2021 – 2022
Instructional Continuity Plan

Local Educational Agency

Sarasota County Schools (58)

Sarasota School of Arts and Sciences (0083)

Principal - Tara Tahmosh

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Component 1: Leadership and Planning

Sarasota School of Arts + Sciences (SSA+S) has developed a comprehensive instructional continuity plan (IPC) that outlines steps to support our students, teachers, schools, and community in the event of a disruption in learning.

The desired outcome for the ICP is to reduce the disruption in learning for our students impacted by COVID-19 by providing alternative, distance learning assignments during school closure or intermittent quarantining. This plan will prioritize the success for all students and provide the necessary access and support for educators and students to ensure high quality teaching and learning in a virtual environment.

Our School Leadership Team responsible for implementing this plan include:

- Tara Tahmosh – Principal
- Kylie Gannon – Assistant Principal
- Carl Williams – Assistant Principal
- Mike Mapes – School Counselor
- Melissa Wachob – Financial Manager
- John Wingo – Technology Specialist

Our 2021-2022 ICP sets expectations relative to how students will continue receiving a quality education if they are required to self-isolate (quarantine) due to exposure to COVID-19 or after testing positive for COVID-19. The ICP identifies SSA+S' technology platforms for remote learning, including Microsoft Teams, Dugga, NearPod, Zoom, and Office 365, which are all available to our staff and students through our website and through secure, school-provided log-ins. Information is also included regarding Zoom Video Conferencing, which is accessible to our families for events like Parent Teacher Student Society meetings, live school performances, and some school events to ensure that all families are connected to school events and feel included in school events and decisions. Information regarding school-based mobile device checkout is also included for students who require a device for home use during quarantine. The plan also outlines a procedure for students experiencing technical difficulties with school-issued devices, and the most updated information on connectivity options for families.

Professional Development is a critical success factor in making the ICP work, and SSA+S continually offers teachers opportunities for professional development via in-house and contracted PD opportunities. 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, which we, as a school community, have developed in-house to ensure maximum relevancy and success. Finally, we have included information about daily attendance procedures so that you will know what students need to do each day to be considered present.

The second CSF is continuous student learning via strong, consistent resource utilization and teamwork (leaders, teachers, staff, parents and students) in order to ensure that all students, including those in vulnerable populations continue to receive a high-quality education in any setting. SSA+S is committed

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to ensuring that every student continues their learning and receives their additional services required by law in a safe and healthy environment in all learning modalities.

Digital learning will provide instructional continuity for students who many become ill or who need to quarantine at home.

- Teachers will post all class resources and materials in two locations, TEAMS and the Parent Portal for 24-hour access.
- Teachers are available on TEAMS to meet or chat with students who need extra assistance.
- Students will be provided with multiple communication channels to teachers, school counselors, and school administrators.
- Parents and students will have on-demand access to training content, troubleshooting, and technology support available on the school website and other appropriate channels

These methods allow students to engage in the learning experience, campus connections, and community. It provides for an easy transition back to face-to-face instruction when parents are comfortable sending their children back to school for face-to-face instruction.

Finally, all students with an IEP, EP, 504 Plan, RTI or identified as ELL, will continue to be provided all necessary services and specific accommodations in their plan to ensure they receive a free and appropriate education. These students will be monitored closely by the appropriate teams, who will meet regularly to determine if students are regressing and what additional or supplemental supports are needed. The school will consider an EP Review meeting to discuss and possibly revise current EP goals with parents and appropriate staff if deemed necessary for gifted students who may have regressed academically. The team will collaborate on creating an intervention plan that focuses on closing the achievement gaps by providing scaffolding of target skills that will help the student meet EP goals.

Component 2: Curriculum Resources/Digital Content

During the 2021-2022 school year, teachers may be asked to temporarily deliver instruction remotely using primarily TEAMS and Office 365 if the school, classroom, or individual students face emergency disruptions due to requirements to quarantine. To ensure continuity of learning for students, all teachers have a TEAMS account created for each of their class periods for students to access remotely.

The desired outcome for the ICP is to reduce the disruption in learning for our students impacted by COVID-19 by providing alternative, distance learning assignments during school closure and/or during quarantine. This plan will prioritize the success for all students and provide the necessary access and support for educators and students to ensure high quality teaching and learning in a virtual environment.
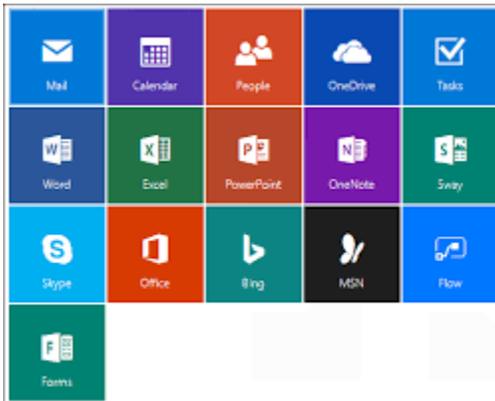
SSA+S ensured that all of our teachers were fully trained on remote learning platforms and strategies, during the summer of 2020, before students began. This was done through the efforts of an Instructional Technology Professional Learning Community of school staff members, in conjunction with Administration. Manuals were created providing both video tutorials and step-by-step printable reading guides for each digital tool that we intended to use to facilitate synchronous learning. (A copy of these manuals can be found here: Technology_Road_Map_to_get_Ready_for_Classes.pdf (ssas.org)) Screenshots of our Roadmap are attached below.

