



# FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

**Local Educational Agency**

Lake Wales Charter Schools

**Charter School**

Lake Wales High School, Edward W. Bok Academy

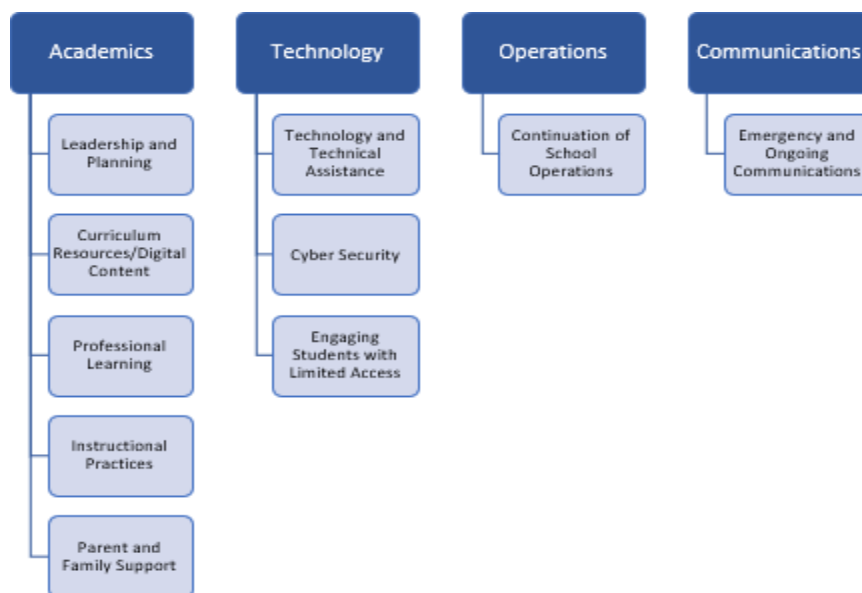
**Submitted by**

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The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Florida Local Educational Agency (LEA) to develop and refine its Instructional Continuity Plan (ICP). LEAs and charter schools are encouraged to review the content in this portal and use it to support their ICP development. For questions about this information or the process of developing your ICP, please reach out to [instructionalcontinuityplan@fldoe.org](mailto:instructionalcontinuityplan@fldoe.org).

### ICP Framework Components

The graphic below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the picture: Academics, Technology, Operations, and Communications.



The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to LEAs and charter schools to assist in designing and refining ICPs across the state of Florida.

LEAs and charter schools will create and insert their plan in the designated fields for the corresponding ICP components for each component. LEAs and charter schools may also include supporting documents for each element.

LEAs and charter schools will use this document to create their plans and, upon completion, transfer the information to the ICP Portal between 9/24/21 and 9/30/21.

Charter School organizations that are not considered one of Florida's LEAs will use this ICP template to create and submit their plans to their LEA.

## ACADEMICS

### Component 1: Leadership and Planning

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

Lake Wales Charter Schools (LWCS) has developed a comprehensive instructional continuity plan to ensure that highly effective, standard-based instruction and student services continue to be delivered during school closures due to the rare occasion of an emergency. LWCS will migrate to virtual learning or alternatives to “Brick and Mortar” until the schools re-open and students return safely. LWCS has an across-functional planning team consisting of the Lake Wales Charter School Board of Trustees, Superintendent of School, Director of Safe Schools, Director of Health Services, Director of Food Services, System Staff, Principals, and School Leadership Teams, Parents, Community Leaders, Polk County Health Department, Polk County Emergency Management, and Local Officials. The goal of the LWCS ICP Team is to minimize disruptions to teaching and learning while providing flexibility and adaptability to all learners. This goal will be obtained through the following critical success factors: clear, concise communication; providing quality remote learning where students have access to core materials used for primary instruction and supplemental materials for enhancement/enrichment activities; providing access to all accommodations as necessary to comply with students unique IEP/504 plans; continue student support services such as mental health, counseling, interventions, and therapies; offer additional supports to English Language Learners (ELL); provide mobile devices for home access to instructional activities; provide mobile hotspots to students indicating the need for internet access, and continue food services as needed. The LWCS critical factors may define as follows: Clear, Concise Communication – The Superintendent will first receive an emergency closure from one of the following agencies: Polk County Emergency Management, Polk County Health Department, or Polk County Public Schools that will trigger a mass communication to all staff. The LWCS Communication Tree will begin with the Superintendent alerting the Chairman of the Board of Trustees and the seven school-site principals. The CFO will call the central office department heads. The principals will initiate their school-site communication trees. The department heads will implement their communication trees in transportation, food services, ESE Services, and federal programs. Communication includes, but is not limited to, landlines, emails, cellphones, text messages, system callouts, Zoom, Remind, Class Dojo, and other types of communication to notify individuals of events and coordinate recovery. Remote Learning for Core Materials – If the school is in session upon emergency closure, schools will pivot to remote E-learning for all core learnings and materials, regardless of access to electricity in any area served by the LWCS system. Lessons will be posted for students in Schoology and Google Classroom for all device admission. Flexibility and consideration will be applied during the initial stages of the emergency. Suppose school is not in session at the time of emergency closure and is safe. In that case, school-site administrators and staff will distribute student devices to students who do not usually take their assigned devices home. Remote Learning for Supplemental Materials – Schools will move to online access to supplemental materials until the school can return safely. Enhancement/Enrichments – The school will turn to online materials and activities for Enhancement/Enrichment activities and materials. Access to all Support Services (mental health, counseling, interventions, and therapies) – LWCS contracts with outside agencies to provide support services. School-site social workers will contact high-risk students at their locations and make home visits. Administrators will ensure that all students' social and emotional health is monitored and proactively addressed by the school site. Supports for English Language Learners – LWCS will provide ELL services to all multi-language learners through personal contact with families by the ESOL teachers located at each school site. If students are identified as Migrate, the coordinator will communicate with families and support students. Provide Mobile Devices – LWCS students are provided a mobile device upon enrollment into our local schools.

