Lee's Implementation Plans and Reports

ICP Report

Academics

ICP Component 1: Leadership and Planning

The School District of Lee County (SDLC) is committed to providing a high-quality education that ensures each student reaches his or her highest potential. Our Instructional Continuity Plan (ICP) is a distance learning model called Lee Home Connect. Lee Home Connect will offer full-time synchronous or asynchronous learning, which mirrors a brick and mortar student schedule where possible. Students who receive ESE, ELL, Gifted Services or have a 504 Plan will continue to receive services through Lee Home Connect. Lee Home Connect will be activated when the District is faced with an event (i.e. fire, flood, hurricane, pandemic) that requires the transition to a distance learning model. We identified cross functional teams to create the plan (see ICP Teams attachment). Individual teams worked together to create the plan which was reviewed by the District Leadership Review Committee. We will broaden the representation for implementation to include: The School Board, Principals, Assistant Principals, Teachers, Support Staff, the Teachers Association of Lee County (TALC), and the Support Personnel Association of Lee County (SPALC). The SDLC's ICP will be stored in a Google Shared Drive under the name ICP - Lee County and will be reviewed yearly, or on an as needed basis, to include updated feedback from stakeholders. The critical success factors of the ICP are broken into ten components: • Leadership and Planning will provide a seamless transition from face to face instruction to a remote learning model. • Curriculum Resources/Digital Content will be implemented and monitored through a cross-functional team including all divisions for the organization (Academic Services, Human Resources, Budget, Information Systems, Communications, Operations). • Professional Learning will be provided to ensure all stakeholders including leaders, teachers, and support staff are adequately trained on the implementation of the ICP. • Instructional Practices will include those relevant to Online and hybrid teaching experiences to include onboarding and professional development of the specific practices to key stakeholders. • Parent and Family Support will be provided by identifying household technology capabilities and needs of students and families through two-way communications with a variety of media engaging subgroups of students. • Technology and Technical Support will ensure effective technology infrastructure for delivering synchronous and asynchronous instruction. • Cybersecurity frameworks will be identified and include a plan of action and milestones for cybersecurity improvements to maximize ICP effectiveness. • Engaging Students with Limited Access will be accomplished by a team that will identify service providers and develop a plan to communicate early and often with students and parents to identify needs and provide support. • Continuation of School Operations will include a team tasked to identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support. • Emergency and Ongoing Communications will be accomplished by identifying stakeholder groups within the school community along with the appropriate communication channels for each group. After implementation, an evaluation of the effectiveness of the ICP will occur using: attendance data, progress monitoring data and surveys of school leadership, teachers, parents, support staff, and students. This evaluation will be vital in determining revisions to the ICP as we strive for continuous improvement. • Attendance

data will be pulled weekly to determine supports needed for any students who are chronically absent. School counselors and social workers will meet with chronically absent students to develop an action plan and monitor progress. • Progress monitoring data will be reviewed to determine areas of support and action plans will be created to improve student achievement. • Google surveys will be sent to school leadership and teachers to gauge implementation of the ICP and provide an opportunity to share needs for additional support. • Surveys will be sent to parents and students to identify areas of concern and determine successes to build best practices. When the critical success factors of the plan are realized, there will be a smooth transition from face to face instruction to the Lee Home Connect model, with 95% or more of our students actively engaged.

ICP Component 2: Curriculum Resources and Digital Content

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program: When it may be necessary to implement school closure(s) due to weather or other emergency situations, The School District of Lee County (SDLC) will make every effort to ensure that our students' educational opportunities continue. The school district has compiled a comprehensive collection of online content and digital resources and provides mobile devices for students to check out for home use to ensure that students can continue their learning without interruption. While this instructional plan has been created for the SDLC, charter schools may opt to follow the plan if they have necessary mobile technology and software tools. Charter schools are not bound by this plan, and they may implement emergency plans that best suit their specific needs. Parents of charter school students should contact their children's school for information about instructional guidelines and device availability. The Academic and Instructional Continuity Plan has three components: • Plan to Transition to Distance Learning o Plan to Transition to Distance Learning explains the steps the district is taking to ensure that any student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the schools' closure, as well as the plan for checking in. • Curriculum Delivery o Curriculum Delivery explains which resources students will use for core instruction and which materials may be used as supplemental resources to enhance core instruction, as well as the procedures teachers will follow to support their curriculum. • Teacher Resources o Teacher Resources provides access and guidance for use of district instructional resources. Confirm LMS providers and if selecting a new provider, schedule product demonstrations: For the 2021-2022 school year, SDLC utilizes Google Classroom as the primary LMS for all K-12 schools. K-12 Instructional Transition Phase 1 Teachers will begin by onboarding students into Google Classroom • Teachers will create a Google Classroom for each period/homeroom (Video) • Teachers will roster ("invite") students into Google Classroom and add their administrator as a co-teacher • Quick guide on how to create a Google Classroom and enroll your students https://edu.google.com/teacher-center/?modal_active=none • Teachers will establish a process to verify student enrollment. • Teachers may use transitional academic activities (https://docs.google.com/document/d/1r1XsgCAMItZ3wMVghSCpWRLXylkGt3BM6OGPHt0g-W0/edit) to initiate student learning Phase 2 Transition to teacher-planned distance learning via Chromebooks* • Teachers will facilitate distance learning via Google Classroom • Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, Instructional Guides, teacher-created resources, etc.) • Vizzle (ESE Modified Curriculum Only) *Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation. Launchpad Home Access Launchpad is the district's repository for all student applications. Students use this as their home base to access learning tools like instructional applications, attendance, and gradebook applications. This link: https://www.leeschools.net/our_district/departments/academic_services/curriculum/subject_areas/instructional_technology has handouts with directions for accessing LaunchPad from home. Delegate a cross-divisional team to monitor

