
August 14, 2020

The enclosed document delineates the school reopening plan for the Pembroke Pines Charter Schools. We believe that the content addresses each aspect of the Broward County rubric for reopening schools as well as the Reopening Plan Assurances required by the State of Florida. In addition, this page will serve to provide clarification on aspects not required or requested in either document, but that are relevant to the specifics of the Pembroke Pines Charter plan.

1. All teachers are expected to provide live synchronous and asynchronous instruction to their students remotely. Teachers must ensure that instruction is delivered in an appropriate learning environment.
2. Each campus will be open five days a week and teachers will have the option of working from their classroom or in a work from home environment.
3. All employees reporting to their campus must sign in and adhere to CDC guidelines.
4. All in-person extra-curricular events have been suspended until students return to campus. This includes athletics, select clubs, and other after school and evening events. During this time, supplements for any assignments or duties not being performed by teachers or staff for these activities are also suspended.
5. Funds saved through the suspension of activities or purchases due to restrictions implemented will be re-allocated to engage additional technical staff and materials to provide support to the virtual environment.
6. Pembroke Pines Charter School System will continue to align with Broward County with a comparable teacher evaluation protocol.

The health and safety of our teachers, staff, students and families is our first priority. We are committed to ensuring the well-being of all of our stakeholders while continuing to provide a quality education to our students during these difficult times. It is our belief that this plan will achieve both.

PPCSS

School Reopening Plan



JULY 2020

City of Pembroke Pines
Charles F. Dodge

School Reopening Plan

This plan outlines how the City of Pembroke Pines Charter School System (PPCSS) will continue to support students with learning in a safe and supported environment. The system is located in Broward County and is comprised of four elementary schools, two middle schools, and one combination school (6-12). The elementary schools are The City of Pembroke Pines Charter School Central Elementary (5051A), The City of Pembroke Pines Charter School East Elementary (5051B), The City of Pembroke Pines West Elementary (5051C) and The City of Pembroke Pines FSU Elementary (73-0351). The middle schools are The City of Pembroke Pines Central Middle School (5081A) and The City of Pembroke Pines West Middle School (5081B). Academic Village (5121) is the combination school hosting grades 6-12. PPCSS is dedicated to providing a rigorous and enhanced learning experience through phased-in in-person instruction, specialized instruction, live synchronous and asynchronous instruction, and interacting with peers and teachers. Students must continue to learn and grow regardless of location and method of educational delivery.

Based on the current social distancing mandate from the State of Florida and Broward County, this detailed plan addresses our dedication to continuous improvement.

The plan is designed to address the following:

- Justification for School Opening Plan
- Instructional Delivery Model
- Equity of Learning Model
- Instructional Minutes
- Attendance
- Grades
- Supplies, Technology, and Materials

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- Food and Nutrition
 - Student and Staff Safety
 - Staffing
 - Professional Development
 - Communication Strategies
 - Additional Phased In Considerations

Justification

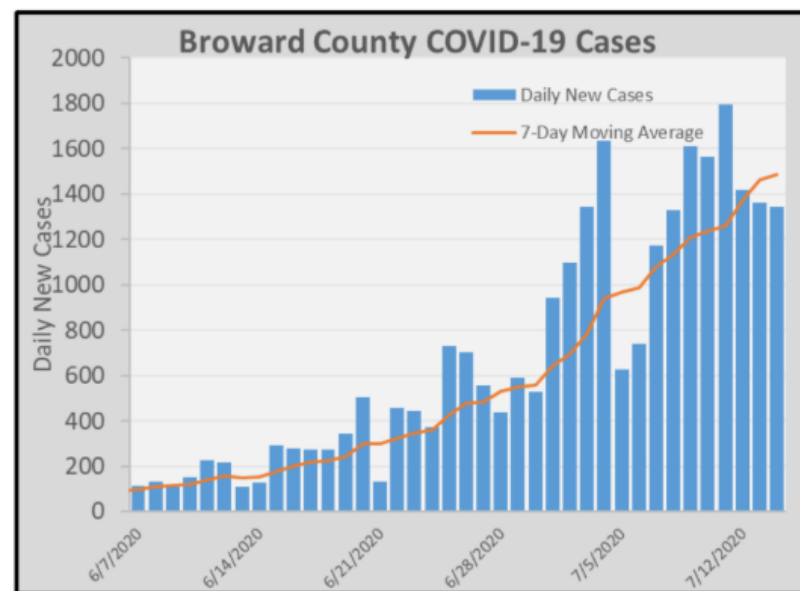
The City of Pembroke Pines Charter School provided an online learning experience to our 6,250 students following the COVID 19 Outbreak. State and local leaders closed all brick and mortar schools on March 13, 2020, and through a smooth transition, PPCSS was able to support eLearning through the Canvas Learning Management System and Zoom interactive lessons. PPCSS surveyed various stakeholder groups throughout the transition and continued to collect local health data to make the most informed decision to open the 2020-2021 school year.

PPCSS students, staff, and families were surveyed to provide feedback and direction throughout this process. April 20, 2020, the first survey was shared with families and teachers. Eighty-two percent of families felt that their child's teacher was available when he/she needed them. Seventeen percent felt that the teacher was "sometimes" available when needed. Eighty-eight percent of families felt that their child had handled virtual learning transition, either "well" or "very well." Eighty-two percent of teachers felt they had the technology necessary to teach their course successfully, and ninety-seven percent thought that they had sufficient professional development in this online environment.

Families and staff were once again surveyed on June 10, 2020. This survey aimed to understand better our stakeholder’s intentions for the beginning of the 2020-2021 school year. This survey indicated that 28% of teachers at Academic Village preferred to continue online instruction, with 60% selecting a hybrid model. Academic Village families indicated that 26% preferred a fully online model, while 67% preferred a hybrid model. At the middle school level, 55% percent of teachers selected a hybrid model, with 36% opting for a fully online model. The family survey results indicated that 29% preferred an online model, while 61% preferred a hybrid model. Twenty-eight percent of elementary teachers preferred the online model, with 60% selecting a hybrid model.

On July 15, 2020, a Situation Report was released by Broward County. The chart below represents the rise in COVID 19 cases from June 7 through July 12.

BROWARD COUNTY COVID-19 INFECTION RATE DATA



With the rise in cases in the local area, all school and city leaders gathered weekly to analyze data and research all options regarding schools' opening. Broward County also issued an emergency order that includes facial coverings, social distancing, and nightly curfews.

PPCSS leaders then surveyed families and staff once again on July 16, 2020, and the number of respondents that preferred the online model rose significantly from the June survey results. The Academic Village teachers choosing an online model jumped from 28% to 61%. The number of teachers wanting a fully online model rose from 36% to 63% at the middle school levels. And at the elementary level, the data rose from 28% to 56%.

The number of families selecting a fully online model also rose. Academic village families choosing the online model jumped from 26% to 40%. The middle school rose from 29% to 48%, and at the elementary level, it also went up from 28% to 45%. The chart below indicates the number of responses by families as of July 15, 2020.

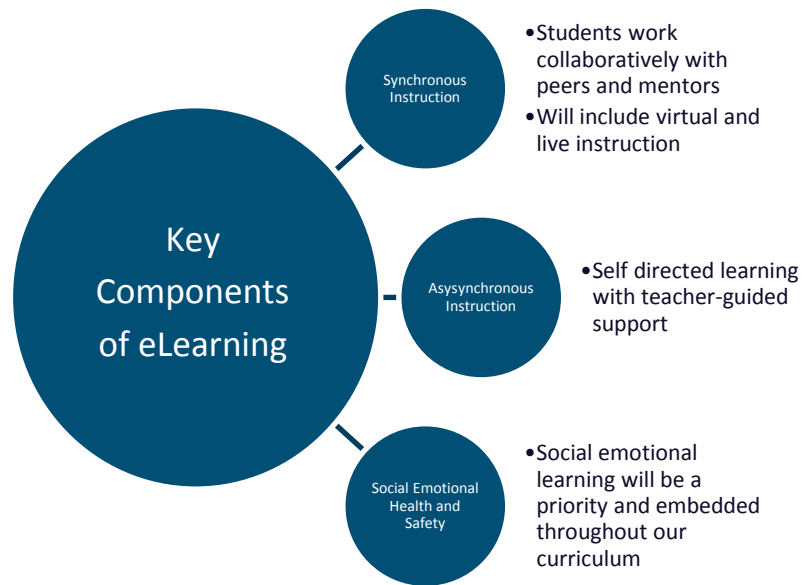
Survey Results as of 5:15 am on July 15, 2020

