Instructional Continuity Plan FSU Lab Schl (Broward)

Academics

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ICP Component 1: Leadership and Planning

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Specify LEA 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

LEA Response:

Cross-functional Planning Team: Charles F. Dodge, Pembroke Pines City Manager and Pembroke Pines Charter Schools Superintendent Principal Team: Channale Augustin, East Elementary Campus Principal; Peter Bayer, Academic Village Middle and High School Principal; Sean Chance, Central Elementary and Middle School Principal; Lisa Sporillo, FSU-Broward District Principal, Michael Castellano, West Elementary and Middle School Principal Office of Innovative Learning: Giselle Rodriguez, Director of Innovative Learning Information Technology Department: Matthew Kefford, Director of Information Technology for the City of Pembroke Pines Office of the Controller (Operations): Jonathan Bonilla, City Controller Desired Outcomes and Goals: Student Engagement: 100% of students will collaborate with teachers and students in a virtual environment to increase student engagement using innovative strategies and project-based learning. Student Services: 100% of students will receive social emotional support from a dedicated team that will infuse Rethink Ed/PATHS curriculum during the school day, as well as have access to virtual guidance services when needed. Academic Success: Student performance goals will be used to measure academic gains: Reading proficiency will increase from 79% to 81%. Math proficiency will increase from 69% to 72% Teacher Professional Training: 100% of teacher participants will report greater confidence in implementing research based instructional strategies as evidenced by 3% overall student increase on the reading based assessment and 3% increase on the math state assessment with 100% satisfied/very satisfied teacher survey feedback rating for the Professional Learning. Family and Community Outreach: 100% of families will have access to two-way communication, curriculum resources, and academic measures through online portals such as FOCUS, the system's student information system (SIS), and Canvas, the system's learning management system (LMS). Key Performance Indicators: Key Performance Indicators will be used to monitor the effects of instruction. Curriculum and assessment tools are defined in our reading K-12 plan and school improvement plans. Programs such as STAR, Lexia and Successmaker are utilized to progress monitor students and provide additional interventions when needed. All progress monitoring data is reviewed in data chats with the MTSS team, which includes administrators, teachers, guidance counselors, curriculum specialists, and/or parents. The data is reviewed at both the classroom level and the individual student level. Decisions on instruction and interventions are made to better support learning structures. Data chats occur regularly throughout the year. Potential Challenges:
Ensuring engagement through effective instructional strategies. Gathering feedback from all stakeholders to help guide the decision-making process. Support families and students through emotional challenges brought on by potential crises and environmental stress. Students with limited access to technology. Action Plan and Workable Solutions: The Cross-functional planning team will meet daily to ensure that all aspects of instructional continuity are successfully implemented. The Department of

Innovative Learning will collaborate with vendors and support personnel to provide students with access to programs and content that is critical to student success. They will also ensure that professional development is offered daily to all staff to support effective instructional practices in a virtual environment. Leadership will meet with teachers weekly to ensure two-way communication and use feedback in the decision-making process. The Office of the Controller and the Information Technology Department will provide students and their families with resources necessary for success, including technology services such as laptops for families that may need additional devices and food services for families in need. The team meetings will occur through Zoom; subsequently, the team will use feedback collected from surveys, family outreach events, staff meetings, ticketing data, and academic progress monitoring tools to guide the decision making process. Agendas with action items will be assigned to individuals or departments and will be used to guide daily meetings. All necessary documents and agendas will be stored in a Canvas Course designed to easily access the necessary information for any given task. Leadership teams will meet with support personnel to actively monitor student engagement in all Canvas courses. In addition, leadership will observe and participate in teacher's Zoom lessons on a regular basis. Guidance Counselors will work closely with teachers and provide services to students through social emotional curriculum and a guidance referral process. If a student is in need of additional services, guidance will refer him/her to the Student Assistance Program. The Student Assistance Program (SAP) offers individual therapy services delivered by a licensed psychologist and a mental health therapist. The Information Technology Department will assess the technological needs of families through the stakeholder survey. Chromebooks will be offered to families in need of additional devices. All devices will be updated to ensure that access to all necessary programs for instruction are available to students. All devices will be inventoried and families will complete a waiver indicating that they are responsible for the safekeeping and appropriate use of these technologies. For families in need of internet service, the Office of the Controller will work with local internet providers to secure connectivity for students. Monitoring and Evaluating: Monitoring and evaluating the successful implementation of the Instructional Continuity Plan will take place using various measures. Stakeholder surveys will be given to all families, students, and faculty on a bimonthly basis. Results will be analyzed and used to guide decisions that are documented in the daily team agendas. Academic progress monitoring tools will be used to evaluate student success in core academic areas and ensure that effective strategies are being implemented in the virtual school environment. All professional development offerings will include a feedback form that will be used as a "needs analysis" of support for instructional and non-instructional staff. Principals, Assistant Principals, or Curriculum Specialists will conduct weekly observations of live virtual instruction to monitor the strategies being utilized by teachers in the virtual environment. In addition, teachers' Canvas courses will be reviewed by leadership for required curriculum and support services for students and families.

