



## INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

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LOCAL AGENCY: SARASOTA COUNTY SCHOOLS 58  
CHARTER SCHOOL: SARASOTA ACADEMY OF THE ARTS 0113  
SUBMITTED BY: Dr. JODI KOPACZ, PRINCIPAL

## Table of Contents

### **ACADEMICS**

Component 1: Leadership and Planning	Page 2
Component 2: Curriculum Resources/Digital Content	Page 5
Component 3: Professional Learning	Page 6
Component 4: Instructional Practices	Page 8
Component 5: Parent and Family support	Page 9
Component 6: Technology and Technical Support	Page 10
Component 7: Cyber Security	Page 11
Component 8: Engaging Students with Limited Access	Page 13

### **OPERATIONS**

Component 9: Continuation of School Operations	Page 14
--	---------

### **COMMUNICATIONS**

Component 10: Emergency and Ongoing Communications ESSER III Grant Survey	Page 16
--	---------

### **ATTACHMENTS**

	Page 18
--	---------

## **Academics:**

### **Component 1: Leadership and Planning**

Sarasota Academy of the Arts 2021-2022 Instructional Continuity Plan (ICP) will provide a flawless transition in learning in the event of an extended school closure. Sarasota Academy of the Arts created a cross functional planning team consisting of the Principal, Middle School and Elementary Team Leaders, IT Coordinator and SAA Parents with approval from The SAA Governing Board, and support from the Sarasota County School District.

The Team identified outcomes and goals to effectively implement and promote academic progress for all SAA students in Kindergarten through eighth grade. Sarasota Academy of the Arts has created this plan because we may be required to comply with regulations issued by government agencies, including the Department of Health, The Florida Department of Education, and the Center for Disease Control and Prevention. In the face of the current public health crisis, these organizations may issue regulations which may affect the operation of SAA. This may result in Sarasota Academy of the Arts returning to remote learning.

Sarasota Academy of the Arts ICP Outcomes and Goals:

1. Provide continuous learning in the event of a school closure using technology.
2. Promote parent communication while ensuring that every student is making adequate academic progress.
3. Maintain services for the benefit of SAA students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners, students in foster care, and students with disabilities.
4. Maintain high quality learning with a focus on eliminating achievement gaps.

Sarasota Academy of the Arts critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals include:

- Technology- ease of access and navigation, interface design,
- Instructional teacher- attitude towards online learning, technical competence and classroom interaction
- Prior Use of Technology - student use

Analyzing the SAA critical success factors concluded the following:

- Sarasota Academy of the Arts networking can provide communication anywhere anytime
- SAA believes in the Learner-Content interaction which refers to the student's interaction with their coursework using teachers' Google Classrooms.
- SAA believes that the Learner-Instructor interaction is essential for ongoing communication whether the student is there for in-person instruction or through online learning.
- SAA understands that the Learner-Learner interaction encourages social-emotional learning, while building communication skills, sharing, and achievement with peers and teachers.

Our Elementary students will continue to take four different core classes (ELA, Mathematics, Science, and Social Studies) for a total of 3.5 hours per day. as well as five elective classes (Physical Education, Art, Music, Spanish, and Technology) for a total of 2.5 hours per day. Students take nine courses for 180 days. This ensures that students will meet the hourly

requirement, by statute 6A-1.045111, of no less than 900 net instructional hours; however, most students will exceed the minimum requirement with a seven-period day, at 1050 hours. Students will follow their daily schedule whether they are in a traditional classroom setting or virtual instruction. They will access the Google Classroom platform and the teacher will provide a Zoom link and/or Google Meet for face to face instruction and discussion.

Middle school students will continue to take four different core classes (ELA, Mathematics, Science, and Social Studies) for a total of 3.5 hours per day, as well as elective/intensive classes (Physical Education, Art, Music, Spanish, Technology, Intensive Reading/Math) for a total of 2.5 hours per day. Students take courses for 180 days. This ensures that students will meet the hourly requirement, by statute 6A-1.045111, of no less than 900 net instructional hours; however, most students will exceed the minimum requirement with a seven-period day, at 1050 hours. Middle school students will follow their daily schedule whether they are in a traditional classroom setting or virtual instruction. They will access the Google Classroom platform and the teacher will provide a Zoom link for face to face instruction and discussion.

Instructional Staff will develop lesson plans, providing a flexible approach, which assess where students are across a range of areas. These tests include diagnostic tests, formative tests, SEL assessments, and assessments that can be performed remotely such as project-based assessments and capstone projects.

