



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

Local Educational Agency - Leon County Schools

Charter School - School of Arts and Sciences on Thomasville Road

Submitted by - Ashley Arrington, Jennifer Koon, and Eirin Lombardo

ACADEMICS

Component 1: Leadership and Planning

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

- Identify desired outcomes or goals of the ICP.
- Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.
- Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.
- Develop a process for evaluating the effectiveness of the ICP.

| Cross-Functional Planning Team Members | |
|--|--|
| Administrators | Eirin Lombardo (Principal), Ashley Arrington (Assistant Principal--Administration), Jennifer Koon (Assistant Principal--Curriculum), Kristen Craig (Dean) |
| Response to Intervention Team | Kathryn Carter, Stephanie Cooper, Karen Jeong, Alesheia Presha, Amanda Reyes, Madeline Aultman, Eirin Lombardo, Jennifer Koon, Kristen Craig |
| Leadership | Julie Sear (Middle School), Anna Chrestensen (Athletics, Specialists), Madeline Aultman (4th/5th), Katelin Womble (2nd/3rd), Lynne Hyre (K/1st), Karen Jeong (ESE), Eirin Lombardo, Ashley Arrington, Jennifer Koon, Kristen Craig |

In the event of a school closure, the desired goals of the ICP are:

1. Keep communication open with stakeholders.
2. Continue academic services.
3. Provide additional academic and emotional support for our school family as needed.

The critical success factors (CSFs) that determine achievement of the ICP desired goals are as follows.

Goal 1 - Communication

Staff -

1. Initial contact made with staff by administrators.
2. Continued communication via email, Remind messaging app, and phone. A minimum of weekly contact made with all staff.
3. Weekly meetings with academic teams via Zoom or other platforms.
4. Individual meetings scheduled as needed.

Evaluation - Has contact been made with all staff members? Is communication continuing at a minimum of once per week? Is information clearly communicated and understood by staff members?

Families -

1. Initial contact made with all families via email, Remind messaging app, and phone. Administrators and instructional staff work together to confirm contact.
2. Continued contact from school and classrooms via email and messaging at a minimum of once per week.
3. Direct documented contact made when concerns arise, specifically related to attendance and participation.
4. Meetings scheduled as needed via Zoom or other platforms.

Evaluation - Has contact been made with all families? Is communication continuing at a minimum of once per week? Is information clearly communicated and understood by families?

Goal 2- Academic Services

1. Teachers prepare weekly schedules of synchronous and asynchronous lessons and assignments via Google Classroom. Schedules are shared with administrators and families.
2. Student attendance during in-person class meetings, whole class lessons, and small group lessons is recorded.
3. Student completion of assignments via Google Classroom and other applicable programs is tracked.
4. Student progress towards academic goals is monitored.

Evaluation - Are schedules and assignments posted on a weekly basis? Are schedules clearly explained and understood? Is student attendance consistent? Are absences addressed with families? Is student participation consistent? Are missing assignments addressed with students and/or families? Do rates of student progress and levels of engagement meet grade level expectations?

Goal 3- Support for Students

1. Academic and emotional support will be coordinated and provided to students identified as needing additional layers of intervention.
2. Weekly meetings with academic teams include reports from classroom teachers and families regarding academic and emotional concerns. Students of concern are identified and Administrators work with instructional staff to coordinate interventions.
3. Students of concern are actively monitored to ensure support is effective. The team reconvenes and prescribes modifications when it is determined the support is yielding ineffective results.

Evaluation - Are students who receive academic and emotional support continuing to receive this support? Are students of concern reported in weekly meetings? Are supports put in place to support inconsistent participation or progress? Is the support effective? Are changes enacted when it is determined the support is ineffective?

Component 2: Curriculum Resources/Digital Content

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

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

In the event of a school closure, SAST is prepared to begin remote learning the following day. The **Learning Management System (LMS)** used is Google Classroom. All staff members have been trained and have varied experience using this LMS.

Google Classrooms are available for each class students attend on campus and students have been added to these digital classrooms. **Each student** has an active account in Google Classroom.

Curriculum materials are available in print and digital formats. Depending on the length of the closure, materials pick-ups will be coordinated for each grade level. Materials in these pick-ups include, but are not limited to, pencils, paper, crayons, journals, notebooks, textbooks, copies of worksheets, and textbooks. Materials for Science labs and Art lessons may also be included.

