POLK COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL CONTINUITY PLAN (ICP)

REV. 200818
INSTRUCTIONAL CONTINUITY PLAN (ICP)

TABLE OF CONTENTS

Section I: Overview of the Instructional Continuity Plan (ICP) .................. Pg. 3
Section II: Information for Parents, Guardians, and Students .................. Pg. 4
Section III: Responsibilities ................................................................. Pg. 12
Section IV: District Policy and Procedures............................................. Pg. 18
Section V: Content Delivery ................................................................. Pg. 28
Appendix A: Preschool Programs ......................................................... Pg. 33
Appendix B: Testing Calendar ............................................................... Pg. 34
Appendix C: Mobile Device Agreement/Acknowledgement............... Pg. 35
(English, Spanish, Haitian Creole)
Appendix D: Student Online Resources ............................................. Pg. 41
INSTRUCTIONAL CONTINUITY PLAN (ICP)

SECTION I: OVERVIEW OF THE INSTRUCTIONAL CONTINUITY PLAN (ICP)

Polk County Public School’s Instructional Continuity Plan provides information about the educational options available for the 2020-2021 school year. Families may choose from a traditional face-to-face option incorporating guidelines from the Centers for Disease Control and Prevention (CDC) and our local Department of Health (DOH) or one of two online/virtual options. The first of the two online/virtual options is Polk Virtual School, a full-time franchise of Florida Virtual School. The second online/virtual option is Campus eSchool which allows students to remain enrolled in their traditional school, assigned to a teacher from their school, but receive instruction online through the district’s learning management system (LMS). The Campus eSchool option provides instructional services through Schoology allowing for live interaction between students and teachers and between peers. While Schoology will serve as the primary learning platform for the Campus eSchool option, Schoology will also be incorporated into face-to-face instruction ensuring all students have access to effective instructional practices and high-quality instructional materials regardless of which educational option parents may choose for the upcoming school year. The incorporation of Schoology in face-to-face instruction also guarantees instructional continuity in the event of an emergency shutdown at one or more schools.

GENERAL DISTRICT AND SCHOOL CONTACT INFORMATION

The district website contains detailed information for parents and students, including school contact information. The website is located at polkschoolsfl.com. Parents are also encouraged to reach out to their child’s school of enrollment with questions as well.

Polk County Public Schools’ District Office is located at 1915 S. Floral Avenue, Bartow, FL 33830. The main telephone number is 863-534-0500. The district’s social media accounts are Facebook: /polkcountypublicschools; Twitter: /polkschoolsnews; Instagram: /polkcountypublicschools; YouTube: /polkcountypublicschools.

The district help desk is available for parents or students experiencing technology or curriculum related issues and can be reached at 863-614-1600.

Please note this document is fluid and updates are made as information is received from the Florida Department of Education, CDC, and the Florida Department of Health in Polk County. Reopening plans and more information specifically related to COVID-19 can be found polkschoolsfl.com/reopening.
Recognizing that families need flexibility during these unprecedented and challenging times, Polk County Public Schools will offer three distinct learning formats for the 2020-21 school year: Campus Learning, Campus eSchool, and Polk Virtual School.

**CAMPUS LEARNING**

This option restores the traditional school day for students and staff members. Students will return to campus and interact in person with teachers and classmates. Transportation and school lunches will be provided. Face coverings will be required. Additional health and safety protocols include symptom screenings, frequent and thorough cleaning of campuses, increased handwashing and use of hand sanitizer, and one-way traffic on campus where feasible.

**CAMPUS eSCHOOL**

This option serves as a bridge between a student’s brick-and-mortar school and a purely digital environment. It was designed for families who want their children to return to school but aren’t ready to do so just yet. Students will remain enrolled in their current school, but learning will take place virtually. School days will be highly structured, with specific times for students to log on and take part in lessons and activities. Parents will serve as learning coaches to monitor student progress.

**POLK VIRTUAL SCHOOL (PVS)**

This option is best for families who do not foresee their children returning to campus. Polk Virtual School offers students the ability to fulfill their K-12 educational requirements entirely online. Lessons are taught by PCPS teachers who provide individualized instruction and are available to meet in person as needed. Polk Virtual requires a commitment of at least one semester. For more information about Polk Virtual School, visit: pvs.polkschoolsfl.com.

We encourage families to read the entire Instructional Continuity Plan to learn how students will receive the panoply of services provided in public school. We also want students and families to understand that the options outlined will follow all board policies, to include attendance and grading policies as in traditional school. The emergency status of the fourth quarter for the 2019-2020 school year was very different than the intentional choices outlined within this document.

Families with questions or concerns may reach out to their respective school of enrollment, their Regional Assistant Superintendent’s Office, or the Office of the Superintendent. Contact information for all schools and district office personnel is located at polkschoolsfl.com. Once on our webpage, please search for your school name or the name of the district staff member in which you need to contact. We are here to help families every step of the way.

The chart on the following page outlines each option for families with some components that are similar or different for each schooling format. Additional information about each option can also be found in our FAQs, which are updated regularly, at polkschoolsfl.com/reopening.
## Key elements of each learning option.

<table>
<thead>
<tr>
<th>Schooling Format Components</th>
<th>Campus Learning Brick-and-Mortar (PK-12) Option</th>
<th>Campus eSchool (K-12) Option</th>
<th>Polk Virtual School Full Time (K-12) Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will use Florida Standards-based instruction</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Will use Board-approved school calendar</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>State testing will be required</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attendance will be recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grading policies/report cards will be in place</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Will provide support for students <em>(For example, IEP, 504, EP, ELL plans, transition services, etc.)</em></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Will utilize Polk County teachers</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Availability of school athletics/extra-curriculars <em>(at school of enrollment)</em></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Availability of school meal program</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Availability of school transportation</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Will provide for special program participation <em>(For example, IB, Cambridge, Harrison, CTE Academies, Alternative Programs, etc.)</em></td>
<td>Yes</td>
<td>Yes* <em>(Please check with local school to confirm availability.)</em></td>
<td>No</td>
</tr>
<tr>
<td>Will provide structured class time</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Will provide flexible class times <em>(depending on enrollment)</em></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Will provide for a family and school partnerships</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Parent will be required to serve as a learning coach <em>(will closely monitor student progress)</em></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
ACCESS TO DEVICES

Students may check out an electronic device to access online/virtual content and resources from their home school. Each student/parent must complete and return a Technology Agreement and Acknowledgement Use Form (located in Appendix C) to receive a PCPS device for at-home use. All devices are tracked and monitored with an appropriate internet filter.

Students in elementary school will primarily use a district-issued iPad, if families are in need. Students in secondary will use a district-issued Hewlett Packard (HP) laptop. Students who have their own device may utilize it as Schoology and our supporting programs are accessible through the internet and each student’s ClassLink log-in and student portal.

ACCESS TO INTERNET

Options for local internet service providers and offers are listed below, as well as free public Wi-Fi hot spots. Visit polkschoolsfl.com/internetservice to obtain the most up-to-date information.

If you choose to use a public Wi-Fi hotspot, please be mindful of social distancing. Do not socialize. Remain in your car or at least six feet from others.

- Comcast — Internet Essentials: An Internet Essentials package is available that includes two months of free in-home internet. The cost is $9.95 per month. Visit internetessentials.com.
- Spectrum — Spectrum is offering free in-home internet access for 60 days to K-12 and college students who do not already have a current subscription. To enroll, call 1-844-488-8395. Installation fees are being waived for new-student households.
- Spectrum Wi-Fi — Spectrum also offers a number of free Wi-Fi hotspots. Find one near you by entering your address at spectrum.com/free-wifi-hotspots.
- Xfinity Wi-Fi — Xfinity offers numerous free Wi-Fi hotspots throughout our community. Please visit wifi.xfinity.com. You will need to enter your address and zip code to see a list of nearby free Wi-Fi hotspots.

SYNCED FOR STUDENTS – FREE Wi-Fi PROVIDED BY BUS

Polk County Public Schools and Polk Vision have teamed up to help improve internet access for students via mobile hotspots located on buses. Visit polkschoolsfl.com/buswifi for locations, times, and access codes.

PUBLIC Wi-Fi SAFETY

Public Wi-Fi networks are great, but they aren’t always safe. Sharing a network with other people means that your personal information is in danger of being seen or accessed. Protect yourself by taking the following precautions:

- Don’t enter sensitive information. Do your banking and online shopping at home to avoid exposing yourself to identity theft or credit card fraud.
- Use ‘https’ (secure) websites as much as possible. While the most frequently visited websites, such as Facebook and email providers, will automatically convert the URL to a secure connection, keep an eye on the URL to make sure. Chrome users can also install an extension that will encrypt your data to make your browsing safer.
- Forget the network. Unless you specify otherwise, your computer or device will likely remember the Wi-Fi network and reconnect to it whenever you are in range. Doing this can leave your information exposed while you’re not browsing. Avoid this by unchecking “Connect Automatically” in your network settings.
Enable two-factor authentication on frequently visited sites. By adding an extra layer of protection (i.e. entering your phone number or selecting an accompanying icon) to any password-protected website, you are effectively reducing the likelihood of a hack.

Check polkschoolsfl.com/internetservice for a list of businesses and locations offering free Wi-Fi.

MiFi DEVICES

A limited number of MiFi devices are available for student check-out in communities with limited public Wi-Fi accessibility. Please contact your student’s school for additional information about MiFi availability.

ACCESS TO MEAL PROGRAMS

Menus

- Menus have been adapted to allow for easy grab-and-go format as needed.
- Students will still have a choice of hot entrée, cold entrée or entrée salad.

Meal Distribution

- Delivery of meals will not be feasible, with the following exceptions:
  - All Pre-K or ESE meals will continue to be delivered as usual.
  - Specific limited situations can be considered on a case-by-case basis. Please have manager reach out to their area supervisor.
- Assign students to eat in the dining room (with appropriate distancing), outdoor eating space, classroom or other appropriate location.
- We will have some limited resources available to provide for additional point-of-sale locations, such as mobile serving lines. These will be provided to schools with greatest need.
- Students will come through the serving line.
  - It is critical that students make individual menu selections to avoid waste and control cost.
- As much as possible, menu items will be wrapped to assist with grab and go.
- In most cases, a bag will be used for meals. A disposable tray may be used on some days when necessary based on the menu.

