



June 16, 2020

## School Board Workshop

# Preliminary Discussion on Reopening Plans for the 2020-21 School Year

Presented by the Office of Strategic Initiative Management (SIM)

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# 2024 Strategic Plan.



**OUR VISION:** *Educating today's students to succeed in tomorrow's world.*

**OUR MISSION:** *Educating all students to reach their highest potential.*

## **OUR CORE VALUES:**

**S**tudent Focus

**T**eaching Excellence

**A**ccountability

**R**espect

**S**afety



## **OUR GOALS:**

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

# Executive Summary.

In response to the pandemic, BCPS recommends a hybrid approach to reopening.

- Options evaluated through two lenses: **vitality** and impact on **student experience**.
- **Physical Distancing** and **health protocols** limit transportation and on-campus populations.
- Research and stakeholder feedback reveal some **reluctance to send students back to school full-time**.
- An **enhanced eLearning experience** will be part of any version of reopening plans we implement.
- **School-specific reopening models** will vary depending on context, local needs, and available resources.
- Across all schools, **learning acceleration** (including closing achievement gaps), **safety, and equity** are top priorities.
- **Parental and community support**, as well as adequate **funding**, are essential.
- Key to our success will be our **flexibility to adapt to changing conditions**.

**Recommendation: HYBRID REOPENING** that mixes on-campus time with eLearning



# Theory of Action.

Why is it important to reopen our schools, and what steps will we need to take to do so safely & responsibly?

	Theory	Actions
Lead Measures	<p><u>If we execute this strategy:</u></p> <p>Put appropriate <b>learning acceleration, health, and safety</b> measures in place to begin bringing students back on campus in a phased and agile approach...</p>	<ol style="list-style-type: none"> <li>1. Updated <b>environmental scan</b>, research, and data analysis</li> <li>2. Activation of <b>Strategic Plan Committee</b> and Steering Committee</li> <li>3. Intensive <b>stakeholder engagement</b> across multiple channels and forums</li> <li>4. Iterative development and <b>evaluation</b> of strategic options</li> <li>5. Key, high-level <b>decision-making</b></li> <li>6. Formation of focused <b>work groups</b></li> <li>7. Integration of guidance from our <b>local medical experts</b></li> <li>8. Writing of <b>operational game plans</b> across defined work streams</li> <li>9. Development of <b>key metrics</b> for monitoring implementation</li> <li>10. <b>Phased and agile approach</b> to reopening</li> <li>11. Ongoing <b>communication</b>, feedback loops, and <b>continuous improvement</b></li> </ol>
Lag Measures	<p><u>Then we will realize this goal:</u></p> <p>Facilitate improved <b>access and equity; social-emotional learning; college, career, and life readiness;</b> and overall <b>student experience.</b></p>	

# Strategic Plan Listening Tour.

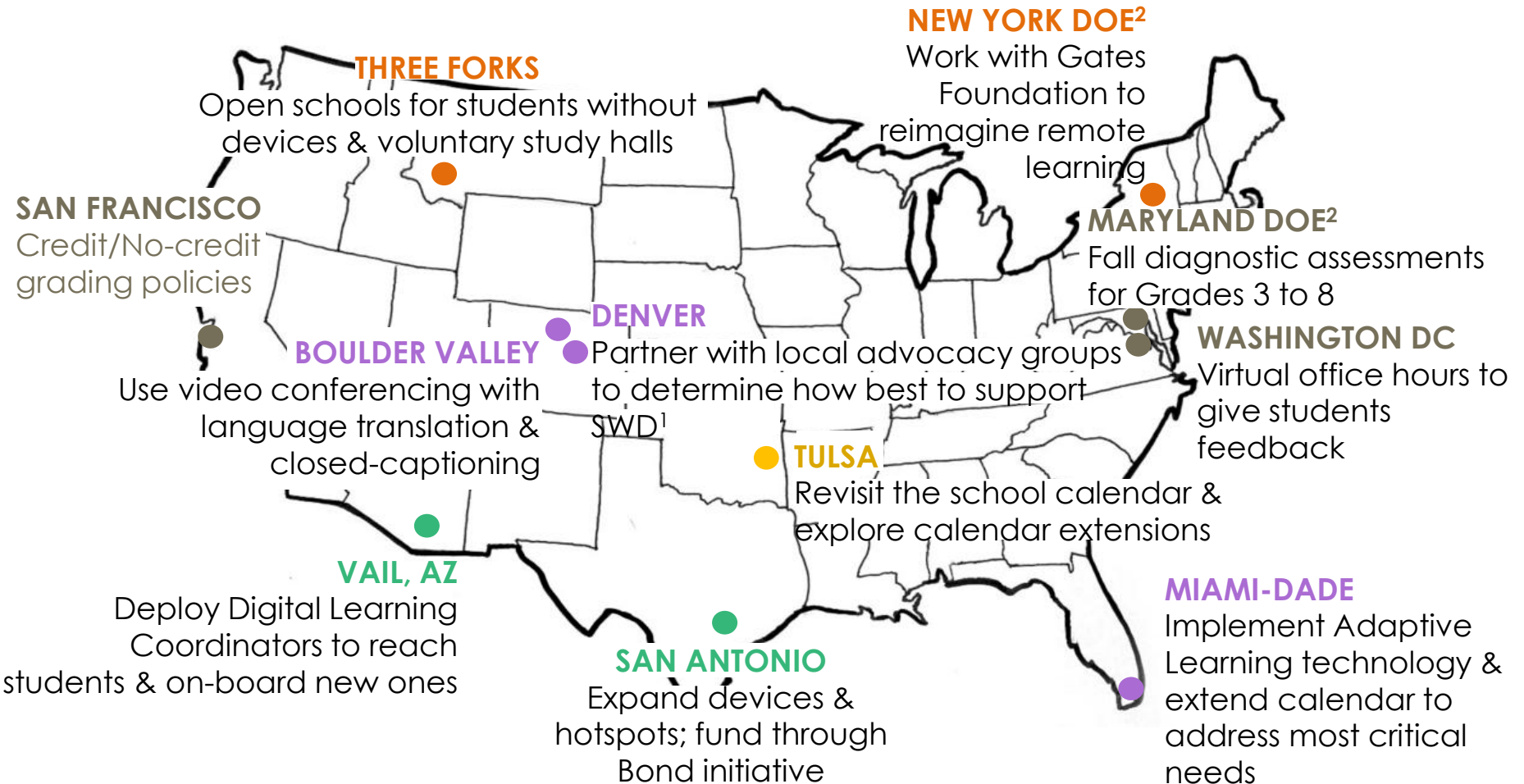
- 
- 📍 Full Environmental Scan & Peer District Analysis
  - 📍 Parent, Community, Involvement Task Force
    - 📍 Small Business Advisory Council
      - 📍 Teacher, Principal, & Staff Focus Groups
      - 📍 School Board Walkarounds & Workshops
    - 📍 Employee Labor Groups
  - 📍 Diversity Committee
    - 📍 School Improvement Plan Committee (SIP)
  - 📍 Superintendent's Teacher Advisory Committee (TAC)
  - 📍 Strategic Plan Committee, SIM Ambassadors, & Planning Retreats
  - 📍 Strategic Plan Steering Committee (Superintendent's Cabinet)
  - 📍 English Speakers of Other Languages (ESOL) Leadership Council
    - 📍 Broward County Council of Parent Teacher/Student Associations
      - 📍 Annual EdTalk Community Event Data
      - 📍 Wellness & Distance Learning Survey
      - 📍 Strategic Plan & School Reopening Survey
    - 📍 Municipalities & Non-Profit Partners
    - 📍 Broward Principals & Assistants Association (BPAA)
    - 📍 Local Higher Education Community
      - 📍 Gifted, ESE, & Title I Advisory Councils
        - 📍 District Advisory Council (DAC)
        - 📍 Custodial Panel & Facilities Task Force

# Literature review and references.

- The American Enterprise Institute
- American Federation of Teachers
- The Aspen Institute
- The Centers for Disease Control
- Chiefs for Change
- Council of the Great City Schools
- The Education Trust
- Florida Education Association
- Global Strategy Group
- Johns Hopkins Bloomberg School of Public Health
- Harvard University Public Education Leadership Project (PELP)
- McKinsey & Company
- National Education Association
- O'NET
- Panorama Education Team
- Reporting and interviews from *Business Insider*, *The Los Angeles Times*, *The Miami Herald*, *The New York Times*, *Politico*, *The Tallahassee Democrat*, *The Tampa Bay Times*, *WLRN-Miami*
- State of Florida Department of Education and Office of the Governor
- United States Department of Labor
- UNESCO
- UNICEF
- USA Today/Ipsos
- Whitehouse.gov

# Sample strategies other districts, large & small, are considering.

*NOTE: Font color indicates theme*



Theme Legend		
<span style="color: orange;">●</span> Reopening	<span style="color: purple;">●</span> Equity & Closing the Gap	<span style="color: green;">●</span> Education Technology
<span style="color: yellow;">●</span> Funding/Budget	<span style="color: brown;">●</span> Teaching & Learning	

<sup>1</sup> SWD, Students with Disabilities  
<sup>2</sup> Department of Education

# Strategic Plan & School Reopening Survey.

Voice of our community



## Strategic Plan & School Reopening Survey

Please select your preferred language below.

English Version

Spanish Versión

Haitian-Creole  
Vèsyon

Portuguese Versão

Broward County Public Schools | Office of Strategic Initiative Management 

N = 80,143 (all respondents) as of 06.11.20



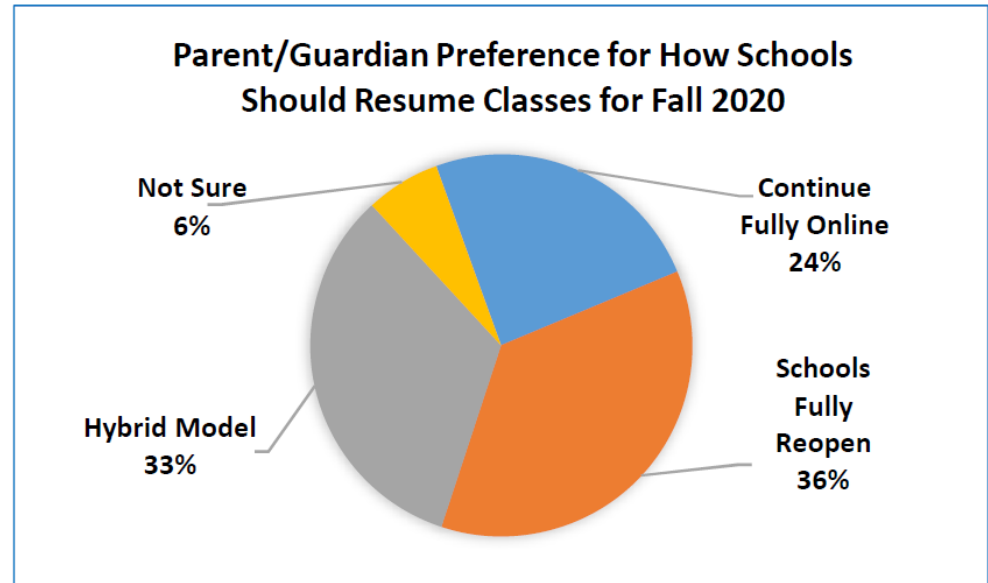
# Are Parents comfortable with reopening?

## Key findings from Broward's survey

### Parent/Guardian preference for how schools should resume classes for Fall 2020:

Parent Preference	n	%
Continue Fully Online	13,721	24%
Schools Fully Reopen	20,609	36%
Hybrid Model	18,688	33%
Not Sure	3,580	6%
<b>Total</b>	<b>56,598</b>	<b>100%</b>

NOTE: Percentages have been rounded for convenience



- Plurality of parents express a **preference for students returning to school** either some of the time or every day.
- Still, **24% prefer continued online learning** at home.
- Responses represent a **snapshot in time**; preferences will evolve as conditions change.

N = 80,143 (all respondents) as of 06.11.20

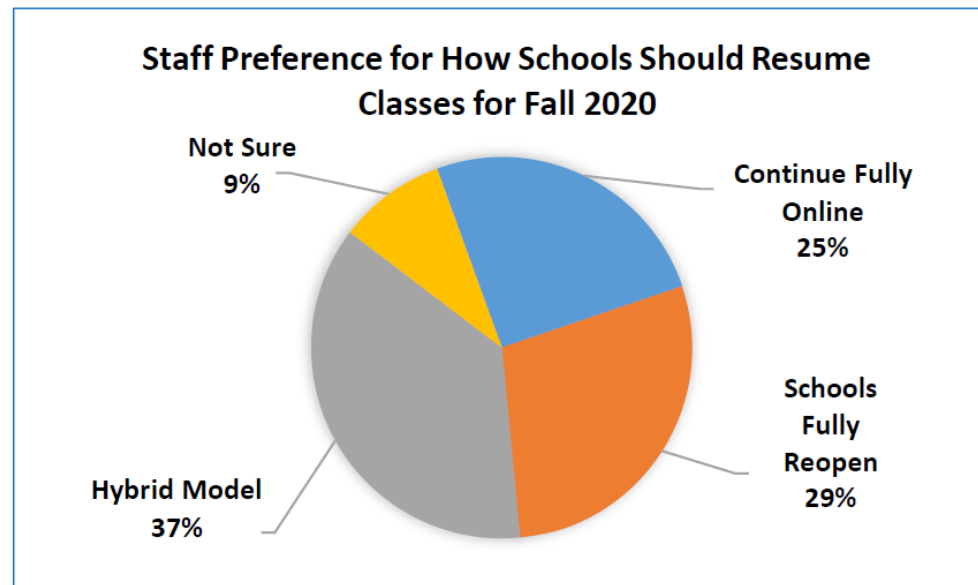
# Are Teachers & Staff comfortable with reopening?

## Key findings from Broward's survey

### Staff preference for how schools should resume classes for Fall 2020:

Staff Preference	n	%
Continue Fully Online	3,590	25%
Schools Fully Reopen	4,071	29%
Hybrid Model	5,233	37%
Not Sure	1,291	9%
<b>Total</b>	<b>14,185</b>	<b>100%</b>

NOTE: Percentages have been rounded for convenience



- Teachers & Staff express preferences similar to Parents, with a plurality preferring either **hybrid or full reopening**.
- Still, **25% prefer continued online learning**, a response that may reflect concerns of respondents in higher risk categories.
- Responses represent a **snapshot in time**; preferences will evolve as conditions change.

N = 80,143 (all respondents) as of 06.11.20

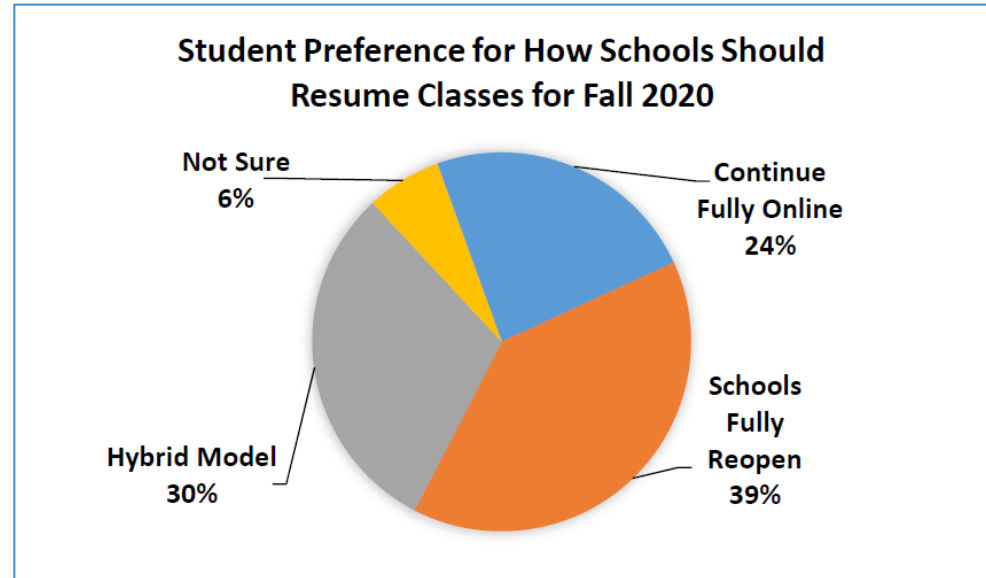
# Are Students comfortable with reopening?

## Key findings from Broward's survey

### Student preference for how schools should resume classes for Fall 2020:

Student Preference	n	%
Continue Fully Online	2,025	24%
Schools Fully Reopen	3,379	39%
Hybrid Model	2,607	30%
Not Sure	545	6%
<b>Total</b>	<b>8,556</b>	<b>100%</b>

NOTE: Percentages have been rounded for convenience



- Similar to Parents, Teachers, & Staff, **24% prefer continued online learning.**
- Most Students (**69%**) are eager for at least some on campus time, either with school campuses fully reopen (39%) or attending on some days (hybrid option, 31%).
- Responses represent a **snapshot in time**; preferences will evolve as conditions change.

N = 80,143 (all respondents) as of 06.11.20

# Measure of customer loyalty.

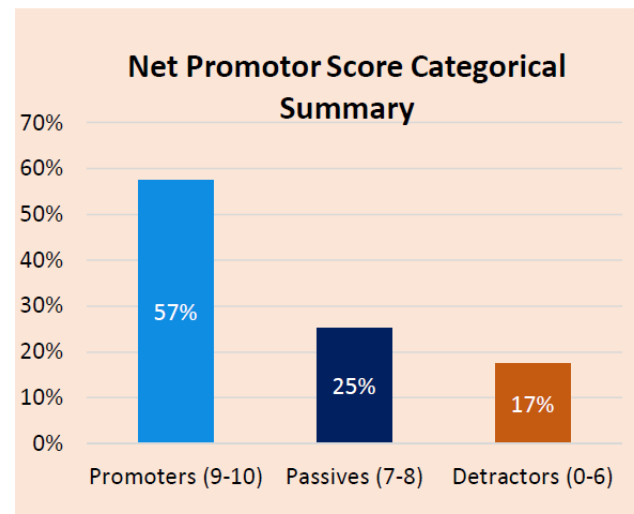
## Key findings from Broward's survey

I would recommend Broward County Public Schools to other parents or friends looking for a place to send their children to school.

NPS Score	n	%
0	1,329	2%
1	587	1%
2	823	1%
3	1,087	1%
4	1,401	2%
5	4,858	6%
6	3,784	5%
7	7,164	9%
8	13,036	16%
9	11,721	15%
10	34,353	43%
<b>Total</b>	<b>80,143</b>	<b>100%</b>

NPS Group	n	%
Promoters (9-10)	46,074	57%
Passives (7-8)	20,200	25%
Detractors (0-6)	13,869	17%
<b>Total</b>	<b>80,143</b>	<b>100%</b>

**Net Promoter Score (NPS)**  
**= 8.3**



NOTE: Percentages have been rounded for convenience

- The Net Promoter Score provides a view into the **loyalty of stakeholders** to BCPS.

N = 80,143 (all respondents) as of 06.11.20

# Strategic Plan & School Reopening Dashboard.

## Tool to support school-level data analysis



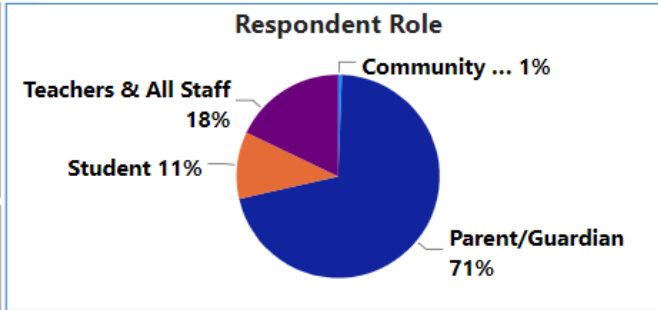
### Strategic Plan & School Reopening Survey

Updated as of: June 11, 2020

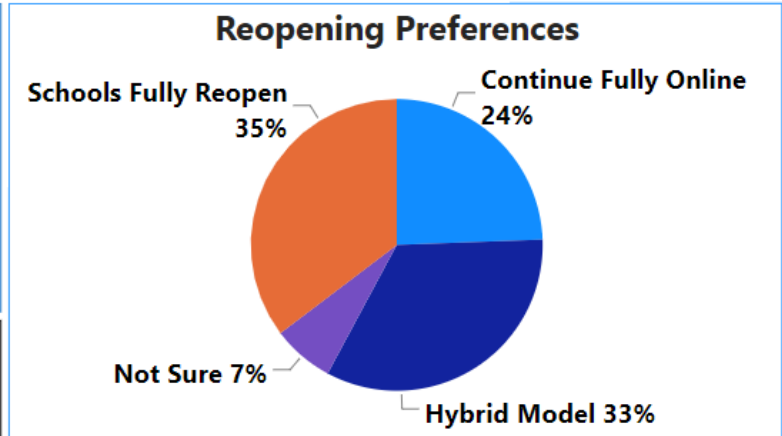
- Select Role**
- Select all
  - Community Members & Elec...
  - Parent/Guardian
  - Student
  - Teachers & All Staff

- Select School**
- Andrews High School
  - Ann Storck Center
  - Apollo Middle
  - ARC Broward, Inc.
  - Arthur Robert Jr Ashe Center
  - Ascend Career Academy
  - Atlantic Montessorri
  - Atlantic Montessori Charter ...
  - Atlantic Technical College
  - Atlantic Technical High School
  - Atlantic West Elementary
  - Attucks Middle
  - Avant Garde Academy
  - Avant Garde Academy K-8 B...
  - Bair Middle
  - Banyan Elementary
  - Baudhuin Oral School
  - Bavview Elementary

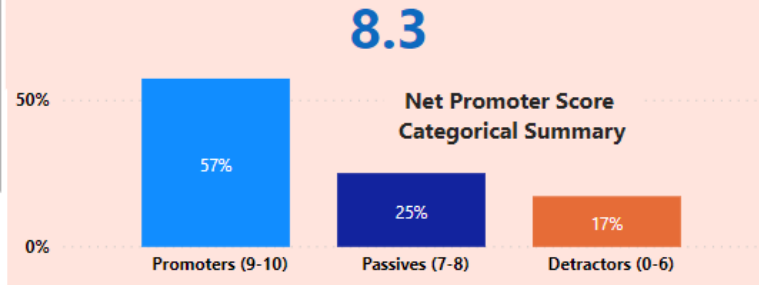
This Dashboard is Maintained by the Office of Strategic Initiative Management



**80.1K**  
Total Number of Respondents



Average Net Promoter Score of respondents that would recommend BCPS to other parents or friends looking for a place to send their children to school. (Based on a scale from 0 to 10).



Average Scores (on scale from 0 to 10)

Question	Average Score
Overall during normal circumstances, I believe that BCPS provides high-quality instruction and supports to its students.	8.3
In general, the communication channels used by BCPS are effective (including emails, apps, web, ParentLink, social media, etc.).	8.5
Even as our environment changes day to day, I believe that BCPS effectively ensures the safety and well-being of students and staff.	8.2
During the current pandemic, I believe BCPS is providing high-quality instruction and supports to students online.	7.2

N = 80,143 (all respondents) as of 06.11.20



# The calculus of re-opening.



Constraints

Concerns

Risks

**Vitality<sup>1</sup>  
of  
Options**

=



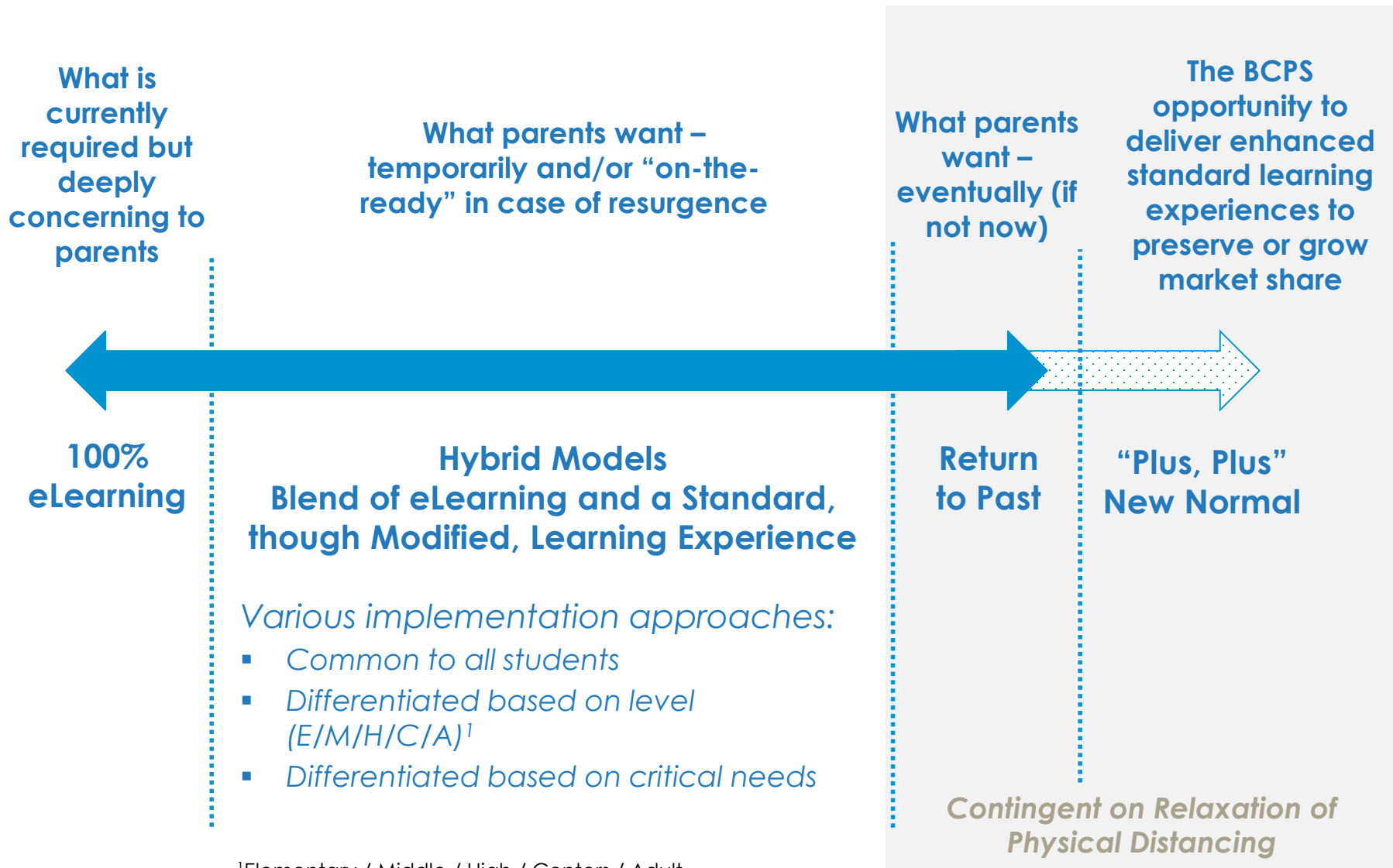
Federal,  
State,  
Household,  
& System  
**Constraints**

**Concerns**  
of Parents,  
Teachers, &  
Staff over  
COVID-19

Levels of  
Tolerance  
for  
**Risks**

<sup>1</sup>Vitality considers feasibility and attractiveness of options.

# The range of options.



<sup>1</sup>Elementary / Middle / High / Centers / Adult

# The options we've explored (thus far).

Return to Past

**Common to All Populations**

Uniformly available to all students

**1**  
**100% eLearning**

**2 (a)**  
**Hybrid Double Sessions**

**2 (b)**  
**Hybrid Staggered Days**

**6**  
**Plus, Plus (New Normal)**

**Differs across Populations**

Availability determined by context

**3**  
**Learning Modality Differentiated by Level (E/ M/ H/ A)<sup>1</sup>**

**4**  
**Learning Modality Differentiated by Critical Needs or Programs**

**5**  
**eLearning – Neighborhood School Combo**

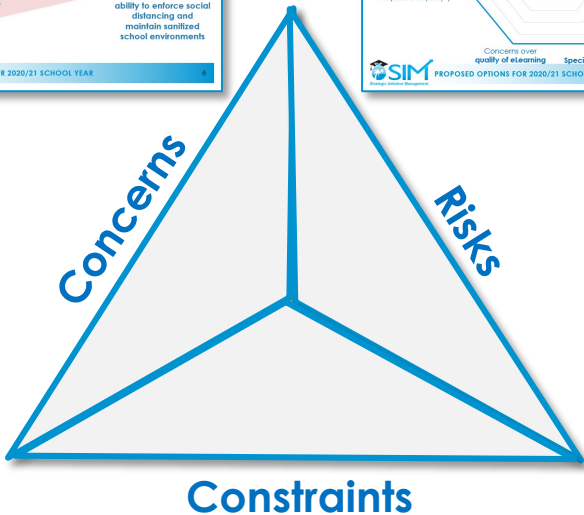
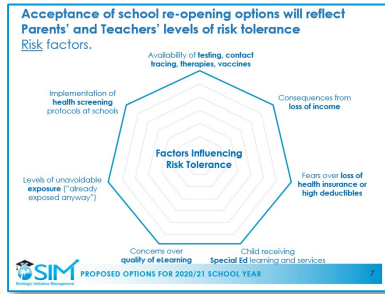
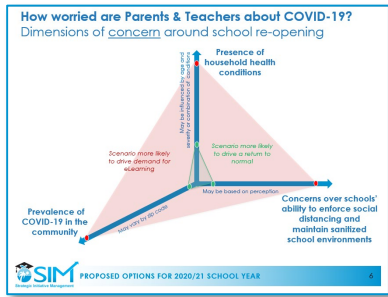
*NOTE: There is potential that some options may be combined or sequenced as conditions change.*

**■** Denotes Hybrid options where all required instructional time is preserved through a combination of in-class and/or eLearning.