The Cross Functional Planning Team (below) will monitor the staff and student use of the LMS.

| Cross-Functional Planning Team Members | |
|--|---|
| Administrators | Eirin Lombardo (Principal), Ashley Arrington (Assistant Principal--Administration), Jennifer Koon (Assistant Principal--Curriculum), Kristen Craig (Dean) |
| Response to Intervention Team | Kathryn Carter, Stephanie Cooper, Karen Jeong, Alesheia Presha, Amanda Reyes, Madeline Aultman, Eirin Lombardo, Jennifer Koon, Kristen Craig |
| Leadership | Julie Sear (Middle School), Anna Chrestensen (Athletics, Specialists), |

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| | Madeline Aultman (4th/5th), Katelin Womble (2nd/3rd), Lynne Hyre (K/1st), Karen Jeong (ESE), Eirin Lombardo, Ashley Arrington, Jennifer Koon, Kristen Craig |
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The following team members will work with academic team leaders to monitor the performance of Google Classroom and make modifications or improvements as needed.

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| LMS Team Members | |
| Team Lead | Ashley Arrington |
| Team Members | Donna DuPont (Office Manager), Karen Burns (Finance Manager), Robin Smith (Middle School Administrative Assistant) |

Remote Learning Program

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|--------------|---|
| Grade Level | Kindergarten - 3rd Grade |
| Frequency | Students have daily class meetings and 1-2 synchronous lessons per day. |
| ELA | FunDations lessons taught synchronously Small Reading groups meet two or more times per week using print or digital materials Weekly Writing assignments include journals, narratives, and friendly letters |
| Math | Daily lessons from SAVVAS Math |
| Theme | Teacher created Science and Social Studies lessons one to three times per week |
| Special Area | One lesson for each Special Area (PE, Music, Art, Spanish, Gardening) available per week |

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|-------------|---|
| Grade Level | 4th & 5th Grade |
| Frequency | Students have daily class meetings and 2 synchronous lessons per day |
| ELA | Writing lessons taught synchronously, Flocabulary and teacher created content used for practice Small Reading groups meet one to two times per week using print or digital materials Weekly Writing assignments include journals, essays, narratives, and friendly letters Weekly Reading assignments include Readworks Passages and Reading Journal entries |
| Math | Daily lessons from SAVVAS Math |
| Theme | Teacher created Science and Social Studies lessons one to three times per |

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| | week |
| Special Area | One lesson for each Special Area (PE, Music, Art, Spanish, Gardening) available per week |

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|----------------|---|
| Grade Level | Middle School |
| Frequency | Students meet with each CORE class daily (ELA, Math, Science, Social Studies); Electives are encouraged |
| ELA | Synchronous skill lessons based on yearlong standards aligned scope and sequence Weekly check-ins for long-term Writing projects Weekly ReadWorks assignments Weekly Reading journal entries |
| Math | SAVVAS Math, teacher created lessons |
| Science | Teacher created based on standards in yearlong plan Tools used include NearPod, Padlet, YouTube, and Google Slides |
| Social Studies | Teacher created based on standards in yearlong plan Tools used include NearPod, Padlet, YouTube, and Google Slides |

Professional Development & Timeline

Additional planning time is not needed before implementing the LMS and Remote Learning Programs outlined in this plan. SAST is prepared to pivot when and if a school closure necessitates.

Teachers have used available training resources to learn and master the LMS. Weekly Team Meetings allow ongoing opportunities for peer-to-peer training on the LMS, digital programs, and tools. New hires have LMS Training included in their onboarding at the beginning of the year and additional support throughout the school year.

Additionally, all staff members were encouraged to join the Professional Development opportunities provided by Leon County Schools.

Component 3: Professional Learning

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

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

In the preparation and implementation of the ICP, multiple surveys were completed to gauge the professional learning needs of the staff. In the annual **Deliberate Practice Plans**, instructional staff reflect on their instructional practices and select one element to improve upon. Administrators coordinate one-on-one and small group support based on these identified elements.

Teachers and staff have access to all Professional Learning opportunities provided by **Leon County Schools**. This includes courses for endorsement in Reading, ESOL, and Gifted Learning as well as training for Classroom Management, Crisis Prevention Intervention, and Strategies for Students with Disabilities.

In addition to the endorsement courses provided by LCS, the **Student Support Team** has received regular training on how to provide accommodations, interventions, and ESE services remotely. All staff participate in continuous training and professional development related to providing accommodations and modifications, virtually and in-person, to students with IEPs, EPs, 504 Accommodation Plans, as well as those students identified as ESOL.

In preparing for the Spring 2020 school closure, teachers received specific training on the LMS **Google Classroom** using resources provided by DOE, Simple K12, and Google.

Leading up to the 20-21 school year, Dr. Vanessa Dennen delivered "**Developing Community and Engaging Students in Virtual Learning Environments**" LCS Course #25130. Members of the staff completed extended work with Dr. Dennen on specific strategies in their digital classrooms.