Sanitizing

- School Nutrition staff will receive training regarding procedures for sanitizing kitchen and customer contact areas.
  - Customer contact surfaces (serving lines, dining tables, etc.) will be sanitized after each group of students.
  - Students will use hand sanitizer prior to coming through the serving line.

Meals for Campus eSchool Students

- Students enrolled in the Campus eSchool option are eligible for a school breakfast and lunch.
- Meals will be provided once per week — on Wednesdays, from 9:30 a.m. to 10:30 a.m. — in a drive-through format, with each student receiving five breakfasts and five lunches. Wednesday, Aug. 26 is the first day of meal distribution for Campus eSchool students.

In most cases, eSchool students will receive their meals at their enrolled school and will need to provide their name and ID number. Students do not have to be present to receive meals, but family members or guardians must present at least one form of student identification.
Examples of identification include:

- School identification card
- Page printed from Parent Portal showing student’s name and ID number
- Record from the school showing the student’s name and ID number (report card, schedule, etc.)
- Child’s passport
- Government-issued child identification card
- Other legal document identifying the child

The following schools will have an alternate pick-up location:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Meal Pickup Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Academy (Bartow)</td>
<td>Bartow Elementary Academy</td>
</tr>
<tr>
<td>Achievement Academy (Lakeland)</td>
<td>Rochelle School of the Arts</td>
</tr>
<tr>
<td>Achievement Academy (Winter Haven)</td>
<td>Garner Elementary</td>
</tr>
<tr>
<td>Anna Woodbury Elementary</td>
<td>Lewis Elementary</td>
</tr>
<tr>
<td>Bill Duncan Opportunity Center</td>
<td>Oscar J. Pope Elementary</td>
</tr>
<tr>
<td>Compass Middle Charter</td>
<td>Bartow Middle</td>
</tr>
<tr>
<td>Don E. Woods Opportunity</td>
<td>Dundee Elem</td>
</tr>
<tr>
<td>Doris Sanders Learning Center</td>
<td>Combee Academy</td>
</tr>
<tr>
<td>Eckerd Connects Day Treatment</td>
<td>Combee Academy</td>
</tr>
<tr>
<td>Fresh Start (Lakeland)</td>
<td>Crystal Lake Middle</td>
</tr>
<tr>
<td>Fresh Start (Haines City)</td>
<td>Daniel Jenkins Academy</td>
</tr>
<tr>
<td>Gause Academy of Leadership</td>
<td>Bartow Senior</td>
</tr>
<tr>
<td>Hartridge Academy</td>
<td>Caldwell Elementary</td>
</tr>
<tr>
<td>Jean O’Dell Learning Center</td>
<td>Floral Ave Elementary</td>
</tr>
<tr>
<td>Karen M. Siegel Academy</td>
<td>Lake Alfred Polytech</td>
</tr>
<tr>
<td>Lakeland Montessori</td>
<td>Lawton Chiles Middle</td>
</tr>
<tr>
<td>Lakeland Montessori Middle</td>
<td>Lawton Chiles Middle</td>
</tr>
<tr>
<td>New Beginnings High School (Lakeland)</td>
<td>Southwest Middle</td>
</tr>
<tr>
<td>New Beginnings High School (Fort Meade)</td>
<td>Fort Meade Middle/Senior</td>
</tr>
<tr>
<td>New Beginnings High School (Winter Haven)</td>
<td>Denison</td>
</tr>
<tr>
<td>Polk Grad Academy</td>
<td>Daniel Jenkins Academy</td>
</tr>
<tr>
<td>REAL Academies</td>
<td>Daniel Jenkins Academy</td>
</tr>
<tr>
<td>Ridge Technical Academy</td>
<td>Daniel Jenkins Academy</td>
</tr>
<tr>
<td>Ridge Teen Parent</td>
<td>Daniel Jenkins Academy</td>
</tr>
<tr>
<td>Roosevelt Academy</td>
<td>Spook Hill Elementary</td>
</tr>
<tr>
<td>Traviss Technical Academy</td>
<td>Oscar J. Pope Elementary</td>
</tr>
</tbody>
</table>

**CONTINUATION OF SERVICES**

As all Polk County Public Schools will open for all students, the full array of services offered will be available as well. PCPS recognizes that the most effective instruction is provide in-person by teachers who have developed relationships with students and families.
MTSS PROCESSES

Tier 1: Teachers will provide differentiated whole group instruction daily for all students. During small group instruction, students will wear a mask and maintain safe distances. While students are in small groups, other students will participate in independent work – to include completing assignments through Schoology in order to be prepared in the event of an emergency shutdown.

Tier 2: Teachers will provide differentiated instruction in teacher-led small groups based on students performance on identified standards/skills (Progress Monitoring). While in small groups students will wear a mask and maintain safe distances. Whenever possible, materials should be individualized and used by one student. Within small group/Tier 2 instruction, teachers will provide instruction to address student deficiencies through priority standards, reteach standards, and foundational standards/skills. For students on or above grade level, instruction will focus on current standards and provide enrichment opportunities.

Tier 3: Students needing intensive support to target skill deficits will be instructed in small teacher-led groups. During small groups, students will also wear a mask and maintain safe distances. Students who do not demonstrate proficiency in foundational skills will receive intensive instruction with more opportunities for guided practice, error analysis, and feedback (Progress Monitoring).

VULNERABLE POPULATIONS

Support for students with disabilities, English Language Learners (ELL), students from low income families, homeless students served through our HEARTH program, students of migrant workers, and students in foster care (in coordination with our local Heartland for Children) will receive all services and interventions, including therapies, academic tutoring, social services typically provided by our social workers, counseling, social – emotional support, mental health therapies, and free breakfast and lunch. Instructional priority will be given to vulnerable students with the greatest academic need through our Extended Learning Plan (ELP). ELP will offer additional, extended day remediation and intervention. Students with disabilities whose Individual Education Plan (IEP) teams have determined extended school year supports are necessary will receive individualized services throughout the school year.

In addition to extended academic supports, each school also has at least one school counselor and assigned mental health facilitator to provide students with mental health screening, assessment, diagnosis, intervention, and services needed to support students coping with pandemic-related matters or with other social/emotional/behavior issues that may have been escalated due to extended school closures.

EXPECTATIONS FOR PARENTS AND GUARDIANS

Parents and guardians are their child’s first teacher in life. The partnership between home and school is crucial to student success. Regardless of the option families select, Polk County Public Schools values the partnership with each child’s family and will strive to continue to make meaningful connections in each schooling setting.

Families who select either Campus eSchool or Polk Virtual School will also serve as their child’s learning coach. This role is important in supporting your student. Each family will need to make plans to set aside time during the regular school day for Campus eSchool or create a schedule if attending Polk Virtual School in order to support student success. Families will also need to consider how they will monitor virtual learning and digital platforms. Parent Portal, parent virtual accounts and communication with your child’s teacher(s) will also be an important tool in monitoring your student. If you do not already have a Parent Portal account, please reach out to your child’s school to set up an account. Parent Portal allows families to monitor grades, attendance, student records, and even lunch accounts when students are in a brick-and-mortar setting.
FAQ

In order to best address the many questions parents, students, staff, and the community have about our current learning options, please visit: polkschoolsfl.com/reopening for our FAQs on the following topics in English and Spanish:

- Campus Learning FAQ
- Bus Transportation FAQ
- Campus eSchool FAQ
- Polk Virtual School

HOW TO ACCESS ONLINE TEXTS, TUTORIALS, ETC.

We look forward to using Schoology in our classrooms during the 2020-2021 school year to enhance connectivity and communication across Polk County Public School. Schoology is an integrated learning management solution that provides course management, mobile learning, and support for system-wide communication. Schoology enables our students, parents and teachers to engage with learning materials and their school community from the classroom and beyond.

With Schoology, students can digitally submit homework assignments, review grades, participate in interactive discussions, receive announcements and feedback, take tests, write academic blogs, and more. Parents will be able to view their child’s activity within the platform.

Your child’s teacher will update you with information needed regarding Schoology and your child’s unique log-in. You may also view this brief video to learn more about Schoology: vimeo.com/46433066

Tech Support for students and families is available 24/7 via the following link polkschoolsfl.com/technology.

On school days, students and families may also call 863-614-1600 for technology and curriculum support.

HOW TO ACCESS DISTRICT PORTAL

ClassLink is the district Single Sign-on Protocol (SSO) used by students and staff to access digital curriculum/resource sites that are SSO capable. The use of the SSO eliminates the need for a user to remember multiple usernames and passwords.

When logging onto school-issued devices, each student uses their @mypolkschools.net account. Their ClassLink Dashboard will be the default web page/home screen. Students use ClassLink to access the following District Curriculum Applications.

SPECIAL STUDENT ACCESS INSTRUCTIONS

Note: If you have more than one student in your home that is using ClassLink for Students, all browser windows will need to be closed before another student logs into ClassLink for Students.

- Before accessing ClassLink for Students, close all browser windows (internet sites/pages) that are open.
- Open your browser and go to https://launchpad.classlink.com/mypolk?autosamllogin=1
• Type your username + @mypolkschools.net in the Authentication Request box. (Example: pennyc@mypolkschools.net) Then type in your password. (In some instances, you may have to enter logon credentials twice.)

ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

Students with disabilities will be provided the same access to digital devices and curriculum as their non-disabled peers. Student’s whose individualized education plans (IEP) include the use of assistive technology support will be provided additional equipment to the maximum, reasonable extent possible in accordance with their IEP and district property requirements. Additional devices, such as iPad’s and student laptops, may be purchased specific to a student’s need for access to an online educational setting.