the performance of the LMS and make recommendations for improvements or modification: The LMS implementation is monitored and evaluated by cross divisional teams as follows: • Academic Services o Chief Academic Officer o Directors of Curriculum & Instruction o Coordinator of Instructional Materials and Technology • Information Systems Division o Chief Information Officer • Professional Development o Assistant Director of Professional Development The team will meet on an ongoing basis to evaluate the use of Google Classroom and review collected feedback from teachers, students, and families to determine need and next steps for additional professional development. Based upon stakeholder feedback and recommendations, modifications will be made and implemented as needed. Provide ongoing training and professional learning, ensuring new hires are included: All teachers and staff have access to on demand professional development through an online portal. Professional development topics include curriculum, technology tools, and instructional strategies. In addition to online, on demand professional development, teachers and staff have the opportunity to attend professional development at the district level after contract hours and at the school level during the work day through professional learning communities. New hires receive professional learning in the LMS during New Teacher Orientation. New Teacher Orientation takes place over a three-day period each summer and again in the fall and spring semester for new teachers who are hired after the start of the school-year. Job-embedded professional learning is provided to new hires through the assignment of a school-based mentor who meets with assigned new teachers weekly to plan for instruction and monthly to observe the application of instructional strategies in the classroom. School-based administrators also provide monthly site-based professional learning opportunities for new teachers based on mentor feedback from planning and classroom observations. This link provides additional teacher resources: https://docs.google.com/document/d/1Rh27Ihfc1W7v8Bbh4B052VZ_ScNndKUOvkU1a1Xlse0/edit Systems for Continuous Improvement: Lee utilizes a plan-do-study-act approach to assess professional learning efforts and continuously improve the process to provide relevant opportunities in the future. Lee County's Academic and Instructional Continuity plan is also attached.

ICP Component 3: Professional Learning

The School District of Lee County (SDLC) leverages a variety of training opportunities and platforms for teachers and leaders. The training opportunities support the efficacy of teachers and leaders in the implementation of innovative and virtual learning modalities, interventions to support students in various learning modalities, and technology needs. Leader and Instructional Staff Surveys to Determine Participant Needs: To assess professional learning needs, the SDLC leverages a variety of surveys to determine participant needs. Educational staff complete an annual professional development temperature survey to identify future topics for professional learning. In addition to an annual "temperature" survey, teachers and support staff are invited to complete an annual climate survey to inform leadership practices at the school and district level. Trends in student achievement data and teacher evaluation data are also used to identify professional learning needs. Temperature survey data, climate survey data, teacher evaluation data, and student achievement data inform master in-service plan offerings. Sufficient time devoted for professional learning for school leaders and staff: The SDLC strives to provide robust and differentiated professional learning opportunities to support leaders and staff in their preferred learning style. Throughout the school-year, ongoing professional learning is provided at the school and district level. District professional learning opportunities are offered after contract hours, and teachers who complete the training are eligible for a training stipend. School-based professional learning occurs through weekly professional learning communities and monthly faculty training. Job-embedded professional learning is provided by school and district based instructional coaches. In addition to school and district offerings, all district leaders and staff also have access to online, on-demand professional development in a variety of topics including curriculum,