At the end of the first semester, all staff attended an **Innovative Learning Summit** for peer led sessions on innovative virtual learning methods, tools, and programs. Detailed demonstrations of current technology tools were provided, as well as an introduction to programs to support differentiated instruction and enhance family communication in an online platform. The

presentations covered Google Slides, Google Sites, Screencastify, JamBoard, Quizizz, Nearpod, Imagine Learning, interactive weekly schedules, strategies for timely feedback, and challenges non-English speaking families face in the current global pandemic.

In preparation for the **2021-2022 school year**, instructional staff completed Professional Development for Connect to Comprehension, Moby Max, FunDations, and Heggerty. These programs have proven effective via in-person and remote learning.

Moving forward, all teachers will receive regular training, as well as refreshers, on the programs used in the Remote Learning Program. **Beginning Teachers** and **New Hires** receive additional support in learning instructional best practices to use on campus and in remote learning settings.

Reflective questions at the end of workshops and training clarify the effectiveness of the learning efforts. This information helps plan follow-up meetings with individuals as well as future training opportunities. Additionally, regular classroom observations associated with the Deliberate Practice Plans show if new skills and knowledge yield stronger instructional practices.

Component 4: Instructional Practices

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

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

Educators need easy access to **hardware and software** and the skills to use them to support the education of their students. All staff members have been assigned working computers and have support in troubleshooting issues that arise. Additionally, scanners and document cameras have been provided to enhance learning experiences.

Google Classroom is the LMS first adopted in March 2020. Staff continue to use this program to strengthen their knowledge and skills. The school has subscriptions to the following **web-based programs** that sync with Google Classroom and enhance and monitor student achievement: MobyMax, Flocabulary, STAR, AimsWebPlus, ReadWorks, Reading A to Z, SAVVAS, Jamboard, Screencastify, FlipGrid, and Padlet.

In planning for Professional Development, formal and informal surveys of the staff are completed to gauge proficiency levels. Teachers rate themselves as a beginner or expert on these various web-based programs. Experts are tasked with providing additional individualized training and support for those beginners on their team.

| Remote Learning Leaders | |
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| Elementary | Kari Starling, Katelin Womble, Jennifer Heinlein, Jenna Martin, Wendy Gardner, Elisa Reino |
| Middle School | Julie Sear, Christy Baldwin, Jamie Peeters, Yasmin Soudani |

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| Support | Madeline Aultman, Kathryn Carter, Alesheia Presha, Anna Chrestensen, Elizabeth Fravel, Ray Gray, Jenny Maddox |
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Monthly Staff Meetings, weekly Team Meetings, and quarterly Professional Development provide opportunities for staff to learn best practices for remote learning. Weekly grade level meetings are a time to review student performance and determine the effectiveness of the delivery methods and alter strategies in order to maximize student engagement. The September schedule is included here.

| September 2021 | | | | | | |
|-----------------------|--------|---------------------------|--------------------|-----------------------------------|------------------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 MS Team RTI Team | 8 LCS Admin Mtg | 9 Team Meetings LCS APA Mtg | 10 | 11 |
| 12 | 13 | 14 MS Team RTI Team | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 MS Team RTI Team | 22 | 23 Staff Meeting | 24 | 25 |
| 26 | 27 | 28 MS Team RTI Team | 29 | 30 Team Meetings | 1 LCS Reading | 2 |

Component 5: Parent and Family Support

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

1. Identify the household technology capabilities and needs of students and their families.
2. Establish effective two-way lines of communications with parents and families of students using a variety of media.
3. Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.
4. Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.
5. Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.
6. 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.

A survey of families was conducted to determine the access families have to reliable Internet, and the access students have to a reliable learning device. Using this information, the school identified which students needed a device loaned to them, and which families needed help securing reliable access to the Internet.

Regular and effective communication with families of students occurs using the following methods:

1. Email - The school maintains current email addresses for staff and families. There is an expectation that classrooms email families a minimum of once a week and that staff respond to emails from families within 48 hours.
2. Messaging - The school uses the Remind app to message staff and families. Families are able to directly message Administrators using this app.
3. Operoo - This website allows the school to collect up to date contact information and conduct surveys with families.

4. Phone Calls/Google Voice - Phone calls to the school phone are forwarded to an on-call Administrator. Administrators also use phones to call families directly. Google Voice is used by instructional staff to make phone calls without disclosing their personal phone number.
5. Video-Conferencing - Zoom, Google Meet, and Microsoft Teams are used to hold meetings with staff and families.
6. Google Translate - This service is used to connect with families who have limited ability to speak or read English. This service allows the school access to a translator who will join the call and relay important information to the family in their native language.