TEXTBOOK AND MATERIALS CHECK OUT AND RETURN

Students may access many instructional materials directly through ClassLink and Schoology. In the event a student needs to check out physical materials to support learning in Campus eSchool, they may do so by contacting the local school of enrollment. Materials will be assigned via each student unique student identification via the Destiny system to monitor inventory. When students check out and return materials options will occur for in-office appointments or curb-side service as necessitated by local health and CDC guidelines.
SECTION III: RESPONSIBILITIES

TEACHER RESPONSIBILITIES

Teacher responsibilities are defined through Florida Statute, Florida Administrative Code: Principles of Professional Conduct for the Education Profession in Florida, and the local collective bargaining agreement. Please note this document is fluid and may change as information is acquired from the Florida Department of Education and/or any future Memorandum of Understating established with the Polk Education Association.

SCHEDULE

Teachers work 7.75 hours per day by contract. Teacher hours will coincide with the schedule of the respective school of enrollment.

EVALUATION

The teacher evaluation system for all Polk County Public School teachers is in effect for the 2020-2021 school year. SAO and observational timelines can be found by logging in to TheHub at thehub.polk-fl.net and then navigating to Professional Development > Evaluation Info > Teacher. The following documents are available: Employee Evaluation Manual, SAO Manual, Instructional Evaluation Rubrics, and Evaluation Timelines.

INSTRUCTION

The district’s program of instruction shall provide all courses for promotion, ultimately leading to graduation. Instruction is designed to meet State Board of Education adopted standards in the following subject areas: reading, English Language Arts, mathematics, science, computer science and technology, social studies, foreign languages, health and physical education, the arts, and career technical education courses. Instructional staff members, subject to Board policy and State Board of Education rules, shall teach efficiently and faithfully, using instructional materials required that meet the highest standards for professionalism. Board Policy 2215 – Program of Instruction provides additional guidance. During the time in which this Instructional Continuity Plan is in place, Campus Learning, Campus eSchool, and Polk Virtual School will abide by all policies, procedures, and timelines outlined by PCPS. In addition, PCPS’s state approved Innovative Reopening Plan is also in effect.

CLASS ATTENDANCE

Teachers will input student attendance daily, by period. Student attendance in either Campus Learning or Campus eSchool is of critical importance. Student records must be accurate and timely. Student attendance is also directly linked to funding under Florida’s Full Time Equivalent formulas for student’s participation in school. PCPS Policy 5200 in regard to student attendance is in full effect.
GRADING

Teachers will monitor, provide feedback, and input student grades for each instructional setting. Student grades in either Campus Learning or Campus eSchool is of critical importance. Student grades must be accurate and timely. The Student Progression Plan, Elementary Grade Reporting Handbook, and the Secondary Grade Reporting Handbook are in effect along with PCPS Policy 5420 regarding student grades.

ASSESSMENT

Students participating in Campus Learning, Campus eSchool, and Polk Virtual School will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. Teachers are responsible for implementing instructional supports and/or enrichment to promote student progress based on progress monitoring.

The Florida Standards Assessments (FSA), which measure student success with the Florida Standards, include assessments in English Language Arts (grades 3-10), Mathematics (grades 3-8), and End-of-Course (EOC) assessments for Algebra 1 and Geometry are also scheduled to take place for the 2020-2021 school year. In addition, other standardized tests including, but not limited to, the Statewide Science Assessments in grades 5 and 8, NGSSS EOC Assessments, Advanced Placement, IB, and AICE exams, as well as other national and state assessments will be given. Information on Florida’s assessments and general calendar can be found here: www.fldoe.org/accountability/assessments/k-12-student-assessment

COMMUNICATION WITH ADMINISTRATION

Faculty and staff communication are essential in creating a high-performing learning and working environment. Principals, teachers, staff, parents, and students aim to keep all lines of communication open and professional. Principals may meet with staff at designated times outlined in the Teacher Collective Bargaining Agreement and any accompanying Memorandums of Understanding. All mediums of support provided to staff must be maintained in the various working/learning settings: Campus Learning, Campus eSchool, and Polk Virtual School.

DIGITAL ETIQUETTE

As professionals, students and parents look to teachers to model appropriate behaviors in virtual learning settings. Consider the guidelines below:

- Maintain separate sites for personal and professional use. Do not use your personal email addresses, websites, or social media sites for online teaching or communication.
- Dress appropriately when appearing in video streaming. Students need to see that you are taking this seriously and it is “business as usual.”
- Be cognizant of background noises in phone and streaming conversations. This is especially true if you are working from home. Background sounds from pets, television, and conversations from others in the household can be distracting in a distance learning setting. Find a quiet place when meeting online.
- Prior to appearing online, make sure you blur your background or are in a professional setting. This includes removing food and drink from your workstation when meeting online.
- Make sure all links, streamed activities, and online content is completely vetted and appropriate prior to sharing with students.
More information for various stakeholders on digital supports can be found here: Resources for Online Classroom Teachers tinyurl.com/PolkTeachOnline and CurriculumApps tinyurl.com/PolkInstructionalApps

ESE ASSIGNMENTS AND RESPONSIBILITIES; DOCUMENTATION

Teachers and related service providers of students with disabilities will continue to provide documentation of students’ accommodations and services within their lesson plans and various service delivery documentation methods. Districtwide IEP documentation forms will be recommended for these purposes as are routinely provided throughout the traditional scheduled school year. District level staffing specialists and other Exceptional Student Education (ESE) personnel will assist in supporting teachers with documentation as well as with monitoring the services provided to students.

ELL ASSIGNMENTS AND RESPONSIBILITIES; DOCUMENTATION

The district’s English Speakers of Other Languages (ESOL) Department will work with individual school-level English Language Learners (ELL) Committees to review the progress of ELL students within the context of proficiency/achievement prior to the school closures and proficiency data at the beginning of the 20-21 school year to identify ELLs who have regressed and determine if additional or supplemental ESOL services are needed. ELL Committees will review Star Early Lit, Star Reading, and Star Math data from last year and the beginning of 20-21 school year to determine any regressions that may have occurred. Additional data from Smarty Ants, IStation, Freckle Math, and Achieve may be used, as needed, to confirm committee determinations.

The district’s ESOL department will continue to support school-based ELL Committees by assisting with data disaggregation for ELL students after each state-approved progress monitoring period. The district ESOL department will also support school-based ELL Committees with analyzing student’s scores from standardized assessments, including Star, ACCESS, and FSA, if applicable, to determine if the student was on level or below level prior to school closures and whether they are continuing to make expected progress. The district’s ESOL department will ensure each school-based ELL Committee review student performance in core academic subjects (ELA, math, science, social studies) after each interim report period and grading period to ensure ELL students are making satisfactory progress in all core academic areas. The district’s ESOL department will support the ELL Committees and work with their assigned schools to develop procedures to progress monitor and identify the ELL students who need additional or supplemental ESOL services. The ESOL department will also deploy district-level support to work closely with teachers and students to ensure students receive intervention to address regression and proficiency needs throughout the school year.

Teachers and instructional personnel are expected to follow all assignment, documentation, and responsibilities associated with supporting ELLs.

OTHER SPECIALIZED PROGRAMS

Career and Technical Education (CTE)

Career and Technical Education Instructors will provide instruction while using COVID-19 precautions during instruction, industry certification, and skills training. Teachers are encouraged to meet the state curriculum frameworks through skills or alternative tests/assignments. Students in eLearning will be offered opportunity to obtain necessary skills or industry certification testing. Students who choose not to participate in onsite skill instruction or take the industry certification exam should not be penalized in their grade. CTE Instructors should contact their subject area Teacher Resource Specialist Trainer (TRST) for support or information.
Dual Enrollment (DE)
Instructors must use the student Learning Management System provided by the college (CANVAS or MyFire) as the Campus eSchool platform. Instructors are expected to incorporate the Learning Management System from the college, and the content resources contained within, as much as possible during in-class face-to-face learning formats for all Dual Enrollment courses. Virtual trainings will be available, and teachers are expected to complete training prior to the scheduled start date of the Dual Enrollment course(s). Students and instructors can access help services from the college if in need of assistance during the course.

Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Advanced International Certificate of Education (AICE)
Teachers will adhere to the requirements and expectations that are described in this plan for all other non-CTE or non-DE courses, unless otherwise noted by school administrators.

ADMINISTRATIVE RESPONSIBILITIES
Building principals provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. For the duration of this Instructional Continuity Plan, principals will ensure their essential job functions in all settings: Campus Learning and Campus eSchool. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and the community in support of enhanced student learning.

SPECIAL SUPPORT FOR STAFF DURING EMERGENCIES
Principals will follow recommendations from Human Resources and Risk Management in regard to responding to COVID-19. The most up-to-date information is available on TheHUB: thehub.polk-fl.net/infoforemployees.

PLANS AND PROCEDURES THAT DELINEATE ESSENTIAL FUNCTIONS
Essential functions are given to principals in the Instructional Continuity Plan, Student Progression Plan, and related board policy for instruction. Essential functions for operations are outlined in the Administrator’s Operational Guide. During the pandemic, essential functions are delineated in each school’s individual Pandemic Response Plan, which is submitted, reviewed, and approved by the respective Regional Assistant Superintendent.

In the event of a local school, cluster of schools, or district-wide closure due to health, safety, or natural disaster, principals will review the following ICP checklist in consultation with their Pandemic Response Plans.

ICP PLANNING CHECKLIST

• Immediately
  o Share this plan with school administrators and teachers.
  o Ensure teachers have devices, login, and use access to resources.
  o Develop a plan for providing mobile devices to students based on prearranged needs and availability of resources.

• Upon Notification of Closure
  o Direct students, parents, staff, and the community to polkschoolsfl.com
o Deploy mobile devices to students (must have signed acknowledgement form on file). Ensure devices are checked out using Destiny Resource Management, Appendix C (Mobile Device Agreement/Acknowledgement). Devices deployed by priority: seniors, high school core credit bearing courses, etc.
o Teachers will inform students of their online and/or paper-based learning opportunities and digital resources that are available to them during the school closure.

- **Upon return from closures**
o Collect and check in mobile devices.
o Follow guidance from the Florida Department of Health in Polk County and the Florida Department of Education.