Count of learning_preference_survey Row Labels	Choices					No Survey	Grand Total	Completed %
	Classroom	ELearning	Hybrid	Other				
campus	226	505	562	1	580	1874	69%	
Academic Village Middle Campus - CPP	55	110	82		57	304	81%	
Central Elementary Campus - CPP	132	214	171	1	82	600	86%	
Central Middle School Campus - CPP	81	271	192		143	687	79%	
East Elementary Campus - CPP	113	284	179		116	692	83%	
FSU Center for Children with Autism - CPP	2		2		2	6	67%	
FSU Elementary Campus - CPP	153	222	202	1	99	677	85%	
West Elementary Campus - CPP	103	256	126	4	81	570	86%	
West Middle Campus - CPP	100	243	202		99	644	85%	
Grand Total	965	2105	1718	7	1259	6054	79%	

At this time, the City of Pembroke Pines Charter School System will continue to follow CDC guidelines and the direction from the Broward County School Board regarding the reopening of schools. Stakeholders will continue to be surveyed using surveys through the registration process in their home language.

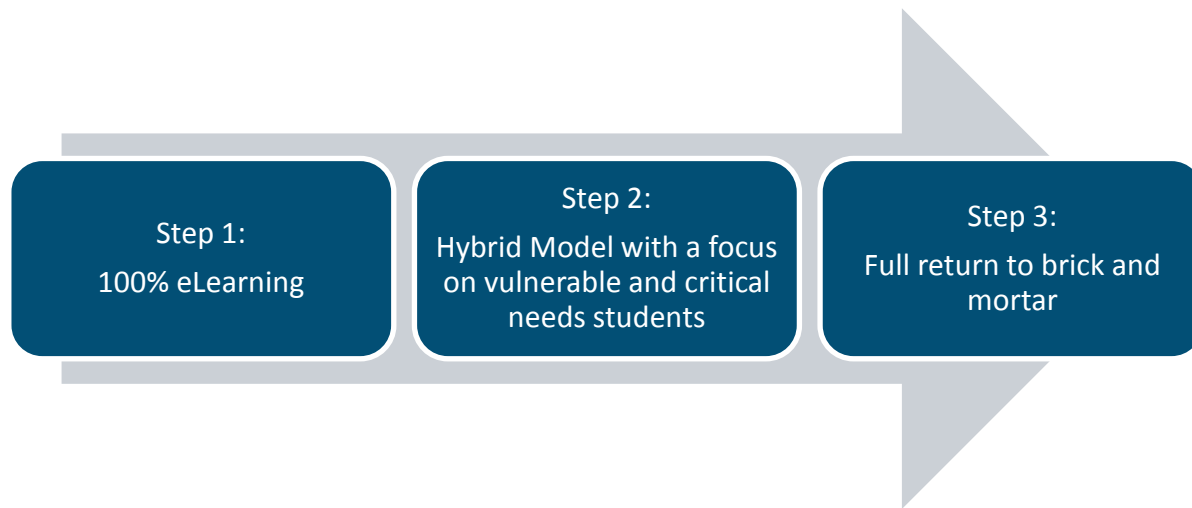
Instructional Model

The City of Pembroke Pines eLearning instructional model blends synchronous and asynchronous instruction. Students will have access to the state-approved online curriculum through Canvas, live synchronous lessons with their teachers, and utilize 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 student's daily experience. The diagram below breaks down the three main components of PPCSS' eLearning Instructional Model.



Transition Plan

PPCSS will align with our Local Education Agency (LEA) for the reopening calendar and guidelines for all brick and mortar locations using the steps delineated below. We will be following the timeline and calendar of Broward County Public Schools and follow their guidance. The starting date for school is August 19; schools will begin utilizing the eLearning model however the situation will be reassessed on a monthly basis or as needed if conditions change.



The guidelines for teachers and students will ensure clear expectations for delivery of instruction as well as monitoring and collaboration.

Expectations for Teachers

- Have the option to commute to their designated campus daily and deliver instruction from their onsite classroom
- Create lesson plans for the instructional week
- Upload any necessary content files or links to content for adequate instructions
- Monitor student progress and activity through Canvas and other programs
- Monitor student attendance Canvas Log-In
- Assess and progress monitor students through online programs such as Canvas, I-Ready, STAR, Edgenuity courseware, and other state approved formative and summative assessments
- Grade and provide feedback to students through Canvas, Jupiter Grades, and FOCUS

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- Have clear expectations for students:
 - engagement expectations
 - due dates
 - access to teachers
 - Provide content in digestible bites
 - Continue communication with students and parents via Canvas, Jupiter ED, or Gmail
 - Adhere to City of Pembroke Pines Charter School and Broward Teacher Union contract negotiations
 - Provide live lessons through Zoom to teachers on regular and consistent basis
 - Provide services to critical needs students such as students with IEPs or EPs, 504s, English Language Learner Students (ELL), students receiving Tier 2 or Tier 3 interventions, and other vulnerable populations including foster care students, homeless, and migrant students. Services will be available to these students regardless of the learning environment.
 - 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.

Student Expectations

- Login to Canvas daily, complete attendance requirement: Elementary students login to homeroom, Secondary login to each class, according to the block schedule
- Review assignments in Canvas, note deadlines, class announcements and teacher directions
- Complete modules of coursework as directed by the teacher

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- Adhere to coursework due dates and submit on Canvas
 - Communicate with your teacher as needed through Canvas, email, and/or Jupiter/Focus
 - Post on-topic and appropriate content on course discussion boards
 - When available, participate in interactive and collaborative virtual learning activities as assigned by teacher
 - Follow Digital Citizenship and Plagiarism policies
 - Participate in daily Zoom lessons with teacher and peers
 - Adhere to digital citizenship norms and interact respectfully with teachers and peer

Parent Expectations

- Monitor student progress on Jupiter grades and Canvas
- Read all communications from schools
- Respond to communications from schools
- Attend virtual open house and virtual parent nights if available
- Complete required volunteer hours unless otherwise notified

Monitoring

PPCSS is committed to monitoring student success. Progress monitoring will be shared with both LEAs as per our approved reading plans. Progress monitoring data will be reviewed quarterly. The tools used for monitoring may include, but are not limited to:

- Jupiter Ed/Focus
- Canvas LMS
- Clever SSO

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- iReady/SuccessMaker
 - Zoom

These monitoring tools will be used to:

- Provide and record grades
- Analyze data on student engagement
- Assess the impact of instruction and continue to problem solve technical issues
- Support teachers and students in aligning learning to the Distance Learning Plan

Progress Monitoring:

Elementary School

- I-Ready Progress Monitoring
- STAR Early Literacy
- STAR 360
- Fountas and Pinnell Benchmark Assessment System

Middle School

- I-Ready Progress Monitoring
- Core Curriculum Ongoing Assessments

High School

- I-Ready Progress Monitoring
- Core Curriculum Ongoing Assessments

The following considerations will be utilized to progress monitor all student success:

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Weekly RtI meetings and quarterly data chats. Principal, Assistant Principal, Reading Specialist, School Counselor, Curriculum Specialist, and teachers analyze 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.	PPCSS has a comprehensive data management system that is reviewed periodically and utilized by the administration, teachers, and parents.	The Literacy Leadership Team (LLT) consisting of grade-level team leaders meets quarterly to view benchmark data and to have a collaborative conversation on goals or objectives not being met. In addition, teachers participate in data chats with the Principal, Assistant Principal, Reading Specialist, School Counselor, and Curriculum Specialist.	Principal, Assistant Principal, Reading Specialist, School Counselor, ESE Specialist, School Psychologist and Curriculum Specialist

Learning Models Including Instructional Minutes

The sample schedules below are examples of instructional times at each level. Specific campus schedules provided will be distributed to teachers during planning week. Students will receive the required 900 minutes of instruction by the end of the school year.

Elementary Learning Model

*Teachers will teach for a total instructional time of approximately 4 hours and 45 minutes per day.