As we transitioned to remote learning, the school sent guidance to families about how to support their children in setting up learning spaces. Here is an excerpt from a family newsletter that includes information sent to families.

Dear Families,

I hope this beautiful May day finds you and yours well. Undoubtedly, a lot has changed since we were last together on campus back in March. To say this has been a time of transition for us all is an understatement, but yet we continue to persevere. As we wrap-up our sixth week of virtual learning, we encourage you to continue prioritizing your family's health and wellness. There is truly nothing more important.

Revisiting these tips from the Florida Inclusion Network may once again prove helpful. They continue to be relevant for our Dragon families as we work towards finding a rhythm and balance with our new mode of distance learning.

- **Parent first.**
- **Set up a comfortable space for learning.**
- **Establish a daily schedule and set clear expectations and goals.**
- **Allow brain breaks and time for recess.**
- **Limit distractions.**
- **Allow socialization, even if it is virtual.**
- **Provide time away from screens.**
- **Find or create support networks.**
- **Ask for help.**

That last one—'Ask for help.' —remains such an important one. Please know that the SAST team is here for you throughout this journey. Whether it be providing clarification, additional activities, tech support, community resources... We are willing to be of service. We simply ask that you be patient with yourselves, your children, and us as we all work to find our way during this unprecedented time.

Without a doubt, the home-school connection is now more critical than ever. Teachers are working to provide relevant education opportunities for all students while being mindful of individual social-emotional needs. Families are working at home to support learning activities and foster engagement. Working together as a team, and practicing kindness and flexibility, allows us to support each other and find solutions to challenges that arise.

In addition to the endorsement courses provided by LCS, the Student Support Team has received regular training on how to provide accommodations, interventions, and ESE services in the Digital Academy. All staff participate in continuous training and professional development related to providing virtual and in-person accommodations and modifications to students with IEPs, EPs, 504 Accommodation Plans, as well as those students identified as ESOL.

As mentioned in Component 2, academic and emotional support will be coordinated and provided to students identified as needing additional layers of intervention.

1. Weekly meetings with academic teams include reports from classroom teachers and families regarding academic and emotional concerns. Students of concern are identified, and Administrators work with instructional staff to coordinate interventions.
2. Students of concern are actively monitored to ensure support is effective. The team reconvenes and prescribes modifications when it is determined the support is yielding ineffective results.

Reflective questions are used to evaluate the effectiveness of these strategies and to make adjustments as needed.

- Are students who receive academic and emotional support continuing to receive this support?
- Are students of concern reported in weekly meetings?
- Are supports put in place to support inconsistent participation or progress? Is the support effective?
- Are changes enacted when it is determined the support is ineffective?

TECHNOLOGY

Component 6: Technology and Technical Support

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

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

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|-----------------|---|
| Technology Team | |
| Leaders | Ashley Arrington, Eirin Lombardo |
| Members | Donna DuPont, Robin Smith, Karen Burns, Hunter Churchill (Absolute Computing) |

The Technology Team worked within the Leon County Schools infrastructure to deliver instruction. The school also contracted with Absolute Computing to monitor and support synchronous and asynchronous learning and strategize to avoid crashes. The vendor assisted the school in completing necessary upgrades on campus and on devices used for staff and students.

A survey of families was conducted to determine the access families have to reliable Internet and the access students have to a reliable learning device. Using this information, the school identified which students needed a device loaned to them and which families needed help securing reliable access to the Internet.

Kindle Fires, Chromebooks, and laptops were distributed to students as needed. Care was taken to ensure students had access to necessary software to support their digital learning and comply with FAPE.

Barracuda and Deep Freeze are used to filter web content for all devices used by students and staff.

Component 7: Cyber Security

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

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

The school uses the cyber security framework used by Leon County Schools.

The school uses the business continuity plan used by Leon County Schools.

The school uses the incident response plan used by Leon County Schools.

The school uses the cyber security policies used by Leon County Schools.

Component 8: Engaging Students with Limited Access

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

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

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|------------------------|--|
| Service Providers Team | |
| Team Leaders | Eirin Lombardo, Jennifer Koon |
| Team Member | Eirin Lombardo, Jennifer Koon, Ashley Arrington, Kristen Craig, RTI Team |

The primary goal of the ICP is to maintain regular and effective communication with all stakeholders. Within 24 hours of the closure, initial contact will be made with all families via email, Remind messaging app, and phone. Administrators and instructional staff work together to confirm contact has been made. Continued contact from school and classrooms via email and messaging at a minimum of once per week.

