



**INSTRUCTIONAL CONTINUITY PLAN
2021-2022**

INTRODUCTION

Sarasota County School District developed a comprehensive Instructional Continuity Plan (ICP) that provides explicit information and guidance to all departments across the district to support the ongoing operation and continuity of learning in the event there is a serious situation resulting in extended school closures and the need to transfer to remote learning approaches.

The 2021-2022 ICP details the procedures to access the wealth of digital content, resources and video trainings on remote instruction that have been developed and posted on the district Learning Management System (LMS) in order to be easily accessible during in-class or remote instruction.

Our goal is to ensure all staff, including new hires are familiar and proficient in providing remote instruction. This is accomplished by offering instructional staff ongoing professional learning opportunities in technology and best practices in remote instruction.

The ICP also provides instructions on how to continue effective two-way communication with parent/guardians during an extended school closure and provide ongoing support to ensure all students' have continued academic success and social emotional well-being.

Guidance and expectations of the roles and responsibilities for district-based and school-based staff are detailed. All of the information in the ICP can be accessed using this link <https://www.sarasotacountyschools.net/icp>.

Academics

Component 1: Leadership and Planning

Specify LEA school personnel who will serve on a cross-functional planning team.

The SCS's Superintendent's Leadership Cabinet will serve as the cross-functional team providing guidance in the development of the Instructional Continuity Plan (ICP). This team's membership is composed of leaders representing academics, technology, operations, finance, human resources, equity, and communications. They are responsible for the Instructional and Operational procedures of the Sarasota County School District. The team membership includes the:

- Superintendent
- Assistant Superintendent, Chief Academic Officer
- Assistant, Superintendent, Chief Operating Officer
- Assistant Superintendent, Chief Financial Officer
- Executive Director, Elementary Schools
- Executive Director, Secondary Schools
- Executive Director, Accountability and Choice
- Executive Director, Exceptional Student Education Services
- Executive Director, Student Services
- Executive Director, Career, Technical and Adult Education
- Executive Director, Human Resources and Labor Relations
- Director, Innovation and Equity
- Director, Communications and Community Relations
- Chief of Police

Feedback will be obtained from key instructional personnel, district and school-based administrators, parents, and the community.

Identify desired outcomes or goals of the ICP.

The goal of the ICP is to provide explicit information and guidance to all departments across the district to support the ongoing operation and continuity of instruction in the case of a global health crisis or an environmental disaster. The ICP provides information for school leaders, non-instructional staff, instructional staff, students, and parents/guardians on continued operations and instruction for all students during an extended school closure (extended period is defined as over five school days) and a transition from in-person to remote instruction.

The ICP is intended to be regularly reviewed and updated to include information on newly emerging issues and resolutions that may necessitate modifications or system changes. The ICP is a way for:

- District and school employees to have access to and understand procedures and expectations related to their assigned area of responsibility.
- Instructional staff to have access to resources to design and implement highly effective lesson plans to be delivered within a remote instruction format.
- Parents/guardians and students to have access to instructional services, resources, and expectations.

Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.

Component 2.

Outcome: Students, teachers, and parents/guardians will have access to scheduled digital curricula, learning objectives and success criteria.

CSF: An annual instructional plan by grade where critical content proficiencies have been identified by month is available remotely. Training must be available for all stakeholders on access and use of the plan.

Component 3.

Outcome: Instructional staff are proficient in teaching within a remote learning environment using highly effective instructional practices.

CSF: Instructional staff participate in continued professional development to ensure familiarity and proficiency in the best practices of remote learning. Ongoing support will include remote learning pedagogy, application, and software usage.

Component 4.

Outcome: Ongoing monitoring of teacher's comfort and proficiency with remote learning practices and the provision of opportunities for staff to work collaboratively to enhance skills, receive guidance and coaching.

CSF: School level and district level supports are being created to enable all schools to incorporate PLC models to share best practices. Administrators routinely monitor staff's technical expertise and online presence.

Component 5.

Outcome: Parents/guardians are aware of how to access technology, create a strong home learning environment, assist the student to reach educational targets, and connect with teachers for support.

CSF: The district implements an effective two-way communication plan for parents/guardians that contains user-friendly guidelines and procedures.

Component 6.

Outcome: Students receive instructions on how to progress through the school district's approved curriculum in an in-person or remote learning environment.

CSF: All students have access to digital curriculum, computing devices, the internet and responsive technical support while working remotely and in school.

Component 7.

Outcome: The district has a comprehensive cybersecurity plan to prevent and protect from, and mitigate effects of, respond to, and recover from cyber threats.

CSF: The district has an established process to review the most up-to-date cyber threats and briefings from MS-ISAC and EI-ISAC along with other relevant intelligence agencies

Component 8.

Outcome: All students including those with limited access and special needs will be monitored and provided with appropriate materials to ensure their continued engagement and success in the learning process.

CSF: A training module will be established delineating the expectations for connecting with students with limited access. Provide students with materials in an asynchronous format to include print, DVDs, USBs, to support the unique needs of traditional learners and students with special needs. Support and guidance will be provided by social workers, home school liaisons, school counselors, etc.

Component 9.

Outcome: All non-instructional staff are fully aware of work/school responsibilities, work schedules and modified duties to support the continued education of students.

CSF: Each cost center provides training that includes an established communication protocol with clear directions for non-instructional staff to continue work/school operations during an event causing an extended school closure.

Component 10.

Outcome: The district will use multiple forms of communication to disseminate up-to-date information to all educational and community stakeholders.

CSF: Ensure OCCR staff are experienced in the use of multiple methods of communication to include print, websites, social media and district issued emergency radios.

Develop the action plans needed to address the CSF's, including the execution steps for the ICP.

Below is the Action Plan needed to address CSF's including the execution steps.

Component 2.

CSF: An annual instructional plan by grade where critical content proficiencies have been identified by month is available remotely. Training will be available for all stakeholders on access and use of the plan.

Steps:

Step 1. Curriculum and IT staff are familiar with the latest standards.

Step 2. All Curriculum Directors (CDs) will review the Instructional Focus Guides (IFGs) and Year At a Glance (YAG) documents to ensure they contain comprehensive digital content and proficiencies. During an extended school closure, CDs and other school leaders will meet to develop and distribute a list of truncated standards for all content areas at each grade level to ensure remote instruction is hyper focused on critical areas of mastery in order for students to progress to the next level. This may vary based on the type of crisis event, at what point in the school year the school closure takes place and the length of school closure.

Step 3. Ensure digital content is procured, is accessible and secure.

Step 4. Develop a comprehensive professional development (PD) plan in line with the IFGs and YAG documents.

Step 5. Provide training on digital content and resources and ensure functionality and security.

Team Members: Chief Academic Officer; Academic Executive Directors; Curriculum Directors; IT Director; Instructional IT staff

Target Completion Date: Annually by August 1st

Component 3.

CSF: Instructional staff participate in continued PD opportunities to ensure familiarity and proficiency in best practices of remote learning. Ongoing support must include remote learning pedagogy, application, and software usage.

Action Steps:

Step 1. Conduct a need assessment on instructional staffs' trainings needs during the last months of the school year/early summer.

Step 2. Create a PD calendar and publish it over the summer.

Step 3. Develop video trainings on setting up remote instruction and other key areas of remote learning and post them on Blackboard over the summer. Staff will be required to review the videos throughout the school year and submit any questions to appropriate instructional, curriculum and IT staff.

Step 4. Require quarterly reviews of digital content and resources at each school level during professional learning or PLC forums.

Team Members: Chief Academic Officer; Academic Executive Directors; Curriculum Directors; IT Director; Instructional IT staff

Target Completion Date: Annually by August 1st

Component 4. *CSF:* School level and district level supports are being created to enable all schools to incorporate PLC models to share best practices. Administrators routinely monitor instructional staff's technical expertise and online presence.

Action Steps:

Step 1. Develop plans in alignment with the strategic plan to systemize PLCs and the MTSS process across the district.

Step 2. Seek feedback from district specialists and school personnel to modify the plans, as needed.

Step 3. Develop a training plan and timelines for incorporating the use of remote learning in the PLC and MTSS processes.

Step 4. Monitor instructional staff's technical ability and online presence and provide support, training, and coaching, as needed.

Team Members: Chief Academic Officer; Academic Executive Directors; Curriculum Directors; IT Director; Instructional IT staff

Target Completion Date: Fall 2021- Spring 2022

Component 5.

CSF: The district implements an effective two-way communication plan for parents/guardians that contains user-friendly guidelines and procedures.

Action Steps:

Step 1. Review communication platforms (i.e., Zoom, Teams, email, class dojo) with staff and parents in several forums throughout the year. Provide training as needed.

Step 2. Ensure student support staff and other staff, as needed have a Google Voice account.

Step 3. Review guidelines for effective two-way communication during school closures.