Tentative Time	Instructional Minutes	Activity	Description
8:00 am – 8:30 am	30	Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.
8:30 am – 9:00 am	30	Homeroom: Synchronous Instruction	Teacher Mentors meet with students to support social emotional health through conversational prompts provided by the guidance department.
9:00 am – 9:30 am	30	Synchronous Instruction	Whole group
9:30 am – 10:30 am	60	Asynchronous work Synchronous Instruction/ Small Group Instruction	Students work independently on assignments provided through Canvas Teachers will provide small group support and researched based instruction to ensure the individual needs of each child are met.
10:30 am – 10:45	15	Break	
10:45 am – 11:15 am	30	Synchronous Instruction	Whole group
11:15 am – 12:00 pm	30	Asynchronous work Synchronous Instruction/ Small Group Instruction	Students work independently on assignments provided through Canvas Teachers will provide small group support and researched based interventions to ensure the individual needs of each

			child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
12:00 pm – 12:30 pm	30	Lunch	
12:30 pm – 1:00 pm	30	Synchronous Instruction	Whole Group
1:00 pm – 1:40 pm	40	Synchronous Instruction	Special Area teachers provide synchronous whole group instruction.
1:40 pm – 2:40 pm	60	Asynchronous Work Synchronous Instruction/ Small Group Instruction	Students work independently on assignments provided through Canvas Teachers will provide small group support and researched based interventions to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
2:40 pm – 3:30 pm	50	Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.

Middle School and High School Learning Model

Six Period

*Teachers will teach for a total instructional time of approximately 4 hours and 35 minutes per model.

Tentative Time	Instructional Minutes	Period	Activity	Description
8:00 am – 8:30 am	30		Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.

8:30 am – 8:45 am	15		Homeroom: Synchronous Instruction	Teacher Mentors meet with students to support social emotional health through conversational prompts provided by the guidance department.
8:50 am – 9:43 am	53	Period 1	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
9:48 am – 10:41 am	53	Period 2	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
10:46 am – 11:39 pm	53	Period 3	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)

11:44 am – 12:37 pm	53	Period 4	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
12:38 pm – 1:08 pm	30		Lunch	
1:09 pm – 2:02 pm	53	Period 5	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
2:07 pm – 3:00 pm	53	Period 6	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)

3:00 pm – 3:30 pm	30		Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.
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Block Schedule A

*Teachers will teach for a total instructional time of approximately 4 hours and 35 minutes per model.

Tentative Time	Instructional Minutes	Period	Activity	Description
8:00 am – 8:30 am	30	NA	Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.
8:30 am – 8:45 am	15		Homeroom: Synchronous Instruction	Teacher Mentors meet with students to support social emotional health through conversational prompts provided by the guidance department.
8:45 am – 10:35 am	110	Period 1	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP’s or 504, or are receiving Tier 2 or Tier 3 interventions)

10:40 am – 12:30 pm	110	Period 3	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
12:35 pm – 1:05 pm	30		Lunch	
1:10 pm – 3:00 pm	110	Period 5	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
3:00 pm – 3:30 pm	30		Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.

Block Schedule B

*Teachers will teach for a total instructional time of approximately 4 hours and 35 minutes per model.

Tentative Time	Instructional Minutes	Period	Activity	Description
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8:00 am – 8:30 am	30		Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.
8:30 am – 8:45 am	15		Homeroom: Synchronous Instruction	Teacher Mentors meet with students to support social emotional health through conversational prompts provided by the guidance department.
8:45 am – 10:35 am	110	Period 2	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
10:40 am – 12:30 pm	110	Period 4	Synchronous Instruction Asynchronous work	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
12:35 pm – 1:05 pm	30		Lunch	
1:10 pm – 3:00 pm	110	Period 6	Synchronous Instruction	Teachers provides synchronous whole group instruction for the first portion of the class. The second portion of the class students work asynchronously while teacher provides small group intervention with a student-centered approach to

			Asynchronous work	ensure the individual needs of each child are met. (i.e. students who have regressed, have IEP's or 504, or are receiving Tier 2 or Tier 3 interventions)
3:00 pm – 3:30 pm	30		Teacher Planning	Teachers utilize this block as planning time, PLC collaboration, and parent teacher conferences.

Equity of Learning Model

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. We will prioritize onsite services for ESE students when conditions improve.

- 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.

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 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 Google Hangout Meets to conduct virtual IEP meetings in accordance with district Procedures. Such meeting will only occur if the parent agrees to join the team in a virtual setting. When using Google Hangout Meets, a 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.

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. 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 as a result of Covid -19 are provided electronically. For parents that do not have a current email address in EDPlan/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 EdPlan/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. The district is working with EdPlan/FOCUS to secure an electronic signature option in the future.

Accommodations/Services -

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 through Canvas daily. Students not engaging in learning activities through Canvas 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 EdPlan/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 EdPlan/FOCUS. Students will be able to submit videos/audio and/or activities for feedback through Canvas.

Counselors will be contacting parents via telephone/email to schedule appointments for counseling via multiple modalities. However, in-person counseling is not being offered at this time. Accommodations will be provided to students and documented by the ESE service providers within the parameters of distance learning.

Response to intervention-

The City of Pembroke Pines Charter Schools has a process for the identification and placement of students who have regressed, are not making adequate progress and/or who are not meeting learning expectations or established IEP goals. The plan includes a process for providing intervention strategies to identified students for students in all instructional models. For students that are not meeting adequate progress of their IEP goals: The CPS team will meet virtually to discuss the student and the data that has

been collected. PPCS will schedule virtual CPS team meetings, review the data that is presented, and proceed with providing support to the student and family (provide parents with resources, consider the need to implement interventions).

All ESE service providers must review each goal for every student on their caseload. The provider will determine how assignments/lessons can be created and provided to the families to support student progress on each goal on the IEP. Providers are required to monitor each student's progress toward their goal(s) by communicating and consulting with the parent(s), reviewing work submitted by the student, direct instruction through video/phone/recorded lessons and collaborating with the student's teachers, based on the services documented on their IEP. Progress reports will be provided at the end of each quarter. ESE service providers will collaborate with general education teachers to address concerns/lack of progress with IEP goals. Parents and students will be contacted to discuss possible solutions. If changes to the Temporary Distance Learning Plan (TDLP) need to be made, a meeting will be scheduled with general education teachers' zoom sessions, and provide virtual pullout sessions to address the areas of concern, schedule interim IEP to review current accommodations and goals and revise accordingly. ESE teachers are conducting virtual lessons with the students and providing direct specialized instruction as per their IEP goals. They are also conducting phone/zoom/google hangouts for extended time and other (accommodations) for the students to receive extra help in their mastery of lessons/skills being taught and work completion.

Advanced Level Students

Advanced students are identified by through the progress monitoring tools used at each level as well as GPA and teacher recommendation. The City of Pembroke Pines Charter Schools offers a rigorous curriculum at each level that is differentiated to meet the needs of all students. Courses, schedules, and placements are designed to accommodate our population of gifted and high achieving students.

At the elementary level classes are created with student achievement in mind. Top performing students are placed in advanced level classes and move through the curriculum at an accelerated pace. In addition programs such as I-Ready, Successmaker,

and Accelerated Reader allow students to work at their level. Teachers meet with students regularly through Zoom to support their learning. Project based learning is also foundation in many of these classes. Student’s work together using rubrics to create innovative projects as they learn concepts needed to support their tasks.

At the middle and high school level students are placed in advanced level courses as well as CTE courses. Middle school students and their families sign an agreement when they are placed in high school level courses.

PPCSS High School offers various advanced level courses such as our Advanced International Certificate of Education (AICE). This is an international diploma that students can earn via an advanced academic curriculum and assessment program written and administered by a non-profit department Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE program courses and examinations may be offered during grades 9 through 12 in schools worldwide registered as CIE Centers.

The following are the course offerings for middle and high school students.