ICP Component 2: Curriculum Resources and Digital Content

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 crossfunctional 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.

LEA Response:

Desired Outcomes and Goals Student Engagement: 100% of students will collaborate with teachers and students in a virtual environment to increase student engagement using innovative strategies and project based learning. Student Services: 100% of students will receive social emotional support from a dedicated team that will infuse Rethinked Ed and PATHS curriculum during the school day, as well as have access to virtual guidance services when needed. Academic Success: Student performance goals will be used to measure academic gains: Reading proficiency will increase from 79% to 81%. Math proficiency will increase from 69% to 72%. Teacher Professional Training: 100% of teacher participants will report greater confidence in implementing research based instructional strategies as evidenced by 3% overall student increase on the reading based assessment and 3% increase on the math state assessment with 100% satisfied/very satisfied teacher survey feedback rating for the Professional Learning. Family and Community Outreach: 100% of families will have access to two-way

communication, curriculum resources, and academic measures through online portals such as FOCUS, the system's student information system (SIS), and Canvas, the system's learning management system (LMS). Learning Management System: The City of Pembroke Pines Charter School System (PPCSS) has successfully used Canvas as its Learning Management System for K-12 since 2018. Canvas provides equitable access and instructional continuity in a virtual environment for all students. It is the robust digital foundation that allows students access to content, curriculum, and applications adopted by the City of Pembroke Pines Charter Schools. Canvas is rostered through our student information system (SIS), FOCUS, and provides students with access to all of their courses and content. Teachers utilize Canvas to post assignments, as a method of communication, and to provide timely feedback on student progress. A cross-functional team has been identified to monitor the performance of the LMS.

This team consists of instructional technology staff: Karina Raimont, Technology and Instruction Supervisor; Erica Kostzer, K-12 Solution Specialist; Gladis Lebron, K-12 Solution Specialist; and Maritza Diaz, Classroom Technology Support. This also includes administrative staff: Charles F. Dodge, Pembroke Pines City Manager and Pembroke Pines Charter Schools Superintendent; Principal Team: Channale Augustin, East Elementary Campus Principal; Peter Bayer, Academic Village Middle and High School Principal; Sean Chance, Central Elementary and Middle School Principal; Lisa Sporillo, FSUBroward District Principal, Michael Castellano, West Elementary and Middle School Principal; Office of