SAA students may engage in distance learning when the Sarasota County School District is experiencing an extended school closure. To maintain instructional continuity, teachers and related service providers will:

- Use SAA-provided video conferencing and phone accounts to connect with students and families.
- Use opportunities for face-to-face instruction through their Google Classroom phone number, Google Meets
- Establish a schedule for providing synchronous and asynchronous conference calls with students in order to provide instruction, interventions, related services, and progress monitoring.
- Share instructional materials and activities with students and families.
- Post updated information regarding distance learning instruction, assignments, resources, enrichment activities, and office hours on their Google Classroom weekly.
- Work the same number of hours they work when they are physically at SAA.
- Maintain flexible daily schedules to accommodate family needs.
- Participate in any needed training provided to learn how to use the Google phone number, meeting room, and other resources for distance learning.

The Team will gauge the effectiveness of the program through analysis of students progress monitoring. SAA will have a targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality by utilizing the following:

- Instructional teacher Bi-Weekly Progress Reports to Parents
- Google Classroom Parent/Guardian Notices of assignments/missing work
- Supporting Curriculum using I-Ready Assessment comprised of I Ready Diagnostic Growth Monitoring (Kindergarten-8) and Standards Mastery (2-8). I-Ready Assessment reports student's grade-level placement (overall and by domain) as well as national norms and Lexile® and Quantile® metrics. A continuum of scale scores across grades Kindergarten–8 will offer multi-year longitudinal data by tracking student progress within and across years while at SAA.

I-Ready automatically assigns interactive online lessons across grade levels K–8 to each learner based on their Diagnostic assessment results. These student-driven digital lessons can be accessed in or out of school, or in combination.

SAA ELA and Math teachers will use the I-Ready recommended lesson sequence and add Teacher-Assigned teacher-delivered instructional resources, based on each student's or instructional group's Diagnostic assessment results. These lessons will ensure that students develop skills in conjunction with the core curriculum.

SAA will use additional interventions and supports that will be provided to students when we are transitioning out of the innovative learning model. Teachers will continue using I-Ready as a tool for Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) for students who are below level. The reports support RTI by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups.

If data indicates that a student is failing or in danger of failing, that student is referred to a Response to Intervention (Rtl) committee so as to develop a plan of remediation. Rtl interventions are driven by data which is used to classify the student within a three tier system, with less severe concerns being categorized as tier one, to those students with pronounced academic deficiencies being relegated to tier three status. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into consideration when determining the appropriate path for each student being tracked through the CARE Team.

The intervention and remediation of SAA tier one students is primarily handled by the classroom teacher via differentiated instruction and additional support. The course of action for tier two and tier three students involves the Rtl committee's determination of the needs of the student. Some middle school students are placed in either Intensive Math classes or Intensive ELA classes, or perhaps, both. If eligible, an ESE specialist adds the student to his or her caseload, adding a further level of assistance for the student. Progress is again monitored in the fashion described above to ascertain if the need for remediation continues or if the intervention has yielded the desired results. Virtual counseling services include the various wraparound supports specific to physical and mental health services

ESOL Liaison will implement and share the ELD Standards for instructional staff as to serve as a resource for planning and implementing language instruction and assessment for multilingual learners as they learn academic content.

Educators will use the standards to:

Promote and guide students' English language development

Aid in the development of curriculum, instruction and assessment

Encourage and maximize the use of multiple language resources in the classroom

Support and frame the collaboration among educators of multilingual learners and instructional teams who serve them to ensure educational equity for all students

## **Component 2: Curriculum Resources/Digital Content**

Sarasota Academy of the Arts will provide continuous learning in the event of a school closure implementing remote learning. We will promote parent choice while ensuring that every student is making adequate academic progress. SAA will maintain services for the benefit of SAA students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners, students in foster care, and students with disabilities, and SAA will maintain high quality learning with a focus on eliminating achievement gaps.

Sarasota Academy of the Arts success factors for continuous learning include:

- Sarasota Academy of the Arts networking can provide communication anywhere anytime
- SAA believes in the Learner-Content interaction refers to the student's interaction with their coursework while using teachers' created Google Classrooms. This platform provides for effective and efficient lesson plans and content delivery using CPalms Standards. These standards apply to all SAA courses regardless of delivery of content.
- SAA believes that the Learner-Instructor interaction is essential for ongoing communication whether the student is there for in-person instruction or through online Remote learning.
- SAA understands that the Learner-Learner interaction encourages social-emotional learning, while building communication skills, sharing, and achievement.

Sarasota Academy of the Arts will continue to use Google Suite as its LMS provider. As a Google school since its inception, little professional development will need to occur with the faculty and staff. Teachers have created Google Classrooms since the beginning of the school year and will continue to provide coursework and activities as related to their subject matter.

Students have their own SAA school email accounts which are password protected, and provide a direct link to their course in the Google Classroom. All students in Kindergarten through eighth have access to this platform.

The Principal, Elementary and Middle School Team Leaders, SAA parent and IT Coordinator will evaluate the Remote Learning Program every 4 weeks to ensure fidelity and make recommendations for improvements or modifications. Recently, SAA increased its bandwidth from 75/75 to 500/500. This higher bandwidth will enhance the educational digital content by allowing teachers, students, faculty and staff to upload and/or download content, such as photos and videos. Promotes increased data transfer capability and a higher bandwidth allows teachers to upload and download larger amounts of data to their Google Classrooms, including faster data transfer speed.