All new personnel are provided with training on these online tools and strategies, as well as a veteran teacher mentor in order to assist them with mastering the many components and challenges of planning, teaching, and assessing remote learners.

One-on-one workshops with a PLC member and group workshops were created to ensure all staff were able to implement a variety of virtual learning modalities, including appropriate interventions for each modality. With this support, SSA+S teachers have fully embraced several different innovative, virtual learning platforms including, but not limited to: Microsoft Teams, Flipgrid, NearPod, Dugga, Zoom, Office and Adobe Spark. Teachers specialized in the programs that are most effective in their subject area for synchronous learning of content for all students.

Each of the digital platforms teachers are utilizing have various built-in interventions including immersive readers, line focus, extra time functions, translators, and more. Microsoft Teams also allows for one-on-one conversations between teachers and students for individualized learning and support. Dugga, Nearpod and Microsoft Teams also allow for differentiated learning and assessment. In addition, online

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textbooks provide innovative, built-in interventions such as vocabulary look up, active reading tools, and immersive readers.

Teachers were provided with three learning modalities to learn on how to implement those interventions in the class: video tutorials, reading guides, and online modules by Microsoft 365. Professional development has been given by members in the Instructional Technology PLC in one-on-one workshops, as well.

A needs assessment of technology equipment and skills was taken in the spring of 2020 to guide the research and instructional technology manuals by the PLC. This community of support is not limited to workshops and tutorial guides. PLC members are within every grade level team and content department within the school. As technology needs and questions arise, teachers support each other through use of Microsoft Teams threads, meetings, and class observations with feedback.

The Instructional Technology professional development manuals are being continuously updated by PLC members to troubleshoot technology concerns and offer real classroom examples of utilization of technology in the classroom.

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Component 3: Professional Learning

Each month, school leaders gather instructional team members to address school-wide goals to determine professional development opportunities, depending on the needs of their teachers and staff. The PD's are based on teacher surveys throughout the school, and on our 2020-2021 climate surveys.

Educators are provided a multitude of learning opportunities to fit their needs, availability and best practices for adult learners. Our teachers have access to in-house PD opportunities, as well as opportunities offered by Sarasota County Schools. In addition, SSA+S will pay for all teachers to attend conferences in order to stay current on best practices, and to collaborate with educators from around the state and around the country. Because of this, educators have the opportunity to participate in online or face-to-face learning communities, including online courses and/or blended learning experiences with educators from outside their school to create shared instructional resources, brainstorm solutions, and share best practices.

Teachers participate in monthly professional learning opportunities via Team Meetings, Faculty Meetings, and Department Meetings in order to acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. Differentiation is provided through whole group sessions, specialized learning for each grade-level and subject area, and individualized instructional support via the MultiTiered Support System (MTSS) Intervention process, or through specialized programs like ESE, ESOL, and Gifted.

All instructional staff members participate in exit surveys following each professional learning experience to check understanding and determine next steps for additional sessions. Additionally, school leaders also attend and participate, and often run, Professional Development sessions to ensure that content is relevant and worthwhile.

Technology Map to get Ready for Classes!

Go to portal.office.com, sign-in and look at your apps.

Most apps mentioned in this guide are here. If you don't see it, click "All Apps" for more.

Click here to download Microsoft Office apps on your home computer or device!

Good afternoon

Start new | Outlook | OneDrive | Word | Excel | PowerPoint | OneNote | SharePoint | Teams

Class Notebook | Sway | Forms | Admin | Stream | All apps

Below is a Guideline with Step-By-Step Instructions in either Video and/or Manual Versions.

Click Here to Enlarge

1. Start By Making a Team!

Teams
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

How-To includes:
> Set-Up with Announcements
> Adding Members
> Attaching Online Textbook and other resources
> Understanding Channels and Class Materials
> Utilizing to Chat

OPTIONAL Additions to Your Team Classroom:

Classroom Notebook
Class Notebook
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Assignments on Teams
Assignments
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

BitMoji Announcement
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Classroom Polls/Surveys
Forms
Video: Here
Manual: Here
+ Info: Here

Classroom SharePoint
SharePoint
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Grading on Teams
Grades
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Blackboard Learn
Blackboard
Awaiting Shells.
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Adobe Spark
Sp
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

2. LiveStreaming Classroom Options for Team Meeting – 3 Options

Best Audio w/ a Mask? Click Here!