Innovative Learning: Giselle Rodriguez, Director of Innovative Learning; Information Technology Department: Matthew Kefford, Director of Information Technology for the City of Pembroke Pines; Office of the Controller (Operations): Jonathan Bonilla, City Controller. Curriculum leaders: Judith Founds, Curriculum Specialist and Dr. Kimberly Pizzo, Assistant Principal will also help oversee implementation. Mathew Kefford, Director of Information Technology monitors the functionality of Canvas as it supports over 6,000 students in our school system. The Innovative Learning Department oversees and monitors Canvas integrations with curriculum providers and over 50 applications used to support student learning. School based administrators will monitor effective teacher usage, parent communication, and student performance in Canvas. The Curriculum Leaders; Judith Founds (Curriculum Specialist) and Dr. Kimberly Pizzo (Assistant Principal) will monitor teacher led content, instructional strategies, and curriculum within Canvas. These teams will not only monitor the performance of the LMS, but will also make recommendations for improvements through bi-weekly meetings. All core curriculum is available through the Clever SSO and through the Canvas Learning Management System. Students have access to their core curriculum, which includes Benchmark Advance, Go Math via My HRW, Lexia, and Successmaker. Additional supplemental curriculum is available through the Clever platform.

Professional Development for teachers is provided through the Office of Innovative Learning. Sessions include workshops such as "Getting Started with Canvas," "Canvas Grade Passback," "Communicating

and Collaborating in Canvas." In addition, professional learning is also offered on the content providers and curriculum applications available to all teachers in Canvas. Teachers participate in these workshops to better understand the functionality of the LMS, as well as all of the content it supports. All teachers will have planning time for professional learning communities and professional development sessions from 2:15 pm – 3:15 pm. Workshops and professional development are ongoing and posted on a monthly calendar on a Canvas course titled "Office of Innovative Learning." This course publishes links to weekly training offerings, video guides, and a wealth of resources for teachers. Teachers new to Pembroke Pines Charter Schools also participate in the New Teacher Academy. This academy is focused on supporting a cohort of new teachers as they navigate the new learning environments. Also, new teachers are provided coaching through the school based Curriculum Specialist, Department Chair and/or assigned mentor.

ICP Component 3: Professional Learning

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

LEA Response:

"Needs assessments" are designed to determine the professional development offerings to all staff. Professional development plans for each campus are created using student achievement data, staff certification data, and past professional development inventories. Each professional development is followed by a feedback form that also elicits requests for additional professional development offerings. In addition, program effectiveness surveys are given annually to collect data for all programs. This analysis includes student usage, teacher perception, and instructional effectiveness. Professional Development will be supported by the City of Pembroke Pines Office of Innovative Learning, school based training, and Panhandle Area Education Consortium (PAEC) professional development offerings. Workshops and online courses for teachers are ongoing and posted on a monthly calendar in a Canvas course titled "Office of Innovative Learning." These courses include, but are not limited to, Canvas for Beginners, Clever In Your Class, FOCUS Grading, Communicating in an Online World, Reading Strategies through Zoom, etc. Canvas and Zoom are used to support all professional learning. The Office of Innovative Learning Canvas course includes previously recorded webinars, short video tutorials, and links to live webinars. In addition, support personnel offer daily open Q & A forums from 7:15am – 8:45 am and are available from 7:15 am – 3:30 pm to provide live support in real time. All teachers will have planning time for professional learning communities and professional development sessions from 2:15 pm – 3:15 pm. Live webinars will promote collaboration with professionals and opportunities for reflection. Using tools such as polling, break out rooms, and sharing of best practices, educators and administrators will work together as they learn new skills and technologies. Each session will follow a template that includes clearly defined goals and thought provoking questions. Webinars will be led by facilitators that are experts in the topics presented. All sessions will conclude with a discussion on the impact the material will have in their professional practice and student achievement. Participants should have measurable goals to indicate whether the practice was effective in their virtual classroom. In addition, administrators will be provided a list of participants and "look fors" based on the goals of the training. This will provide Principals, Assistant Principals, and Curriculum Specialists a list of identified practices they should be

observing when supporting teachers in their virtual class. The effectiveness of the instructional strategies will be assessed using Marzano's High Probability Protocol and analysis of students' achieving the desired effect of the academic goals. IObservation will be used to document formal and informal observations that are conducted and used for overall teacher evaluation ratings. A ticketing system is also available to all staff to ensure real time support. This ticketing system is managed by the Office of Innovative Learning and is used to collect information on the needs of the system users. Staff members submit a ticket and support personnel contact them to address their needs. These may include assistance navigating online content, clarifying professional development strategies, and supporting virtual classrooms.