**EMERGENCY DECISION MAKING PROCESS AND DELEGATION OF AUTHORITY**

Emergency decision making is specified in state law and board policy to the Superintendent of Schools. In the event an emergency decision needs to be made at the local school level, the principal will work in conjunction with their respective Regional Assistant Superintendent to communicate with the Superintendent and Deputy Superintendent.

**SCHOOL COUNSELING AND MENTAL HEALTH**

**Campus Learning**

School Counselors are essential to the overall success of the school environment. In promoting the well-being of all students, school counselors provide a comprehensive program to support development in the areas of academics, social/emotional health, and college and career planning. School Counselors provide culturally relevant services to students, while serving as liaisons to teachers, parents, and community partners to ensure that students receive equitable services. While school counselors do not provide ongoing therapy, they assist students and families with gaining access to external mental health services, as needed.

School counselors participate in regular progress monitoring of students. This allows school counselors to identify students that may need more intensive support to ensure promotion and/or graduation requirements are met. School Counselors also use data and research to effectively lead, facilitate, and participate in Problem Solving Teams, Crisis and Threat Management, and implementing a Multi-Tier Systems of Supports framework of services.

**Campus eSchool Learning**

School Counselors will support students enrolled in the Campus eSchool Learning option with relevant and ethical school counseling services. Student records will continue to be monitored at the school site. Parents and students will be provided flexible opportunities to contact the school counselor by phone, email, or through a district-approved virtual platform. In addition, School Counselors will provide and encourage the use of online resources for students and families. The American School Counselor Association’s Ethical Standards for School Counselors will help guide the work in addressing challenges or limitations that may arise in a distance learning instructional model.

**Polk Virtual School (PVS)**

Students enrolled at Polk Virtual School are assigned to a designated school counselor. The school counselor works to provide equitable and relevant services and support, as would a traditional school counselor. However, considering the nature of the instructional model, the services provided by the PVS school counselor would be closely aligned to that of the Campus eSchool Learning option.

Mental health services are provided for all students throughout the district through a coordinated system of care that may include community service providers as well as district employees. School teams consider the entire continuum of
supports psychoeducation; group counseling; crisis prevention and intervention; individual counseling; as well as wraparound supports that a student may require. Services can be provided by a school counselor, social worker, school psychologist, or mental health facilitator through individual face-to-face sessions, small group, and/or virtual telemedicine sessions through a Health Insurance Portability and Accountability Act (HIPAA) compliant platform. Services and supports for students, as well as professional development opportunities for staff related to trauma-informed schools and social emotional learning will be provided in accordance with the district’s Mental Health Plan.

**ESE, RELATED SERVICES AND 504 SUPPORT; MEETINGS, CONTINUED SERVICES, PARENT SUPPORT**

Administrators will maintain responsibility for school-based oversight of all ESE program services, personnel, and the necessary provision of support in coordination with district-level personnel. School-based LEA Facilitators/Contacts will continue to serve as a valuable point of contact for parents, staff, and leadership team members.

The district ESE department will provide protocols for schools to prioritize IEP team meetings for students with disabilities. Areas to consider will include the student’s prior participation in distance learning activities in spring 2020, access to and ability to participate in distance learning and related services, and results of the student’s participation and end-of year performance. As IEP teams meet, the student’s individual education needs and option for participation in the back-to-school setting will be discussed. If a student has not received services for an extended period of time, the student’s IEP Team, or appropriate personnel under Section 504, will make case-by-case determinations regarding the extent of services missed and the necessity of applicable make-up services, increased IEP services, compensatory education, and/or other changes. Student IEP teams, including parents, will meet virtually through a GoToMeetings platform, as well as telephone attendance options for parents, which have always been in place.

**NON-INSTRUCTIONAL RESPONSIBILITIES**

Principals will direct the work of non-instructional staff per collective bargaining agreements for the respective employee classification.
ATTENDANCE (5200)

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. Students between sixteen (16) and eighteen (18) years of age must regularly attend school and are subject to all required intervention and related enforcement procedures unless the parent and the student have formally terminated school enrollment by completing the Declaration of Intent to Terminate School Enrollment form and have participated in an exit interview. School attendance shall be the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators have the responsibility to encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent. Schools will record absent and tardy students in the automated student attendance recordkeeping system.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

A. absences must be reported to the school by the parent or adult student as soon as practicable; Failure to report and explain the absence(s) shall result in unexcused absence(s). The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal;

B. teachers shall record absentees each period of the school day and report absences, excused and unexcused, as required by the school;

C. insofar as possible, parents should be contacted each time their child has an unexcused absence, or an absence for which the reason is unknown, to prevent the development of patterns of nonattendance;

D. when a student has at least five (5) unexcused absences or absences for which the reasons are unknown, within a calendar month, or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, the teacher shall report to the Principal that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that the absences are not a pattern of nonattendance, the Principal will refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential resolutions. If the problem is not resolved, the child study team will implement interventions as provided in F.S. 1003.26.
Excused Absences
The Board considers the following factors to be reasonable excuses for time missed at school:

- Personal illness of the student (medical evidence will be required by the Principal for absences exceeding ten (10) days during the school year. After ten (10) parentally approved excused absences, a doctor's verification will be required. A Medical Documentation for Excessive Absences form will be used for documentation of a student’s ongoing treatment for a medical condition.
- Court appearance of the student.
- Medical appointment of the student.
- Pregnancy related issues (see also Policy 5751).
- An approved school activity (absences recorded but not reported).
- Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the School District which, after taking into account the material circumstances, would render impracticable a student's attendance at school. (F.A.C. 6A-1.09513)
- Other absences with prior approval of the Principal.
- Attendance at a center under Children and Families Services supervision or the Department of Juvenile Justice supervision.
- Significant community events with prior permission of the Principal.
- Religious instruction or holiday.
- Illness or death in the immediate family.
- Trips with parents shall be prearranged and approved by the school administration. If such trips are not prearranged, the absences shall not be excused unless the trip was necessitated by an emergency. The Principal will make the final determination.
- Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Absences not included in excused absences listed above shall be unexcused.

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned.

Make-Up for Absences
For excused absences, the student shall have a reasonable amount of time, no fewer than the number of days absent plus two (2) to complete and hand in work for credit, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances.

For unexcused absences, work missed during the student's first three (3) days of unexcused absences during a semester is expected to be made up. This includes absences caused by an out-of-school suspension. The right of students to make up work on the fourth unexcused absence and all other days of unexcused absences per semester may be denied.

GRADING – REPORTING STUDENT PROGRESS (5420)

The School Board believes that the cooperation between school and home is an essential ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student progress in school.

The Board recognizes its responsibility for providing a system of grading student achievement that can assist the students, teachers, and parents appropriately to determine how well the student is achieving the goals of the District's education program.
The Board believes the District's grading system should be reliable and that each student's grades accurately signify his/her degree of accomplishment of those expected learning outcomes that are to be stated for each program at every grade level, kindergarten through 12th grade.

The Board directs the establishment of a system to notify parents of student progress which shall include early warning system notification, written reports, and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with the Student Progression Plan (SPP) committee, shall develop guidelines and procedures for grading. Each teacher is required to follow the established guidelines and procedures and each principal is responsible for monitoring the compliance of each teacher in their school. (Elementary Reporting Guide; Secondary Reporting Guide)

Additionally, the SPP committee will review procedures for reporting student progress that:

A. provide that both student and parent receive warning or notification of a pending grade of "failure" or one that would adversely affect the student's status excluding coursework provided outside the District;
B. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
C. provide for a periodic review and improvement of methods of reporting student progress to parents.

The Board requires that the District's grading scale be consistent with State statute. Furthermore, the Board believes that each student's grades should accurately reflect his/her degree of accomplishment of those expected learning outcomes that are stated for each program at every grade level, kindergarten through 12.

Grade Forgiveness
To assist in meeting graduation requirements, students may take the following actions to improve their grades and their grade point average (GPA):

A. High school students may replace a grade of "D" or "F", or the equivalent of a grade of "D" or "F":
   1. for required courses, with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course; and
   2. for elective courses, with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.
B. Students in the middle grades (6-8) who take any high school course for high school credit may replace a grade of "C", "D", or "F", or the equivalent of a grade of "C", "D", or "F", with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course.

Only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to this policy shall be included in the calculation of the cumulative GPA required for graduation.

Student Workload
Campus eSchool Learning will require the same workload as campus brick-and-mortar instruction. All instruction, regardless of option, will follow the established Polk County Public School's curriculum maps. Please see the Student Progression Plan for more information: polkschoolsfl.com/studentprogressionplan.

STUDENT PRIVACY AND SAFETY (8330)

In order to provide appropriate educational services and programming, the School Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information. Please see hyperlink for full policy. Policy topics
include but are not limited to: maintenance of student records, periodic review for elimination of outdated information in student records by the custodian or designees (F.S. 1001.52), limitations on collection and retention of certain information, access to student records, fee schedules: copies of records - transcripts - age verifications, court request of records, hearing procedure to correct student records, disclosure of student record information, maintenance of student records, court request of records, hearing procedure to correct student records, disclosure of student record information, directory information, transfer of student records, request for student Social Security Numbers at enrollment.

SAFEKEEPING AND ACCESS TO ESSENTIAL RECORDS AND DATABASES (8310)

The School Board recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction. Please see hyperlink for full policy. Policy topics include but are not limited to: Exemptions from Public Records and Access to Public Records. All District records will be maintained in accordance with general records schedules GS1-SL and GS7, as established by the Department of State.

EXCEPTIONAL STUDENT EDUCATION (ESE) (2460)

The School Board, as an expression of its commitment to provide a free, appropriate, public education for students with disabilities in accordance with State and Federal laws, rules, and regulations, shall develop and implement The Polk School District Special Programs and Procedures for Exceptional Students. This document shall include at least the components listed below, shall provide administrative procedures for Exceptional Student Education Programs, and shall be revised when required by the Florida Department of Education (FLDOE), readopted, and submitted to the FLDOE.