(Option 1)
Straight Live Stream
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

(Option 2)
Meet now
Team Meeting with Screen Sharing
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

(Option 3)
Team Meeting w/ NearPod and Live Vid
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Headphone Requirement!
For 2nd Device AND Mute that device to Prevent

3. Classroom Group Discussions on Teams using Private Channels:

Break Out Sessions for Team Meeting Coming Soon!

Group 1
Group 2
Group 3

Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Headphone Requirement!
All students must wear them.
To Prevent Feedback!

OPTIONAL Programs for Increased Interactive Lessons:

NearPod
Seriously, Check it Out
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Flipgrid
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Kahoot
K!
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Class Notebook Collaborations
Class Notebook
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

OPTIONAL Screen Recording Software to Make Your Own Videos! – Learn how to use iMovie here.

PowerPoint Recording
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Screencastify
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Screencast-o-matic
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Professional Development, created and provided by a Professional Learning Community

led by Teacher Leader, Elizabeth Shannon.

By the end of this handout you should know how to:

- Create Your Class in Teams
- Options for Live Streaming Your Classroom
- Creating Private Channels for Group Discussions between online and in-classroom students
- Understand Microsoft Stream
- Know how to set up your Gradebook and attach files to assignments
- Know how to create digital PDFs from physical handouts
- Understand the Digital Accommodations Available to Our Students through Microsoft 365 and Chrome

There are also optional apps and programs you can learn to fit your teaching style!

Technology_Road_Map_to_get_Ready_for_Classes.pdf (ssas.org)

Under each topic is a Video training, a Manual training, and Troubleshooting link.

- You can choose between video or manual for how you like to gain information. (Or do both!)
- Troubleshooting includes the names of the people in our PLC who worked on that topic. It might also include extra information from them about the app or program.

I've also attached a **quick guide image of what the basic shell of a Class Team** should look like. It's expected that teachers might have extra apps, channels, tabs, etc, but everyone's Teams should have the features listed in the image to help Students, Parents, ESE, Counselors, and Admin find things. Teams_Requirements-Policies-Suggestions.jpg (1761×1361) (ssas.org)

Since gradebook is the #1 way for us to give Parents and Students a list of assignments and assessments, it is expected that you have a PDF attachment for every grade. This can be difficult with digital assignments that may not have a PDF version. So I've also attached a **Fillable PDF to explain where an assignment is and how to complete it**. Digital_Assignment_Directions_Fillable_PDF.pdf (ssas.org) If you would like help making your Team, I encourage you to go through the road map first. **You can sign up for a slot to meet one-on-one either virtually or in person** to walk through any of the processes mentioned in the Road Map. https://www.signupgenius.com/go/10C0D4AAAAF2EABF94-technology

Also, all the videos staff members made have been uploading to our Faculty Stream (they are linked in the Road Map). All manuals and troubleshooting tips have been added to Files under "Instructional Technology How To's" in our Faculty Teams Page (they are linked in the Road Map as well).

4. Learn Stream for Sharing Videos, Pre-recorded/Recorded Lessons

Stream
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

How-To includes:
> Set-Up Stream
> Uploading to Stream
> Creating a Channel
> Putting Channel on Teams

5. Gradebook Information

Set-Up Gradebook
(You MUST do this first)
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Make Assignments
With PDF Attachments
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Sending a Mass Email
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

6. PDF/Adobe Information

How to Scan Documents w/ Printer
to create Digital Work (PDFs)
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

How to Edit a PDF
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

How to Make a Fillable PDF
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

7. Digital Accommodations

Microsoft Office 365 Features
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

Google Chrome Add-in Features
Video Version: Click Here
Manual Version: Click Here
Troubleshooting: Click Here

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Component 4: Instructional Practices

Teacher needs in our chosen Learning Management Systems (LMS) (i.e. TEAMS, Dugga, NearPod) vary based on their level of expertise in utilization of digital content and instructional resources for learning. Prior to creating or Technology Roadmap in 2020, a teacher survey was provided to all teachers to gauge their readiness to access the LMS and deliver instructional lessons to students. Teachers on staff during the March of 2020 have utilized these LMS's and will be able to support team members with planning and instructional delivery of subject area content in the event of school closure. As previously stated, SSA+S teachers were provided with three learning modalities to learn on how to implement those interventions in the class: video tutorials, reading guides, and online modules by Microsoft 365. Professional development has been given by members in the Instructional Technology PLC in one-on-one workshops, as well.