ICP Component 4: Instructional Practices

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.

LEA Response:

The City of Pembroke Pines eLearning instructional model blends synchronous and asynchronous instruction. Students will have access to state-approved online curriculum through Canvas, live synchronous lessons with their teachers, and various digital resources to guide their eLearning experience. Synchronous instruction is defined as live instruction that occurs on a regular and consistent basis. Guidance Counselors and support staff will embed social emotional health as a part of the students' daily experience. Appendix B breaks down the three main components of PPCSS' eLearning Instructional Model. (See Appendix B) The leadership team will identify those teachers with the specific expertise to implement the online and hybrid instruction, as well as determine additional training needs through observations, evaluations and teacher feedback surveys. Once the individuals and/or their needs are identified, they will participate in professional development training to effectively implement the model. Each component of the delivery model will be assessed based on student engagement and academic success. If a model is not proven effective for a particular teacher additional professional development and coaching will be provided. All staff will learn how to implement strategies such as utilizing breakout rooms to support collaboration, project based learning, polling, and curriculum chunking. If it proves ineffective for a specific student, the MTSS process that is in place will ensure the appropriate support will be provided to the student. Progress monitoring data will be reviewed weekly. The tools used for monitoring may include, but are not limited to: STAR, Lexia, Core Curriculum Program Embedded Assessments These monitoring tools will be used to: Guide instruction Determine effective practices based on student success Provide interventions and enrichment The following considerations will be utilized to progress monitor all student success: How often is the data being reviewed and by whom? Weekly meetings and quarterly data chats. Principal, Assistant Principal, Reading Specialist, School Counselor, Curriculum Specialist, and teachers analyze the data. What problem-solving steps are in place for making decisions based on the data? Students who scored below the district benchmark are referred to the Collaborative Problem-Solving Team (CPST). The CPST will convene and make decisions following the MTSS protocols. What steps is the leadership taking to see building and classroom level data and to

share findings with individual schools? PPCS has comprehensive data management systems, FOCUS, which are reviewed periodically and utilized by the administration, teachers, and parents. Who at the school level is responsible for providing plan implementation oversight, support and follow-up? Principal, Assistant Principal, Reading Specialist, School Counselor, ESE Specialist, School Psychologist and Curriculum Specialist. Professional Learning: Professional learning will be provided to all educators through PAEC, school based training, and the PPCSS Department of Innovative Learning. Individuals with expertise in delivering content through online models will facilitate the professional development opportunities. These include teachers within our staff that have proven exemplary in their online models and have mastered the tools necessary for online learning. These professionals have been identified by administration and have a track record of providing quality professional development to others. Teachers providing professional development opportunities will receive a stipend for the creation of the workshop and the time spent on planning the webinars. All workshops are published in the Department of Innovative Canvas Course. Description and links are provided to teachers each month with all of the webinars available. Feedback forms are used to monitor attendance and provide leadership with information on planning future professional development opportunities. Administrators will also be provided a list of objectives and "look fors" for each professional development offering. These will act as a guide to Principals and Assistant Principals when completing observations for teachers. The effectiveness of the instructional strategies will be assessed using Marzano's High Probability Protocol and analysis of students' achieving the desired effect of the academic goals. IObservation will be used to document formal and informal observations that are conducted and used for overall teacher evaluation ratings. In addition, all previously recorded webinars are posted in Canvas for teachers to review, as well as short video tutorials and step-by-step guides on how to utilize online portals. Onboarding for new teachers includes a coach assigned to the new educator that meets with them regularly to ensure their success. These coaches may be a Curriculum Specialist or Department Chair. In addition, new teachers will participate in the New Teacher Academy through PPCSS. Currently, all of our curriculum is online through the Clever SSO and Canvas LMS; thus, no additional onboarding of content will be necessary for an online model.

ICP Component 5: Parent and Family Support

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 distractionfree 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, are being supported in keeping with the requirements of IEPs and other educational specification documents.