Team Members: Chief Academic Officer; Executive Director of Accountability and Choice; Director of IT; Director of OCCR

Target Completion Date: Annually

Component 6.

CSF: All students have access to digital curriculum, computing devices, the internet and responsive technical support while working remotely and in school.

Action Steps:

Step 1. Annually, conduct a Technology Needs Assessment Survey to identify student and family needs.

Step 2. Create an inventory of devices to match the student/family needs ensuring necessary modifications to hardware and software are completed for students with disabilities and all computers are ready for immediate distribution during extended school closures.

Step 3. Develop and maintain instructions on how to access technology as well as a list of technology and instructional support contacts that is posted on the district/school website for easy access for all to include teachers, students, and parents/guardians.

Team Members: Chief Academic Officer; Executive Director of Accountability and Choice; Director of IT; Director of OCCR

Target Completion Date: Annually

Component 7.

CSF: The district has an established process to review the most up-to-date cyber threats and briefings from MS-ISAC and EI-ISAC along with other relevant intelligence agencies.

Action Steps:

Step 1. Review and update the Cybersecurity Plan.

Step 2. Implement modifications as needed.

Team Members: Chief Academic Officer, Executive Director of Accountability and Choice, Director of IT

Target Completion Date: Annually

Component 8.

CSF: A training module will be established delineating the expectations for connecting with students with limited access. Provide students with materials in an asynchronous format to include print, DVDs, USBs, to support the unique needs of traditional learners and students with special needs.

Action Steps:

Step 1. Identify the team including technology, ESE, and ESOL representation to review the training module.

Step 2. Identify potential student barriers in accessing remote instruction and delineate solutions to those barriers.

Step 3. Distribute the procedure manual for review and incorporate revisions.

Step 4. Provide a link to the manual in the ICP.

Step 5. Review student materials (print, DVDs, USBs) to be distributed for traditional learners and special needs and make updates as needed.

Team Members: Chief Academic Officer; Executive Director of Accountability and Choice; Director of IT; Executive Director of Exceptional Student Education; Director of Exceptional Student Education

Target Completion Date: July 2022

Component 9:

CSF: Each cost center provides training that includes an established communication protocol with clear directions for non-instructional staff to continue work/school operations during an extended school closure.

Action Steps:

Step 1. Develop training materials on the ICP.

Step 2. Create a training schedule for all staff to receive mandated training on the ICP.

Step 3. During a crisis, update and post clear directions for all staff-based on the ICP and specific to the event. These directions will include information on the reallocation of duties to continue work/school operations.

Team Members: Chief Academic Officer; Chief Operating Officer; Chief Finance Officer; Director of OCCR

Target Completion Date: Annually

Component 10.

CSF: Ensure OCCR staff are experienced in the use of multiple methods of communication to include print, community engagement, websites, and social media.

Action Steps:

Step 1. Ensure OCCR staff are expert in technical communication platforms to include community engagement, websites, and social media. Provide training as needed.

Step 2. OCCR staff must be familiar with the ICP and hurricane plans.

Step 3. Prepare and update multiple methods of communication for school personnel, students, parents/guardians, and community stakeholders. Post materials on the district website.

Team Members: Chief Operation Officer; Director of OCCR

Target Completion Date: Annually

Develop a process for evaluating the effectiveness of the ICP.

The ICP provides an overview to guide the districts' staff in how to respond to a multitude of unforeseen events causing extended school closures and the transfer to a remote learning model. Yearly, the ICP will be reviewed by stakeholders including: district and school leaders, instructional and operational staff, parents/guardians, students, and the community. The effectiveness of the ICP will be evaluated based on the degree to which each of the CSFs are in practice to permit the outcomes to be achieved. After staff receive ICP training, data will be gathered on their awareness of the processes and their role and responsibilities if the district transitions to a remote learning environment.

Component 2. Curriculum Resources/Digital Content

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.

Sarasota County Schools (SCS) have the following outcomes, goals, and instructional plan for a fully remote learning program:

- SCS will provide a flexible digital Learning Management System (LMS) which is operational within a fully remote learning model, as warranted by the situation.
- All SCS instructional staff will have an updated digital presence accessible and familiar to students and parents.
- The LMS will be connected to digital content easily accessible through a single portal.

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.

SCS uses a single platform to house online resources. Through this online portal, MYSCS, students and teachers can access a wide range of digital content, textbooks, productivity programs, and the LMS. Teachers and students use Blackboard KG-12 as its LMS. Although SCS are committed to using Blackboard, the Instructional Technology (IT) Department will continue to invite vendors to demonstrate products to ensure the district is implementing a LMS that meets the needs of the largest audience. Should another platform be chosen, the return on investment will be determined before making a choice.

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.

The cross-functional team who will continually monitor the performance of the Sarasota County School District's LMS includes the:

- Executive Director, Accountability and Choice
- Director, Informational Technology
- Supervisor, Instructional Technology
- School-based leadership
- Elementary, middle, and high school's Curriculum Department's leaders and specialists
- Instructional staff

SCS uses Class Link Analytics to monitor data on teacher and student platform use, time on the platform, platform downtime, and platform response time. The IT Department monitors the frequency of IT Help calls, internet downtime, and internet speed. Digital surveys and focus groups with school leaders, teachers, students, parents/guardians will be conducted to gain information on: ease of use, accessibility, downtime, resources availability, content, single point of entry, and instructional ease.

Provide ongoing training and professional learning ensuring new hires are included. A key element in preparing instructional staff for a transfer to remote learning is to provide ongoing learning opportunities throughout the school year and summer months on a wide variety of topics including trainings to ensure staff are knowledgeable and competent in accessing and implementing digital content for remote learners.

New hires: Annually, the Sarasota County School District provides a full-day *New Teacher Induction* for all new hires. There is a separate New Teacher Induction for elementary, middle, and high school teachers. New hires are provided with an overview of the LMS and procedures for conducting remote instruction. Each new hire is assigned a teacher mentor who is responsible for providing more detailed information on how to optimally use Blackboard and the available digital content, assessments, and resources. They

also share their fully developed online courses with new hires. New hires are included in all other professional learning opportunities throughout the year.

At the Annual Teacher Orientation that occurs prior to the start of each new school year, all teachers will be provided with a refresher course on using the LMS and accessing the full array of digital content and curriculum resources.

Over the course of each school year, instructional specialists will provide ongoing reviews of the process for accessing and implementing digital content. Together, instructional staff will have an opportunity to practice and observe the delivery of a lesson within a remote learning environment.

Throughout the school year key professional learning opportunities are available in the following areas noted below.

The Remote Learning Model:

- Providing guidance for schools to communicate the expectation for how/when teachers will prepare students for any shifts to remote learning.
- Training for teachers on how to access MYSCS single sign-on, Blackboard, announcements, gradebook, and digital textbooks.
- Training on Blackboard including how to post lesson plans, announcements, and directions to students/parents/guardians on how to complete assignments and upload completed assignments.
- Expanding the use of virtual connections for parent conferences, IEP meetings, and other like meetings.
- Defining student behavioral expectations in a remote learning environment and reviewing student behavioral expectations for the physical learning environment.
- Reviewing revisions to the schools' PBIS plans to include remote learning expectations.
- Reviewing revisions to CHAMPS/DISC expectations and implementation.
- Providing school expectations for supporting students who are not engaged in learning.
- Identifying interventions in place to support students who are not meeting the behavioral expectations resulting in a lack of student engagement.
- Addressing culture-building and relationship-building strategies.
- Using PLCs best practices: 1) determine prerequisite skills and knowledge students should have when entering course/grade level 2) develop formative assessments 3) evaluate the results together as a PLC and determine what needs to be addressed first.
- Using data from other subject area/courses/assessments that will assist teachers in identifying student needs.
- Meeting individualized learning needs to include motivation, personalized learning, social-emotional components, evidence of trauma, grade-level expectations, etc.
- Reviewing district and student data to analyze student progress to date (e.g., district dashboards).
- Reviewing available resources to support teachers in building their teaching resources (e.g., High Expectations Teaching--HET tile in MYSCS).

Technology:

- ActivOne/ActivInspire Foundations - building knowledge of the software and its application in the classroom.
- Office 365 Complete: Connecting the Classroom to the Cloud- Participants will be introduced to Office 365 and Microsoft Sway (a new presentation tool built into Office 365).