A. Child Identification
   The District will make ongoing efforts to identify, locate, and evaluate students below twenty-two (22) years of age, who reside within the District and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.

B. Procedural Safeguards
   A child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free, appropriate, public education to the student.

C. Multifactored Evaluation
   A student may not be given special instruction or services as an exceptional student until after s/he has been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.

   The District will provide a comprehensive evaluation for students with disabilities by ensuring that:

   1. children are assessed in their native language or other mode of communication;
   2. tests are used for their validated purposes;
   3. children are evaluated in all areas related to their suspected disability;
   4. testing is conducted by a multidisciplinary team;
   5. testing materials and procedures are not racially or culturally biased;
   6. tests are administered by trained personnel qualified in accordance with all Federal regulations and State standards;
   7. tests are administered in conformance with the instructions provided by the producer;
8. medical evaluation, when required as part of the comprehensive evaluation, shall be provided at no cost to the parent by a licensed physician designated by the Superintendent or his/her designee, when other no-cost resources are not available.

The parent of an exceptional student evaluated and found eligible or ineligible shall be notified of each such evaluation and determination. Such notice shall contain a statement informing the parent that s/he is entitled to a due process hearing on the identification, evaluation, and eligibility determination or non-determination.

D. Individualized Education Program (IEP)

The District will develop an individualized education program (IEP) for each child with a disability who needs special education and related services. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in meetings with the child’s designated IEP Team. At the initial meeting of a student’s IEP team, the District will provide parents with information about the amount of funding the District receives for each of the five (5) exceptional student education support levels for a full-time student.

Parents of the child shall be strongly encouraged to participate in all planning conferences and IEP Team meetings. The school will provide written notice of an IEP meeting to the parent at least ten (10) days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting. The IEP Team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice. The child's IEP shall be reviewed and revised as often as necessary, but at least annually.

The District will utilize FLDOE parental consent forms for the following actions in a student's IEP:

1. administer to the student an alternate assessment pursuant to F.S. 1008.22 and provide instruction in the State standards access points curriculum; and
2. place the student in an exceptional student education center.

Except for a disciplinary interim alternative placement for no more than forty-five (45) school days, if the District determines that there is a need to change a student's IEP as it relates to the actions described above in 1 and 2, the school must hold an IEP Team meeting that includes the parent to discuss the reason for the change.

The District will not implement the change without parental consent unless the District documents reasonable efforts to obtain the parent's consent and the child's parent has failed to respond, or the District obtains approval through a due process hearing.

The child's IEP shall be reviewed and revised as often as necessary, but at least annually.

District personnel will collaborate with private instructional personnel who are hired or contracted by parents in compliance with F.S. 1003.572. "Private instructional personnel" include only the following:

1. individuals certified under F.S. 393.17 or licensed under Chapter 490 or Chapter 491 for applied behavior analysis services as defined in F.S. 627.6686 and 641.31098;
2. speech-language pathologists licensed under F.S. 468.1185;
3. occupational therapists licensed under part III of 379 Chapter 468;
4. physical therapists licensed under Chapter 486;
5. psychologists licensed under Chapter 490; and
6. clinical social workers licensed under Chapter 491.

Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel will be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting only if the following requirements are met:
1. the student's public instructional personnel and principal consent to the time and place; and
2. the private instructional personnel satisfy the requirements of F.S. 1012.32 or 1012.321.

E. Least Restrictive Environment
The education of students with disabilities will occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

F. Confidentiality of Data
The confidentiality of personally-identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction; one official of this School District shall be assigned the responsibility for protecting the confidentiality of personally-identifiable data. The District follows all Federal regulations and State standards related to the confidentiality of data. (See Policy 8330 - Student Records)

G. Due Process
The District will use procedures that allow differences of opinion between parents and this District or between agencies and this District, to be aired and resolved. The procedures shall provide for case conferences and impartial hearings on the District's proposal or refusal to initiate or change the identification, evaluation, eligibility, or educational placement of the child, or the provision of FAPE to the child.

The impartial hearings shall be conducted by an administrative law judge (ALJ) from the Florida Division of Administrative Hearings (DOAH) and shall be considered final. However, any party who does not agree with the findings and decision in the due process hearing, including a hearing relating to disciplinary procedures, has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction or in a district court of the United States without regard to the amount in dispute. In the alternative, in hearings conducted on behalf of a student who is identified as gifted, any party aggrieved by the decision of the ALJ has the right to request a review of the order by the District Court of Appeal as provided in F.S. 120.68.

During the pendency of a due process hearing or appellate proceeding regarding a due process complaint, the student shall remain in his/her current educational assignment, unless the parent and the Board otherwise agree.

H. Surrogate Parent
It shall be the policy of the District that whenever the parent or a person who acts in a parental role to a child with a disability or a child suspected of having a disability is determined to be legally unavailable, the child's rights shall be protected through the assignment of a surrogate parent. A surrogate parent means an individual appointed by the Superintendent and/or the court to act in place of a parent in educational decision making and in safeguarding a child's rights under the Individuals with Disabilities Education Act. The surrogate parent shall not be an employee of the Department of Education, the School District, a community-based care provider, the Department of Children and Family Services, or any other public or private agency involved in the education or care of the child. The surrogate parent shall meet all statutory requirements and attend the required training to be appointed. The Superintendent shall appoint a surrogate not more than thirty (30) days after the District determines a particular student is in need of a surrogate.
I. Testing Programs
Students with disabilities shall participate in local and State-wide testing programs to the maximum extent appropriate. Individual exemptions shall be determined only during an IEP conference. Exceptional students with disabilities shall have access to testing sites.

A student for whom the IEP Team determines that the Statewide, standardized assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the Statewide, standardized assessment requirement waived for the purpose of receiving a standard high school diploma if the student completes the minimum number of credits and other requirements for graduation, but does not earn a passing score on the Statewide, standardized assessment after one (1) opportunity in the 10th grade and one (1) opportunity in the 11th grade.

Further, pursuant to State law, the IEP team may determine that end-of-course assessments cannot accurately measure the abilities of the student with disabilities and may, therefore, waive the use of the results of the end-of-course assessment for purposes of determining the student's course grade and middle school promotion or award of high school credits.

If the IEP Team determines that a student with a disability is prevented by a "circumstance" or "condition" as defined in F.S. 1008.212 from physically demonstrating the mastery of skills that have been acquired and are measured by the Statewide standardized assessment, a Statewide standardized end-of-course assessment, or an alternate assessment under F.S. 1008.22(3)(c), the IEP Team may submit to the superintendent a written request for an extraordinary exemption from the administration of the assessment, pursuant to F.S. 1008.212. The request may be made at any time during the school year, but not later than sixty (60) days before the assessment for which the request is made. The superintendent will recommend to the Commissioner of Education whether the request should be granted or denied, and the Commissioner will grant or deny the requested exemption within thirty (30) days. A copy of the District's procedural safeguards as required in F.A.C. 6A-6.03311 shall be provided to the parent. If the parent disagrees with the IEP Team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent.

A parent who disagrees with the Commissioner's denial of a requested extraordinary exemption may request an expedited hearing before DOAH pursuant to F.S. 1008.212.

J. Right to be Accompanied at Meetings Pertaining to Students with Disabilities
Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at a meeting with District personnel. Such meetings include, but are not limited to, meetings related to the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an individual education plan (IEP); the development of a 504 accommodation plan issued under Section 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the student's educational environment, discipline, or placement of a student with a disability.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend a meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents of students with disabilities or eligible students with disabilities on school grounds shall sign-in at the front office of such school as a guest.

Parents of students with disabilities, or eligible students with disabilities, and District personnel shall sign Form 5780 F1 at the meeting's conclusion which states whether or not any District personnel have prohibited,
discouraged or attempted discourage the parents, or eligible student, from inviting a person of their choice to the meeting pertaining to their child’s, or their own, educational environment, placement, or discipline.

Placing by the Department of Children and Family Services
After the Department of Children and Family Services provides written notification to the District that an exceptional student has been placed in a private residential care facility, the receiving school district shall, within ten (10) business days, review the student's individual education plan (IEP) and shall:

A. provide educational instruction to the student;
B. contract with another provider to provide the educational instruction;
C. contract with the private residential care facility in which the student resides to provide the educational instruction; or
D. decline to provide or contract for educational instruction, in which case the school district in which the legal residence of the student is located shall provide or contract for the educational instruction of the student.

The Superintendent shall administer the local implementation of these State procedures, in accordance with State and Federal laws, rules, and regulations, which shall ensure fulfillment of this policy.

TECHNOLOGY USAGE AND DIGITAL ETIQUETTE (7540.03 STUDENTS)
Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The School Board provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District technology resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system 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 resources by principles consistent with applicable local, State, and Federal laws, the District’s educational mission and articulated expectations of student conduct as delineated in the Code of Student Conduct. This policy and its related administrative procedures and the Code of Student Conduct govern students’ use of District technology resources and students’ personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

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). Because its technology resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District technology 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 and/or Internet connection).

First, the Board may not be able to technologically limit access, through its technology resources, to only those services and resources that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to
assess their appropriateness for supporting and enriching the curriculum according to adopted procedures and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the CIPA. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
B. the dangers inherent with the online disclosure of personally identifiable information
C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and,
D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying procedures.
Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District, with whom they are communicating for school-related projects and assignments unless the parent/guardian elected to opt-out on the “EMAIL & SUPPLEMENTAL DIGITAL RESOURCE OPT-OUT FORM”. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up /registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying procedures.