Middle School (Advanced Level Courses)

Course Number	Course Title
1200320M	Algebra I Honors
1200310M	Algebra II Honors
2000320M	Biology Honors
1206320M	Geometry Honors
1007300M	Debate Honors
0400310M	Advanced Drama
0708340M	Spanish I
0708350M	Spanish II

82073100	Digital Info Tech
83703500	Intro to Business
86000100	Intro to Technology

High School (Advanced Level Courses)

Course Number	Course Title
4004000	Acting 4 Hon
12983100	Adv Topics in Math
90076100	Advanced IT Hon
10094000	Aice Eng Gen Paper 1
10015501	Aice Eng Lang AS
10053700	Aice Eng Lit 1 AS
1005375A	Aice Eng Lit 2 AL
21034100	Aice Geog 1 AS
17003640	Aice Gbl Persp 1 AS
17003652	Aice Gbl Persp 2 A
21004900	Aice Intl Hist 1 AS
20025150	Aice Marine Sci 1 AS
20025350	Aice Marine Sci 2 AL
12023520	Aice Math 1 AS
11004600	Aice Mediastudies AS
30260200	Aice Phys Ed 1 AS
21073600	Aice Psych 1 AS
7085380	Aice Span Lang AS
17003720	Aice Think Skls 1 AS
21005000	Aice U.S. Hist 1 AS
12003200	Algebra 1 Hon

12003400	Algebra 2 Hon
7173120	Amer Sign Lang 3 Hon
7173140	Amer Sign Lang 4 Hon
12013150	Analysis of Func Hon
20003600	Anat Physio Hon
1043000	AP Art/Draw Port
20003400	AP Bio
12023100	AP Calculus AB
12023200	AP Calculus BC
20033700	AP Chem
2003350	AP Comp Sci Prin
1001420A	AP Eng Compo
10014300	AP Eng Lit Compo
20034210	AP Physics 1
20034220	AP Physics 2
21073500	AP Psych
7084000	AP Spanish Lang & CU
12103200	AP Stat
1093500	AP Studio/2-D
0109350T	AP Studio/2-D
21003300	AP U.S. Hist
21064200	AP US Govt/Pol
21094200	AP World Hist
7103100	Arabic 2
20033500	Chemistry 1 Hon
10093310	Creative Writ 3 Hon
90013300	Cybersec Ess Hon

3003300	Dance Technqs 3 Hon
3003340	Dance Technqs 4 Hon
10073500	Debate 3 Hon
90051100	Dig Media Fund Hon
82095200	Digital Design 2 Hon
82095300	Digital Design 3 Hon
82095400	Digital Design 4 Hon
21023450	Econ Fin Lit Hon
2102345A	Econ Fin Lit Hon
10013200	Eng Hon 1
10013500	Eng Hon 2
10013800	Eng Hon 3
10014100	Eng Hon 4
90011100	Found Web Des Hon
7013400	French 3 Hon
20004400	Genetics Hon
12063200	Geometry Hon
13024500	Instru Tecnqs 4 Hon
1302450C	Instru Tecnqs 4 Hon
90034700	Multimed Tech Hon
20033900	Physics 1 Hon
1093200	Port Dev: 2D Des Hon
12023400	Pre-Calculus Hon
7083600	Spanish 3 Hon
7083700	Spanish 4 Hon
4003300	Theatre 3 Hon
4003400	Theatre 4 Hon

12113000	Trig Hon
21063200	US Govt Hon
21003200	US History Hon
90034600	Web Dev Tech Hon
90034200	Web Tech Hon
21093200	World History Hon

ELL

English Language Learners (ELLs) will continue to be taught using grade-level standards and core materials. In addition, they will have the opportunity to practice and apply skills across the curriculum. They will have access to various academic programs that enhance academic vocabulary and background knowledge. These resources include and are not limited to Follett eBook, Imagine Learning, and BrainPop. The PPCSS ELL Committee will continue to meet as required by Federal Law and align with the LEA's ELL Department.

Services

- ESOL services will continue to be provided via an online platform.
- In addition to English language development in Reading and Writing, there will be a focus on oral language development.
- Documentation of services, strategies, and accommodations will be in lesson plans and monitored for compliance.
- Virtual accommodations will be documented in ELlevation/FOCUS (an online platform for compliance) and will be readily available on Canvas Student Education Plans & Accommodations (SEPA) (pending). Until then accessible through Ellevation/FOCUS and the ESOL contact.
- Accommodations include native language assistance; bilingual glossaries/dictionaries for home use and online; and additional time to complete assignments.

-
- Online language development resources are provided to ELLs utilizing Imagine Learning, Nearpod, and (Renaissance Learning pending)
 - Specific guidance for ESOL compliance will be provided to ESOL Contacts

Supplemental Resources

- Utilize online language development through textbooks and texts within Raz-Kids, iReady, and BrainPop, which has specific content for ELLs.

Interventions

- Small group instruction will be provided through the online platform Canvas and Zoom. In-person supplemental tutorials are pending.

Strategies

- Instructional staff will utilize state-adopted textbooks and ELL strategies within their resources readily available on the Canvas platform and within the use of online learning resources.

Identification

- Implement a temporary process to capture students who have checked off "yes" to any questions on the Home Language Survey until we are able to begin assessing for initial placement for the ESOL Program, using the LP status.
- In-person assessment of new students using the IPT is pending district guidance and will be conducted if all CDC guidelines are followed.
- Newcomer ELLs, students with LP status, and those who have been in the District one year or less will be provided additional/supplemental services.

-
- An ELL Committee will be utilized to determine the number of days, amount of time, and type of services for LP and LY students.
 - The recommendation is 2-3 times a week for X amount of time in a face-to-face setting. (Time to be determined by the ELL Committee.)
 - An ELL Committee will determine the additional/supplemental services needed based on the criteria below:
 - Student's prior education/academic history
 - English Language Proficiency level of A1, A2, Level 1 or Level 2
 - Student's educational progress according to the teacher's observations

Guidance

The PPCS School Counseling Department will be offering academic and social-emotional support to encourage engagement in the virtual school setting. School Counselors will continue to provide direct and indirect services through the system-wide approved platforms.

School counselors working with students in a virtual setting will:

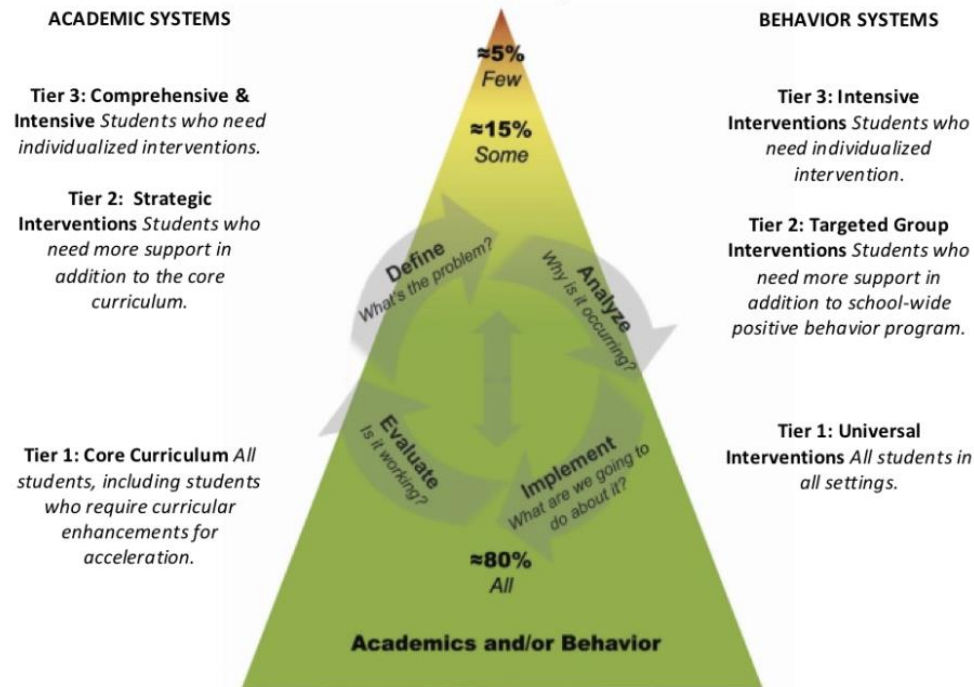
- Adhere to the same ethical guidelines in a virtual setting as school counselors in a face-to-face setting
- Recognize and acknowledge the challenges and limitations of virtual school counseling
- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients
- Inform both the student and parent/guardian of the benefits and limitations of virtual counseling

-
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship
 - Educate students about appropriate conduct in the online setting and using digital literacy as a tool to have an impact on students
 - Incorporate lessons that align with academic, career and social/emotional domains

Multi-Tiered System of Support

Response to Intervention (RtI) is constructed around a 3-tiered model of intervention delivery (MTSS). Tier 1 is called “universal” because the methods used at this level are what all students receive. On the academic side, Tier 1 is the core curriculum, in each subject area, that all students receive in each classroom, at each grade level. On the behavioral side, Tier 1 is the school-wide/class-wide approach to behavior management used for all students (e.g., CHAMPs). Tier 2 is called “strategic” or “targeted” because these are interventions targeted to specific student problems. Tier 2 consists of strategies that are supplemental—that is, provided in addition to, not in place of, the core curriculum or behavior management approach. Tier 2 interventions are generally targeted to at-risk students and they are usually delivered in a small group format (e.g., a group of 5 struggling readers in a classroom is provided with supplemental reading instruction, from a reading coach, 30 minutes per day, 5 days per week, in addition to receiving all core instruction in reading from the classroom teacher). Tier 3 is called “intensive” because at this level the student needs interventions that are specifically tailored to his/her needs and intensively focused. As at Tier 2, these interventions are supplemental—that is, provided in addition to all core instruction in the student’s area of difficulty.