Weekly team meetings will discuss students of concern including students with disabilities, students with limited access to digital learning, and students in need of emotional support. Direct documented contact will be made when concerns arise. Meetings will be scheduled as needed via Zoom or other platforms.

Reflective questions will help ensure this plan is effective. These include:

1. Has contact been made with all families?
2. Is communication continuing at a minimum of once per week?
3. Is information clearly communicated and understood by families?

The **LEA leadership** assigns a Program Specialist to oversee compliance of Special Education services. Weekly meetings with the Program Specialist provide opportunities to address any concerns from the week and craft a plan of action. The Program Specialist also ensures that

school staff have access to all training and information provided by Leon County Schools ensuring our educators implement the best practices in online special education.

OPERATIONS

Component 9: Continuation of School Operations

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

1. 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.
2. Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures.
3. Develop and communicate an execution plan to provide food services to students and families in need during school closures.
4. Develop and execute a plan to provide special education services and accommodations to students in need during school closures.
5. Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

In March 2020, the school changed many facets of its operating procedures so that they could be managed remotely. Once the campus reopened, the operations continued to be digital.

| Operations | Converted to digital |
|------------------------------|---|
| Financial Services | Online vendor billing and payment Staff and families make payments online Online purchase orders Online ordering of supplies Web based financial management system |
| Record Keeping | Enrollment documents accepted via email Enrollment documents uploaded to LCS management system Student assessment records managed digitally Progress Reports developed and distributed digitally IEPs, 504s drafted and published digitally |
| Forms/Information Collecting | Web based app (Operoo) used to collect information including Annual Clinic Cards, Registration for Programs, Bus Registration, Medication Permission, and Dismissal Changes |

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| Meetings | All meetings with parents, service providers, and outside vendors conducted online Staff choose to meet online or in person |
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Building monitoring and maintenance was conducted on a regular basis to ensure quick action for any issues that may arise.

Mail and package pickup also needed to be regularly managed.

The school set expectations for staff to continue to do their assigned tasks during the closure. Task completion was monitored and Administrators followed up if those tasks were late or incomplete. Many staff members worked significantly more than their regular hours and struggled to maintain a work/life balance.

The school directed families to LCS sites for continued access to food services.

Special education and other services were provided within the school day via the Google Classroom and Zoom. The students received services and support that complied with FAPE as outlined in their IEPs, EPs, and 504s.

Information from community organizations were regularly shared with the SAST community. This included information from the Leon County Schools website and list serve. Information regarding tutoring, food pickup, social emotional support, and testing sites are examples of the community outreach shared with families.

The SAST PTSA and the SAST Administration ran community building events including the Spring Challenge, virtual Dragon Dash, the Summer Send Off, and the Pumpkin Patch tour. These undertakings served to enhance our school-family connections.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

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

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

Students: email, Google Classroom

Families: class newsletter, school newsletter, Remind, email, COVID dashboard, website, Facebook, progress reports, Zoom conferences

Staff: email, Remind, Dragon Tales, COVID dashboard, website, Facebook, Zoom staff meetings

Clear, timely, and effective communication is of critical importance. Our goal is to remain transparent and maintain open lines of communication amongst our stakeholders. Streamlined messaging ensures that accurate, up-to-date information is disseminated.

Teachers communicate directly with students, when appropriate, via email and the Google Classroom suite. Family members may also correspond with teachers and staff members via email and are granted access to their child's Google Classroom.

Families receive weekly class newsletters electronically and/or in a paper format if desired. The school newsletter is composed by the Office Manager and is approved by the Principal prior to being shared bi-monthly via email.

Remind text messages may be drafted by members of the Administrative team and are sent on an as needed basis when important information must be conveyed quickly. (For example, a significant weather event, COVID exposure, etc.)

The COVID dashboard is updated weekly and shared with families and members of the Board of Directors via Remind. This information is also included on our school website along with helpful tools and resources for stakeholders.

The SAST Facebook page is another vehicle used for communication with our school family as well as the wider community. Posts are updated regularly and frequently feature helpful reminders regarding upcoming events and activities.

Progress Reports are a means to communicate student progress and current data. These documents are shared with families four times a year.

Zoom and Microsoft Teams are yet additional tools SAST employs to maintain effective communication. Monthly staff meetings, bi-monthly Leadership and grade level Team meetings, weekly RTI and PST meetings, and requested family conferences are conducted via these platforms.

In an effort to maintain complete transparency and compliance, SAST's website shall include a link to the ICP leading up to and throughout the duration of any school closure. Additionally, guidance for stakeholders, including COVID safety protocols, digital resource tutorials, and tips for curating an effective home learning environment, shall be featured prominently.