- Microsoft Teams Complete - Participants will learn how to get started using Teams with students and colleagues, how to post instructional materials in Teams for student use, how to create and grade assignments and how to leverage the build in a Class OneNote notebook for distributing and collecting student work.
- Blackboard LEARN: Getting Started - This course provides a hands-on introduction to the teaching and learning features of Blackboard Learn. Participants will become familiar with some common start-up tasks, such as organizing the course menu, customizing the course style, creating announcements, adding calendar events, and setting up discussion forums.
- Blackboard ULTRA: Getting Started - This course provides a hands-on introduction to the teaching and learning features of the new optional Blackboard Ultra course view. Participants will become familiar with some common start-up tasks, such as changing a traditional course into an Ultra course, enrolling users, creating content such as documents, assignments, and assessments, and utilizing tools to promote student participation and engagement.
- Blackboard LEARN: Assessing Learners - In this course, participants are introduced to the features and functions of the tools used to deliver assignments and assess students in Blackboard Learn.
- Blackboard LEARN: Monitoring Student Progress - Participants will gain in-depth knowledge of the tools and features that help monitor and evaluate student performance. Topics include the Grade Center, the Retention Center, the Performance Dashboard, online assignment grading, the review status feature, and the reports and statistics available to better track student progress.
- Microsoft Teams: training provided to district staff to introduce them to the tools provided in Microsoft Teams to promote collaboration across teams.

Targeted Student Support Services:

- Targeted Zoom training for the Student Support Staff (mental health counselors, social workers, school counselors) to conduct individual counseling sessions with students, intervention sessions, family sessions, small groups as well as the initiation and annual review of 504 plans.
- Training for Student Support Staff has outlined expectations on the frequency of reaching out to students on their caseload.
- Targeted training for Student Support Staff on the district website tile that contains all of the essential tools to support students and parents/guardians during a school closure without interruption. It includes a 3-minute video informing staff of the requirements of gaining parental consent prior to providing services and a tutorial on how to use Adobe Signature to have parents sign the informed consent forms within the remote environment. Student Support Staff can easily access the mental health, threat, and suicide assessments as well as a detailed flow chart on the appropriate procedures to follow in emergency and non-emergency situations.
- Training for social workers on distributing head phones to student's homes who require a psychological evaluation. (Annually, the district will provide a set of headphones to each school social worker so they can be distributed to students in the case of a school closure).
- Throughout the year, refresher trainings will be conducted on how to continue uninterrupted services to students in a remote environment including:
 - A review of the materials and resources for support staff and student resources located on the Student Support Services tile on the district website.
 - The process flow to follow if a student is experiencing suicidal ideation including conducting a risk assessment and putting necessary services in place.
 - The process of getting a Google Voice phone number so students and families who do not have internet can remain connected to Student Support Staff in a secure manner.

Exceptional Student Education Services:

- Protocols for implementing the services of related providers (i.e., occupational therapy, physical therapy, behavioral interventions, mental health counseling) for staff and parents/guardians.
- Targeted Zoom and Teams training for all support personnel.
- Training for all service/support personnel listed on the IEP regarding expectations on the frequency of reaching out to students on their caseload.
- Communication protocols for connecting with parents/guardians via Google Voice.
- Guidance on communication with parents on how necessary services based on the IEP will be delivered within a remote environment.
- Training on resources located on the ESE tile to support teachers.
- Targeted training for ESE teachers and related personnel staff on the district website tile that contains all of the essential tools to support students and parents/guardians during a school closure without interruption.
- Bullet tutorial on how to use Adobe Signature to have parents sign consent forms within the remote environment.
- Review modified standards for ESE students.

Allow planning time (2-3 months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g. coaching.

Instructional staff are familiar with the digital content to be used within the LMS. SCS will support these staff in remaining familiar with the content by providing ongoing learning/refreshers opportunities to revisit the use of the digital content, curriculum, and resources in the LMS. A sample of these opportunities are listed below.

- Summer refreshers, New Hire Induction and quarterly refreshers for Student Support Services staff will be available (as noted above) so instructional and support staff become/remain familiar providing services in a remote environment.
- Sarasota staff is currently developing systemic plans for PLC and MTSS training and implementation. A component of these plans will target implementation during a school or district shutdown. Teams will share strategies on instructing, assessing, engaging, and monitoring student's performance in a remote learning environment. Together, teams will make recommendations for additional tutorials and resources to be uploaded on Blackboard that will be beneficial for a streamlined transfer to remote learning.
- Specialists are available to work with instructional staff requesting one-on-one coaching to navigate Blackboard regardless of the content.
- School Leadership teams meet minimally on a monthly basis. These meetings are a forum to share ideas on relevant operational, instructional, and professional development issues. School Leader meetings are an additional forum to refresh school leader's knowledge of the digital content and curriculum resources on Blackboard. Also, school leaders will be reminded of the need for their regular review of Blackboard to ensure all instructional staff have a presence and that there are updated courses and associated resources in all content areas.

Component 3: Professional Learning

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.

- Prior to, during, and after a crisis resulting in an extended school closure, the Office of Accountability and Choice will administer digital surveys to school leaders and instructional staff to assess their professional learning needs. Using the findings, professional development workshops will be developed or modified by curriculum and technology leaders, specialists, school leadership and staff as well as district leadership.
- Throughout the school year, a Professional Development Survey is administered to participants after each training to collect feedback on trainings and professional learning needs. These findings are used to modify available trainings as well as develop additional trainings and workshops.
- The Annual Climate Survey, sent to all school personnel, includes questions on professional learning needs and will be expanded to include questions specifically relating to remote learning and technology needs.

Arrange a time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learning.

Professional Development for School Leaders and Staff:

- The district's Director of Leadership, in collaboration with the district Academic Collaborative Team and school-based administrators work collaboratively to identify topics, arrange for content to be presented, and develop a Leadership Training calendar. In addition, the Superintendent, the Chief Academic Officer, and the Executive Directors of Elementary and Secondary schools call impromptu check-in meetings and geographic cluster meetings to discuss academic concerns in greater detail and provide procedural support.
- Annually, a district-wide Professional Development Calendar is developed and distributed to all school-based administrators detailing professional development learning opportunities related to curriculum, data use, and social emotional learning, aligned to the District's strategic plan and goals. The content is based on current needs and newly emerging issues such as challenges related to the Covid-19 pandemic (i.e., contact tracing, health and safety protocols) and will be expanded to include ICP modules outlining protocols for every school role in the event of future school closures.
- During an extended school closure, the District Administration will make daily early morning zoom calls with all school administrative teams to provide direction and receive feedback as needed.
- Throughout the school closure, planned professional development activities will continue on district initiatives and will be conducted remotely via TEAMS and ZOOM.
- The district will utilize the record feature on ZOOMS and TEAMS to capture live trainings to make them available to personnel at their convenience.
- The district is using asynchronous professional development models at an increasing rate. For example, the detailed Hurricane Plan, the Youth Mental Health Training, Kognito Training, the use of the data dashboards and a myriad of others are being created or purchased to permit staff to watch required professional development trainings without interrupting teaching and learning. The goal is to make the ICP available to staff via a module-based professional development opportunity.

Provide for implementation of professional learning for educational staff

Professional Learning for Instructional Staff:

- Annually, instructional staff have three professional days in alliance with the teacher contract, up to half of which are dedicated to attending trainings focused on enhancing instructional skills. In the event of an extended school closure, staff will be required to participate remotely in all scheduled professional learning opportunities. These activities are detailed in the district-wide Professional Development Calendar.
- The District Curriculum Teams, Instructional Technology, ESE and Student Services Departments for all school levels will provide a menu of professional learning topics based on the results of district surveys, and instructional demand at flexible times to accommodate various needs within the remote learning environment.
- The District Curriculum, Instructional Technology, Exceptional Student Education, and Student Support Service instructional specialists' main responsibility is to provide training, coaching, resources, and mentoring to instructional staff. In addition to providing large professional development sessions, they are trained to provide individual, small group, or specific departmental training on topics at school or via ZOOM.
- Each Thursday, the IT department sends out a video tutorial on how to optimally use technology (i.e., learn how to record a class on ZOOM) to the entire district. Staff can access these short tutorials at any time and review as often as needed. The tutorials are developed based on instructional staff's demand and an examination of instructional technology Help Tickets.

Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

- Following every local professional development training, participants are required to complete a survey evaluating the training. Participants are asked to rate the extent to which the training increased their knowledge, had an impact on student performance, met its intended objectives and how likely they would be to recommend the training to others. Open-ended questions request participant's feedback on the course and the facilitator. Findings are reviewed by the professional development instructor, content specialists and the district department leads. The department leadership, in concert with their content specialists will modify courses as warranted based on this feedback.
- After many of the trainings, facilitators make time for participants to complete a Microsoft Forms Exit Ticket to collect additional information and gather recommendations for enhancing the training as well as participants' desire for additional trainings.
- Over the school year, the district may employ the services of a professional development vendor to provide training to leadership or instructional teams. The topics are driven by leadership based on teacher's, student's or operational staff's needs. The district will utilize Qualtrics to survey staff on their experience, the knowledge gained, and recommendations for improvement and further training.

Component 4: Instructional Practices

Identify needs of educators relative to online and hybrid teaching experience and expertise.