<sup>1</sup> Elementary, Middle, High, Adult

# Our lenses for considering options.

## I. Vitality of Option

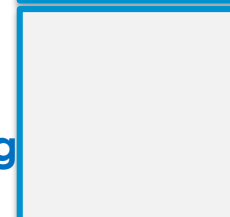
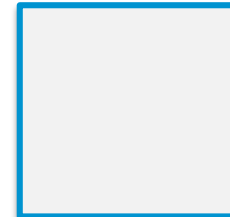


Constraints	
Federal / State	<ul style="list-style-type: none"> <li>Gating criteria for re-opening:                             <ul style="list-style-type: none"> <li>14-day downward trajectory of flu- or COVID-like symptoms</li> <li>14-day downward trajectory of COVID-positive cases</li> <li>Hospital ability to treat all patients without crisis care</li> <li>Robust testing, including antibody testing, in place for at-risk health care workers</li> </ul> </li> <li>Screening and social distancing protocols and guidance                             <ul style="list-style-type: none"> <li>Top revenues and stimulus levels of approval spending</li> <li>Federal / State laws and mandates (eg, ESSA, IDEA, CSR)</li> </ul> </li> </ul>
Household	<ul style="list-style-type: none"> <li>Employment status</li> <li>Job flexibility</li> <li>Availability of safe, affordable childcare options</li> <li>Health insurance status</li> <li>Household budget realities</li> </ul>
School System	<ul style="list-style-type: none"> <li>Funding</li> <li>Scheduling systems</li> <li>Transportation routing systems</li> <li>Staffing levels and schedules</li> <li>Availability of vendor support</li> <li>Adaptability of bargaining unit agreements</li> <li>Availability of supplies and equipment</li> </ul>

## II. Effects on Student Experience

School Day Logistics

Teaching & Learning



Health & Well-Being

Fun & Enrichment

Student experience: a typical day at school.	
<p><b>SCHOOL DAY LOGISTICS</b></p> <ul style="list-style-type: none"> <li>School Boundary</li> <li>Bell Times</li> <li>Transportation, Student Drop-off / Pick-up</li> <li>Movement within Campus / Ingress - Egress</li> </ul>	<p><b>TEACHING &amp; LEARNING</b></p> <ul style="list-style-type: none"> <li>Classroom / Class Size</li> <li>Classroom Configuration &amp; Management</li> <li>Relationships with Teachers, Specialists, &amp; Other Students</li> <li>Quality of Instruction / Instructional Materials / Assessments</li> <li>IEP Accommodations / Gifted &amp; Talented Differentiation</li> <li>Condition of facilities, Equipment &amp; Access to technology</li> </ul>
<p><b>HEALTH &amp; WELL-BEING</b></p> <ul style="list-style-type: none"> <li>School Counseling / Interventions / Discipline / Health Services</li> <li>Food &amp; Nutrition</li> <li>Physical Safety / Security Monitoring</li> <li>Before / After School Care</li> </ul>	<p><b>FUN &amp; ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>Specials / Recess / Athletics / Social Clubs</li> <li>Events / Special Activities / Field Trips</li> <li>Parents / Volunteers / Special Guests</li> </ul>

Red = Serious Issues

Yellow = Areas of Concern

Green = Neutral or Positive

# Option 1: 100% eLearning.

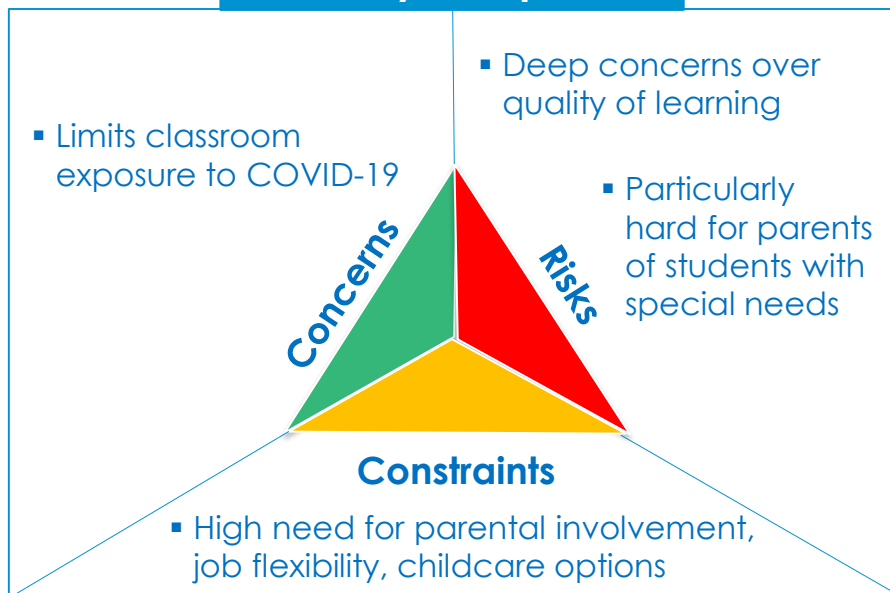
## Description

- Instruction & supports delivered online
- Student's academic schedule maintained
- Must be paired with other solutions (e.g., food distribution, health services)

## Critical Success Factors

- Protected, uninterrupted teaching & learning time
- Ability to personalize the experience & differentiate instruction
- Access to devices, reliable connectivity, & recorded content
- Teachers & students well-trained on technology platforms, with standardized guidelines that promote effective & consistent use of features
- Availability of feedback mechanisms for students & parents

## Vitality of Option



## Effects on Student Experience

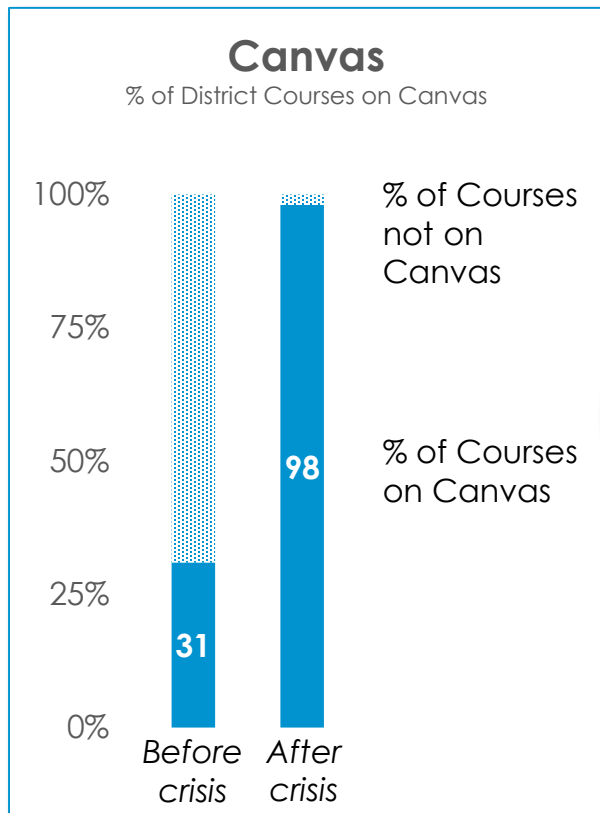
<ul style="list-style-type: none"> <li>▪ Logistics presently addressed</li> <li>▪ Cost of Internet service may be an issue long-term</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Difficult to track if students are falling behind</li> <li>▪ Challenges with engagement</li> </ul>
<ul style="list-style-type: none"> <li>▪ Limits ability to implement interventions &amp; supports</li> <li>▪ Situation at home may be challenging</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ Fundamentally limits the scope and nature of activities, opportunities</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive




# Option 1: 100% eLearning

## Initial Implementation Successes




- ### Instructional Delivery
- Supported by 43 course types
  - Multiple opportunities to participate
  - Over 28,000 participants (District & Charter Staff)

Our Teachers 

100,000+ devices distributed 

Expanded partnerships for Internet Access 

240,000 books distributed to PreK-2 at Title I schools 

National media  **REUTERS**  
attention for eLearning model post-pandemic

# Option 1: Continuation of eLearning, new & improved.

## Suggestions for improving the eLearning experience

- Ensure teachers and students are well-trained and supported on technology platforms, with standardized guidelines that promote effective, consistent use of features and ease navigation to content, instructional time, announcements, assignments, etc.
  - Dedicated mentors; support staff; access to flexible, on-demand training modules and resources.
  - Appropriate, effective, efficient, dependable, and secure infrastructure; technical support hotlines/resources; software capabilities; method of logging, tracking, and troubleshooting technical issues encountered by teachers and students.
  - Clear guidance and policies around online discipline, online security, and the appropriate role of teachers, students, and parents during online engagement.
- Clarify expectations for parents' role in ensuring student engagement from home.
- Offer pre-recorded video lessons that students can access at any time, such as provided by dedicated online content developers.
- Provide “virtual” office hours, opportunities for one-to-one or small group sessions.
- Look for ways to exploit key benefits: greater control over studies and fewer classroom management issues.
- Provide multiple communication channels to facilitate interactions between school counselors, teachers, parents, and students.
- Recognizing that routines have been disrupted, share resources and support for families on structuring their child's day and accessing technology.
- Supplement eLearning with physical packets of instructional materials/manipulatives if needed, with multiple modes of distribution available (through food sites, ESE specialists, on-campus, etc.).
- Connect parents to resources that can help with food, housing, employment, nursing and mental health services, or other emergency needs.

# eLearning solutions will continue.

Improving eLearning is a top priority.

## Standards & Expectations

- Guidelines that promote secure, effective, & consistent use of (a) instructional time and (b) platform features that ease navigation to content, announcements, assignments, etc.

- Provide multiple communication channels to school counselors, teachers, parents, and students.
- Provide “virtual” office hours & opportunities for small group sessions.

## Flexibility

## Training, Mentoring, & Support

- Includes on-demand access to training content, troubleshooting, & tech-support.
  - Provide guidance to parents on how to ensure student engagement at home.

- On-demand access to pre-recorded sessions.
- Supplement with paper packets of instructional materials.

## Enhancements

**eLearning  
New  
& Improved**

# Differentiating school-linked eLearning from Broward Virtual School (BVS).

Key distinctions to help returning parents choose

## School-linked eLearning

- Fully accredited
- Free
- Online delivery system
- Time flexibility (with some restrictions)
- Location flexibility
- **Continuity of student experience, campus connections, & community**
- **Continuity of tools used for distance learning (e.g., Canvas)**
- **Wrap-around support services for students (e.g., Mental Health), at familiar campus**
- **Links to a neighborhood or municipality**
- **Access to unique programs**

## Broward Virtual School

- Fully accredited
- Free
- Online delivery system
- Time flexibility
- Location flexibility
- **Part-time enrollment options (6-12)**
- **Flexibility with how students can earn courses / credits online**
- **Set curriculum and timeline for completion**
- **Students from traditional schools may take additional courses through BVS**

Enrollment &  
FTE<sup>1</sup>  
differences

<sup>1</sup> Full-time Equivalent

# Focus Groups.

## Synthesis of Principal & Teacher input on school reopening Options

**Complexities attached to the implementation of new procedures 2x per day makes this less attractive.**

Good acceptance

Needs additional consideration

Not desirable

### Common to All Populations

Uniformly available to all students

1  
100% eLearning

2 (a)  
Hybrid Double Sessions

2 (b)   
Hybrid Staggered Days

**The initial feedback suggests a preference for Staggered Days, with each school having some implementation flexibility.**

### Differs across Populations

Availability determined by context

3   
Learning Modality Differentiated by Level (E/ M/ H/ A)<sup>1</sup>

4   
Learning Modality Differentiated by Critical Needs or Programs

5   
eLearning – Neighborhood School Combo

**Interest tempered by concerns over how criteria may result in siblings being treated differently.**

### AREAS OF COMMON CONCERN ACROSS ALL OPTIONS

- High need to improve eLearning & provide more support to teachers, students, & parents
- Desire to implement daily temperature checks & frequent sanitation of schools
- Ability to enforce Physical Distancing, especially among ESE populations
- Child Care for parents & staff

<sup>1</sup> Elementary, Middle, High, Adult



“Double Sessions” offer students an on-campus experience for half of the day, on some or most days of the week.

Students	Monday	Tuesday	Wednesday	Thursday	Friday
A Group	AM	AM	<i>School Sanitation &amp; Support Services Day</i>	AM	AM
B Group	PM	PM		PM	PM

Mid-week virtual learning allows deep cleaning of school when students are not on campus, and opportunity for special support services to those who may need it.

# A “Staggered Days” approach provides students an opportunity to return to school at least one day per week.

## Version 1: Students on campus 2-days per week (~ 50% capacity model)

Students	Monday	Tuesday	Wednesday	Thursday	Friday
½ School	<b>“Dolphins”</b>	eLearning	School Sanitation & Support Services Day	<b>“Dolphins”</b>	eLearning
½ School	eLearning	<b>“Heat”</b>		eLearning	<b>“Heat”</b>

## Version 2: Students on campus 1-day per week (~ 25% capacity model)

Students	Monday	Tuesday	Wednesday	Thursday	Friday
¼ School	<b>“Dolphins”</b>	eLearning	School Sanitation & Support Services Day	eLearning	eLearning
¼ School	eLearning	<b>“Heat”</b>		eLearning	eLearning
¼ School	eLearning	eLearning		<b>“Strikers”</b>	eLearning
¼ School	eLearning	eLearning		eLearning	<b>“Panthers”</b>
Varies <sup>1</sup>	<b>“Marlins”</b>	<b>“Marlins”</b>	<b>“Marlins”</b>	<b>“Marlins”</b>	<b>“Marlins”</b>

Total student population at school on any given day between 25% and 50%

<sup>1</sup>Variants may accommodate daily attendance of critical needs populations, i.e. self-contained Exceptional Student Education (ESE) classes.

# A “Differentiated by Critical Needs” approach offers an initial, research-based way to ensure on campus time where it’s needed most.

School Sanitation & Support Services Day

Level	Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	PreK-3	On Campus (may be staggered) <sup>1</sup>	On Campus (may be staggered) <sup>1</sup>	eLearning	On Campus (may be staggered) <sup>1</sup>	On Campus (may be staggered) <sup>1</sup>
	Grades 4-5	eLearning	eLearning	eLearning	eLearning	eLearning
	Critical Needs <sup>2</sup>	On Campus	On Campus	On Campus	On Campus	On Campus
Middle	Grade 6	On Campus	On Campus	eLearning	On Campus	On Campus
	Grades 7-8	eLearning	eLearning	eLearning	eLearning	eLearning
	Critical Needs <sup>2</sup>	On Campus	On Campus	On Campus	On Campus	On Campus
High	Grade 9	On Campus	On Campus	eLearning	On Campus	On Campus
	Grade 10-12	eLearning	eLearning	eLearning	eLearning	eLearning
	Critical Needs <sup>2</sup>	On Campus	On Campus	On Campus	On Campus	On Campus




<sup>1</sup> Depending on enrollment levels, attendance may need to be staggered to one or two days per week.

<sup>2</sup> For example, self-contained Exceptional Student Education (ESE).

# Unique characteristics of Career, Technical, Adult, and Community Education (CTACE) offerings call for a criteria-based approach to reopening, differentiated by student population and instructional program requirements.

Urgent need to reopen for **fee paying students** who are ready to **complete their program and enter the workforce.**

Technical Colleges,  
Community Schools & High Schools (HS)

	Summer Programming	School Calendar-Aligned Programming										
		JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR
<ul style="list-style-type: none"> <li>Postsecondary Career &amp; Technical Education Students</li> <li>Adult General Education:                             <ul style="list-style-type: none"> <li>Adult Basic Education (ABE)</li> <li>GED® Preparation</li> <li>ESOL</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Secondary Level CTE Students, Grades 9–12 (HS)</li> <li>Adult Postsecondary Level Career Technical Students  (Colleges)</li> </ul> <p><i>Secondary Level Career Dual Enrolled students share classes with Adult students for their CTE coursework at the Technical Colleges</i></p> <ul style="list-style-type: none"> <li>Adult General Education  (Technical Colleges, Alternative HS &amp; Community Schools<sup>1</sup>)</li> </ul> <p> Adult enrollment periods are ongoing throughout the entire year.</p>										
	Career Dual Enrollment	<ul style="list-style-type: none"> <li>Secondary CTE Students, Grades 11 &amp; 12 (travel<sup>2</sup> to Technical College for CTE)</li> </ul>										
	Work-based Learning	<ul style="list-style-type: none"> <li>Secondary Level CTE Students, Grades 9–12 (travel<sup>2</sup> to off-site training centers)</li> </ul>										
CTE Students at Comprehensive HS	<ul style="list-style-type: none"> <li>Secondary Level CTE Students, Grades 9–12 (follow home HS reopening plan)</li> </ul>											

<sup>1</sup> Community Education/Lifelong Learning courses also available at the Community Schools primarily in the afternoon/evenings

<sup>2</sup> Transportation routes required



Hybrid mix of on campus + eLearning, with frequency differentiated by program



100% eLearning



# CTACE: A criteria-based hybrid approach, differentiated by student population and program requirements, mixes staggered days & eLearning.

For some programs, evening & weekend classes offer more on campus opportunities, while large CTE lab spaces more easily comply with physical distancing guidelines.

Students	Mix	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>High School CTE Students, including Career Dual Enrollment Students</b>	¼ Enrollment	<b>On Campus</b>	eLearning	<i>eLearning + School Sanitation &amp; Support Services Day</i>	eLearning	eLearning	N/A
	¼ Enrollment	eLearning	<b>On Campus</b>		eLearning	eLearning	
	¼ Enrollment	eLearning	eLearning		<b>On Campus</b>	eLearning	
	¼ Enrollment	eLearning	eLearning		eLearning	<b>On Campus</b>	
<b>Adult CTE</b>	Grouping 1	<b>On Campus</b>	<b>On Campus</b>	<i>eLearning + School Sanitation &amp; Support Services Day</i>	<b>On Campus</b>	<b>On Campus</b>	<b>On Campus opportunity for Select Programs</b>
	Grouping 2	eLearning	<b>On Campus</b>		eLearning	<b>On Campus</b>	
	Grouping 3	<b>On Campus</b>	eLearning		<b>On Campus</b>	eLearning	
	Grouping 4	eLearning	eLearning		eLearning	eLearning	
<b>Adult General Ed (AGE)</b>	Grouping 1	<b>On Campus</b>	<b>On Campus</b>	<i>eLearning + School Sanitation &amp; Support Services Day</i>	eLearning	eLearning	<b>On Campus opportunity for Select Programs</b>
	Grouping 2	eLearning	eLearning		<b>On Campus</b>	<b>On Campus</b>	
	Evening	eLearning & <b>On Campus</b> <sup>1</sup>	eLearning & <b>On Campus</b> <sup>1</sup>		eLearning & <b>On Campus</b> <sup>1</sup>	N/A	

<sup>1</sup> 1/3 AGE Enrollment (or larger if the facility can accommodate enrollment) On Campus per evening, plus Lifelong Learning classes On Campus (at the Community Schools)

*NOTE: Total student population at a given time (daytime or evening) on a given day cannot exceed capacity limits under physical distancing guidelines.*

# CTACE: Considerations behind groupings that map on campus time to students and programs where it's needed most.

## Proximity to Program Completion

## Industry Certification Requirements/Testing GED® Credential Testing/Other Adult Assessments

## Program Attributes (e.g., Equipment, Labs, etc.)

Lower **Need for Direct Instruction / On Campus Learning (examples)** Higher

- Drafting
- Information Technology: *Cybersecurity, Game Simulation, Network Support Services, Web Development*
- Legal/Medical/Office Administration
- Medical Coder/Biller
- Photography
- Principles of Teaching

- Automotive: *Service Technology, Collision Repair & Refinishing*
- Avionics
- Carpentry
- Culinary, Baking & Pastry
- Electricity
- Fire Academy
- Healthcare: *Nursing, Dental Lab, Dental & Medical Assistants*
- Heating, Ventilation & Air Conditioning (HVAC)
- Marine Service Technology
- Television Production
- Welding

# Option 2(b): Hybrid (Staggered Days).

Common implementation across all schools, all students

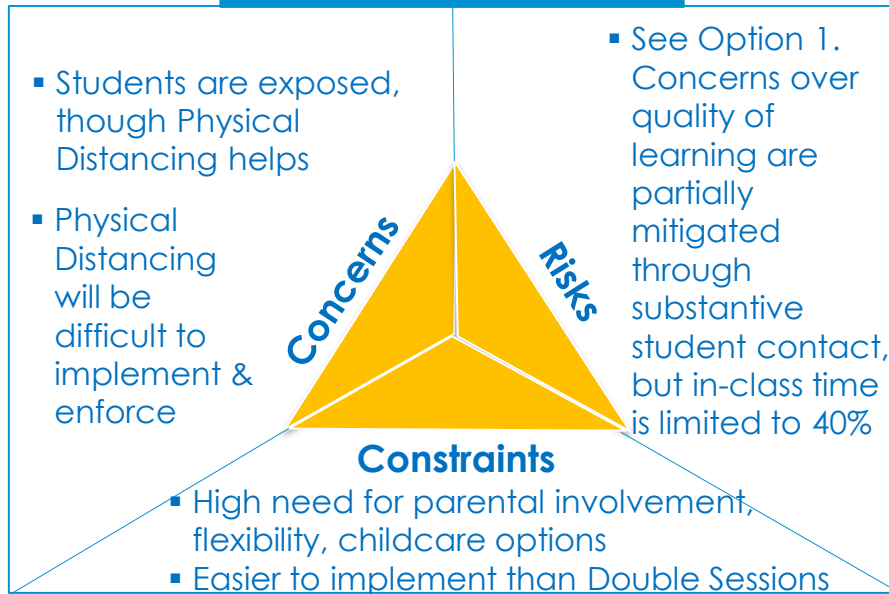
## Description

- Students attend school on alternate days (e.g., M/Tu or Th/Fr, or on 1 day only)
- Remainder of instructional time through eLearning
- Wed. used for sanitation and special support services

## Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE<sup>1</sup>
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Job flexibility, access to child-care a must w/ students home 60% of the time</li> <li>▪ Uses existing bus schedules, bell times, etc.</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Helps improve student engagement, though they are only at school 40% of the time.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Greater contact will allow for targeted provisioning of supports.</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ In-school presence creates more opportunities than eLearning alone</li> </ul>

<sup>1</sup>Personal Protective Equipment

Red = Serious Issues

Yellow = Areas of Concern

Green = Neutral or Positive

# Option 4: eLearning or in-school modalities, differentiated by critical educational needs or programs.

## Description

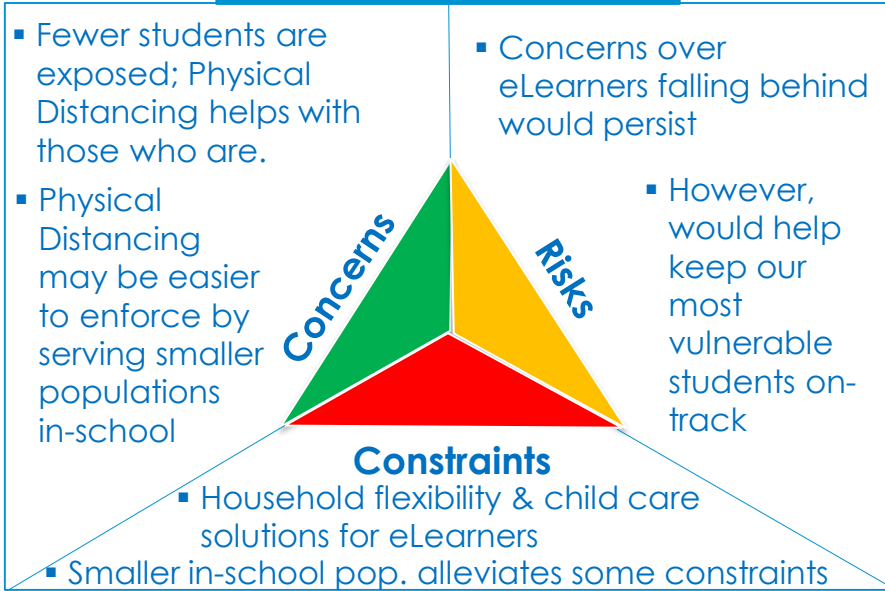
- In-school learning for most critical needs students (e.g., K-3 literacy, ELL, ESE)<sup>1</sup>
- In-school learning as needed for special programs such as Career & Technical, Dual Enrollment, Adults, etc.
- eLearning for all others
- Freed up space allows for Physical Distancing

<sup>1</sup> ELL = English Language Learner;  
ESE = Exceptional Student Education

## Critical Success Factors

- (See Option 1-3 for items related to eLearning, Physical Distancing, health, sanitation, transportation, & capacity)
- Clear communication with stakeholders and buy-in on how and why we serve the most vulnerable

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Job flexibility, access to child-care for parents of eLearners.</li> <li>▪ Leverages many existing systems/process</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ See Option 1 re: eLearners</li> <li>▪ However, our most vulnerable students would benefit</li> </ul>
<ul style="list-style-type: none"> <li>▪ Would result in very different experiences for eLearners vs. students who go to school</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ Would result in very different experiences for eLearners vs. students who go to school</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive



# Options can be modeled to serve our students at Technical Colleges, Adult Education, and Centers.

*Staggered by Program or Student Groupings*

**Option 2(b): Hybrid 60/40 (Staggered Days)**  
Common implementation across all schools, all students

**Description**

- Students attend school on alternate days (eg, either Mon/Thurs or Tues/Fri)
- Remainder of instructional time (W) through eLearning
- Smaller population at school; limited movement

**Critical Success Factors**

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE!
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing

**Vitality of Option**

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce

**Concerns**

- High need for parental involvement, flexibility, childcare options
- Easier to implement than Double Sessions

**Risks**

- See Option 1. Concerns over quality of learning are partially mitigated through substantive student contact, but in-class time is limited to 40%

**Constraints**

- Personal Protective Equipment

**Effects on Student Experience**

- Job flexibility, access to childcare a must w/ students home 60% of the time
- Uses existing bus schedules, bell times, etc.
- Greater contact will allow for targeted provisioning of supports.