LEA Response:

Communication and Outreach: Student and family support will be a key factor in the achievement of the system's goals. Two-way communication is provided to all families via online portals. Families have access to the PPCSS website that regularly posts relevant information and keeps families informed. All parents are encouraged to create parent accounts in the FOCUS SIS and Canvas LMS. FOCUS is used

as a portal that allows parents and students to monitor their progress, gradebook, and communicate with the school. Canvas is also used for communication, and teachers communicate directly with their students and parents through this system. Parents are also encouraged to communicate with their child's teacher through this platform. Parent Link is an additional form of communication that allows parents to receive phone messages, emails, and texts. All students and parents will be surveyed and these regular outreach checks will collect information on the needs of each family. Technology Needs: The use of technology is critical in a virtual environment. Parent surveys will collect information on the technological needs for each student. Each campus will issue student devices on an "as needed" basis based on responses from stakeholder surveys. In order to provide access to all stakeholders, PPCSS has purchased a significant amount of additional Chromebooks that will be distributed to families based on responses to surveys. In addition, staff will assist all families with technical issues with school issued devices. A dedicated team will be continuously troubleshooting technology issues and supporting families. A ticketing system through the PPCSS website allows families to submit tickets for support. A staff member will contact the family to aid them with their technology needs. Support staff and IT professionals will be available to help parents throughout the day. Pembroke Pines Charter System will also work in conjunction with online providers and Broward County to ensure internet connectivity through the promotions available to all Broward students. Family Outreach and Support: Parent Jaguar Series are parent workshops that are geared towards providing strategies to families to support student learning in a virtual environment. These workshops are offered throughout the year and are hosted by experts on the given topic. Parents are invited to participate in these workshops and are awarded volunteer hours as part of their participation. Many of these webinars include guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning. Topics for these workshops include Navigating Online Platforms, Canvas for Parents, Social Media and Cyber Safety for Children, Self Esteem and Conflict Resolution, Clever for Parents, Raising Positive Children with Digital Citizenship, and How to Help Your Child Succeed in a Digital Environment. These workshops are also concluded with a feedback form that elicits requests for additional webinars. The Pembroke Pines Charter System also provides families with demonstration videos for students and families on how to use digital platforms. These mini tutorials and previously recorded webinars are all posted on the system's website. There are also step-by-step tutorials that can be used as guides to their online platforms. Student Services: All students will have access to state approved curriculum, instruction, and the technology to achieve their learning goals. Regardless of the environment, equitable services will be provided for all students. Attendance will be monitored in FOCUS, and families, support staff, administrators, and teachers will have access to this information. Students with IEP's and EP's will be provided with their accommodations and specially designed instruction through virtual instruction through Zoom. Students with 504's and ESL students will receive their accommodations virtually through Zoom. Teachers will continue to work collaboratively with our school's social worker to continue to support foster, homeless, and migrant students. Students needing additional services will be referred to the Student Assistance Program for individual therapy delivered by a licensed psychologist and mental health therapist. ESE and 504 Students: Exceptional Student Education students with IEPs and 504s will continue to receive support from their campus Academic Support Facilitators and/or teachers. Classroom teachers will adhere to 504/ESE accommodations. All ESE teachers will become support teachers in any course that includes one of the students they support. In addition, they will be providing support through individual digital meetings with their students. All information relevant to ESE services will be disseminated to teachers via the Canvas ESE course. IEP Meetings - City of Pembroke Pines Charter School has established a system to conduct IEP meetings via technology whenever there is a legally compliant IEP team and parent available to participate. Hence, the City of Pembroke Pines

Charter Schools will use Zoom to conduct virtual IEP meetings in accordance with district Procedures.