## Component 2: Curriculum Resources/Digital Content

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

Lake Wales Charter Schools (LWCS) strives to make every effort to continue all instructional and special services during the time of an unplanned closure due to an unforeseen emergency. LWCS will ensure that all core curriculum resources; and student services are available and accessible to our students through E-learning platforms: Google Classroom and Schoology. Students are provided instruction and continual practice logging in and completing assignments as part of their regular school day. The cross-functional monitoring team's responsibility is to monitor the performance of the two LMS platforms and make sure that curriculum and digital content flow flawlessly. This team will recommend improvements and upgrades to our systems. The cross-functional team is comprised of the IT Coordinator, network managers, administrators, and school-based leadership teams. Surveys will provide critical insights into the professional development needs of our system as they troubleshoot. Teachers are provided professional development on using the LMS, assigning lessons, conducting whole-group instructions, and working with students individually or in small groups via ZOOM during the school closure as part of their ongoing professional development plans. The Teacher Induction Program (TIPs) provides new and beginning teachers support and professional learning on delivering instruction digitally, where to find resources in the curriculum, and best practices for self-paced or teacher-guided eLearning. Teachers who need improvement in technology will be identified by administrators and invited to attend all technology training anytime during the year. Teachers and students are also given time to use practice "log-on" and passwords to access the curriculum for such programs for extra practice or progress monitoring. Usernames and passwords are written in student agendas and given to parents at the beginning of the year. Teachers and other staff members will have usernames and passwords available upon request. Continuous surveying through Google Forms will allow LWCS to adjust school-site or system-wide training and offer courses throughout the school year. If there is no electricity, teachers will assign hands-on project-based assignments related to current curriculum maps. With digital devices and the internet unavailable, teachers will interact with students and families through texting or cell phone apps such as Class Dojo or REMIND. If the outage is lengthy, the LWCS cross-functional team will make home visits and provide students with work packets. The LWCS's cross-functional team will monitor the LMS system to ensure that our student's educational opportunities continue during the temporary closure. The Superintendent and other System personnel will support schools as they monitor teaching and learning. School-site administration will review lesson plans, join Google/Schoology classrooms to observe content delivery and instruction and provide feedback to instructional staff to guarantee student experiences are engaging and relevant. The professional development department will be available to instructional personnel who need extra lesson planning or delivery assistance. The school will provide technical assistance to teachers, parents, and students. Technology resource teachers will be available during designated office hours to assist with hardware, software, and other technology needs. All stakeholders will be surveyed through Google Forms or Survey Monkey when the emergency is concluded. These surveys will improve services and support in times of crisis. This information will be presented to the Superintendent and Board of Trustees.