<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>
<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>

- Helps improve student engagement, though they are only at school 40% of the time.
- In-school presence creates more opportunities than eLearning alone

Red = Serious Issues   Yellow = Areas of Concern   Green = Neutral or Positive

**SIM** REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR 16

*Differentiated by Program*

**Option 3: eLearning or in-school modalities, differentiated by level**

**Description**

- eLearning for all HS students
- In-school learning for ES, MS
- Free-up HS space used to accommodate Social Distancing at ES, MS

**Critical Success Factors**

- (See Option 1 for eLearning Critical Success Factors)
- Sufficient space capacity for Social Distancing at ES & MS
- Optimized teacher / student / school / classroom assignments
- Implementation of effective health & sanitation protocols, PPE!
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing
- Bus fleet capacity and routing

**Vitality of Option**

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce

**Concerns**

- Potential need to invest in people, equipment to help implement

**Risks**

- Concerns over HS students falling behind, though they probably do best with eLearning
- HS households with income loss could pressure students to work

**Constraints**

**Effects on Student Experience**

- Challenges with sending some families & staff to different sites
- Restores ES, MS experience, but is still limited for HS

<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>
<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>

- Restores ES, MS experience, but is still limited for HS
- HS students continue to miss out
- Activities limited for ES & MS

Red = Serious Issues   Yellow = Areas of Concern   Green = Neutral or Positive

**SIM** REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR 17

## Critical Success Factors

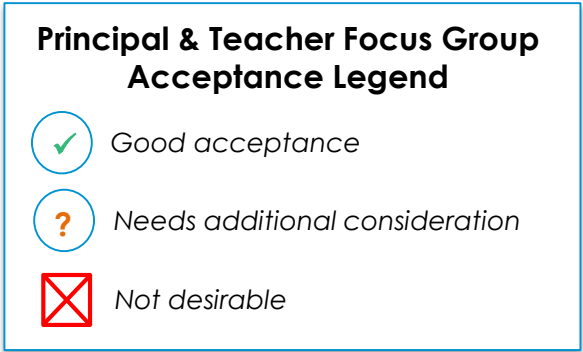
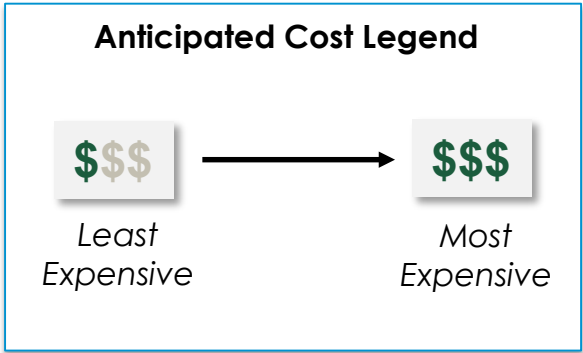
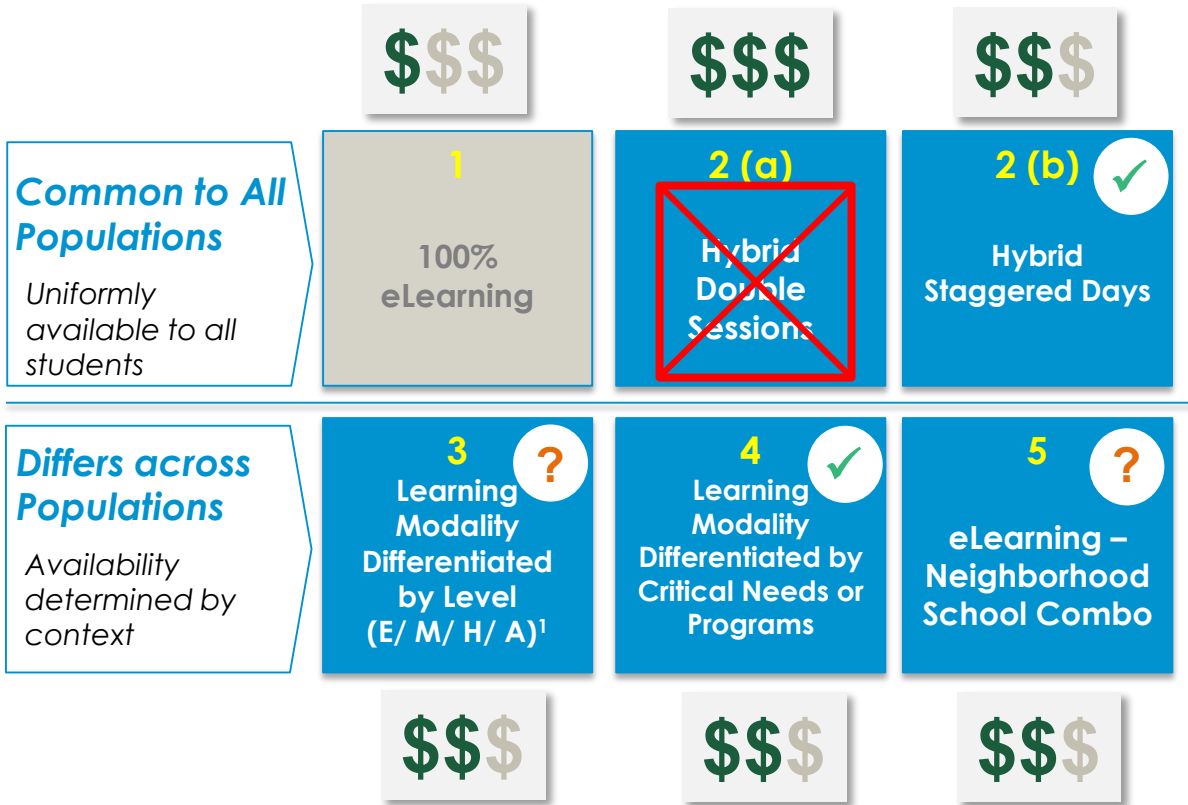
- See Option 1 for eLearning Critical Success Factors
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE!
- Ability to comply with Industry Certification requirements, which may require lobbying efforts to push for new requirements adapted to eLearning modalities

# Reopening investments.

Category	Key Design Variables	Cost Drivers and Other Considerations
Instructional Delivery	<ul style="list-style-type: none"> <li>- Percent of students in person each day</li> <li>- Percent of students opting out (fully remote)</li> <li>- Target group sizes (in-person &amp; virtual)</li> <li>- School-based vs. shared staffing models</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing model (instructional and support staff)</li> <li>- Number of staff reporting in person</li> <li>- Facilities constraints</li> </ul>
Academic Recovery	<ul style="list-style-type: none"> <li>- Percent of students receiving additional time and/or attention</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing level/time</li> <li>- Ability to repurpose existing roles or use external providers</li> </ul>
Social-Emotional Needs	<ul style="list-style-type: none"> <li>- Student support model (e.g. how embedded in the school day, adoption of new curriculum, staff roles)</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing level/time</li> <li>- Ability to repurpose existing roles or use external providers</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>- Built into school day vs. additional time</li> </ul>	<ul style="list-style-type: none"> <li>- Need sufficient time to support teachers in new way of working</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>- % of students in person each day that need transportation</li> </ul>	<ul style="list-style-type: none"> <li>- Increased mileage and labor due to reduced capacity (drivers, fuel, maintenance)</li> <li>- Options to reduce need - e.g. opting out, limiting eligibility</li> </ul>
Health & Safety	<ul style="list-style-type: none"> <li>- % of students and staff in person</li> </ul>	<ul style="list-style-type: none"> <li>- Staffing (custodians, nurses)</li> <li>- Supplies &amp; equipment</li> </ul>
Technology	<ul style="list-style-type: none"> <li>- % of students needing access</li> </ul>	<ul style="list-style-type: none"> <li>- Devices &amp; connectivity</li> <li>- Staffing (help desk)</li> </ul>
Food Services	<ul style="list-style-type: none"> <li>- Need for pre-packaged or differently packaged meals</li> </ul>	<ul style="list-style-type: none"> <li>- Cost per unit (delivery)</li> <li>- Cost per unit (preparation)</li> </ul>

Source: ERStrategies & Aspen Institute

# Relative cost to implement.



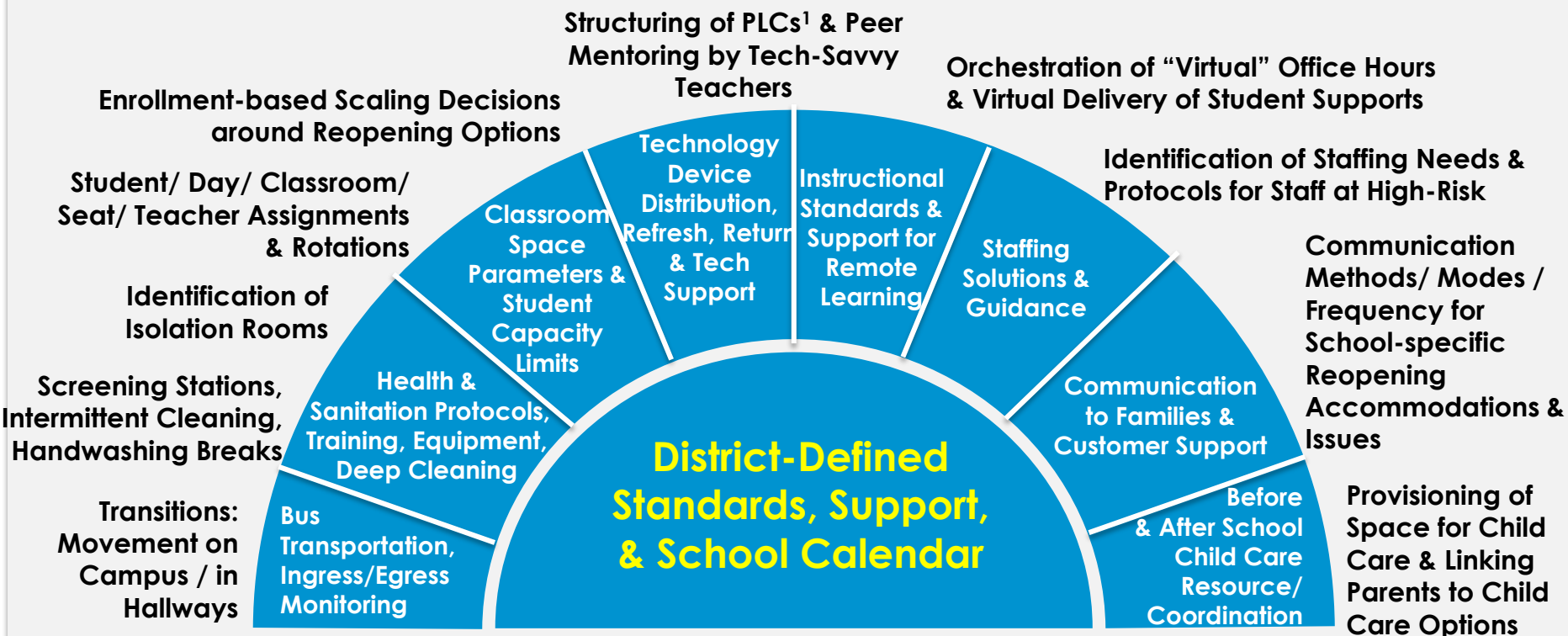
- Cost drivers: investments in **staffing, supplies, technology, and transportation.**
- **Double Sessions carry significantly higher transportation costs.**
- With 100% eLearning, savings in transportation and energy are offset by additional investments in **tech support.**

<sup>1</sup> Elementary, Middle, High, Adult

# Recommendations & Next Steps

# With broad District guidance and support, schools will adapt reopening options to be contextually sensitive.

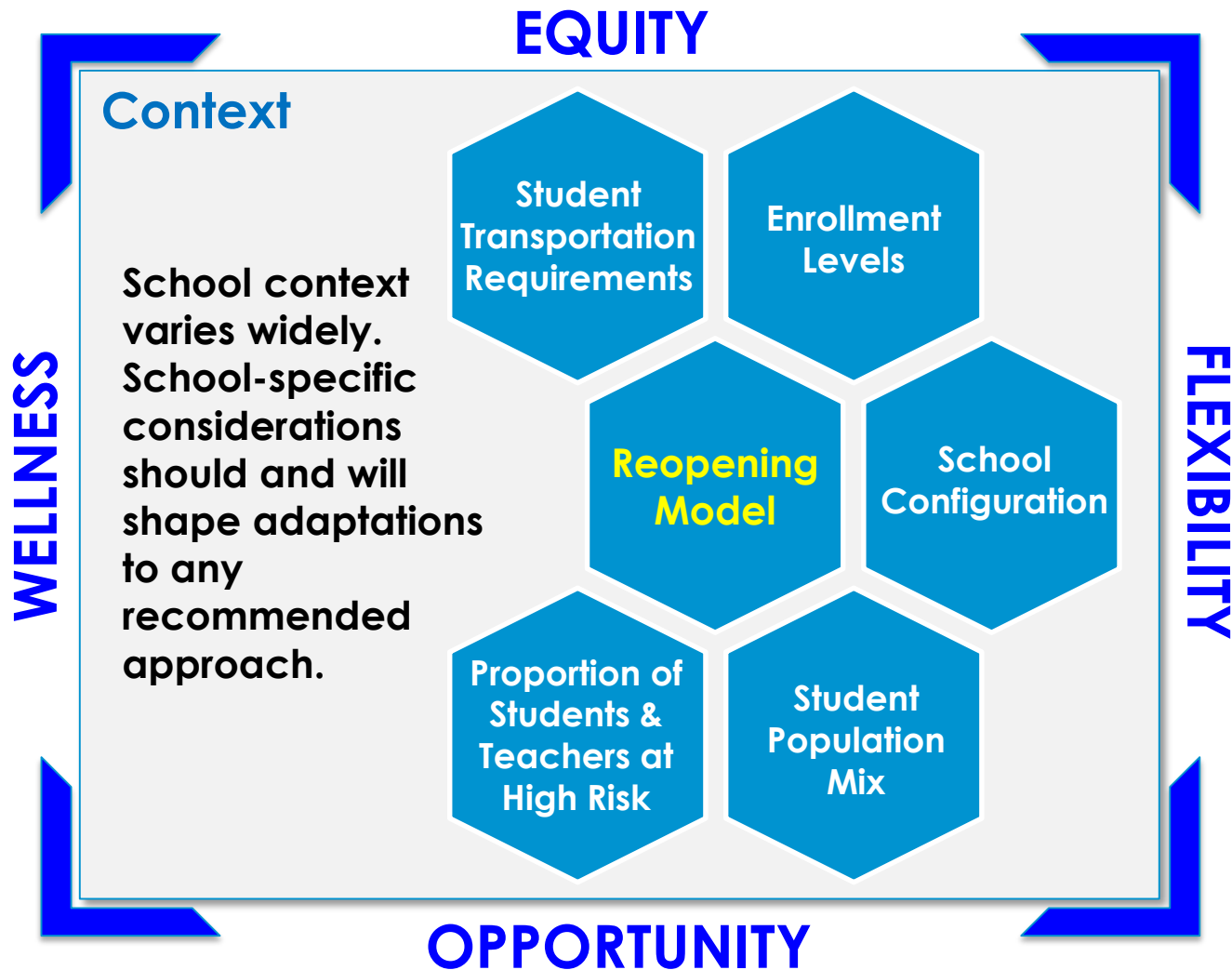
## School-Based Implementation Flexibility



*NOTE: Individual teacher, staff, student, and family preferences around on-campus return will be accommodated as appropriate.*

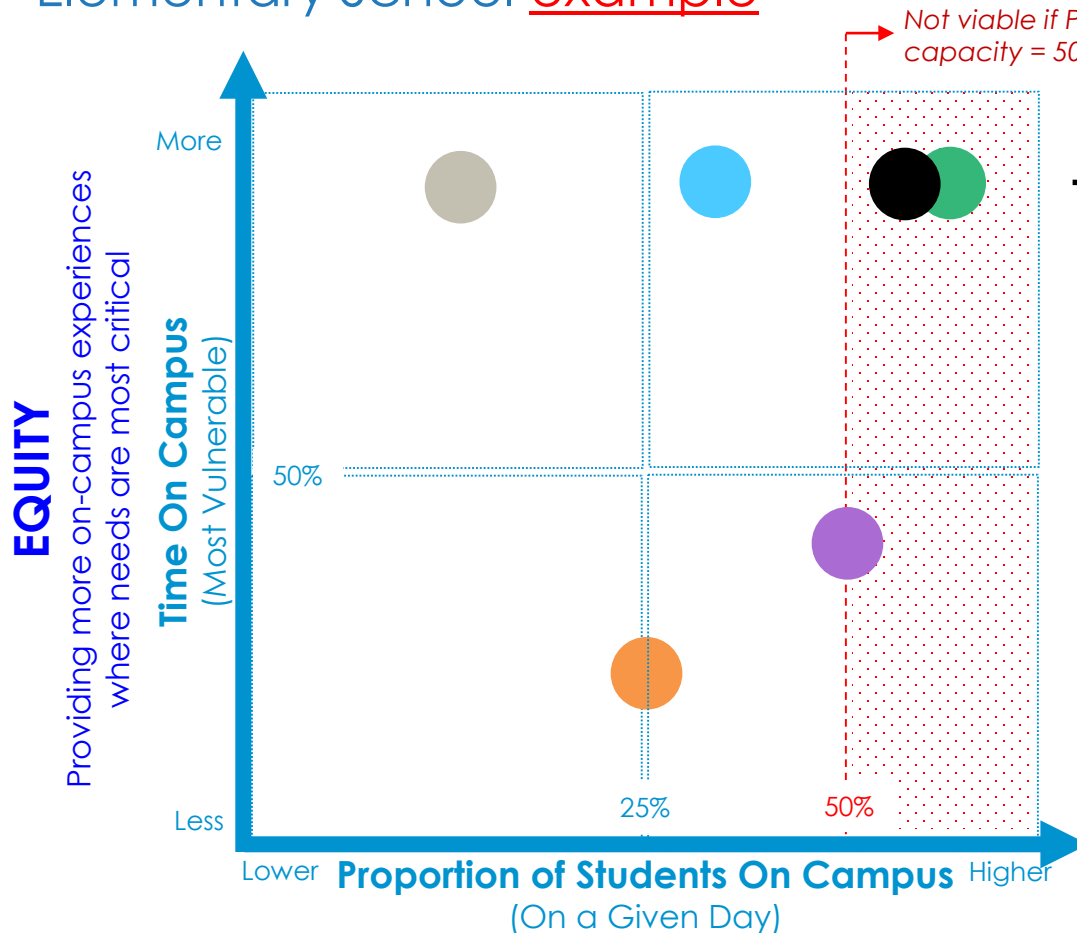
<sup>1</sup> PLC = Professional Learning Community

# School-specific implementations will vary depending on contextual factors, but bound by clear principles.



# Decision quadrant: looking at options under the principles of equity & opportunity.

Elementary School example



## Reopening Models Legend

- Staggered Days: 1 day/week (All Students)
- Staggered Days: 1 day/week + Everyday for Students with Critical Needs
- Staggered Days: 2 days/week (All Students)
- Staggered Days: 2 days/week + Everyday for Students with Critical Needs
- Differentiated<sup>1</sup>: PreK-3 + Students with Critical Needs – Everyday. 100% eLearning for remainder
- Differentiated<sup>1</sup>: Students with Critical Needs Only, Everyday. 100% eLearning for remainder

<sup>1</sup> Differentiated models depend on a proportion of students continuing with eLearning every day.

<sup>2</sup> Florida Inventory of School Houses

Maximizing the proportion of students with on-campus experiences



# Planning tool: looking at options under the principles of equity & opportunity.

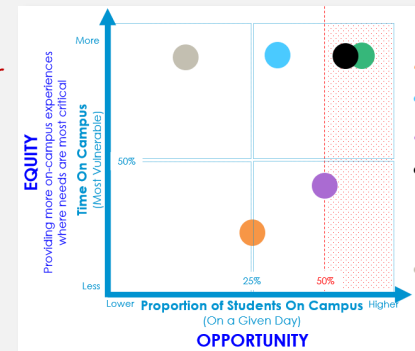
Elementary School example

## Key Parameters

School Capacity:	1,000
School Enrollment:	1,000
Capacity under Physical Distancing	50%
Percentage of Returning Students:	100%
Proportion of Students with Critical Needs:	15%
Proportion of Students in Grades PreK-3:	67%

## Assumptions Used (previous slide)

Values selected for simplicity! Actual values will vary widely across schools.



High School Reopening Planning Tool		
Part I: School Information		
School Name	Cypress Bay High	
School Leader		
Grade Director		
Staff Retiring Date		
Comments / Notes		
Part II: Key Criteria		
School Capacity	Definitions	
School Capacity under Normal Circumstances	2,214	Total # of Seats Available to Students (including sections opened based on F-1541 Calculations)
School Capacity under Social Distancing	1,264	Total # of Seats Available to Students under Social Distancing allowing 3 students per classroom
Number of Students Enrolled	4,768	Enrollment total based on 2019-20 data or projected 2020-21 data
% of School Capacity Available under Social Distancing	25%	% of Seats Available to Students under Social Distancing compared to Students per Classroom Enrollment Rate (Enrollment / Capacity)
Enrollment Rate (Enrollment / Capacity)	77%	Number of Students Enrolled / Total Student Capacity of School
Student Population		
Number of Students in Critical Needs Population	150	Number of students receiving interventions or additional academic support
Number of Students in General Population	4,238	Number of students not receiving interventions or additional academic support
Students Levels		
Number of Students in Grade 9 for Fall 2020	1,300	Number of students enrolled in grade 9
Number of Students in 1007 in Grade 9 for Fall 2020	3,458	Number of students not in above group
Students Returning 9/20-21		
% of Students in Critical Needs Population Returning	100%	% of students in critical needs population projected to return to their 2019-20 assignment
% of Students in General Population Returning	100%	% of students in general population projected to return to their 2019-20 assignment

\* The tool includes several different assumptions based on student populations, including but not limited to students with disabilities, english language learners, ESE students, etc.

- SIM has developed a dynamic planning tool to help schools model and make strategic decisions around their reopening plans.



# Planning tool: making strategic decisions by school.

SIM has developed a dynamic planning tool to help schools model and make strategic decisions around their reopening plan (example)



## School Reopening Planning Tool

Part I: School Information	
School Type	Elementary
School Name	Bayview Elementary
School Leader	
Cadre Director	
Staff Entering Data	
Comments / Notes	

Part II: Key Criteria		
School Capacity	Definitions	
School Capacity under Normal Circumstances	572	Total # of Seats Available to Students (including ancillary space) based on F.I.S.H. Calculations
School Capacity under Physical Distancing	270	Total # of Seats Available to Students while Physical Distancing allowing 9 Students per Classroom
Number of Students Enrolled under Normal Circumstances	551	Based upon most recent SY19-20 data or projected SY20-21 data
% of School Capacity Available under Physical Distancing	47%	% of Seats Available to Students while Physical Distancing allowing 9 Students per Classroom
Enrollment Rate (Enrollment / Capacity)	96%	Number of Students Enrolled / Total Student Capacity of School

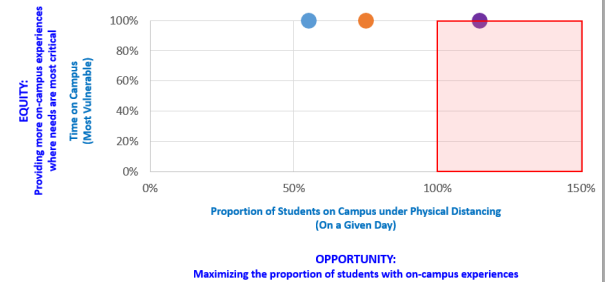
Part III: Options - Capacity Scheduling & Structure					
Reopening Model: STAGGERED WEEKLY OR DAILY ON-CAMPUS FOR SELECT GRADES, CRITICAL NEEDS POPULATIONS DAILY <sup>1</sup>					
Proposed Schedule	Number of Students by Attendance Type			On-Campus Capacity Rate <sup>3</sup>	Notes
	Students On-Campus <sup>2</sup>	Students Not On-Campus <sup>3</sup>	Seats Remaining <sup>4</sup>		
Students in select grades attend once per week (25% model)	149	402	121	55%	
Students in select grades attend twice per week (50% model)	202	349	68	75%	
Students in select grades attend daily (4 days per week)	310	241	-40	115%	

- Students in select grades attend 1, 2, or 4 days per week; students with critical needs attend daily.
- Includes all critical needs students expected to return to campus in Fall 2020, plus students returning 1, 2, or 4 days per week who are not in the critical needs population and are selected to return to campus in Fall 2020.
- Students who are enrolled but not expected to return to campus in Fall 2020 under this Reopening Model.
- Number of student seats remaining for additional on-campus attendance under school physical distancing capacity.
- % of on-campus capacity under physical distancing constraints utilized by students attending on-campus on any given day - the value is highlighted as follows:

Green: Value is within school physical distancing capacity (up to 100%)    Yellow: Value is up to 5% above physical distancing capacity (100-105%)    Red: Value is more than 105% of capacity



Decision quadrant:  
Looking at options under the principles of equity & opportunity



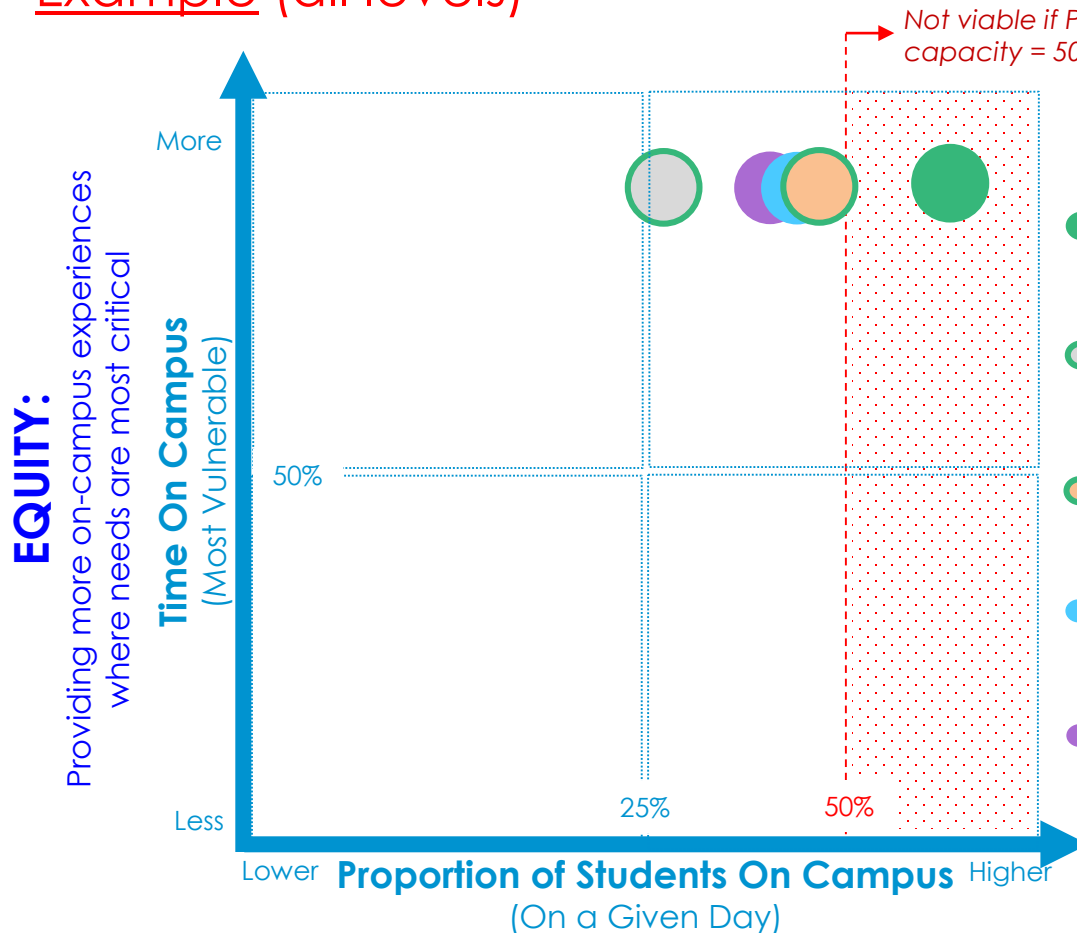
- Tool generates a chart that:
  - Indicates feasibility of plan
  - Plots where the plan falls in relation to equity & opportunity

School Reopening Planning Tool provided by the Office of Strategic Initiative Management (SIM) | Broward County Public Schools

- Drop-down list for user to select school
- Capacity & enrollment data automatically populate
- School enters assumptions that reflect its specific context and priorities

# Decision quadrant: looking at options that maximize equity and opportunity.

Example (all levels)



**EQUITY:**  
Providing more on-campus experiences where needs are most critical

**OPPORTUNITY:**

Maximizing the proportion of students with on-campus experiences

## Reopening Models Legend

- Differentiated<sup>1</sup>: PreK-3 + Students with Critical Needs – Everyday. 100% eLearning for Grades 4 and 5
- Differentiated<sup>1</sup>: Students with Critical Needs – Everyday. Staggered 1 day/week, PreK-3. 100% eLearning for Grades 4 and 5.
- Differentiated<sup>1</sup>: Students with Critical Needs – Everyday. PreK-3, Staggered 2 days/week. 100% eLearning for Grades 4, 5.
- Differentiated<sup>1</sup>: Grade 6 + Students with Critical Needs – Everyday. 100% eLearning for Grades 7 and 8
- Differentiated<sup>1</sup>: Grade 9 + Students with Critical Needs – Everyday. 100% eLearning for Grades 10, 11, 12

<sup>1</sup> Differentiated models depend on a proportion of students continuing with eLearning every day.

<sup>2</sup> Florida Inventory of School Houses

# Planning tool: looking at options under the principles of equity & opportunity.

## Example

### Key Parameters

School Capacity: **1,000**

School Enrollment: **1,000**

Capacity under Physical Distancing: **50%**

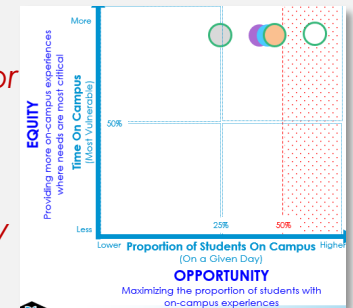
Percentage of Returning Students: **100%**

Proportion of Students with Critical Needs: **15%**

Proportion of Students in Grades PreK-3, 6, 9: **<sup>E</sup>67 / <sup>M</sup>33 / <sup>H</sup>25%**

### Assumptions Used (previous slide)

Values selected for simplicity! Actual values will vary widely across schools.

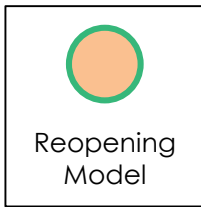


High School Reopening Planning Tool			
Part I: School Information			
School Name	Cypress Bay High		
School Leader			
Grade Director			
Staff Entering Date			
Comments / Notes			
Part II: Key Criteria			
School Capacity	Definitions		
School Capacity under Normal Circumstances	6,214	Total # of Seats Available to Students (including sections opened based on FTE in Classrooms)	
School Capacity under Social Distancing	1,264	Total # of Seats Available to Students under Social Distancing allowing 3 students per classroom	
Number of Students Enrolled	4,768	Enrollment report received 9/13/20 based on projected 2020-21 data	
% of School Capacity Available under Social Distancing	20%	% of Seats Available to Students under Social Distancing compared to Capacity per Classroom	
Enrollment Rate (Enrollment / Capacity)	77%	Number of Students Enrolled / Total Student Capacity of School	
Student Population			
Number of Students in Critical Needs Population	160	Number of students receiving accommodations or additional academic support	
Number of Students in General Population	4,238	Number of students not receiving accommodations or additional academic support	
Student Levels			
Number of Students in Grade 9 for Fall 2020	1,300	Number of students enrolled in grade 9	
Number of Students in 107 in Grade 9 for Fall 2020	3,458	Number of students not in above group	
Students Returning 9/13-21			
% of Students in Critical Needs Population Returning	100%	% of students in critical needs population projected to return to their 2020-21 assignment	
% of Students in General Population Returning	100%	% of students in general population projected to return to their 2020-21 assignment	

- SIM has developed a dynamic planning tool to help schools model and make strategic decisions around their reopening plans.

# Options that maximize equity and opportunity may introduce logistical challenges, particularly at the elementary level.

Meet Laney and Leo: a case study (example)



- Laney and Leo have **three children in the same elementary school**: Zac (a 5<sup>th</sup> Grader), Zeb (a 3<sup>rd</sup> Grader), and Zoe (a 1<sup>st</sup> Grader).
- Zeb has critical needs and receives **ESE services**.
- Laney and Leo both work and rely on **After School Child Care** for all of their children. Child Care is provided on campus.

- When surveyed, they indicated that they want their children to have **time on campus**. They very much want Zeb to receive the vital services he used to get at school every day.
- **Enrollment at their school is high**: under Physical Distancing, no more than 50% of students can be safely accommodated on campus at a given time. Thus, Zoe's attendance must be staggered.