technology, instructional strategies, and distance learning. Additionally, there are four early dismissal days for professional learning built into the 22/23 instructional school-year calendar. Implementation Plan for Professional Learning: At the district level, the SDLC offers a series of online courses, webinars, and in person workshops. Ongoing professional learning topics are derived from survey data and participant feedback. District webinars, online courses, and in-person workshops are delivered by highly effective, experienced teachers who are members of Lee's Teacher Career Bridge and achieved Dell Educator Certification. Lee's Teacher Career Bridge is a rigorous vetting process that requires highly effective ratings, experience in the classroom, principal approval, and peer review. Currently, the SDLC has approximately 70 career bridge members who have achieved Dell Educator Certification. The webinars are recorded and stored in a digital repository, so that educators can view and reference as needed. All employees are notified of district professional learning opportunities via a weekly professional development notifications email. At the school level, at least one class period is scheduled weekly for teachers to participate in professional learning communities. Within professional learning communities (PLCs), teachers collaborate with their respective grade levels and/or content areas to analyze data, preview curriculum, and select instructional strategies to support student learning. School-based administrators collaborate regularly with their leadership team to review PLC agendas, observe instructional practices, and identify school-based professional learning needs. School-based experts deliver monthly workshops for faculty during contract hours. If teachers need additional assistance beyond the professional learning provided at school and district level, one-on-one coaching is provided by school or district based instructional coaches. Leaders participate in virtual leadership webinars with their level-like groups on an ongoing basis. Professional learning topics are derived from participant feedback and frequently asked questions. When leaders need assistance beyond the training available, they receive one-on-one coaching from their assigned principal lead or principal supervisor. Assessment of Professional Learning Efforts: The effectiveness of all school and district professional efforts is assessed by leveraging the Kirkpatrick model to evaluate professional learning. Level 1 evaluation includes participant reaction. After each professional learning activity, all participants are required to complete a post-course evaluation survey that allows participants an opportunity to provide feedback on the training and suggest future topics for professional learning. Post-course evaluation surveys are used to assess professional learning. All post-course evaluation surveys are stored within PeopleSoft ELM. Level 2 evaluation measures knowledge gained through professional learning. Participant knowledge will be measured through pre/post-tests embedded within training modules. Level 3 evaluation assesses participant application of strategies. Participant application of strategies will be measured through school-based administrator observation of instructional strategies. Finally, level 4 measures the effectiveness of participants over time. Participant effectiveness will be measured by professional learning communities through analyzing trends in student scores on district progress monitoring assessments. The SDLC utilizes a plan-do-study-act approach to assess professional learning efforts and continuously improve the process to provide relevant opportunities in the future.

ICP Component 4: Instructional Practices

Identify needs of educators relative to online and hybrid teaching experience and expertise: The pedagogical skills necessitated by the instructional model, state standards, curriculum, available technology, and student learning needs will determine teachers' initial professional learning needs within the instructional continuity plan. The skills needed will be consolidated into an "I Can" checklist. Webinars and Online courses will be linked within each objective of the "I Can" checklist. Links to these training resources are accessed via Launch Pad, a comprehensive internal webpage with single sign-on for all district applications. Educators will be able to self-select their learning based on a pre-test assessing their readiness level with the objectives. Live office hours will be provided to assist teachers with accessing curriculum for instruction. Determine which teachers have extensive

background in these delivery models, and which will need more help: The SDLC strives to provide differentiated and personalized professional learning for all educators to develop a strong understanding of online and hybrid teaching. The SDLC partners with Advanced Learning Partnerships (ALP) to provide Dell Innovative Educator training. To complete Dell Innovative Educator training, participants create a goal related to the use of technology in relationship to student learning. Participants work through a coaching cycle with an experienced coach to achieve their goal. The SDLC currently has 70 educators who have achieved Dell Innovative Educator Certification and graduates a new cohort once a semester. Educators who achieved Dell Innovative Educator Certification are utilized to develop, design, and deliver best practice training for those at the school and district level. Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices: Instructional guides and curriculum maps for all subject areas K-12 also include resources and embed strategies to support best practices for distance/hybrid teaching. Teachers have the opportunity to click on a link within each instructional guide to provide feedback on the resources and materials. Instructional guides and curriculum maps are updated regularly by the Curriculum and Instruction team based on feedback provided, data, and changes in materials, standards, and assessments. Guidance, resources, and training on best practices for distance/hybrid education delivery will be available online and on demand to all educators during the transition to distance learning. Online courses, videos, and resources will be linked on an "I Can" checklist. All educators will have ongoing access to the "I Can" checklist through Launch Pad. Training topics are organized into three categories: 1. Utilizing Technology Tools 2. Delivering High-Quality Instruction 3. Supporting Students and Families For educators who need additional assistance on the training topics, a "Live Help Desk" will be hosted daily. District instructional staff will be available to answer questions, model strategies, and provide support for educators who need help onboarding these practices in real-time. Implement professional learning about best practices for hybrid teaching for educational staff: Professional learning about best practices for hybrid teaching for educational staff will be provided as educators transition to a distance learning model. Educators will complete a pre-test within the "I can" checklist to assess their readiness level and provide a differentiated learning path to meet their needs. The "I Can" checklists will be shared with all educators directly via email. Teachers will be able to access the training content directly through Launch Pad. Additional, ongoing district professional learning workshops, webinars, and resources will be advertised via district-wide Professional Development Notification's email. Additional resources can be found at this link: https://drive.google.com/file/d/1cmBghqe13JpmAgbhvQ_0xatnleDUf282/view?usp=sharing Assess the effectiveness of delivery methods and alter strategies as needed to engage all students: The district hosts quarterly Leading and Learning trainings to frontload standards, share best practices, and review quarterly data. Each school sends a grade and course level team member to participate and bring information back to their schools to share with other team members. Through this process, schools are able to reflect and make determinations on what is working well and what areas of opportunities exist for improving teaching and learning. In addition, our teacher and administrator survey data will be used to determine areas of support and inform best practices regarding delivery methods. We will also track attendance, grades, and progress monitoring to determine the effectiveness of the delivery method and alter our implementation plan as needed to respond to the data. Additional resources can be found at this link: https://drive.google.com/file/d/101VQAzGpjZRDbGYag20Ek7j9CzD_rwEg/view?usp=sharing