Sarasota County School District has the capacity to implement a fully remote learning model or a concurrent learning model in which teachers simultaneously provide instruction to students in class and students who are at home who are participating remotely.

During the recent extended school closure due to the pandemic, the Office of Accountability and Choice conducted several surveys to identify instructional staff's and school leader's needs related to remote instruction and concurrent instruction. The Office of Accountability and Choice will continue to administer surveys. Additionally, questions will also be added to the Annual Staff Survey to assess educator's needs related to remote instruction.

Determine which teachers have extensive background in these delivery models and which need more help.

School-based surveys will be administered to assess instructional staff's experience and comfort level in using fully remote and concurrent learning models. Teachers with expertise in remote instruction will be asked if they are willing to serve as a support to new hires and staff on campus who are less comfortable with these delivery approaches. Teachers expressing lower levels of experience and comfort with remote instruction will be offered professional learning opportunities and coaching at their site.

All schools are given the opportunity to have a teacher contracted to serve as the Instructional Technology Outreach Teacher (ITOT) on campus. The ITOTs are selected by the Principal due to their technological expertise. The ITOT meets with the District's IT Instructional Specialists who ensure they are equipped with the knowledge to assist teachers on their campus. The ITOTs primary target population is new instructional hires and teachers returning from leave. The campus Technology Support Professional (TSP) works collaboratively with the ITOT to ensure all technology needs, software and hardware issues are addressed promptly. During a school closure the ITOT will serve as a point person to assist staff with technology issues.

Develop guidance, resources, training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.

At the New Hire Induction, the instructional onboarding process for new instructional staff includes an overview of the LMS and procedures for conducting remote instruction including how to optimally use Blackboard and the available digital content, assessments, and resources. New hires are included in all other professional learning opportunities throughout the year.

During the pandemic, teachers were provided with essential technology to effectively implement concurrent instruction. Wireless microphones were distributed to teachers so they could move around their classroom to assist or observe students in class, while also allowing students at home to hear every word. In addition, teachers were also given an additional computer monitor in order to provide digital instruction while maintaining a view of each remote learner to ensure all students were engaged. Professional development workshops were offered to teachers to provide support in maximizing their use of the equipment. This process will be replicated in the event the district is required to transfer to concurrent instruction.

Also, SCS curricular and technology staff developed a series of video tutorials and Blackboard courses on the best practices for remote instructional delivery and posted them on Blackboard. The trainings include step-by-step guidance on how to effectively use technology to increase student engagement in the remote learning environment. Based on instructional staff's input, some of the strategies used to promote engagement during remote instruction can also be used effectively for promoting engagement

within the classroom. The video tutorials will be expanded to include strategies for using technology/software for both in-person and remote instruction. The video tutorials allow staff to access training and resources on remote instruction at any time throughout the year.

The tutorials will be expanded to cover other software useful in improving engagement including but not limited to:

- Near Pod: Helps teachers flex between distance learning, hybrid or classroom settings and makes every lesson highly interactive, allows students to show their work, and allows teachers to view student's work throughout the lesson.
- Gimkit: a quiz learning game where students can answer questions at their own pace. It can be used during class or as a homework assignment. Gimkit provides a dashboard to view student progress and additional formative data.
- Pear Deck: Teachers can build engaging instructional content using Pear Deck for Microsoft. Using active learning techniques students are continuously engaged in the lesson providing anonymous answers and ideas, voting, and responding to online activities.

Implement professional learning about best practices for hybrid teaching for educational staff.

Professional learning opportunities for instructional staff will include examining the book, *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting* by Doug Fisher, Nancy Frey, and John Hattie. This book reviews how to be prepared to provide distance learning with purpose and intent, using what works best to accelerate student's learning and maintain focus on equity.

- Instructional specialists will facilitate "Power-Up" courses to prepare teachers for concurrent and remote teaching using Blackboard. They will also extend this professional learning to substitute teachers.
- Instructional and technology specialists will be prepared to support educators transition to concurrent teaching by providing "first week" support including on-the-spot technology help and guidance to instructional staff.
- A Professional Development Calendar will be developed annually to include summer courses, pre-planning and school year courses including those listed below.
 - Academic learning that incorporates technology and ESE/504 strategies:
 - Remote learning programs (i.e., use of Blackboard, Zoom and TEAMS, etc.).
 - Remote learning instruction and support: teletherapy, tele-intervention, meetings held on digital platforms, online options for data tracking, curriculum-based resources, video conferencing.
 - Learning science and adversity science including assessing and addressing stress and trauma among students and colleagues.
 - Differentiated learning plans that are standards-based.
 - Include developmentally appropriate, positive, agency/independence-building into every lesson.
 - Differentiated Blackboard course development (including announcement posting and lesson plan posting).
 - PLCs planning to "accelerate learning."
 - Instructional Focus Guides (course and sequence guides) to build lessons.
 - Year at a Glance (YAG) (course and sequence yearly overview guide).
 - Highly Effective Teaching tile in MYSCS to deepen learning.
 - Becoming proficient as a concurrent and/or remote teacher.

- Social-emotional-learning and mental health resources
 - Inner Explorer: Embedding healing practices into daily routines/classes.
 - Integrating academically rigorous content and social-emotional supports (Aspen Institute).
 - How to physically distance while remaining socially connected.
 - Youth Mental Health First Aid (YMHFA).
 - Offer Kognito to all new staff.
 - Digital Restorative Strategies.
 - Mental Health Modules.
 - Monthly Civility Squad activities.

Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Sarasota County Schools recognizes that when teachers have access to high quality, actionable data, they can make better decisions about the instruction they provide to students. During the 2020-2021 school year there was an identified need to help teachers recognize if their remote instruction was successful in keeping students on task, engaged in learning, and making academic progress. This was conducted in several ways.

- During the pandemic, a remote learner code and a remote attendance code was created and added to the Student Information System, the district's systemic data repository. All remote students could thereby be identified. This coding system will be reactivated during periods of remote learning.
- The Sarasota County Office of Accountability and Choice and the Program and Data Analytics Department developed a series of reports including: District Enrolled Counts by Grade, Remote Learner Details, the Remote Learner Summary and Roster of Remote Learners. These reports included information such as remote learners' attendance, demographics, enrollment, students' schedules, and grades. These reports provided a way to assess the effectiveness of delivery methods and will be continued during an extended school closure.
- Student's level of participation and engagement was monitored in the past period of remote learning and will be reinstated during an extended school closure. Students with limited or no engagement will be identified, and appropriate social service providers will be notified to contact the student and parents or guardians. Social service providers will identify barriers and challenges to participation. Unique plans will be cooperatively developed and implemented with the student and parents/guardians. Student Support Service team members and instructors will provide follow-up and proceed according to the outcome and in some cases, initiate secondary and tertiary plans. Lack of participation is not permitted.

Component 5: Parent and Family Support

Identify the household technology capabilities and needs of students and their families.

During the pandemic the Office of Accountability and Choice developed several Technology Needs Assessment Surveys that were posted on the district website and sent home for parents/guardians to complete. Questions assessed the household technology capabilities including:

- access to the internet
- number of household members requiring access to the internet simultaneously
- number of household members needing devices to continue learning
- the need for the modification of devices and/or the installation of specialty software to meet the needs of exceptional students

The Office of Accountability and Choice will administer the Technology Needs Assessment Survey periodically to maintain up-to-date information on the technology needs of students and their families. The Office of Accountability and Choice will analyze the findings and maintain records of students and their family's technology needs to ensure all students are able to continue learning with minimal interruption during an extended school closure.

Establish effective two-way lines of communications with parents and families of students using a variety of media.

In response to the pandemic, Sarasota County Schools began implementing multiple innovative and effective two-way lines of communication with parents/guardians. Using virtual platforms including Zoom and Teams, Sarasota County Schools could continue to connect and communicate with parents/guardians to share information and gather feedback. These platforms boast features such as live chats, comments, and real-time "voting" to collect opinions and promote parent engagement. Of utmost importance, in order to establish effective communication lines with parents and families it is essential to collect updated contact information including cell phone numbers and emails, minimally at the beginning of each school year.

In situations that require school closings, schools will be required to use Zoom, TEAMS, and email to engage families, share information and collect parent/guardian feedback. Teachers will use Google Voice to make phone calls as well as email and class dojo to promote ongoing communication with parents/guardians.

Using Qualtrics, the Office of Accountability and Choice and the Office of Communications and Community Relations (OCCR) will develop and distribute digital surveys to collect feedback from parents/guardians. The findings will be utilized to monitor and improve communication.

Sarasota County School District created 'Year at a Glance' (YAG) documents that are posted on the district's website so parents/guardians can easily access detailed grade-specific curriculum information for each content area (i.e., ELA, social studies, science, math, physical education, music, art) arranged by school quarter. The YAG provides K-12 course descriptions, detailed course expectations, standards/benchmarks, pacing, links to CPALMS and access to student resources.