## Three Children, Three Different Experiences to Orchestrate

Kid	Service	Monday	Tuesday	Wednesday	Thursday	Friday
Zac	Learning	eLearning	eLearning	eLearning	eLearning	eLearning
	Child Care	Alternate Site	Alternate Site	Alternate Site	Alternate Site	Alternate Site
Zeb	Learning	On Campus	On Campus	On Campus	On Campus	On Campus
	Child Care	On Campus	On Campus	On Campus	On Campus	On Campus
Zoe	Learning	On Campus	eLearning	eLearning	On Campus	eLearning
	Child Care	On Campus	Alternate Site	Alternate Site	On Campus	Alternate Site

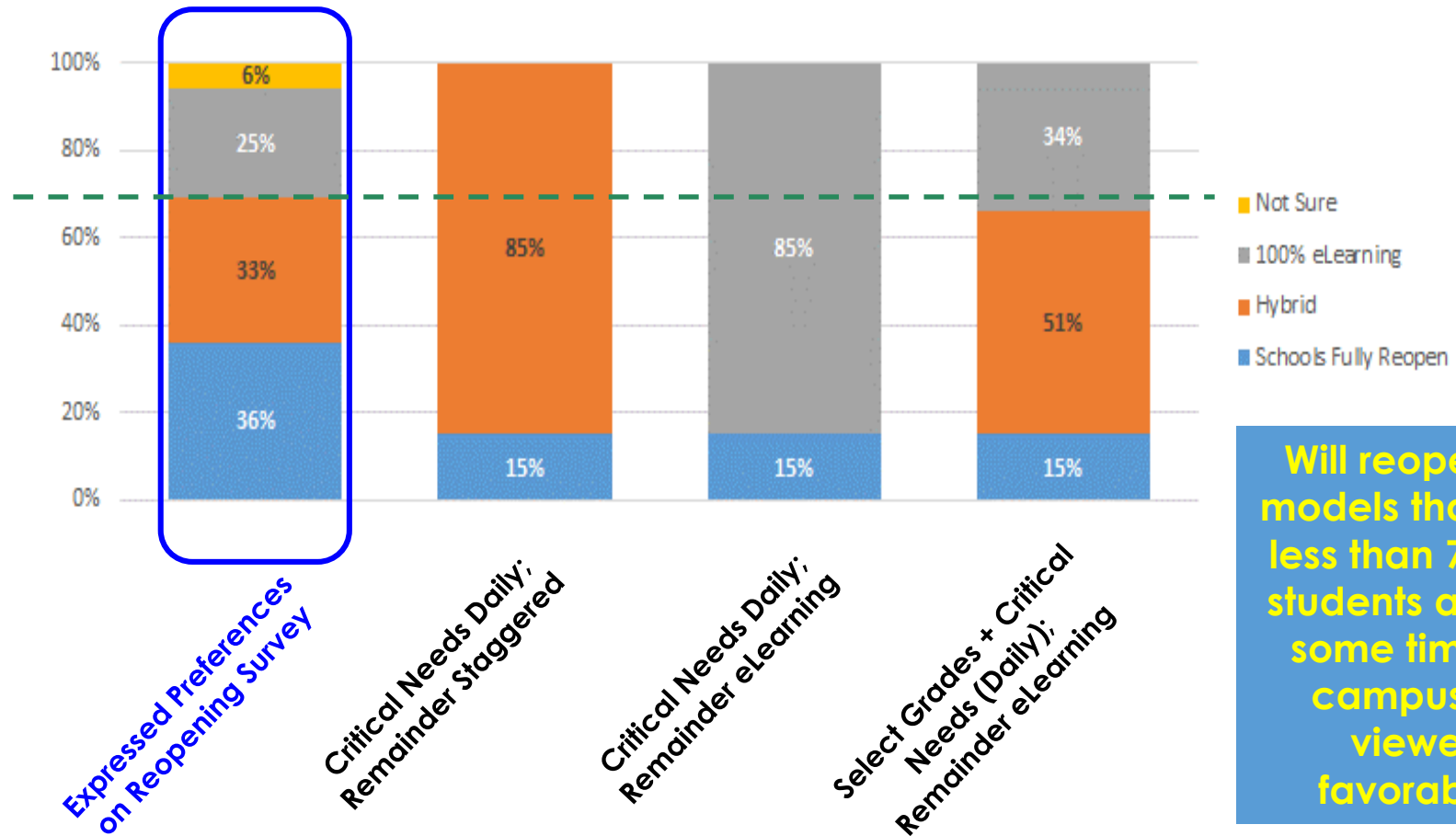
# Alignment of options with reported preferences.

## An aggregate view, using earlier assumptions

Planning tool: looking at options under the principles of equity & opportunity.  
Elementary School example

Key Parameters	Assumptions Used (previous slide)
School Capacity: 1,000	School Enrollment: 1,000
Capacity under Social Distancing: 50%	Percentage of Returning Students: 100%
Proportion of Students with Critical Needs: 15%	Proportion of Students in Grades PreK-3, 6-9: 57 / 33 / 25%

• SIM has developed a dynamic planning tool to help schools model and make strategic decisions around their reopening plans.



**Will reopening models that offer less than 70% of students at least some time on campus be viewed favorably?**

# Centers for Disease Control: School reopening guidelines.



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

## Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY  
NO



ALL  
YES

## Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY  
NO



ALL  
YES

## Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY  
NO



ALL  
YES

OPEN AND  
MONITOR



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# How Should Broward County Public Schools Reopen?

## District readiness

- Stakeholders have been extensively engaged in discussions on reopening options.
- A reopening strategy has been finalized. It has been communicated to all stakeholders. A plan is in place to protect students, teachers, families, & staff at higher risk.
- The willingness of instructional and non-instructional staff to work on-site or remotely is clearly understood. Staff have the technology, tools, & training to perform their functions on-site and/or remotely.
- The financial impact of reopening has been estimated & funding sources are known.
- The District is operationally prepared to implement its reopening strategy. Staff have been trained & logistics are clear. Staffing models ensure adequate staffing levels. Staff know what to do on day one.
- All sites have a way to screen students & employees upon arrival for symptoms & history of exposure.
- Needed supplies have been identified, procured, distributed, & stocked, with inventory controls in place to avert shortages.
- Feedback & alerting mechanisms are in place to respond to changing conditions.
- Multi-channel, multi-directional communications are in-place to inform and respond to students, families, teachers, & staff as needed.
- Schools have been inspected and are ready (see next chart).



**Continue with  
eLearning &  
remote work  
models**



**Regularly communicate &  
monitor developments  
with local authorities,  
employees, & families  
regarding cases,  
exposures, & updates to  
policies & procedures**

*NOTE: See Appendix for  
Centers for Disease Control  
guidelines on school re-  
openings.*

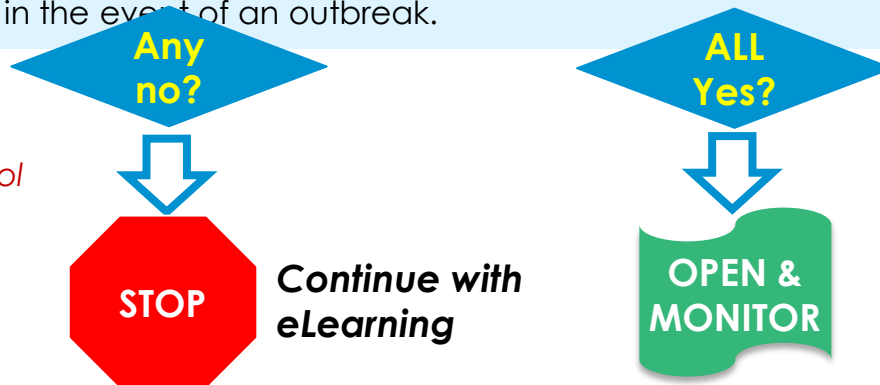


# How Should Broward County Public Schools Reopen?

## School readiness

- A plan is in place to protect students, teachers, families, & staff at higher risk.
- Transportation routes are known & buses are able to maintain Physical Distancing. Drivers know cleaning protocols.
- All schools have a way to screen students & employees upon arrival for symptoms & history of exposure.
- Staff know what to do if someone at school displays symptoms. All schools have identified an isolation room.
- All spaces to be used are configured for Physical Distancing & staff know how to monitor & enforce it.
- The Master Schedule & bell times are understood by students & staff: people know where to go, when, & how.
- Handwashing protocols have been established & are known.
- Disciplinary consequences of COVID-bullying are understood.
- Custodial staff are trained on cleaning products, procedures, & protocols.
- Communications to parents around all of the above have been disseminated.
- Staffing, supplies, PPE<sup>1</sup>, and other resources at schools are adequate to accommodate selected reopening option(s).
- There is a plan to educate students on the new normal on day one.
- There is a plan in place in the event of an outbreak.

*NOTE: See Appendix for Centers for Disease Control guidelines on school re-openings.*



***Closely monitor fidelity of implementation of all new protocols & procedures. Regularly communicate with families & employees regarding any material developments, successes, or challenges.***

<sup>1</sup> Personal Protective Equipment

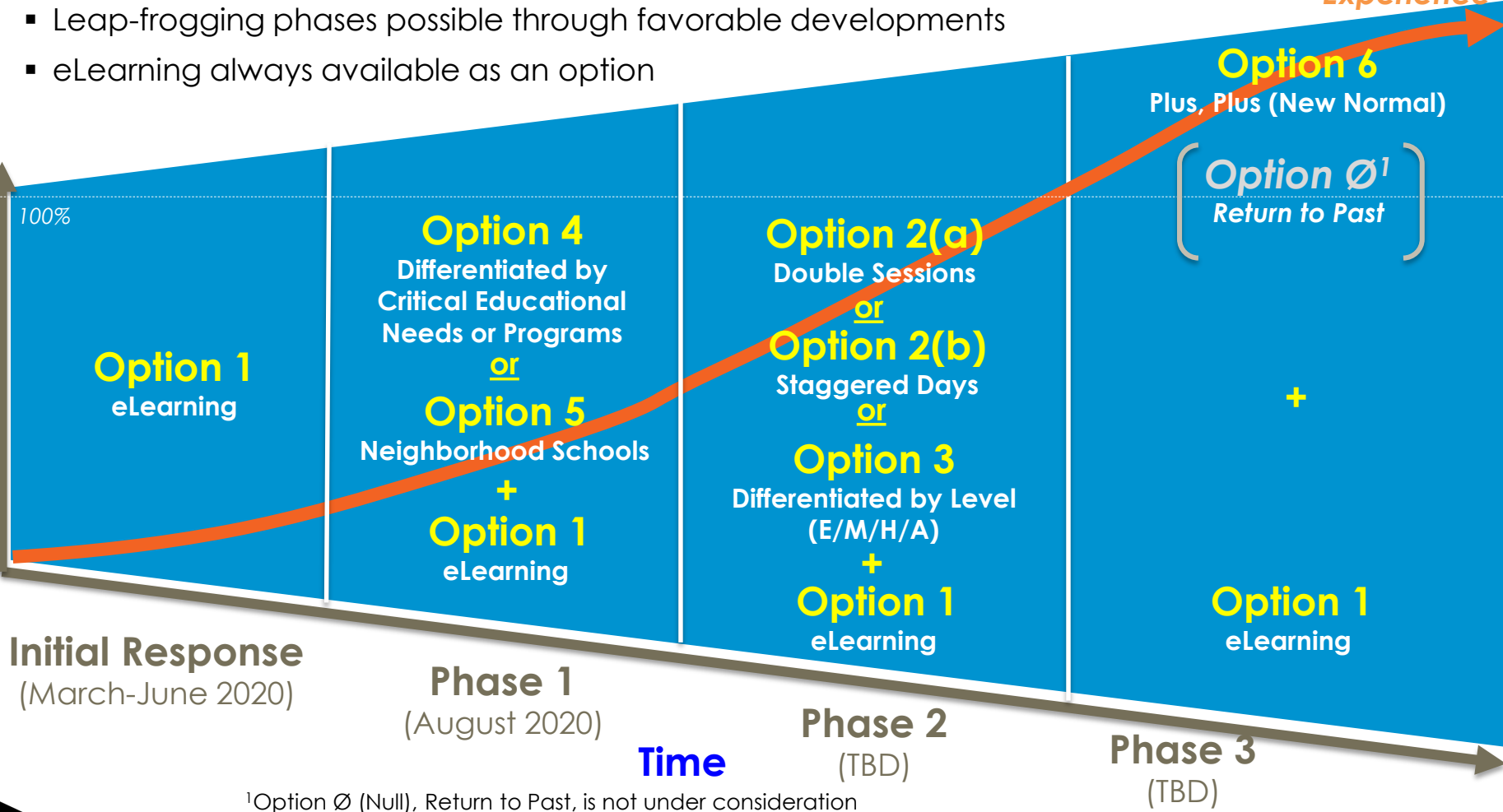


# A phased, controlled approach to reopening.

- Progression determined by gating criteria, successful execution of previous phase, and/or specific school context
- Reversion to a previous phase possible in response to incidents, events
- Leap-frogging phases possible through favorable developments
- eLearning always available as an option

*Optimization of Student Experience*

Availability of In-School Experience to All Students



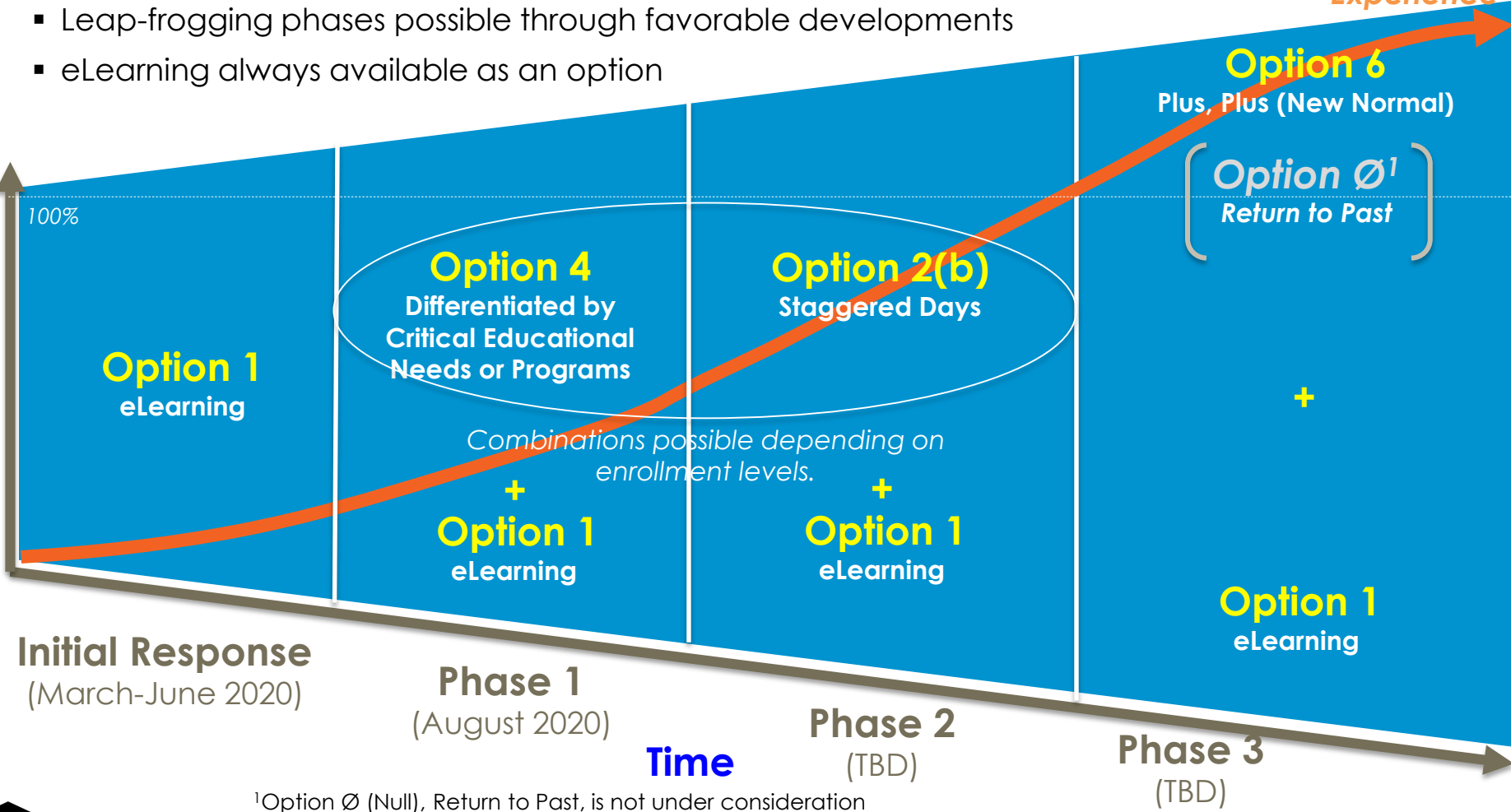
<sup>1</sup>Option Ø (Null), Return to Past, is not under consideration

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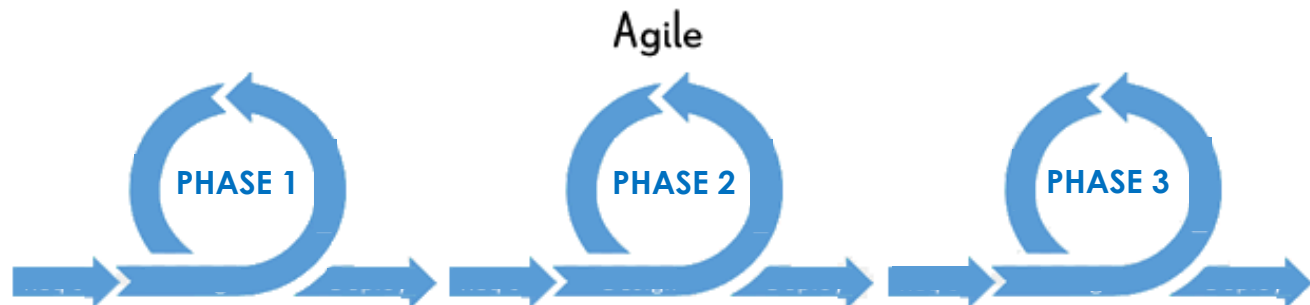


<sup>1</sup>Option Ø (Null), Return to Past, is not under consideration

# An agile approach to scaling, iterating, and adjusting.

## Considerations:

- Establishing **common framework** of minimum academic standards, instructional time, supports, and student experience
- Embracing that this is **not a 'one-size fits all'** model
  - **Nuances** include layering, sequencing, and varying service delivery models as needed
  - **Accommodating** preferences, health concerns, and varying risk tolerance levels of both **internal customers** (teachers & staff) and **external customers** (students & families)
- Quickly and iteratively **evaluating** outcomes and **scaling lessons learned** across schools, grade levels, and populations of varying need
- Identifying **thresholds for gating** and **mitigation adjustments**
- Identifying **triggers** to consider **rolling back** to a prior phase, or **accelerating** to a next phase
  - Negating assumption of 100% eLearning (Option 1) as default
- Considering adjustments to **master scheduling** and **school calendar**
- Maintaining a relentless focus on **continuous improvement** at every phase and level





## OPERATIONAL GAME PLANS

School Calendar	School Space Usage
Learning Acceleration	Transportation
Technology	Food Services
Physical Distancing Protocols	Athletics & Other Programming
Health & Sanitation	Child Care
Student Support Strategies	Family Communications
Human Resources	Safety & Security
Partnerships	Exceptional Student Education



## **DEVELOPING OPERATIONAL GAME PLANS for:**

- Preparation for full **eLearning** modality if needed
- Virtual **tutoring and counseling**
- **Understanding where students are** in their learning and identifying where there may be losses in learning
- Production and distribution of **pre-recorded lessons** available on-demand
- Outreach and **guidance for parents**
- Virtual **academic boot camps**
- Adapted **support models and engagement**, e.g., delivery of Response to Interventions (RtI)
- Distribution of **paper instructional materials** to complement the eLearning experience if needed
- **Professional Learning** for instructors and substitutes
- **Readiness** checklists
- **Collective bargaining** contract implications

Plans will define **timelines** and identify **resourcing requirements**.



**Assumptions:**

- Students receive the same learning expectations and supports physically in-class & with e-Learning
- All teachers are organizing their course, for the year, through Canvas for all their students
- Lesson Plans are done in Canvas for both teacher practice and for iObservation appraisals
- All teachers trained and utilize SEPA app to use student information to modify instruction at the
- Collaborative Problem-Solving Teams (CPST) continue to address student needs (MTSS/RtI)
- Individualized Education Plans (IEPs) continue unless modified with formal meeting (EdPlan)
- Temporary Distance Learning Plans (TDLPs) formally continued or amended (EdPlan)
- Continued deployment of ELL support programs and monitoring (ELLEvation)

**Students will receive:**

- Cadence of the day/week/quarter/year
- Daily announcements (e.g. virtual homerooms)
- Standard navigation for courses & Assignments
- Consistent application of SBBC late policy

**Teachers will receive**

- Protocols for teaching for e-Learning from school
- Protocols for teaching for e-Learning from home
- Protocols for supplemental Tier 1 supports
- Protocols to access supplemental Tier 2 & 3 supports

Plans will define **timelines** and identify **resourcing requirements**.

# Learning Acceleration.



## Assume 100 students in a Grade

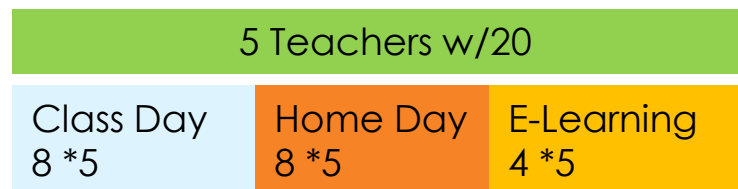
- 60 students opt for attending 2 out of 5 days
- 40 students opt for attending only e-Learning
- 5 teachers need to split the 100 students

How do we group students and teachers? →

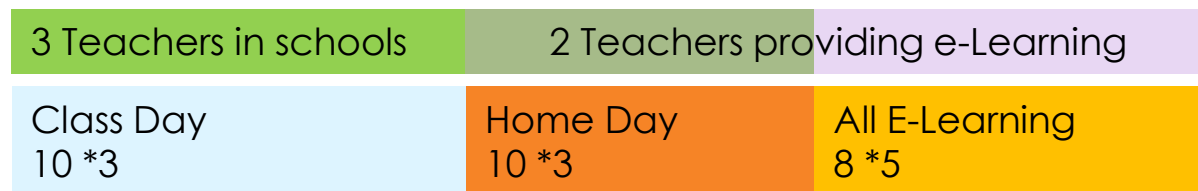
Cohort by full e-Learning or hybrid



Cohort students together whether hybrid or all e-Learning



Cohort students for larger ratio for e-Learning



Plans will define **timelines** and identify **resourcing requirements**.



## **Gauging our students' readiness and progress will require data, assessments, and interventions:**

- High School by course with focus on graduation and college & career readiness
  - End-of-course exams, Grade 9 & 10 ELA
  - PSAT/SAT with modified administration protocols
- Middle school by team
  - Progress monitoring for ELA, math, science
- Elementary Intermediate (3-5)
  - Progress monitoring for ELA, math, science
- Elementary Primary (K-2) with a focus on learning to read
  - Phonic and phonemic progress
  - Running Records

## **Curricular and Assessment Cadence for Opening weeks of the School Year**

Aug 19-21:	Focus on relationship building, social-emotional learning, and mental health
Aug 24-28:	Commencement of grade level instruction; Implementation of inherited MTSS/RtI
Aug 31-Sept 4:	Convening of CPSTs, deployment of Tier 1 supports, and initial curricular assessments
Sept 7 – 11:	Progress monitoring for FSA commences; interim reports issued
Oct 2:	State required Kindergarten Readiness and FAIR assessment deadline
Nov 22:	Closure of Administration period 1 for Running Records

Plans will define **timelines** and identify **resourcing requirements**.





## DEVELOPING OPERATIONAL GAME PLANS for:

- Mandatory **handwashing** sessions
- Measuring **temperatures**
- Stricter **vaccination** requirements
- Stricter **reporting of illnesses** students/staff
- **Treatment** of students or staff presenting symptoms and **school response** protocols
- Procurement and utilization of **Personal Protective Equipment**
- **Readiness drills**
- Is there a need for **liability waivers**?
- Processes around **compliance monitoring, inspections, sign-offs**
- **School readiness** checklist
- **Collective bargaining** contract implications

Plans will define **timelines** and identify **resourcing requirements**.



- **Facility Sanitation**

- Remove non-essential hard to clean items such as rugs, cloth, fabric, small toys, etc.
- Establish proper sanitation process for all area types/uses
  - Create a comprehensive intermittent school cleaning schedule
    - Include considerations for playgrounds, locker and weight rooms, athletic facilities, etc.
  - Implement cleaning and sanitation protocols with tracking checklists by school/facility on a centralized remote app
- Establish an emergency deep cleaning protocol for positive COVID-19 cases

- **Personal Protective Equipment**

- Provide PPE for students, faculty, staff and visitors
- Evaluate current PPE request, supply, and storage system to prepare for the expected increase in need, volume, etc.
  - Need to stockpile PPE now
- Develop & ensure staff completion of HazMat, PPE, and Sanitation training prior to on-site occupancy.

Plans will define **timelines** and identify **resourcing requirements**.



## • Preventative Procedures

- Establish proper health screening stations at schools/facilities
  - Create screening protocols with tracking checklists by school/facility on centralized remote app
- Provide Clinic Health Nurse/Medical staff at all school sites
  - Conduct temperature checks only for those displaying symptoms
  - Request parents screen students prior to sending kids to school
- Position sanitizer stations at building entrance, cafeteria, gym, media center, Isolation room, health clinic, and end of large corridors/hallways for large buildings
- Research the need for plexiglass shields at the school's single point of entry for minimizing faculty/staff exposure to unprotected visitors
- Establish proper infection control practices for all facilities
- Establish isolation rooms with supervision
- Establish student flows through schools with floor stickers, signage, and water fountain use signs

Developing the **resource analysis** and **timelines** associated with game plan execution.



## **DEVELOPING OPERATIONAL GAME PLANS for:**

- Outreach to **Marjory Stoneman Douglas** students, especially the Class of 2021
- Meeting heightened **physical-emotional needs** and delivery of support
- **Counseling, Mental Health, and social** services and outreach
- Virtual and in-person **behavioral supports** and interventions
- **Disciplinary approaches** for students who violate Physical Distancing, engage in “COVID bullying,” or act out online
- **School readiness** checklist
- **Collective bargaining** contract implications

Plans will define **timelines** and identify **resourcing requirements**.

# Student Support Strategies.



## Needs

### MENTAL HEALTH SUPPORT

- ❑ **3,600** individuals requested to speak with a teacher, counselor or other adult from the school about mental health and wellness supports.

### STUDENTS' PHYSICAL DISTANCING CONCERNS

- ❑ They miss their friends.
- ❑ They miss their school.
- ❑ They want to succeed in distance learning.

### LACK OF SUPPORT FOR STUDENTS

- ❑ **67%** of students never or infrequently receive help from an adult at home.

### SOCIAL AND EMOTIONAL WELL-BEING

(Parents, Staff, Students)

- ❑ **18%** of parents are concerned about their child's social or emotional well-being.
- ❑ **24%** of staff are concerned about their own social and emotional well-being.
- ❑ **45%** of students take care of others for at least part of the day.

### FOOD DISTRIBUTION

- ❑ **90%** of students, parents, and staff feel they have an adequate supply of food

## Strategies

- Provide critical social-emotional learning (SEL), mental health, and **well-being resources**
- **Build adult and staff capacity** through investments in high-quality, expert professional development
- Acknowledge and **address the whole child** and whole community
- Recognize that the **“new normal” requires “new tools”**
- **Continue to partner** with public and private entities to address food and housing insecurities
- Engage physicians and other licensed health care practitioners to **provide TELEHEALTH services** to increase access to quality healthcare for our students
- Provide an online system to **address chronic absenteeism**
- **Embed Mindfulness** districtwide each day in every school
- Provide a districtwide **SEL Assessment** and supporting curriculum



## DEVELOPING OPERATIONAL GAME PLANS for:

- Defining the evolving **role and responsibilities** of campus monitors.
- Utilizing Campus Monitors to **supervise ingress/egress**.
- **Risk Management communication** plans and protocols.
- Implementing **drills and drill procedures** when/if student attendance is spread across the week.
- Knowing **who is (and who is not) supposed** to be on campus on a given day.
- How to adapt to planned or abrupt **calendar changes**.
- Ensuring security around **child care programs**.
- Adapting safety and security **training materials** and schedules.

Plans will define **timelines** and identify **resourcing requirements**.

# Safety & Security.

## Preliminary recommendations for return to school



- **Security Protocols**

- Tailored to approved re-opening plan (i.e. hybrid or full capacity)
- Repurpose large spaces to accommodate multiple groups
  - Use temporary screens as dividers
- Post visible signage to remind workers & students of hygiene & safety protocols
- Establish directional hallways & passageways for foot traffic, to minimize contact
- Avoid congregation in common areas

- **Security Staff**

- Issued PPE including face coverings, gloves, sanitizer to all staff
- Participate in continued training on COVID-19 protocols (based on latest CDC recommendations & guidelines)
- Staff Guidance:
  - Conduct self-screening at home (include symptom checks)
  - Seek medical attention if symptoms become severe
  - Workers must stay home if they feel ill

Plans will define **timelines** and identify **resourcing requirements**.



# Safety & Security.

Preliminary recommendations for return to school, continued.