ICP Component 5: Parent and Family Support

The School District of Lee County (SDLC) recognizes that effective, two-way lines of communication with parents and families of students using a variety of media are vital to collaborative relationships. Communication will include school messenger texts and emails, social media, and common school-based communication. Flyers will

be translated in multiple languages to assist those non-English speaking families. Grassroots communication will be done through faith-based partners in addition to community resource events in strategically selected neighborhoods. We will provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning. Guidance for families will include locations within the home in which their child will be more successful with virtual learning such as a quiet space with television and radios turned off, good lighting, comfortable seating and all needed materials organized and ready to use. Examples of distraction-free learning environments will be shared with students and families through flyers, social media, community outlets and School Messenger. The SDLC will develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need in a variety of ways. All protocols can be found in the Lee County Exceptional Student Education Special Policies and Procedures located on the district website. https://www.leeschools.net/our_district/departments/academic_services/exceptional_student_education Any changes in procedure and protocol will be communicated to staff through special or regularly scheduled staffing specialist and department head meetings to ensure staff have the most current information. Parents receive notifications through School Messenger and have opportunities for feedback through ESE Parent Advisory and scheduled meetings that are held through local Parent Information Networks such as Family Network on Disabilities (FND). Our plan is to conduct regular outreach and wellness checks to help support the health and safety of students and families. Our school social workers will work with schools and families to continue to identify interventions and connect supports and resources to increase connection within the learning environment. Reaching out to families includes, but is not limited to, phone contacts with parents, text messages, email correspondence, and letters sent home in the mail. School social workers will conduct needed home visits when all other efforts/resources have been exhausted. As part of the continuation of working with students, school counselors and licensed mental health professionals will meet with students in the school or offer zoom options where appropriate. We will ensure the needs of our special populations, e.g., ESE, ESOL, homeless, etc. are being supported in keeping with the requirements of IEPs and other educational documents by providing professional development opportunities for both staff and families. Discretionary projects such as Florida Diagnostic Learning Resources System (FDLRS) are utilized to provide training and technical assistance to families and staff working with students with disabilities. All specialized instruction and related services will be provided by the school staff for students in accordance with their IEP. Exceptional Student Education district staff provide support and monitoring of services for students with disabilities.

Technology

ICP Component 6: Technology and Technical Support

The School District of Lee County (SDLC) has chosen robust hardware, software and platforms to engage our learning community. We have selected products and systems that can handle the demands of our users, while providing support so that issues can be resolved quickly. The District has implemented a 1:1 initiative for students in grades K - 12, ensuring that each student is provided with a Chromebook, case, and power brick. We also provide assistive technology to students as required, to meet individual needs as required by law. The modern laptop (Chromebook) can be used to access digital curriculum in compliance with the FAPE requirements. The District has a web content filtering solution that covers computers at every campus that goes through the District datacenter. Chromebooks have a separate web filter that is integrated with the system software on ALL student devices. The web filters are updated live by the vendor and modifications to additional restrictions are made at the District level as required to support the instructional needs of staff and students. In addition to being a 1:1 District,