Three-Tiered Model of School Supports & the Problem-Solving Process



Elementary MTSS

Utilizing the Florida's Continuous Improvement Model (FCIM), teachers implement the steps in the Plan-Do-Check-Act cycle to focus instruction based on disaggregation of data. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Data chat meetings are held regularly to address academic needs of students at all instructional levels. Students needing additional support are monitored

through the MTSS/ RTI process. The MTSS/RTI process ensures students receive targeted instructional support to address any academic deficiencies. Basis, a data management system, is used to monitor students frequently throughout the school year.

Highly structured management systems and resources, such as i-Ready, Daily 5, ReadyGen's instructional routines, Foundations, Think Central, Leveled Literacy Intervention, and Star Enterprise are also used to differentiate the students' learning experiences. Personal Math Trainer (PMT) an online, adaptive system with interventions, enrichment, and assessments was implemented for all students last year. This year, Reflex Math was added to the curriculum to increase math fluency for students in grades K-5. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests. This will continue utilizing Zoom interactive lessons. Schedules for support staff are created to allow additional intervention time for students.

Elementary Programs

Core: Treasures, Go Math!, ReadyGen

Comprehensive Intervention Program: Leveled Literacy Intervention

Supplemental Intervention Reading Programs: Foundations, Phonics for Reading, Rewards

Writing Programs: Treasures, ReadyGen, RACE

Elementary Support Services

PPCSS offers intensive courses for students identified through teacher recommendation, Florida Standard Assessment data, I-Ready Diagnostic data, Oral Reading Fluency Assessment, STAR data and other diagnostic tools. The schedule below indicates the Language Arts and Intensive Reading courses that will be offered to support student learning.

	Kindergarten	First	Second	Third	Fourth	Fifth	SPECIAL S	RD SUPPORT	RD SUPPORT	MATH SUPPORT
Time								Yousuf	Fisher & Marrero	ROMAN
8:00A M	Arrival 8:15-8:40AM	Arrival 8:15-8:40AM	Arrival 8:15-8:40AM	Arrival 8:15-8:40AM	Arrival 8:15-8:40AM	Arrival 8:15-8:40AM				
8:15										
8:30A M										
8:45	MATH	ACALETI CS 8:45-9:00	ACALETI CS 8:45-9:00	ACALETI CS 8:45-9:00	ACALETI CS 8:45-9:00	ACALETI CS 8:45-9:00				
9:00A M	60 Min	ELA/SS/SC/Fund/WR	SPECIAL	ELA/SS/Fund/WR	**MATH 60 Min	ELA/SS/Fund/WR	2nd Grade SPECIAL	3rd Grade PUSH-IN 9:00-9:30	1st PUSH-IN	RTI/ESOL
9:15	8:45-9:45		40 min		9:00-10:00	120 Minutes	40 min			8:45-9:25
9:30A M			9:00-9:40			9:00-11:00	9:00-9:40		9:10-9:40	4th grade Group
9:45	SPECIAL	105 Minutes	ELA/SS/SC/Fund/WR	9:00-10:30			Kinder Special	5th Grade PUSH-IN 9:45-10:15	2nd Push-In	9:30-10:00
10:00A M	40 min	9:00-10:45		90 Min	ELA/SS/Fund/WR		40 min		9:45-10:15	PLANNING
10:15	9:45-10:25am	ELA SCIENCE			120 Minutes		9:45-10:25am			10:00-11:00

10:30A M	Lunch 30 min 10:30-11:00am		90 Minutes	Reading Support	10:00- 12:00	ESE READING	Planning	3rd Support		
10:45		Reading Support	9:40-11:10	30 Min 10:30- 11:00		SUPPORT 10:30- 11:00	10:30- 11:10	30 Min 10:30- 11:00	1st Grade Reading Support	
11:00A M	ELA/SS/Fund/ WR	30 Min 10:45- 11:15		Math Support		**MATH 60 Min		4th Grade PUSH-IN 11:05- 11:35	30 Min 10:45- 11:15	3rd Grade Math Support
11:15	90 Minutes	SPECIAL	2nd Grade	11:00- 11:30		11:00- 12:00	1st Grade Special			11:00- 11:30
11:30A M	11:05-12:35	40 min	30 Minutes 11:15- 11:45	LUNCH	ESE READING		40 min		LUNCH	5th grade Group
11:45		11:15- 11:55		11:35- 12:05	SUPPORT 11:30- 12:00		11:15- 11:55	LUNCH	11:25- 11:55	11:30- 12:00
12:00P M		1st Grade	FAST RECESS		SPECIAL	SCIENCE	4th Grade SPECIAL	30 Min 11:45- 12:15	KINDER PUSH-IN	
12:15		12:00- 12:30	30 Minutes 11:50- 12:20	FAST RECESS	40 Min 12:00- 12:40	45 Min 12:-12:45	40 Min 12:00- 12:40		12:00- 12:30	
12:30p m		MATH	SCIENCE	30 Minutes 12:10- 12:40				PLANNIN G		LUNCH

12:45	Reading Support	60 Min	30 Min 12:25-12:55	SCIENCE	LUNCH	LUNCH	LUNCH	12:20-1:00	Kinder Reading Support	12:30-1:00
1:00P M	30 Min 12:40-1:10	12:35-1:35	MATH	30 Min 12:40-1:10	30 Min 12:45-1:15	30 Min	30 Min		30 Min 12:40-1:10	
1:15	Math Support		60 Min	MATH	Reading Support	12:50-1:20	12:45-1:15		Planning	Kinder Math Support
1:30P M	1:10-1:40		12:55-1:55	60 Min	30 Min 1:20-1:50	SPECIAL	5th Grade SPECIAL	4th Grade Reading Support	40 Min	1:10-1:40
1:45	FAST RECESS	Math Support		1:10-2:10		40 Min 1:20-2:00	40 Min 1:20-2:00	30 Min 1:20-1:50	1:15-1:55	1st Grade Math Support
2:00P M	30 Minutes 1:45-2:15	30 Min 1:45-2:15	Reading Support		FAST RECESS	Reading Support		5th grade Reading Support	2nd Grade Reading Support	1:45-2:15
2:15	SCIENCE		30 Min 2:00-2:30	SPECIAL	30 Minutes 1:55-2:25	30 Min 2:00-2:30	3rd Grade Special	30 Min 2:00-2:30	30 Min 2:00-2:30	
2:30P M	30 Min 12:20-12:50	FAST RECESS	Math Support	40 Min 2:10-2:50	SCIENCE	FAST RECESS	40 Min 2:10-2:50			2nd Grade Math Support
2:45		30 Minutes 2:20-2:50	30 Min 2:30-3:00		35min 2:30-3:00	30 Minutes 2:30-3:00				30 Min 2:30-3:00

3:00P M	DISMISSAL	DISMISS AL	DISMISS AL	DISMISS AL	DISMISS AL	DISMISS AL	Bus DISMISS AL POST 2:55	Bus DISMISS AL		Plates DISMISS AL

Elementary MTSS Team:

Central Campus MTSS Team	
Sean Chance	Principal
Jenny Iznaga	Assistant Principal
Kimberly Lookretis	Guidance
Jill Wolfe	Curriculum Specialist
Wendy Pfau	Reading Specialist
Kimberly DiPuglia	Reading Specialist
Judy Mulcan	Reading Specialist

East Campus MTSS Team	
Channale Augustin	Principal
Maria Garcia	Assistant Principal
Karen Burk	Guidance
Dina Logan	Curriculum Specialist
Alina Perry-Smith	Reading Specialist

Merilisse Garcia	Reading Specialist
Katherine Flynn	Reading Specialist

West Campus MTSS Team	
Michael Castellano	Principal
JoAnna DiGioia	Assistant Principal
Mercedes Lambert	Guidance
Marta Tápanes	Curriculum Specialist
Jacquelyn Douglas	Reading Specialist
Stephani Rasmussen	Reading Specialist

FSU Campus MTSS Team	
Lisa Libidinsky	Principal
Kimberly Pizzo	Assistant Principal
Beth Slaski	Guidance
Judith Founds	Curriculum Specialist
Rabia Yousuf	Reading Specialist
Tania Roman	Math Specialist
Maria Marquez	ESE Specialist
Joan Nemiroff	School Psychologist

Samantha Grandson	Student Services Program Coordinator
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Middle School MTSS

PPCMS MTSS Team, meets regularly to analyze student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Support and direction is provided to teachers through virtual Professional Learning Communities, district-based professional development, and a mentoring program. The leadership group dedicates time to address issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

The middle school team also supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan (Policy 6000.1). They provide teachers with research-based strategies and resources to assist all students in the multi-tiered systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.

The team ensures successful implementation of school-wide literacy goals to increase students' achievement:

- Student-centered activities and numerous opportunities are given for students to collaborate, apply critical thinking skills, and participate in meaningful discussions.
- Through the school-wide Accelerated Reading Program, students meet or exceed their quarterly goals to increase vocabulary and comprehension skills.

- Technology programs such as iReady, My HRW, ThinkCentral, and Study Island are used as supplemental resources to remediate and enrich students.
- The Media Specialist implements and promotes literacy initiatives

Middle School Programs

Core: Curriculum Associates ELA LAFS; HMH Florida Collections

Writing: HMH Florida Collections, HMH Performance Assessments Workbooks

Comprehensive Reading Intervention Program: National Geography Learning – Inside, Novel Studies (CRISS)

Supplemental Reading Intervention Programs: Triumph Learning Common Core Coach; Curriculum Associates i-Ready

Middle School Courses and Support Services

PPCSS offers intensive courses for students identified through teacher recommendation, Florida Standard Assessment Data, and I-Ready Diagnostic Data. The schedule below indicates the Language Arts and Intensive Reading courses that will be offered to support student learning. These courses utilize Broward approved intervention programs. These will continue to be supported by teachers through the online platform as well as through Zoom lessons.

Academic Support Facilitation Schedule

Facilitator:

Maria Morin

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	(morning consults: Daily progress sheets)	Ms. Payne Ms. Finklestein	Ms. Dougherty	Ms. Payne Ms. Finklestein	Ms. Dougherty
2	Ms. Payne	Ms. Payne	<i>Planning</i>	Ms. Payne	<i>Planning</i>
3	<i>Planning</i>	Ms. Payne Ms. Finklestein	Ms. Dougherty	Ms. Finklestein	Ms. Payne Ms. Finklestein

4	Ms. Dougherty	Ms. Payne	Ms. Dougherty	<i>Planning</i>	Ms. Payne
5	Ms. Dougherty	Ms. Payne	Ms. Dougherty	Ms. Payne	Ms. Dougherty
6	Ms. Dougherty * Ms. Gore	<i>Planning</i>	Ms. Dougherty *Mr. Mahoney	Ms. Dougherty *Ms. Cosio	Ms. Dougherty

Middle School MTSS Team:

Central Campus MTSS Team	
Sean Chance	Principal
Linda Montoto	Assistant Principal
Cynthia Adorno	Curriculum Specialist
Anarosa Grau	ELA Department Chair & Cambridge Coordinator
Latrice Hubert	Reading Coach
Jill Bear	Guidance
West Campus MTSS Team	
Michael Castellano	Principal
Alan Pfau	Assistant Principal
Isabelle Leger	Cambridge Coordinator
Veronica Lesmes	Curriculum Specialist
Deidra Blackburn	Counselor
Karen Finklestein	Reading Resource Teacher

High School MTSS

Pembroke Pines Charter High School provides support services to meet the physical, social, and emotional needs of our students. An interventionist, as part of our support staff, continues to provide additional academic and emotional support to students in need. School personnel (including teachers, administrators, school counselors, ESE and RtI specialists, coaches, club sponsors, media specialists, and safety monitors) implement systems to protect student well-being in and out of class. School personnel follow a clearly defined, systematic process to determine the counseling and referral needs of all students. Counselors routinely consult with parents/guardians, teachers, colleagues, and community agencies regarding strategies to help children and families. Individual and small group counseling through Zoom, phone calls, and Canvas help students identify problems, possible consequences, and viable alternatives so they can take appropriate actions. Students struggling in any way – emotionally, psychologically, socially, academically – can seek help immediately in the guidance office, be referred by teachers, and/or receive assistance through the RtI process. This process has been streamlined through our Google Doc System allowing teachers to submit electronic forms to the guidance department identifying students in need.

The Multi-Tiered Systems of Support (MTSS) Leadership Team will meet virtually to discuss student concerns and provide research-based strategies that address specific academic and/or behavioral issues, develop academic and behavioral plans, and recommend appropriate interventions. Student cases are revisited on an ongoing basis. The team will evaluate student performance and provide support for instructional and behavioral interventions. A district-provided school psychologist continuously consults and collaborates with the CPS team through Zoom to meet students' needs.

The following data sources and data management systems are used to drive decision making at each tier for reading, mathematics, science, writing, and behavior: Florida Standards Assessment in Mathematics and English Language Arts, NGSSS Assessment in Science, iReady, Study Island, curriculum-based measures, formative assessments, End-of-Course

assessments, AP examinations, Cambridge examinations, SAT/ACT/PSAT results, Virtual Counselor/BASIS, formal and informal observations, behavior/organization chart, and Data Warehouse.

The members of the team include the RtI Coordinator/School Psychologist, Assistant Principal, Reading Teacher, Math Teacher, School Counselor, and ESE Facilitator.

The Exceptional Student Education (ESE) department provides students with services to meet their needs based on Individual Education Plans (IEP). Resources are also available to parents in reference to particular learning disabilities, emotional support groups, and strategies to use at home with their child.

A social worker has been added to our Pembroke Pines Charter School staff. She rotates on a schedule at all of our campuses and is an invaluable asset in connecting our students and families with community resources. The social worker maintains a database documenting all students that have been referred for services in mental health, behavior and substance abuse. The Social worker shares this database information with the members of the student support team to ensure continuous support for students in need.

High School Intervention Programs

Core: HMH Florida Collections, 2015 Pearson Literature Florida, 2015; HMH Performance Assessment Workbooks; HMH Close Reader Workbooks

Writing: HMH Florida Collections; HMH Performance assessments Workbooks; The Language of Composition

Comprehensive Intervention Reading Program:

National Geography Learning-Edge, Novel Studies (CRISS)

Supplemental Intervention Reading Programs: Triumph Learning 9-12, Performance Coach, Triumph Coach ACT, Newsela, Curriculum Associates i-Ready

Academic Village Courses and Services

PPCSS offers intensive courses for students identified through teacher recommendation, Florida Standard Assessment Data, and I-Ready Diagnostic Data. The schedule below indicates the Language Arts and Intensive Reading courses that will be offered to support student learning.