- **Visitors**

- Admit on a limited basis
  - Establish an appointment system to have staggered, approved visits
- Create an elevator usage plan
- Establish a call ahead process for student pick-up
  - Utilize security staff to escort students to parent vehicles so parents will not have to exit their vehicles
  - Parents should not enter school buildings unless required
  - Car sharing of other children should be discouraged
- Create guidelines for student drop-off
  - Parents/visitors should not be allowed to exit cars to drop off students at school
  - Parents should be encouraged to park further away
- Shipping and delivery should be completed in designated areas
  - Access to school common areas should be limited for delivery drivers

Plans will define **timelines** and identify **resourcing requirements**.

# Safety & Security.

## Questions and answers



### **How much time will it take to manage checkpoints in the morning, and what will that look like?**

If there are a reduced number of students attending school, it will assist in the planning of adjustments to meet CDC recommendations.

### **How do we solve the physical distancing requirement as students exit and re-enter schools for drills?**

Students will remain 6 feet apart, create one-way hallways, best recommendations are for students to remain in classrooms and for teachers to move (recommended by the FEA).

### **How will security personnel manage physical altercations?**

Immediate threat/bodily injury and harm takes precedence over physical distancing requirements. Staff will take necessary precautions immediately after confrontation to ensure the safety for all involved

### **What will code red and fire drills look like?**

**Option A** - continue with FL state statutes

**Option B** - modified approach - a reduction in the number of drills

**Option C** - as recommended by the state of Florida (FEA): suspend requirements for fire drills, active shooter drills and other planned emergency drills which disrupt student learning and could lead to large gatherings of students and staff.

Plans will define **timelines** and identify **resourcing requirements**.

# Safety & Security.

## Questions and answers, continued



### How will security staff manage REQUIRED FACE COVERINGS?

- **Getting students to wear ID badges was a challenge, how will the District manage this?**

There will be some challenges enforcing the face covering policy. Flexibility in policy so students do not take advantage of face coverings after being told not to wear hoodies, etc. Security staff will work in cooperation with school administration to manage this process.

- **There are some concerns with student faces not being visible, processing facial recognition in the event of a disciplinary issue, face coverings being worn and not being able to properly identify students who belong on campus.**

#### **How will this be managed?**

Administrative (ID badges to be worn, always visible and will remain the first measure for student/employee identification)

- **How much policing can be done to counteract behavior issues that will arise from the new face covering policy?**

Staggered days may help with the number of students to manage.

- **Will security staff be allowed to get on buses to check student compliance with face coverings?**

Transportation workstream is reviewing this protocol.

Plans will define **timelines** and identify **resourcing requirements**.



## **DEVELOPING OPERATIONAL GAME PLANS for:**

- Device expansion - achieving a **1:1 student-to-device** ratio
- Plans around student **retention, refresh, and/or return** of devices
- Extending or expanding partnerships for **affordable Internet options**, particularly for disadvantaged populations
- Accelerating Internet infrastructure project (**WAN redesign**) for expanded capacity at schools to support simultaneous online instruction by on-campus teachers
- Creating a **staffing model** for tech-support both at schools and in the call centers, and for supporting teaching approaches where instruction is provided to students in class and students attending online
- **Safety and security protocols** for teachers, staff, and students in the digital environment

Plans will define **timelines** and identify **resourcing requirements**.



## DEVELOPING OPERATIONAL GAME PLANS for:

- How to better **leverage square footage** – and how does this differ for under- vs. over-enrolled schools
  - e.g., Turn gyms, media centers, cafeterias into classrooms, auditoriums, other under-utilized spaces, including secured, covered outdoor spaces
- Bus capacity and routing plans for **fewer students per bus**
- **Staggered start times** for ingress/egress
- **Single direction hallways**
- **Eating in classrooms** vs cafeterias
- Processes around **compliance monitoring, inspections, sign-offs**
- **Professional Learning** for staff and administration
- **School readiness** checklist
- **Collective bargaining** contract implications

Plans will define **timelines** and identify **resourcing requirements**.



## DEVELOPING OPERATIONAL GAME PLANS for:

- **Accommodating at-risk staff:** how to modify work areas or scheduling for staff deemed high-risk, e.g. staff aged 65 and older; staff with immunocompromised health, etc.
- **Expedited bargaining unit negotiations,** e.g. heightened flexibility for work hours & requirements; off-contract roles; duties for at-risk staff; etc.
- **Assessing early retirement incentives** and years-of-service exceptions for retiree health insurance
- Explore **expedited credentialing,** nontraditional classroom configurations, and relaxed class-room size requirements to address shortages
- **Revisit staffing** projections and identify cost-saving opportunities

Plans will define **timelines** and identify **resourcing requirements.**



## DEVELOPING OPERATIONAL GAME PLANS for:

- Crafting child care solutions for students **on-campus or off-campus**, depending on reopening model and day of week.
- **Leveraging municipalities, under-enrolled schools, or schools continuing with distance learning** for potential use of their facilities as **child care day camps**.
- Ensuring **adequate staffing** at sites run by BCPS or our partners.
- Working with existing providers to **expand capacity** as needed, e.g., providing longer hours of operation or accommodating surges in demand.
- Partnering with Boys & Girls Club of Broward County, YMCA, and others for **expanded programming** options.
- Applying for **waivers**, where needed, in the event secondary-level or adult facilities are used for child care provided to our youngest students.

Plans will define **timelines** and identify **resourcing requirements**.

# Exceptional Student Education (ESE).



## DEVELOPING OPERATIONAL GAME PLANS for:

- **Special requirements around PPE<sup>1</sup>**, such as clear face coverings that allow students to read lips.
- Considerations for **sensory-sensitive students** who will not wear face coverings, **immuno-compromised**, and **medically fragile** students.
- Handling of school access for **outside therapists, Applied Behavior Analysts**, or other team members for students.
- **Provisioning of COVID-19 recovery/recoupment services** if services are missed.
- **Delivery of IEP<sup>2</sup>/504 services under physical distancing.**
- Guidelines for **virtual IEP/504 meetings** and for **virtual/hybrid/in-building evaluations and assessments.**
- **Health, safety, and behavior techniques and protocols** for staff and students.
- **Workforce** needs.
- **Inclusive practices.**
- **Transportation** requirements.
- **Free, Appropriate Public Education (FAPE).**
- General guidelines for **ensuring consistency** in the day-to-day experience.

Plans will define **timelines** and identify **resourcing requirements.**

<sup>1</sup> Personal Protective Equipment

<sup>2</sup> Individual Education Plan





## DEVELOPING OPERATIONAL GAME PLANS for:

- **Identifying capacity gaps** where partners, including municipalities, can be leveraged – like the YMCA, Children’s Services Council of Broward (CSC), Boys & Girls Club, and Feeding South Florida (see Appendix for offer from Boys & Girls Club of Broward).
- **BASCC<sup>1</sup>: investigate expansion opportunities** where existing child care offers and relationships with providers of before- and after-care programs can be grown.
- Coordinate with **local colleges** to provide options for graduating seniors.
- How are **partners engaged** – what is our ask, when do we engage, and how do we coordinate efforts?

Providers of  
Childcare,  
Athletics, &  
Other Outside  
Programming

BASCC<sup>1</sup> Network



Providers of  
Food & Other  
Basic Needs



Local Colleges  
& Universities



Funders,  
Donors, &  
Foundations



Plans will define **timelines** and identify **resourcing requirements**.

<sup>1</sup> Before and After School Child Care (offered and/or coordinated through Broward County Public Schools)

# Our capacity must be supplemented with family and community support, as well as adequate funding.



## COMMUNITY SUPPORT



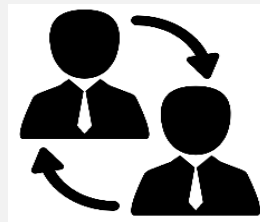
Child Care



Food



Medical Care

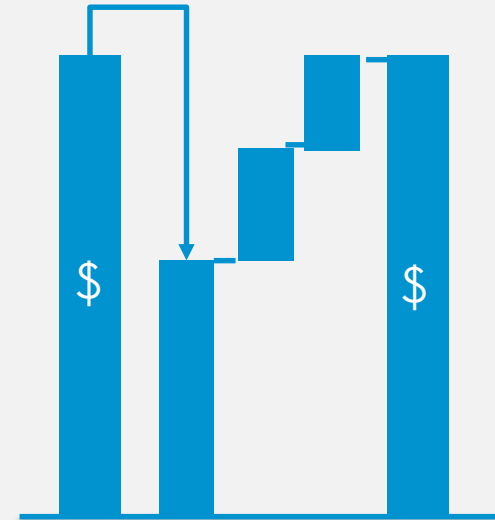


Employer Flexibility

## PARENTAL SUPPORT

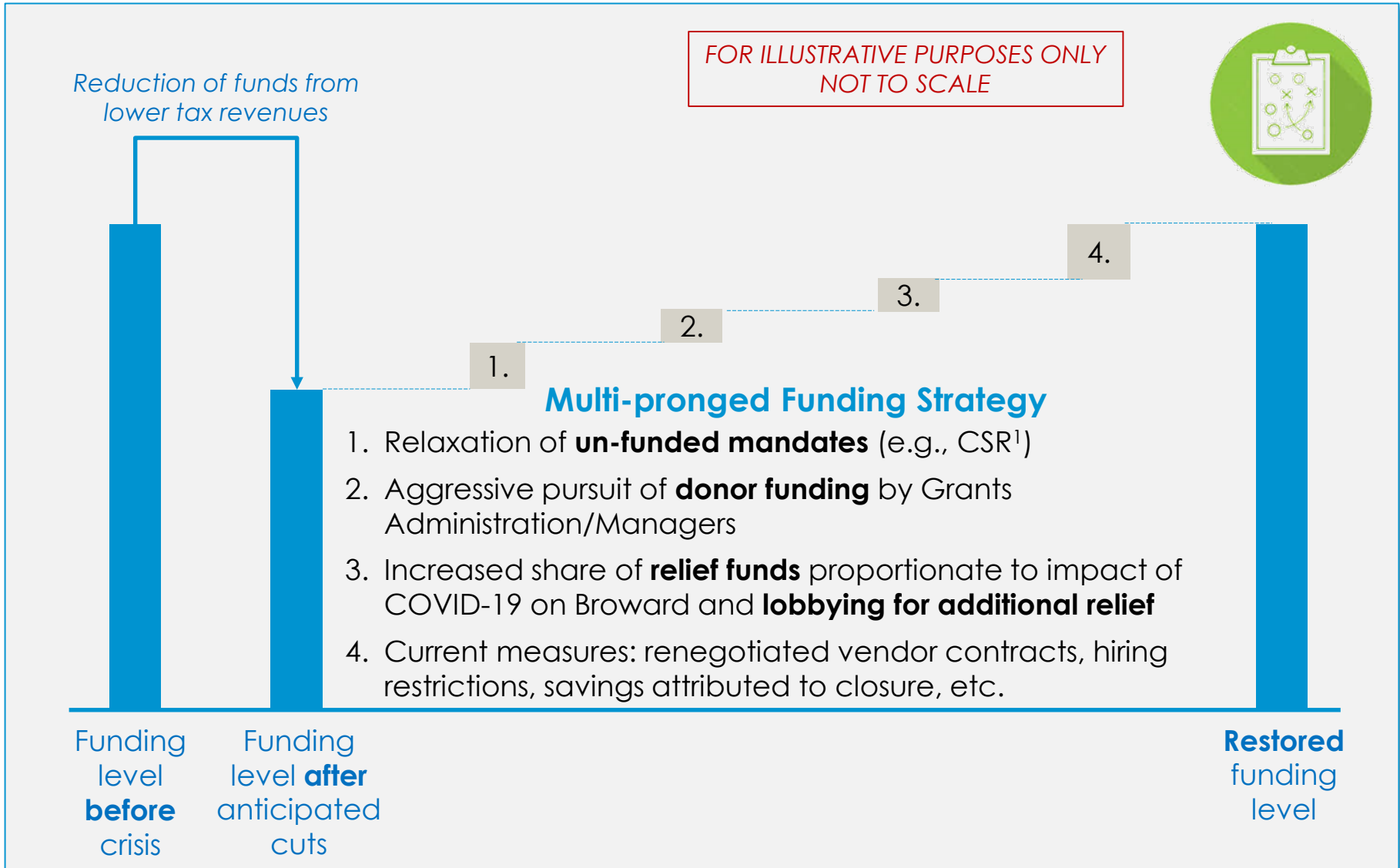
- Reinforce need for & guidelines around Physical Distancing
- Help ensure children are engaged with eLearning
- Keep sick children at home

## FUNDING



- A **multi-pronged** approach to step up funding:
  - ❑ Grants
  - ❑ Legislative action
  - ❑ Spending controls
  - ❑ Savings from closures

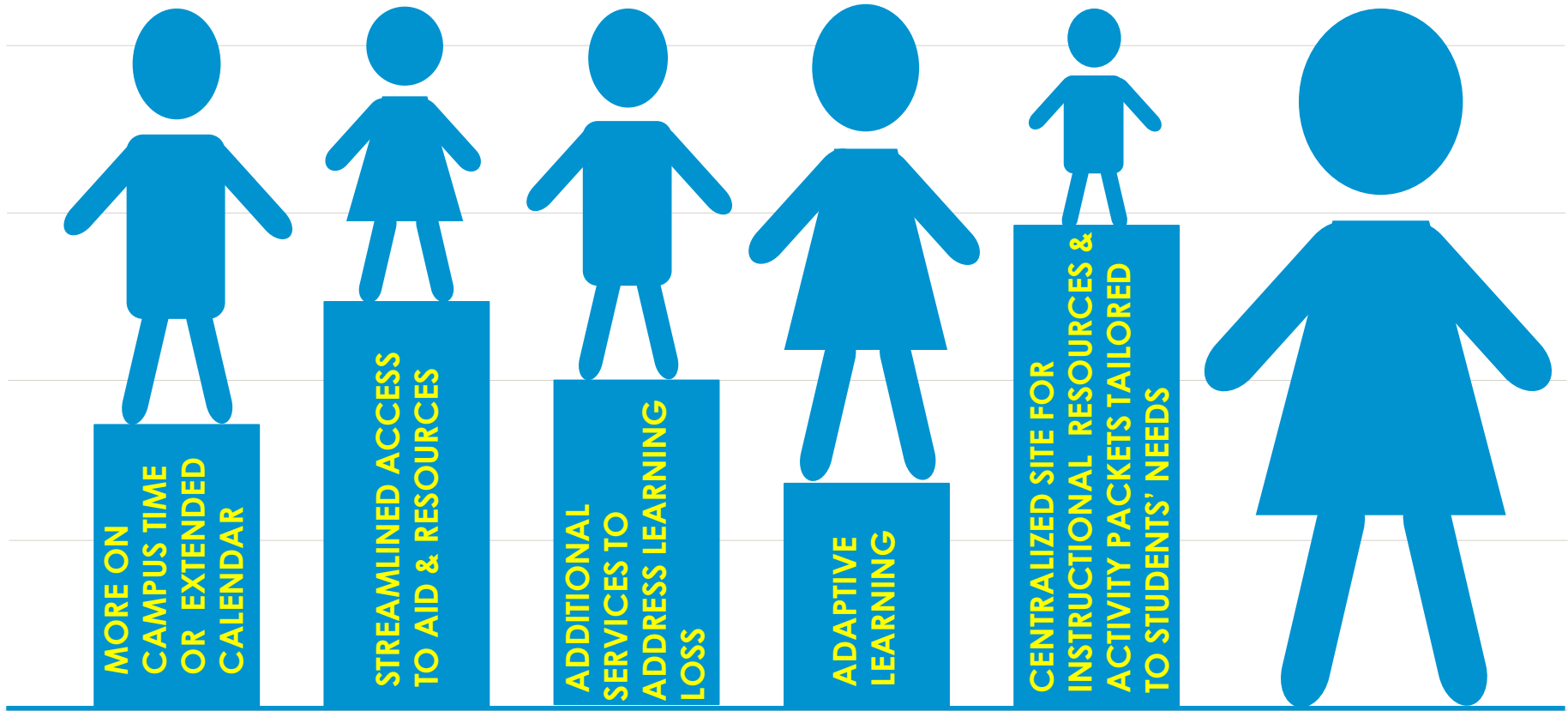
# Restoring funding through a multi-pronged approach.



<sup>1</sup> CSR = Class Size Reduction, per Florida Statute

# A focus on equity and closing the gap.

Steps must be taken to address those disproportionately affected by the pandemic.



# The school calendar: a case study.

Could another approach help reduce academic slide and foster greater student, teacher, staff, and system resiliency?



## American School Calendar (since late 1800s, agrarian roots)

- In a push to standardize calendars, urban & rural schools agreed on summertime as a logical break to spare children from the sweltering heat they would otherwise experience in classrooms before air-conditioning.

Winter Break

2 weeks

Spring Break

1 week

Summer Break

10 weeks

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG

- However, long summer breaks contribute to "summer slide" & widen achievement gaps.

## German (Bavarian) School Calendar (modern)

Summer Holidays

5 weeks

Autumn Holidays

1 week

Winter Holidays

2 weeks

Spring Holidays

1 week

Religious Holidays (Easter)

2 weeks

Religious Holidays (Pentecost)

2 weeks

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG

- Shorter summer break, with multiple breaks staggered throughout the year.

# Student transportation fleet capacity.

50% and 25% scenarios modeled to identify vehicle capacity challenges under Physical Distancing using existing vehicles for existing routes



Average percentage of students going to school on a given day under selected reopening scenario

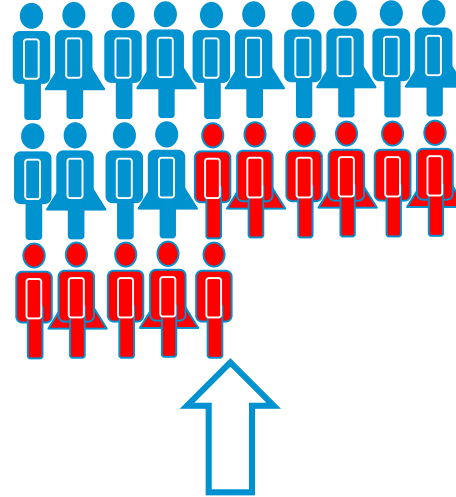
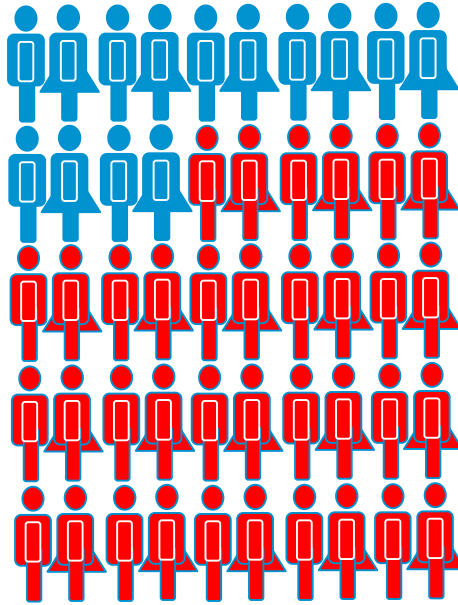
**100%**  
Average Load = 50  
Physical Distancing Capacity = 14

**50%**  
Average Load = 25

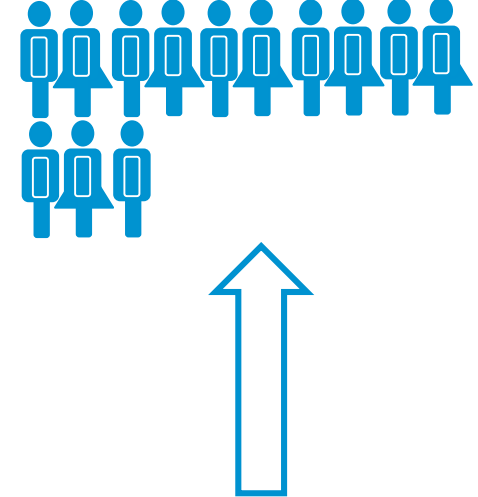
**25%**  
Average Load = 13



Shell Capacity  
72  
(487 buses = ~50% of total fleet)



1 Additional bus needed



Existing buses, existing routes sufficient



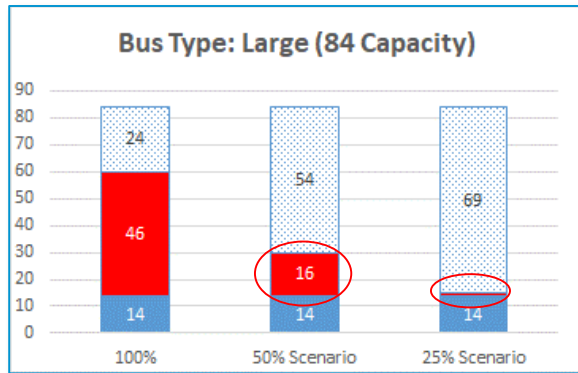
= Seats available for student under Physical Distancing



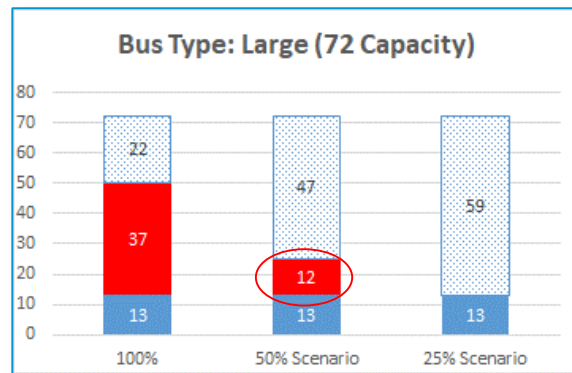
= Gap: Seats not available for student under Physical Distancing

# Student transportation fleet capacity.

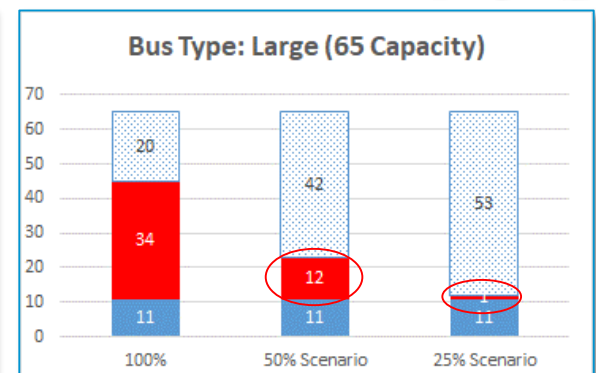
50% and 25% scenarios modeled to identify vehicle capacity challenges under Physical Distancing using existing vehicles for existing routes



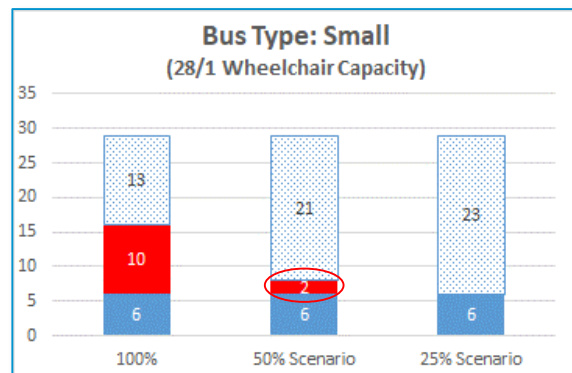
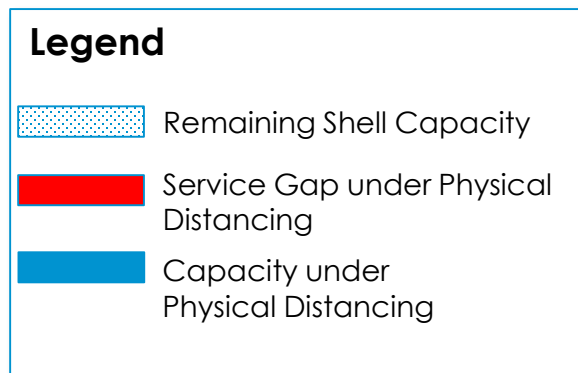
Quantity: **118**



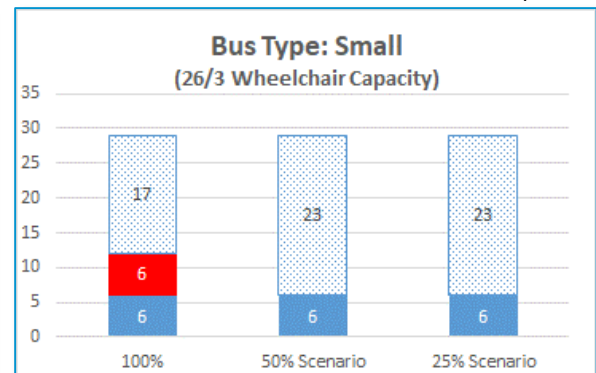
Quantity: **487**



Quantity: **107**



Quantity: **188**



Quantity: **106**

- Under Physical Distancing, capacity challenges are most pronounced with large capacity buses.
- Even under a 25% scenario, routes served by 84- and 65-capacity buses may require an additional bus.



# Student transportation fleet.

Accommodating Physical Distancing on student transportation vehicles

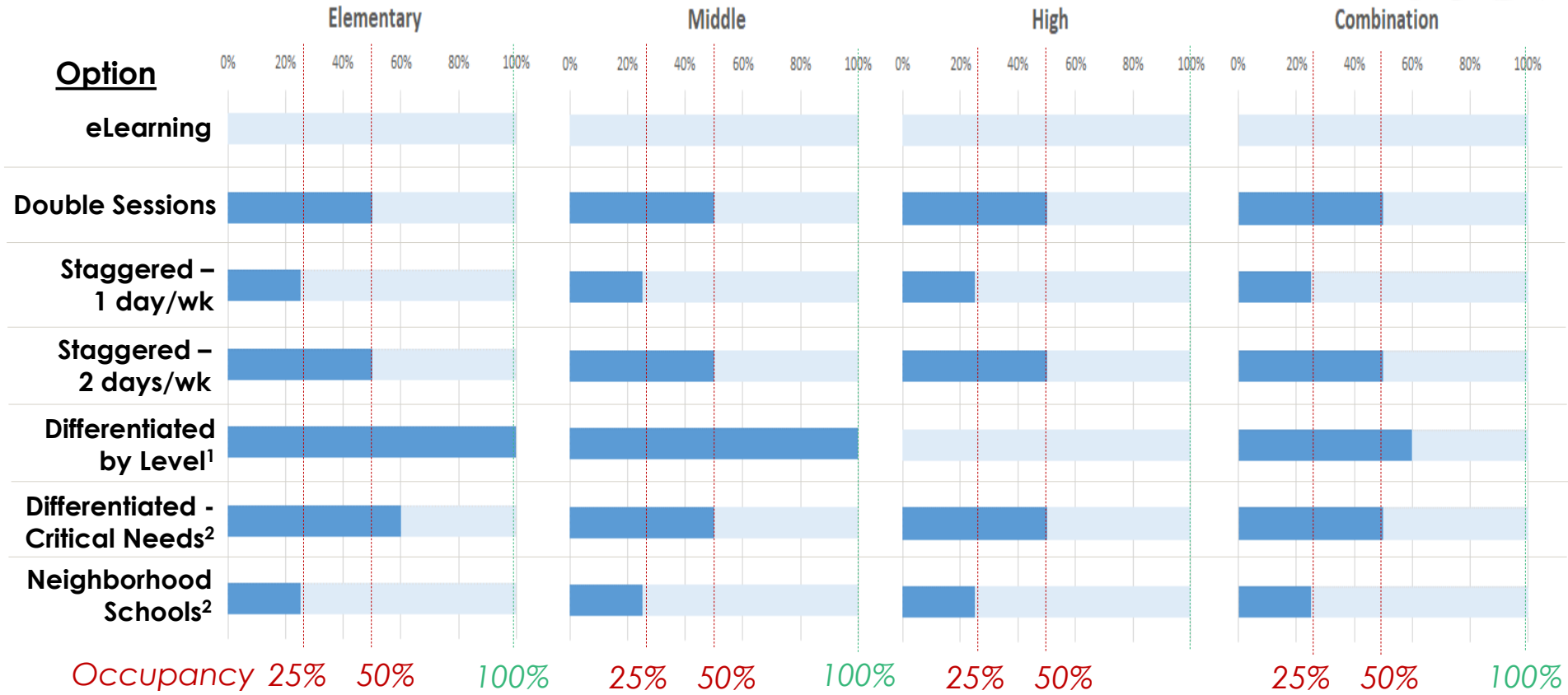


Clear markings where seat occupancy is permitted.



# A review of on-campus student populations by Option.

On a given day, what is the maximum percentage of students who will be on-campus at one time?



*Scenarios driving classroom space & transportation planning*

<sup>1</sup> Option assumes High School students continue with eLearning and freed-up space is used to accommodate Elementary & Middle levels.

<sup>2</sup> Option is based on selected criteria. Student populations would vary depending on those criteria.

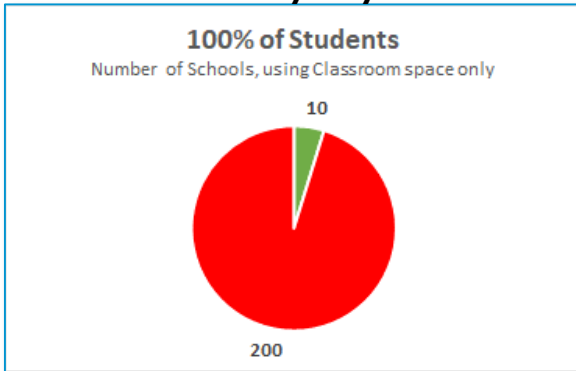
# School capacity.