Ensuring teacher readiness is a significant factor to success. SSA+S has identified and engaged early adopters of each LMS and has involved them in the development of cohorts of teacher learning communities. Leaders enlist teacher leaders on campus to support fellow teachers and help them feel more comfortable during any transitions in learning. A needs assessment of professional learning for digital resources and instructional models is essential to ongoing professional development, and we consistently provide teachers with opportunities to suggest and learn nee resources. Through the use of our school-grown PLC, we have created a culture of sharing where teachers share best practices and resources through collaboration, which supports everyone. Staff is well-trained to adopt a hybrid or fully remote system and continue to instruct following the Sarasota County Student Progression Plan https://www.sarasotacountyschools.net/Page/4271 as well as our school created year plans, for pacing guides. Both plans follow the Florida Standards and objectives as presented in CPALMS https://www.cpalms.org/ .

Guidance is provided through feedback to teachers from leaders observing the implementation, resources are provided in professional learning communities, and training is offered through comprehensive support online platforms and face to face opportunities.

Best practices for hybrid teaching is provided to educational staff through delivery of workshops and ongoing professional learning communities. Feedback is provided to support educators during the implementation of new resources and learning models. Principals, Assistant Principals, and Team Leaders create a structured approach to ensure all educators have a foundation for individualized feedback.

Progress monitoring data from student assessments will provide leaders with a gauge of effectiveness. Many of the LMS platforms that SSA+S utilizes include built-in progress monitoring tools and data. Our teachers have the ability to provide just-in-time remediation to prevent students from falling behind by using formative assessments and progress monitoring to make data-driven instructional decisions.

Component 5: Parent and Family Support

For the 2021-2022 school year, students who need a device to complete school assignments can request and check one out through the school if they must quarantine and need a device to access remote instruction. In certain cases, we will also provide a computer, free of charge, to students to keep permanently.

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.

Families may apply for the Emergency Broadband Benefit, a federal program that provides a discount of up to $50 per month towards broadband service for eligible households. Several internet service providers participate in this program, including Xfinity, ATT and Verizon.

Comcast's Internet Essentials is available 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.

Communication with student families occurs in a variety of ways. Text alerts, social media accounts, email blasts, ConnectEd communications, weekly Team News newsletters are emailed all parents and students, and the school website will host information to inform and advise parents with the most up-to-date information. In addition, parents and students have 24-hour, real-time access to student grades and assignments through Sarasota County's Parent Portal.

SSA+S' website features a Counselor's Corner page that has resources for parents and students. In addition, our School Counselors are available to meet with parents and students regarding any concerns associated with remote learning, and they will set up virtual meetings with students via TEAMS who must be at home. Literature, online resources, and school support videos are provided via the school website, PTSS meetings, and weekly Team News newsletters and live news broadcasts to assist families in the development of a learning environment for students to create a distraction free zone for online learning such as:

- create a learning space for the student
- make a schedule and stick to it
- reduce distractions
- create a classroom calendar to keep track of assignments
- get plenty of exercise
- look for accessibility features to complement the technology in your home
- make contact with your child's teacher
- look for ways to remove barriers to learning

SSA+S has worked to close achievement gaps throughout the COVID-19 pandemic by continuing to offer a full array of services, remotely, in-person, and hybrid of both, based upon parental choice, to ensure that all students have access to fully synchronous instruction and services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.

SSA+S has 15 Exceptional Student Education (ESE) certified teachers and five Gifted Endorsed teachers on campus who provide services and monitor the implementation of Individualized Education Plans (IEP's), 504 Plans, and Gifted Education Plans (EP's). All ESOL-mandated teachers are in compliance with ESOL training (and most are endorsed) and will provide services and monitor the implementation of language acquisition plans. All faculty and staff are Youth Mental Health First Aid certified and will ensure that students are monitored for mental health needs. The ESOL Liaison, the ESE Liaison, the Gifted Specialist, and the Counselors (504 monitors), as well as the LEA's on site (administration) are enrolled in all remote courses to ensure the fidelity of services provided. In addition, contracted pull-out, wraparound services such as Speech and Language, Occupational Therapy, Physical Therapy, and Individual Mental Health Counseling are provided and documented with attendance, in compliance with the IEP, regardless of the student's location on site or at home.

SSA+S documents and monitors all vulnerable populations and provides the materials needed for success including: uniforms, supplies, technology, and mentors. These populations may use these services and materials at home or on site. For those students who are at-risk, missing from courses, or school, SSA+S will continue to complete in-person home visits and remote parent/teacher conferences to ensure the student is participating in school and to inform parents of any concerns.

If truancy becomes an issue with students not consistently attending in-person (brick and mortar) or remote (online) classes, home visits from SSAS staff and our School Resource Officer will occur. Additional interventions have included requiring students to attend in-person classes, counseling, one-on-one work sessions with an Administrator, and parent/teacher conferences as necessary and appropriate. Students who continue to struggle with all of these interventions are referred to Saturday Course Recovery (remotely and in-person) in order to make up missing work and demonstrate mastery of Quarterly Objectives.