Specific Parent University training modules/courses have been developed or are planned to be developed for the following:

- How to navigate SCS digital platforms.
- Resources available to parent/guardians and their child.
- How to connect with teachers/administrators and other supports needed.
- Mental health and social-emotional learning resources, including Inner Explorer.

- How to positively build agency/independence in children.
- PK-3 parents: TPF's This Book IS Cool.

Provide guidance and direction to students, parents and families, on how to create distraction-free learning environments at home that are conducive to learning.

The District will provide guidance and direction to students and parents/guardians on how to create a distraction-free learning environment by posting information on the district website. This topic will be addressed at parent meetings and handouts will be distributed by teachers during the parent-teacher conference.

Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.

In the event of an extended school closure, school-based ESE Liaisons will reach out to parent/guardians via Google Phone or Zoom to review the protocols for providing special education and accommodations for students in need.

A document containing a step-by-step protocol for communication with parents of children with disabilities is being developed and will be posted on the district website for ESE Liaisons to access in the event of an extended school closure. A quarterly refresher will be implemented to prepare ESE Liaisons and related services providers for a smooth transition to a remote learning environment.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

- During an extended school closure, staff and supplemental staff will assume responsibility for regular outreach and wellness checks to help support the health and safety of students and their families.
- Attendance and participation will be monitored daily, as reported by classroom staff, to identify trends, unaccounted students, non-participation, and failing grades.
- Tier 2 and Tier 3 families will be assigned a "Family Success Coach" for case management.

Develop a plan to ensure that the needs of special student populations e.g., ESE, ELL, homeless etc. are being supported in keeping with the requirements of IEPs and other educational specification documents

ESE Students:

- ESE Liaisons will convene IEP teams to review levels of performance and progress toward IEP goals to determine appropriate next steps, such as re-evaluation, additional accommodations, or services, and/or the modification of goals to better implement Specially Designed Instruction (SDI).
- During an extended school closure, the ESE liaison will convene an IEP meeting to discuss the provision of educational services.
- ESE students exhibiting intensive needs due to the change of the educational environment will be provided additional supports and recommended services for the student and the family.
- ESE teachers will progress monitor students receiving SDI bi-weekly to determine if students are making progress toward IEP goals and educational standards (FSA/FSAA), communicate with the IEP team, document progress and changes and adjust instruction if needed.
- IEP teams will review all data points for ESE and 504 students receiving the most intensive services to determine how to assist with the transition and adjustment to a remote schedule.

- ESE students who are ill or quarantining will continue to have access to academic instruction and related services unless there are circumstances outside the school's control that prevent access.
- The ESE liaison will work with providers to continue delivering services during the remote learning period (SLP, OT, Counseling, Mental Health Services, Social Skills, PT).
- A school administrator will work closely with the ESE liaison to assure that ESE students are included in the remote educational design.

ESOL Students

- School Wide Support Teams, led by the ESOL Liaisons, will review the need, status, and progress of each ESOL student and convene ESOL Committee Meetings as needed.
- Parents will have an opportunity to take part in this process to better connect school and community resources to assist in the education of the student.
- Schools will ensure that all communication is provided to the family through translated media and/or interpreters, as necessary.
- Student's instructional needs and interventions will be based upon their progress toward language acquisition according to the WIDA screener and content mastery.
- Progress monitoring will be on-going.

Technology

Component 6: Technology and Technical Support

Identify the technology staff members who will be key to the ICP planning process.

The technology staff members who are key to the ICP planning process include the:

- Executive Director, Accountability and Choice
- Director, Information Technology
- Supervisor, Instructional Technology
- Supervisor, Project Management
- Specialist, Instructional Technology
- Manager, Infrastructure & System Administration

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.

Sarasota County Schools has placed an emphasis on ensuring the robustness of the technology infrastructure. The preponderance of systems for delivering asynchronous instruction are cloud-based (LMS, TEAMS, textbooks) which minimizes the impact of a local infrastructure issue. SCS has a Continuity of Operations Plan (COOP) and partners with the Sarasota County Government to store data in their Category 5 Data Center. Annually, the IT department will conduct a review of the technology infrastructure to determine if additional measures are needed.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).

Each school year, schools will post the Technology Needs Assessment Survey on the school website and will send home hard copies of the survey for parents/guardians who do not have access to the internet. The survey includes questions to identify students who need a device in order to continue learning in a remote environment. Teachers and school administrators will remind parents/guardians to complete the survey. The survey findings will be accessed by the IT Department. Using the findings, the IT staff will create a database containing the name and identifying number of each student, the school they attend, and if they need a device. This database will ensure the inventory of devices matches the student need. (It is important to note that SCS is nearly at 1:1 capacity). The distribution of devices will be in alignment with the IT Distribution Process Flow that is currently being developed. When an extended school closure occurs the IT Distribution Process Flow will be posted on the website. The distribution will take place at the school level with oversight by the district.

Survey students and families to determine which are in need of internet access and provide this access as needed.

At the beginning of each school year, schools will post the Technology Needs Assessment Survey on the school website and will send home hard copies of the survey for parents/guardians who do not have access to the internet. The survey will contain questions on student's and family's internet needs. The survey findings will be accessed by the IT Department. Using the findings from the survey, the IT Department will develop a database including the name and identifying number of each student, the school they attend and if they need a hotspot in order to access the internet. SCS partners with the

T-Mobile 10 Million Program that provides hotspots, useful for five years, to students lacking, or any having insufficient internet access. The distribution of hot spots will be in alignment with the

IT Distribution Process Flow that is currently being developed. When an extended school closure occurs the IT Distribution Process Flow will be posted on the website. The distribution will take place at the school level with oversight by the district.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).

All of Sarasota County Schools' devices support the use of digital curriculum and comply with FAPE. In the case of remote learning, all ESE students and those on a 504 plan will receive equitable access to an appropriate education equal to their non-disabled peers. During an extended school closure, the ESE liaison will convene an IEP meeting to discuss the provision of compensatory education. ESE students exhibiting intensive needs due to the change of the educational environment will be provided additional supports and services recommended for the student and the family. ESE teachers will progress monitor students receiving SDI bi-weekly to determine if students are making progress toward IEP goals and educational standards (FSA/FSAA) and in communication with the IEP team, document and adjust instruction if needed.

Software Available: All Sarasota students to include ESE students and those with a 504 have access to digital curricula as appropriate. In addition, SCS provides a variety of software packages specifically designed for ESE students based on their IEP or 504 plan such as Attainment for core content for secondary students, enCORE/TeachTown for elementary students, Read and Write, and Learning Ally.

Hardware Accommodations: SCS has the capacity to distribute devices for students with special needs such as computers with touch screens, enhanced audio functions, brail keyboards and other functionality as needs are identified. Using the findings from the Technology Needs Assessment Survey and corresponding databases the IT department ensures the required number of devices have the necessary software installed and/or modifications needed in preparation for a school closure.

Procedures for Distributing and Tracking Technology

If school administration determines a school district computer and/or hotspot is/are needed for the student to continue their studies, these procedures should be followed:

- School Administration will send an email to HELP@sarasotacountyschools.net with the schools Technology Support Person (TSP) copied requesting a laptop and/or hotspot for the identified student. The HELP ticket that is created through the email is very important for tracking purposes. *Requests from students, teachers or other staff will not be honored.*
 - The email should include: Student Name, N number, and if a computer or hotspot or both are needed.
 - Upon receiving the request, the TSP at the school will prepare the laptop for student use with support from the district's IT Department.
 - The TSP will check out the laptop to the student in the inventory system for tracking purposes.
 - The TSP will work with school administration to determine the best method to get the laptop/hotspot to the student along with appropriate directions for use of the laptop. At the time of delivery of the laptop to the student, the 'Parent/Guardian Consent Form – Technology Equipment' must be signed by the parent/guardian with a copy given to the parent/guardian, the TSP, and School Administration.
 - When the student returns to school, the laptop/hotspot should be returned immediately to the school for inspection of any damage and/or misuse. TSPs will prepare the laptop to be checked out again if needed. Schools will use the inventory provided to them for remote learners during the school year.

- The IT Department will provide schools with inventory reports to help better track students/families that have not returned a laptop after the remote learning period. These reports should assist schools in tracking inventory and help to ensure equipment is returned in a timely fashion.
- The district will create a maintenance and payment plan for damages to devices.