50% and 25% scenarios modeled to identify potential school capacity issues under Physical Distancing

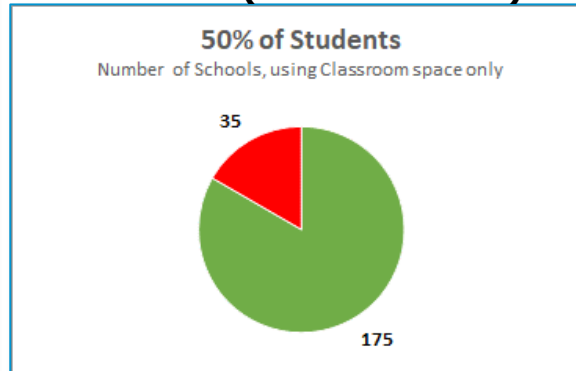


## 100% of Students at School Everyday

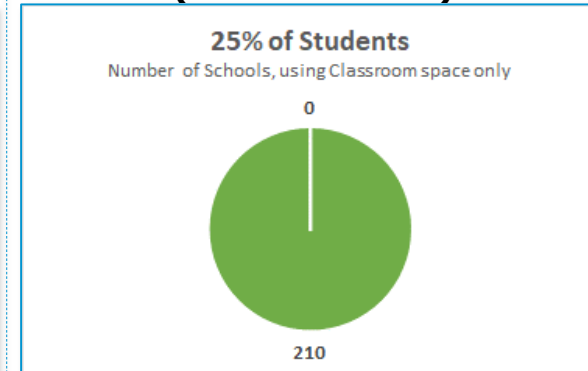
Using Classroom Space Only



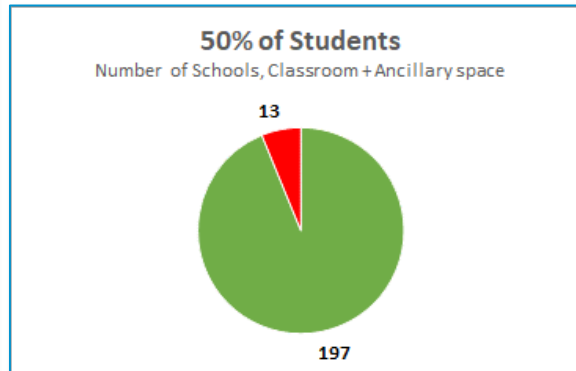
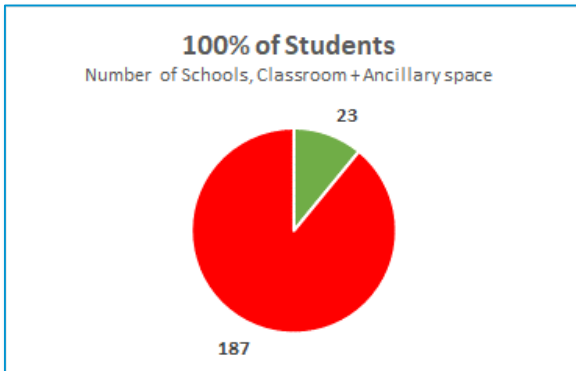
## Staggered Days or Double Sessions (50% at School)



## Staggered Days, 1x / Week (25% at School)



Using Classroom + Ancillary Space



### Legend

- **Yes**, can support Physical Distancing
- **No**, cannot support Physical Distancing

- Under Physical Distancing, accommodating all students everyday is possible at very few schools.
- Most – but not all – schools can accommodate 50% of students on a given day, though to do so, many would have to augment classrooms with ancillary spaces.

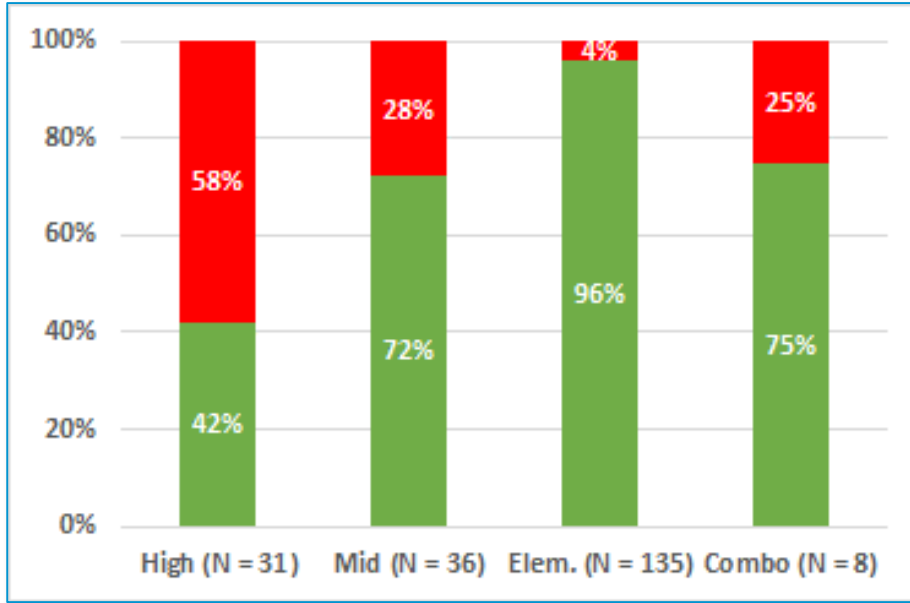
Source: Capacity data provided by Broward County Public Schools Portfolio Services Division

# School capacity.

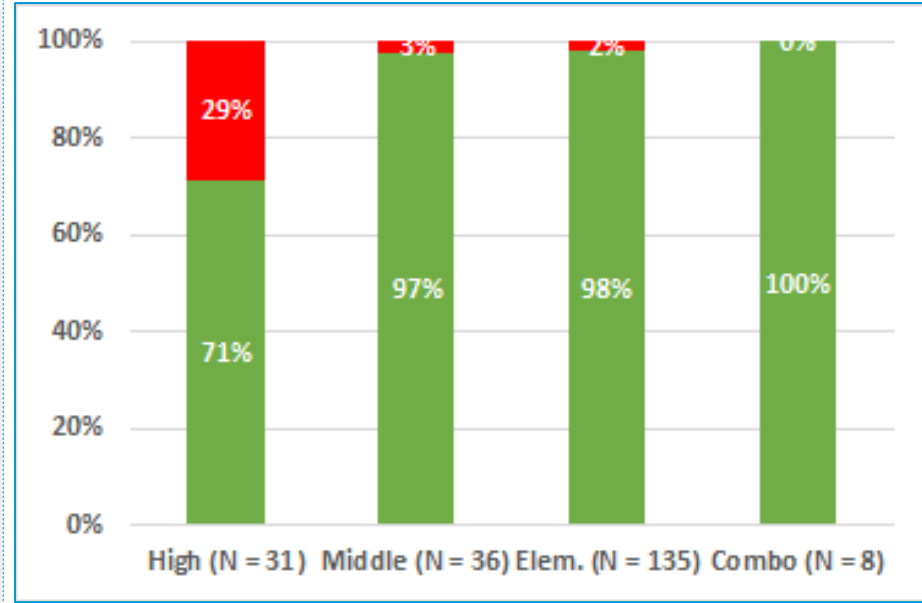
## A closer look at the 50% scenario by level



1) Under Physical Distancing guidelines, can schools accommodate 50% of students using **classroom space only**?




2) Under Physical Distancing guidelines, can schools accommodate 50% of students using **classroom AND ancillary spaces**?



- Capacity challenges are most pronounced at the High School level.
- Even when ancillary spaces are used for instruction, 9 high schools will not be able to accommodate Physical Distancing guidelines.

 **Yes, can support**  
Physical Distancing

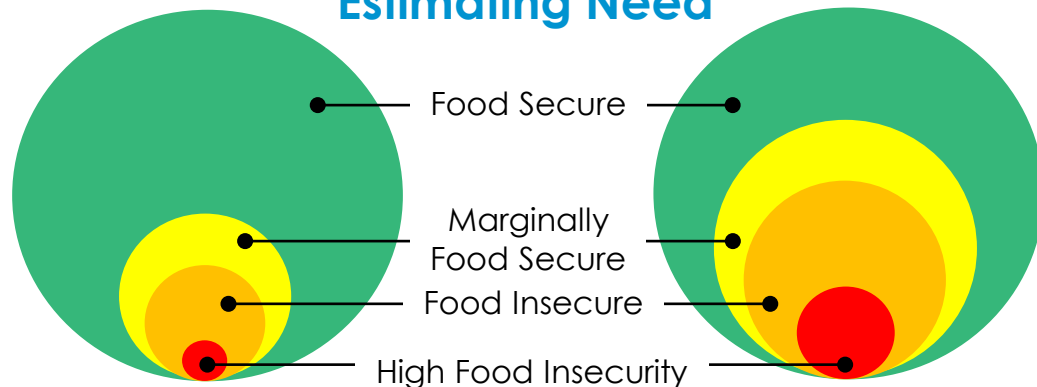
 **No, cannot support**  
Physical Distancing

Source: Capacity data provided by Broward County Public Schools Portfolio Services Division

# Food insecurity is expected to balloon as joblessness increases.



## Estimating Need



January

June  
Projected

3.6% ● US Unemployment Rate ● 17.0%

3,196,085 ● Meals Served by BCPS

Meals Needed (includes students & family members) ● 14,382,000<sup>1</sup>

**Gap of  
~11,200,000  
Meals**

## Filling the Gap

- BCPS must **leverage partnerships** as it cannot scale to meet need
- How can partners help?
  - ❑ **Securing** food
  - ❑ **Shipping and storage** of donated food
  - ❑ **Distributing food**, augmenting BCPS's 51-site distribution network
  - ❑ **Advocacy**, e.g., helping BCPS obtain reimbursements for meals provided to family members
- Identified partners:



<sup>1</sup>Assumes needs triple as a result of joblessness. A multiplier of 1.5 was used to account for meal needs of family members.

# Health concerns and Physical Distancing guidelines pose significant hurdles to athletics.



## How we're proceeding

- **Research** what's happening now & over summer
  - ❑ Resumption of summer travel Baseball practice (Orlando, Ft. Myers, Palm Beach)
  - ❑ Summer Volleyball (June champion event: no spectators, with temperature checks)
  - ❑ Summer Football (in discussions on how to resume safely)
  - ❑ Junior Golf (Florida leagues have restarted with face coverings and Physical Distancing)
- **Monitor**
  - ❑ Outcomes of above activities
  - ❑ Professional sports
  - ❑ National Collegiate Athletic Association
- **Collaborate**
  - ❑ Participation on the Health and Wellness Committee
  - ❑ Networking with other large school districts and municipalities
- **Emulate** what works

# Operational Game Plan Template

## (Functional Area Name)



Strategy	Actions	Inputs / Considerations	Processes	Outputs
<p>What needs to happen (high level)?</p>	<p>What steps are needed to achieve the goal(s)?</p>	<p>What are the inputs required? Consider people, processes, and platforms. What additional considerations must be accounted for?</p>	<p>What processes are involved? Which functional areas are involved? (see Process Profile)</p>	<p>What results are expected? How are they measured?</p>
<p><b>Goal</b></p> <p>What are the main objectives in this area?</p>				

# Process Profile Template



## Description

How/why used? Typical use case? Why important? Who owns it? Etc.

## Inputs

What are they? Where do they come from? Are there a lot?

## Decision Points

What needs to be agreed upon or approved in order to execute? Who makes the key decisions?

## Platform

What program / software / approach is used?

## Scalability / Adaptability / Resourcing

Is the process easily scaled? Can it accommodate changes easily?

## Timeline

What factors drive the timeline?

# Monitoring reopening through Key Metrics.

## Measures of Success to be Determined Across the Following Dimensions:

- Health & Safety
- Access & Equity
- Student Outcomes
- Social-Emotional Learning
- Professional Development & Support
- Economic Indicators





# Conclusions

# Conclusions.

- Final reopening decisions will be made in **mid-August**, based on current conditions and guidelines at that time.
- All reopening options require **trade-offs**.
- Parents want **continuity and predictability**, especially when it comes to their child's education.
  - This drives a need to get it right the first time with any option(s) we adopt.
- **Improving the eLearning experience is a top priority.** It has a role in every option.
- A focus on **learning acceleration is critical**, particularly in addressing issues of **access and equity**.
- A **triage approach to funding** will coordinate efforts by Grants Administration, Legislative Affairs, Procurement, and Finance to understand and fulfill funding requirements attached to each option.
- As a District, we are working with all of the various **labor groups** toward ensuring the best implementation of our plan.
- As part of an **agile** and **flexible** approach, **individual preferences** of teachers, staff, students, and families will also be accommodated as appropriate.
- This body of work continues to evolve as **new data** and **recommendations** are considered.

# 2024 Strategic Plan.



Our shared BCPS vision, mission, core values, and strategic goals stand strong as our pillars and guiding principles.

Broward's 2024 Strategic Plan is a flexible, dynamic guide for the District, designed to adapt to change.

**OUR VISION:** *Educating today's students to succeed in tomorrow's world.*

**OUR MISSION:** *Educating all students to reach their highest potential.*

## OUR CORE VALUES:

- Student Focus
- Teaching Excellence
- Accountability
- Respect
- Safety



## OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

## OUR CAMPAIGNS & INITIATIVES:

### Support Services for All

- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning



### Student Experience

- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Enrollment Optimization



### Retain, Develop, & Recruit

- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding



### Let's Connect

- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service



### Our Data, Our Tools

- Data Governance & Use
- Tool Development, Implementation, & Use



### Refresh, Redesign, & Reduce Risk

- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation



# APPENDIX

# Key issues.

- ❑ Amid many unknowns, what are our best **options for re-opening** schools responsibly and safely, given the set of constraints facing us?
- ❑ What are some of the **realities** that our families and staff are facing, and how do those realities inform the options we offer?
- ❑ How can we **optimize** quality of learning while delivering safer alternatives that will be acceptable to parents and teachers?

# Terms and acronyms used throughout this presentation.

## Page 1 of 2

- **Adaptive Learning:** A computer-based and/or online educational system that modifies the presentation of material in response to student performance.
- **Ancillary Space:** Used here, spaces at schools that are not typically used for classroom instruction, but that can be used for instruction to help meet Physical Distancing guidelines. Examples: Media Centers, Auditoriums, etc.
- **Agile:** Common in software development, a methodology that helps teams respond to unpredictability. Through incremental, iterative work, teams tasked with developing a solution can adapt to changes quickly.
- **BASCC:** Before and After School Child Care
- **Blended Learning:** An education program in which a student, at least in part, learns online, with some element of student control over time, place, path, and/or pace. Blended learning programs can be a part of a standard on-campus and/or online experience.
- **Broward Virtual School (BVS):** A free, fully-accredited offering of the School Board of Broward County where full-time enrollment to students in grades K-12 is provided through an online educational delivery system.
- **CDC:** Centers for Disease Control
- **CTE:** Career Technical Education
- **Distance Learning:** A method of teaching and learning in which instruction is broadcast or classes are conducted by correspondence or over the Internet, without a student needing to attend in person. Used interchangeably with Remote Learning and Virtual Learning.
- **eLearning:** Instruction, learning, or training delivered to students online on a computer or any other digital device using the Internet and software. Used here, eLearning is a distance learning solution that preserves continuity of the tools, connections, and support services that are part of the on-campus student experience.
- **ELL:** English Language Learners
- **ERP:** Enterprise Resource Planning, refers to the systems and processes associated with the technology, services, and human resources used to support and manage a business.
- **ESE:** Exceptional Student Education
- **ESOL:** English Speakers of Other Languages
- **FTE:** Full-time Equivalency, referring to the number of full-time enrolled students, a key determinant of school funding.

# Terms and acronyms used throughout this presentation.

## Page 2 of 2

- **Gating Criteria:** Refers to a set of conditions that must be met before advancing to the next stage of a process. In the context of COVID-19, gating criteria have been established to guide State and local governments in their decisions to re-open the economy.
- **GED:** General Education Development
- **Hybrid Option:** A reopening strategy that features a mix of on-campus instructional time and eLearning. That mix may be common across the entire student population or vary depending on student sub-group or other criteria.
- **Lean Six Sigma (LSS):** A methodology designed to drive continuous improvement across an organization.
- **Neighborhood School:** Used here, a District school site that is re-purposed temporarily to serve a specific student population within a defined boundary.
- **Physical Distancing:** Used here, Physical Distancing refers to CDC guidelines set to stop or slow the spread of a highly contagious disease. The goal of Physical Distancing is to limit face-to-face contact to decrease the spread of illness among people in community settings.
- **PPE:** Personal Protective Equipment; specialized clothing or equipment, such as face coverings or gloves, worn for protection against infectious materials.
- **Remote Learning:** See *Distance Learning*.
- **Risk Tolerance:** Used here, refers to an individual's ability to psychologically endure uncertainty and rapidly changing conditions that may or may not impact household health or livelihood.
- **School-linked eLearning:** Used interchangeably with eLearning. Essential elements like student cohorts, staff, administration, and wrap-around services remain intact as when experienced in a traditional way.
- **Shell Capacity:** On a bus, refers to the theoretical maximum number of seats. When configured for actual usage, bus seats can – and often are – configured at lower than their maximum capacity, but never higher.
- **Virtual Learning:** See *Distance Learning*.
- **Virtual Service Delivery:** Provisioning of services via an online delivery system.
- **Vitality:** Used here, refers to the robustness of a solution and considers whether it is both feasible and appealing.
- **WAN:** Wide Area Network, a communications network that extends over a large geographical area.

## Federal / State

- **Gating criteria** for re-opening:
  - ❖ 14-day downward trajectory of flu- or COVID-like **symptoms**
  - ❖ 14-day downward trajectory of COVID-positive **cases**
  - ❖ **Hospitals'** ability to treat all patients without crisis care
  - ❖ Robust **testing**, including antibody testing, in place for at-risk health-care workers
- **Screening and physical distancing** protocols and guidance
- Tax **revenues and stimulus** (levels of approved spending)
- Federal / State **laws and mandates** (e.g., ESSA, IDEA, CSR)<sup>1</sup>

## Household

- **Employment** status
- Job **flexibility**
- Availability of safe, affordable **childcare options**
- **Health insurance** status
- Household **budget** realities

## School System

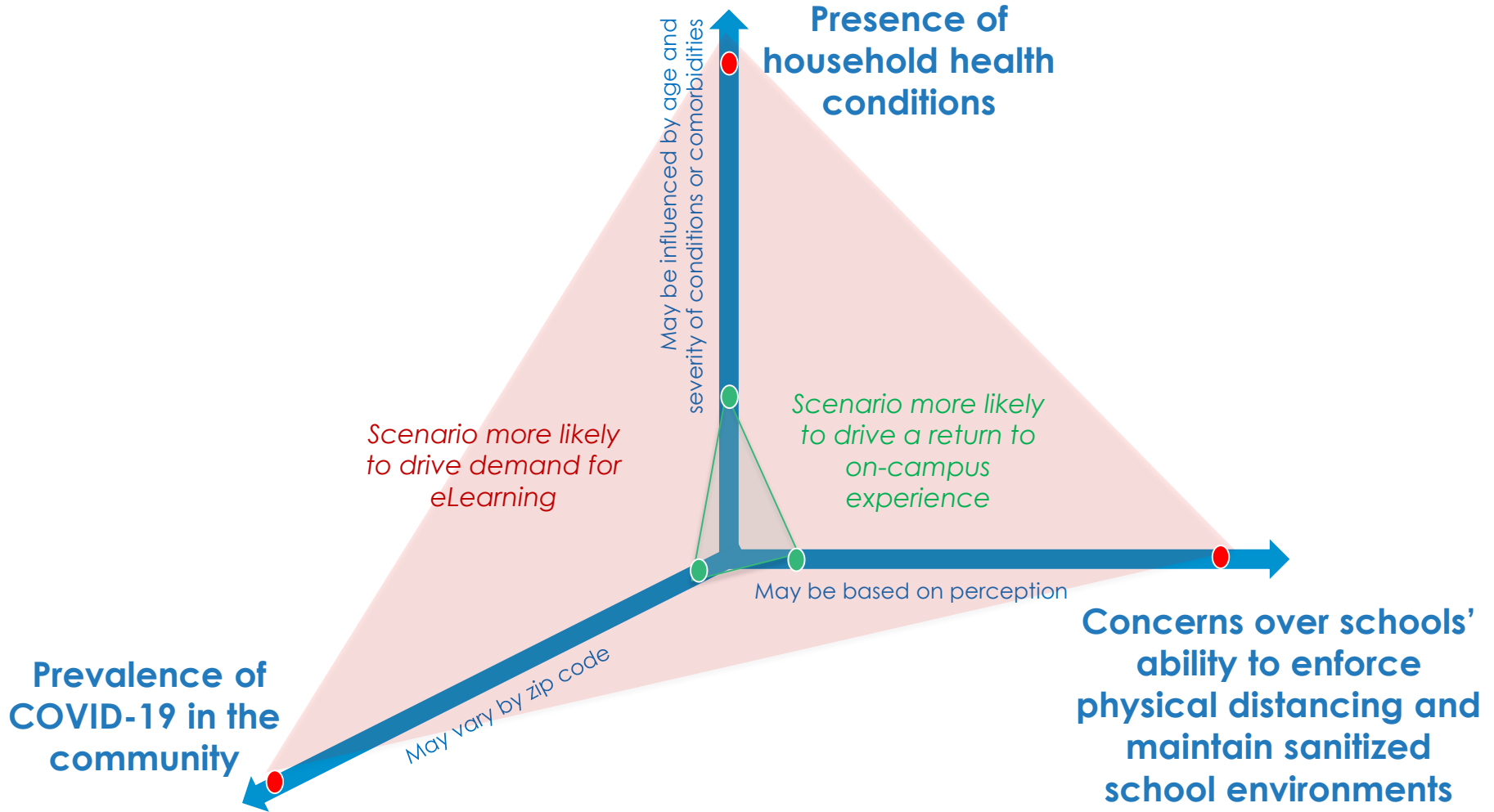
- **Funding**
- **Physical space** (square footage)
- **Scheduling** systems
- **Transportation routing** systems
- **Staffing** levels and schedules
- Availability of **vendor support**
- Adaptability of **bargaining unit** agreements
- Availability of **supplies and equipment**

<sup>1</sup>Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Class Size Reduction (CSR)



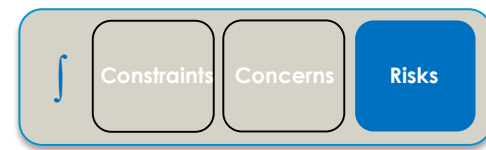
# Concerns.

How worried are Parents, Teachers, & Staff about COVID-19?



# Risks.

Acceptance of school re-opening options will reflect Parents', Teachers', and Staff's levels of risk tolerance.



Availability of **testing, contact tracing, therapies, vaccines**

Implementation of **health screening, routine cleaning, & disinfection** protocols & training at schools

Consequences from **loss of income**

**Factors Influencing Risk Tolerance**

Levels of unavoidable **exposure** ("already exposed anyway")

Fears over **loss of health insurance or high deductibles**

Concerns over **quality of eLearning** and **learning loss**

Child receiving **Exceptional Student Education (ESE)** learning & support

# Student experience: a typical day at school.

## SCHOOL DAY LOGISTICS

- School Boundary
- Bell Times
- Transportation, Student Drop-off / Pick-up
- Movement within Campus / Ingress - Egress

## TEACHING & LEARNING

- Classmates / Class Size
- Classroom Configuration & Management
- Relationships with Teachers, Specialists, & Other Students
- Quality of Instruction / Instructional Materials / Assessments
- ESE Accommodations / Gifted & Talented Differentiation
- Condition of Facilities, Equipment & Access to Technology

## HEALTH & WELL-BEING

- School Counseling / Interventions / Discipline / Health Services / Nursing Services
- Food & Nutrition
- Physical Safety / Security Monitoring
- Before / After School Care

## FUN & ENRICHMENT

- Specials / Recess / Athletics / Social Clubs
- Events / Special Activities / Field Trips
- Parents / Volunteers / Special Guests

# Key factors and enabling systems that shape a typical day at school.

## School Day Logistics

- Household scheduling flexibility
- Transportation Routing & Capacity Planning Systems <sup>R</sup>
- Bus Fleet Size & Vehicle Mix
- Master Schedule <sup>R</sup>

## Teaching & Learning

- Parental Involvement
- ERP<sup>1</sup> <sup>R</sup>
- CSR<sup>2</sup> Requirements & Capacity Planning <sup>R</sup>
- Technology Infrastructure & Information Systems <sup>R</sup>
- Vendor Relationships & Support
- Work Order Management System <sup>R</sup>

## Health & Well-being

- Parental Involvement
- ERP<sup>1</sup> <sup>R</sup>
- Food Service & Distribution
- Technology Infrastructure & Information Systems, including Security Ops <sup>R</sup>
- Vendor Contracts, Relationships & Support
- State Requirements

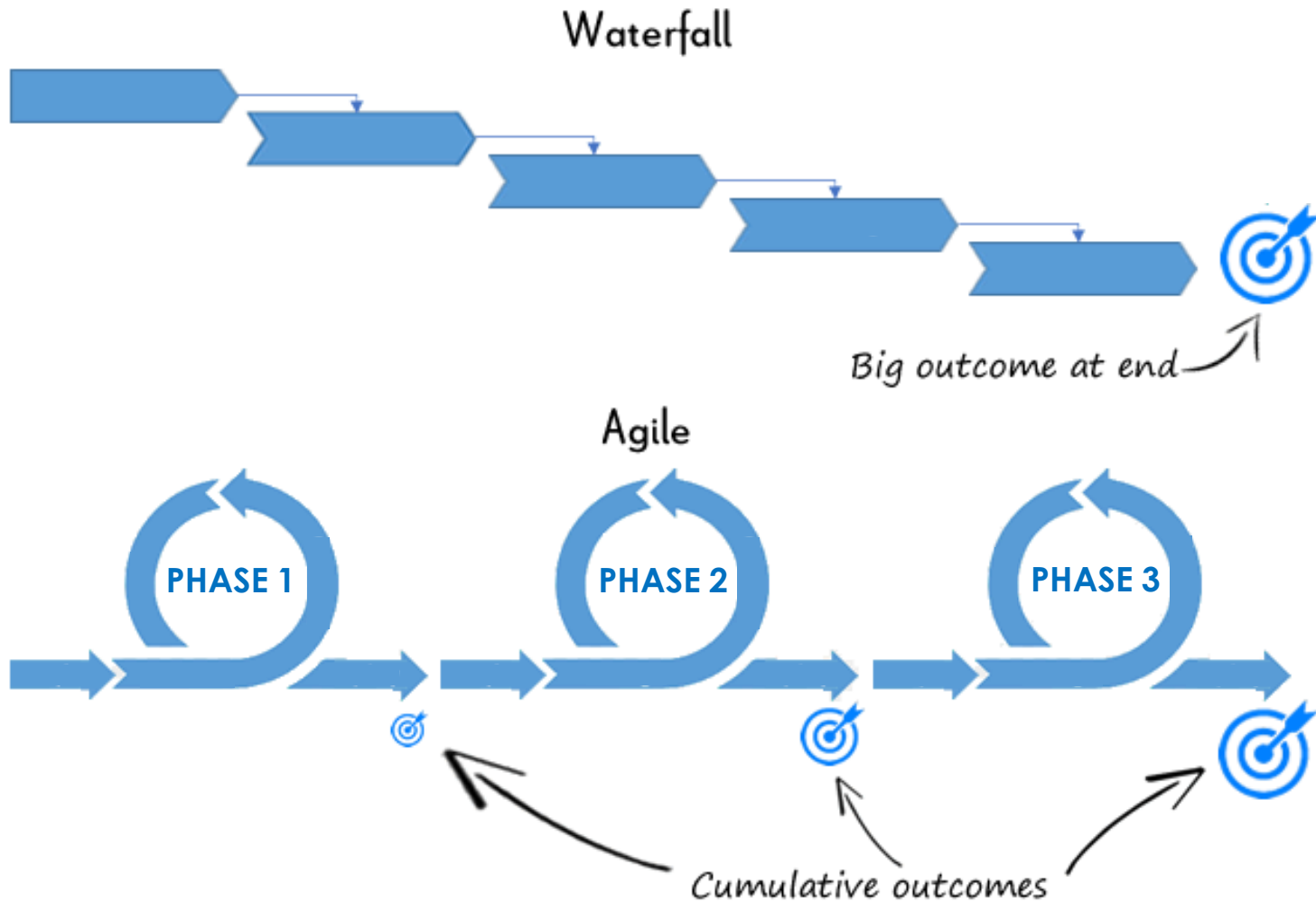
## Fun & Enrichment

- Parental Involvement
- Household scheduling flexibility
- Vendor Contracts
- Partners, Volunteers

<sup>R</sup> = Identifies activities enabled by specific decision information support system(s)

<sup>1</sup> ERP = Enterprise Resource Planning (incl. Staffing Levels, Time-keeping)    <sup>2</sup> CSR = Class Size Reduction

# An agile approach to scaling, iterating, and adjusting.



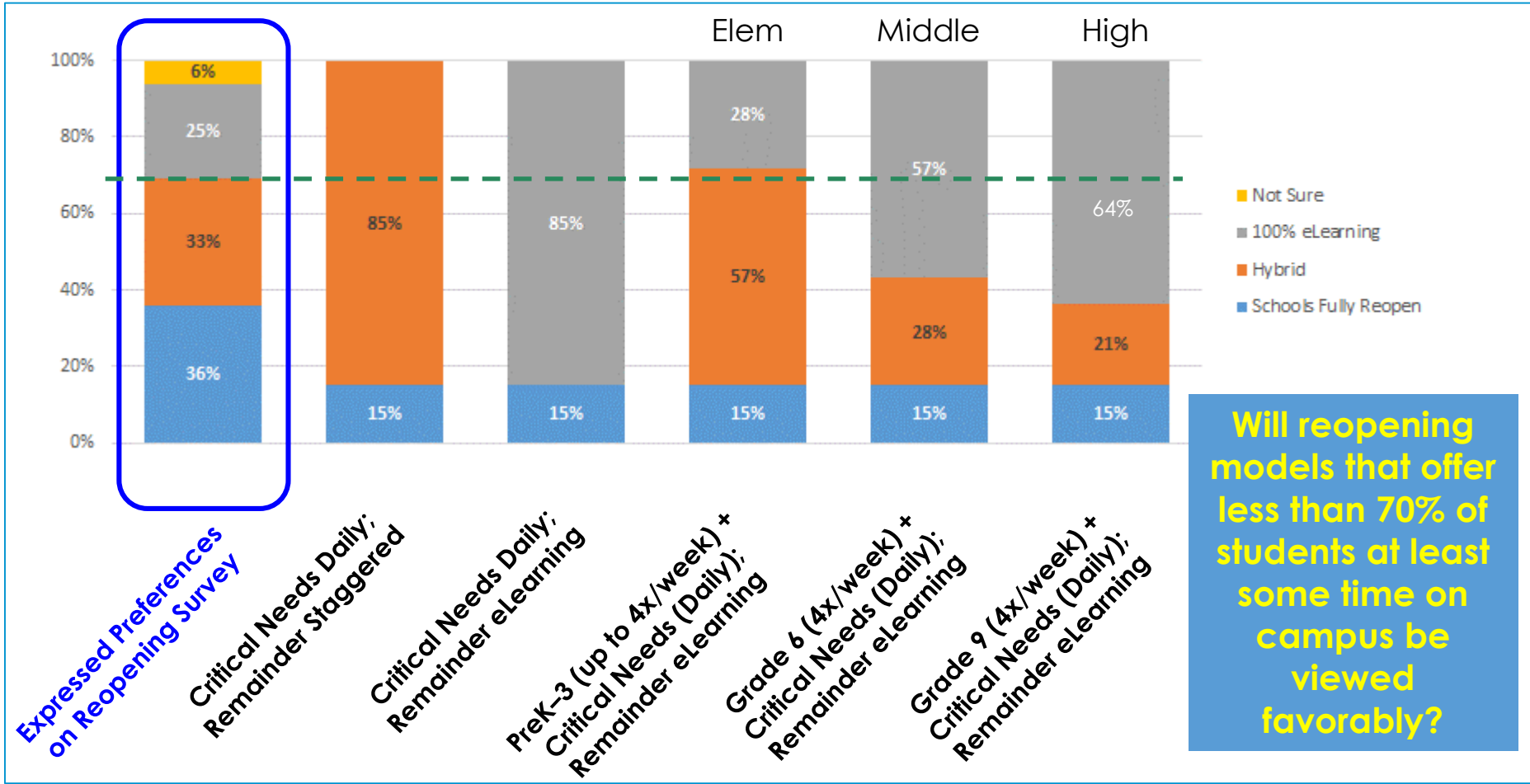
# Alignment of options with reported preferences.