LANG ARTS	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
ALONGI 105 D122	INTENSIVE READING 9 (1000410A)	ENGLISH 3	ENGLISH 3	INTENSIVE READING 10 (100041B)	ENGLISH 3	ENGLISH 3
ALTIMORE 071 D210	ENGLISH 1 HONORS	ENGLISH 1 HONORS	ENGLISH 1 HONORS	ENGLISH 1 HONORS	ENGLISH 1 HONORS	AICE GENERAL PAPER
BLANCO 091 D114	(ARABIC)	ENGLISH 2 HONORS	ENGLISH 2 HONORS	ENGLISH 2 HONORS	ENGLISH 2 HONORS	ENGLISH 2 HONORS
M. DIAZ ? U230	PLANNING	INTENSIVE READING 9 (1000410A)	(PE)	INTENSIVE READING 9 (1000410A)	(PE)	(PE)
HERNANDEZ, N 349 D121	ENGLISH 3 HONORS	PLANNING	AICE PSYCHOLOGY	ENGLISH 3 HONORS	ENGLISH 3 HONORS	ENGLISH 3 HONORS
HEISING U230					INTENSIVE READING 9 (1000410E)	INTENSIVE READING 10 (1000410F)
ELLIS 274 D110	ENGLISH 2 HONORS	ENGLISH 2	ENGLISH 2	ENGLISH 2 HONORS	ENGLISH 2	ENGLISH 2
KOLLWITZ 425 D204	ENGLISH 1	ENGLISH 1	ENGLISH 1	PLANNING	ENGLISH 1	ENGLISH 1

SEILER 732 D213	AICE ENGLISH LANGUAGE	ENGLISH 3 HONORS	ENGLISH 3 HONORS	ENGLISH 3 HONORS	ENGLISH 3 HONORS	AICE ENGLISH LANGUAGE
LUTCHI 474 D123	ENGLISH 2	INTENSIVE READING 11 (1000410C)	ENGLISH 2	PLANNING	INTENSIVE READING 11 (1000410C)	INTENSIVE READING 12 (1000410D)
PHELPS, SARAH 620 D203	PLANNING	AICE ENGLISH LITERATURE A	AP ENGLISH LITERATURE	AP ENGLISH LITERATURE	AP ENGLISH LITERATURE	CREATIVE WRITING 1 & CW 3 (Local Hon.)
PHELPS, SUNSHINE 619 D222	AP ENGLISH COMP (LANG)	AICE ENGLISH LANGUAGE	AP ENGLISH COMP (LANG)	AICE ENGLISH LANGUAGE	AICE ENGLISH LANGUAGE	PLANNING
PHILLIPS 626 D113 *Term 2-switch to ENC 1102 *Term 2-switch to LIT 2110	ENC 1101 ----- *ENC 1102	ENC 1101 ----- *ENC 1102	INTRO TO LIT ----- *WORLD LIT (LIT2000) (LIT2110)	INTRO TO LIT ----- *WORLD LIT (LIT2000) (LIT2110)	PLANNING	ENC 1101 ----- *ENC 1102
LAWRENCE 466 D215	AICE GENERAL PAPER	AICE GENERAL PAPER	AICE GENERAL PAPER	AICE GENERAL PAPER	AICE GENERAL PAPER	AICE GENERAL PAPER
ROGERS 728 D221	PLANNING	ENGLISH 4 HONORS	ENGLISH 1 HONORS	ENGLISH 4 HONORS	ENGLISH 1 HONORS	ENGLISH 4 HONORS
TAYLOR 449 D109	ENGLISH 4 HONORS	AICE LIT	AICE LIT	AICE LIT	ENGLISH 4 HONORS	AICE LIT
LANNON 454 D115	ENGLISH 1	ENGLISH 1 HONORS	PLANNING	ENGLISH 1	SAT PREP	ENGLISH 1 HONORS

MARTIN-HERNANDEZ 522 D209	ENGLISH 4	ENGLISH 4	ENGLISH 4 HONORS	ENGLISH 4	ENGLISH 4	ENGLISH 4 HONORS
CAVANZO 159 D223	PRE-AICE GLOBAL	PRE-AICE GLOBAL	PRE-AICE GLOBAL	PRE-AICE GLOBAL	PRE-AICE GLOBAL	PRE-AICE GLOBAL
SCHWAB 698 M130	AICE GLOBAL A LEVEL & DEBATE 2/4 (1007340J/1007360T)	DEBATE 1	AICE GLOBAL AS	PLANNING	DEBATE 1	AICE GLOBAL AS
SCHWARTZ 718 D214	AICE GLOBAL AS	PRE-AICE GLOBAL	AICE GLOBAL AS	AICE GLOBAL AS	AICE MEDIA	PRE-AICE GLOBAL

High School MTSS Team:

Academic Village MTSS Team

Helen Yanez	Assistant Principal
Jennifer Diaz	Assistant Principal
Shannon Torres	Curriculum Specialist & AP/Cambridge Coordinator
Jennilee Abolafia	Student Counseling/MTSS Specialist
Dana Ostendorf	ESE Specialist

Carrie Hyacinth	Social Studies Department Chair
Miriam Hernandez-Davis	Science Department Chair
Marianne Guzman	Math Department Chair
Nancy Altimore	English Department Chair
Doina Lutchi	Reading Teacher
Jennifer Carson	Language Arts Team Lead
Lisa Coolidge	Mathematics Team Lead
Gustavo Gil	Social Studies Team Lead
Pedro Curiel	Science Team Lead
Priscila Chaca	Media Specialist

Attendance

Attendance will be taken daily through the Canvas Learning Management System and documented in Jupiter Grades, FOCUS and/or TERMS. The Broward County attendance policies and procedures will be adhered to at each level.

- Elementary students are expected to login to their homeroom.
- Secondary students login to each class according to their schedule.

Supplies, Technology, and Materials

- Students will be issued devices on an “as needed” basis.
- PPCSS will ensure student connectivity through the promotion available to all Broward Students through internet service providers.
- Materials such as consumable text books, workbooks, and designated technology devices will be distributed with the following schedule.
 - **Monday, August 24, 2020 Families with last names starting with “A – J”**
 - **Tuesday, August 25, 2020 Families with last names starting with “K – S”**
 - **Wednesday, August 26, 2020 Families with last names starting with “T – Z”**
- Materials will be distributed following all CDC guidelines.
- In order to adequately provide all stakeholders with access to necessary technology, PPCSS has purchased a significant amount of additional Chromebooks that will be distributed to families on an as needed basis.
- PPCS’s IT department will assist with technical issues for families with school-issued devices. There is also a dedicated team that will be continuously troubleshooting Canvas and Clever issues. Parents will communicate technical issues through the link provided to families on the PPCSS website.

Food and Nutrition

PPCSS students will continue to participate in the alternate free and reduced lunch program through Broward Schools or through the Pembroke Pines Charter Schools Food Service Department.

Staffing

Staffing will remain consistent with all subjects being taught by state certified teacher unless otherwise noted through out of field waivers.

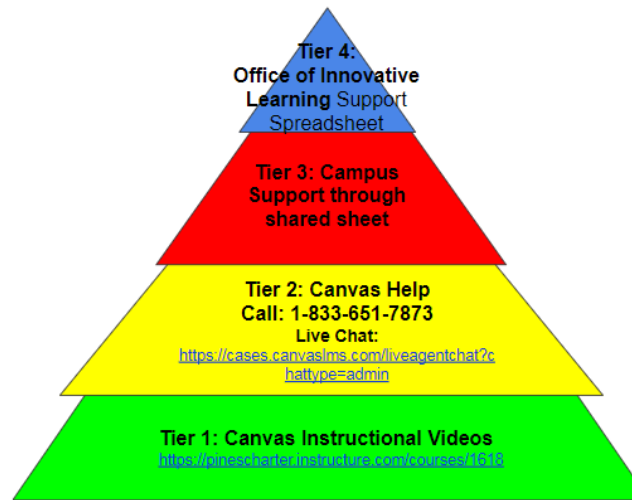
Professional Development

Professional development for each level will be supported by the City of Pembroke Pines Office of Innovative Learning, Broward County’s Title II Office and Panhandle Area Education Consortium (PAEC). Workshops and online courses for teachers will begin Wednesday, August 12, 2020.

Courses will be provided through online professional development, professional learning communities, LAB, Broward Virtual University (BVU) and PAEC. These courses will include but are not limited to BVU Endorsement Courses, New Teacher Academy Seasons of Learning, Alternative Certification Educator Program (ACE), ACE Induction Coaches, FTCE testing support, Alternative Certification Educator Support (ACTs) virtual coach for ALT Cert Teachers for their first year, In-Service Master Planning Points for teacher to renew their certifications, and LEA guidance. In addition professional development goals will be focused on digital learning strategies that promote collaboration and problem solving.