All students with an IEP, EP, 504 Plan, RTI or identified as ELL, will continue to be provided all necessary services and specific accommodations in their plan to ensure they receive a free and appropriate education. These students will be monitored closely by the appropriate teams and they will meet regularly to determine if students are regressing and what additional or supplemental supports are needed. Our school is committed to ensuring that every student continues their learning and receives their additional services required by law in a safe and healthy environment in all learning modalities.

Students and their families, during a time of school closure, will be contacted by a school leadership team member to identify any academic, safety, or social/emotional needs or any other health concerns they may have. Parents will be able to communicate with the school principal and teacher daily for matters related to academic, safety, or social/emotional needs.

Any SSA+S staff member may attempt initial contact of each of these families to assess barriers to school attendance or those needing wellness checks . For those families whose initial contact cannot be made, or initial contact is made but the student still does not attend, a referral is submitted to the leadership team for enhanced outreach. Our school counselors may be used to attempt further communication and help determine if additional support services need to be in place for the family to ensure a safe return to school. Truancy plans and academic contracts to assist students may be established to check-in on a daily/weekly basis and monitor the student's progress emotionally and academically – also to establish student/parent accountability and partnership with the school.

The school leadership team attempts to communicate with identified families by accessing additional contact information and making home visits when necessary, in order to develop a plan to get the student back on track for success. The school problem-solves with the families and assists in removing barriers to school attendance. Parents will continue to be contacted daily by direct phone calls to obtain justification for every unexcused absence. When absences are related to technical difficulties, the school will continue to outreach to these families to see what support is needed. Schools do their best to troubleshoot and provide IT support, provide device access/repair, and when necessary hard copies of the materials are available for them to pick up at the school to complete. Students with recurring technical difficulties and barriers to completing work at home are highly encouraged to return to brick and mortar. For students who are minimally engaged in the virtual platforms, brick and mortar enrollment is strongly encouraged. Results of this outreach are reported and documented by the school leadership team. Continued support and guidance are provided to the families by the school for as long as needs exist that prohibit engagement in school.

Teachers will monitor daily student usage and lesson performance for special student populations. Teachers will complete an Assignment Tracker for special student populations which includes plans, outcomes, and contact with parents and students. Teachers will schedule times with identified students struggling with core content lessons. Teachers will collaborate with the ESE, ELL and other special student populations to ensure students are fully supported.

Grade level teachers will assist in providing accommodations for lessons provided to students. Teachers will be responsible for modifying assignments, as appropriate, to meet the needs of the students.

Our ESE teachers will document contact time with students, all outcomes, progress monitoring data, and concerns on student log, as well as all accommodations provided to the student. With this level of support in place, should a student continue to struggle, or not make progress toward their goals, an interim meeting will be held, so that the IEP team can discuss the data collected and determine how to amend the IEP, to ensure that the student makes progress and continues to be successful.

Any students with special needs who are not making progress or not meeting with their assigned ESE service provider will be addressed by the LEA's, via the MTSS process. IEP, 504, ESOL, and EP meetings are held via a hybrid method in which staff and the student may attend in person and all other outside participants interact remotely, via a secure teleconference. This is in keeping with CDC guidelines, as well as the Department of Health, which state that parents should not enter the building at any time.

Our School will ensure all special student population meetings continue as scheduled Zoom. The ESE/ELL coordinator and principal will verify instruction to ensure services are being provided. Our school will provide continued communication with parents to answer any questions and ensure any concerns are being addressed immediately. Families can access the Parent Portal at all times to access a real-time snapshot of each student's current grades, assignments, missing work, and class resources.

Component 6: Technology and Technical Support The language in the ICP should:

SSA+S' Executive Administration team will work our Technology Accreditation, John Wingo, to plan and implement the ICP.

SSAS uses a Fiber backbone internet service provided by Crown Castel Fiber. This system is robust in that the entire system is on a guaranteed-up time delivery system. Once the service is delivered to our location it is distributed throughout the campus via internal fiber channels and switches. Our infrastructure is setup on a UPS battery backup that will maintain service for hours of use.

In the event of school closure, student households are surveyed to determine the devices needed and capabilities for each family. Surveys are collected and stored in the Main Office. Families that need devices for their students in order to complete their assignments will be able to pick up a device at the school during set times. Students and parents electing this option will be required to sign a Technology Contract that outlines school expectations for student success and expectations for proper use and care of the device.

Student households are also surveyed to determine the internet access needs and capabilities for each family on the same technology survey. Surveys are collected in the Main Office. Families who need internet access for their students in order to complete their assignments will be directed to the following internet providers:

INTERNET ACCESS

Hotspots to access the Internet are available as part of Project 10Million 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, directly from our school. Supplies are limited. https://www.t-mobile.com/business/education/project-10-million

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/

Each device will be prepared by our Technology Coordinator to support our digital curriculum, LMS, and Microsoft Office 365 Suite, and devices will comply with Free and Appropriate Public Education.

SSAS uses a web blocker content filter service that is provided by our vendor WatchGuard. This is a high-end Firewall and web filtering system that we purchase a subscription for each school year.