## Component 3: Professional Learning

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

LWCS will provide quality learning experiences on school-based technology for school leaders and instructional staff. These opportunities will include online learning platforms, FOCUS, OnCourse, Class DOJO, Remind, ZOOM, and the tools used to improve digital lesson planning to ensure continual student learning. Google Form Surveys are sent out bi-monthly and used to pinpoint the learning needs of stakeholders. Surveys taken during a time of emergency will include questions that determine the condition and follow up after the end of the crisis. These learning opportunities will consist of highly effective instructional practices and teacher tools, individual and group sessions, and mentor coaching at the school site. Professional development using digital learning formats will continue throughout the year as survey results warrant the need. Resources are posted on the lwcharterschools.com website under "Employees" than "Professional Development." The Professional Development Coordinator is available to provide support to all staff as requested by the administration, the cross-functional planning team, or individual teachers. Professional development meetings will be held both in-person and via Zoom. Participants will have adequate time to master technology learning objectives with support and mentoring by more experienced teachers. In school closure with electricity, all professional development offerings will continue digitally on Zoom at their prescheduled times. Learning opportunities will be scheduled during planning times, during Professional Learning Communities (PLCs), and after school hours. Continuing PLCs during school closures allows collaborative work to occur regularly. Staff will share experiences, share expertise, plan together, and improve teaching skills to support one another and improve students' academic performance despite the learning conditions due to school closure. Professional development needs will be evaluated and refocused if electricity is lost to include essential training. When schools return, surveys will be conducted to gather data on improving the process and creating better opportunities in the future.

## Component 4: Instructional Practices

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

In the event of school closure that leads to a period of E-Learning, effective instructional practices must continue at the highest levels in our system. LWCS educators will continuously have support to deliver online and blended learning lessons through Google Classroom or Schoology. Educators with eLearning experience and expertise are identified by school administration by observations and surveys before closures. These “experts” will serve as mentors for all instructional staff during school closures. They serve as mentors to help with instructional and technical needs during E-teaching and learning. Continual professional learning on best practices for online learning will be available to all staff throughout the year. Teachers that are new to our system and all beginning teachers will be provided with instruction and resources to enhance learning opportunities and outcomes for students through the Teacher Induction Program (TIPs), school-site professional development, and coaching/mentoring. Resources, guides, and professional development training on Google Classroom, Schoology, and research-based teaching practices are available for use and review on our website. Teachers and students will shift from time to time from “in-person” lesson delivery to all online activities to ensure that specific examples of blended or online learning are practiced. The importance of this strategic practice is to uncover challenges and opportunities given the unique nature of online knowledge and the critical connections that lead to student success. Following these sessions, teachers and students will be observed and surveyed. Additionally, parents will be analyzed to identify needs. Parents will be provided with support and technology assistance at schools or on Zoom. Data from surveys, administrative and team observations, and feedback from parents during the year and the short period schools will be closed will allow the cross-functional planning team to assess the effectiveness of instructional delivery methods and adjust professional development opportunities to meet the needs of our staff.

## Component 5: Parent and Family Support

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

When schools cannot operate safely in a rare emergency, LWCS is prepared to support the number of student needs in the shift to remote learning. Learning from past emergency shutdowns, LWCS implemented the School Reopening Survey, allowing parents and families to give feedback and share thoughts/ideas. The system baseline data guided the cross-functional planning more intentionally for remote learning. A second survey, the Annual Parent Survey, is electronically delivered to all families via school websites and social media on a SurveyMonkey Platform at the end of the year. Parents are asked if their level of comfort during eLearning, if the internet is available in their home, and what other supports would help their child be successful during at-home learning. Surveys by the system, each school, and the classroom teachers continue all year long to understand our stakeholders' most current needs better. Two-way communication with parents and families during this time is essential. System-wide and school-site staff will make every effort to continue regular contact with students and families. Continuing communication using landlines, emails, cellphones, text messages, system callouts, Zoom, TEAMS, Remind, Class Dojo, and home visits will help to ensure that families are aware that all services will be continued during the closure. Administrators, classroom teachers, and special area teachers will give priority to special populations such as students with Individual Education Plans (IEPs) and vulnerable people such as students from low-income families, students of migrant workers, homeless students, students in foster care, and students who are English language learners. Special Education and related services identified in students' IEPs will be provided. An exceptional student educational instructional continuity plan question and answer documents are available for parents on school and system websites and social media. Teachers and providers will continue services. Services may be provided over the phone with the educator, ZOOM meeting with service providers, or other means to avoid disruption. Teachers create lessons that help students become more familiar with their school-issued electronic devices during the regular school year. Homework allows students to use their school devices at home with their parents. These lessons include accessing digital lessons on the schools' LMS, using passwords, troubleshooting, and getting help when needed. Teachers will coach students and parents on best practices for at-home learning. Lessons on finding a distraction-free workspace, caring for the device, and appropriate behavior in cyberspace are provided. Students learn to access core content and supplemental materials for enhancement/enrichment activities. Students will take assessments and how monitor grades. Parents are given instructions on viewing grades online during an open house or upon request. Students and families experiencing technical difficulties with system-issued devices must call their school for assistance. Schools have established tech hours for parents to receive help. Schools also communicate internet resources to both parents and students. Items such as mobile hot spots may be checked out to those in need. City-net, the Lake Wales Library, and local school parking lots' hot spots for internet access will be communicated through various media.