we also have a process in place to survey students, families and employees multiple times throughout the school year to identify any student or staff member who does not have access to reliable Internet from home. The presence of a reliable internet solution in conjunction with the 1:1 program where each student is provided with reliable access to a laptop ensures all students and families have access to internet and technology required to be successful in completing all required assignments. Strategies to identify students in need of reliable internet: · Classroom teachers require students to open a survey and indicate if they have access to reliable internet from home in class. · School counselors have access to a form to request a hot spot for students who are in need of additional support. · Classroom teachers can identify students who did not self-report access to reliable internet on the student's behalf. · Parents can notify classroom teachers who will submit a request on their behalf. Student devices (hotspots) are procured and made available to schools based on survey results. Devices are distributed by school-based staff. District staff provide a quick tutorial for families who receive the hotspots on how to use the device, connect the student Chromebook and what to do in the event a device stops functioning. Extra hotspots are on hand at each location for a quick swap out in the event a device is lost or stops working for any reason. In relation to the robustness of the technology infrastructure, the SDLC utilizes monitoring tools to ensure that the infrastructure will adequately support the instructional needs of students including network bandwidth, computer hardware, instructional software and system updates. Network Connectivity: IT staff monitor the District network during business hours with multiple staff members available to respond to network outages that may occur as a result of a hardware failure on site or an outage from our primary and backup Internet service providers. The District has established service level agreements with our Internet service providers to respond quickly when a service disruption occurs. Bandwidth is monitored for each location and can be increased on demand as required to accommodate spikes in network utilization. Computer Hardware: Processes have been established to support computer hardware failure for staff and students at each location. A technology support specialist is available at each school to support staff and students. A rapid replacement program is in place with inventory on hand to quickly swap out devices that are not functioning as expected. Technical support staff is also available for district locations to manage computer failures as problems arise. Instructional Software: Instructional software and web-based resources are monitored continuously during business hours. A dashboard is available to technical support staff providing live status of these resources. Outages are reported to 3rd party vendors. District staff are notified in the event of a break in service by the vendor, and again once access is restored. System Updates: The District manages system updates to computers centrally to ensure they are in compliance with District standards and policy to ensure the computers operate as expected. All school campuses and the District office have Technology Support personnel on staff to support families/ students and staff/ teachers who have difficulties with Internet connectivity. Processes have been established to track inventory of these devices for all students and staff. In the event of a school or District wide closure, staff, led by the Chief Information Officer, the Coordinator, IT Technical Support Services and the Coordinator, IT Infrastructure Management, will be allocated to support the needs of remote learning models.

ICP Component 7: Cyber Security

The School District of Lee County has developed and integrated our cyber and information security plans, strategies and necessary controls in our day to day operation. We have a Continuity of Operations Plan in place that is revised annually. The focus of the plan is to protect The School District of Lee County data and the Information Systems that collect, process and store this information. The security of systems includes controls and safeguards to offset possible threats, as well as controls to ensure accountability, availability, integrity, confidentiality and safety of the data and information systems. The SDLC has adopted a number of cybersecurity frameworks from The National Institute of Standards and Technology (NIST): • NIST 800-37: Guide for Applying

the Risk Management Framework to Federal Information Systems: A Security Life Cycle Approach • NIST 800-39: Managing Cybersecurity Risk: Organization, Mission and Information System View • NIST 800-53: Security and Privacy Controls for Federal Information Systems and Organizations • NIST 800-64: Security Considerations in Secure Development Life Cycle • NIST 800-122: Guide to Protecting the Confidentiality of Personal Information (PI) • NIST 800-160: Systems Security Engineering: Considerations for a Multidisciplinary Approach in the Engineering of Trustworthy Secure Systems • NIST 800-161: Supply Chain Risk Management Practices for Federal Information Systems and Organizations • NIST 800-171: Protecting Controlled Unclassified Information in Nonfederal Information Systems and Organizations • NIST IR 7298: Glossary of Key Cybersecurity Terms • NIST IR 8179: Criticality Analysis Process Model: Prioritizing Systems and Components [draft] • NIST Framework for Improving Critical Cybersecurity (Cybersecurity Framework) The District completes the Nationwide Cybersecurity Review (NCSR) produced by the Center for Internet Security annually. The District maintains a confidential document for internal use only where our current security posture is managed and maintained. This information is confidential and can be made available to authorized personnel as required. In addition, we have a Cybersecurity Incident Response Program (CIRP) that establishes an operational approach to addressing cybersecurity incidents, so that operations may be conducted in a proactive and sustainable manner. (See attached document CIRP). Our cybersecurity related policies and procedures are aimed at safeguarding our District and IT Infrastructure. While this information is confidential and can be made available to authorized personnel as required, this is a list of the documents which contain those policies and procedures: • Business Impact Analysis • Cybersecurity Incident Response Program • Continuity of Operations Plan • Cybersecurity Risk Assessment • Cybersecurity Standardized Operating Procedures • Control Validation Testing • Digital Security Program • Risk Management Program • Secure Baseline Configurations • Vulnerability and Patch Management Program Finally, the District maintains a list of active and planned projects along with action plans and timelines all designed to improve cybersecurity for the organization. Again, that information is confidential and can be made available to authorized personnel as required.