SSA+S' Technology Coordinator and Executive Administration will oversee and support the technology personnel.

Component 7: Cyber Security

SSA+S has adopted The US National Institute of Standards and Technology (NIST) Framework for Improving Critical Infrastructure Cybersecurity (NIST CSF), The Center for Internet Security Critical Security Controls (CIS), The International Standards Organization (ISO) frameworks ISO/IEC 27001 and 27002.

The school uses WatchGuard and JAMF Software to monitor and to fix issues and install software remotely, to assist student instruction on devices, and to monitor what students are doing on school devices.

The Windows Administrator accounts are well guarded with complex passwords. Per best practices, we have very limited access to the Administrators groups for users. Group policies (GRO) on security for staff and students are also applied across the domain to all servers and computers that are part of the Domain. User accounts are set up as regular members and not administrators (best practice), this prevents a user that has been compromised from being able to run and install malware or viruses. Each domain computer has a local copy of malware and antivirus software running in addition.

SSA+S' network is secured by a certificate base system along with utilizing all of the following:

Network security protocols

- IPSec and VPNs.
- SSL and TLS.
- Application Transparent Transport Layer Security.
- Kerberos.
- SSO Federated authentication.
- SNMPv3.

SSA+S also utilizes Azure Active Directory, SSO Federated sign on, WPA-2 Enabled WIFI Security, and anti-virus software.

85% of malware distributes their payload through email. SSA+S' Technology team sends and Sarasota County Schools Technology Team sends weekly spam warnings and educates its users on how to detect and report any suspicious emails. In addition, we have educated our students and staff regarding the importance of secure passwords, the danger of sharing passwords, and the danger of accessing certain files on the internet. Finally, we have a very robust firewall that is internally managed by our technology coordinator to block access to many concerning websites and domains.

Component 8: Engaging Students with Limited Access

SSA+S utilizes the best practice of progress monitoring for all students, grade levels six through eight, regardless of proficiency levels, that is completed using quarterly Unit Assessments from Big Ideas Math and the online CommonLit textbook.

More intensive, additional progress monitoring for those students identified as below proficient in English Language Arts includes the READ 180 Scholastic Reading Inventory Assessment (SRI) at least three times per school year, and the Scholastic Read180 Universal program implemented in a small-group setting with a Reading Endorsed teacher.

More intensive, additional progress monitoring for those students identified as below proficient in mathematics is addressed with the use of ALEKS (Assessment and Learning in Knowledge Spaces) individualized licenses to assess them weekly, after completing each skill and pretest.

Our comprehensive MTSS system, which starts at grade level team meetings, facilitates basic tier 1, 2, and 3 interventions that are implemented to assist with ameliorating behavioral and academic struggles with a particular student. These interventions are revisited two weeks later and discussed at the next grade level team meeting. Next, if these basic interventions are not helping, the student is brought to the SWST in which new interventions are created and data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with a minimum of two classes. These interventions are monitored weekly and discussed at SWST twice each month. 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 MTSS. This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. Regarding resource allocation, students must follow the appropriate MTSS pathways via State and County protocol in order to become identified as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data-based problem-solving process. SWST members, along with support teachers and student families, also collaborate to develop a plan for success for any student entering the MTSS process.

Administrators and counselors will work with students that are failing, one on one, both in person and remotely, via TEAMS conferences.

Using Title IV funding, additional interventions will be given to students that require one on one or small group tutoring and resource, afterschool and on Saturdays. Certified teachers will instruct these students and work on their missing assessments.

Any students with special needs who are not making progress or not meeting with their assigned ESE service provider will be addressed by the LEA's, via the MTSS process. IEP, 504, ESOL, and EP meetings are held via a hybrid method in which staff and the student may attend in person and all other outside participants interact remotely, via a secure teleconference. This is in keeping with CDC guidelines, as well as the Department of Health, which state that parents should not enter the building at any time.

Finally, our Attendance Clerk runs the three-day threshold report every day, which shows the students who have missed three days of any given class period. The Attendance Clerk sends the names of all students who are missing multiple classes to the School Counselors for follow up and interventions. The

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School Counselors typically set up a Zoom meeting with the parents and students who are truant or who are struggling academically. These Zoom meetings are designed to gain context on circumstances at home, to develop a collaborative plan to improve attendance, and to come up with a list of resources for the student to catch up academically. SSAS' Administrative Team also meets with struggling students via TEAMS video and/or TEAMS chat in order to check-in and to offer help when needed. This includes retakes of assessments and assisting with projects and science fair, as needed with one-on-one instruction, via TEAMS. If a student has more than 10 unexcused absences, and the parents are not responsive to Administrative communication attempts via email and phone calls, a home visit is completed with a School Counselor and the School Resource Officer, and a hard copy of the return to school letter will be delivered at that time. In addition, SSAS will potentially use Title IV funds to offer Saturday School opportunities, after school tutoring, and Summer School, if appropriate and necessary.

