed. District personnel will adhere to the policies and procedures as outlined in the

District English Language Learners (ELL) Plan.

Section 4H: Digital Etiquette

(From Section 3K) Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like).

Users have no right or expectation to privacy when using District technology and information resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network, District-provided user accounts, and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. Lake County Schools encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities.

Section 4I: Technology usage

Excerpted from Board Policy 7540.04 (Pending Approval) The School Board provides technology and information resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet do not serve as a public access service or a public forum and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology and information resources by principles consistent with applicable local, State, and Federal laws and the District's educational mission. This policy and its related administrative procedures, Policy 7544 and AP 7544,and any applicable employment contracts and collective bargaining agreements govern the staff's use of the District's technology and information resources and staff's wireless communication devices when they are connected to the District's computer network, Internet connection, and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like).–The Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers because its technology resources are not unlimited.

Users have no right or expectation to privacy when using District technology and information resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network, District-provided user accounts, and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in ~~our~~ schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in

enriching educational activities. The instructional use of the Internet and online educational services will be guided by Board Policy 2520 - Selection of and Adoption of Instructional Materials.

Section V: Content Delivery

Section 5A: Methods

(e.g. paper-based, online instruction, recorded lessons, teacher-directed instruction, hybrid instructional model)

A key priority for Lake County Schools is to establish and support a common vision through grade appropriate assignments, strong instruction, deep engagement and high expectations. Each day students have multiple opportunities to read, write, think and talk through authentic literacy.

Lake County Schools will utilize the following strategies to meet the needs of all students. The guidelines below help to outline how technology can be used to support the Instructional Framework.

Establishing Purpose Using Technology

When learning is asynchronous (teachers and students are NOT online at the same time. Students are completing work independently)		When learning is synchronous (teachers and students are online at the same time using Google Meet or Zoom)
How Do We Establish Purpose Using Technology?	Examples	How Do We Establish Purpose Using Technology?
Google Classroom can be used daily to communicate purpose.	Question Feature: ● "What are we learning in this unit?" ● "Why are we learning this?" ● "How will I know when I've learned it?"	Students can be questioned during a Google Meet/Zoom live session. "Give me a thumbs up if ….."
Google Forms can be used to determine if students are aware of the purpose of the lesson. Exit Tickets and Scales can also be added using Google Forms. This can provide the teacher with real time data on whether or not the student learned the material as well as data to support instructional changes, reteaching and intervention strategies for the content.	Form - This form is set up to provide feedback with the correct answer to reinforce the purpose for the lesson. Form - This form is designed with a linear scale to provide exit data.	Teacher can present his/her screen during a live session which outlines the purpose of the lesson. Teachers can put links to forms in the Google Meet/Zoom chat window.

Modeling Thinking Using Technology As a Support

When learning is asynchronous (teachers and students are NOT online at the same time. Students are completing work independently)	When learning is synchronous(teachers and students are online at the same time using Google Meet or Zoom)

How Do We Model Thinking Using Technology?	Examples	How Do We Model Thinking Using Technology?
Google Slides are a great way to model thinking. Use speaker notes, comments, or bitmojis to communicate to students what the teacher is thinking using "I statements" (on the Chromebook, all text can be read to students including the speech bubbles).	Text features Note: this link will make a copy of the file for you. Teachers would do the same for students - allowing them to have their own copy to work on. If a teacher distributes this through Google classroom, the teacher will always have access, and it will automatically make a copy.	Google Classroom/Meet can be used to help model thinking. Using authentic text, Google Meet/Zoom can be used to share a screen with students while the teacher uses the document and "I statements" to explain thinking while demonstrating the task or strategy. Teachers may alert learners about errors to avoid or show them how to apply their thinking. This modeling can be recorded using Google Meet/Zoom and then stored in the Classroom or Drive for students to utilize at a later time. The use of annotation tools can be used for this process as well and help to organize thinking.

Guided Instruction

When learning is asynchronous (teachers and students are NOT online at the same time. Students are completing work independently)		When learning is synchronous(teachers and students are online at the same time using Google Meet or Zoom)
How Do We Implement Guided Instruction Using Technology?	Examples	How Do We Implement Guided Instruction Using Technology?
Teachers can prompt, cue and and question students using Google Sheets similar to the example above. In the activity "What is Your Data Really Saying", students analyze data in the Google sheet, but they have the option of uncovering "hints" (cueing) if they get stuck. (the font is white in the hint column). Additionally, when using Google Classroom, students always have the opportunity to have a conversation via the private comments for each assignment. When a document is created and the teacher attaches highlighters via the highlight tool, students	What is Your Data Really Saying? Note: this link will make a copy of the file for you. Teachers would do the same for students - allowing them to have their own copy to work on. If a teacher distributes this through Google classroom, the teacher will always have access. Compare and Contrast the Pandemic of 1918 and the Pandemic of 2020 Note: this link will make a copy of the file for you. Teachers would attach this doc in Google Classroom, thereby automatically creating a copy for students with	Using Google Meet/Zoom, teachers can question, prompt, cue students and facilitate. The teacher and/or students can display their screen to assist with this interaction. Sessions can be recorded for students who cannot attend.

have the opportunity to provide evidence for their answers in the authentic text. When students extract their highlights, they have created a “cheat sheet” for writing which scaffolds the process for them. When files are attached in Google Classroom, teachers have automatic edit access.	their name on it.	