Identify and implement a web content filtering solution for all devices used by students and staff.
SCS currently implements web content school-based filtering for the entire district. Current work is focused on remotely filtering internet traffic on devices connected to the internet via a personal connection. In the case of an extended school closure, the district will use Microsoft InTune which will allow IT personnel to securely manage and support all devices remotely. InTune is a cloud-based service that allows the district to manage their Windows 10 classroom devices given to remote students. InTune permits the IT staff to easily deploy and manage classroom devices and apps from a web console without touching the devices, so students and teachers can spend more time learning and connecting. It will streamline enrollment, deployment, and management of classroom devices, and the applications already in use. Additionally, InTune will secure data, create a safe learning environment, and ensure privacy and compliance across all devices with comprehensive security solutions. An additional benefit of InTune is that it significantly reduces the turnaround time to get the devices prepared for distribution and re-distribution.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Once the distribution of devices is complete, specialists will provide support to instructional staff so they can continue to provide quality instruction within a remote learning model. The IT Department will implement a Parent Technology Helpline to support parents/guardians/students in accessing the digital content and student resources. The Parent Technology Helpline is primarily operated at the district level with technical staff rotating coverage to answer questions and provide step-by-step guidance to parents/guardians and students on setting up the computer, accessing digital content, sharing documents, and submitting assignments.

SCS uses SYSAid Help Desk Software as its digital HELP ticketing system routinely for any type of technical issues. The system is used district-wide by all personnel. During an extended school closure, this system will be used to provide support to teachers in using Blackboard and effectively educating students within the remote environment. Teachers are instructed to complete a Help Ticket and indicate the type of help needed such as issues with devices or the internet or questions on course implementation. These tickets are reviewed by the IT Project Management Team and routed to the correct IT or Curriculum staff member. The appropriate staff member will contact the teachers to provide support and solutions.

Additionally, SCS has IT Outreach Teachers (ITOTs) who assist new hires in the realm of technology. There is an ongoing effort to build capacity at the school level. Professional learning opportunities on technology are offered to instructional specialists so they can assist in training teachers throughout the year as well as offer support and guidance during school closures. The IT department continues to provide ongoing professional learning opportunities on technology with a focus on the pillars of technology-delivering curriculum and content.

Each school has a TSP who is hired and trained by the IT department to be the school's first line of technical support. This staff member assists with computer and other technical maintenance, computer imaging, and computer distribution for remote learners.

Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEA's and charter schools.

Sarasota County Schools utilizes Cyber Information Security (CIS) Controls as a prioritized set of actions that collectively forms an in-depth set of best practices that mitigate attacks against systems and networks. The top 20 CIS Critical Security Controls encompassing Basic, Foundational, and Organizational, are currently in place across the district's systems, infrastructure, and operations encompassing data, software, and hardware, but also people and processes. The last review took place January 25th, 2021-February 2nd, 2021.

Include a business continuity plan tailored to the LEA

The Sarasota County Schools Information Technology Director and the Manager of Infrastructure and System Administration will be the primary points of contacts in the event that the business continuity plan needs to be enacted. These individuals will also be the primary points of contact for in-depth discussions related to all cyber-security safeguards, processes, procedures, and current security postures.

Include an incident response plan tailored to the LEA

The primary points of contact are available for an in-depth discussion related to all cyber-security safeguards, processes, procedures, and current security postures. Documenting these specific areas in a public document is against all best-practices protocols within the cyber-security industry.

Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure

The primary points of contact are available for an in-depth discussion related to all cyber-security safeguards, processes, procedures, and current security postures. Documenting these specific areas in a public document is against all best-practices protocols within the cyber-security industry.

Include an executive summary of the LEA's current security posture

The primary points of contact are available for an in-depth discussion related to all cyber-security safeguards, processes, procedures, and current security postures. Documenting these specific areas in a public document is against all best-practices protocols within the cyber-security industry.

Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP

Sarasota County Schools continually works with leaders in the cyber security industry to evaluate current security measures through regular internal and external penetration testing to modify security postures to meet the ever-changing landscape of threats.

Component 8: Engaging Students with Limited Access

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child.

The team below creates district-wide policy and are responsible for district-wide communications to engage students with limited access. In some cases, they provide direct family contact.

- Chief Academic Officer
- Executive Director, Elementary Schools
- Executive Director, Secondary Schools
- Executive Director, Exceptional Student Education Services
- Executive Director, Student Services
- Executive Director, Accountability and Choice
- Director, Communications and Community Relations
- Director, Exceptional Student Education Services
- Director, Informational Technology
- Supervisor, Parent and Family Engagement

SCS will ensure all students and families with limited access (i.e., students on free and reduced lunch, those having unstable home lives, homeless students) receive services to ensure the continuity of learning. Social workers, home school liaisons, counselors and other support staff will work to provide personalized learning and engagement plans for these students and families. Students receiving special education services in Sarasota County have an ESE liaison who partners with classroom and ESE teachers, students, families, and related service providers to develop each student's IEP. The ESE Liaison will serve as the point person(s) for communication with families about the efforts to provide education and supports for their child. Dependent upon the unique services needed for the student, special service providers, and school-based administrators will provide direct communication with students and families, particularly those who are disengaged or absent. The following link details the daily responsibilities for each level of instructor and special service provider <https://www.sarasotacountyschools.net/icp>.

Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.

- The academic team at the district and at the school sites will provide frequent and consistent messaging on instructional updates, with safeguards to ensure the information reaches all families (i.e., designating a staff and/or teacher team/group at each school to follow-up with families who have not responded to a directive sent via school-based Community Engage/ConnectEd).
- The district's Office of Communication and Community Relations (OCCR) will share the final district-level guidance with families at one central location on the district website, and on district-level social media platforms.
- Schools will be provided with suggested Community Engage/ConnectEd message templates and social media message templates to communicate directly with their families about the district-level guidelines as well as any school-based changes (i.e., how the school will handle walk-ins at the front office/how a parent can request an appointment).
- The district's OCCR will establish a *Frequently Asked Questions* (FAQ) section on the district website to address school-related questions that appear on school and district social media platforms.

- Schools will be encouraged to refer health-related questions to the Department of Health or the District Health Office.
- A COVID-19 Notification System is accessible to all Principals and Health Room Aides to input COVID-19 concerns. This will be expanded or modified for other types of crises.

Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners, and families.

The ESE AP and the ESE Liaison will be the point of contact to connect parents to specific providers to assist their child based on their IEP. The ESE Liaison will ensure all service providers are familiar with their roles and responsibilities in providing services within a remote environment. The ESE Liaison and ESE AP will send each service provider (i.e., counselor, physical therapist, occupational therapist, behavior specialist, speech and language therapist) a list of students requiring services. The service providers are responsible for reaching out to parents to set up a schedule to provide the necessary services. All providers are required to document any service that is given. Resources are connected to the IEP goals and parents are made aware of what resources are available.

Research and implement best practices in online special education.

The ESE Department continually researches the best practices in online special education. During an extended school closure, it is essential to set up a schedule that is flexible and meets each student's and family's individualized needs. Best practices include continually reaching out to families to be sure connections with related services are being implemented. In some cases, it is important that parents are present during remote learning so they can assist their child with remote instruction. In some cases, multiple providers will need to work together to provide remote instruction and/or related services. It is essential to provide support to parents and provide strategies on how they can assist their children to achieve success within a remote environment.

Operations

Component 9: Continuation of School Operations

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.

All district personnel and departments are considered essential personnel, and all are impacted by extended school closures.

- All district and school-based administration staff and instructional staff will be actively engaged in deploying services within a remote format. These are considered essential personnel needed to support learning continuity.
- The following departments employ primarily non-instructional district or school-based personnel whose main responsibilities do not include direct services to staff or students. These staff will either be instructed to work remotely or go to their respective sites to continue daily operations.
 - Assessment and Accountability
 - Communications and Community Relations
 - Community Involvement
 - Construction
 - Employee Benefits and Wellness
 - Facilities and Maintenance
 - Finance and Budget
 - Home Education
 - Human Resources
 - Information Technology
 - Leadership Development
 - Planning
 - Print Services
 - Purchasing
 - Research, Accountability and Evaluation
 - Risk Management
 - Record Retention
 - School Choice
 - Sarasota County School Police
 - State and Federal Projects

Identify and communicate expectations of LEA staff related to schedules and work performance during school closures

Roles and Responsibilities of Other Instructional Staff Not Providing Direct Instruction

During remote instruction, daily hours will be flexible for the staff listed below in order to meet the needs of teachers and students.

- Principal
 - Communicate with Assistant Principals 2-3X weekly; create a check-in time to communicate with each teacher weekly and review Remote Learning Plans; provide weekly updates to families (via ConnectEd, newsletter or email); support teachers in finding solutions for student/parents/guardians when there is no response or lack of communication.