ICP Component 8: Engaging Students with Limited Access

All students are provided a computer and if they do not have Internet connection, they are provided a hotspot. Any student who has limited access because they live in an area where they cannot use a hotspot will have access to paper and pencil activities. In the event of a disruption in education due to a loss of access to face to face instruction, students experiencing homelessness have the following supports available: • School Social Workers reach out to homeless students and their families to assist in determining what resources are needed to support access to their education • If necessary, deliver electronic equipment such as Chromebooks to parent/student • Assist in accessing hotspots if needed for WI-FI • The homeless liaison works with the shelter sites throughout Lee County to ensure they have the resources needed, such as hotspots and Chromebooks, to support instruction and assistance with homework. In the event of a declared emergency necessitating school closures, services for students with disabilities will be provided in accordance with the district's academic and instructional continuity plan for distance learning. If the student cannot use a computer due to their disability, instruction may be accomplished through live virtual lessons for the parent, posted classwork and recorded lessons that can be facilitated by a parent, or assistance through telephone calls or work packets with teacher/therapist consultation. When the ICP goes into effect, the teacher or other service providers will contact the parent to discuss plans, what assistance may be needed and what specialized equipment or materials may be needed in order to provide the services on the IEP to the greatest extent possible based on the individual student's circumstances. Activities for the week will be posted and teachers will develop a plan for contact with the parent weekly or more frequently if needed via phone call to provide guidance for instruction, assistance, and

respond to questions. Speech/Language, Occupational, and Physical therapy will continue to contact parents via phone and email to provide activities that can be facilitated by the parent. Behavior, Transition, Vision, Hearing, and Assistive Technology Specialists may consult with parents or teachers regarding a need of the student to provide activities and instruction. The School District has implemented a number of best practices strategies identified by the Center on Online Learning and Students with Disabilities. Amber, Rowland, and Smith (2014) suggest that many students with special needs require additional resources to "Connect the dots" when presented with some complex concepts. The District utilizes an Instructional plan that provides teachers with a number of resources including electronic support documents and activities to enable students the opportunity to utilize multiple ways to achieve instructional objectives. In addition, Safari Montage is the Districts electronic repository that houses videos, electronic documents in a number of formats and a catalog of other web resources organized by standard, subject and grade level to give teachers additional resources that will meet the needs of all students. Currie-Rubin and Smith (2014) highlight the important role families play in Virtual Learning. The authors suggest that especially in the early years of students' education in elementary and early middle school, families often work closely with teachers to ensure that students stay on track with required assignments and activities. Students with special needs will have Individual Education Plans or 504 plans that are developed with specialized service providers at each school to identify strategies, instructional needs, and accommodations/modifications that will help to maximize the opportunities for students to be successful when working from home in an online environment or while on campus face to face. Parents are made aware of these strategies and work with classroom teachers to ensure the students are being provided with the support systems they need to reach their educational goals. References: Currie-Rubin, R., & Smith, S. J. (2014). Understanding the Roles of Families in Virtual Learning. Teaching Exceptional Children, 46(5), 117–126. https://doi-org.hodges.idm.oclc.org/10.1177/0040059914530101 Greer, D., Rowland, A. L., & Smith, S. J. (2014). Critical Considerations for Teaching Students With Disabilities in Online Environments. Teaching Exceptional Children, 46(5), 79–91. https://doi-org.hodges.idm.oclc.org/10.1177/0040059914528105

Operations

ICP Component 9: Continuation of School Operations

All educational operations, with potential modifications, must continue for the benefit of students during periods of disruption of in person learning, including: • Student Support • Technology Access • Meal Access • Facilities Maintenance/Opening/Safety • Payroll • Transportation Student Services: School counselors will be engaged to plan how to deliver instruction and services that meet the requirements of students' established IEPs and 504 plans. Based on the unique event type and location closure, staff will be reassigned to alternate duty location. If assistive technology is required for education and goals, a special education teacher or therapist will notify the Case Manager and school administrator. Assistive technology is already assigned to the student and should be in the classroom, enabling distribution with other items at the onset of the ICP execution. If parents need training for this equipment, they can contact their teacher or the ESE Department. Assistive technology is expected to be returned when normal school operations resume. Professional Development will identify types of training available for each pay group as potential alternate duty assignments. The District will utilize transportation staff, and our food distribution sites to deliver paper learning packets in cases where remote access is not possible, or for IEPs when students do not use technology. Based on case by case analysis of the event, the SDLC will determine if direct meal distribution is required for specific families in need. Technology Access: As detailed in Component 6, the District maintains a sufficient supply of hotspots and Chromebooks for use by all students and staff. For widespread disruption of service, the District collaborates with Internet access providers to obtain free