### Component 3: Professional Learning

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

The IT Coordinator will provide ongoing training and professional learning for the Google Classroom Suite platform as needed for new hires, to include a list of tutorials for online tools for digital content, communication, instruction and coaching (see attachment).

Teachers may also take professional development through <https://edu.google.com/training-support/professional-development/> Google for Education's Teacher Center is a free interactive online platform with a curriculum created by educators for educators.

Courses include:

- Learn the basics of Google Workspace for Education: Jump right into the basics with lessons and a progressive set of tips designed to help educators make the most of Google's classroom technology. By completing Fundamentals, you'll be ready to take the Educator Level 1 Certification exam. (For New Learners)
- Learn, implement, and go with training for Chromebooks in the classroom (for New Learners)
- Go further with advanced training for Google Workspace for Education: Move beyond fundamentals with advanced lessons and cutting-edge strategies for integrating Google in your classroom. By completing Fundamentals and Advanced, you'll be ready to take the Educator Level 2 Certification exam. (for Advanced Learners)
- Learn the basics of Google Workspace for Education with quick videos sent to your inbox
- Digital Citizenship and Safety Course: This course is designed for you and your students to learn how they can help create a safe and positive experience online. By reading, watching videos, and doing activities, you'll learn how to integrate Digital Citizenship and Safety activities into your classroom curriculum.

Distance Learning For Educators Google Courses:

- Leverage Google tools to enable distance learning: Learn how to use Google tools to keep students engaged while teaching remotely. Discover new ways to assess student learning, check in on student well-being, and communicate effectively with parents and guardians.
- Engage and deepen learning opportunities through creative distance learning: Unlock unlimited creative learning opportunities whether students are in person or remote. Go beyond the walls of your classroom and learn how digital tools can support creativity, promote students' voice, and increase engagement.
- Support English Language Learners: In this lesson, we explore how learners may have more knowledge in their primary language and provide both teachers and learners robust tools to tap into the diverse groups that make up classrooms. We'll provide strategies for educators to create culturally responsive learning environments.
- Tools for Diverse Learners Training: Google's mission is to organize the world's information and make it universally accessible and useful. We strive to continue making our products more accessible to users, including students with disabilities or learning challenges. As technology

plays an increasingly large role in the classroom, think about how you might use different features to assist your students with disabilities or special needs, or anyone else who may benefit from them. When it comes to learning, there is certainly no one-size-fits-all solution that will resonate with every student, so it's important to consider features that could be helpful in addressing your students' needs.

Furthermore, the Sarasota County School District continually offers teachers opportunities for professional development throughout the year. Many of these professional development courses include the use of digital instructional materials or instructional technologies to create a blended learning environment and highlight how specific resources can be used in a remote learning setting. Teachers can also access recorded webinars related to remote classroom models, best practices for distance learning, utilizing the instructional materials in a blended learning classroom, and much more through the Sarasota County Schools Employee Portal-Professional Development.

## Component 4: Instructional Practices

Sarasota Academy of the Arts teachers have extensive background with Google Education Suite. All current SAA teachers have had training at the beginning of the year during pre planning week. Because of this ongoing guidance with the IT Coordinator, teachers continue to update their Google Classrooms by providing daily coursework and activities related to their subject matter. Teachers do have the availability to access online videos as presented by the IT coordinator via YouTube. These best practices give teachers resources on delivery of content through Google Classroom.

Google provides online instruction for the Digital Platform to support educational staff, these include: Distance Learning For Educators Google Courses:

- Leverage Google tools to enable distance learning: Learn how to use Google tools to keep students engaged while teaching remotely. Discover new ways to assess student learning, check in on student well-being, and communicate effectively with parents and guardians.
- Engage and deepen learning opportunities through creative distance learning: Unlock unlimited creative learning opportunities whether students are in person or remote. Go beyond the walls of your classroom and learn how digital tools can support creativity, promote students' voice, and increase engagement.
- Support English Language Learners: In this lesson, we explore how learners may have more knowledge in their primary language and provide both teachers and learners robust tools to tap into the diverse groups that make up classrooms. We'll provide strategies for educators to create culturally responsive learning environments.
- Tools for Diverse Learners Training: Google's mission is to organize the world's information and make it universally accessible and useful. We strive to continue making our products more accessible to users, including students with disabilities or learning challenges. As technology plays an increasingly large role in the classroom, think about how you might use different features to assist your students with disabilities or special needs, or anyone else who may benefit from them. When it comes to learning, there is certainly no one-size-fits-all solution that will resonate with every student, so it's important to consider features that could be helpful in addressing your students' needs.