- **Assistant Principal**
Create a check-in time to communicate with teachers weekly; support teachers in finding solutions for students/ parents/guardians when there is no response or lack of communication.
- **Curriculum Directors, Specialists, Trainers and Facilitators**
Provide curriculum guidance to staff; answer content-related HELP tickets; provide professional development; complete state reports; oversee creation and purchase of needed materials.
- **Test Coordinator**
Office of Accountability and Choice and the district Assessment Specialist will provide guidance on changes to assessment protocols resulting from an emergency situation.
- **Paraprofessionals**
School administrators will be responsible for giving school-based paraprofessionals their assignments; duties may include assisting teachers in conducting check-in sessions with students, staying connected with families and students; tutoring as needed.
- **Job Coach**
Support students by assisting them in completing interest inventories and career exploration activities; contact students to work on career goals, resumes, job readiness and interview skills; work with ESE Liaisons to support students.
- **Truancy Officer**
Assist school staff in locating and connecting with students and parents/guardians; obtain updated and additional contact information from SIS; complete driver's license reinstatement; provide virtual attendance resources; monitor habitual truants. Support staff will create and make personalized learning and engagement plans for these students and families.

Role of the Teacher - Overview

During remote instruction, daily hours are flexible to meet the needs of teachers and students. Teachers are expected to provide office hours to ensure student success. Remote instruction will encompass three overarching responsibilities: Virtual Interaction, Purposeful Student Communication, and Active Progress Monitoring.

- **Virtual Interaction:** This component allows the instructor to interact virtually with their students in a live setting through Microsoft Office365/TEAMS and/or Zoom Video Conferencing. (Be sure to check your surroundings and your appearance prior to engaging in video conferencing). This includes but is not limited to the following activities:
 - Set class schedule.
 - Set live open office hours – Provide students the opportunity for students to “drop in” for support. Principals will provide guidance regarding specific hours.
 - Pre-Designed Instructional Lessons – A pre-determined lesson where the instructor provides content delivery on a specified topic or concept. Instruction within the remote learning environment continues to incorporate highly effective teaching practices. Instructional staff avoid relying on increasing the students’ workload and assignments rather than sustaining a meaningful and supportive instructional presence with students.
 - Collaborative Projects – Students and their instructor work together on a collaborative project in a virtual setting.

- Purposeful Student Communication: This component allows the instructor to engage students in meaningful dialogue and increase course/subject participation through active and purposeful communication within the course/subject area. This includes but is not limited to the following activities:
 - Email, Chat, and Messaging (Do not use personal social media accounts).
 - BLACKBOARD, TEAMS, REMIND, CLASS TAG, DOJO, or any other means of communication that teachers are currently using for their class.
 - Phone Calls as needed or requested. Teachers can use Google Voice.

- Active Progress Monitoring: This component will require the greatest amount of a virtual instructor's bandwidth and time. In the absence of traditional seat time, ensuring students are successfully completing their weekly assignments is critical to success.
 - Teachers will need to refer to their content area progress monitoring measures and reporting features to ensure that each student is actively making progress on their assigned weekly tasks.
 - Post assignments for the week DAILY.
 - Maintain a daily presence with students.
 - Provide frequent feedback to students.
 - Keep parent/guardians apprised of progress.

NOTE: TEACHERS MAY NEED TO PROVIDE PAPER PACKETS OF WORK FOR STUDENTS WHO CANNOT ACCESS ONLINE MATERIALS and ADAPT ANY STREAMING VIDEO FOR STUDENTS WITH INSUFFICIENT INTERNET SPEED.

Specific roles and daily responsibilities of instructional personnel can be found at the following link: <https://www.sarasotacountyschools.net/icp>. Included are the roles for specific instructional staff: school counselors, pre-kindergarten teachers, elementary teachers, high school teachers, and all ESE and special service providers.

Changing Roles of Specific Non-Instructional Personnel

Non-instructional personnel in specific areas may take additional or different responsibilities during an extended school closure. The role and additional responsibilities are listed in the table below.

- Nurse
Receive assignments from the district Health Office which will vary depending upon the crisis.

- Clinical Aide
Review records on students who receive care in order to identify students who may need care when remote; Provide follow-up services and make appropriate referrals to the public health nurse; Serve as liaison with the public health nurse in providing information and materials on health education programs and refer individual students; Communicate with parents /guardians and staff regarding student health needs; Develop and maintain a list of high-risk students having potential emergency needs; Participate in health services training and updates during the extended school closure.

- Food Service Worker
Receive assignments from the District Director of Food and Nutrition to participate in the food distribution process.

- Custodian, Facilities and Maintenance Workers
Receive assignments from District Director of Facilities to participate in cleaning, sanitation and repair depending upon the crisis. Some custodians will be assigned to work in other departments (computer or food distribution as needed).
- Bus Drivers
Receive assignments from the District Director of Transportation to support the work in other departments as needed. Bus Drivers will be required to deliver instructional hardware, specialized hardware, and instructional packets to students' homes without internet access or who have specialized needs.

Develop and communicate an execution plan to provide food services to students/families in need during school closures.

The execution plan to provide food services to students and families in need during an extended school closure includes the following steps:

1. Establish remote feeding locations to best serve the student population and children in the community.
2. Determine existing food and supplies in schools and move supplies as needed.
3. Make sure Sarasota County is enrolled in the emergency feeding program (if needed).
4. Activate meal sign up for student's families to establish participation.
5. Acquire needed food and supplies.
6. Acquire cooking and food safety instructions for food distribution.
7. Work with media and OCCR to advertise locations and detail the sign-up procedures.
8. Do a weekly distribution of meals of either 7 breakfast and lunches or 5 breakfasts and lunches depending on the program.
9. Record all expenses and claim meals for funding. SCS claims the meals through the "Seamless Summer Program (SSO) through the United States Department of Agriculture (USDA).

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

The efforts to provide instructional continuity for all students include strategic planning for students receiving exceptional education services. Although these services may look different during an extended school closure, SCS's commitment to inclusion and student success remains the same.

All students receiving special education services in Sarasota County have an ESE liaison who partners with classroom and ESE teachers, students, parents/guardians, and related service providers to develop each student's individualized plan. All service providers have been given instruction on how to design instructional services based on IEP goals within the remote environment. Quarterly refresher trainings will be conducted as well as posting video tutorials on the district website that can be accessed by service providers during an extended school closure.

Teachers and related service providers will make adjustments to meet student needs in the remote environment, and ESE liaisons will continue to monitor student progress to determine what, if any, additional support is needed. Students receiving mental health support, occupational therapy, and/or speech and language services will receive direction and communication from the IEP providers to schedule services. All required evaluations and IEP/504/EP meetings will be held virtually to the greatest extent possible.

Students in ESE Following General Education Standards

- Students will follow grade level or course curriculum with applicable accommodations.
- Students with an IEP will continue to receive access to educational and related services.
- Hospital/homebound students previously served at home will participate in virtual instruction provided by their school of enrollment. ESE teachers will provide services and supports in collaboration with the content area teacher(s).

Students in ESE Following Access Point Standards

- The classroom teacher will provide digital instructional tools for students.
- Paper-based instructional materials will be provided for students who cannot access digital instructional tools at a recommended two-week interval.
- Instructional materials will be delivered to the student's home.
- Home-based support materials and/or virtual therapy sessions will be provided for students who receive related services.

Hospital Homebound (HHB)

- If a student is eligible for these services and they can access online instruction, the Hospital Homebound teacher will connect with the family and meet the goals of the IEP as appropriate. Paper-based packets will be provided to any student who cannot access online learning.

ESE Liaisons (school-based all levels)

- ESE liaisons at the schools have the responsibility to make sure all teachers have access to and familiarity with the IEP and allowable accommodations for instruction as well as for the environment.
- The ESE liaison will provide the list of student-based service providers.
- Based on IEP goals, daily/weekly check-ins will be required by the ESE teacher and related service providers. A log must be kept every time the teacher/providers communicate with a student and/or parent/guardian. *The ESE Liaison must ensure that all ESE service providers keep a detailed log of service provision.*
- ESE Liaisons will equally divide any active HHB students to the ESE teachers for them to provide the Specially Designed Instruction (SDI). HHB students will virtually access instruction from their regular classroom teacher. Any exceptions to this service delivery must be approved by the district.
- Progress monitoring is documented by student responses on the computer and/or packet of materials sent home.
- Counselors, psychologists, and social workers will be required to continue CAARS. ESE Liaisons must consult with these providers to ensure that this is scheduled, provided, and logged.
- Any student that has additional services from an itinerant teacher, (i.e., visually impaired, hearing impaired) will receive services from the providers. They will coordinate the delivery and schedule with the teacher of record. The ESE Liaison must communicate with these service providers to ensure that services are scheduled, provided, and logged.
- ESE Liaisons will be responsible for scheduling and conducting virtual IEP meetings. Steps to ensure parent participation must be followed. A minimum of two required team members must participate in the IEP meeting.
- ESE Liaisons will participate in district training via Zoom.

Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

SCS has interagency agreements with 25 community providers and state agencies to provide a range of support including behavioral health services, mentoring, family support, girl empowerment, grief support and programs and services for children with disabilities students and families. The document listing these agencies and contact information is posted on the district website for easy access for all Student Support Staff and will be updated annually to ensure accuracy and include any new agreements that are formed. District administration will seek financial support from local foundations to provide support in establishing a seamless transition to remote instruction and ongoing academic and social emotional supports to Sarasota County School District's students and families.