# TECHNOLOGY

## Component 6: Technology and Technical Support

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

The IT Coordinator leads the LWCS Technology Support System. His team includes the school-based IT network manager, administrators, and other tech-savvy staff. Their hardware, software, and system platform expertise will support a smooth transition to E-learn. The IT Coordinator screens the specs of the digital curriculum and all digital devices before purchase to ensure that they interface effortlessly with existing hardware/software to provide limited-service disruptions and eliminate crashes as the volume of traffic is increased a strain on the infrastructure. These efforts guarantee that devices purchased by schools will support the digital curriculum and complies with FAPE. Frequent network testing is conducted to safeguard a smooth transition to successful online learning and ensure a robust set-up, so instruction continues without disturbance or interruption. Our system is frequently upgraded to meet the technology demands. This tech support system is vital in advising schools on the purchases of hard and software to safeguard compatibility at school and home access. They troubleshoot issues that arise from staff, parent, and student surveys collected to determine our system's needs. From survey data, it is determined what devices are needed and how many. Administrators and Network managers monitor digital learning to identify needs and ensure that web content is filtered correctly. Software such as the Chrome Console, Go Guardian, and Bark filter alert teachers and administrators of inappropriate searches or student behavior. Classroom teachers, administrators, and network managers communicate concerns to each other and address issues. Technical support from network managers is vital during this time. School-site personnel may be reallocated, such as paras and resource teachers, to the tech support needed to meet the needs of instructional staff, parents, and students as support are identified during the remote learning model. This may include answering tech phone calls, meeting parents to troubleshoot devices, or assisting with web-based needs. Bus drives will take buses to rural locations to serve as internet hot spots if needed.



## Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cybersecurity-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

LWCS takes every opportunity to ensure its online system's safety, security, and privacy are met. Our IT Coordinator and network managers monitor the Cybersecurity framework to protect against Ransomware and other attacks. His team reviews this framework, often maintains a high level of readiness and reacts to potential attacks that could impact our system. If the unforeseen emergency calls for implementing the System's business continuity plan. Safeguards to recover essential operations at an alternative location include the following: Recovery Priorities – Communication of relocation will be sent using the communication tree. At the determined location, IT will restore information systems for critical business. Records will be kept both rigid and electronically. Relocation Strategies – Relocation to a system school will be determined by the superintendent and the cross-functional planning team with guidance from emergency services. Recovery Phases – These include Disaster Occurrence, Plan Activation, Alternate Site Operation (conducted by the central office staff and members of the cross-functional planning team), Transition to Primary Site (continue critical system business until safe to move back), Records Backup (all data collected during the emergency and records will be kept on the primary site until movement is safe), Restoration Plan (if warranted, the most critical files are backed up and stored in an alternative off-site location), and finally, Recover Procedures (activities or tasks to recover normal business operations in the original site). In the rare treatment occurrence, an incident response plan will be activated.

If an incident is detected and reported to the IT Coordinator, the network IT staff will respond as effectively as possible to minimize the damage, including loss of data, abuse of resources, or loss of trust. They will localize the incident and communicate with other stakeholders within the system and external parties such as Polk County Sheriff Office. The IT staff will collect data and evidence. After the treatment, the team will meet to plan to prevent a recurrence and improve the cyber network security. LWCS has adopted a standard internet usage policy for students and employees reviewed annually and signed by users. Wireless Communication Devices (WCD) include computers, smartphones, tablets, eReaders, and other web-enabled devices owned by the System. The student and a parent/guardian must sign this agreement before using WCDs in our schools. The following policies apply to student use of LWCS WCDs. The student will use their assigned digital device and the System wireless network only at the discretion of school staff for educational purposes. The student will discontinue the use of the WCD at the request of the school staff. The student will be solely responsible for the security, charging, maintenance, and proper care of their WCD. The student will have a full working knowledge of using their WCD. School staff will offer support when needed. The student may be held accountable for any inappropriate or illegal content on their WCD while operating on the School System's property. The student will use the systems secured, CIPA-compliant wireless network. The use of other networks (including cellular) is not permitted. No VPN or other proxy connections are allowed on the school network. The student will have no expectation of privacy in anything they create, store, send, delete, receive, or display on or over the PCPS wireless network. The student will comply with system spencer's technology policies (polkschoolsfl.com/policies and forms) and the procedures at their schools and classrooms. The student must protect the privacy of others and will not use their WCD to record, transmit, or post sound, photos, or video of a person or persons on campus. Nor will any sound, images, or video recorded at school be transmitted or posted without the express permission of school staff. Employee policy on using LWCS computers and wireless devices is outlined in the Employee Handbook.