## Component 5: Parent and Family Support

Sarasota Academy of the Arts understands that communication is vital for the success of student learning. SAA will use several methods to identify ways of communication.

- The Sarasota County School Board will provide closure updates via the SCSB website at <https://www.sarasotacountyschools.net> which also contains a COVID-10 dashboard which contains pertinent information regarding Covid-19, FAQs for parents, and CDC information.
- Sarasota Academy of the Arts website also will provide pertinent information regarding school closure updates, Covid-19 dashboard, and other resources.
- Blackboard Messages via the Sarasota County School District website will be used by the Principal at the district level to share announcements, flyers, and resources.
- The IT Coordinator will create a Google Form- Family and Student Distance Learning Survey when addressing students and families at the start of a school closure event to determine immediate needs and best methods for communication.
- SAA Mental Health Therapist will communicate using Zoom for 1:1 tservice as well as Gmail for ongoing parent communication.
- ESE/ESOL Liaisons will contact each family with students who:Receive services on their IEP; Received Multi-Tiered Systems of Support (MTSS) Interventions; Are referred by school staff or family members; Receive services on their 504 and EPs; Receive services for ELL students

Teachers and related service providers are expected to maintain contact with students and families during school closures. Schedules for conference sessions and “office hours” will be shared with students and families taking into consideration student and family schedules. Communication logs and notes will be kept documenting attempts and contacts made with students and families. Google phone and video-based meetings will be scheduled with students and families. Teachers will provide instruction, intervention and enrichment support as required. Related service staff members will provide service and support to students as identified on their IEP to the extent practicable.

Parents may contact their child’s teacher through the following methods:

- Sarasota Academy of the Arts teacher’s email;
- Teacher’s Google phone number ;
- Teacher’s Google meeting room/ Zoom meeting

## **Component 6: Technology and Technical Support**

Sarasota Academy of the Arts will utilize its IT Coordinator who will be the key to the planning process. She will work with the Principal, teachers, faculty and staff to ensure that our technology infrastructure for delivery whether synchronous or asynchronous is effective and running smoothly.

Each SAA student is assigned a Chromebook through classroom sets at school. During distance learning events, SAA students will be assigned a mobile device if they do not have a personal device at home, including assistive technology software. Students will use the mobile device which they were assigned on campus.

- Students have SAA Google accounts and passwords to log onto the and to their Chromebooks to access educational resources and instructional and assessment materials and sites, including the teachers' Google Classrooms.
- Records of assignments to students will be documented in Sarasota County School District SIS/Gradebook.
- Students and parents/legal guardians must review the SAA Student Internet Safety and Acceptable Use Policy and sign the related acknowledgment form. Appropriate behavior is expected when using SAA equipment and accounts.
- Support for accessing accounts and materials through mobile devices should be directed to the student's teacher or SAA IT Coordinator.

## **Component 7: Cyber Security**

Sarasota Academy of the Arts will use the Sarasota County Schools cybersecurity framework standards and policies following Acceptable Use Policy For Computers, Networks, and Information Systems Technologies Computer and Network Guidelines as follows:

SAA is providing access for staff and students to computers and electronic information services such as the Internet, electronic email, and calendar.

These services provide: Electronic mail (Gmail) with the ability to communicate within the district, Information and news from many sources, Public domain and shareware software of all types, Discussion groups on a wide variety of topics, and Access to many college and university libraries, and the Library of Congress.

The benefits for staff and students to such information access are obvious, but there are potential concerns. These concerns include: Utilizing email privileges for any personal or non-professional purposes including harming the reputation of another person; Utilizing network resources to acquire material not considered to have educational value; Using network resources for destructive purposes.

SAA staff will continue to have access to appropriate material. However, on a global network it is impossible to control all access. The district believes that the valuable information available on this worldwide network far outweighs the potential problems. It is the expectation that all users of this communication system demonstrate common politeness and courtesy.

The following guidelines have been established by the School Board of Sarasota County and relate to SAA employees. If any user violates any of these provisions, his or her access to electronic information services will be terminated.

Willful violations will lead to disciplinary action, and if a criminal offense is committed, the user will be prosecuted per Florida Statute 815.04.

District Network User Policies Acceptable use of computers and electronic information services supports learning and teaching in Sarasota County.

Unacceptable use of computers and electronic information services includes: Sending electronic email which harms or injures the reputation of others; Using network access to alter or destroy information belonging to others; Profanity, obscenity, or other language which may be offensive to another user; Copying or forwarding personal communications to others with malicious intent; Copying software or other copyright protected material in violation of copyright law; Using school board computers or the school district network for any illegal activity or for any private business purposes; Spreading computer "viruses" deliberately, or by importing files from unknown sources; Using any computer or program in a manner other than that which was intended; Viewing, storage, or disbursement of pornographic material; "Hacking" or gaining unauthorized access to district supported computer systems. Purposeful manipulation of computer systems to gain access to restricted functions and features.; Any action taken on a device with malicious intent to alter the functionality or stability of district systems.; Using any methods in an attempt to circumvent district enforced internet filtering.