service in areas of need. The District communicates free access locations, including a map of free access at public parks, libraries and government facilities. Meal Access: Based on the disruption that caused the initiation of the ICP, food distribution schedules and locations will be implemented. The SDLC will have plans for daily, multi-day and weekly meal pickups. For single classes or a small number of school closures, the District will use the existing RSVP system to reserve meals for Grab-n-Go distribution. That includes a digital form with electronic submittal, or hard copy submittal in multiple languages (English, Spanish, Haitian-Creole) for reserving meals to be picked up next day. For larger closures, we will exercise the use of existing community partnership agreements for site feeding plans at community centers, school locations, and community parks. If school kitchens are unable to prepare, serve or distribute meals, the SDLC will use our already established alternate meal preparation and distribution sites. Food and Nutrition Services staff will assess each situation to determine if Transportation Services will be needed to deliver meals to hub locations, or alternate outlets. Existing routes will be used, with new routes established if necessary. Finally, the District will coordinate with Law Enforcement for orderly meal distribution. In addition, semi-annually, Food & Nutrition Services stocks complete boxed meals in the warehouse for standby distribution for emergency needs. Facilities Maintenance/Safety: The SDLC will use its existing Emergency Operations Plan to secure buildings prior to an event, monitor them during the event and prepare them to reopen after the event. This EOP is updated annually to include new schools, identify current shelter schools, and teams of staff responsible prior to, during and after the event. While this information is confidential, it can be made available to authorized personnel as required. Throughout the event, Safety and Security will maintain existing communication channels with Law Enforcement Agencies and the County's Emergency Operations Center. Payroll: Decision making required for employee pay will follow the existing Hurricane Preparedness Guide protocols and bargained agreements. The SDLC will follow bargaining agreements to determine work schedule, alternate duty assignments, and compensation method. District leadership will communicate any modification in pay cycles to Payroll. Transportation: Transportation Services for Community Support (i.e. evacuating residents to safe locations) will be implemented as required through coordination with County Government and other community agencies. Communication: In order to assist in continuing educational operations, internal communications and engagement with community organizations are both required. The information below summarizes the frequency and methods of communication internally and externally. Stakeholder Group: School Board Communication Methods: Direct phone call, In-person meeting, Email, Text Frequency: Daily to Weekly Responsible District Staff: Superintendent Stakeholder Group: District Staff & Administrators Communication Methods: In-person or virtual meeting, Email Frequency: Daily to Weekly Responsible District Staff: Superintendent Stakeholder Group: Principals Communication Methods: In-person or virtual meeting, Email, Text Frequency: Daily to Weekly Responsible District Staff: District Administrators, Communications Staff Stakeholder Group: Teachers Communication Methods: In-person or virtual meeting, Phone tree, Email, Text Frequency: Daily to Weekly Responsible District Staff: Principals, District Administrators, Communications Staff Stakeholder Group: District/School Support Staff Communication Method: In-person or virtual meeting, Email, Phone, Text Frequency: Daily to Weekly Responsible District Staff: District/School Administrators, Communications Staff Stakeholder Group: Students Communication Method: In-person or virtual class/session Frequency: Daily Responsible District Staff: Principals, Teachers Stakeholder Group: Charter Schools Communication Method: Email, Phone, In-person or virtual meetings Frequency: Daily to Weekly Responsible District Staff: District Charter School Liaisons Stakeholder Group: Parents/Guardians Communication Method: Phone, Email, Text, Website, Electronic Flyers, Social Media, Podcast, Parent University Frequency: Daily to Weekly Responsible District Staff: Principals, Teachers, Communications Staff Stakeholder Group: School Volunteers Communication Method: Phone, Email, Website, Electronic Flyers, Social Media Frequency: Daily to Weekly Responsible District Staff: Principals, Teachers, Communications Staff Stakeholder Group: Media Communication Method: News Releases, News Stories, Social Media, Email, Phone, In-studio/On-locations interviews Frequency: Daily to Weekly Responsible District Staff: Communications Staff Stakeholder Group: Contracted Vendors Communication Method: Email, In-person or virtual meetings, Phone Frequency: Weekly to Monthly Responsible District Staff: District Administration Stakeholder Group: Business Leaders

Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Elected Officials Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Community Organizations Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Religious Organizations Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Civic Groups Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Power Companies Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Hospitals Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff

Communications

ICP Component 10: Emergency and Ongoing Communications

Overall Communications Goal : It is the vision of the School District of Lee County to provide efficient and productive communications with all stakeholder groups. The Instructional Continuity Plan (ICP) for Communications will serve a guide for continuous communication prior to, during, and after ICP implementation. This plan will align with the District's overall ICP efforts. The plan will ensure that key messages are delivered effectively to all district stakeholder groups. Scope of Plan: The scope of this plan includes communications efforts between the school district leadership and both internal and external stakeholder groups. Stakeholder Groups: Internal: • School Board • District Staff & Administrators • Principals • Teachers • Support Staff • Students • Charter Schools External: • Parents/Guardians • Volunteers • Media • Contracted Vendors • Business Leaders • Elected Officials • Community Organizations • Civic Groups • Religious Organizations • Emergency Operations Center • Lee Health (Hospitals) • FPL and LCEC (Power Companies) School Personnel responsible for Communications: • Superintendent • District Administrators o Chiefs o Executive Directors o Directors o Coordinators • District Communications Staff • Principals/School Administrators • Teachers • Support Staff Communications Methods: Direct Communications: • In-person/Virtual meetings • Phone calls Digital Communications: • School Messenger o Direct Email/Phone/Text • Constant Contact o Direct Email to subscribers • District & Community Electronic flyers • District & School Websites • District & School Social Media Accounts • District YouTube • District Podcast • Parent University • Traditional Earned Media o News Releases o News Conferences/Events o News story pitches o Radio/TV morning show opportunities o Live Remotes o Print Publications o Media Digital Communications • Media Partnerships o Public Services Announcements o Public Affairs Shows • Community Partnerships/Relations • Marketing In-Kind/Paid Advertising o Radio/Television/Digital paid media o Traditional/Electronic Billboards, Bus Wraps o Educational/Community Event sponsorships Scope of

Communications Key Messages • Communications Channels/Sign-ups/Subscriptions Location of ICP information on websites • ICP Implementation Dates • ICP Details: o Curriculum o Technology o Food Distribution o Student/Family Support Triage Communications - Starting with Superintendent 1. School Board 2. District Administration 3. Principals 4. District/School Staff 5. Parents/Students 6. Charter Schools 7. Media 8. Community/Business partners 9. General Public Communications leading up to the implementation of ICP: • Publish ICP on District and School websites o Create homepage banners for all sites o Create alert pop-up for homepages • Create emergency two-way communication channels o Hotline o Specific Email for Q & A o Facebook live event(s) Q & A o Press Conference(s) • Activation of all internal and external communications methods Communications during activation and use of ICP: Stakeholder Group: School Board Communication Methods: Direct phone call, In-person meeting, Email, Text Frequency: Daily to Weekly Responsible District Staff: Superintendent Stakeholder Group: District Staff & Administrators Communication Methods: In-person or virtual meeting, Email Frequency: Daily to Weekly Responsible District Staff: Superintendent Stakeholder Group: Principals Communication Methods: In-person or virtual meeting, Email, Text Frequency: Daily to Weekly Responsible District Staff: District Administrators, Communications Staff Stakeholder Group: Teachers Communication Methods: In-person or virtual meeting, Phone tree, Email, Text Frequency: Daily to Weekly Responsible District Staff: Principals, District Administrators, Communications Staff Stakeholder Group: District/School Support Staff Communication Method: In-person or virtual meeting, Email, Phone, Text Frequency: Daily to Weekly Responsible District Staff: District/School Administrators, Communications Staff Stakeholder Group: Students Communication Method: In-person or virtual class/session Frequency: Daily Responsible District Staff: Principals, Teachers Stakeholder Group: Charter Schools Communication Method: Email, Phone, In-person or virtual meetings Frequency: Daily to Weekly Responsible District Staff: District Charter School Liaisons Stakeholder Group: Parents/Guardians Communication Method: Phone, Email, Text, Website, Electronic Flyers, Social Media, Podcast, Parent University Frequency: Daily to Weekly Responsible District Staff: Principals, Teachers, Communications Staff Stakeholder Group: School Volunteers Communication Method: Phone, Email, Website, Electronic Flyers, Social Media Frequency: Daily to Weekly Responsible District Staff: Principals, Teachers, Communications Staff Stakeholder Group: Media Communication Method: News Releases, News Stories, Social Media, Email, Phone, In-studio/On-locations interviews Frequency: Daily to Weekly Responsible District Staff: Communications Staff Stakeholder Group: Contracted Vendors Communication Method: Email, In-person or virtual meetings, Phone Frequency: Weekly to Monthly Responsible District Staff: District Administration Stakeholder Group: Business Leaders Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Elected Officials Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Community Organizations Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Religious Organizations Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Civic Groups Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Power Companies Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff Stakeholder Group: Hospitals Communication Method: Website, Email, In-person or virtual meetings and presentations, Phone, Social Media, Electronic Flyers, Media

Frequency: Weekly to Monthly Responsible District Staff: Superintendent, District Administration, Principals, Communications Staff

Overall Comments

The School District of Lee County has created a comprehensive plan that details the necessary processes and procedures for the continuation of all educational operations during periods of disruption of in-person learning. The plan outlines the steps we will take to support our student, teacher, school and community, while upholding our mission of ensuring that every student reaches his or her highest personal potential.