ATTENDANCE

Sarasota School of Arts and Sciences follows established attendance protocols and procedures as defined by Sarasota School Board Policy– Attendance. Students will attend school in-person during regular school hours and follow a standard school bell schedule. Official school attendance will be recorded and maintained for all classes assigned.

Florida Law (Section 1003.21, Florida Statutes) states that children of compulsory school age must attend school regularly during the entire school term.

School Attendance: Students are to be counted in attendance only if they are physically present for at least four (4 hours) of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student. The approved educational activities, counseling, or clinic visits will be denoted as a "P" for Present.

Section 2 – Attendance Activities

200.0 Attendance and Enrollment Policies
- 200.1 Excused Absences
- 200.2 Absence Reports
- 200.3 Student in Transition Enrollment Procedures (SCSB Policy 5.14)

201.0 Excused Absences Rights and Responsibilities
- 201.1 Unexcused Absences
- 201.2 Family Vacation
- 201.3 Arrival and Departure
- 201.4 Driver's License Law

202.0 Withdrawals
- 202.1 Moving Out of District
- 202.2 Change of Address

203.0 Extracurricular Activities
- 203.1 Athletic Eligibility
- 203.2 Field Trips

All absences will initially be recorded as "U" for Unexcused, by the teacher.

The Attendance Clerk will change the status, if appropriate, to "E" (excused) on receipt of a valid reason for the absence. Documentation for an excused absence shall be reported to the student's school by the parent no later than three (3) days from the date of the absence.

In the event of Quarantine due to Covid-19 or contact-tracing, the code "Q" is used. This code must only be used with students who have a stay-home directive, are under a quarantine order or are not physically present in school due to contact with, or the contraction of COVID-19.

In the event that the school has to move to Remote Learning, the following codes are used.

"RP" is used to denote that the student is Remotely Present for the course, at the scheduled time.

"RU" is used to denote that the student is Remotely Absent for the course, at the scheduled time.

https://www.sarasotacountyschools.net/Page/2551

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Component 9: Continuation of School Operations The language in the ICP should:
In the event of a long-term school closure, the school operations team consists of team members in administration, facilities, technology, food services, student services, IT, and transportation personnel. These team members will be responsible for supporting the school instructional and operational needs during periods of school closure.

Our school leadership team members will communicate the expectations to all school staff employees through a variety of ways. The school leadership team will meet first to review the ICP before hosting a virtual meeting with all staff members. All staff members will be informed of the need to transition to a virtual learning platform. Expectations for lesson delivery will be shared and operational items addressed during the initial meeting. A review of the Technology Roadmap for returning faculty will occur. Those teachers that are new to the school will have to complete the Technology Roadmap Tutorials choosing one of the modality options that best fits their learning style. This information will be collected by Human Resources. Following this initial meeting with all staff members, a team leaders meeting will be held to support each grade level and department to carry out their roles and responsibilities through the school closure period.   Weekly staff meetings will be held and grade support will be provided to ensure fidelity of the ICP. School operation team members (facilities, technology, student services, and transportation department) will support instructional team members during the initial phase of transitioning to a virtual format. The school leadership team will coordinate with the school operations team to identify areas where health and safety issues need to be addressed before students return to campus.

Our school contracts all food services through Sarasota County Schools Food and Nutrition Department. In the event of an emergency or school closure, SCS Food and Nutrition contacted families about weekly food pickups for all students. Text alerts, social media accounts, email blasts, and the school website will host information to inform and advise parents with the most up-to-date information regarding access to food service during times of school closure.

In the event of a school closure, students with IEPs will participate in scheduled TEAMS meetings with their ESE teacher. The ESE teachers will follow their scheduled time to meet with the students; the same time as their normal schedule. All services, including Speech and Occupational Therapy will also occur on TEAMS, at their scheduled time and date. There will be no changes to the schedule which will be more conducive to student comfort and involvement.

Teacher of record for each ESE student will document contact time with students, all outcomes, progress monitoring data, and concerns on a log, as well as all accommodations provided to the student, and provide this information to the ESE Coordinator and school principal each week. Teachers will include the ESE Coordinator and School Administrator on all communication with families and scheduled meetings. With this level of support in place, should a student continue to struggle, or not make progress toward their goals, an interim meeting will be held, so that the IEP team can discuss the data collected and determine how to amend the IEP, to ensure that the student makes progress and continues to be successful.

Our School will ensure all IEP and 504 meetings continue as scheduled via Zoom and Adobe Sign. The ESE Liaison and LEA's will verify instruction from the Support Facilitator to ensure services are being provided. Our School will provide continued communication with parents to answer any questions and ensure any concerns are being addressed immediately. The ESE Liaison will closely monitor the fidelity being captured by the Support Facilitator, and the teacher, to ensure that the minutes on the IEP are being met weekly, and that the accommodations are being provided, per the IEP, or 504. Families will receive a progress report every quarter, to keep them informed on the progress their student is making toward their IEP goals.