The person who has a network account is responsible at all times for its proper use. SAA has the right to review the contents of any and all email, and all other files created or stored on school district equipment. Users are therefore put on notice that they have no expectation of privacy when using

computer equipment or network services. These rules have been posted to all users of the district email system and Faculty and Staff Handbook. By accepting the Acceptable Use Guidelines form the user agrees to these policies and procedures. The network management accepts no responsibility for harm caused directly or indirectly

#### Security Incident Response Plan (as followed by Sarasota County Schools)

##### Incident Identification, Containment, and Classification (stage one)

A security incident is a real or perceived threat which exploits or attempts to exploit vulnerability. All SCS employees are responsible for identifying and reporting possible security incidents. While some security incidents appear to be easily identified and understood, others require review and analysis to make a determination about the nature and scope of the problem.

Many SAA teachers will not be able to confirm a security incident, thus any abnormal events should be reported promptly.

##### Investigation (stage two)

In the investigation stage, the Security Response Team will gather all known information regarding the security incident and will correlate any information regarding the current incident to any other incidents and abnormal events to determine the urgency and the scope of the issue.

If it is determined that no security incident has occurred, the suspected incident will be labeled as an event and closed by the Security Response Team.

In the notification and response stage the Security Response Team will determine the scope of the security incident, the immediate impact, and initiate the required response. Escalation and communication alerts are the responsibility of the Security Response Team. Should the security incident meet any of the following criteria, the escalation process should be immediately followed: Security incident has an immediate enterprise wide impact; Security incident meets legal requirements that require disclosure; or Security incident has caused a business critical service interruption.

##### Reporting and Documentation (stage four)

All Medium and High Level security incidents will be documented through the use of the IT Security Incident Response Form. All employees involved in a security incident are required to provide feedback and documentation on their involvement in the process.

IT Security Incident Response Communications Plan IT Security Incident: Communications will be based upon the priority assigned to the security incident. A priority will be assigned to each security incident upon examination and review of the event by the SAA IT Coordinator. Loss, theft or unauthorized disclosure of personally identifiable information will follow the communication requirements as described by law. Only communications authorized by the IT Coordinator may communicate information about a security incident.

The priority of an incident is based on the applicable risk level. Priority Medium security incidents require the Security Response Team to create an email which will be sent to the employee's management and to other designated persons as required.

## **Component 8: Engaging Students with Limited Access**

Sarasota Academy of the Arts IT Coordinator will provide families with resources to provide education and support for students who have limited access to technology. The Principal will ensure compliance of these requirements.

### **Hotspots**

Hotspots to access the Internet are available as part of Project 10 Million through T-Mobile. Families whose children qualify for the Free/Reduced Lunch program are eligible to receive a hotspot device. These hotspots are available for distribution on a “one device per family” basis and are subject to availability. Supplies are limited. Schools can request the necessary hotspots and coordinate delivery/pick-up from their assigned Region Office.

### **Emergency Broadband Benefit**

Xfinity is proud to support the Federal Government’s Emergency Broadband Benefit (EBB), a temporary subsidy program available for all tiers of Xfinity Internet service, including Internet Essentials. <https://www.xfinity.com/learn/internet-service/ebb>

### **Comcast’s Internet Essentials**

Comcast’s Internet Essentials continues to be available to the community at a rate of \$9.95 per month + tax. There are no credit checks, term contracts, or cancellation fees. Internet Essentials will provide subscribers download speeds of up to 50 Mbps and upload speeds of up to 5 Mbps. This program will support the federal Emergency Broadband Benefit program for cost reduction. Comcast does require an application and supporting documents in order to meet eligibility.

<https://www.internetessentials.com/>

### **Access from AT&T Program**

AT&T offers internet access for qualifying limited income households at \$10 a month through their Access from AT&T program. The program provides download speeds up to 25 Mbps and is also supported by the Emergency Broadband Benefit.

<https://www.att.com/internet/access/>

## **OPERATIONS**

### **Component 9: Continuation of School Operations**

Sarasota Academy of the Arts understands that the U.S. and Florida Departments of Education have given guidance to schools and have enabled flexibility for students who receive IEP services, understanding that there may be exceptional circumstances that could affect how a particular service is provided. During national emergencies, schools may not be able to provide all services in the same manner they are typically delivered. Schools have the discretion to make educational decisions based on local health needs and concerns.

During school closure, SAA is mindful of the need of its students to ensure that each of them can access the school's educational program, study, and learn in a distance learning environment. SAA will continue to provide specially designed instruction and related services identified on the student's IEP through distance learning to the greatest extent possible. This may include computer-based learning, and/or paper-based instructional materials and activities that may be mailed to the student's home. It may also include video or phone conferencing directly with the student's teacher and service providers in order to deliver quality instruction, intervention, assessment of learning, and to answer questions.