The Board designates the Superintendent and school administrators as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to students' use of District technology resources.
Polk County Public School’s Instructional Continuity Plan provides information about the educational options available for the 2020-2021 school year. Families may choose from a traditional face-to-face option incorporating guidelines from the Centers for Disease Control and Prevention (CDC) and our local Department of Health (DOH) or one of two online/virtual options. The first of the two online/virtual options is Polk Virtual School, a full-time franchise of Florida Virtual School with other VIP options. The second online/virtual option is Campus eSchool which allows students to remain enrolled in their traditional school, assigned to a teacher from their school, but receive instruction online through the district’s learning management system (LMS). The Campus eSchool option provides instructional services through Schoology allowing for live interaction between students and teachers and between peers. While Schoology will serve as the primary learning platform for the Campus eSchool option, Schoology will also be incorporated into face-to-face instruction ensuring all students have access to effective instructional practices and high-quality instructional materials regardless of which educational option parents may choose for the upcoming school year. The incorporation of Schoology in face-to-face instruction also guarantees instructional continuity in the event of an emergency shutdown at one or more schools.

**OPTION 1: TRADITIONAL FACE-TO-FACE INSTRUCTION**

The traditional face-to-face option closely resembles the traditional school model provided to students prior to COVID-19 but allows for the incorporation of guidelines from the CDC and the DOH. Guidelines may include, but are not limited to, reduced teacher/student ratios, social distancing protocols, and the inclusion of electronic resources to better facilitate whole class, small group, and peer engagement. Students will attend classes daily and receive direct teacher instruction from certified and highly-qualified teachers. Students will participate in highly engaging learning activities incorporating a variety of instructional and assessment strategies.

Teachers participating in the face-to-face option may also include Schoology into the traditional classroom format to enhance and accompany teacher-facilitated instruction. Schoology incorporates a variety of electronic tools and resources providing teachers with options when selecting the best way to teach, enrich, remediate, monitor, and assess standards-based instruction. Schoology also provides students and teachers the ability to continue instruction, without interruption, should one or more schools experience a short-term or long-term emergency shut-down.

Students participating in the traditional face-to-face program will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. Please refer to the Board-approved District assessment calendar.

**ESE, IEP, and 504 Accommodations**

As student instruction is provided, the district will provide special education and related services to students in accordance with a students’ individualized education program (IEP) or Section 504 plans. Students attending school in a brick and mortar setting will continue to receive services as they do during a traditional school year; with additional social distancing and safety precautions in place.

**Access Students**

Unique Learning System (ULS) will be the core curriculum for ESE Separate Class ACCESS Points units across all learning environments in Polk County Public Schools. Teachers will utilize the embedded scheduling assistant in ULS when developing the lesson plans. The teacher will complete the K-12 Profile within ULS by the end of the pre-planning week.
Unique Learning System’s Benchmark Assessment will be completed for each student according to the general education student’s progress monitoring schedule. Monthly pre/post check-point assessments will be conducted with all ACCESS students to monitor progress of the standard-based instruction. Incorporating the student profile, benchmark assessments, and monthly check-point assessments will provide IEP data for an individual student present level information and progress report. Teachers can also include supplemental material to enhance the core curriculum. ULS incorporates assignments for core lessons that may be assigned electronically for students to complete in small groups or individually. ESE teachers will work collaboratively with general education teachers to help modify class materials if a student on access points is mainstreamed for classes or electives.

**English Language Learners**

English Language Learners (ELL) will receive the same instructional protocols described above in the traditional face-to-face option with some additional modifications. ELL students in the face-to-face instructional option will receive direct instruction from certified and highly-qualified teachers who integrate English for Speakers of Other Languages (ESOL) strategies throughout their instruction to support English language acquisition. Additionally, ELL students may receive priority scheduling with a bilingual teacher (if possible), instructional support during whole group and small group instruction from ESOL paraprofessionals or teachers, and their ESOL accommodations for completing classwork and assessments.

**Advanced Placement**

The traditional face-to-face option closely resembles the traditional school model provided to students prior to COVID-19 but allows for the incorporation of guidelines from the CDC and the DOH. Guidelines may include, but are not limited to, reduced teacher/student ratios, social distancing protocols, and the inclusion of electronic resources to better facilitate whole class, small group, and peer engagement. Students will attend classes daily and receive direct teacher instruction from certified and highly-qualified teachers. Students will participate in highly engaging learning activities incorporating a variety of instructional and assessment strategies.

**Dual Enrollment**

The traditional face-to-face option closely resembles the traditional school model provided to students prior to COVID-19 but allows for the incorporation of guidelines from the CDC and the DOH. Guidelines may include, but are not limited to, reduced teacher/student ratios, social distancing protocols, and the inclusion of electronic resources to better facilitate whole class, small group, and peer engagement. Students will attend classes daily and receive direct teacher instruction from certified and highly-qualified teachers. Students will participate in highly engaging learning activities incorporating a variety of instructional and assessment strategies.

Teachers participating in the face-to-face option should also include use of the post-secondary institution’s Learning Management System into the traditional classroom format to enhance and accompany teacher-facilitated instruction. The Learning Management System platform provides students and teachers the ability to continue instruction, without interruption, should one or more schools experience a short-term or long-term emergency shutdown.

**International Baccalaureate (IB) and Cambridge Advanced International Certificate of Education (AICE)**

The traditional face-to-face option closely resembles the traditional school model provided to students prior to COVID-19 but allows for the incorporation of guidelines from the CDC and the DOH. Guidelines may include, but are not limited to, reduced teacher/student ratios, social distancing protocols, and the inclusion of electronic resources to better facilitate whole class, small group, and peer engagement. Students will attend classes daily and receive direct teacher instruction from certified and highly-qualified teachers. Students will participate in highly engaging learning activities incorporating a variety of instructional and assessment strategies.

**Transition Students**

Transition students will be assigned to a Career Experience course to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Transition program services in a brick-and-
mortar setting will allow for the students to have face-to-face instruction as well as hands-on experience that will be transferred through various work experiences on the campus, work site(s) or in the community. Students will also participate in Community Based Instruction once a month. Post-secondary goals and services will be monitored through IEP documentation forms, student work samples and teacher observations. Transportation will be provided.

OPTION 2: CAMPUS eSCHOOL

This option serves as a bridge between a student’s brick-and-mortar school and a purely digital environment. It was designed for families who want their children to return to school but aren’t ready to do so just yet. Students will remain enrolled in their current school, but learning will take place virtually. School days will be highly structured, with specific times for students to log on and take part in lessons and activities. Schoology contains the flexibility to allow teachers to customize instruction to meet students’ needs while providing content that follows the Polk County Public Schools curriculum maps ensuring instruction on the Sunshine State Standards, Next Generation Sunshine State Standards, Florida Standard Access Points, and vocational frameworks in each course, as appropriate.

Students participating in the Campus eSchool Option will participate in regularly scheduled progress monitoring three times during the school year. Progress monitoring tools include Star Early Lit, Star Reading, Star Math, Unique Learning System Benchmark Assessment, district-developed text-based writing assessments and district-developed quarterly exams for science and social studies. Please refer to the Board-approved District assessment calendar.

All instruction, regardless of the option chosen by parents/guardians, will follow the established Polk County Public Schools’ curriculum maps ensuring instruction on the Sunshine State Standards, Next Generation Sunshine State Standards, Florida Standard Access Points, and vocational frameworks in each course, as appropriate.

ESE, IEP, 504 Accommodations

As student instruction is provided, the district will provide special education and related services to students in accordance with a students’ individualized education program (IEP) or Section 504 plans. For students whose parents have elected an online educational setting, instructional and related services will be provided through Health Insurance Portability and Accountability Act (HIPAA) compliant telemedicine platforms where necessary. There may be exceptional circumstances that could affect how a particular service is provided. Students will have access to digital materials and instructional activities through Schoology to support online learning for most courses. Progress monitoring will continue to ensure all students are making adequate progress.

All students have access to many accommodations that naturally occur in the virtual setting. Please note that some accommodations identified in student IEPs or Section 504 Plans may not be possible to implement in the online educational setting. Students/families are encouraged to communicate with their teachers to determine whether the virtual educational environment can appropriately meet the needs of the student.

Access Students

Unique Learning System (ULS) will be the core curriculum for ESE Separate Class ACCESS Points units across all learning environments in Polk County Public Schools. ULS incorporates assignments for core lessons that may be assigned electronically for students to complete in small groups or individually. Students participating in an online educational setting will be provided with digital devices so they may continue to participate in the ULS curriculum under the direction of the teacher, and with the parent supporting as the learning coach. Students may also be provided with paper-based lessons on the occasion that the use of a digital platform in the home environment is determined inaccessible or inappropriate by the IEP team including the parents. ESE teachers will work collaboratively with general education teachers to help modify class materials if a student on access points is mainstreamed for classes or electives.
English Language Learners

English Language Learners (ELL) will receive the same instructional protocols described above in the Campus eSchool option with some additional modifications. ELL students in the Campus eSchool option will receive direct instruction from certified and highly-qualified teachers who integrate ESOL strategies throughout their instruction to support English language acquisition. Additionally, ELL students participating in the Campus eSchool option may receive priority scheduling with a bilingual teacher (if possible), instructional support during whole group and small group instruction from ESOL paraprofessionals or teachers, and their ESOL accommodations for completing classwork and assessments.

Accelerated Programs

<table>
<thead>
<tr>
<th>Accelerated Program</th>
<th>Campus eSchool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP)</td>
<td>Students remain enrolled in their current high school.</td>
</tr>
<tr>
<td></td>
<td>Students’ scheduled time period for the course and assigned teacher may change</td>
</tr>
<tr>
<td></td>
<td>depending on specific teachers available to teach this option remotely, number</td>
</tr>
<tr>
<td></td>
<td>of students, and specific unique courses.</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>Students remain enrolled in their current high school.</td>
</tr>
<tr>
<td></td>
<td>Students will receive course content provided in the college Learning Management</td>
</tr>
<tr>
<td></td>
<td>System delivery platform.</td>
</tr>
<tr>
<td></td>
<td>A student’s scheduled time period for the course, and assigned teacher, may change</td>
</tr>
<tr>
<td></td>
<td>depending on specific teachers available to teach this option remotely, number</td>
</tr>
<tr>
<td></td>
<td>of students, and specific unique courses.</td>
</tr>
<tr>
<td>IB/AICE (3 total schools)</td>
<td>Students remain enrolled in the Program.</td>
</tr>
<tr>
<td></td>
<td>Students should contact their specific school with questions.</td>
</tr>
</tbody>
</table>

Transition Students

Transition students will be assigned to a Career Experience course to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. IEP documentation forms, student work samples, teacher and parent observations will be used in the eSchool setting to document services. Teachers will use Schoology for eSchool, which will allow a student to remain enrolled in their transition class, have access to transition curriculum through Schoology taught by a teacher and supported by a para-professional. The parent will serve as the Learning Coach when students are given assignments and asked to demonstrate a task. The students will have access to virtual Community Based Instruction once a month. Transportation will not be provided. Post-secondary goals and services will be monitored through IEP documentation forms, student work samples, teacher and parent observations.