The following chart demonstrates the support structure that will be put in place to support teachers and administrators.

Staff Tiered Support System



Communication

PPCSS will continuously communicate relevant information with all stakeholders via the already established systems of communication, including the system website, parent newsletters, and emails through Parent Link, Jupiter Grades, Canvas, and Focus.

Teachers will communicate with students via Canvas courses, JupiterEd, and Focus.

Student/ Staff Safety

Cleaning, Sanitization and Hygiene

PPCSS system leaders will be utilizing the Broward provided checklist to ensure safety measures for the reopening of brick and mortar locations. The following checklist is designed to be a simple yet useful tool in prioritizing school and clinic needs as school systems plan for the reopening of schools. This aims to assist in organizing personnel, resources and determining students, faculty and staff needs.

COVID-19 SCHOOL OPENING PRINCIPAL CHECKLIST

- Administration and staff have reviewed the Protocol for Prevention Strategies and Infection Control Measures for Novel Coronavirus (COVID-19) in the Pandemic Recovery Planning Guide.
- Teachers and staff trainings are completed by the second week of school, including educational videos on Donning and Doffing Personal Protective Equipment (PPE), Recognition of signs and symptoms of COVID-19, Infection Control and Isolation Room procedures.
- Students have completed trainings, including educational videos on handwashing techniques, recognition of signs and symptoms of COVID-19 and social distancing practices by the second week of school.
- Designate an Isolation Room and two trained personnel to monitor Isolation Room.
- Ensure Suspected Case COVID-19 Line List Form is completed and faxed daily to CSHS Department at 754-321-1695.

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- Provide adequate PPE and supplies to clinic and isolation room. Maintain adequate stockpile throughout Pandemic response period as per CDC guidelines. Refer to Appendix 1 of Protocol for Prevention Strategies and Infection Control Measures for Novel Coronavirus (COVID-19) for Pandemic Supplies list. Provide No-Touch thermometers to clinic staff and trained personnel for temperature screenings.
 - Provide PPE supplies per classroom such as (masks, gloves)
 - Bathrooms must be adequately supplied with soap and paper towels only.
 - Provide hand sanitizers in areas with limited access to hand washing.
 - Establish a disinfection/cleaning schedule for clinic, Isolation Room and commonly used surfaces.
 - Prepare floor markings 6 feet apart to comply with CDC guidelines for social distancing in areas such as front office, clinic, isolation room, hallways, cafeteria, and media center first day of school year.
 - Place posters with COVID-19 educational materials in strategic areas such as front office, restrooms, cafeteria, gyms, and hallways by the end of the second week of school.
 - Emergency Contact Cards are updated with two current phone numbers for parents/guardians.
 - Avoid use of water fountains to minimize exposure to the virus.

Illness Process

Testing to diagnose COVID-19 is one component of a comprehensive strategy and should be used in conjunction with promoting behaviors that reduce spread, maintaining healthy environments, maintaining healthy operations, and preparing for when someone gets sick.

The City of Pembroke Pines Human Resources department has established a process for staff members who may have had contact with COVID 19. When a staff member goes to South Florida Urgent Care for COVID testing, directed by the City, they should request that both the Anti-Body and the Nasal Swab test be performed. The Anti-Body test result will be immediate and the Nasal Swab test typically will take five to eight days for results. We are able to do the additional testing due to an increase in available Swab testing capacity.

IMPORTANT EMPLOYEE INFORMATION

City Phase One (Updated) – June 15, 2020 – until further notice

Guidelines for all individuals

- Wash your hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.
- Avoid touching your face.
- Sneeze or cough into a tissue, or inside your elbow.
- Disinfect frequently used items and surfaces as much as possible.
- Use face coverings while in public.
- If you feel sick, do not go to work, stay away from others, and consult with your health care provider.

Workplace Guidelines

- City Hall and other administrative offices will now be open 7am to 6pm Monday to Thursday.
- The public should not enter City buildings at this time.
- Employees with symptoms should not work from the office or schools.
- Employees will have their temperature taken upon arrival to work each day
- Facemasks should be worn by any individual working in an area that is not separated by at least six feet from other individuals. Employees are strongly encouraged to wear facemasks when in public areas such as hallways, restrooms, elevators, etc.
- The public will not be permitted to enter City Hall or other buildings
- Work stations should be cleaned on a routine basis with sanitizing wipes (or paper towels and sanitizing spray).
- Building maintenance staff will sanitize common areas several times during the workday.
- Employees should notify the Human Resources Dept. if they have tested positive to the COVID-19 virus and/or have had an immediate family member who they reside with test positive.
- Employees will be sent for testing at the discretion of the HR/Risk Mgmt. Director or the Emergency Mgmt. Director if they exhibit symptoms or have had immediate contact with a COVID-19 positive individual.
- Social Distancing should remain in force as much as possible and practical

- An employee that is 65 years and older or considered a “Vulnerable Individual” should contact their supervisor to determine what accommodations can be made for tele-working and/or special accommodations in the workplace.
- Employees should not meet in groups greater than four (maintain social distancing) or congregate in areas such as breakrooms/kitchen areas.

Special Note – If you participate in the Solstice Dental Program, for the payroll deduction in July, the premium will be reduced by 25%

Questions

If you have any questions, please contact Daniel Rotstein, HR Risk Mgmt. Director at (954) 392 – 2092 Office or (954) 232 – 0318 Cell or Dan Giustino, Emergency Mgmt. Director at (954) 450 – 1028.

Additional Phased In Considerations

	Stage 1	Stage 2	Stage 3
Instructional Design	<p>Students will have access to appropriate challenging curriculum through Canvas and distributed materials.</p> <p>Teachers will publish content through Canvas and provide support to students through JupiterEd, Canvas, and email.</p>	<p>Students will be provided the opportunity to engage with their teacher and/or peers through a chat discussion option.</p> <p>Teachers will facilitate the “chat option” in their course to promote authentic engagement.</p>	<p>Students will continue to engage in online learning and will have the opportunity to participate in a virtual meeting with their teacher.</p> <p>Teachers will provide students the opportunity to participate in a virtual meeting.</p> <p>Administrators will monitor teacher online learning schedule.</p>

	<p>Teachers will provide instruction and support through live Zoom lessons.</p> <p>Administrators will monitor engagement by logging in to published courses.</p>	<p>Administrators will comment on various chats throughout the Canvas platform.</p>	
Professional Development	<p>Learning opportunities will be provided to students through Google Meets to help students transition to online learning.</p> <p>Professional Development will be provided to all staff on digital learning tools and instruction through our Published Meeting Calendar.</p>	<p>Videos will be provided to students on accessing and engaging on Canvas' chat feature.</p> <p>Information and workshops will be provided to students and teachers on Zoom.</p>	<p>Professional development specific to digital learning strategies will be conducted throughout the week.</p>
Platforms and Technologies	<p>Canvas, Jupiter, Google Suite, Clever, and Zoom</p>	<p>Canvas, Jupiter, Google Suite, Clever, and Zoom</p>	<p>Canvas, Jupiter, Google Suite, Clever, and Zoom</p>
Monitoring Engagement and Progress	<p>Students will monitor their learning progress using teacher provided tools such as rubrics and assignment due dates.</p> <p>Teachers will monitor students by providing feedback and messages to students based on their work.</p>	<p>Students will submit assignments to teacher through Canvas and/or any other approved platform.</p> <p>Teachers will provide specific feedback to students on their weekly progress.</p>	<p>Students will continue to monitor their learning utilizing teacher provided rubrics and assignments.</p> <p>Teachers will continue to monitor student engagement and provide feedback on assignments and participation.</p>

	Administrators will monitor teacher engagement by logging in to Canvas to ensure updated information is being provided by the teachers.	Administrators will login to teacher courses to look for updated content. Administrators will provide feedback to teachers based on their content and instructional strategies.	Administrators will continue to monitor teacher content and will participate in various online meetings between teachers and students.
Digital Community	Students will have access to the digital citizenship page that provides guidelines to appropriate digital behaviors.	The guidance department will provide support to all teachers and students through the use of Canvas and a virtual meeting schedule.	The guidance department will continue to provide support to all teachers and students through the use of Canvas and a virtual meeting schedule.