Collaborative Learning

When learning is asynchronous (teachers and students are NOT online at the same time. Students are completing work independently)		When learning is synchronous(teachers and students are online at the same time using Google Meet or Zoom)
How Do We Implement Collaborative Learning Using Technology?	Examples	How Do We Implement Collaborative Learning Using Technology?
Collaborative learning activities can be facilitated easily using Google Apps and Google Classroom. All Google Apps can be shared via Google Classroom giving students edit rights. This will enable them to edit the document together. Alternatively, files can be shared with small groups enabling 3 or 4 students to work together on a project. If using Google Forms, students can have access to the Sheet with the Form responses in order to recognize patterns and use classmates responses to synthesize information.	What is Pi? In this Forms activity, students measure the circumference and diameter of objects. Their data combined with the data of their classmates approximates the ratio of Pi. More data, more accurate ratio) Responses Floor Plans In this Slides activity, students drag tiles onto a grid to complete a prescribed floor plan. Students can see all groups, but all groups must come up with different plans.	Using Google Docs, Sheets and Forms, teachers can create collaborative assignments in which students use text to Read, Think, Talk and Write together. This type of learning can be used in face to face instruction or using digital tools to connect over distance.

Independent Learning

When learning is asynchronous (teachers and students are NOT online at the same time. Students are completing work independently)		When learning is synchronous (teachers and students are online at the same time using Google Meet or Zoom)
How Do We Implement Independent Learning Using Technology?	Examples	How Do We Implement Independent Learning Using Technology?

Independent learning activities will be utilized once students are prepared to apply skills and information in new ways by themselves. Teachers can provide feedback in real time via comments (in Google Docs, Slides, Sheets). Teachers may question, prompt, or cue students while working independently.	After working with their peers to read (using the Highlight Tool Add-on) and discuss a text during a synchronous session, students then use the Highlight Tool for their second read of the text. Students talked about what information they highlighted in order to get a basic understanding of the text's meaning with their peers during synchronous learning. Then, for independent learning, students reread the text (using new options for the Highlight Tool). This second read requires students to look for different information in the text in order to prepare them for writing response to a prompt about the text.	Using Google Docs, Sheets and Forms, teachers can create independent assignments in which students use text to read and write. This type of learning can be used in face to face instruction or using digital tools to connect over distance. Teachers may use Google Meet in order to meet with and assist students who need additional support while they are independently learning.

Section 5B: Platforms (Google Suite)

Google Apps for Education are the primary tools used in Lake County since these free tools support the instructional vision by allowing teachers to facilitate collaborative lessons and provide just-in-time support. Teachers create lessons where students are expected to read, write, think, and talk through collaborative and independent learning activities, and teachers will use Google Classroom to post assignments, provide feedback, and communicate with students.

Teachers using the Google Apps for Education create engaging lessons in which students are actively learning. This might look like a Google Slides presentation where students have a slide to capture notes from the discussions they have with their peers. Students have opportunities to research and investigate topics, and they write their thinking in designated areas of the slide. Teachers are able to circulate about the classroom to guide student learning face to face, but if teachers need to check for understanding, they have immediate access to the students' digital work where they can provide feedback in the form of comments. This feedback is in real time, which means that teachers can address misconceptions as students are working, not after the fact, and students can adjust what they're doing in order to be more successful. Small group and individualized instruction happen in face to face learning, and Google Meet will be used for these activities during distance learning.

Section 5C: Pacing Guide

Elementary Scope and Sequence and the Middle/High Scope and Sequence provide a frame for common learning experiences across the district. It outlines student expectations aligned to the Florida Standards and suggests timeframes for teachers as they plan their lessons. Teachers are responsible for creating and assigning learning activities which support the Florida Standards within the given amount of time for the school year.

Section 5D: ESE and ELL modifications

District staff, including teachers, are required to support students with IEPs per district policy. Please refer to Section 3B6: ESE, related services, meetings, continued services, parent support for more details about how accommodations, modifications, meetings, IEPs, and other requirements will be handled.

Section 5E: Digital resources

Students and teachers use the district portal, ClassLink, as a Single Sign On (SSO) system in order to access iReady, Google, email, PBS Learning Media, and other instructional applications using their Lake County Schools account. Students will be able to access these resources through ClassLink on district-owned Chromebooks as well as on personal computers.

	Application	PK Math	PK Reading	K-5 Reading	K-5 Math	K-5 Science	K-5 Social Studies	K-5 Resource	6-8 ELA	6-8 Math	6-8 Science	6-8 Social Studies	6-8 Electives	9-12 ELA	9-12 Math	9-12 Science	9-12 Social Studies	9-12 Electives
Core	Google Classroom	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	iReady Math			X	X													
	iReady Reading			X	X													
	Achieve 3000								X					X				
Supplemental	PBS Learning		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Performance Matters			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Rosetta Stone																	
	Schoology														X	X	X	X
	Khan Academy									X	X	X	X		X	X	X	X
	DBQ online						X					X					X	
	Ebsco			X					X					X				
	School Based Resources			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X