The SAA principal, teachers, and related service providers will determine how to meet the individual needs of each student. Each student IEP must be reviewed annually, however, they do not expire and remain active until the annual meeting can be held. If the parents/legal guardians/adult student and the IEP Team agree to conduct the IEP meeting through alternate means, required evaluations, re-evaluations, IEP meetings, etc. may be held virtually, including videoconferencing or conferencing via telephone, to the extent feasible. FSDB will work with parents/legal guardians/adult students to collaboratively and creatively meet IEP timeline requirements.

Due to school closure, if changes are needed to be made to a student's IEP after the annual IEP team meeting, the parent/legal guardian/adult student and SAA may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the student's current IEP.

Reevaluations may be conducted through a review of existing evaluation data, and this review may occur without a meeting and without obtaining parental consent unless it is determined that additional assessments are needed. If an evaluation of a student requires a face-to-face assessment or observation and cannot be completed virtually, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while SAA is closed, so long as a student's parent/legal guardian gives consent. If there is any delay, a plan to move as quickly as possible will be documented and communicated with families.

The student's teacher, ESE Liaison, principal, related service provider will monitor and document each student's progress based on the student's IEP and determine what, if any, remediation may be needed when the student resumes classroom instruction at SAA. Once classroom instruction recommences, SAA will provide special education and related services to the student in accordance with the student's IEP.

Teachers and related service providers will remain flexible to accommodate student and family needs. Annual goals, short-term goals or benchmarks, related services, and accommodations will continue, although they may appear different. Each teacher and related service provider will work diligently to ensure every student's needs are met and educational services are maintained to the extent practicable.

#### Related Service Providers

Related services will be provided through phone and video conference therapy opportunities and mailing or emailing work packets to each student and family, as documented in the student's annual IEP to the extent practicable. Service providers will maintain documentation.

Related service providers include: Audiology; Counseling services; Language therapy and other language services; Speech therapy and other speech services; Occupational therapy; English for speakers of other languages

## COMMUNICATIONS

### Component 10: Emergency and Ongoing Communications

Sarasota Academy of the Arts understands that emergency and ongoing communication is vital for the success of student learning. SAA will use several methods to identify ways of communication.

The Sarasota County School Board will provide closure updates via the SCSB website at <https://www.sarasotacountyschools.net> which also contains a COVID-10 dashboard which contains pertinent information regarding Covid-19, FAQs for parents, and CDC information. Sarasota Academy of the Arts website also will provide pertinent information regarding school closure updates, Covid-19 dashboard, and other resources.

Blackboard Messages via the Sarasota County School District website will be used by the Principal at the district level to share announcements, flyers, and resources.

The IT Coordinator will create a Google Form- Family and Student Distance Learning Survey when addressing students and families at the start of a school closure event to determine immediate needs and best methods for communication.

SAA Mental Health Therapist will communicate using Zoom for 1:1 tservice as well as Gmail for ongoing parent communication.

ESE/ESOL Liaisons will contact each family with students who:

- Receive services on their IEP
- Received Multi-Tiered Systems of Support (MTSS) Interventions
- Are referred by school staff or family members
- Receive services on their 504 and EPs
- Receive services for ELL students
- Teachers and related service providers are expected to maintain contact with students and families during school closures. Attendance will be taken through the teacher's Sarasota County Schools Gradebook program daily.
  - Schedules for conference sessions and "office hours" will be shared with students and families taking into consideration student and family schedules.
  - Communication logs and notes will be kept documenting attempts and contacts made with students and families.
  - Google phone and video-based meetings will be scheduled with students and families.
  - Teachers will provide instruction, intervention and enrichment support as required.
  - Related service staff members will provide service and support to students as identified on their IEP to the extent practicable.
- Parents may contact their child's teacher through the following methods: o
  - SAA teacher's email
  - Teacher's Google phone number
  - Teacher's Google Classroom

ESSER III Grant: Sarasota Academy of the Arts believes input from all stakeholders is important to assist in providing the needs of the school. An ESSER III Grant Survey was disseminated November 15th, 2021 to all stakeholders regarding allowable activities. The results of the survey conclude the allowable activities include:

1. Chromebooks available for all core classrooms for students
2. The computer lab will have updated technology.

3. SAA teachers will have updated technology in their classrooms or if there is school closure.
4. Stakeholders believe The Charter School Convention as a professional development resource for faculty and staff is important to understand current trends and covid related safety precautions.
5. Wipes and disinfectant supplies is an important safety precaution at SAA
6. Florida B.E.S.T. math textbooks/studysynch and digital instructional material are important resources to encourage learning.
7. Summer reading camp and Write a Play is important to assist in learning loss.
8. Stakeholders agree that other computer assessments like I=Ready, Raz Kids, Learning A-Z are important tools beyond I-Ready for Progress Monitoring at SAA.