 Community organizations will be contacted to support our families in need of medical, social, and emotional support during school closures. Additional community organizations will be contacted as it is related to specific student family needs in times of personal crises related to financial, housing, and food services. All mental health contract mental health counselors will continue with their patients, during school hours. All weekly counseling sessions will occur, via a secure online meet up Telehealth, during their normally scheduled time. No loss of sessions will occur.

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Component 10: Emergency and Ongoing Communications

All communication techniques and programs will remain intact regardless of school closures. As there will be no new communication requirements or settings, all stakeholders will comfortably transition and communicate. These are currently in place and used for the benefit of all families and students.

School Website and Access Links

The school website, www.ssas.org will be continuously updated to include any new, necessary information. The school website includes all links for all stakeholders to access the programs necessary. This includes links to all textbooks and techbooks, Office 365, TEAMS, and the Portal. Textbook Links (ssas.org)

Emergency Communications to All Stakeholders

Communication to All Stakeholders occurs using Connect Ed, which has the ability to send phone communication, email blasts, and text messages in English and Spanish. These are coordinated through administration, and written by the principal and translated by the Front Desk Coordinator.
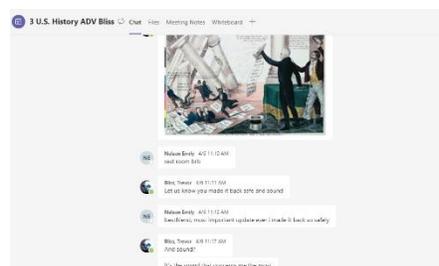
News and Assessment Dates

Team leaders will continue to send weekly 6th, 7th, and 8th grade Team News to parents and students, via email. The team news includes all upcoming dates and assessments.

Grades and Assignments

Parents and Students will continue to have access to the Portal. Teachers predate all assignments and assessments, including PDFs so that they can be viewed from any device.
https://parentportal.sarasotacountyschools.net

Class, Small Group, and Student

Eighth Grade Team News

Quarter 1 — Week of September 13, 2021

ENGAGE   ENLIGHTEN   EMPOWER

CONTACT TRACING POLICY UPDATE

Covid-19 Dashboard

8/3/2021- 9/10/2021		Current as of 9/10/2021	
Total Positive Cases Reported		Current Positive Cases Reported	
Staff	Students	Staff	Students
5	98	1	16
Total Persons contact-traced and/or quarantined.		Current Persons Contact-Traced or Quarantined	
Staff	Students	Staff	Students
10	285	1	30

The Department of Health in Sarasota (DOH) will be hosting a series of walk-in COVID-19 vaccination clinics at select schools throughout Sarasota County in September and October.

Locations, Dates & Times:

- Saturday, September 11, 2021
  - Booker High School (3201 N Orange Ave, Sarasota, FL 34234) from 9:30 a.m. to 1:30 p.m.
- Saturday, September 18, 2021
  - Heron Creek Middle School (6501 W Price Blvd, North Port, FL 34291) from 9:30 a.m. to 1:30 p.m.
- Saturday, September 25, 2021
  - Riverview High School (1 Ram Way, Sarasota, FL 34231) from 9:30 a.m. to 1:30 p.m.
- Saturday, October 2, 2021
  - Booker High School (3201 N Orange Ave, Sarasota, FL 34234) from 9:30 a.m. to 1:30 p.m.
- Saturday, October 9, 2021
  - Heron Creek Middle School (6501 W Price Blvd, North Port, FL 34291) from 9:30 a.m. to 1:30 p.m.
- Saturday, October 16, 2021
  - Riverview High School (1 Ram Way, Sarasota, FL 34231) from 9:30 a.m. to 1:30 p.m.

These no-appointment, walk-in clinics will provide first and second vaccination doses. Please note: A parent or guardian must accompany anyone under 18 years of age and must sign a consent form. The required consent forms are available on-site.

Microsoft Word - Emergency Face Mask Policy 2021-22 (sarasotacountyschools.net)

COVID Protocol Chart on next page!

8th Grade Team Leader: Mrs. Shannon, 941-330-1855 ext. 1328, ShannonE@ssas.org

School Hours
8:50 AM– 3:50 PM

PUT THIS on YOUR CALENDAR!

Monday, 9/13:
Civics Unit 1 Test

Tuesday, 9/14:
Global Perspectives Test

Tiger Idol

Wednesday, 9/15:
Yom Kippur Starts

Friday, 9/17:
Spanish Quiz Unidad 5

Science Force and Motion Test

PTSS and School Updates also found on Facebook!

Facebook

https://www.facebook.com/SSASPTSS

Communication Chat

TEAMS Chat will allow all class conversations, as well as private conversations between teachers and students with an added security feature of all statements being recorded in case of misuse. www.office.com