## An aggregate view, using earlier assumptions

Planning tool: looking at options under the principles of equity & opportunity.  
Elementary School example

Key Parameters	Assumptions Used (previous slide)
School Capacity: 1,000	School Enrollment: 1,000
Capacity under Social Distancing: 50%	Percentage of Returning Students: 100%
Proportion of Students with Critical Needs: 15%	Proportion of Students in Grades PreK-3, 6 & 9: 33 / 25%

• SIM has developed a dynamic planning tool to help schools model and make strategic decisions around their reopening plans.



# OPTIONS

# The options we've explored (thus far).

Return to Past

## Common to All Populations

Uniformly available to all students

1  
100% eLearning

2 (a)  
Hybrid Double Sessions

2 (b)  
Hybrid Staggered Days

6  
Plus, Plus (New Normal)

## Differs across Populations

Availability determined by context

3  
Learning Modality Differentiated by Level (E / M/ H/ A)<sup>1</sup>

4  
Learning Modality Differentiated by Critical Needs or Programs

5  
eLearning – Neighborhood School Combo

NOTE: There is potential that some options may be combined or sequenced as conditions change.

Denotes Hybrid options where all required instructional time is preserved through a combination of in-class and/or eLearning.

<sup>1</sup> Elementary, Middle, High, Adult



# Option 1: 100% eLearning.

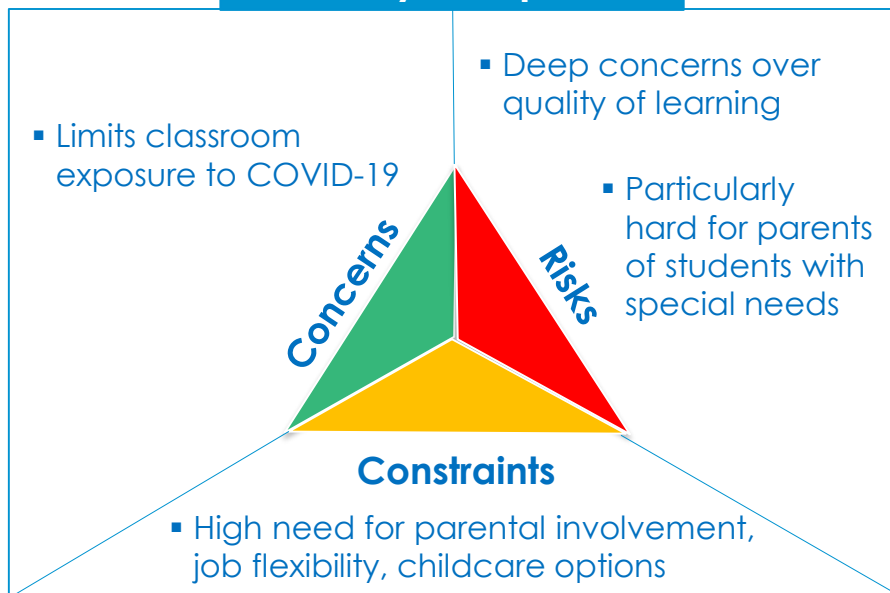
## Description

- Instruction & supports delivered online
- Student's academic schedule maintained
- Must be paired with other solutions (e.g., food distribution, health services)

## Critical Success Factors

- Protected, uninterrupted teaching & learning time
- Ability to personalize the experience & differentiate instruction
- Access to devices, reliable connectivity, & recorded content
- Teachers & students well-trained on technology platforms, with standardized guidelines that promote effective & consistent use of features
- Availability of feedback mechanisms for students & parents

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Logistics presently addressed</li> <li>▪ Cost of Internet service may be an issue long-term</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Difficult to track if students are falling behind</li> <li>▪ Challenges with engagement</li> </ul>
<ul style="list-style-type: none"> <li>▪ Limits ability to implement interventions &amp; supports</li> <li>▪ Situation at home may be challenging</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ Fundamentally limits the scope and nature of activities, opportunities</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive

# Option 2(a): Hybrid (Double Sessions).

Common implementation across all schools, all students

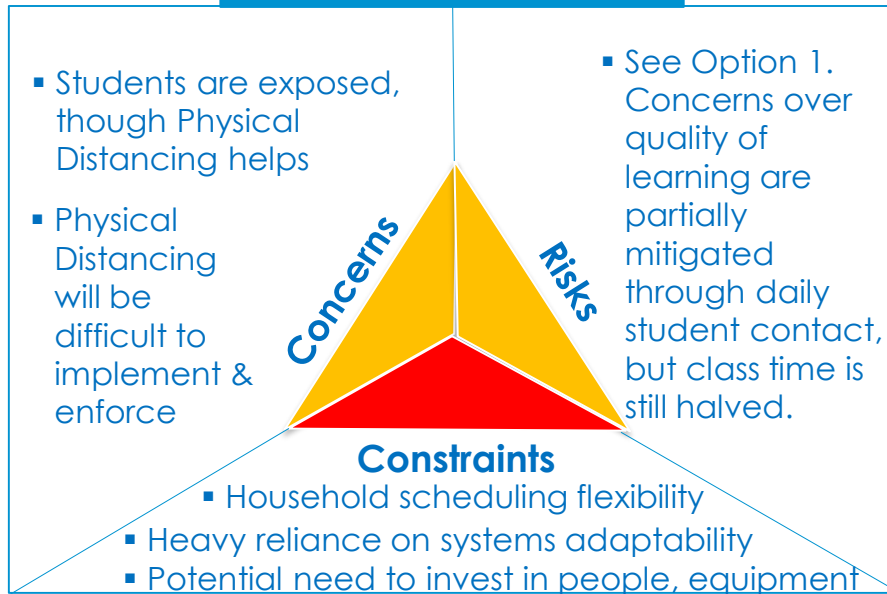
## Description

- Precedent-based double sessions (school attendance in morning or afternoon)
- Limited campus movement (e.g., staggered bell times)
- Remainder of instructional time through eLearning

## Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE<sup>1</sup>
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing
- Bus fleet capacity and routing

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Heavy logistical challenges around transportation, bell times, etc.</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Helps improve student engagement through daily contact</li> </ul>
<ul style="list-style-type: none"> <li>▪ Greater contact will allow for targeted provisioning of supports.</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ In-school presence creates more opportunities than eLearning alone</li> </ul>

<sup>1</sup>Personal Protective Equipment

Red = Serious Issues

Yellow = Areas of Concern

Green = Neutral or Positive

# Option 2(b): Hybrid (Staggered Days).

Common implementation across all schools, all students

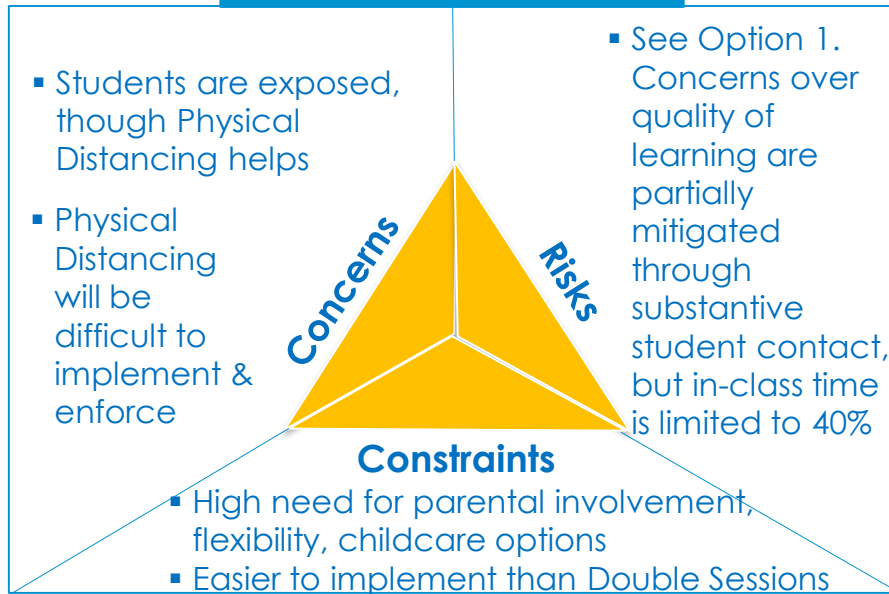
## Description

- Students attend school on alternate days (e.g., M/Tu or Th/Fr, or on 1 day only)
- Remainder of instructional time through eLearning
- Wed. used for sanitation and special support services

## Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE<sup>1</sup>
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Job flexibility, access to child-care a must w/ students home 60% of the time</li> <li>▪ Uses existing bus schedules, bell times, etc.</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Helps improve student engagement, though they are only at school 40% of the time.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Greater contact will allow for targeted provisioning of supports.</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ In-school presence creates more opportunities than eLearning alone</li> </ul>

<sup>1</sup>Personal Protective Equipment

Red = Serious Issues

Yellow = Areas of Concern

Green = Neutral or Positive

# Option 3: eLearning or in-school modalities, differentiated by level.

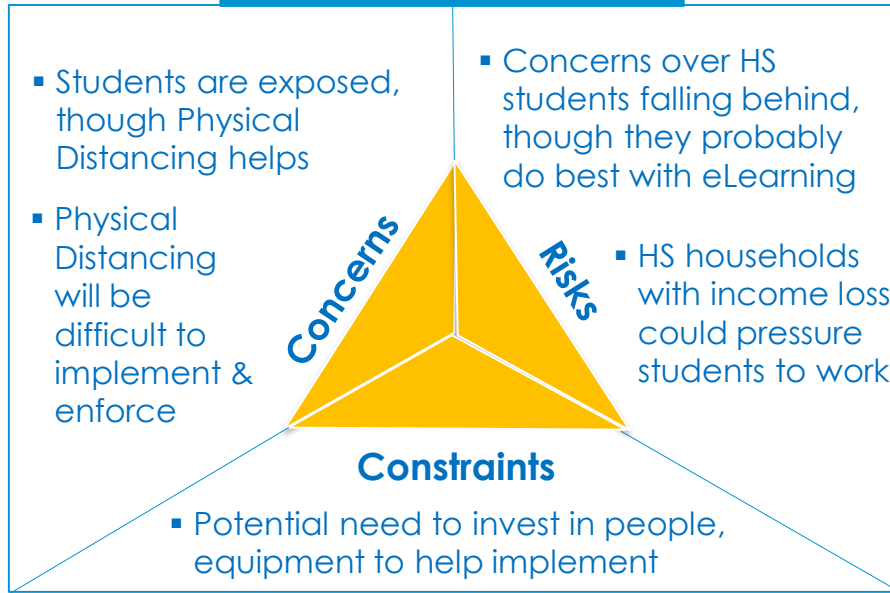
## Description

- eLearning for all HS students
- In-school learning for ES, MS
- Freed-up HS space used to accommodate Physical Distancing at ES, MS, and Adult Centers

## Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- Sufficient space capacity for Physical Distancing at ES & MS
- Optimized teacher / student/ school / classroom assignments
- Implementation of effective health & sanitation protocols, PPE<sup>1</sup>
- Classroom layouts to accommodate Physical Distancing
- Enforcement of Physical Distancing
- Bus fleet capacity and routing

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Challenges with sending some families &amp; staff to different sites</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ Restores ES, MS experience, but is still limited for HS</li> </ul>
<ul style="list-style-type: none"> <li>▪ Restores ES, MS experience, but is still limited for HS</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ HS students continue to miss out</li> <li>▪ Activities limited for ES &amp; MS</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive

# Options can be modeled to serve our students at Technical Colleges, Adult Education, and Centers.

*Staggered by Program or Student Groupings*

**Option 2(b): Hybrid 60/40 (Staggered Days)**  
Common implementation across all schools, all students

**Description**

- Students attend school on alternate days (eg, either Mon/Thurs or Tues/Fri)
- Remainder of instructional time (W) through eLearning
- Smaller population at school; limited movement

**Critical Success Factors**

- (See Option 1 for eLearning Critical Success Factors)
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE!
- Teaching capacity to support in-person & online modalities
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing

**Vitality of Option**

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce

**Concerns**

- High need for parental involvement, flexibility, childcare options
- Easier to implement than Double Sessions

**Risks**

- See Option 1. Concerns over quality of learning are partially mitigated through substantive student contact, but in-class time is limited to 40%

**Constraints**

- Personal Protective Equipment

**Effects on Student Experience**

- Job flexibility, access to childcare a must w/ students home 60% of the time
- Uses existing bus schedules, bell times, etc.
- Greater contact will allow for targeted provisioning of supports.

<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>
<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>

- Helps improve student engagement, though they are only at school 40% of the time.
- In-school presence creates more opportunities than eLearning alone

Red = Serious Issues   Yellow = Areas of Concern   Green = Neutral or Positive

**SIM** REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR 16

*Differentiated by Program*

**Option 3: eLearning or in-school modalities, differentiated by level**

**Description**

- eLearning for all HS students
- In-school learning for ES, MS
- Free-up HS space used to accommodate Social Distancing at ES, MS

**Critical Success Factors**

- (See Option 1 for eLearning Critical Success Factors)
- Sufficient space capacity for Social Distancing at ES & MS
- Optimized teacher / student / school / classroom assignments
- Implementation of effective health & sanitation protocols, PPE!
- Classroom layouts to accommodate Social Distancing
- Enforcement of Social Distancing
- Bus fleet capacity and routing

**Vitality of Option**

- Students are exposed, though Social Distancing helps
- Social Distancing will be difficult to implement & enforce

**Concerns**

- Potential need to invest in people, equipment to help implement

**Risks**

- Concerns over HS students falling behind, though they probably do best with eLearning
- HS households with income loss could pressure students to work

**Constraints**

**Effects on Student Experience**

- Challenges with sending some families & staff to different sites
- Restores ES, MS experience, but is still limited for HS

<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>
<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>

- Restores ES, MS experience, but is still limited for HS
- HS students continue to miss out
- Activities limited for ES & MS

Red = Serious Issues   Yellow = Areas of Concern   Green = Neutral or Positive

**SIM** REOPENING OPTIONS FOR 2020-21 SCHOOL YEAR 17

## Critical Success Factors

- See Option1 for eLearning Critical Success Factors
- New Master Schedules & adjusted lesson plans
- Implementation of effective health & sanitation protocols, PPE!
- Ability to comply with Industry Certification requirements, which may require lobbying efforts to push for new requirements adapted to eLearning modalities



# Option 4: eLearning or in-school modalities, differentiated by critical educational needs or programs.

## Description

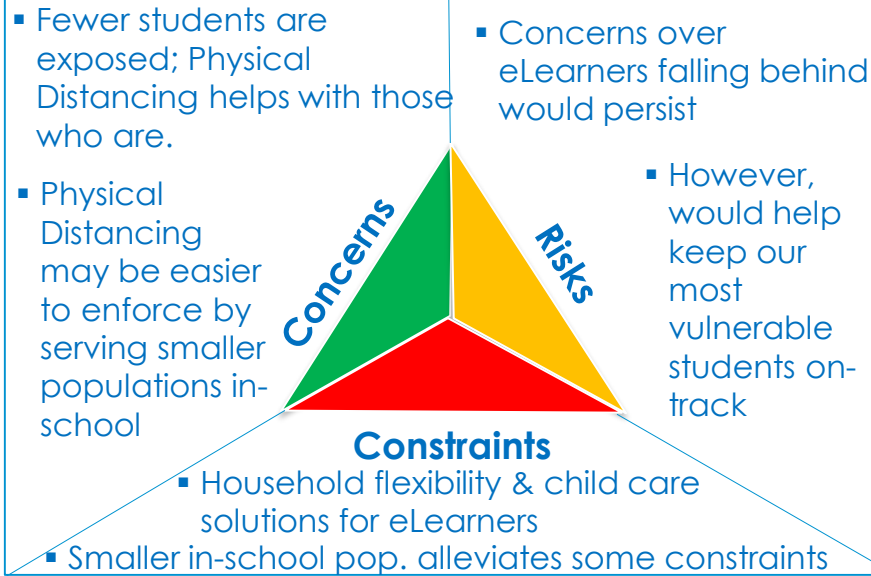
- In-school learning for most critical needs students (e.g., K-3 literacy, ELL, ESE)<sup>1</sup>
- In-school learning as needed for special programs such as Career & Technical, Dual Enrollment, Adults, etc.
- eLearning for all others
- Freed up space allows for Physical Distancing

<sup>1</sup> ELL = English Language Learner;  
ESE = Exceptional Student Education

## Critical Success Factors

- (See Option 1-3 for items related to eLearning, Physical Distancing, health, sanitation, transportation, & capacity)
- Clear communication with stakeholders and buy-in on how and why we serve the most vulnerable

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>▪ Job flexibility, access to child-care for parents of eLearners.</li> <li>▪ Leverages many existing systems/process</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>▪ See Option 1 re: eLearners</li> <li>▪ However, our most vulnerable students would benefit</li> </ul>
<ul style="list-style-type: none"> <li>▪ Would result in very different experiences for eLearners vs. students who go to school</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>▪ Would result in very different experiences for eLearners vs. students who go to school</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive

# Option 5: Hybrid, e-learning or in-person at Neighborhood Schools.

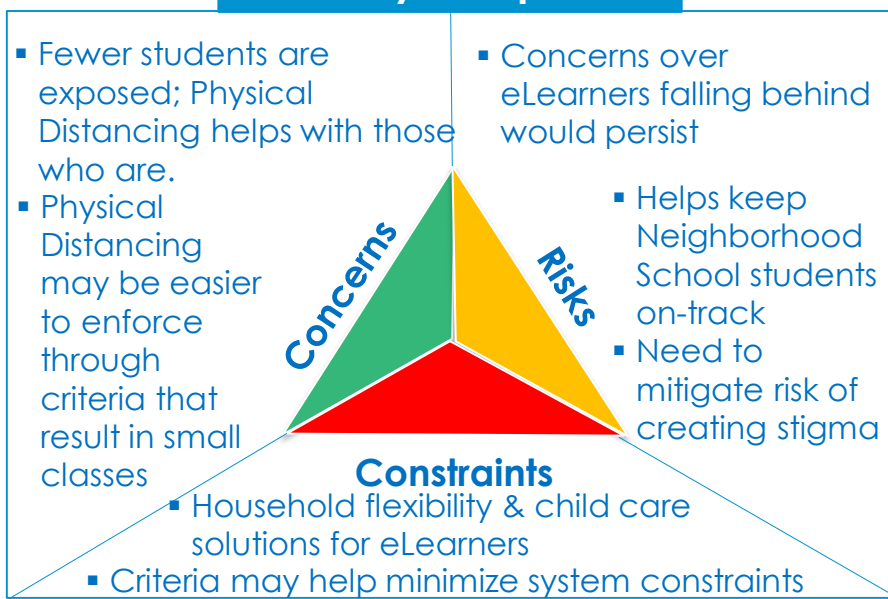
## Description

- Criteria-based enrollment at sites re-purposed as Neighborhood Schools configured for Physical Distancing
- eLearning for all students not meeting enrollment criteria

## Critical Success Factors

- (See Option 1-3 for items related to eLearning, Physical Distancing, health, sanitation, transportation, & capacity)
- Robust, weighted criteria that respond to a broad set of students' needs & system constraints, & appeal to shared societal values around sacrifice to help the most vulnerable
- Clearly communicated & well-executed application, enrollment & student assignment process

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>Would be challenging for families with one child who meets criteria, another who doesn't</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>See Option 1, However, students who are accepted at Neighborhood Schools would benefit</li> </ul>
<ul style="list-style-type: none"> <li>Would result in very different experiences for eLearners vs. Neighborhood School students</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>Would result in very different experiences for eLearners vs. Neighborhood School students</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive

# Option 6: Plus, Plus - An exciting future ahead!

By exploiting the benefits of eLearning & virtual service delivery, we can greatly enhance our students' experience.

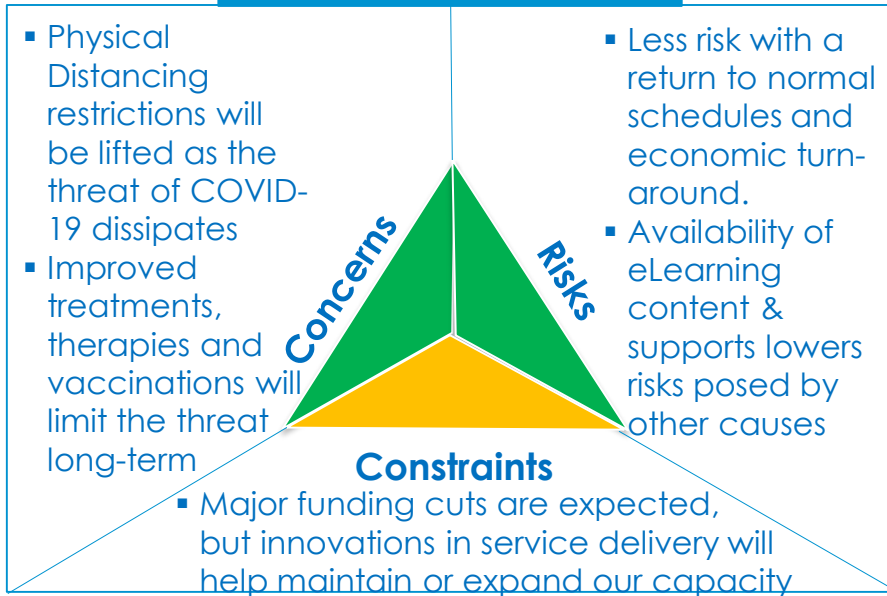
## Description

- Marries the benefits of a 100% traditional in-school experience with new potential possible through eLearning and virtual service delivery

## Critical Success Factors

- (See Option 1 for eLearning Critical Success Factors)
- Optimized organizational structures with incentives to innovate, create, deliver, and support new capabilities or offerings
- Communication & Professional Learning on new capabilities & offers
- Effective, targeted marketing to generate knowledge of & demand for new capabilities & offers

## Vitality of Option



## Effects on Student Experience

<ul style="list-style-type: none"> <li>Standard schedules</li> <li>Return to normal transportation.</li> <li>eLearning content allows easy make-up</li> </ul>	<b>School Day Logistics</b>	<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>Standard education experience enriched via eLearning content, anywhere, any time</li> </ul>
<ul style="list-style-type: none"> <li>Expanded service &amp; support delivery models can improve outreach, speed, &amp; quality</li> </ul>	<b>Health &amp; Well-Being</b>	<b>Fun &amp; Enrichment</b>	<ul style="list-style-type: none"> <li>New virtual forums complement existing activities</li> </ul>

Red = Serious Issues    Yellow = Areas of Concern    Green = Neutral or Positive



# ADDITIONAL DATA

# Are Teachers comfortable with reopening?

## Key findings from USA Today/Ipsos national survey

Would you support or oppose the following measures if schools in your area implemented them this fall?

### Total Support Summary

	Total
Students and teachers returning to school 2-3 days a week, with distance learning on the other days	69%
Teachers considered high risk for severe illness continuing to teach online, while low-risk teachers teach in person	65%
Students and teachers returning to school 5 days a week	57%
Students and teachers returning to school before there is a coronavirus vaccine	49%
Schools adjusting their calendars to begin earlier in the summer and continue into the following summer	34%

Teachers considered high risk for severe illness continuing to teach online, while low-risk teachers teach in person

	Total
Strongly support	20%
Somewhat support	44%
Somewhat oppose	18%
Strongly oppose	8%
Don't know	10%
<i>Support (Net)</i>	<i>65%</i>
<i>Oppose (Net)</i>	<i>26%</i>

These are findings of an Ipsos poll conducted between May 18 – 21, 2020 on behalf of USA Today. For this survey, a sample of **505 K-12 teachers** from the US. The poll has a credibility interval of plus or minus 5% for all respondents.

# Are Teachers comfortable with reopening?

## Key findings from USA Today/Ipsos national survey

Students and teachers returning to school before there is a coronavirus vaccine

	<b>Total</b>
Strongly support	13%
Somewhat support	36%
Somewhat oppose	26%
Strongly oppose	14%
Don't know	10%
<i>Support (Net)</i>	<i>49%</i>
<i>Oppose (Net)</i>	<i>41%</i>

If your school was to reopen and implement social distancing guidelines, how likely are the following?

Total Likely Summary

	<b>Total</b>
I would have difficulty enforcing social distancing among my students	87%
I would wear a mask while teaching	78%
I would have to work longer hours	58%
I would not return to teaching	18%

These are findings of an Ipsos poll conducted between May 18 – 21, 2020 on behalf of USA Today. For this survey, a sample of **505 K-12 teachers** from the US. The poll has a credibility interval of plus or minus 5% for all respondents.

# Are Parents comfortable with reopening?

## Key findings from USA Today/Ipsos national survey

### All respondents

Would you support or oppose the following measures if schools in your area implemented them this fall?

#### Total Support Summary

	Total	Child in K-12
Teachers considered high risk for severe illness continuing to teach online, while low-risk teachers teach in person	61%	63%
Students and teachers returning to school 5 days a week	58%	59%
Students and teachers returning to school 2-3 days a week, with distance learning on the other days	58%	63%
Schools adjusting their calendars to begin earlier in the summer and continue into the following summer	47%	50%
Students and teachers returning to school before there is a coronavirus vaccine	46%	47%

These are findings of an Ipsos poll conducted between May 18 – 21, 2020 on behalf of USA Today. For this survey, a sample of **2,008 adults** from the US. The poll has a credibility interval of plus or minus 2.5% for all respondents.