Such meetings will only occur if the parent agrees to join the team in a virtual setting. When using Zoom, a secure link to the conference will be generated and embedded in the body of the email. Please note that a call-in number is also provided in the calendar invite for the parent to participate via telephone should they elect to do so. Documents such as the required Parent Participation form and the draft IEP as well as the Procedural Safeguards can be attached to the meeting invitation with secure access via Docusign. Participants will click the link to join the meetings. If any member selects for a reminder, it will prompt the participant of an upcoming meeting. The LEA will read from the script provided by the district to facilitate the IEP meeting. All correspondence during campus closures are provided electronically via secure Docusign. For parents that do not have a current email address in FOCUS, school staff will call the family and request an email. If the parent does not have an email address, the school will provide assistance for the parent to obtain an email address. All attempts to contact parents will be documented in FOCUS. All required IEP team members (parent, general education teacher, ESE providers, LEA, Evaluation Specialist,) are required to attend IEP meetings. Any participant who can only participate for a portion of the meeting will require an IEP Team Member Excusal Form. At this time, all documents requiring parent signatures must be obtained through electronic mail. Once a virtual meeting has concluded, the documents generated will be forwarded to the parent via email securely via Docusign. The district is working with FOCUS to secure an electronic signature option in the future.

Technology

ICP Component 6: Technology and Technical Support

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 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.

LEA Response:

Staff members who will be key to the ICP planning process. IT Director, Matthew Kefford, mkefford@ppines.com Assistant IT Director, Ryan Depante, rdepante@ppines.com PPCSS has established a technology infrastructure for delivering synchronous and asynchronous instruction. Through the current infrastructure, PPCSS has the ability to route network traffic out multiple Internet circuits at different locations. The system has recently increased bandwidth on both aforementioned Internet circuits. The IT department manages the servers that service the entire system, and each campus has a dedicated IT team to support the technology needs of teachers, staff and students. The Department of Innovative Learning supports the software needs of the system including the management of the FOCUS SIS, Canvas LMS and Zoom platforms. This department consists of additional support roles that support technology efforts in a remote learning model. The Office of Innovative Learning members include: Giselle Rodriguez, Director of Innovative Learning; Karina

Raimont, Technology and Instruction Supervisor; Erica Kostzer, K-12 Solution Specialist; Gladis Lebron, K-12 Solution Specialist; and Maritza Diaz, Classroom Technology Support. FOCUS is a cloud based student information system, Canvas is a cloud based learning management system with robust controls and security features, and Zoom is a cloud based platform that allows for virtual meetings. Surveys are distributed to all families and data is collected to determine the technology needs of each student. If a family indicates that they do not have the sufficient technology, Chromebooks are distributed on a case by case basis. Families complete the necessary terms of use forms and they are able to pick up a

device through a distribution process. The system has in place a web content filtering solution for all devices used by students and staff. The PPCSS firewalls provide for robust web content filtering through software for all devices whether issued by PPCS directly and/or BYOD.

ICP Component 7: Cyber Security

Identify recommended national and state cyber security framework standards to be adopted by LEAs; Include a business continuity plan tailored to LEA operations; Include an incident response plan tailored to LEA operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure; Include an executive summary of the LEA's current security posture; Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

LEA Response:

Cyber security framework: PPCSS follows best practices for Cyber Security at the network (ex. Routers and Firewalls) level as well as endpoint device (antivirus) and email protection. Incident Response Plan: PPCSS recently procured Cisco's IRS (Incident Response Services). Parts of this service include to develop an IR plan as well as provide for services/support in the event of an incident. Collaboration with Cisco and school based IT include meetings focused on the development of the IR plan. The Cisco service includes expert guidance and the development of custom-designed plans that consider the effects on stakeholders, critical assets, internal processes, systems and legal workflows. A ticketing system for stakeholder support is published on the school website and managed by support staff. Cyber security-related policies and procedures: Refer to attached policies around cyber security including: Confidential Data Policy, Encryption Policy, Network Access and Authentication Policy, Network Security Policy, and Password Policy. (Appendix C-G) Security Posture: The following infrastructure protections are currently in place for PPCS. Firewall protection Endpoint and email protection The City's PPCS SIS (Student Information System) has the following in place: System administrators that monitor the systems 24/7 and security policies and procedures that follow industry standard guidelines to ensure client data is protected at all times. Granular access control from system level to data field level and SSL-encryption for all connections ensures sensitive data are safe according to the Client Policy,
HIPAA, and FERPA. SIS uses AWS which holds the following certifications and compliances – Soc 1, SOC 2, and SOC 3 reports ISO 9001, 27001, 27017, 27018 Global Standards Compliance PCI DSS Level 1 Certification FERPA Compliance HIPAA Compliance Plan of Action and Milestones: The following are current plans of action to address ongoing Cyber threats. Conduct annual Internal audits Conduct annual PEN (penetration) testing Conduct phish training on a quarterly basis Currently have proactive 'threat