OPTION 3: POLK VIRTUAL SCHOOL

Polk Virtual has contracts with four state approved virtual instruction providers: FLVS as a franchise, Pearson’s Online and Blended Learning, Edgenuity Instructional Services and K12 Online Learning. The four approved virtual instructional offerings will be used to provide virtual instruction to students in grades K-12.

- Progress Monitoring (state required) is as follows based on the Virtual Instruction Provider
- PVS (FLVS) - Teacher formative and summative assessments are provided to all students throughout the year. Student will also participate in STAR assessments in a manner consistent with PCPS approved assessment calendar.
- Pearson’s Connections - Teacher formative and summative assessments are provided to all students throughout the year. Student will also participate in STAR assessments in a manner consistent with PCPS approved assessment calendar.
- K12 Online Learning – iReady is used as a diagnostic and for instruction. The results of the diagnostic determine the prescribed lessons that the students will be asked to complete weekly. iReady is provided three times to all students in grades K-8 in a manner consistent with PCPS approved assessment calendar.

- ESE, ELL, 504 Accommodations – ESE, ELL and 504 accommodation are reviewed, and students are served case-by-case on the accommodations.
- Access Students – Virtual courses are not available to students with disabilities in need of modified instruction through Access Points curriculum.
- ELL students – The virtual option is available for students with limited to full English-speaking abilities. Students that are none English-speakers have options 1 or 2 to meet their needs.
- Transition Students - Virtual courses are not available for students with disabilities participating in an ESE Transition program.

- Accelerated Programs
  - Advanced Placement (AP)
    - Courses are offered and available for students on three virtual platforms: FLVS, Edgenuity Instructions Services and K12 Online Learning.
  - Dual Enrollment
    - Students will be able to take any previously scheduled Dual Enrollment.
    - Students must transfer to a completely online section from the college.
  - IB/AICE (3 total Schools)
    - Students cannot remain in Program
At this time, Preschool programs to include, VPK, Head Start, and ESE PreK will operate in the face-to-face setting. In the event of an emergency shutdown of an entire school, cluster of schools, or district the following will apply:

- Teacher will contact parent to discuss any distant learning questions they may have and support parent during this time. Head Start Family Service Staff will support families.
- Students will have access to digital materials and instructional activities and/or paper-based lessons to support distance learning during the time schools are closed.
- Teachers may implement Pre-K district-developed, or a combination, of digital support to meet the needs of their diverse students and courses.
- Digital instructional resources will be Instructional core materials using supplemental materials. These resources will support distance learning when a school is closed. Core materials provide standard-based activities. Supplemental materials support learning related to the core materials.
- Distance learning activities are expected for students in all Preschool Programs (VPK, Head Start, and/or ESE PreK).
- Recorded lessons will be made available to students for student that needs extra contact support or not available for instruction block.
- Paper-based lessons will be made available to students. If students are in school when a school closure is announced, paper-based lessons may be distributed to students prior to their dismissal and prior to the school closure. If students are not in session when school closures are announced, paper-based lessons will be made available online at polkschoolsfl.com. Paper-based lessons will be updated periodically throughout extended closures.

Additional ESE PreK Supports Include:

- [https://tats.ucf.edu/](https://tats.ucf.edu/)
- [https://tats.ucf.edu/developmentally-appropriate-activities-for-remote-instruction/](https://tats.ucf.edu/developmentally-appropriate-activities-for-remote-instruction/)
- [https://tats.ucf.edu/links-to-topics-pages-of-resources-resources-information/](https://tats.ucf.edu/links-to-topics-pages-of-resources-resources-information/)

The district website contains detailed information for parents and students including school contact information. The website is located at polkschoolsfl.com.
## INSTRUCTIONAL CONTINUITY PLAN (ICP)

### APPENDIX B: TESTING CALENDAR

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Window</th>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star</td>
<td>Fall</td>
<td>September 1-30</td>
<td>Reading, Mathematics, Algebra &amp; Geometry</td>
</tr>
<tr>
<td>Star</td>
<td>Winter</td>
<td>December 1-18</td>
<td>Reading, Mathematics, Algebra &amp; Geometry</td>
</tr>
<tr>
<td>Star</td>
<td>Spring</td>
<td>April 5-30</td>
<td>Reading, Mathematics, Algebra &amp; Geometry</td>
</tr>
</tbody>
</table>
| District Assessments (optional for some schools) | Quarter 1  | October 12-16      | **Social Studies**: MJ US History, Civics, and US History  
**Science**: Grades 4-8, Biology, and Environmental Science |
| District Assessments (optional for some schools) | Quarter 2  | January 11-15      | **Social Studies**: MJ US History, Civics, and US History  
**Science**: Grades 4-8, Biology, and Environmental Science |
| District Assessments (optional for some schools) | Quarter 3  | March 15-19        | **Social Studies**: MJ US History, Civics, and US History  
**Science**: Grades 4-8, Biology, and Environmental Science |
| District Assessments (optional for some schools) | Quarter 1  | September 25       | Writing Grades 4-5                                                       |
| District Assessments (optional for some schools) | Quarter 2  | November 6         | Writing Grades 4-5                                                       |
| District Assessments (optional for some schools) | Quarter 3  | January 8          | Writing Grades 4-5                                                       |
| District Assessments (optional for some schools) | Quarter 1  | August 26-September 14 | Writing Grades 6-10                                                      |
| District Assessments (optional for some schools) | Quarter 2  | October 27-October 13 | Writing Grades 6-10                                                      |
| District Assessments (optional for some schools) | Quarter 3  | January 19-February 5 | Writing Grades 6-10                                                      |
Polk County Public Schools
Technology Agreement and Acknowledgement Use Form

Date: ___________________  Student Name: _______________________________________________

School: ___________________________________________  Student ID: __________________________

Serial Number: ______________________________________  SAP Number: _______________________

Device Description: _________________________________________________________________

PURPOSE: The purpose of this form is to provide a procedure for students to check-out a computer from Polk County Public Schools for the sole purpose of student educational use. Permission to use the computer is strictly subject to the terms and conditions of this agreement. For the purposes of this Agreement, the term “computer” or “computer hardware” shall refer to the computer equipment selected below, and all accompanying peripherals provided for Student use.

☐ Tablet (Value: $400)  ☐ Keyboard Case (Value: $100)  ☐ Laptop (Value: $700)  ☐ Charger (Value: Laptop $20; iPad $80)

Terms and Conditions

• The student shall be granted use of the computer while enrolled and in good standing as a student in Polk County Public Schools.
• Student and Parent/Guardian are responsible for the pick-up from and delivery to Polk County Public Schools.
• Device to be returned no later than the end of the current school year.
• Student and Parent/Guardian may not make any changes to the device including alterations to the appearance, hardware, or software of the District Issued/technology.
• Student and Parent/Guardian agree to return the computer to PCPS in its original condition.
• Student and Parent/Guardian shall be responsible for any loss or damage.
• Student and Parent/Guardian shall be liable to PCPS immediately upon demand for the payment of an amount calculated by PCPS that is equal to the repair or full replacement value of the computer if:
  o Repair costs exceed the value of computer
  o In the event of confiscation, seizure or expropriation by government action
  o The computer is not returned to PCPS within the time and manner required by this Agreement
  o The computer is not covered by the manufacturer’s warranty
• If payment is not received, Polk County Public Schools, may exercise options as outlined in Florida State Statute for non-collection of instructional materials including, but not limited to, suspension of the student from participation in extracurricular activities or satisfaction of the debt by Student through community service activities.

REV. 200805
Polk County Public Schools
Technology Agreement and Acknowledgement Use Form

My child will access and utilize student email and supplemental digital resources for educational purposes in order to enhance student learning. Selections made will remain in effect for the entire school year or until a change is submitted.

This agreement will be terminated, and the computer must be returned within 5 days if any of the following occur:

a. Student ceases to be enrolled on a full-time basis in Polk County Public Schools; or
b. Student fails to perform any of his/her obligations under this Agreement; or
c. Any violation of the Technology Policies of Polk County Public Schools identified in the Code of Conduct, sections: 7540, 7540.03, and 5136, pages xiii, xiv, and xv.

By signing this agreement, the parties agree to be bound by the terms and conditions of this Technology Agreement and Acknowledgement Use Form for Polk County Public Schools. I also accept responsibility of the return of the above described property, in its present condition, and agree to be financially responsible if damaged or not returned. Credit and/or final grade for the course will not be given until the device is returned or replacement cost for damaged or lost devices is collected.

Student Signature

Parent/Guardian Signature

Student Name (print)

Parent/Guardian Name (print)

Date Computer Issued

Date

District Employee Issuing the Technology

Date

REV. 200805
Escuelas Públicas del Condado de Polk
Acuerdo de Tecnología y Formulario de Reconocimiento de Uso

Date: ____________________  Student Name: __________________________________________

School: ____________________________________________  Student ID: ________________________

Serial Number: ______________________________________  SAP Number: _______________________

Device Description: ________________________________________________________________

**PROPIÓSITO:** El propósito de este formulario es proveer un procedimiento para que los estudiantes tomen prestada una computadora de las Escuelas Públicas del Condado de Polk con el único propósito de uso educativo del/de la estudiante. El permiso para usar la computadora está estrictamente sujeto a los términos y condiciones de este acuerdo. Para los fines de este Acuerdo, el término "computadora" o "hardware de la computadora" se referirá al equipo informático seleccionado a continuación, y todos los periféricos que lo acompañan provistos para el uso del/de la Estudiante.