Attachments:

## Curriculum Resources for Professional Development

YouTube Channel:

[https://www.youtube.com/channel/UC0pF1sHLxNrHaY13Hvcjn6Q/about?view\\_as=subscriber](https://www.youtube.com/channel/UC0pF1sHLxNrHaY13Hvcjn6Q/about?view_as=subscriber)

Training Videos:

How to setup Google Classroom.

<https://www.youtube.com/watch?v=2wLGHWCVW1U&t=58s>

How to SCAN a worksheet into Google Drive using Scanbot

<https://www.youtube.com/watch?v=FVyG5n8SmF4>

Using Newsela

<https://www.youtube.com/watch?v=dkkHmUgOoOM>

Using Google Classroom App to annotate

[https://www.youtube.com/watch?v=O9dM9YY\\_-Q&t=2s](https://www.youtube.com/watch?v=O9dM9YY_-Q&t=2s)

Send your class a video message

<https://www.youtube.com/watch?v=2bP7SL2r4dU&t=32s>

Using Sound trap to record a lecture podcast

<https://www.youtube.com/watch?v=lqNN1Hx0FNq&t=76s>

Doing a Live Lecture with Zoom

<https://youtu.be/ZJify9hYnkl>

Create a YouTube Channel for your class

[https://youtu.be/PyxqpWJ4\\_zg](https://youtu.be/PyxqpWJ4_zg)

Google Must have Apps for IOS

[https://www.youtube.com/watch?v=iw5u\\_fQIGzw](https://www.youtube.com/watch?v=iw5u_fQIGzw)

How to use Google Classroom on iPad/iPhone

<https://www.youtube.com/watch?v=dhMdrWtpkB0>

Make a free podcast on Anchor

<https://youtu.be/Mrf1In5c1OE>

Turn off comments on Google Classroom

<https://www.youtube.com/watch?v=G9PwmP9gpCw>

Google Team Drive

[https://youtu.be/9Y\\_999Dtwfk](https://youtu.be/9Y_999Dtwfk)

Make a Google Voice Number

<https://youtu.be/-XxhYnxEFRo>

Parent/Student Must have Apps

<https://youtu.be/9YcsFcvl5PI>

Zoom settings for teachers

[https://youtu.be/1SmP6InCu\\_A](https://youtu.be/1SmP6InCu_A)

Verify a youtube account

<https://youtu.be/k6euLMaRH7k>

Returning a call with Google Voice

<https://youtu.be/s-KAxsily8>

Turn in assignments with Google Classroom

<https://youtu.be/D7LsxJmXtbw>

Google Suite Quick Start Guide

[https://youtu.be/qTGHc4k\\_n\\_s](https://youtu.be/qTGHc4k_n_s)

What to do with your Old Classroom?

<https://youtu.be/5TwYIB5sjhQ>

Distance Learning Recap

<https://youtu.be/J4ZV5390eg8>

Google Meet Link in Classroom

<https://youtu.be/CavKz93pgLc>

Using Google Meet for student remote assistance

[https://youtu.be/lw\\_NJNXpuy8](https://youtu.be/lw_NJNXpuy8)

Must Have Apps iPad/iPhone

[https://youtu.be/XWul7a\\_pflc](https://youtu.be/XWul7a_pflc)

How to customize your YouTube Channel for remote learning

[https://youtu.be/eSMymr8\\_oxw](https://youtu.be/eSMymr8_oxw)

SAA 10 Awesome sites to use in remote learning - Webinar

<https://youtu.be/dS4dN-jT-8l>

Add Bitmoji to your Google Classroom header

<https://youtu.be/VwsQ6aNaVcg>

Getting your Google Classroom ready - Webinar training

<https://youtu.be/GqgSj-3dQwE>

Using Loom to record your lecture

<https://youtu.be/Lh2m0ilKsLg>

Build a Hyperdoc with Google Slides

<https://youtu.be/q7etSxqanCU>

Google Assignment times explained

[https://youtu.be/2dgJZ4\\_UI3Q](https://youtu.be/2dgJZ4_UI3Q)

Virtual Back to School Explained

<https://youtu.be/JOP2k13JCJA>

Virtual Back to school - schedule a Zoom

[https://youtu.be/\\_vNawWjw-zU](https://youtu.be/_vNawWjw-zU)

Possible influencer checks in progress

<https://youtu.be/oR5qEibFXwk>

New Google Classroom to do

[https://youtu.be/Mu\\_hn-AkQkl](https://youtu.be/Mu_hn-AkQkl)

Using Worksheets in Google Slides explained

<https://youtu.be/Sz41tlqI57A>

Best way to email parents

<https://youtu.be/bqkMN4MkJFs>

Google Classroom quick rundown

<https://youtu.be/K5nRZF-gqT0>

Turn off classroom notifications

<https://youtu.be/tKQt5Bp7u0I>

Gradebook Setup vs Google Grades

<https://youtu.be/EJX4qLWVwPU>

Mark as done

[https://youtu.be/gly\\_AlepPol](https://youtu.be/gly_AlepPol)

# Number of Devices

Dear Parent, Please answer the following questions:

Would your child(ren) be able to share an SAA device if you have more than one SAA student? \*  
Our plan is NOT to have an excessive amount of time on screen if at all possible.