hunting' and response via both our newly procured Cisco IRS service as well as our current endpoint protection. The LEA's Business Continuity Plan is called "Continuity of Operations (COOP.)" The link for the plan is https://emergency.fsu.edu/continuity-operations-coop.

ICP 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; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that school 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.

LEA Response:

Engaging students with limited access can be a challenge in a remote environment. PPCSS has implemented several processes to aid in the distribution of necessary content and services to these students. An initial survey is sent out to families to gather the needs of their students. If a parent is unable to answer via email, designated staff will make phone calls to ensure that parents receive the proper form of communication. The office manager at each campus will be the point person responsible for organizing the contact with the family and gathering the information necessary to help provide connectivity. The IT department configures devices for at home use, and families are provided a time to pick up the necessary supplies. Consent forms are distributed to families once a device is provided and will be kept on file as an agreement to the terms and use of the provided device. Any family that does not have internet access is able to gain access through a partnership with T-Mobile that provides discounted or free internet to all Broward County Students. In addition, if a family does not have an appropriate device, PPCSS provides them with a Chromebook. Materials such as consumable textbooks, workbooks, and designated technology devices are distributed following an organized schedule. Distribution takes place for three days. If a family is unable to pick up the appropriate materials, a support staff member delivers the materials to any family in need. Special individualized services are provided to any student who is unable to assess due to limited access to technology. Such measures include phone based assessment opportunities. Exceptional Student Education students with IEPs and 504s continue to receive support from their campus Academic Support Facilitators and/or teachers. Classroom teachers adhere to 504/ESE accommodations. All ESE teachers will become support teachers in any course that includes one of the students they support. In addition, they will provide support through digital meetings with their students. The team will explore best practices for online special education to meet the needs of each student. All information relevant to ESE services are disseminated to teachers via the Canvas ESE course. The PPCSS leadership team will be in constant communication with teachers to monitor student engagement for those with limited access. If necessary, guidance will reach out to the families via email or phone to determine the reasons why students are not engaging in the learning and ensure the technology available to the student meets the requirements for access to all online platforms.

Operations

ICP 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; Identify and communicate expectations of 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.

LEA Response:

The City of Pembroke Pines is the main community support for the Pembroke Pines Charter School System. School Operations supported by the City of Pembroke Pines encompass more than just classroom learning. Services such as maintenance, food services, transportation, and IT functions are a part of the overall success of any organization and are provided through the City of Pembroke Pines. Other community organizations include the YMCA, Safeguard Cleaning Services, Chartwells Food Services, Calvin Giordano and Associates, Planet T, and Transportation Authority Bus Services. The City of Pembroke Pines Office of Controller staff are responsible for community outreach and partnerships between the schools and community organizations. The Pembroke Pines Charter School Foundation supports in these efforts and collaborate with members to meet the needs of the community and the school. PPCSS is also a member of the Miramar Pembroke Pines Chamber of Commerce. With school closures, these departments have the opportunity to move forward with projects without student learning having a direct impact. This is mainly the case for any maintenance and IT updates that will occur. These improvements typically take the school and administrator schedule in mind. Maintenance schedules will be adjusted and a deep cleaning of each school will take place. Projects are determined by the school administrator and communicated to the City of Pembroke Pines public services department. This department then schedules their maintenance in order of priority and begins the work at each campus. Currently, every school is replacing current water fountains with contactless ones. This project is currently in the works; however, due to its impact on plumbing, it will be completed when the schools are closed. This project is projected to cost over $100,000. In case of school closures, food services will offer free meals to all students. Working in collaboration with "Feeding South Florida'' prepackaged meals are provided to families on Tuesdays and Thursdays. This food drive is mass communicated through our school website, emails, and robocalls to all stakeholders. Prepackaged meals that meet the mandated dietary guidelines are distributed to families through a drive through pick up process. Families preregister for this service. PPCSS has partnered with T-Mobile to provide internet services to families. This telecommunication company provides free or discounted internet services to families in need. They also provide mobile hotspots when necessary. The City of Pembroke Pines Charter School System has developed a plan to ensure the provisions of accommodations and associated services identified on a student's IEP (Speech,OT,Counseling) as required by federal law for students in all instructional models. Each student with a disability will be provided a Temporary Distance Learning Plan that will be emailed to the students' parent and/or guardian. Attendance is monitored daily through Canvas and Zoom. Students not engaging in learning activities through these platforms may be contacted by school staff to ensure that they have access to online learning. Unless the parent specifically places in writing their request to revoke