Communications

Component 10: Emergency and Ongoing Communications

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.

The stakeholder groups within the school community include the:

- Superintendent
- Chief Academic Officer
- Chief Operating Officer
- Executive Director
- Chief of Police/Designee
- Communications Director
- Transportation Director

Sarasota County Schools Office of Communications and Community Relations (OCCR) has developed a Crisis Communication Plan in order to manage communications during an unpredictable crisis which necessitates school closures. Most emergency or unexpected shutdowns are fluid and have many unexpected turns, therefore the Communication Continuity Plan is flexible and can be adapted to meet changing conditions. The OCCR will identify and create communication within the school and academic division, with parents and the community, and with the media and ensure all stakeholders are communicated with in a timely and precise manner. The ICP link contains an appendix with Crisis Communication details and flowcharts <https://www.sarasotacountyschools.net/icp>.

Stakeholder groups within the school community that require clear, concise, emergency, and ongoing communications include:

- School staff members and students must be told what is happening and what to do.
- Parents of students and families of staff members must be informed about the situation, including the status of their child or family member.
- Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed.
- Updated information must be transmitted to the district's central office and to other affected schools. The press must be informed and kept updated.
- Groups within the school community (i.e., PTA, advisory councils, etc.) that can assist with getting accurate information into the community will be utilized.
- Community organizations to include the Sarasota County Government, Sarasota hospitals, foundations, social service groups, volunteers, partner organizations and others will be kept informed of school activities.

Clarify roles/responsibilities of school personnel assigned to communicate with stakeholder groups.

District:

- The Superintendent and the Cabinet will work with the OCCR, who in turn will communicate consistent messaging and retrieve information from appropriate agencies (Department of Health, the Sarasota County Government, the Sarasota Police Department etc.) to provide the latest information about the crisis, the course of action and appropriate communication to provide to other stakeholders.

- The OCCR will share the final district-level guidance with families in one central location on the district website, and on district-level social media platforms.
- The OCCR will establish a *Frequently Asked Questions* section on the district website to address school-related questions that appear on school and district social media platforms.
- Frequent and consistent messaging from the academic team at the district and school-based site locations about changes regarding learning will be provided to parents/guardians and students (i.e., designating a staff and/or teacher team/group at each school to follow-up with parents/guardians who have not responded to a directive sent via school-based Community Engagement).

Schools:

- The OCCR will provide schools with suggested Community Engagement message templates and social media message templates to communicate directly with their families about the district-level guidelines as well as any school-based changes (i.e., how the school will handle walk-ins at the front office/how a parent can request an appointment).
- Schools will be encouraged to refer health-related questions to the Department of Health or the District Health Office.
- A Crisis Notification System is accessible to all Principals and Health Room Aides to input concerns.

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

- Depending on the course of the event, weekly, biweekly, daily, hourly, or more frequent communication will occur between:
 - The District Cabinet and the school-based leaders to permit two-way communication.
 - The District Departments and the appropriate stakeholder groups. For example:
 - The Superintendent and the School Board Members
 - The Superintendent and the Cabinet
 - The Chief Operating Officer and the Department of Health
 - The Sarasota Police Chief and the Sarasota Police Department

When the latest information is gathered and decisions are made with the Superintendent and Cabinet, the OCCR will provide accurate messaging to the stakeholder groups and thereby lead the coordination of communications flowing from the district to schools to stakeholder groups as noted above.

- **When a Crisis or Shutdown Has Occurred:**

Coordinated notification of faculty and staff about an event or crisis and keeping them informed as additional information becomes available and as plans for management of the situation evolve is critical. OCCR will contact all staff through traditional means of communication: email, text, phone, and social media.

- **Community Engagement Message- Blackboard LMS:**

- OCCR will craft a statement, specifying what is and is not yet known, and activate it through the LMS system. The message chain will flow as follows:
 - The Superintendent will notify the School Board and the Cabinet (Leadership Team) with a plan of action to be activated.
 - Principals and Administrators will receive communication first to ensure school personnel and office personnel all have the information needed to act.
 - District OCCR will notify ALL employees.

- **Message to Parents and Guardians before a Crisis:**

A very important aspect of managing crises is dealing effectively with parent reactions. When possible, communication with parents and the community is *best begun before a crisis or shutdown occurs*. Some of the strategies include:

 - Educating parents about the school plan and its objectives. This information can be shared on the district’s website as well as preparing materials for parents that can be distributed at parent orientations or at other informational meetings.
 - Maintaining a relationship with parents so that they trust and feel comfortable calling school personnel in the event of a crisis or extended school closure.
 - Developing materials that:
 - provide factual information of the event,
 - provide reality information and prepare parents for the possible reactions of their child and ways to talk with them, and
 - provide information on how the school and district are handling the situation.
 - Developing a list of community resources which may be helpful to parents (i.e., libraries, community centers, food banks).
 - Identifying parents who are willing to volunteer in case of an extended school closure or crisis and include them in preparation efforts and in training.

- **Message to Families and Guardians in the event of a crisis:**
 - In the event of an emergency or shutdown, parents have very specific information needs. First, parents want to know their child is safe; then, parents want to know the details of the situation, to know how it was handled, and to know that the children will be safe in the future. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone seeking information. We have a system for responding quickly to parent needs for immediate information. In the event of a crisis or emergency shutdown we use the Community Engagement System to:
 - Tell parents exactly what is known to have happened.
 - Implement the plan to manage phone calls and parents who arrive at school (usually school-based).
 - Keep updated information flowing through the district website and social media channels employing FAQ’s and two-way communication strategies for parents as soon as possible. These techniques provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school. In the event of an incident which involved damage (like a hurricane or flood), we will employ an open house for parents and other members of the community to see the school restored to its “normal” state.

- **Communications with Media**
 - The OCCR’s Media policy is channeled through our Media Specialist or Communications Director. Most news people are sensitive, open to suggestions and interested in doing a reputable job. In some cases, this may be the only way to get information out to the community and families. When dealing with the media, OCCR implements the following to promote clear communications:
 - Deal up-front with reporters. Be honest, forthright and establish good communication with the media before problems or a crisis occurs.

- Do not try to stonewall the media or keep them from doing their job.
 - The school should decide what to say, define the ground rules, issue a statement, and answer questions within the limits of confidentiality.
 - Remind employees that only designated spokesmen are authorized to talk with news media.
 - Delay releasing information until facts are verified and the school's position about the crisis is clear.
 - The primary goal is to keep the public informed about the crisis/ shutdown while trying to maintain the privacy of students and ensure as little interruption of the educational process as possible.
 - The Director of Communications or designee will prepare a written statement that gives the basic facts in a clear and concise manner.
- **Using Technology for Communication**
 - Technology is a very effective tool for communication during a crisis. Common tools SCS may use include:
 1. **Telephone** - Although the landline telephone is the most commonly used communication tool in schools, most schools do not have enough lines and worse, service is typically lost when electricity is lost. In preparing for crises, it is recommended that schools have additional methods.
 2. **Dedicated Line** – The district has two dedicated conference lines for information sharing call-in one-way communication.
 3. **Cell Phone** – Cell phones may be the only tool working when electric service is out and are a particularly useful link to staff members who are headed to or from the site of an accident or other emergency.
 4. **P-25 Radios** – The district has an allotment of P-25 radios. Each site will use their school's primary channel for communication within the school. Channels for direct communication with the district's command post, the OCCR, and the EOC will be announced at the time of activation.
 5. **Internet Connection – WIFI** -TSPs at each site will arrive 12-24 hours before a shutdown / crisis, if known, to check WIFI and get laptop computers set up for remote use.
 6. **Hotspots**- The district has enough Hot Spots to pass out to ensure every site has connectivity during a crisis or shutdown.
 - **Social Media** – The district currently manages 5 discreet Social Media Channels: Facebook, YouTube, Instagram, Twitter, and LinkedIn. These platforms are all two-way interactions and are monitored throughout the day for information sharing. During a crisis, Twitter and Facebook both become a go-to resource for instant information. Our YouTube Channel will be used to host daily / weekly video messages with updates. These updates/VNR's will also be shared with media outlets to get information out in a variety of ways.

Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

The District website will be the host of the ICP, the Hurricane Plan, and all information for all stakeholders. The district website links to all school websites <https://www.sarasotacountyschools.net/icp>.

- Each school has their own website. District information will be pushed to the school websites. Each school will provide additional school level information for their staff, students, and families.
- **Additional Crisis Communication Detail and flowcharts pertaining to other significant events such as limited lockdown and active shooter lockdown can be found at <https://www.sarasotacountyschools.net/icp>.**