- Yes
- No
- Maybe

How many devices would your SAA student(s) need? No more than one per student. \*

- One device will allow all my SAA students to have access to online learning
- Two devices will allow all my SAA students to have access to online learning
- Three devices will allow all my SAA students to have access to online learning.
- I no longer need any device. My SAA student(s) will be fine.

So we know who is filling out the form, please list your SAA students below. \*

Long answer text  
.....

Sent November 15th:

## ESSER III Grant Survey

Sarasota Academy of the Arts is providing this survey to parents and staff regarding input for the ESSER III Grant and its allowable activities. This survey is not required to complete, however, your input is important.

[jkopacz@sarasotaacademyofthearts.com](mailto:jkopacz@sarasotaacademyofthearts.com) [Switch account](#)

\* Required

Email \*

Your email

All core classrooms should have Chromebooks available for students \*

Yes

No

Neutral

The computer lab should have the most updated technology \*

Yes

No

Neutral

It is important for SAA teachers/staff to have updated Laptops/speakers whether remote or in-person teaching \*

Yes

No

Neutral

It is important that SAA is included in The Charter School Convention as a professional development resource for faculty and staff to learn about current FL trends and meet likeminded people \*

Yes

No

I don't know

Using wipes and disinfectant supplies is an important safety precaution at SAA \*

Yes

No

Neutral

FL B.E.S.T 5 year Math textbooks/ studysynch and Digital instructional Material are important resources to encourage student learning, as required by the FLDOE \*

Yes

No

I don't know

I would like SAA to have a summer "Write a play" camp \*

Yes

No

Neutral

I would like SAA to have a Reading Camp in the summer \*

Yes

No

Neutral

It is important for SAA to utilize other computer assessments like I-Ready, Raz Kids, Learning A-Z, to show Progress Monitoring, beyond using state testing. \*

Yes

No

Neutral

Updated desks and tables will provide students with a better learning environment and encourage safety. \*

Yes

No

Neutral

Sent: 11/15/2021

ESSER III Grant Survey Responses:

The computer lab should have the most updated technology	It is important for SAA teachers/staff to have updated Laptops/speakers whether remote or in-person teaching	It is important that SAA is included in The Charter School Convention as a professional development resource for faculty and staff to learn about current FL trends and meet like minded people	Using wipes and disinfectant supplies is an important safety precaution at SAA	FL B.E.S.T 5 year Math textbooks/ studysynch and Digital instructional Material are important resources to encourage student learning, as required by the FLDOE	I would like SAA to have a summer "Write a play" camp	I would like SAA to have a Reading Camp in the summer	It is important for SAA to utilize other computer assessments like I-Ready, Raz Kids, Learning A-Z, to show Progress Monitoring, beyond using state testing.	Updated desks and tables will provide students with a better learning environment and encourage safety.
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	No	Yes	No	Neutral	Neutral	Yes	Neutral
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Neutral	No	I don't know	Yes	Yes	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Neutral	Yes	I don't know	Yes	I don't know	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	No	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	Neutral	Neutral
Yes	Yes	I don't know	Yes	I don't know	Neutral	Neutral	Yes	Yes
Neutral	Yes	Yes	Yes	Yes	Neutral	Neutral	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	I don't know	Neutral	Neutral	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	Neutral	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	I don't know	Neutral	I don't know	Yes	Neutral	Neutral	Neutral
Yes	Yes	Yes	Yes	I don't know	Yes	Yes	Neutral	Yes

Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	Neutral	Neutral
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Neutral	Neutral	I don't know	Yes	I don't know	Yes	Yes	Neutral	Neutral
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Neutral	Yes	Yes	Yes
Neutral	Yes	I don't know	Yes	Yes	Neutral	Neutral	Yes	Yes
Yes	Yes	Yes	Yes	I don't know	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	I don't know	Neutral	Yes	Yes	Neutral
Yes	Yes	Yes	Yes	Yes	Neutral	Neutral	Yes	Yes
Yes	Yes	Yes	Yes	I don't know	Neutral	Neutral	Yes	Yes
Yes	Yes	I don't know	Yes	Yes	Yes	Yes	Yes	Yes
No	Neutral	No	Yes	No	No	No	No	Yes
Neutral	Yes	I don't know	Yes	I don't know	Neutral	Yes	Neutral	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	I don't know	Yes	Yes	No	Yes
Yes	Yes	Yes	Yes	Yes	No	No	No	No
Yes	Yes	I don't know	Yes	Yes	Yes	Yes	Yes	Yes