services, attempts to engage the parent/student in distance opportunities must continue by each service provider. All attempts will be documented in FOCUS. Services are provided through teleconference/teletherapy. ESE support staff will collaborate with general-ed teachers to push into the virtual gen-ed class to provide virtual reteach and remedial lessons (in alignment with the IEP) individually and/or in small groups. The PPCS system will have time embedded into the school's online schedule for ESE to provide these small group services without disruption to the class lesson and curriculum. Also, ESE service providers will upload videos and/or activities on Canvas to ensure IEP goals are being addressed and can be documented for mastery on FOCUS. Students will be able to submit videos/audio and/or activities for feedback through Canvas.

Transportation services such as buses will no longer run in response to school closures.

Communications

ICP Component 10: Emergency and Ongoing Communications

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 learning continuity plans on the school or LEA website leading up to and throughout the duration of extended school closures.

LEA Response:

Communication is a key factor in the effectiveness of this instructional model. The PPCSS Communication Plan delineates the types of communication and tools used to keep families informed and also gather necessary feedback. The lines of communication are delineated below according to the appropriate stakeholder group. Internal staff communication will use Google applications such as Gmail, GDrive, and Google Chat. Email groups exist to make mass communication with staff more effective. Staff lists and teacher contact information is also used in case of emergency. A communication tree delineates the roles of the individuals and who they would call in case of an emergency. Administrators contact support personnel and the office manager, support personnel contact department chairs and team leaders, office managers contact the remaining office staff. Department chairs/team leaders contact the staff on their teams. Classroom teachers then contact their classroom associates. Up to date information is shared with students and families through various electronic channels. The Pembroke Pines Charter School Website (www.pinescharter.net) is kept up to date by the Office of the City Controller. In addition, every school has a Canvas Hub course, which acts as an organized electronic wealth of resources. The Hub contains up to date information as well as any forms, documents, and plans that the students and families may need. All students and parents are invited to be a member in the Hub Canvas course for their campus. Teachers communicate with students and parents directly through Canvas. Parents are paired with their students and, therefore, receive emails and messages from teachers through the learning management system. FOCUS, our student information system, also acts as a dashboard with announcements that parents and students are able to view as soon as they log in. This platform also has the capacity to send emails to both stakeholder groups. Parent Link is also used by the school to communicate with families. This platform sends robocalls, emails, and texts to families and is

used at the school and system level. Administrators and the Office of Innovative Learning send school and system wide communication to all stakeholder groups in case of an emergency. Social media platforms such as Instagram and Twitter are also used to share information out to families. Scope of communication at the school level could include school closures, new district or state mandates, schedules, protocols, activities, important dates and more. At the classroom level, the scope of communication could include class posts, assignment due dates, classroom process, feedback on assignments, and any additional emergency information. The attached communication plan provides a more detailed list of the channels of communication (Appendix H)