<https://content.schoolinsites.com/api/documents/95efc45fe810403296357bdd2ef08dae.pdf> n)covered by the Florida Principals of Professional Conduct for Educational Professionals: <https://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml>.

## Component 8: Engaging Students with Limited Access

The language in the ICP should: Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and support for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure support; Ensure that LEA leadership is engaged with particular education service providers to deliver needed support and resources to educators, learners, and families; Research and implement best practices in online special education.

All teachers led by school administrators will continue communications with families in rural areas with limited access and those with special needs or accommodations. An LWCS content delivery plan has been established and includes the support and resources for educators, learners, and families.

Below you will find the roles and responsibilities used to ensure the engagement of all learners: School Roles and Responsibilities

### Administration:

Distribute the Instructional Continuity Plan

Support staff and students/families shifting to a virtual/distance learning environment. Assist staff with implementation of ICP

Communicate regularly with all key stakeholders.

Develop guidelines for instruction in coordination with the administrative team.

### Administrative/Resource:

Create and distribute a survey to find out which families need devices. Allow for check out of Wi-Fi or list free hot spots in our community.

Provide all households requesting a device at least one per household to support the LWCS plan. Support faculty and students/families shifting to a distance learning environment.

Provide written/video support to assist faculty with using digital resources. Seek resources to assist in the distance learning process.

### Resource Teacher(s)

Monitor communication between teachers and their students.

Support faculty and students /families shifting to a distance learning environment. Help teachers implement ICP.

Monitor "Live" Classroom Instructional Lessons

### Classroom Teachers:

Collaborate with other members of your team or department to design distance learning experiences for your students.

Emphasis on keeping the content streamlined and consistent across all grade levels for families with multiple students.

All teachers use Google Classroom or Schoology to deliver content and communicate to stakeholders. There are plenty of free resources available, but we have a quality curriculum designed to meet the state standards. We will continue to instruct students using the tools we use regularly.

Provide a live interactive session daily.

Check your email a couple of times a day for administrative information.

Make sure parents are aware of which online resources your students will access.

Suppose you are making a phone call to a parent/student from your phone; dial \*67 before you dial the phone number. This will block your number from displaying on their caller ID.

# OPERATIONS

## Component 9: Continuation of School Operations

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

School operations will adapt to school closures upon the initiation of the ICP plan. A shift in non-instructional school operations may be needed in the event of school closure. School secretaries, custodians, bus drivers, and cafeteria workers will be essential to close gaps in services upon an extended closure. School administrators will work together to determine the best assignment for noninstructional workers. This group will work to ensure food services are available for families in need. Bus drivers and food service workers will prepare and deliver food to rural locations if needed. Other reassigned staff will manage “pick up” areas for families to receive food and other needed supplies. Custodians may be reassigned to other schools in the system to complete work orders and upgrades that can be completed at a time with no student contact. The change in job assignments will be communicated upon the execution of the ICP. School administrators will determine the site of instructional delivery based on the safety of staff. It will be up to principals to communicate with teachers about the place of instruction (home vs. school) and delivery schedules. Administrators will monitor education, give feedback, and adjust delivery methods to ensure high-quality instruction for all students. ESE and other student services will move to digital delivery methods. The ESE Director and school-site ESE resource teachers will monitor these special services. All details will be released through the protocols mentioned above and the communication lines identified during school closures. Contact and communication with community organizations will provide additional assistance. School partners such as local churches, Lake Wales Care Center, and other local wrap-around supports will be available to students and families.

# COMMUNICATIONS

## Component 10: Emergency and Ongoing Communications

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

LWCS has the privilege of being supported by several stakeholder groups. Communication in a time of school closure to best direct resources is imperative. To keep communication clear and accurate, guidance for stakeholders will come directly out of the Superintendent's office and be published on our website. The Superintendent's designee will inform these groups of any needed support during school closure by emails or phone conversations. The superintendent will assign personnel to partner with our stakeholders to coordinate services for students or families on individual bases.

The following is a list of school stakeholders:

Local Church Partners Lake

Wales Care Center

Lake Wales Charter Foundation LWCS

Business Partners

Lake Wales Literacy School

PTOs

The Lions Club

The Rotary

Boys and Girls Club

City of Lake Wales

LW Fire Department

Kiwanis Club Moose

Lodge 2391

The Green and Gold Foundation

Information on school closures and ways to help will be published on the LWCS website.