- Tableta (Tablet) (Valor: $400)
- Estuche para teclado (Keyboard Case) (Valor: $100)
- Computadora Portátil (Laptop) (Valor: $700)
- Cargador (Charger) (Valor: Computadora Portátil $20; Tableta iPad $80)

**Términos y Condiciones**

- Al/a la estudiante se le otorgará el uso de la computadora mientras esté inscrito/a y al día como estudiante en las Escuelas Públicas del Condado de Polk.
- El/la estudiante y el padre/tutor son responsables de recoger y entregar el dispositivo a las Escuelas Públicas del Condado de Polk.
- El dispositivo se devolverá no más tardar del final del año escolar actual.
- El/la estudiante y el padre/tutor no pueden realizar ningún cambio en el dispositivo incluyendo alteraciones en la apariencia, el hardware o el software de la tecnología emitida por el distrito.
- El/la estudiante y el padre/tutor están de acuerdo en devolver la computadora a PCPS en su estado original.
- El/la estudiante y el padre/tutor serán responsables de cualquier pérdida o daño.
- El/la estudiante y los padres/tutores serán responsables ante PCPS inmediatamente después de la solicitud/demanda del pago de una cantidad calculada por PCPS que es igual al valor de reparación o reemplazo total de la computadora si:
  - Los costos de reparación exceden el valor de la computadora
  - En caso de confiscación, embargo o expropiación por acción del gobierno
  - La computadora no se devuelve a PCPS dentro del tiempo y la forma requerida por este Acuerdo
  - La computadora no está cubierta por la garantía del fabricante.
- Si no se recibe el pago, las Escuelas Públicas del Condado de Polk pueden ejercer las opciones descritas en el Estatuto del Estado de la Florida para la no recolección de materiales de instrucción que incluyen, pero no se limitan a, la suspensión del/de la estudiante de su participación en actividades extracurriculares o la satisfacción de la deuda por parte del Estudiante a través de actividades de servicio comunitario.
Escuelas Públicas del Condado de Polk
Acuerdo de Tecnología y Formulario de Reconocimiento de Uso

Mi hijo/a accederá y usará el correo electrónico de los estudiantes y los recursos digitales suplementarios con fines educativos para mejorar el aprendizaje de los estudiantes. Las selecciones realizadas permanecerán vigentes durante todo el año escolar o hasta que se solicite un cambio.

Este acuerdo será terminado y la computadora debe devolverse dentro de los 5 días si ocurre alguno de los siguientes:

a. El/la estudiante deja de estar matriculado a tiempo completo en las Escuelas Públicas del Condado de Polk; o
b. El/la estudiante no cumple con alguna de sus obligaciones bajo este Acuerdo; o
c. Cualquier violación de las Políticas de Tecnología de las Escuelas Públicas del Condado de Polk identificadas en el Código de Conducta, secciones: 7540, 7540.03 y 5136, páginas xiii, xiv y xv.

Al firmar este acuerdo, las partes aceptan estar sujetos a los términos y condiciones de este Acuerdo de Tecnología y Formulario de Reconocimiento de Uso para las Escuelas Públicas del Condado de Polk. También acepto la responsabilidad de la devolución de la propiedad descrita anteriormente, en su estado actual, y acepto ser financieramente responsable si se daña o no se devuelve. No se otorgará crédito y/o la calificación final del curso hasta que se devuelva el dispositivo o se pague el costo de reemplazo de los dispositivos dañados o perdidos.

____________________________________________________________________
Firma del/de la Estudiante (Student Signature)                                        Firma del Padre/Tutor (Parent/Guardian Signature)
____________________________________________________________________
Nombre del/de la Estudiante (Letra de Molde) (Student Name, print)  Nombre del Padre/Tutor (Letra de Molde) (Parent/Guardian Name, print)
____________________________________________________________________
Fecha de Entrega de la Computadora (Date Computer Issued)
____________________________________________________________________
Empleado del Distrito que Entrega la Tecnología (District Employee Issuing the Technology) Fecha (Date)
Lekòl Piblik Rejyon Pok
Fòm Akò Izaj Teknoloji e Rekonesan

Date: __________________________ Student Name: _______________________________________________________

School: ___________________________________________________________________________________________
Student ID: _______________________________________________________________________________________

Serial Number: ___________________________________________________________________________________
SAP Number: _____________________________________________________________________________________

Device Description: _______________________________________________________________________________

OBJEKTIF: Objektif fòm sa-a se pou ofri yon metod pou etidyan prete odinate nan men Lekòl Piblik Rejyon Pok nan lentansyon izaj edikasyon akademik etidyan selman. Pèmisyon pou sèvi ak odinate ya limite strikteman selon regleman e kondisyon akò sa-a san devyasyon. Selon bi ide akò sa-a, mo “odinate” ou “materyèl enfòmatik” va fè referans ak ekipman odinate chwazi piwo yo, e tout lòt ekipman ki an rapò ak yo pou izaj Etidyan.

☐ Tablèt (Tablet) (Valè: $400) ☐ Bwat kès klavye (Keyboard Case) (Valè: $100)
☐ Ôdinate Pòtab (Laptop) (Valè: $700) ☐ Chajè (Charger) (Valè: ôdinate Pòtab $20; Tablèt iPad $80)

Tèm e Kondisyón

• Etidyan-an va gen pèmisyon izaj odinate-a pandan li anwole e li an règ ak Lekòl Piblik Rejyon Pok la.
• Etidyan e Paran/Gadyen yo responsab pou pran e retounen ekipman yo nan Lekòl Piblik Rejyon Pok la.
• Se pou ekipman yo retounen pa pita pase fen ane lekòl ankou-a.
• Etidyam e Paran/Gadyen yo pa gen dwa chanje anyen nan ekipman yo tankou modifye ou chanje aparans, ajoute ou retire pwogram ou materyèl enfòmatik nan ekipman/Teknoloji Distri ya bay yo
• Etidyan e Paran/Gadyen yo dakò pou retounen odinate-a bay PCPS nan menm kondisyon orijinal li.
• Etidyan e Paran/Gadyen yo responsab nenpòt disparisyon ou domaj.
• Etidyan e Paran/Gadyen yo va responsab devan PCPS imedyatman gen yon demand peyiman ki mande yon montan PCPS kalkile ki egal ak pri reparasyon ou pri total valè ranplasman odinate-a si:
  o Pri reparasyon yo depase valè odinate-a
  o Nan ka konfiskasyon, reposesyon ou ekspwopriyasyon anba aksyon gouvènman
  o odinate-a pa remèt bay PCPS nan espas tan e fason Akò sa-a egzije
  o odinate-a pa kouvri anba garanti konpayi fabrikasyon
• Si vèsman-an pa peye, Lekòl Piblik Rejyon Pok yo kapab eközèse opsyon jan sa ekri nan Lwa eta Florid la pou ka non-koleksyon materyèl enstriksyonèl tankou, pou’n site kóm ekzamp selman, sispantsyon patisipasyon etidyan-an nan aktivite ekstrakourikoula ou satisfaksyon dèt la pa mwayen aktivite sèvis kominotè Etidyan.

REV. 200805

39
Lekòl Piblik Rejyon Pok
Fòm Akò Izaj Teknoloji e Rekonesan

Pitit mwen ap gen aksè email etidyan e resous dijital siplemanòt pou bi edikasyonèl yon fason pou aprantisaj etidan-an ka ranfòse. Seleksyon ki fèt yo ap rete anvog diran tout tou lekòl la ou jiska soumisyon yon chanjman.

Kontra sa-a va tèmine, e òdinatè-a dwe retounen nan espas 5 jou si youn nan bagay sa yo rive:

a. Etidyan-an sispân anwole sou baz tan plen nan Lekòl Piblik Rejyon Pok yo; ou
b. Etidyan-an fayi ranpli nenpòt nan obligasyon li yo dapre akò sa-a; ou

Lè Akò sa-a siyen, pati yo dakò yo lye ak tèm e kondisyon ki nan akò Fom Izaj Teknoloji e Rekonesans Lekòl Piblik Rejyon Pok yo. Mwen aksepte responsablite tou pou mwen retounen propriyete ki dekri piwò a, nan menm kondisyon m’pran l nan, e mwen dakò pou responsab finansyèman si li andomaje ou si li pa retounen. Kredi e/ou nòt final kou-a pap bay jiskaske ekipman-an retounen oswa vale ranplasman ekipman pèdi ou domaje yo kolekte.

______________________________________________ ______________________________________________
Siyati Etidyan (Student Signature) Siyati Paran/Gadyen (Parent/Guardian Signature)

______________________________________________ ______________________________________________
Non Etidyan (prente) (Student Name, print) Non Paran/Gadyen (prente) (Parent/Guardian Name, print)

______________________________________________ ______________________________________________
Dat Livrezon òdinatè: (Date Computer Issued)

______________________________________________ ______________________________________________
Anplwaye Distri ki livre Teknoloji ya (District Employee Issuing the Technology) Dat (Date)
Student resources are available on the PCPS website and the library media center page of your school website and are FREE to use all year long, including during school breaks and summer vacation. To access the resources, please visit the library media page of your school’s website or visit, polkschoolsfl.com/onlineresources.
The School Board of Polk County, FL prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, or other basis prohibited by law in any of its programs, services, activities or employment practices. The Board is committed to taking immediate action to eliminate harassment, prevent its recurrence, and address its effects. Students, parents, and district staff are encouraged to work together to prevent harassment. Any student who believes that he or she has been subjected to harassment on the basis of race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, or other basis prohibited by law is encouraged to report the harassment to the district.

Students or employees found to have engaged in acts of such harassment will be promptly disciplined including, if circumstances warrant, suspension or expulsion for students, or suspension or termination for employees.

The Board will provide equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups as required within 34 C.F.R. 108.9.

To file concerns, you may contact the Equity & Compliance Analyst in Human Resource Services at 863-534-0513 or P.O. Box 391 Bartow, FL 33831.