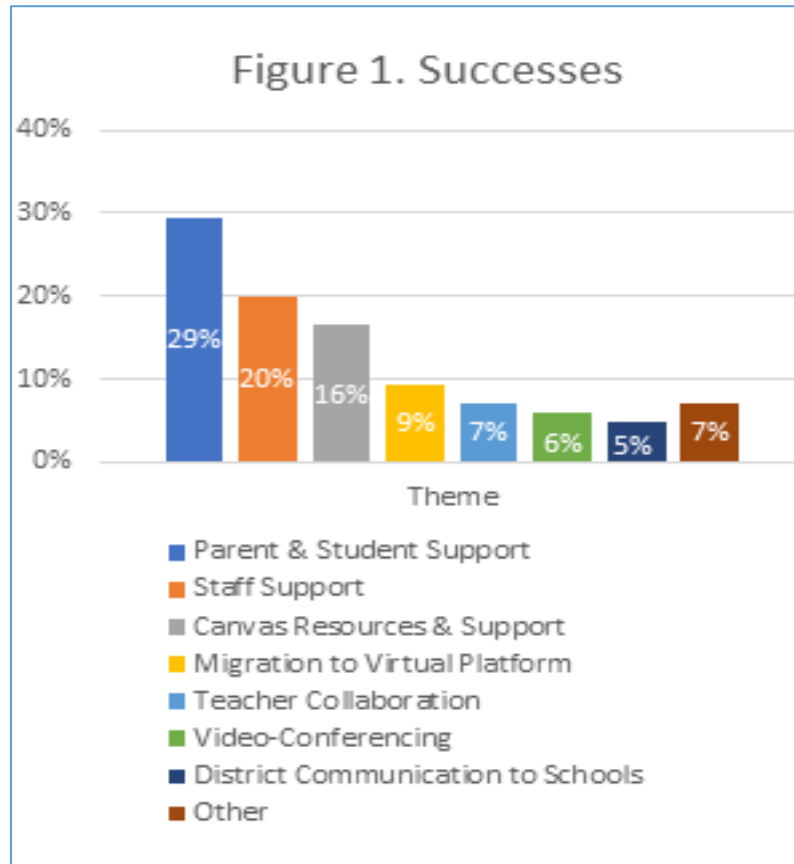
### Respondents with at least one child in Grades K-12

#### Total Likely Summary

	Total (N=403)
I would ask my child(ren) to wear a mask at school	70%
My child(ren) would have difficulty complying with social distancing at school	68%
I would pursue at-home learning for my child (such as online school or homeschool)	59%

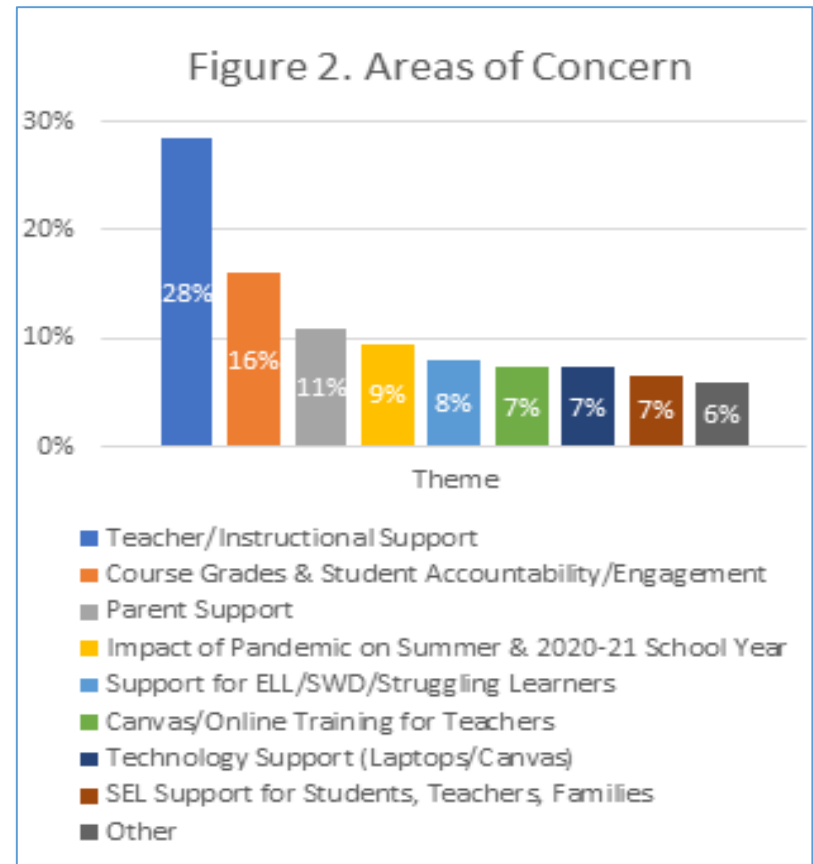
# Superintendent meetings with Principals and Teachers.

## Summary of findings (April/May)



**Most frequently cited areas of success:**

- Support provided to parents, students & staff
- CANVAS resources & support



**Most frequently cited areas of concern:**

- Instructional support
- Course grades & student accountability/engagement

N = 34 Principals, 48 Teachers, each of whom participated on one of five Microsoft Teams video-conferences

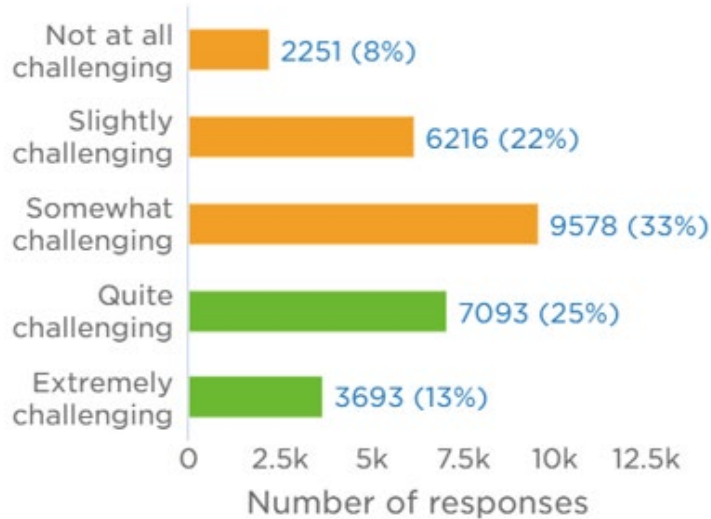
# Wellness & Distance Learning survey results for Broward.

## Student responses

### QUESTION

▼ How challenging has your distance learning schoolwork/homework been?

### Answer distribution

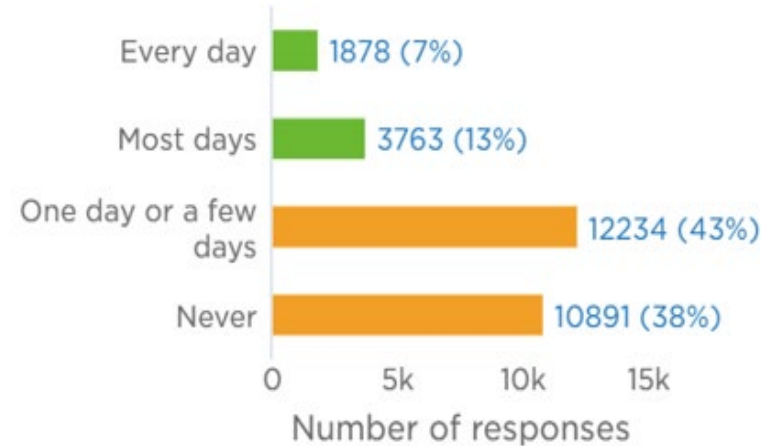


▪ Data underscore a need to assess curriculum standards implemented across grade levels in a virtual environment.

### QUESTION

▼ In the past week, how often have you joined a video call for any of your classes?

### Answer distribution



▪ Data raise concerns over the availability of video calls, and student engagement levels during virtual instruction

# Wellness & Distance Learning survey results for Broward.

## Student responses

What is one thing your teachers/ your school are doing well right now? ?



Student respondents most frequently referred to emails, canvas, and contact as things teachers and schools are doing well now.



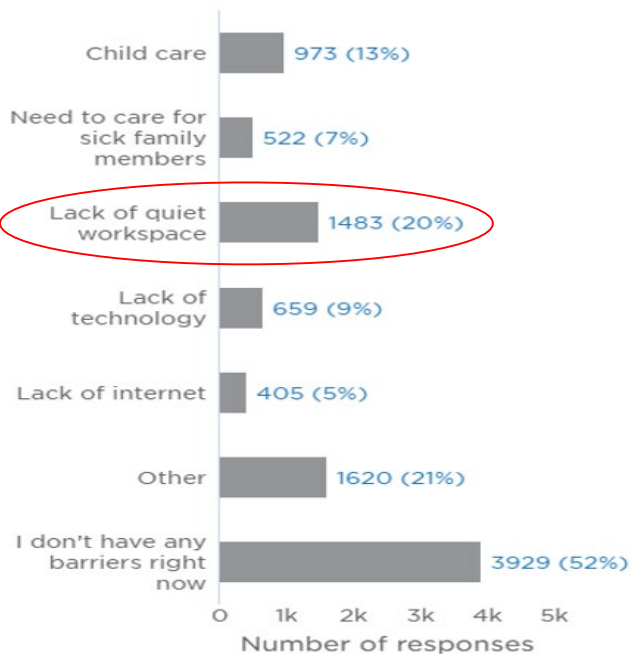
# Wellness & Distance Learning survey results for Broward.

## Teacher responses

### QUESTION

▼ What are your biggest barriers in effectively supporting students and working from home? (Select all that apply.)

### Answer distribution

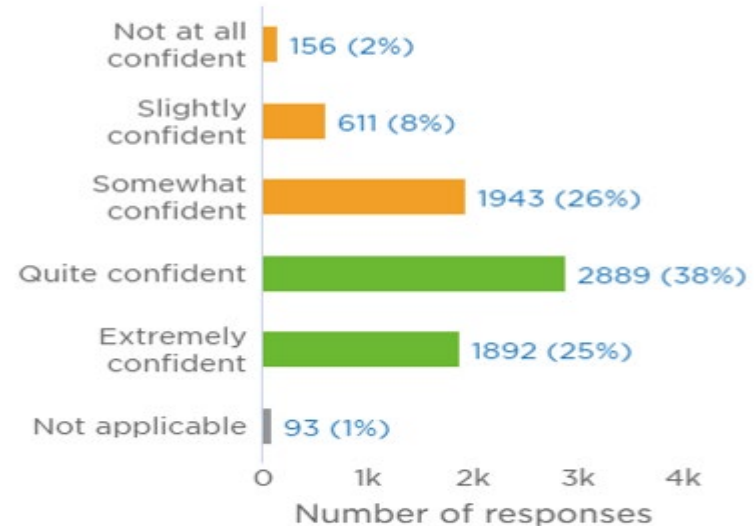


▪ Lack of quiet space is the largest specified barrier & may help explain infrequency of video usage.

### QUESTION

▼ How confident do you feel using our distance learning tools, such as Clever, Canvas, and Microsoft 365/Microsoft Teams?

### Answer distribution



▪ Most teachers feel confident using distance learning tools, but it is not clear if they feel they've mastered the use of all features.



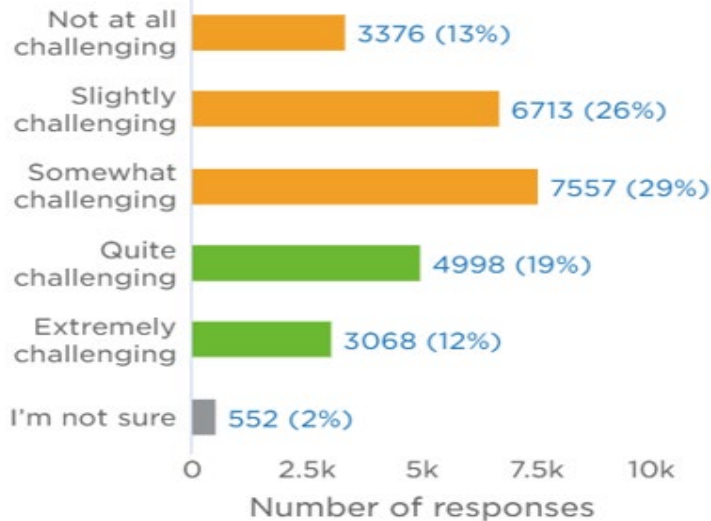
# Wellness & Distance Learning survey results for Broward.

## Parent responses

### QUESTION

▼ How challenging has your child's distance learning schoolwork/homework been?

### Answer distribution

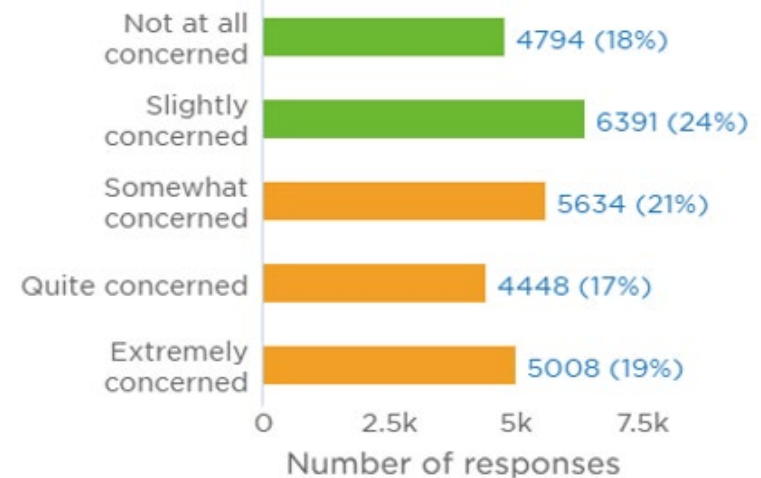


▪ Data point to parental concerns over rigor.

### QUESTION

▼ How concerned are you about your child's academic growth while school is closed?

### Answer distribution



▪ Responses underscore the need for improvements in distance learning, as well greater rigor.

# Alternative space utilization.

## Potential Calculations

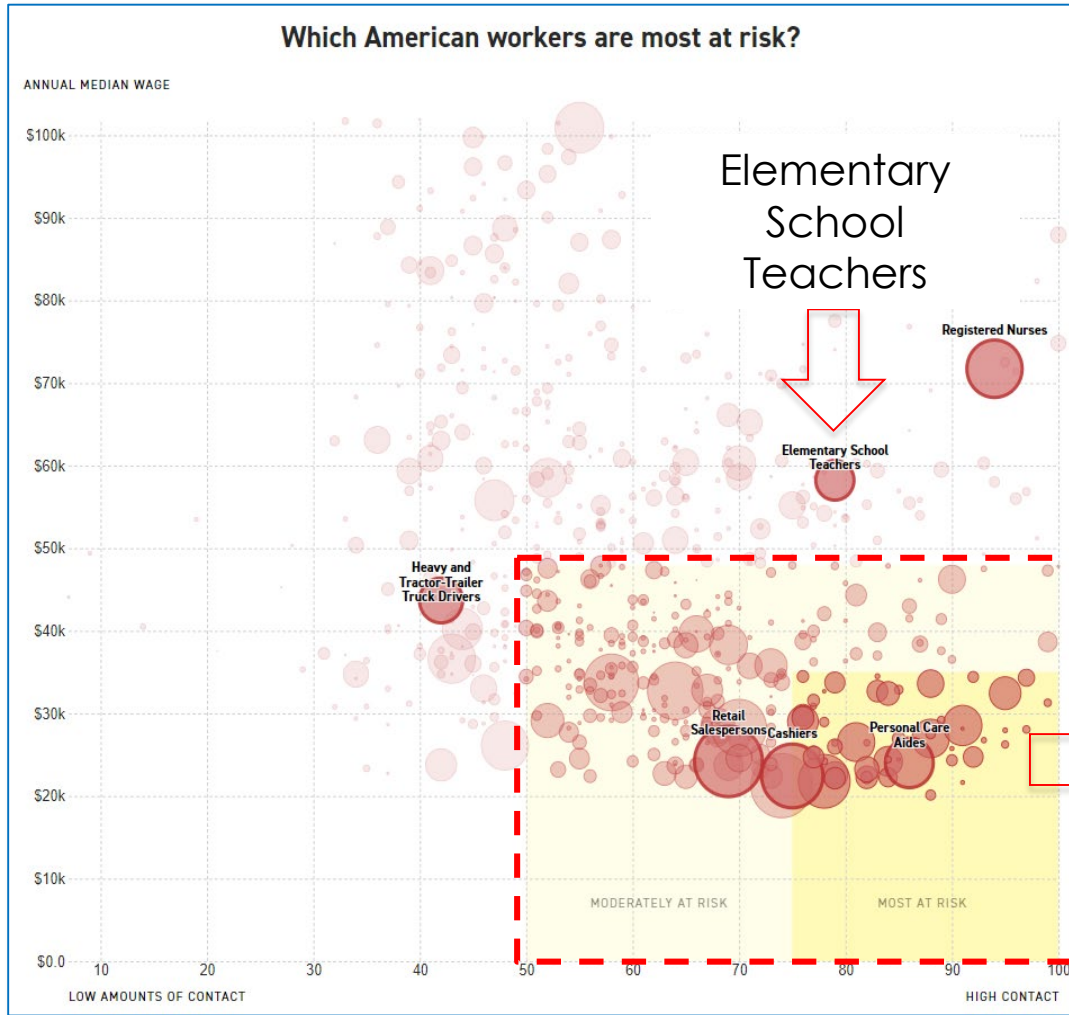
**Table: Comparison of Potential Calculations for Physical Distancing Capacity at Six Broward County Public Schools**

Facility Name	2019/20 Benchmark Enrollment	Half Gross FISH Capacity		CDC Gatherings Capacity (9+1)				Minimum Square Footage Capacity (net room sf/65 sf)			
		50 % Gross FISH April 2020	Over (Under)	Classrooms	Other Teaching Spaces	Total Capacity	Over (Under)	Classrooms	Other Teaching Spaces	Total Capacity	Over (Under)
SILVER SHORES ELEMENTARY	372	410	(38)	369	66	435	(63)	699	177	876	(504)
EMBASSY CREEK ELEMENTARY	1,252	544	709	486	81	567	685	849	182	1,031	221
PINES MIDDLE	830	885	(55)	504	266	770	60	781	811	1,592	(762)
TEQUESTA TRACE MIDDLE	1,585	716	869	360	293	653	932	525	742	1,267	318
BOYD H ANDERSON HIGH	1,730	1,415	316	639	573	1,212	518	840	1,581	2,421	(691)
CYPRESS BAY HIGH	4,788	3,108	1,680	1,845	533	2,378	2,410	2,400	1,739	4,139	649

\*50% is analyzed as a starting point, not a final recommendation.

*Provided by the Division of Portfolio Services:  
Demographics & Enrollment Planning, Facility Planning & Real Estate,  
and Class Size Reduction Departments*

# The lowest-income workers are most at risk of COVID-19.



## Low Pay, High Contact Workers

- Cashiers
- Warehouse Workers
- Personal Care Aides
- Nursing Assistants
- Cooks
- Teacher Assistants
- Landscapers
- Medical Assistants
- Childcare Workers
- Bus Drivers

Source: Politico, O'NET, Department of Labor

# Differentiating Broward Virtual School from Florida Virtual.

Broward Virtual School is a franchise partner of the Florida Virtual School

## Broward Virtual School (BVS)

- Fully accredited
- Free
- Online delivery system
- Time flexibility
- Location flexibility
- Part-time enrollment options (6-12)
- Flexibility with how students can earn courses / credits online
- Students from traditional schools may take additional courses through BVS
- **Follows August – June calendar**
- **Local face-to-face extracurricular activities:**
  - **Honor Society, Key Club, etc.**
  - **Field Trips, Academic Competitions**
  - **College Planning Seminars**

## Florida Virtual School (FVS)

- Fully accredited
- Free
- Online delivery system
- Time flexibility
- Location flexibility
- Part-time enrollment options (6-12)
- Flexibility with how students can earn courses / credits online
- Students from traditional schools may take additional courses through FVS
- **Offers fixed or year-round calendar options**

# Data from Los Angeles area survey offers insight into what parents are most concerned over during school closures.

<b>Ensuring your child does not fall behind academically</b>	<b>65%</b> very concerning	<b>89%</b> total concerning	Particularly concerning to parents who have a child with a disability (72%), Los Angeles suburbs (72%), parents who are non-college people of color (71%), low-income parents (70%), and Hispanics (69%)
<b>Ensuring your child is on track to graduate (among high school parents)</b>	<b>57%</b>	<b>84%</b>	Particularly concerning to parents who are non-college people of color (70%), parents located in the Los Angeles suburbs (70%) and in the Valley (65%), African American parents (63%), and low-income parents (69%)
<b>Ensuring your child is on track to go to college</b>	<b>51%</b>	<b>82%</b>	Particularly concerning to Spanish speaking parents (72%), parents located in the Valley (65%), African American parents (62%), non-college people of color (60%), low-income parents (61%), and parents in the Los Angeles suburbs (59%)
<b>Your child feeling bored or under-stimulated while they are at home</b>	<b>48%</b>	<b>84%</b>	Particularly concerning to low-income families who make <\$24,000/year (53%) and white parents in Los Angeles (52%)
<b>Being able to provide for your child financially</b>	<b>48%</b>	<b>76%</b>	Particularly concerning to low-income families, African American parents (58%), and non-college people of color (55%)

Source: Global Strategy Group and The Education Trust-West. N = 1,200 parents of children in California public schools from 3/26/20 to 4/1/20.

# Guidance from the Aspen Institute on handling budget reductions.

## SY2021 Scenario Planning

Traditional budget reductions only get us so far – and some don't match our current reality

Typical Reduction Options	Rough Magnitude	Watch-outs/Challenges
Increase class sizes by 3 across all grades	3.9%	May run counter to social distancing mandates; exceeds natural turnover so would require RIF
Reduce employee benefit costs by 10%	2.0%	Health costs may be going up; hard to negotiate quickly
Cancel all contracts for professional growth, curriculum development, research and school support	2.0%	Support to retool instruction may be needed now more than over
Freeze salary step increases for one year for all employee contracts	1.0%	
Bring special education class sizes from 70% to 75% of target size	0.6%	Special Ed Maintenance of Effort requirement still in effect; remote learning for SpEd may warrant lower caseloads
Reduce extra spending on very small schools by 10% by changing staffing models and funding formulas	0.3%	
Reduce school-based administrative and clerical staff by 10%	0.3%	May run counter to lengthening school day
Reduce transportation costs by 10%	0.3%	May run counter to social distancing mandates
Cut instructional materials/textbooks by 10%	0.3%	
<b>Total: 10.7%</b>		



# The Aspen Institute provides important context on the stark realities associated with the pandemic.

Consensus has rapidly emerged about this crisis in the context of equity:

- More than half of all the students in public education rely on schools for free or subsidized meals,<sup>8</sup> and with record numbers of unemployment claims, food insecurity will become even more acute through the economic downturn unless policymakers act to address it.
- The shift to distance learning highlights the digital divide; students from low-income families, students in rural communities, and students of color are much less likely to have internet access<sup>9</sup> and a device on which to learn, or a quiet and safe space for schoolwork.
- The stress and trauma of closures are not evenly distributed because students from low-income families and students of color are much more likely to have parents who can't work from home or who have lost their jobs, so they are more likely to be in financial distress.
- More harrowing, schools are often the first to alert child welfare authorities in cases of suspected neglect and abuse. Much of this will go undetected during distance learning, even though child abuse and domestic violence are probably exacerbated<sup>10</sup> by increased stress, uncertainty, and loss of income experienced during stay-at-home orders.

# Insights from the Aspen Institute provide guidance that will shape our focus moving forward.

- Student safety, belonging, and connectedness to school are foundational to resilience.
- Schools have differential impact on students' willingness to engage in school, work hard, and follow the rules.
- Adolescence is a period of major brain development, second only to early childhood.
- Experiencing trauma and excessive stress generates predictable physiological and psychological manifestations that undermine learning and overall well-being.



# Leveraging partners.

Offer from the Boys & Girls Club of Broward County (BGCBC)



1. Virtual programming, in the summer, afterschool and possibly during the school-day;
2. Social-emotional wellness and family support programs and activities;
3. Technology access and training;
4. Health and physical fitness programs;
5. Outreach and programs targeted to low-income **(see above statistics)**, minority **(69% Black, 17% Hispanic, and 10% Multi Racial)** and foster care students/members;
6. Summer meals for students, especially low-income students **(since the pandemic BGCBC has served 45,000 snacks & meals since schools closed)**; and
7. Planning, professional development and sanitation of facilities, also allowed under ESSER, may present opportunities for other types of collaboration.

# A view into the experience: arrival at school.



Reuters



Kyodo / The Japan Times

## Denmark

- Staggered arrival times
- Controlled, monitored ingress
- Spacing between students entering building

## Japan

- Screening at arrival (temperature checks)
- Students & staff wear masks

# A view into the experience: Physical Distancing.



Emmanuel Dunand / Contributor, Insider / Getty Images

## Denmark

- Masks worn in hall-ways
- Hallways monitored by Staff at lower risk (e.g., <65)

## Denmark

- Fewer students per class
- Desks separated 6'



Reuters



Xinhua News Agency / Contributor, Insider / Getty Images

## China

- Meals served in classrooms
- Students spaced 6' apart
- Assigned seating

## Denmark

- Use of non-traditional spaces for instruction



Thibault Savary / Contributor, Insider / Getty Images



# A view into the experience: health and sanitation.

## Denmark

- Clear, simple handwashing protocols
- Frequent handwashing breaks



Bo Amstrup / Contributor, Insider / Getty Images



Liselotte Sabroe / Contributor, Insider / Getty Images

## Denmark

- Daily cleaning and sanitation of classrooms

# Early results from France, one week after reopening schools.

May 19, 2020

**Background:** Schools in France closed on March 17<sup>th</sup>, reopened on May 11<sup>th</sup>, with classes capped at 10 students for preschools and 15 students for other age groups.

1,400,000

**Number of Students returning to school**

70

**Number of positive COVID-19 cases (all school children)**

0.00005%

**Infection rate**



***Affected schools closed***

# Social Media usage guidelines.

## PRIMARY

### Social Media Use Guidelines

#### Do you Think B4U Post?

**What you do online can help or hurt yourself and others.**

Did you know students who break the Code of Student Conduct's online behavior requirements can be suspended or even expelled?



While online:

**DON'T:**

- Use rude, hurtful, or racially offensive language.
- Post language, materials, or images containing vulgarity, nudity, or drugs.
- Engage in personal attacks, insults, threats, harassment, or bullying.
- Post private information.
- Be academically dishonest or cheat by violating copyright laws or using someone else's material without permission.

**DO:**

- Connect in positive ways with others. Reaching out to people you trust is one of the best ways to reduce anxiety, depression, loneliness, and boredom during social distancing. Call, IM, text, or FaceTime to connect with friends and family.
- Protect yourself by protecting your accounts. Don't share your passwords with anyone and password protect your phone so no one can impersonate you. Use privacy settings to control who can view your content and interact with you.
- Ignore online abuse by not reacting, instead block abusers and then report them. Take and save screenshots, print out messages as evidence, and tell a trusted adult immediately to get help.
- Be an activist for respect.
  - Think B4U Post and watch for offensive or hurtful behavior.
  - Share kind words to isolated, mistreated, or cyberbullied classmates.
  - Express disapproval of mean acts and words.
  - Celebrate positive acts.
  - Know your rights and responsibilities and that YOU have the power to change your world, and the world of others for the better.



## SECONDARY

### Social Media Use Guidelines

#### Do you Think B4U Post?

# Personal Behavior Interventions & Supports (PBIS). eLearning Approach

## Virtual CHAMPS

### e-Learning with PBIS

- Distance Learning
- Classroom
- Tier 1 Strategies

**C**onversation

**H**elp

**A**ctivities

**M**otivation

**P**articipation

**S**elf-Management



Positive Behavior Interventions and Supports (PBIS) is a framework used to provide support and guidance to teachers and families. As we engage in e-Learning, classroom time can be challenging for all. Remember it will take time to adjust to the e-Learning environment. However, it is still important for students to be orderly, responsive, engaged, and motivated. Virtual CHAMPS can be used to help teachers and families establish clear expectations, increase academic engagement, spend less time addressing off-task behaviors, and motivate students to put forth their best effort.

**Disclaimer:** The letter meaning of CHAMPS has been slightly amended to support the virtual classroom environment.

# School & District Technology Usage.

## BCPS Policy 5306

Provides guidance for appropriate technology utilization and integration into the curriculum, as well as infusion into school/District administration and management.

**5306** **5306**

**SCHOOL AND DISTRICT TECHNOLOGY USAGE**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA ADHERES TO THE BELIEF THAT TECHNOLOGY SHOULD PLAY A VITAL ROLE IN MEETING THE NEEDS OF THE BROAD RANGE OF ABILITIES, DISABILITIES, CULTURAL BACKGROUNDS AND ETHNIC POPULATIONS REPRESENTED IN DISTRICT SCHOOLS. TO ASSURE THAT TECHNOLOGY SHALL PLAY A PREDOMINANT ROLE, THIS POLICY PROVIDES GUIDANCE FOR APPROPRIATE TECHNOLOGY UTILIZATION AND INTEGRATION INTO THE CURRICULUM, AS WELL AS INFUSION INTO SCHOOL/DISTRICT ADMINISTRATION AND MANAGEMENT.

**1. Definition**  
For the purpose of this policy, technology is defined as, but not limited to, the following:

- a. Instructional and staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
- b. Administrative staff workstations (both desktop and portable), tablets, printers, scanners and other peripherals;
- c. Campus and departmental local area networks (both wired and wireless), including wiring, hubs, switches, routers, transmitters/receivers and other devices;
- d. Servers; including instructional lab servers, web servers, video servers, file and print servers, database servers, internet proxy caching servers;
- e. A Wide Area Network linking all School Board of Broward County (SBBC) sites into one countywide Intranet;
- f. Telephone systems; including primary systems, integrated voice response/management systems, automatic dialing systems;
- g. Learning resource management systems, including library automation systems;
- h. Distance learning systems;
- i. Video capturing, broadcast, receiving, and distribution systems;
- j. Teleconferencing systems;
- k. Application software packages which result in the creation and maintenance of an operational database;
- l. Energy management and security monitoring systems;
- m. Radio systems;
- n. Office copier, Printer, image scanners and document management systems;
- o. Cellular phones, PDAs, Smartphones, and similar mobile items;
- p. Paging systems;
- q. Intercom; and
- r. Facsimile systems.

**2. Purpose**

- a. To foster and support innovation and experimentation in the transformation from a traditional approach to teaching, learning, and education management to a technology-based model meeting the needs of the broad range of abilities, disabilities, cultural backgrounds, and ethnic populations represented in Broward County Public Schools.
- b. To establish and maintain guidelines and procedures for appropriate technology utilization and infusion in the classroom, in the schools, in school and district administration and management, and in planning and evaluation to more

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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

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